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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.

LIRT

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From The President



From the Editor

by Jeff Knapp

Greetings to everyone in LIRT-land! As you read this, Midwinter will be only a month or so away, and those academic librarians among us will be winding down before winter break. As I write this, however, the semester is only halfway done and I'm still trying to find a good way to stay on top of things.

I'll draw your attention to Veronica Bielat's article, "Five Things I do to Teach and Learn with Technology (almost) Every Day!" She discusses some great tips for staying on top of news and developments, including the use of podcasts, and ways to keep your patrons aware of new offerings and services in your library. Personally, I've always been a believer in actively marketing library ser-

LIRT Midwinter Meeting Schedule

Saturday, January 20:

8:00 am – 9:30 am	Executive Committee I	(Officers only)
9:30 am – 11:00 am	Steering Committee I	(Officers and Committee Chairs)
11:00 am – 12:30 pm	All Committees I	

Sunday, January 21:

10:30 am – 12:00 pm	LIRT Discussion Forum	(Open to all conference attendees)
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Monday, January 22:

8:30 am – 9:30 am	All Committees II	
9:30 am – 12:00 pm	Steering Committee II	(Officers and Committee Chairs)
12:00 pm – 2:00 pm	Steering Committee Lunch	(optional)

Tuesday, January 23:

9:00 am – 10:30 am	Executive Committee II	(Officers only)
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LIRT Officers and Committee Chairs 2006–2007

LIRT Officers

President - Vibiana Bowman

Vice President Elect - Linda Marie Golian-Lui



Isadore Gilbert Mudge,,R. R. Bowker Award



by Caryl Gray

Do you know someone who has significantly influenced reference?

The Isadore Gilbert Mudge—R. R. Bowker award is an annual cash award of \$5,000 and a citation to an individual who has made a distinguished contribution to reference librarianship. Contributions may include library programming in a particular library, or authorship of significant book(s) or articles in the reference field. The award is presented by the Reference and User Services Association (RUSA).

To nominate an individual, write a letter of nomination explaining why the individual deserves this recognition. Be sure to cite specific achievements. Each nomination packet must include three to five letters of recommendation, a copy of the nominee's resume or curriculum vitae, and any other appropriate documentation. Nomination materials must be received no later than December 15, 2006. Please send nomination to:

Donald J. Kenney, Chair
Isadore Gilbert Mudge—R.R. Bowker Award Committee
University Libraries
Virginia Tech
P. O. Box 90001
Blacksburg, VA 24061-9001



Member A-LIRT: Caryl Gray

by Gale Burrow

Caryl Gray has been working with LIRT's budget for a few years, first as Vice Treasurer, then as Treasurer, and now as co-Treasurer. Caryl has also served as Editor of *LIRT News*. About her participation on the LIRT Newsletter Committee, Caryl says, "This gave me a wonderful opportunity to network with other members of LIRT and to become more active in the roundtable. I have learned so much from LIRT members with the added bonus of making new friends. Being invited to participate in the LIRT Retreat was very energizing, and seeing many of the recommendations that were outgrowths of our discussions during the retreat come to fruition has been an enriching experience. This illustrates that a diverse group can come together, discuss, and create a vision, and then follow through with decision. This is one of the wonderful characteristics of LIRT and its members." Caryl has enjoyed the experience of being LIRT Treasurer, but acknowledges that "understanding the ALA budgeting process can be challenging at times!"

In July 1971, having just graduated from the University of Michigan with a MLS, Caryl went to Virginia Tech (Virginia Polytechnic Institute and State University in Blacksburg, or "VT") in July 1971, where her husband had accepted a faculty position in Electrical and Computing Engineering. Caryl has had two careers at the Virginia Tech Libraries, but it looks like more! From 1971 to 1978, she was Science Reference Librarian. She left, but returned part-time in 1987 as a Science Reference Librarian and continued in that position until 1998, when she accepted a 2-year restricted faculty position. In January 2001, she was appointed College Librarian for Human Resources. Her title changed in 2004 to College Librarian for Agriculture and Life Sciences after the university restructured and the major departments she served moved to the College of Agriculture. Currently, she supports academic programs in the College of Agriculture with instruction targeted toward student research assignments, reference assistance to faculty and students, and collection development. She also has liaison responsibilities for the Apparel, Housing, and Resource Management department.

