FROM THE PRESIDENT:

LIRT Will Sizzle in Atlanta

By Linda Chopra, ey603@hotmail.com

It's been a crazy year for me, serving as acting director of my library only four months after coming aboard. I've learned more than I ever wanted to know about building repairs and the group dynamics of library boards. But our new director starts in just two more weeks, so hopefully, my life will get back to normal soon.

Although I haven't devoted as much time as I should to LIRT matters during these last few hectic months, let me assure you that the officers, committee chairs and their members have spent many hours planning an inspiring program and a fantastic 25th Anniversary Celebration for the ALA Annual Conference. We're meeting in Atlanta in June and both the city and LIRT will sizzle! I've never been to that fair city, but more widely-traveled folks have told me that it has great art museums, interesting architecture, lots of good restaurants, shopping areas, and plenty of Southern hospitality.

Linda Chopra is President of LIRT, and Assistant Director of the Avon Lake Public Library in Avon Lake, Ohio. ∎

INSIDE

By the Continuing Education Committee: Susan Bissett, Doreen Harwood, Jonathan Helmke, Chair, James Millhorn; Frances Nadeau; Elizabeth Walker; and Ericka Arvidson Raber.

ACRL Instruction Section. "Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians." College & Research Library News 62.4 (April 2001): 416-428.

This article contains the model statement adopted by the Instruction Section of ACRL, along with an introduction approved by the ACRL Board of Directors and a note by Carla List. The model statement is one of the very most basic documents that every instruction librarian should be familiar with. It is meant to be used in conjunction with the Competency Standards, approved in 2000. Where the Competency standards describe the broader goals that characterize Information Literacy, the model statement breaks down these ideas into performance indicators and lists possible specific instructional outcomes – different ways a class might demonstrate mastery of the broader goal. Instruction librarians can use these performance indicators and instructional objectives, not only to focus their teaching more tightly on the concepts of Information Literacy, but more importantly, to begin con-versationsl know that LI need - practical information and congenial colleagues with whom you can share ideas and network. So come to LIRT's program on Sunday, June 16th, and then stay for our 25th Anniversary Celebration afterwards. Join us as we walk down the historical lane of library instruction and see how much our world has changed in the last twenty-five, rapidly changing years. Mingle with other instruction specialists, meet LIRT's leaders, express your con-

25th Anniversary

In June, we will all head to Atlanta for the ALA Annual meeting. The high point for all of us will be the celebration of LIRT's 25th Anniversary. This has put me in mind of all the events that we celebrate - birthdays, anniversaries, graduations, new beginnings, and fond farewells. All of this is what we will be doing in Atlanta. We will celebrate the beginning of a group designed to bring instruction librarians of all back-grounds and talents together. We may come from schools or public libraries or academic institutions, but we are all brothers and sisters in the instruction group. We support each other. We share our time and talents with each other.

We will be also celebrating an anniver-sary. LIRT has been here for 25 years. It has helped us connect with col-leagues, pass along information and tips, and enabled us to make our opinions known to others. This is also

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Join the Celebration!

LIRT & IS - 25 Years of Library Instruction

In 2002 the Library Instruction Round Table and the ACRL Instruction Section celebrate their 25th Anniversaries in Atlanta. A quarter century ago, two separate groups of forward-thinking librarians within ALA decided to form both a section and a round table dedicated to encouraging creativity and innovation in teaching and learning in all types of libraries. These two units of ALA have fostered and supported instruction librarians since 1977. We have a day of festivities planned for Sunday, June 16. We hope you'll spend the day and celebrate with us.

LIRT'S 25TH @your library

Celebrating 25 years!
ALA/ACRL Instruction Section
1977 - 2002

For more the most up-to-date information on the 25th Anniversary Celebration, visit LIRT (www.baylor.edu/LIRT/anniversary.htm) and IS (www.ala.org/acrl/is/conference/annual02/anniversary.html) on the web.

Emerging Visions: Libraries and Education in the 21st Century

LIRT Annual Conference Program
Marriott Marquis, Imperial Ballroom, Salon B 9:30 a.m.-12:00 Noon
Since the founding of LIRT in 1977, sweeping technological innovations have changed how we teach, both in the classroom and in the library. In a broad look at the future, this program will examine new directions in the field of education and how they will impact libraries. **Dr. Louis Schmier**, professor of history at Valdosta State University, and author of *Random Thoughts: The Humanity of Teaching and Random Thoughts II: Teaching from the Heart*. Louis Schmier will share his philosophies on student-centered learning and how it applies to libraries. **Tim Grimes**, Associate Director of Community Relations of the Ann Arbor District Library, Michigan, and a former President of LIRT, will speak on the increasing need for and direction of instruction for users in public libraries. **Jean Donham**, College Librarian, Cornell College, Iowa, and a former middle school teacher, will discuss how to apply lessons learned from the field of education to library instruction.

