
From the Editor

Summer has finally arrived in Virginia after a very cool and wet spring! By the time this issue of LIRT News is published we will be into the 2003/2004 academic year. For many of us the summer months provide a break from teaching and we have time to work on long postponed projects or perhaps to reflect on the variety of instructional sessions we presented during the past year – what worked, what didn't work and what needs to be changed. Please share your successes with the members of LIRT by writing an article for the newsletter.

Summer is also an opportunity for colleges, universities, and public libraries to offer learning opportunities outside the traditional classroom environment. Perhaps you are involved in a summer enrichment program such as Upward Bound, a Governor's School for gifted students, or other programs designed to prepare students for college or to encourage research and exploration outside the traditional academic year. These special programs give each of us the opportunity to make a difference in a student's life. If you are involved in a summer enrichment program, please consider writing an article for LIRT News and share your experiences.

Although many LIRT members were unable to attend ALA Annual in Toronto, the conference reports and articles in this issue of LIRT News provide a wealth of information about the exciting work of LIRT and all of the committees. It is becoming increasingly difficult to include all LIRT related information in the print version of the newsletter therefore you will often find a reference to the electronic version of each issue. I encourage each of you to not only read the print version of the newsletter but to also read the electronic version. Here is the web address so that you can easily add a bookmark to your list of favorites (<http://www.baylor.edu/LIRT/lirtnews/>). LIRT is a vital and growing association, so READ ALL ABOUT US in print and online!

Committee Summary Reports

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wrote a feature article entitled "One Librarian's Perspective", for the March issue of LIRT News.

The committee plans to contribute articles on teaching, learning, and technology to each issue of the LIRT News. The committee would also like to build on its success and sponsor a discussion forum at Mid-Winter 2004. The proposed theme for the discussion is "Interactivity and Communication in Web Based Learning (Pre-K through Life-Long Learning)". Other potential projects include following up on the discussion forum with a poster session at Annual 2004 that would reflect the best-practices on the same theme, encouraging new members to join LIRT and our committee, and writing book reviews on for the LIRT News.

LIRT Officers and Committee Chairs 2003-2004

Elected Officers

Stephanie Michel, President
Cynthia Akers, Vice President/President Elect
Anne Houston, Immediate Past President
Linda Colding, Secretary
Jonathan M. Helmke, Treasurer
Janet Sheets, Assistant Treasurer/Treasurer Elect
Tim Grimes, LIRT ALA Councilor

Appointed Officers

Kari Lucas, Archivist
Billie Peterson-Lugo, Electronic Resources Manager
Carol Schuetz, LIRT News Production Editor
Gale Burrow, Publicity Coordinator
Lorelle Swader, LIRT Liaison Officer

Committee Chairs

Kristine Kenney, Adult Learners
Linda Marie Golian-Lui, Conference Program 2004
Ericka Arvidson Raber, Continuing Education
Trisha Stevenson Medeiros, Five Year Financial Planning Subcommittee
Lori Critz, Liaison Committee
Michael Poma, Long- Range Planning
Caryl Gray, Newsletter
Anne Houston, Nominations, Organization and Bylaws Committee
Lori Critz, Co-chair for Elections
Elizabeth Margutti, Co-chair for Elections
Donna Kanapes, Public Relations/Membership
Patience L. Simmonds, Publications Committee
Marta Davis, Research Committee
Vibiana Bowman, Teaching, Learning, and Technology
Trisha Mileham, Transitions to College

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Send claims to Pat Jackson, OLPR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

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Joyce Kasman Valenza posed a question to attendees during her presentation at the 2003 LIRT Conference Program: In a time of more information than we may ever need, are we living in a “good enough/ why bother” world? Is there still a place for critical thinking in our own world of library instruction?

These concerns were covered extensively at LIRT’s ALA Annual Conference Program, “Critical Thinking: Teaching Thought and Process.” The program was held on Sunday, June 22 at the Westin Harbour Castle. A receptive audience enjoyed thought provoking presentations on critical thinking theories and practical techniques



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

Conference Program Committee
Deborah Bernnard, Chair

The Committee finalized plans for this year's program and discussed plans for the 2004 conference program which will focus on Adult Learning: theory and practice.

