



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.

LIRT

June 2007 volume 29 no.4

issn 0270-6792

From The President

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Dear Fellow LIRT-ers,

ALA Annual in Washington, D.C. is coming right up. As always, the LIRT Conference Planning Committee is hard at work finalizing plans for some excellent programming. This year is special since it is the LIRT's 30th Birthday! We are planning a birthday bash (with cake) at the LIRT Program and we sincerely hope to see you there.

For specifics about ALA Annual in general, visit: <http://www.ala.org/ala/eventsandconferencesb/annual/2007a/home.htm>

For information about LIRT at Annual go to: <http://www3.baylor.edu/LIRT>

One of the initiatives that LIRT is working on this year is "growing" our membership. All of our committees, in particular Public Relations/Membership and the Liaison Committees are looking at new ways to serve our members and expand our representation within different fields of librarianship.

If you are already active in the LIRT community, be a LIRT Ambassador. "Talk up" what you like about our organization to friends and colleagues who may be looking for a "home" in ALA where they can become active and involved. For me, the really amazing thing about LIRT is that new members are quickly integrated into the real work of the organization and have the opportunity to quickly assume leadership roles.

If you are not active in LIRT, think about joining a committee. Descriptions of the committees and contact people can be found at the LIRT home page (address above).

Finally, if you have questions, problems, or suggestions about LIRT—who we are, what we do, and how we can do it better, you are always welcome to contact me.

Thanks and see you in Washington!

Vibiana

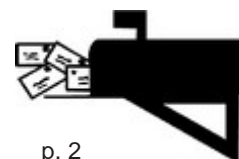
Vibiana Bowman
LIRT President

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

It's that LIRT Top 20 time of year . . . that magical time of year when librarians leave copies of their articles under their pillows in hopes that the LIRT Fairy will select them as part of this year's LIRT Top 20. I don't know what it is about this time of year—maybe it's in the air . . . or just a side effect of my medications—that makes me feel all tingly inside.

Okay, okay . . . I might be going just a little over the top, but I do love reading the LIRT Top 20 (and I get to read it before all of you!). Why? Well, there are many reasons, but the main reason for me is just being able to browse some important articles in areas of library instruction that I'm not necessarily involved in. Being an academic librarian, I'm often researching very specific topics and concepts in the field. Of course, such focus is a necessary aspect of scholarly research, but sometimes it helps to take a step back, so to speak, in order to see your research focus in context. I always find a couple of articles in the Top 20 that give me a new perspective on an idea—a new perspective that I probably wouldn't ever find myself searching for in a database.

So take a look at the LIRT Top 20 (my congratulations to the givhe (back, so tom)Tj rd a e2s o l98thes.e9 Dn a bwk, eg2j rd a e2sS q me,



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Providing library instruction is certainly a demanding job. What do instruction librarians do to effectively manage large workloads and avoid burnout? What are the primary causes of burnout? The classroom environment, the overall work environment in a library organization, or the individual librarian who readily agrees to take on excessive amounts of work...? For answers to these questions, just check out these articles!

Barnett, Lisa, Melissa Browne, and Katherine Harris. "Fanning the Flames: Strategies for Combating Burnout and Reinvigorating Instruction." Reflective Teaching: A Bridge to Learning: Selected papers presented at the thirty-first National LOEX Library Instruction Conference, held in Madison, Wisconsin, 8 to 10 May 2003. Ed. Deb Biggs Thomas, et al. Ann Arbor: Pierian, 2004. 99–102.

Barnett, Browne, and Harris provide background information on the symptoms and causes of burnout, and also list strategies for prevention. Because work overload causes burnout, consequently, library managers should have realistic and manageable goals and communicate them clearly to instruction librarians. Managers should also provide support for attending conferences, so that instruction librarians can learn new techniques and develop a strong support network. Suggestions for burnout prevention include: recording instruction experiences and new teaching techniques in a journal; using games and other active learning techniques; varying the order in which topics are presented during instruction sessions; and collaborative techniques, such as co-teaching and trading instruction responsibilities.

Dancik, Deborah B. "Terms of Engagement." Oregon Library Association Quarterly 12.3 (2006): 19–20.

