School Public Special Academic

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.

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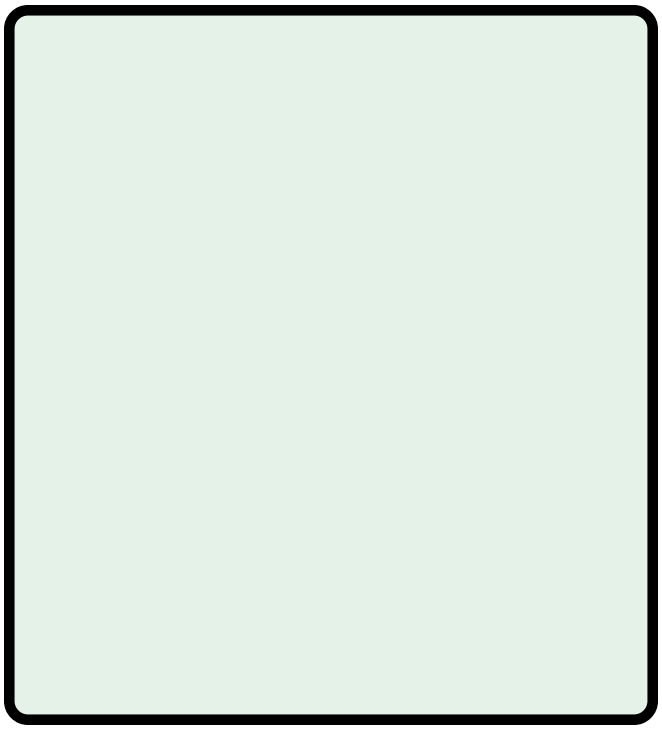
From The President

INSIDE



Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the ALA Annual Conference in Chicago. 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

Generations on Line

Generations on Line is a national nonprofit corporation that provides specially programmed self-training software to senior centers, libraries, retirement homes, etc. The software is priced at $350 plus an annual maintenance fee. Generations on Line uses “familiar images and large type instructions” to guide users through email, discussion, Yahoo!, and other sites. “Memories: Generation to Generation,” is a special feature of the software, linking school children to seniors.

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 collaborating with teachers and discipline faculty to provide effective instruction.

- What are some ways in which librarians and teachers or university faculty have worked together to facilitate the learning process?
- How can librarians initiate positive working relationships with faculty and teachers?
- How have librarians and faculty assessed their cooperative efforts?

Check these out, and enjoy!

Bordonaro, K. & Richardson, G. (2004). “Scaffolding and reflection in course-integrated library instruction.” ***The Journal of Academic Librarianship***, 30 (5), 391-401.

Bordonaro and Richardson (an academic librarian and an education professor) have not only worked cooperatively to provide instruction to undergraduate students, but also conducted a study to determine whether their collaborative efforts were effective. The cooperative teaching project involved incorporating a bibliographic instruction component into a course on teaching literacy in elementary schools. The students completed a “jigsaw activity,” which involved working in groups to answer questions about library resources and search techniques, and sharing their responses with the rest of the class. The students were also required to describe in writing what they had learned from the jigsaw activity; the librarian graded this written exercise. Students also researched “hot topics” in literacy education using a variety of sources, such as (among others) print and electronic scholarly journals and popular

LIRT's TOP 20 for 2004

Selected and reviewed by the Continuing Education Committee:
Tiffany Anderson Hebb, Corliss Lee, Camille McCutcheon, Harry Meserve, Ericka Arvidson Raber (Chair), Leslie Sult, and Leanne VandeCreek.

Committee members reviewed over one hundred articles related to library instruction and information literacy. The committee worked to include articles from various library settings as well as a mix of both theoretical and practical articles.

Barone, Kathleen, and Glenda B. Weathers. "Launching a Learning Community in a Small Liberal Arts University." ***College & Undergraduate Libraries*** 11.1 (2004):1-9.

Barone and Weathers discuss the value of building learning communities and describe the collaboration of their library and English department in creating one. They worked together to design a

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Eshet-Alkali, Yoram, and Yair Amichai-Hamburger. "Experiments in Digital Literacy." ***Cyberpsychology & Behavior*** 7.4 (2004): 421-429.

According to Eshet-Alkali and Amichai-Hamburger, digital literacy consists of five components: photo-visual skills, reproduction skills, branching skills, information skills, and socio-emotional skills. The authors discuss each component and then describe experiments they conducted with high school, college students, and college graduates to assess their competencies within each component. Their findings showed that younger users were more skilled with photo-visual literacy and branching skills; older users were more skilled at tasks requiring information and reproduction literacy skills. This article should serve to remind librarians that information and computer literacies are not just technical and text-based competencies. The discussion is mostly theoretical, but has interesting implications for educators.

Foster, Allen. "A Nonlinear Model of Information-Seeking Behavior." ***Journal of the American Society for Information Science and Technology*** 55.3 (2004): 228-237.