25th Anniversary Party

Marriott Marquis, Bonn/London/Zurich/Syndey Rooms, 12:00 Noon-1:30 p.m.
Join LIRT and IS as we celebrate our 25th Anniversary with a birthday cake, prizes, and recognition of those individuals who have been important in these two organizations during the past 25 years.

Building Premier Learning Communities: Strategies for Successful Library Involvement

IS Annual Conference Program, Georgia World Congress Center, 2:00-4:00 p.m.
Learning communities have been described as "an intentional process of redesigning curriculum and bringing faculty and students together to create more coherent and collaborative learning environments." This program will investigate the components of successful learning communities and suggest specific strategies for library involvement. Keynote speaker **Nancy Shapiro**, founding director of the College Park Scholars Program, University of Maryland, will provide an overview of the development of learning communities and future directions. Librarian panelists will explore components of successful library involvement.

Common Ground - Information Literacy

By Marcia King-Blandford, mkingbl@utoledo.edu

In the midst of the emotion and surprise announcement naming Halle Berry as this year's Academy Award winner for Best Actress, no one could have anticipate the cord struck by Halle Berry's acceptance speech. Her composure, at this particular moment, when in front of her peers, Hollywood legends and millions of viewers, she thanked all those who had come before her. She gave the "nameless, faceless actresses and actors" credit for giving her this moment, and, more importantly, laying the groundwork for this opportunity. Her words brought the full force of her predecessor's vision, their tireless dedication, their commitment, their hard work and their never-waving passion into the present moment. Halle Berry validated their sacrifices in the most public of forums.

Nothing this noble happens each day as many instruction librarians in many types of libraries stand before their audiences. Yet the parallel with Oscar night is real. After spending countless hours preparing, incorporating educational pedagogy, creating instruction materials, and dissecting research into a user-friendly information retrieval process, how many of us have the presence of mind to remember all of the individuals and their teaching and research contributions that have brought us to this "teachable moment." One of the greatest success stories instruction librarians own today is the real live presence of the Information Literacy Initiatives. Through the Institute for Information Literacy [IIL], <http://www.ala.org/acrl/nili/nilihp.html>, instructional opportunity reverberates with possibilities. The unwaving vision, the sheer determination, the hard work, the battles fought, and the obstacles overcome have given way to a visible and active Institute, with trained faculty, national workshops, pre-conference programs, standards and guidelines, toolkits, a body of literature and numerous instruction directives, upon which instruction librarians can build. This tangible body of knowledge allows us to meet at the conference table equally with faculty, trustees, and administrators. What appears to have arisen on the horizon just a few years ago is the culmination of more than 20 years of hard work. It is one person picking up the mantle and sharing the vision. There was never a guarantee that the hard work and commitment of so many would pay off. Yet these visionaries would not be stopped.

Perhaps it started when someone remembered the words of Isadore Mudge in the mid 1930s when she observed that nothing was more important than putting the right book in the right hands at the right moment in time. Or, maybe the inspiration came in the 1970s, when Evan Farber initiated formal classroom instruction into the research process. Perhaps a cord was struck when the need to justify the tangible relationship between school library media centers and student learning outcomes was being fought in Colorado in the 1980s. What is known for sure is that "information literacy," spoken quietly more than 20 years ago, has come of age. The "nameless, faceless" visionaries of information literacy are knows to us. Patricia Breivik Senn, Constance Mellon, Cerise Oberman, Thomas Kirk, Jr., Robert Wedgeworth, Carol Kuhlthau, Trudi Jacobson, Debra Gilchrist, Randall Burke Hensley, Betsy Baker, Mary George, Sharon Hogan, Lynn Westbrook, Hannorlore Radar*, are just a few of the countless many. Take a moment and find your own hero among these dedicated instruction professionals. And, before you begin to teach your next class, take a moment and re-acquaint yourself with the wisdom, passion, and dedication and that has brought us to this moment. Our common ground is hallowed ground.

My very deep apologies for anyone who I did not mention. The intent was only for demonstration purposes and was by not intended to be comprehensive. See also: AASL: Information Power: http://www.ala.org/aasl/ip_nine.html Blueprint for Collaboration: <http://www.ala.org/acrl/blueprint.html>

Marcia King-Blandford, Associate Professor, Library Administration, Carlson Library, University of Toledo. ∎

Emerging Visions:
Libraries and Education in the 21st Century

Since the founding of the Library Instruction Round Table 25 years ago the field of education has experienced seeping changes, particularly due to the increasing incorporation of technology into the classroom. This program will look ahead to the next 5 to 25 years to examine future directions of the field of education and how it applies to libraries. Speakers actively involved in the field of education, from outside of libraries as well as from public, school, and academic library backgrounds, will present their insights and practical experiences in the field of education and will discuss future developments they foresee in this rapidly changing field.