Caryl and her husband have three grown sons; all out of the house. Her husband is retired, so they enjoy extended travel during the summer and weekend visits with their sons throughout the year. Her husband enjoys traveling with her to conferences ("payback time" for all the times she accompanied him to conferences and professional meetings). They also enjoy going to VT football games and women's basketball games. In her spare time, Caryl enjoys counted cross stitch and other needlework, and she's beginning to experiment with quilting.

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

Check These Out!

by Sharon Ladenson (ladenson@msu.edu)

Macleod, Beth. "A Successful Credit Course in Library Instruction." _____

McFadden, Laurie L. "With Honors: Librarians Benefit From Teaching in Honors Programs." C&RL News. 66.7 (2005): 533-534.

The author provides a brief report on the benefits that Alfred University librarians have experienced from teaching semester-long honors seminars on a variety of topics, ranging from storytelling to the Guerrilla Girls. Benefits include: working with students for an extended period of time; learning how to develop a syllabus and assignments; having the opportunity to teach about personal research interests and hobbies; and receiving additional compensation for teaching the seminars. McFadden recommends that librarians teach semester-long courses, especially since such instruction is a natural extension of an academic librarian's regular duties.

Five Things I do to Teach and Learn

by Veronica Bielat
Wayne State University, Detroit, Michigan

Veronica Bielat is a Member of LIRT's Teaching and Learning with Technology Committee, and a Public Services Librarian at Wayne State University. She also co-teaches a course titled "Instructional Methods for Librarians" through WSU's Library & Information Science Program.

We all use technology to some degree in teaching our students, and for our own learning. Here's a description of five ways I use technology *almost* every day to support teaching and my own learning.

1. Post to my blog

Blogging is a simple way to reach a multitude of users quickly, without the need for setting up and maintaining an electronic discussion list. Short, relevant postings are the best way to draw in readers. Since I am a liaison librarian to our institution's College of Education, my blog was created specifically for faculty and staff of that college. I announce the release of National Center of Education Statistics reports, Department of Education appointments, general education news, and announcements of new library resources and services.

I use Blogger, a free online service available at <http://www.blogger.com>, that allows you to create a blog in three easy steps. I include the blog address in my e-mail signature file to encourage new readers. Blogger provides you with a number of templates, and the one I selected allows me to add in links. I've selected a number of links to library resources and to other outside websites I feel my readers will find important.

You can view my blog at <http://wsucoeblogspot.com>.

2. Link up to courseware

It's not always possible (or useful) to provide library instruction to every class offered at your institution. However, if your institution is using courseware, like Blackboard, WebCT, Moodle, etc., here are some ideas on how you can link the library and users through courseware.

You can:

- work with your courseware administrators to make sure there is a link to the library in every course site available.

by Veronica Bielat

- develop a set of materials (handouts, links, and



Tech Talk

By Billie Peterson-Lugo

Dear Tech Talk: So what is this "Web 2.0" that I've been hearing about? It sounds like a new version of software, but it just doesn't make sense that someone is upgrading the World Wide Web to a new version!! —Wondering Whassup with Web 2.0

Dear WWW: Your confusion is completely understandable! The definition of "Web 2.0," which was coined during a brain storming session between Dale Dougherty (Vice President of O'Reilly Media, Inc.) and MediaLive International (a producer of information technology trade shows and conferences) in October 2004, is often fuzzy, varied, and inaccurate, depending on the source. Three definition variants seem to predominate:

Tim O'Reilly's perspective
Technological perspective
Business perspective

Tim O'Reilly has written a lengthy explanation (What is Web 2.0) including a visual presentation (Web 2.0 Meme Map) of the concept and has followed up with a shorter definition (<http://radar.oreilly.com/archives/2005/10/web_20_compact_definition.html>). In his explanation, O'Reilly identifies seven Web 2.0 principles:

The Web as Platform: Services/applications are located on the web, not on the desk top;

Harnessing Collective Intelligence: Information is openly shared, edited, tagged, and commented upon in a live, interactive environment, resulting in participatory information management in which the users add value; the more the users participate, the more the application/service improves;

