LIBRARY INSTRUCTION ROUND TABLE NEWS

The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.

From the Vice President

Emerging Visions: Libraries and Education in the 21st Century

By Stephanie Michel,
smichel@oregon.uoregon.edu

Since the founding of the Library Instruction Round Table 25 years ago the field of education has experienced sweeping 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.

Stephanie Michel, Humanities Reference Librarian, Knight Library, University of Oregon, Eugene, OR

The Fire Within

The winter Olympic games began this week and with it, all the excitement and national pride that befits an event of this magnitude. The slogan for the 2002 Winter games is "Light the Fire Within". Perhaps, that would be an appropriate phrase for us to remember as we begin a new year and a new semester. In our role as instructors, we help light the fire within library users. For some of us, these users come in the form of students. I know, you probably look at your classes and think that showing some-one how to use the *Expanded Academic Index* is hardly important. But to the myriad of students and other library users who come through the doors each year, we are beacons of light in an otherwise unknown and uncertain territory. The time and commitment we make in teaching library instruction classes are invaluable assets to today's library. It is my hope that in the following year, we will "Re-light the Fire Within" ourselves. The experiences and techniques that we all have are resources that no workshop or seminar can teach. These are all things that we can give to each other through sharing and helping each other. For those of you who have contributed to the newsletter or have shared ideas with fellow instructors, I applaud you. In your own way, each of you are heroes!

--Carol Schuetz

ACRL/IS Research & Scholarship Committee

Last Midwinter in DC, the Research & Scholarship Committee was charged with updated the *Research Agenda for Bibliographic Instruction.* This was authored in 1980 by the ACRL Biblio-graphic Instruction Section Committee to encourage research on effective approaches to determine the needs and effectiveness of library instruction programs.

The Research & Scholarship Committee members have conducted an extensive literature search to identify research areas considered relevant in the current library instruction climate. The Committee hosted a round table discussion at ACRL in Den-ver, 2001 to solicit input for the revised agenda. Current research areas have been added to the agenda, e.g, Informa-tion Literacy. The committee's work will culminate in a revised *Research Agenda* which should be completed this year. The document will be sent for publication ap-proval to the appropriate committees. The Research & Scholarship Committee is planning to promote the approved updated *Research Agenda* at future national con-ferences.

--Reported by Elizabeth Evans,
lizevans@iup.edu

Digital Reference: Trends, Tech-niques & Changes. ACRL Workshop
Joe Janes, Information School, University of Washington; David Lankes, Information Institute SUNY, Syracuse; Steve Coffman, Library Systems

The presenters conducted a lively, timely and well-attended workshop. The session was divided into three areas: state of digital reference, standards and planning, cost and software.
Libraries should not marginalize digital reference as an "add on" but inte/T1 ElidiviWrle305 T 9 libr5w-0.1 Tw T*4j /T1_084 39STw oradi-

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 omnouraging creativity and innovation in teaching and learning in all types of libraries. These two units of ALA have fost Cod 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!

Emerging Visions: Libraries and Education in the 21st Century

LIRT Annual Conference Program

Georgia World Congress Center, 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. The keynote speaker will be from **Turner Learning**, the Educational division of Turner Broadcasting. **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

Georgia World Congress Center, 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.

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

Stephanie A. Michel
CANDIDATE FOR VICEPRESIDENT/
PRESIDENT-ELECT

EDUCATION: Linfield College, BA, 1996;
Indiana University, MLS, 1997. Present
Position: Humanities Reference Librar-

Marketing, collaboration, marketing, and outreach were the common threads that

ALA MIDWINTER CONFERENCE REPORTS
from LIRT Committees and Task Forces

(Editor's note: Absence of a committee indicates that the report was not received by press time.)