Remembering the Past: An Interview with Former LIRT President Tobeylyn Birch

With our 25th anniversary fast approaching, the LIRT newsletter is taking a look back at some of the people who were with LIRT in the earlier years. We wanted a chance to share their thoughts and experiences with everyone as this special event approaches. This time, we are asking Tobeylyn Birch to share her rememberances about LIRT.

LIRT: When did you start working with the Library Instruction Round Table?

TB: My active participation in LIRT began in 1983 as a member of the PR/ Membership Committee. This is easy for me to remember because my second child was only a couple months old when Mary Popp called and asked if I was interested in serving on the committee. I wasn't sure I was ready to become actively involved, with two young children to care for. But Mary was very persuasive, as LIRT needed local support for its exhibit booth at the 1983 ALA Annual Conference in Los Angeles.

LIRT: What were the important issues in library instruction that LIRT was dealing with at that time? How are these different from issues that you considered in LIRT 5 years later? How do they differ from issues in instruction that we all face in 2002?

TB: As I remember, the important issue in the early 1980's was teaching transferable skills rather than teaching specific resources. Several years later this had evolved to include critical thinking skills. During the last decade, due to the explosion of online catalogs, electronic resources, and Web-surfing, we then had to add technical skills and concepts (e.g. Boolean operators). Now we're trying to find ways to cultivate information literacy skills, which includes all of the above and more.

LIRT: Since all of them are past presidents: During your term as president, what were your goals for LIRT?

TB: My primary goals as president were to break down some of the barriers between librarians from different types of libraries and to make sure that our programs and publications addressed issues from all of the various perspectives — academic, school, public, and special.

LIRT: What things stand out in your mind as the most exciting about your years in LIRT?

TB: I'm not sure I can identify something as most exciting, but what stands out most about my years in LIRT are the friendships and professional relationships that were developed. In my experience, the members of LIRT are not only highly committed and service-oriented but they are also very fun.

LIRT: What was the activity in LIRT that was the most fun? OR What is your favorite LIRT story?

TB: I really enjoyed the Steering Committee dinners, which for many years were arranged by Chuck Dintrone. Now they have evolved into what we fondly call the "LIRT Has Beens" dinners, for past officers who still want to get together with the friends they made through LIRT.

LIRT: If the incoming LIRT president called you this June and asked for one piece of advice, what would you say?

TB: Have fun. Because participation in LIRT is voluntary, it is likely to take second (or third or fourth) place to our other commitments - family, jobs, etc.

But if we make the participation fun and enjoyable, we're more likely to keep our committed volunteers and gain more as they share their good experiences with colleagues.

LIRT: What should be LIRT's primary goal in the next 2 years?

TB: To continue to be the one organization that promotes library instruction in all types of libraries.

LIRT: Tell us about the ALA World Book Award you won. What legacy has the award left LIRT?

TB: The idea for the project that won the award started at the LIRT conference program, on critical thinking, during my presidential year. I was blown away by one of the speakers, Virginia Rankin, who presented her concept of the "presearch" process. Although designed for middle school students, I felt the process could be easily adapted for all kinds of populations, including the graduate students with whom I work. One way to share this information would be to videotape Virginia taking her students through the process. The LIRT Executive Board approved the proposal and suggested applying for the World Book-ALA Goal Award to fund the project.

I'm not sure what legacy the award has left LIRT. Winning the award probably increased LIRT's visibility within ALA, but I think it may have also helped round tables in general to gain more respect within the larger organization. ■

Past presidents Mitch Stephanovich (1999-00) in purple, Alison Armstrong (2000-01) in pink, and soon to be president Anne Houston (2002-03) in grey (bottom photo) mug for the camera with 2000 Annual program speakers Joe Dempsey and Monika Antonelli.

Want to manage student Web searching during instruction classes and yet encourage active learning? Tired of making handouts for the next Freshman Composition class? Trying to find a way to control students without link software during a session in an online classroom? Want to have the ability to quickly modify instruction Web pages? Using instruction pages loaded on the librarian's personal home page can

By Vanessa Burford, UTSA Library – Downtown, vburford@utsa.edu

Stephanie Michel, Incoming Vice-President/President-Elect

Stephanie Michel is LIRT's incoming Vice-President / President-Elect. Stephanie became a member of LIRT after attending the 1998 Annual Program in Washington, DC. As a member and later, chair, of the Conference Planning Committee, Stephanie has enjoyed implementing LIRT's commitment to library instruction for all types of institutions and the provision of practical tips that librarians can take away and incorporate into their own instruction and into the planning of the conference programs. Program planning takes two years and involves everything from finding the right speakers to ensuring adequate climate controls for the room! The focus of the 2002 program in Atlanta is the future of education.

