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*From the Editor*

**LIRT News** is published quarterly (September, December, March, June) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

URL: <<http://www.baylor.edu/LIRT/lirtnews>>

Editor: Caryl Gray, College Librarian for Agriculture and Life Sciences,

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## Member A-LIRT

This issue's A-LIRT bio features Carol Schuetz, LIRT's vice president/president elect. Carol is the [Lecturer and Social Science and Humanities Reference Librarian at Baylor University](#), a position she has held since 1998.

In Carol's first career, she spent ten years as a veterinary technician. She then returned to school, earned a BS in Secondary Education, and worked a bit as a special education teacher. A summer temp job at a Baylor library got her hooked on libraries, and she went on to earn an

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As the "Check These Out" columnist, I am pleased to review recent literature on information literacy and library instruction. The resources listed in this column focus on the development and use of Web tutorials. What motivates libraries to utilize tutorials for instruction? Do students learn information literacy concepts more effectively from tutorials, or from face-to-face instruction? What are some of the issues to consider when developing a tutorial? Check these out, and enjoy!

Cunningham, H., Cunningham M., Devakos, R. & Hahn, T. (2003). "Comparing two approaches to developing interactive tutorials." In R. Baier, R. Bullard, J. Nims, & E. Owen (Eds.), *Integrating Information Literacy into the College Experience* (pp. 85-88). Ann Arbor, MI: Pierian Press.

The authors describe the process of creating information literacy tutorials for life sciences students at the University of Toronto, and for students in the English department's freshman writing program at the University of Maryland. Each institution developed information literacy tutorials in order to provide more in-depth instruction to large numbers of students: during one year, the University of Toronto libraries provided instruction to more than 1,500 students in an introductory biology course, and the University of Maryland libraries delivered bibliographic instruction to approximately 3,300 students in an introductory English class. The biology information literacy tutorial covered searching and critically evaluating biology resources, and included interactive learning exercises and quizzes from the Texas Information Literacy Tutorial (TILT). The University of Maryland libraries also adapted TILT for local use. The project had several phases, including reviewing the existing TILT site, modifying it, and evaluating Maryland's version the tutorial. Revisions were implemented based on feedback from graduate students who were involved in the project, and librarians' analysis of TILT's effectiveness in helping students meet the ACRL Information Literacy Competency Standards for Higher Education.

Bundza, M. & Jayne, E. (2003). " *SEARCHPATH*, a new information literacy tutorial, or how a grant, hard work and open publication licensing made it possible." In R. Baier, R. Bullard, J. Nims, & E. Owen (Eds.), *Integrating Information Literacy into the College Experience* (pp. 153-157). Ann Arbor, MI: Pierian Press.

Jayne and Bundza describe the process of developing, using, and evaluating an information literacy tutorial at Western Michigan University (WMU). In order to prepare for the project, the authors reviewed approximately 20 tutorials, and selected the Texas Information Literacy Tutorial (TILT) to use as a model. Jayne and Bundza used

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numbers of students receiving introductory library orientation.

Diel, E. & Flett, T. (2003). "The role of cooperation in creating a library online tutorial." ***The Reference Librarian***, (83/84), 175-182.

Flett and Diel had several reasons for creating an information literacy tutorial, including (among others) accommodating diverse learning styles, reaching distance education students, and allowing more time for specialized bibliographic instruction. The authors emphasize the

AMERICAN  
LIBRARY  
ASSOCIATION



MIDWINTER  
MEETING

## Join us for BITES with LIRT

### in Boston, Massachusetts January 15-16-17, 2005

Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the ALA Midwinter Meeting in Boston. This is your opportunity to meet and eat with other librarians interested in library instruction.

LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not 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. The local arrangements group will help us pick the restaurants and we will post details and maps on the LIRT website as soon as the selections are made. Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation. We will make the arrangements; all you have to do is reserve your spot and show up! Deadline is January 10, 2004. Confirmations will be sent by e-mail.

Send requests for reservations to: [ssc@lib-mail.humboldt.edu](mailto:ssc@lib-mail.humboldt.edu)  
Sharon Chadwick, Science Librarian  
The Library, Humboldt State University, One Harpst St.  
Arcata, CA 95521-8299 (707) 826-4955 (w) (707) 826-4900 (fax)

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#### BITES REGISTRATION FORM

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail : \_\_\_\_\_

Join us as many times as you'd like. Please mark your preference(s) below:

Saturday, January 15, 2005, 12:30 p.m.  
Atlantic Fish Company [www.atlanticfish-restaurant.com/](http://www.atlanticfish-restaurant.com/)

Sunday, January 16, 2005, 12:30 p.m.  
Vinny Testas <http://www.vinnytsofboston.com/>

Monday January 17, 2005, 12:30 p.m.  
Abe and Louies <http://www.bbrginc.com/al/1.html>

Are you a LIRT member? yes  no

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## Committee Volunteer Form

### Library Instruction Round Table

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:

Carol Schuetz, Jesse H. Jones Library  
Baylor University, One Bear Place, #97146  
Waco, Texas 76798-7146  
254-710-4410  
Email: Carol\_Carson@baylor.edu

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Name and Title:

Telephone (work):  
(home):

FAX:

email:

Institutional address:

Home address:

Please list committee preferences from 1 -11, with 1 being the most preferred:

- |  |  |
|--|--|
| <input type="checkbox"/> Adult Learner                         | <input type="checkbox"/> Public Relations/<br>Membership     |
| <input type="checkbox"/> Conference Program                    | <input type="checkbox"/> Research                            |
| <input type="checkbox"/> Continuing Educatio                   | <input type="checkbox"/> Teaching, Learning,<br>& Technology |
| <input type="checkbox"/> Liaison                               | <input type="checkbox"/> Transition to College<br>& Bylaws   |
| <input type="checkbox"/> Long Range Planning                   |  |
| <input type="checkbox"/> Newsletter                            |  |
| <input type="checkbox"/> Nominations, Organization<br>& Bylaws |  |

Long Range Planning - Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by president-elect.