ADULT LEARNERS
Chair: Angela Dunnington,
adunnington@selu.edu

The committee discussed ideas for creating a tri-fold bibliography of resources on learning styles and teaching methods most often associated with instruction to adult populations. This bibliography will be made available at the LIRT booth during the American Library Association Annual Conference in Atlanta and also via the LIRT Web site. The committee also plans to prepare

Introduction

By Sharon Lee Stewart, Adult Learners Committee, sstewart@bama.ua.edu

Adult education in the United States has a long history. A resource of note, for those who want to pursue this subject in depth is Malcolm Knowles' A History of the Adult Education Movement in the United States. Knowles covers the time period of 1600 to 1976. To our readers who are not employed at an institution of higher learning, there are other trends in the book that are relevant, such as the public library movement. Public libraries today are still being used in support of adult education, such as those research collections that are being used as a resource, as well as for library instruction for distance learners, as a place to house a reserve collection for a class and to obtain reference assistance. Colleges of continuing studies are very prominent now on our college and university campuses. The traditional independent studies with workbook readings and assignments are still very much alive. This is a time of transition, however. The electronic age has created new ways of reaching adults who want or need to continue their education while working full time. Adults do not seem to be able to pull up stakes as they did after World War II, bring their families to a campus, and work on a degree full-time. Entire degree programs at a distance are now available at the bachelor's level through the doctorate. Libraries, by themselves or connected to a state virtual library, are accommodating those who cannot come on campus (and supporting ACRL's *Guidelines for Distance Learning Library Services* in the process). ∎

Securing the Future of Libraries: Instruction and Services to Older Adults

By Kristine Kenney, Adult Learners Committee, kkenney@stdl.org

In recent years, the older adult community, aged 50 and over, has gained attention in libraries due to a rise in numbers. According to the Administration on Aging, the number of individuals age 65 and over has expanded from 10.6% of the U.S. population in 1990 to 12.7% in 1999 or about one in every eight Americans. Traditionally, public libraries provided assistance to seniors by developing large-print book collections and services to the homebound. As the older adult population increases to more than 70 million in the year 2030, libraries must reevaluate this expanding demographic. Services need to be increased to this rapidly growing group and provisions made for innovative instructional services, necessary in order to better meet the needs of today's older patron in an ever-expanding information age.

Both universities and public libraries are facing a growth in support from the over 50 segment of the population. Universities are finding that older adults are becoming more predominant in the classroom. Adults over 40 are the fastest growing segment of the higher education population, making up 5.5 percent of enrollment in 1970 and 11.2 percent in 1993 (O'Brien and Merisotis, 1996). Libraries are finding that they need to redesign services to meet the needs of this growing demographic. With these new students, new instructional techniques must be developed. The library has changed tremendously over the past few years. Older adults are now faced with online catalogs, CD-ROM databases, Internet and other technological advancements. In order to provide training and instruction, librarians need to teach so older adult students can learn. Consider some of these techniques when working with adult students.

• Reduce student anxiety – older adults are going to be nervous when entering a classroom. They may be intimidated or even fearful. Make students feel comfortable and welcome by introducing yourself and learning about the students.

• Explore student expectations – discuss why they decided to attend the class. Include their expectations into your training. Relate the class to the students' needs.

• Utilize experiences – understand that students bring their own experiences into the classroom (both positive & negative). Keep the training comfortable and flexible. Allow older adult students to experiment and ask questions. Listen to your students, they may have a tip that will be beneficial for the next class.

• Encourage participation – when available, utilize a hands-on approach. Older adults will learn better when actively participating. Older adults learn better by utilizing their experiences.

• Make lessons relevant – address their immediate needs whether it may be signing up for free e-mail or finding items in the online catalog. Use real life examples and demonstrations. Make lessons relevant to the learner.

• Assist student growth - help learners grow with new technology. Allow experimentation. Use their experiences as examples. Provide handouts so they can refer to the information, and use repetition to reinforce learning. Build an inviting environment and students will return. By utilizing training techniques and developing senior related classes, libraries will be securing their place in the future (Fidishun, 157).

Libraries have always been in support of lifelong learning. However, services to older adults have traditionally been uninspired. With the older adult population growing, libraries must develop untraditional teaching methods and programs. According to Census Bureau projections, this aging population will be better educated than previous generations, many will have at least a high school diploma, and the number of those with a college degree will increase. For those planning library instruction, such potential patrons are likely to be

The role of the public library in promoting literacy skills is often overlooked in discussions on library instruction or information literacy. The academic library is recognized foremost for providing instructional resources for students and faculty for research, while the public library is designed to provide leisure materials and resources to supplement the educational needs of children. The public library, however, has always played a critical role in providing literacy skills to those for whom the academic institutions have been out of reach. Those who are exceptionally poor, or are in some way handicapped, have traditionally utilized the public library as a

more interested in technology-based information or continuing education classes on specialized subjects. Libraries must also take into account the different age groups.