After chairing and preparing to leave the Conference Planning Committee, Stephanie decided to run for the office of Vice-President / President-Elect upon the invitation of Anne Houston, LIRT's incoming President. Serving as Vice-President / President-Elect, and, later, President will offer Stephanie the opportunity to promote LIRT's mission to advance instruction in all types of libraries. One of Stephanie's priorities as an officer of LIRT is to get more public and school librarians involved in the organization as committee members. She hopes to promote virtual committee membership as an alternative for those who are unable to attend conferences as a way to increase their input into the decision-making of the round table.

As a librarian, Stephanie is strongly committed to instruction, and believes that all students should have the opportunity to learn how to use the library. Stephanie's current position is Humanities Reference Librarian at the University of Oregon, but her duties include instruction and collection development in her areas of expertise (English, Theatre, Comparative Literature, and French) in addition to refer-

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By Cynthia Akers, akerscyn@emporia.edu

Hello, and welcome to the beginning of a new year and refreshed ideas for library instruction! This is my first "Check This Out" column and I am happy to be able to bring you some of the latest readings for better teaching in this world of complex information technologies. You will notice in this column a variety of trends – from Web-based instruction to the reconsideration of technology itself and its best application for teaching information competencies. Happy reading!

CHECK THESE OUT!

Stevenson, Stephanie. "K-12 Education Portals on the Internet." <u>Multimedia Schools</u> Oct. 2001: 40-44.

Early Feedback on Instructional Issues for SFX Linking Software.

By Randall Halverson, rahalver@iupui.edu

A sizable group of "online integration software" products are now available. In general, these products help to unify access to the electronic resources available at a particular library or library system. P. Wilson summarized the general features of these products in the fall of 2001 (see <http://www.ala.org/alonline/netlib/il601.html>).

SFX, which stands for "special effects", has been called the "Cadillac" version of several linking products designed to improve access to journal articles. These vary considerably in their ease of use, options for local customization, and cost of implementation. This article provides a review of instructional considerations for SFX; observations may also be applicable to other products and library environments.

Along with four other institutions, IUPUI University Library participated in beta testing of SFX software starting in 2000. Since then, the software has been made commercially available by Ex Libris (see <http://www.sfxit.com/>. To add to the perspective of our library's early assessment of the instructional impact of the software, input is included from responses obtained from a brief questionnaire submitted in April 2002 to several national list serves.

Initially, some libraries have offered instructional sessions focused exclusively on SFX. However, more commonly, instruction in the use of SFX has been included as part of instruction in the use of other library resources. Some librarians note that use of SFX is intuitive for library/information literate users. These users are often readily able to use the software and are very pleased with its result. The main concern of such users is when more databases will be incorporated. So far, librarians do not report that SFX implementations have resulted in dramatic changes in the content and goals for libraries' instructional programs.

SFX typically "runs" in three windows;

- the Source Window: where the original abstracting and indexing (A&I) database search was conducted,

- the SFX Services Menu Window: showing the SFX resource list for a particular item,

- and the Target Window: showing results once SFX has linked to the selected resource.

Because successive SFX windows are smaller and appear above the previous window, window navigation may be clearer than in the past, when users may have employed two or more open windows — including an A&I database(s) and the online catalog — by minimizing or re-sizing windows, or by toggling between open windows. In an SFX implementation, some users may be aided by instruction in re-sizing or moving windows.

SFX generally provides up-to-date access to holdings information. The library/system itself inputs holdings information for online subscriptions to electronic journals. The library/system must work collaboratively with abstracting/indexing database venders to obtain content updates and to enable their databases to display an SFX icon in conjunction with journal entries (to serve as "source" databases).

By connecting "on the fly", SFX also provides an "up-to-date", customized list of service options appropriate for a particular item. The service menu is created via customized programming by each implementing site – and relies upon holdings information for that library – its "profile" stored on the SFX server. The number and kind of service links provided by SFX vary by citation, reflecting appropriate service options for a particular item at a library/system. Ideally, an SFX services menu will list links to full-text options first, if available, followed by a link to the online catalog. A simple strategy for instruction can be to suggest that users start by using the top link given in the list.