Continuing Education Committee
Ericka A. Raber, Chair

Since most members of the committee were unable to attend ALA Annual, a virtual meeting was held and Ericka A. Raber was elected committee chair for 2003/2004.

Liaison Committee
Lori Critz, Chair

Committee members reexamined the schedule for non-LIRT instruction-related programs being offered during the conference and provided coverage for as many possible. Lori Critz developed two distinct lists for this conference: one for non-LIRT instruction-related programs and another for non-LIRT instruction-related meetings. Links to the lists were added to the LIRT web site as a resource for LIRT members attending Annual. The committee decided to continue this practice as an effective way to convey information about non-LIRT events to the membership. The committee discussed the possibility of altering its charge to include more focused liaison work with other ALA instruction-related units. This suggestion was presented to the Steering Committee and will be discussed at the 2004 LIRT Retreat in San Diego. If accepted, the Committee plans to work with other units to pursue collaborative efforts in programming, publication, and other activities.

Newsletter Committee
Caryl Gray, Chair

Gary Wasdin chaired the meeting for Cary Gray. The committee discussed the inclusion of book reviews in the newsletter as well as the content of the print and electronic versions of LIRT News. Caryl will e-mail the members of the Steering Committee concerning the guidelines used to publish the print and electronic versions of the newsletter.

Nominations, Organization and Bylaws Committee
Lori Critz and Elizabeth Margutti, Co-chairs Elections/
Nominations
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The Committee met individually with Anne Houston,

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From the Past President
by Anne Houston

This has been a productive year for the Library Instruction Round Table. We began the year just having celebrated our 25th anniversary at the Annual Conference in Atlanta in June 2002. Our next major event will be a retreat at the Midwinter Conference in San Diego in January 2004, and we began planning for the retreat this year. The Long-Range Planning Committee and Linda Chopra (Immediate Past President) have the responsibility of planning the retreat.

ALA RESOLUTION

ALA ANNUAL CONFERENCE:

project, headed by Marta Davis, is to update the LIRT Instructional Tutorials website. The web pages were assigned to committee members for

reviews and provides maps. Sharon Chadwick handled reservations for both Philadelphia and Toronto events, while Linda Goff selected and reserved the restaurants.

The membership brochure was last revised in 2001 and was used for two years. It had the 25th anniversary logo and there were less than 300 left. It was decided to update the committee information and return to our original logo and have the updated version printed by ALA for the Toronto conference.

Our virtual member Cynthia Wright Swaine has been sending welcome letters to the new and reinstated members with the labels provided by ALA.

Finding volunteers to cover the booth during all the exhibit hours has always been a problem, so we decided to start recruiting early for Toronto. Billie Peterson developed a new online volunteer form and Linda Lambert agreed to handle booth volunteers. ALA staff member Darlena Davis is now ordering booth furnishings directly for the LIRT booth, rather than having the information sent to the PR/Membership Chair. Future chairs must remind her that LIRT allocates additional funds so the booth can be carpeted and have two tables instead of the standard: one table, two chairs, and one waste basket that is provided by the basic ALA allotment of \$200.

Research

Chairs: Linda K. Colding and Marta Davis

Members: Clara Ogbaa, Kristin L. Strohmeyer, Steve Witt, Mike Matthews

Chair's report: The Research Committee worked on two major projects during the past year. The first project, headed by Linda Colding, was to produce a brochure in support of the 2003 Annual Conference program. The brochure, entitled "Critical Thinking: Teaching Thought and Process", will be distributed at the program in Toronto, Canada on June 22, 2003. The brochure is a bibliography of books, periodical articles, and websites about teaching critical thinking skills. The second

Chairs' report: The Nominations

After working for several months in an interim position providing instruction primarily to freshman-level composition classes, I've recently returned to a position where I have the opportunity to teach entry-level library skills to students in the university's English as a Second Language (ESL) program. In many ways the experience mimics instruction for freshman composition classes: the goals are modest and quantified; class assignments are narrowly defined; and the students learn about the library as they become acquainted with the University setting.