Foster's nonlinear model of information-seeking behavior is based on an interview of 45 academics engaged in interdisciplinary research. He proposes that information-seeking behavior does not unfold in three neat stages (initial, middle, and final), but rather non-sequentially, with any one behavior possibly leading to any other behavior. Foster writes about three core processes: Opening, Orientation, and Consolidation. His model also illustrates three contextual interactions: External (such as social), Internal (such as feelings), and Cognitive Approach (such as flexible and adaptable). The article is an interesting exploration of the research process with many implications for information literacy.

Heller-Ross, Holly. "Reinforcing Information and Technology Literacy: The Plattsburg Tip Sheet." ***College & Research Libraries News*** 65.6 (2004): 321-26.

The general education curriculum at SUNY Plattsburgh has recently been revised to include a new one-credit information and technology literacy requirement. As a result, the library offered a worsion89 Tw-werenng expl47 2elNrevised 2nclude a newAsschlon8 intvd Cr wriblen89gnme studratout

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LIRT's Top Twenty

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Ladner et. al. take up some important pedagogical issues in the course of describing the development of a library-nursing collaboration in information literacy. They make the useful distinction between the old, bibliographic instruction model of IL, based on "transmission of content" and a more dynamic model, based on the interaction of student, faculty, and librarian in the creation and use of distance learning tools, course management systems and other forms of interactive, cognitive styles of learning and teaching. The description of how these new tools are applied in the course of information literacy instruction in Nursing illustrates how active learning is promoted in a context where course management systems and other online environments are utilized. The authors illustrate a few ways in which we can understand and implement instruction where students are not so much "taught" as they are "immersed" in the subject matter. The article is very engaging and raises many questions, both of pedagogy and of practical methodology that will be of general benefit to all interested in developing new, more effective instruction.

Lindauer, Bonnie Gratch. "The Three Arenas of Information Literacy Assessment." ***Reference & User Services Quarterly*** 44.2 (2004): 122-29.

The author discusses the three arenas essential to information literacy assessment: the learning environment, information literacy program components, and student learning outcomes. She then provides a series of questions for each arena that would encourage assessment planning and practice. One of the most valuable aspects of the article is her discussion of organizations and resources which deal with information literacy assessment. Lindauer refers the reader to resources such as: workshops and online seminars: standards and guidelines; practical applications; research projects; and professional association web sites which link to publications and bibliographies of materials on information literacy assessment.

Macpherson, Karen. "An Information Processing Model of Undergraduate Electronic Database Information Retrieval." Journal of the American Society for Information Science and T echnology 55.4 (2004): 333-47.

MacPherson introduces us to the application of some concepts from cognitive psychology that may help us to understand what we are doing when we plan and provide instruction in information literacy. She uses her insights from cognitive psychology, especially in the area of information processing, to underline the methodology of concept-based instruction and critical thinking. MacPherson then uses a literature survey to argue that, while we use different terms and different constructs, we all seem to have a similar understanding of what we are doing when we teach information literacy skills, especially given the focus on critical thinking, problem solving and knowledge formation. This is a useful article because it demonstrates the value of using the established discipline of psychology to provide us with a potentially common theoretical base for the pedagogy of information literacy. While we may not accept MacPherson's proposed theoretical base, we can still take note of its usefulness to improve communication and as a model for the future.

Owusu-Ansah, Edward K. "Information Literacy and Higher Education: Placing the Academic Library in the Center of a Comprehensive Solution." ***The Journal of Academic Librarianship*** 30.1 (2004): 3-16.

Owusu-Ansah presents a comprehensive approach to information literacy instruction in which librarians embrace their teaching roles and develop campus-wide programs. Part of this approach involves the elevation of the library to a teaching department that would offer an independent, required information literacy course. The author also argues for the continuation of course-specific instruction to reinforce skills, and to allow opportunities for faculty-librarian collaboration. This article shows that the argument for the inclusion of an information literacy course in the required undergraduate curriculum is still alive.

Small, Ruth V ., et. al. "Motivational Aspects of Information Literacy Skills Instruction in Community College Libraries." College & Research Libraries 65.2 (2004): 96-121.

Although this article focuses on information literacy skills instruction in community college libraries, the successful blending of theory and practice can be adapted to a wide variety of library settings. The article begins with an examination of the ACRL Information Literacy Competency Standards for Higher Education. After this brief introduction, the authors explore the interrelatedness of motivation and student learning, and introduce John M. Keller's ARCS Model of Motivational Design. The ACRL standards and the ARCS Model of Motivational Design form the basis for a research study that the authors conducted with students at seven community colleges. The authors use what they discovered in their study to offer practical tips that librarians in any setting can use to motivate students during in-class library sessions.