Once a user selects a service menu item, the SFX system employs OpenURL protocols to convey "metadata" for a particular citation on to the "target", which provides full-text content, additional information or a service such as an interlibrary loan link. SFX cannot always take a user directly to a full-text item (article-level linking) – but is programmed to get "as close as possible". In some cases, for example, SFX can only provide access to a Table of Contents page (issue-level linking) for a title, requiring the user to browse to find the article. Currently, SFX links to ProQuest databases (as a target) take a user to a list of hot-linked issues for that title (journal-level linking). Users must browse to find the appropriate issue and article. ProQuest is working to be able to offer article-level linking.

SFX includes approximately 17 optional "service types, e.g. "getAbstract" (to provide an article abstract) which may be available for a particular item. An implementing library can choose to include, or not include, each of these. "Contingency" criteria can also be programmed into the system, for example: not showing a link to an abstract if full-text access if available. For the best outcome, it is important for instructional and reference librarians to be involved in deciding which features to include.

SFX aids in providing seamless access to materials, but the research environment can still be complex for new users. Early in an SFX implementation, instruction may help users to overcome varied results. It is also likely that there will be a continuing need to assist users via instruction or the design of online resources, to identify appropriate databases to start searching. The choice of the source database is very important for effective searching since citations must be present in a database for users to be able to link to full-text access elsewhere! While an implementing library controls information provided regarding subscriptions to electronic titles, the reliable operation of SFX is dependent upon the accuracy of holdings data provided by full-text aggregators.

If an aggregator lists a particular journal as having full text coverage for an issue of a particular title, SFX will show a full-text link for any citation to that issue. Publishers seldom "guarantee" cover-to-cover coverage of content; selective coverage of items within an issue can be problematic. Our library recently worked with a large database provider that had included a title in a "full-text" list. In fact, only one article of one issue was contained in the database.

Ex Libris typically does not support "branding" of the SFX icon with a customized symbol for a particular library – which would help to clarify when library-provided resources are being used, as opposed to free web resources. However, it may be possible to employ branding through negotiation with SFX source vendors.

Notably, the SFX icon has the same appearance for articles having links to full-text and for those that do not. To tell if full-text content is available, the user must click the icon to view the services menu. Unfortunately, some vender databases implement the SFX icon differently. For example, ProQuest databases generate a relatively small proprietary icon (not the usual SFX icon) if no full-text is available through ProQuest. Similarly, for OVID, librarians note that it can be a challenge to explain why the usual SFX icon is not available. Instead, a special path, requiring the user to identify several less-than-obvious links is required to obtain the SFX options list.

In an SFX implementation, philosophical decisions may arise in the choice of whether to simplify options to make the system more understandable to a casual user, or to provide options which may benefit a sophisticated user, or provide a "back-up" in case a feature turns out to be unavailable. Some users, accustomed to links from citations providing immediate full-text access, may be confused when a list of service options is presented instead. Some users dislike having to "run around" to find an item if SFX ultimately leads to the online catalog.

Instructional exposure to the value of service options can help. For future implementations, feedback from some users suggests a preference for a link designating direct access to full-text content, if that content is available.

Users linking to an article that is included in full-text by more than one database from a given publisher will see multiple links to full-text content. In our experience, this occurs with EBSCOhost databases. SFX can also show a link to content that is not yet available. This occurs when citations to articles appear in a source database before the corresponding content is available in a target database – a common event for "target" databases having publisher-imposed embargo periods. Unfortunately, if an item is erroneously listed as full-text, a user is apt to get a "less than meaningful" browser or server error message. In ISI databases such as Web of Science, users may miss the SFX icon because of loading delay. It is necessary to wait for the citation page to load completely; the SFX links load last and might be missed otherwise.

At this point in the evolution of the relationship between the SFX product and database venders, SFX service discontinuities continue to occur for many databases. Recently, for example, linking to articles within EBSCOhost databases was temporarily unavailable; users could still obtain the article by doing an independent search within the appropriate database. In another case this spring, certain WebSPIRS databases temporarily failed to "return" the SFX icon. Occasional losses of service are likely to continue as network software and vender databases are updated. Users will continue to need to be aware of "back-up" strategies, or know how/who to ask for assistance.

In defining service menu links for multiple library applications, compromises may be necessary, but will have instructional implications. For example, in our case, our SFX library catalog link conducts a search of all Indiana University Libraries – to include both SFX libraries on our campus. In contrast, our regular in-library default is to search our own holdings. We are hopeful that we will be able to add a

"local campus" search option to our SIRSI online catalog, so that the default searches are more similar.

As the number of open-URL compatible databases increases, the potential value of SFX to a user increases. Upcoming versions of SFX are expected to provide options such as alphabetized lists of accessible journals, allowing browsing by issue. Enhancements in service may further assist users to exploit the entire holdings of our libraries – but is likely to require user support via instruction, reference services, and the design of online support resources.