Early in my relationship with the ESL instructors, requests would straggle in during the semester from one class and then another, usually requesting library tours (a service provided by our department). I noticed that as the classes arrived for their tours, the students would usually be working toward the completion of an assignment sheet which the instructors would mention frequently as we progressed through the library. Initially I approached an instructor with whom I had worked the longest and asked if she thought her class would benefit from an instruction session—and her face lit up. A provirily toasly
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www.lisfeeds.com/), mentioned above, can be used to identify library channels of interest. Two additional sites to check are Syndi8.com (<http://www.syndic8.com/>) and RDF – Ticker Find More Channels (<http://www.anse.de/rdfticker/findchannels.php>). These last two sites provide keyword search engines so you can look for channels that may deal with specific topics.

There are also RSS feed search engines (like Google, but only for RSS feeds) that can be searched. Fagan Finder provides an annotated list of several of these search engines, including: BlogDigger (<http://www.blogdigger.com/>), Daypop (<http://www.daypop.com/>), Fresh Search (<http://www.terrar.com/>), Feedster (<http://www.feedster.com/>), and others. The search results include a link to the feed that provides the news item. (Tennant) If you read weblogs, many include a blogroll (links to other blogs). Use the blogrolls to find other blogs of interest that have been syndicated. (Fagan Finder) If in doubt, how do you know if a page has an RSS feed? Check it for an icon consisting of a box (some times orange, some times blue) with XML, RSS, or RDF on it. Instead of an icon, there may be a link that says, “RSS” or “Syndicated”. The presence of the icon or the links is a clear sign that the page has an RSS feed.

Make sure your RSS reader is open while going through the discovery process. When a good RSS reader is open, it will use “autodiscovery” and notify you when you encounter an RSS web page while using your web browser. The reader won’t automatically add the new channel to your list of channels – you make a decision to add it to the RSS reader channels or delete it from the autodiscovery file. If the RSS Reader doesn’t support autodiscovery, or it doesn’t detect a page that has been syndicated, setting up access to that channel is simple. Right click on the XML/RSS icon or the RSS/Syndicated link to make a copy of the URL for the RSS feed. Switch to the RSS reader and go through the process of creating a new feed. At the

appropriate time, provide the RSS-feed URL (the URL may appear automatically because it has been copied and is stored in the paste buffer). The RSS reader will verify that the feed works and add it to the specified spot in your list of channels.

Can’t find any useful RSS feeds? Then create some from websites of interest. Fagan Finder also provides several annotated lists that identify a variety of mechanisms that can be used to create RSS feeds from someone else’s content. Some of particular interest might be:

- € Amazon.com (<http://www.yaywastaken.com/amazon/>) – Set up an RSS feed for new items available at Amazon.com, based on a specific search strategy, using this RSS template to create the RSS-feed URL: [http://www.yaywastaken.com/amazon/amazon-rss.asp?keywords=\[your search terms\]](http://www.yaywastaken.com/amazon/amazon-rss.asp?keywords=[your search terms]) (don’t use the brackets []);

- € eBay (http://www.lechoso.com/bish/exp_ebay2rss.php) – Set up an RSS feed for new items available at eBay, based on a specific search strategy;

- € The Mail Archive (<http://www.mail-archive.com/>) – This resource includes about 2,500 mailing lists, including some to which you may already subscribe. Search for a list, click on an item of interest, and add “maillist.RDF” to the URL for an RSS-feed URL.

- € myRSS (<http://myrss.com/>) – This site allows you to create RSS feeds from websites that don’t have RSS feeds – the concept of scraping. However, there are a couple of caveats: scraping doesn’t always work and if the display on the page that is being scraped changes, then the RSS feed may break.

Last, but certainly not least, contact the website’s webmaster and recommend that they syndicate their web site. Besides bringing updated content to your RSS reader, the advantage of syndicating a site for the site owner is that it will increase the visibility of that website.