Newsletter - Solicits articles, prepares and distributes the LIRT newsletter. The



Dear Tech Talk— Talk of “open access” to journals and associated issues seems to be everywhere. However, there doesn’t seem to be much interest where I work. So, why should the average reference/instruction librarian be concerned about open access journals anyway? —  
Obtuse About Open Access

Dear OAOA— There is no doubt about it, the concept of open access to scholarly literature is definitely on the rise. A literature search quickly demonstrates the increased interest in this topic since the first significant initiatives developed. However, before addressing the implications for librarians in general and reference/instruction librarians in particular, some background information and definitions would be helpful.

There are two primary issues associated with the open access movement – the rising costs of accessing (especially) scientific, technical, medical (STM) articles and the permissions (licensing terms and software controls) that prevent librarians from using e-journals in the same way they use print journals. (Suber 93)  
Librarians have been aware of journal inflation issues for decades; the permissions issue has appeared on the horizon more recently. Because of these two issues, researchers and scholars find their access to scholarly information becomes more limited as libraries cut their journal subscriptions in an effort to stave off the tide of rising costs, relying on interlibrary services for articles from cancelled subscriptions. Even though the cost of humanities journals is a fraction of the cost of STM

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final editions of their full-text Elsevier articles to their personal web sites or institutional repositories. (See the "Publisher Copyright Policies & Self-archiving" web site for detailed information on publishers' activities in this area, <http://www.sherpa.ac.uk/romeo.php>.) With "Springer Open Choice

Antelman

- University Actions Against High Journal Prices – <http://www.earlham.edu/~peters/fos/lists.htm#actions>
  - What can you do to help the cause of open access? – <http://www.earlham.edu/~peters/fos/lists.htm#do>
- As mentioned above, librarians need to familiarize themselves with the resources available through open access models. The list below is a good starting point:
- AERA SIG (American Educational Research Association Special Interest Group) Communication of Research – <http://aera-cr.asu.edu/links.html>
  - BioMed Central – <http://www.biomedcentral.com/>
  - EEVL – <http://www.eevl.ac.uk/>
  - Electronic Journals Library – <http://rzblx1.uni-regensburg.de/ezeit/index.phtml?bibid=AAAAA&colors=7&lang=en>
  - E-LIS (E-prints in Library and Information Science) – <http://eprints.rclis.org>.
  - eScholarship Repository (California Digital Library) – [http://repositories.cdlib.org/escholarship/peer\\_review\\_list.html](http://repositories.cdlib.org/escholarship/peer_review_list.html)
  - Free Full-Text Journals in Chemistry – <http://www.abc.chemistry.bsu.by/current/fulltext.htm>
  - Free Medical Journals.com – <http://www.freemedicaljournals.com/>
  - Genome Biology – <http://genomebiology.com/refres/>
  - HighWire: Free Online Full-text Articles – <http://highwire.stanford.edu/lists/freeart.dtl>
  - ICAAP (International Consortium for the Advancement of Academic Publication) – <http://bluesky.icaap.org/journalist.php?list=journals>
  - Journals in Classics on the Internet, University of Saskatchewan – <http://duke.usask.ca/~porterj/Resources/journals.html>
  - NUMDAM (Numerisation de documents Anciens Mathematiques) – <http://www.numdam.org/>
  - PLoS (Public Library of Science) – <http://www.plos.org/>
  - PSYCLINE – <http://www.psycline.org/journals/featured.php>
  - PubMed Central – <http://www.pubmedcentral.nih.gov/>
  - SciELO (Scientific Electronic Library Online) – [http://www.scielo.br/scielo.php?lng\\_en](http://www.scielo.br/scielo.php?lng_en)
- In addition, use these specialized "search engines" or meta sites to search for information in or to find other open access journals or repositories:
- Directories of Electronic Journals – <http://gort.ucsd.edu/ejournal/jdir.html>
  - Directory of Open Access Journals – <http://www.doaj.org/>
  - Ejournal SiteGuide – <http://www.library.ubc.ca/ejournal/abc.html>
  - Electronic Journal Miner – <http://ejournal.coalliance.org/>
  - Electronic Journals and Magazines – <http://www2.fmg.uva.nl/sociosite/journals.html>
  - JournalSeek – A Searchable Database of Online Scholarly Journals – <http://journalseek.net/>

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- J-STAGE (Japan Science and Technology Information)



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Suber, Peter. "Budapest Open Access Initiative: Frequently Asked Questions." <<http://www.earlham.edu/~peters/fos/boaifaq.htm>>

\_\_\_\_\_. "How Should We Define 'Open Access'?" SPARC Open Access Newsletter 64 (2003) <<http://www.earlham.edu/~peters/fos/newsletter/08-04-03.htm>>

\_\_\_\_\_. "Open Access Overview." <<http://www.earlham.edu/~peters/fos/overview.htm>>

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Library Instruction Round Table News  
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