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Formal programs of instruction for library users in higher education date from the 1970s, when the position of bibliographic instruction librarian became a necessity. These instruction programs included various modes of presentation, from traditional classroom teaching (lecture) to pre-programmed self-instructional materials. The latter were comprised originally of print --but this form of instruction is now almost exclusively web based. Much of the library instruction delivered via the Web is delivered in the style and hierarchical structure of print. In her article, Web-based library instruction: what is good pedagogy?, Nancy Dewald cautions “librarians may be tempted to place pages on the web simply because they can, but they

ALA - LIRT Officers 2006/2007
Request for Nominations

The LIRT Elections Committee is seeking nominations for three offices:

TECH TALK LOCKSS

By Billie Peterson, Baylor University

Dear Tech Talk— From time to time, I come across references to LOCKSS. I know it has something to do with preserving access to online resources, but I don't really understand what its purpose is or how it might impact my work as a public services librarian. What do I need to know? —Lacking LOCKSS Lucidity

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throughout the caches, and if a "bad guy" does succeed in making changes, those changes can be detected before much damage is done.
- The caches actually monitor the responses of other caches – taking note of responses that indicate a cache may be exhibiting "bad guy" behavior. Caches exhibiting "bad guy" behavior earn a bad reputation and are prevented from participating in polls until they start exhibiting a pattern of "good guy" behavior.
- There is an "expense" associated with participating in a poll, so not all caches choose to participate in all polls; consequently, it's highly unlikely that a "bad guy" will be able to find all copies of a document.

In many respects, LOCKSS is an online model analogous to the print model for the preservation of and access to journals. Librarians select titles for the collection; library staff bind the journals and shelve them so they are available for the long-term; they make decisions to remove them from the collection because they no longer meet collection development needs; they repair damaged issues by obtaining copies of the missing or damaged pages from other libraries; they help other libraries by providing them with copies of pages missing from or damaged in their issues; librarians network, are aware of those libraries with good reputations and those whose reputation is less good, and prefer to interact with those who have good reputations. For more than 100 years, libraries have spent money for staff, buildings, and shelving facilities to maintain access to print journal collections. LOCKSS provides an inexpensive method for individual libraries to maintain their own electronic copies of selected e-journals. "The LOCKSS program restores to libraries the ability to collect, to preserve and to provide access to web-based materials." (A Persistent Access Preservation Program: Answers for Library Directors)

Some of LOCKSS strong points are:

- "There is no central coordination point that can be attacked.
- It doesn't depend on the Domain Name System, or a Public Key Infrastructure.
- Provided enough other participants preserve the journal articles a participant can corrupt or lose any or all of its information. The lost content will be inaccessible to local readers for a while but will eventually re-appear.
- There are no passwords or encryption keys to be kept secret.
- The system makes it easier to detect an attacker and limits the rate at which he can damage preserved information." (Reich and Rosenthal 159)

Additionally, LOCKSS provides specific benefits to end-users, librarians, and publishers. Future end-users will click the link to the full text of an article preserved through LOCKSS. If the article is no longer available from the publisher, then – and only then – the article will be retrieved (seamlessly) from the local cache – the result – no unresolved URLs. For librarians, LOCKSS applies the concepts of collection development and management to e-journals, ensuring long-term access to those titles deemed important to individual libraries. And publishers, especially small publishers, are relieved of the sole responsibility to provide long-term access to content in e-journals. As long as the content exists at the publisher's site, end-users still retrieve the online content from the publisher.

The start-up phase of LOCKSS was from 1999-2000. During that time, the open source program was developed and 6 libraries – Columbia, Harvard, the Los Alamos National Laboratory, Stanford, the University of California at Berkeley, and the University of Tennessee – participated in the alpha test which used 4 months of Science Online distributed on 15 machines. The successful alpha test was followed by a worldwide beta test in mid 2001 with more than 40 libraries (many of them international), 60 widely distributed and varyingly configured caches, and 35 publishers who endorse the beta test. (Stanford Libraries: LOCKSS, A Distributed Digital Preservation System). LOCKSS was released for production use in April 2004. (Rosenthal, Transparent Format Migration of Preserved Web Content) Currently there are more than 80 library participants from the US, Africa/Middle East, Asia/Pacific, Europe, and Central and South America (http://lockss.stanford.edu/about/users.htm) and more than 60 publisher participants (http://lockss.stanford.edu/about/titles.htm). As of December 2004, 77 titles have been preserved through LOCKSS. (A Persistent Access Preservation Program: Answers for Publishers)

The founders of LOCKSS are the first to say that LOCKSS is not – and should not be – the only solution to this challenge of long-term preservation and access. It is one solution that can be used in conjunction with other solutions as they are developed and implemented. Meanwhile there are still significant issues associated with LOCKSS that need to be addressed; among them are:

- Funding for LOCKSS has been primarily through grants – not an ideal long-term funding solution.
- Some publishers have concerns about the technology used by LOCKSS and they don't want to "play" at this time. Related to this, licensing agreements have to be revised for those publishers that are willing to be LOCKSS participants.
- LOCKSS (as described above) does not address the issue of format obsolescence – the content is still available but may be in an un-useable format.
- Some titles are so specialized that only a few libraries may select them for LOCKSS, which means there won't be a sufficient number of caches with copies.

Now that the basic LOCKSS program is implemented, LOCKSS developers are starting to address some of these challenges:

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