Tips for SFX implementation/instruction

- Provide a link to "What's New for SFX" or "SFX Help" pages from the library homepage. These items can be included in the service menu, but may be missed by users

- List important items first in the services menu list, such at full-text access.

- Streamline access to full-text.

- Clarify what is included in the services menu list, simplifying the list when possible.

- Emphasize/clarify "where to click" on the services menu list; it's not necessarily clear what is hot-linked.

- Working with database venders, attempt to provide uniform access/ appearance for the SFX link – with a library "brand" icon if possible.

- Assist users to "recover" with back-up strategies if the system "breaks down".

Additional Resources:

Available SFX Targets.

Web Site Usability

By Billie Peterson, Baylor University

Dear Tech Talk--

We need to redesign our library web site -- yet again -- and we want to design something that will appeal to our users. The library's web team has been looking at other library web sites and surveying the library staff. Now these meetings are dominated by disagreements about what resources to present, what words to use, how to present the information, etc. There must be a way to resolve these issues -- what is it??

> *--Battered, Bloodied, and Bludgeoned*

Dear BBB--

Your goal is to redesign the library's web site so that it will appeal to the users. You further state that you've surveyed other library web sites and library staff. What about the users themselves? What do they really think about the library's web site; can they find the information they need; do they understand the terminology used; does it really meet their needs? Many libraries now use usability testing to answer these and other questions in evaluating web sites from the users' perspective.

First, what is "usability"? Nielsen defines "usability" as "the quality of the user experience when interacting with something" -- such as a web site. How quickly can the user find what s/he needs; how easy Tc 0.dcs howa w8y c nee078 Tw 0.064 Tmgh9 Tw 0 -2.2 TD (Nielseon they nd)Tj 0.0s? Many ltkIIeT* ("the qua94what is ing the l02.6 neeca
"the qua72stanwhat is "usLikTj 0yoprojw 0,jn

TECH TALK

Perhaps you think usability testing of your web site will take too much time and effort. Nielsen estimates that it can take as little as 39 hours to perform a usability test -- from the planning stage to the final report. Additionally, he makes a strong case for using as few as 5 representative users in each test (as long as they represent a homogenous user group). Experience indicates that 80% of the problems with the tool being evaluated will be discovered by as few as 5 users. As more users are tested, a significantly lower number of new problems are found with each test. Neilsen and others emphasize performing usability tests iteratively, as changes take place on the web site or on a prototype for the web site -- so test with small groups and test often!! Use the results of the tests to both design the library's web site to meet your users' needs, but also to resolve those differences of opinions that arise in web site team meetings.

Additional Resources:

Allen, Maryellen. "A Case Study of the Usability Testing of the University of South Florida's Virtual Library Interface Design". <u>Online Information Review</u> 1 (2002): 40-53.

Battleson, Brenda, et. al. "Usability Testing of an Academic Library Web Site: A Case Study". <u>The Journal of Academic Librarianship</u> (May 2001): 188-198.

Benjes, C. and J. F. Brown. "Test, Revise, Retest: Usability Testing and Library Web Sites". <u>Internet Reference Service Quarterly</u> 4 (2001): 37-54.

Byerly, S. "Usability Testing and students with Visual Disabilities: Building Electronic Curb Cuts into a Library Web Site". <u>Colorado Libraries</u> 3 (2001):22-24.

Campbell, Nicole. "Discovering the User: A Practical Glance at Usability Testing". <u>The Electronic Library</u> (Oct. 1999): 307-311.

CHI-WEB Mailing List. An ACM SIGCHI moderated discussion list on the human factor aspects of the World Wide Web.
<http://www.sigchi.org/web/>

Chisman, Janet, et. al. "Usability Testing: A Case Study". <u>College and Research Libraries</u> (Nov. 1999): 552-69.

Dickstein, Ruth and Vicki Mills. "Usability Testing at the University of Arizona Library: How to Let the Users in on the Design". <u>Information Technology and Libraries</u> (Sept. 2000): 144-151.

Dumas, Joseph and Janice Redish. <u>A Practical Guide to Usability Testing</u>.

_____. "Site Usability Heuristics for the Web".

This is your opportunity to meet and eat with other librarians inter-
ested in library instruction. Once again, LIRT is organizing groups
for lunch at modestly priced restaurants during the ALA Annual
Conference in Atlanta. LIRT welcomes all types of librarians (who have an interest in instruc-
tion) from all types of libraries. You do not need to be a member of LIRT to participate. We
hope you will join us in this opportunity to exchange ideas and experiences about library
instruction in a relaxed setting. Enjoy a great lunch with LIRT—good food, good company, and
interesting conversation. We have selected restaurants for Saturday and for Monday and will
make the arrangements. All you have to do is reserve your spot and show up! Please see
restaurant details below. Online reservations will be available via the LIRT website.
DEADLINE IS Monday, June 3, 2002. Confirmations with directions to restaurants will be
sent by email or FAX, based upon supplied addresses.