Adults 50-65 and 65-75 "will want resources on personal finance and retirement relocation, while those over 85 have a keener interest in materials that answer questions about daily living, such as what medications to take or which social services could help them" (Kleiman, 33). Libraries will need to reevaluate current training programs and informational classes to encompass the growing needs of older adults.

Libraries of the future may also want to consider developing guidelines specifically for older adults. The Canadian Library Association has developed a set of guidelines to use in planning services that are inclusive of older adults. Among these are to train the library's staff to serve older adults with politeness and respect. Make the library a focal point for seniors' information.

Acquire current data about the older population and incorporate it into planning and budgeting. Make the library's physical facilities safe, comfortable and inviting for older people. By implementing these simple guidelines, libraries will find more older adults utilizing libraries services into the future.

The library of the future must represent older adults when planning and implementing new programs. Libraries need to incorporate new technology, promote

Remembering the Past: An Interview with Former LIRT President Tim Grimes

As reported by Eva M. Greenberg

LIRT'S 25TH @your library

In Atlanta this summer, we will celebrate LIRT's 25th Anniversary. In recognition of this, it was felt that a visit with some of the people who were integral parts of LIRT's past was in order. We will be featuring a series of interviews with people whose own contributions and participation helped shape LIRT into what it is today. Since LIRT has such a rich and diverse history, we tried to select people who are representative of the librarians who participate in LIRT. Our only regret is that we could not interview more of the people who contributed to LIRT in its first 25 years.

My interview with Tim Grimes took place during the ALA Midwinter Conference in New Orleans on Saturday, January 19th, 2002. Below are the questions I asked and the answers he gave;

EG: When did you start working with LIRT?

TG: In 1986 or thereabouts.

EG: What were the important issues in library instructiion that LIRT was dealing with at the time? How are these different from issues that were under consideration five years later? How do they differ from instruction issues in 2002?

TG: Speaking from a public library perspective, I found that public librarians had difficulty seeing themselves as instructors. There have been changes over the years as public librarians realized that they were doing "library instruction" every time they showed someone how to use the card catalog or the Reader's Guide. Today, of couse, the nature of the instruction focuses onthe internet and on-line databases; and public librarians finally do consider themselves instructors.

EG: During your term as president, what were your goals for LIRT?

TG: During my term as president (in 1992), I concentrated on organizational issues. My plans were to recruit public, academic, and school librarians. I also tried to streamline the ways LIRT did business.

EG: What things stand out in your mind as the most exciting about your years at LIRT?
TG: The most exciting experience for me was networking with people from all different types of libraries.

EG: What LIRT activity was the most fun? Or what is your favorite LIRT story?

TG: Having LIRT bags made for LIRT's 15th anniversary was the most fun; and also having LIRT members from all committees ask people "How has the LIRT bag changed your life?"

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

TG: Don't panic. You have to understand that the year goes by quickly and others will help.

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

TG: Lirt's primary goal should be the recruitment of new librarians, especially those from public libraries.

EG: You are the LIRT representative to the ALA Council. What do you think the council can do to make information literacy a more vital force in the organization?

TG: The most important thing the council can do to make information literacy a more vital force in ALA is to be supportive of groups like LIRT.

Eva M. Greenberg, Reference and Adult Services Librarian, Oberlin Public Library, Oberlin, OH ∎

Instruction for First-Year Undergraduates: Developing Strategies to Facilitate Their Transitions

Please join ACRL's Instruction Section for a Pre-Conference in Atlanta, June 14, 2002. The topic of the pre-conference, Instruction for First-Year Undergraduates: *Developing Strategies to Facilitate Their Transitions,* is an exciting one! This pre-conference will explore characteristics of these students, examine what they are learning about information resources and strategies in high school, and will investigate programmatic innovations at the institutional and library levels that meet first year student needs. During the interactive pre-conference, attendees will develop or enhance personal instructional approaches to working with first year students with leadership from highly respected librarians.