Data is the Next 'Intel Inside': A core Web 2.0 functionality is taking the content stored in databases and remixing it with the content found in other databases, creating new applications and services;

End of the Software Release Cycle: The use of new features/functions is tracked and the applications/services are updated continuously generating an ongoing cycle: make changes observe/evaluate impact of changes make changes;

Lightweight Programming Models: The programs used to create services are accessible and easily modified, with components reused by others to create new applications/services;

Software Above the level of a Single Device: More than "platform independent," these "applications [are] designed from the ground up to span multiple devices;"

Rich User Experiences: Implementation of the above six principles will result in a substantially different and improved user experience.

To further illustrate, O'Reilly provides a chart that maps "Web 1.0" services to "Web 2.0;" an abbreviated version of this chart is provided below:

Web 1.0	Web 2.0
Britannica Online	Wikipedia
Personal Website	Blogging
Publishing	Participation
Content Management Systems	Wikis
Directories (taxonomy)	Tagging (folksonomy)
Stickiness [bookmarks]	Syndication [RSS Feeds]

Using O'Reilly's explanation, there are many Web 2.0 services with which people are already familiar and using, including: blogs; iTunes; rearranging page displays by "dragging" components around the display; RSS; social spaces like Facebook and MySpace; tagging; Tivo; user-driven reviews/ratings; wikis; word clouds; etc.

Not surprisingly, the technological perspective focuses on the technology that resides behind these Web 2.0 principles, stating that a site or service is Web 2.0 because it uses technology such as: AJAX (Asynchronous JavaScript and XML); APIs (Application Programming Interface); Mashups or web application hybrids; and Ruby on Rails.

All of these technologies, and others, provide the ability to create highly interactive web sites that perform very much

housingmaps.com (<<http://www.housingmaps.com/>>): a mashup of Google maps and craigslist.com to provide available housing information;

Flock (<<http://www.flock.com/>>): not necessarily a Web 2.0 application, but a new browser that integrates web browsing, blogging, RSS feeds, sharing photos, social bookmarking, etc.

Google Custom Search Engine (<<http://www.google.com/coop/cse/>>): "create a free Custom Search Engine that reflects your knowledge and interests";

last.fm (<<http://www.last.fm/>>): "as you listen (with iTunes, Winamp, Windows Media Player, or others), your tracks automatically appear in your online musical profile which can be shared with others";

Literature Map (<<http://literature-map.com>>): search for authors and use the resulting word clouds to find authors liked by other readers who like the author you searched;

More Great Web 2.0 Software (<http://web2.wsj2.com/more_great_web_20_software.htm>);

The Most Promising Web 2.0 Software of 2006 (<http://web2.wsj2.com/the_most_promising_web_20_software_of_2006.htm>);

Pandora (<<http://www.pandora.com/>>): analyzes specified music or artists to find "more like this";

ProgrammableWeb: Mashup Dashboard (<<http://programmableweb.com/mashups>>): see many examples of mashups, some more useful than others;

Rollyo (<<http://rollyo.com>>): create and provide access to custom search engine for pages you deem valuable;

Upcoming.org (<<http://upcoming.org/>>): a collaborative social events calendar;

Writely (<<http://www.writely.com/>>): collaborative word processing and spreadsheet applications from Google.

To keep up with this topic, also check out these sites:

Dion Hinchcliffe's Web 2.0 Blog (<<http://web2.wsj2.com/>>)

ProgrammableWeb: Blog – (<<http://blog.programmableweb.com/>>)

Technorati: Web 2.0 tags (<<http://www.technorati.com/tag/web+2.0>>): Keep track of web 2.0 blog discussions

Web2.0 Workgroup (<<http://web20workgroup.com/>>):
"...network of premium weblogs that write content about the new generation of the Web."

And what about libraries and Web 2.0? Hinchcliffe's article provides many examples of Web 2.0 offshoots, some more defined than others. About Library 2.0, Hinchcliffe states that the movement is "morut Libraw.awLibr8l unTw .0.00y;



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.

Liaison-This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

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

Organization & Planning - Is responsible for long range planning and making recommendations to guide the future direction of LIRT. 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

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