Send requests for reservations to:

Julienne L. Wood	Telephone	318-797-5072
Head, Research Services	FAX	318-797-5156
Noel Memorial Library	e-mail	jwood@pilot.lsus.edu
LSU in Shreveport		
One University Place		
Shreveport, LA 71115-2399		

BITES REGISTRATION FORM

Name: _____

Institution: _____

Mailing Address: _____

_____

_____

_____

Telephone: _____

Davis, Jean J.; Szymczak, Victoria.; Topulos, Katherine. "Perspectives on Teaching Foreign and International Legal Research."

LIRT's Top Twenty

She covers the four steps of andragony, instructional preferences (visual, tactile/kinesthetic, verbal, and Kolb's information processing model.

Hull, Tracy L.; Lawton, Kelly Ann. "The Development of a First-Year Student Library Instruction Program at Duke University." The Reference Librarian. 73 (2001): 323-336.

The article charts the progress of a cooperative venture between Duke's Lilly Library and the freshmen writing program. In the course of five years the program was revamped continuously. Initially starting as a one-shot lecture and workbook program the class advanced to two sessions with an increasing emphasis on hands-on learning and also an increasing reliance on electronic formats. The authors offer a solid account of how to launch a successful program. It is also instructive to examine the superb workbook that accompanies the course. The workbook is located at: <http://www.lib.duke.edu/libguide>.

Ireland, La Verne H. The Impact of School Library Services on Student Academic Achievement. An Annotated Bibliography (2001). ED450807.

This is a useful bibliography for the school librarian to call upon whenever they feel under duress. The one hundred twenty-nine articles, books and dissertations document the positive impact of school libraries. The author has used a broad canvas in collecting resources, and the coverage ranges from 1953 to 2000.

Manuel, Kate. "Science and Information Literacy on the Internet: Using the ACRL and Project 2061 Standards to Create a Science Web Page Evaluation Tool." Issues in Science & Technology Librarianship. 30 (Spring 2001). Available at: <http://www.library.ucsb.edu/istl/01-spring/conf1.html>

This article is a brief summary of a conference report. The value is in the links to AAAS science literacy "Project 2061" at <http://www.project206.org/>, the ACRL "Information Literacy Competency Standards for Higher Education" at <http://www.ala.org/acrl/ilcomstan.html>, and finally the actual ACRL conference presentation by Aimee Lynn German and Laura M. Bartolo. The presenters describe their research project to evaluate Web sites using their evaluation tool. They include a summary of the literature search, copy of the Web page evaluation tool, and statistical analysis of the data. They summarize that "one way to promote information and science literacy in the classroom is using the standards created by recognized research institutions such as ACRL and AAAS as a way to measure the quality of a Web site."

Maughan, Patricia Davitt. "Assessing Information Literacy Among Undergraduates: A Discussion of the Literature and the University of California-Berkeley Assessment Experience." College & Research Libraries 62.1 (Jan. 2001): 71-85.

Author reviews literature of the recommendations and standards for developing information literacy beginning in 1974 with Paul Zurkowski in order to develop a questionnaire that would measure information literacy competencies of graduating seniors. Charts and narrative explain the results of the questionnaire that was administered in 1994, 1995 and 1999. Overall conclusion is that students believe they know more about accessing information than they demonstrate on a multiple-choice questionnaire.

Michel, Stephanie. "What Do They Really Think? Assessing Student and Faculty Perspectives of a Web-Based Tutorial to Library Research at Radford University." College & Research Libraries 62.4 (July 2001): 317-332.

The author did a study of a web-based tutorial from Radford University. Twelve sections of

English 102 sections were surveyed, including the faculty. Results showed that students were positive towards the online tutorial. The author reports that "study indicated that students and faculty were not strongly in favor of using the tutorial to replace traditional library instruction".

Moyer, Susan L.; Small, Ruth V. "Building a Motivation Toolkit for Teaching Information Literacy." Knowledge Quest 29.3 (Jan./Feb. 2001): 28-32.

The authors build on the current information problem solving models to help students be motivated, stimulate intellectual curiosity, and develop self-confidence during the information seeking process. They used the Small and Arnone's Motivation Overlay. They gave specific lessons in which the Motivation Overlay was used.