After having experimented with RSS feeds and RSS readers, you

should have an idea of what they are about and what they can do. How do they fit in with the daily routines of a library? Librarians are always trying to find ways to keep clients aware of changes, resources available for trials, newly acquired resources, events taking place at the library, etc. Go back to Roy Tennant’s statement, “RSS is a low-overhead way to provide current awareness services within a digital library environment.” If the library has a weblog that is being used for updating purposes, syndicate it; if it’s using a current awareness web page, syndicate it; if there is a web page listing new resources or services in the library, syndicate it; if someone is notifying clients by e-mail about new resources in their area, create a web page or a weblog for this purpose, and syndicate it!!

One thing to beware of when providing your own RSS feeds is to make sure that the XML code for the RSS files works correctly. Once again, this information is directed to those who have the skills to create RSS files, but it’s useful to know that there are a number of RSS validators that can be used to test for correct syntax in these files:

- € Experimental Online RSS 1.0 Validator – http://www.ldodds.com/rss_validator/1.0/validator.html

- € Feed Validator for RSS and Pie – <http://feeds.archive.org/validator/>

- € RSS Validator – <http://aggregator.userland.com/validator/>

- € W3C RDF Validation Service – <http://www.w3.org/RDF/Validator/>

Now, promote, promote, PROMOTE this new service to the library’s clients!! Provide classes and workshops that give clients the skills to obtain and use RSS Readers. Show them the available library channels and ask their input for other channels; show them how they can find channels of interest to them; show them how they can create RSS feeds from other sites. If you have the skills, provide workshops that teach others how to syndicate their own pages. Most importantly, add this information discovery tool to your arsenal of resources and share the knowledge with others.

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(see Figure 1). The assignment required that the students complete four tasks and have their "Passports" stamped or signed upon completion of each task.

(Figure 1)

What follows is a description of each Passport task:

Passport task : "Attend a library orientation...either on your own or bring a friend."

A main component of this task is to provide instruction on how to complete the other Passport tasks. In addition, the general library orientation session also includes an online slideshow presentation that provides an overview of the library system and a basic lesson on UF Libraries' resources and services. The slideshow includes screen captures of the UF Libraries homepage with links to the libraries catalog, the course reserve database, and proprietary databases. Additional slides provided a brief overview of periodical indexes, call numbers, general library rules, and reference services including e-mail reference and our online chat service (RefeXpress). The instructor also explains how students can locate books, articles, and other materials, as well as how to print or read online course reserve materials.

Another component of the orientation session is a tour which includes the main floor of Library West, the Humanities Library, and the Social Sciences Library. This tour highlights and reinforces some of the critical services and procedures discussed in the classroom portion of the session, including course reserves, printing, and book checkout. Finally, a brochure of the UF Libraries serves as a last reinforcement to much of what was covered during this session.

The rationale behind this task was that the libraries and the Dean of Students Office wanted the FYF students to get a comprehensive look at the university's library system. Our general library sessions provide this and the libraries had already scheduled fall term general library orientations which were open to any interested library user. The FYF students needed only to attend one of those sessions of their choosing outside the regular FYF class schedule. Since the libraries do not require sign-in to these general orientations, an unidentified number of the fall 2002 attendees may have been other undergraduate and graduate students, as well as faculty, staff or public patrons. Despite this, with the Passport as incentive to

attend, the number of attendees at the orientation sessions increased significantly from 148 attendees during the fall 2001 term to 323 total attendees during the fall 2002 term.

Passport task : "Visit three (3) of these libraries: Marston, West, Education, Music, Journalism, and Special Collections."

Because various fields of study are represented in the FYF classes, it was important that students know which library they should visit for their particular research needs. In addition, since part of the orientation session includes a tour of Library West, students could conveniently have their visit marked for this task.

Passport task : "Activate your Gator 1 Card."

The Gator 1 card acts as an all-purpose campus card for University of Florida students. The instructor tells the students which number on their Gator 1 card serves as their library card number. Activating the library card number is necessary to requests cActi9ampuTActi92 see steuorks

Adult Learners - Assists library professionals to understand, find information or



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