The speakers include:

Randy Hensley, University of Hawaii at Manoa
Frances Jacobson, University of Illinois at Urbana-Champaign
Lisa Janicke Hinchliffe, Illinois State University
Margit Watts, University of Hawaii at Manoa.

This conference topic was hugely successful at ALA's Annual Meeting in Chicago. If you missed it then or want a refresher, please join us in Atlanta.

Registration information is now available and location information will be available shortly. Seating is limited, so please mark your calendars now for June of 2002 and plan to attend.

Do you have questions? Please contact Carla Wilson Buss, University of Georgia, at 706-542-1114 or *cbuss@libris.libs.uga.edu*. See you in Atlanta!

The Internet has tied libraries together as no paper copy of *Reader's Guide* ever did. Similar to the impact shared cataloging had on the creation of OPACs, the technological impetus of the Internet is creating a core instructional curriculum for all types of libraries to share. In order to locate information within a school, public, or academic library today, a person, of any age or background, must know how to access and search the Internet. School librarians are on the front lines in the integration of technology into the K-12 curriculum and so they carry a special responsibility for introducing students to using the Internet for information and research.

Eve Gray, Media Director, at Madison Schools in Adrian, Michigan, echoes the comments often made by academic librarians when she shares that the first choice for her 560+ student population in grades 6 through 12, is the Internet. Her challenge is to get the students to use something more than a search engine when trying to retrieve research from the Internet. As a sole practitioner, the library does not currently have its own web page. So Ms. Gray has improvised. Since the students are more

The Campaign Against Plagiarism: Academic Initiatives

By Vibiana Bowman, bowman@crab.rutgers.edu

Question: What do <u>Time</u>, <u>Newsweek</u>, <u>U.S. News and World Report</u>, <u>Addiction</u>, and <u>The Journal of Academic Librarianship</u> all have in common?

Answer: They have all current, feature articles which center on the topic of plagiarism. Accusations of plagiarism against such notables as Stephen Ambrose and Doris Kearns Goodwin have rocked the academic community in recent months.   Academics and scholarly writers are not the only group being hit with such accusations. Colleges and universities are grappling with the issue of student plagiarism, as well. Theories on why plagiarism is (seemingly) rampant abound: increased pressure to publish; access to a huge amount of research on the Internet; lack of high scholarly standards in the academic community; the "dumbing down" of the American educational system, etc. etc., etc. Thus, the arguments rage on. Bottom line, however, is that this issue effects all those associated with education and perhaps, most of all, librarians. We serve as information gatekeepers and as liaisons between students, teachers, and finished scholarly products. How then can librarians, especially those interested in technology and/or instruction, to help our students to avoid plagiarism and help our faculty to detect it?

Plagiarism occurs when a writer presents another person's intellectual property as his or her own. While some students may deliberately and knowingly lift portions of a document (or even an *entire* document), most students inadvertently plagiarize by neglecting to properly cite the sources that they use when writing their research papers. All colleges and universities view plagiarism as a very serious offence. Rutgers University, like other institutions, has made the issue of plagiarism a priority in all its academic departments, including its libraries.   Rutgers University's position on plagiarism is found its Policy on Academic Integrity for Undergraduate and Graduate Students <http://teachx. rutgers.edu/integrity/policy.html>. As with the majority of academic institutions, the consequences as delineated in the Rutgers policy for students caught plagiarizing or falsifying their works are justifiably severe in order to protect the intellectual property rights of writers and researchers.   Various departments and centers in Rutgers University have addressed the question on how best to convey this information to their students. The following are a few of the projects under development:

• Paul Robeson Library (Camden Campus) has developed an online tutorial using Macromedia Flash, "How

TECH TALK

Dear Tech Talk—

Twenty-five years ago, I was a toddler — now here I am, grown and a professional librarian. Somewhat unexpectedly, I've recently become involved in library instruction activities.

TECH TALK *continued from page 13...*

LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

ADULT LEARNERS: Assists library professionals
to understand, find information or promote

LIRT is 25!
Join the Celebration!

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Library Instruction Round Table News
c/o Lorelle Swader
American Library Association
50 E. Huron Street
Chicago, IL 60611

LIRT