Rabine, Julie; Cardwell, Catherine. "Start Making Sense: Practical Approaches to Outcomes Assessment for Libraries." Research Strategies 17.4 (2000): 319-335.

In response to academic libraries' need to document student achievement, Rabine and Cardwell offer some practical approaches to assessment in the real-life situations of one-shot instructional sessions. The authors share advice and two assessment tools that have worked well for them: "a brief survey given to a large number of students and an in-depth, multipart tool used with a number of library instruction sessions."

Ragains, Patrick. "Infusing Information Literacy into the Core Curriculum: A Pilot Project at the University of Nevada, Reno." Portal: Libraries and the Academy 1.4 (2001): 391-407. Available at: <http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v001/1.4ragains.html>

This article presents a successful information literacy pilot project at the University of Nevada, Reno, in the spring of 2000.

LIRT's Top Twenty

The author reviews the planning and implementation process, student/faculty assessment, and future plans to promote information literacy. The key component for the project's success was the commitment of the faculty members involved in the project. The author notes that "wide acceptance of information literacy can be a long-term process, one that requires librarians and instructional computing staff to form lasting and supportive relationships with undergraduate faculty."

Sears, Dennis S. "The Teaching of First-Year Legal Research Revisited: a Review and Synthesis of Methodologies at Brigham Young University." Legal Reference Services Quarterly 19.3/4 (2001): 5-26.

The author looks at the evolution of the BYU Law Libraries' Instruction Program concerning first-year law students. The author constructs a literature review to support the current instruction program and its effectiveness. The literature review contains information on the two different styles of teaching methodologies concerning legal research: 1) problem-solving and 2) biblio-graphic detail. In the conclusion, the author describes a three-pronged approach. Very informative article from a legal library standpoint.

Sutherland, Naomi R. ; Winters, C. M. "The A, B, Z's of Bibliographic Instruction: Using Real-Life Analogies to Foster Understanding." The Reference Librarian. 73 (2001): 293-308.

This article discusses the role of analogies in bibliographic instruction and how they are effective. Examples are given how analogies are used in bibliographic instruction.

Valentine, Barbara. "The legitimate effort in research papers: Student commitment versus faculty expectations." The Journal of Academic Librarianship 27.2 (Mar. 2001): 107-115.

The author looks at the research process from the view on how students complete a research project and their views on the assignment. This article is interesting because it looks at the various expectations of the students and faculty concerning research assignments. The author also looks at how the library can help be an intermediary between the teaching faculty and students.

Ward, Duane. "The Future of Information Literacy." C&RL News 62.9 (Oct. 2001): 922-950.

This well-written article talks about the relationship between information literacy skills and complex issues involving our world and the students' lives. The author talks about an innovative program where students will be using information literacy skills to solve a community problems. ■

LIRT'S 25TH @your library

LIBRARY INSTRUCTION ROUND TABLE
COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form and mail it to the Vice-President/President Elect of LIRT:

> Anne Houston, Head of Mallinckrodt Library, Loyola University — Mallinckrodt Campus, 1041 Ridge Road, Wilmette, IL 60091
> Work: 847.853.3050   FAX: 847.853.3203   Email: ahousto@luc.edu
> <http://www.baylor.edu/LIRT/volform.html>

Name and Title:

Telephone (Work):   (Home):
FAX: E-Mail:

Institutional Address:

Home Address:

Date of Application:

LIRT Committee Preferences: (Use the numbers 1-9 to indicate order of preference, with 1 being the most preferred. If you are willing to serve as recorder for this group, follow your number preference with the letter "R")

_____Adult Learners	_____Newsletter
_____Computer Applications	_____Organizational/Bylaws
_____Conference Programs	_____PR/Membership
_____Continuing Education	_____Publications
_____Elections/Nominations	_____Research
_____Liaison	_____Transition from High School
_____Long-Range Planning	to College

Can you regularly attend LIRT meetings at the ALA midwinter and annual conferences?
_____YES   _____NO (but would like to participate through email, and online)

Please attach a separate sheet listing committees or offices (if any) previously held in LIRT, ALA or state/regional associations, with years of service.

LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

ADULT LEARNERS: Assists library professionals to understand, find information or promote ideas on learning styles, teaching methods, and training resources most often associated with adult learners.

CONFERENCE PROGRAM: Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

CONTINUING EDUCATION: Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

ELECTION/NOMINATING: Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

LIAISON: Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

LONG RANGE PLANNING: Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by the president-elect.

ORGANIZATION & BYLAWS: Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment, functions, and discontinuance of committees and

task forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents.

NEWSLETTER: Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

PUBLIC RELATIONS/MEMBERSHIP: Pub-.

Library Instruction Round Table News
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