Dancik outlines two distinct primary causes of burnout: problems caused by the work environment ("situational engagement"), and the problem of the relationship one has with her or his work ("professional engagement"). She argues that librarians have a personal responsibility for maintaining high levels of engagement by actively cultivating a strong intellectual curiosity, and recognizing the impact of our work on the organization as a whole. Dancik also notes that engaged librarians develop creative ideas and opinions, which they share with others. She stresses the importance of seeking new challenges within an organization in order to remain engaged, and advises against depending on a job that does not provide opportunities for professional growth.

Jimenez, Rita. "Change Is The Only Constant." Oregon Library Association Quarterly 12.3 (2006): 4–5.

Jimenez outlines various strategies she has used to avoid burnout throughout her career. She emphasizes the

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LIRT Meeting Schedule
ALA Annual Conference, Washington, DC
June 2007

Saturday, June 23

Capital Hilton, Presidential Ballroom

- Executive Board I (Officers) 8–9:30 a.m.
- Steering Committee I (Officers & Committee Chairs) 9:30–11 a.m.
- All Committees I (Chairs & Committee Members) 11 a.m.–12:30 p.m.

Sunday, June 24

Washington Convention Center, Room 206

- Membership Fair & Birthday Bash 8–10:30 a.m.
- It's Showtime for Instruction Librarians: The Making of Short Films for Marketing and Instruction 10:30 a.m.–12 p.m.

Monday, June 25

Embassy Suites Washington Convention Center, Capital A/B

- All Committees II (Chairs & Committee Members) 8:30–9:30 a.m.
- Steering Committee II (Officers & Committee Chairs) 9:30 a.m.–12 p.m.
- Steering Committee Lunch (Optional) 12–2 p.m.

Tuesday, June 26

Washington Convention Center, Room 209B

- Executive Board II (Officers) 9–10:30 a.m.
 - Meeting with ALA Liaisons (Officers) TBA
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prevention, as well as the ability to maintain perspective, seek support from others, and accept personal shortcomings and limitations. After examining surveys from 148 public and private elementary and preschool teachers in rural and urban areas of North and South Carolina, they found that working as a first-year teacher, having low “self-acceptance,” and working in an elementary school were associated with increased risk for burnout. The findings also indicate that a teacher’s workplace environment may lead to burnout. For example, elementary teachers need to meet stressful demands, such as accountability testing, not required of preschool teachers. Furthermore, the preschool teachers worked with Head Start, which may have provided additional resources for meeting the multiple demands of teaching.

Selected and reviewed by the LIRT Top 20 Committee:
Laura Dale Bischof; Dr. Linda Colding; Susanna Cowan;
Kate Gronemyer; Tiffany Anderson Hebb; Corliss Lee; Mary
Jo Lyons; Camille McCutcheon (Chair); James Rhoades;
Leslie Sult; Esteban Valdez; and Teri B. Weil.


Committee members reviewed over 150 articles relating to library instruction and information literacy. At ALA Midwinter, seven members met to select the top twenty articles which provide a mixture of practical and theoretical perspectives from a variety of library environments.

Baker, Laura. "Library Instruction in the Rearview Mirror: A Reflective Look at the Evolution of a First-Year Library Program Using Evidence-Based Practice." College & Undergraduate Libraries 13.2 (2006): 1–20.

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complete tutorials on plagiarism and basic research skills. Future information initiatives include the integration of information literacy activities in the new dormitories at SJSU and active outreach to local community colleges whose students benefit from the joint public/academic library environment at the King Library.

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Dear MMM: Interestingly enough, the concept of metadata has been around for a while in the computer science field, and has many definitions. Priscilla Caplan provides an excellent summary of the history and definitions in Metadata Fundamentals for Librarians, with definitions being as generic as “data about data” to those that are highly detailed. Ultimately, she defines metadata as “structured information about an information resource of any media type or format.” The information resource may or may not be digital, may or may not be accessible electronically, and the information may be “intended for human or machine consumption”. (Caplan, 3)

Examples of metadata that most people would recognize, even if unfamiliar with the term, include: the user-defined tags found on sites like del.icio.us or flickr; the information that displays in a list of Google search results (unstructured metadata); the FDA information that appears on food and beverage items in grocery stores; or the information found for books at Amazon.com or in online catalogs (structured metadata).

To go further, the metadata breaks down into 3 specific types:

- **Descriptive Metadata:** Sometimes referred to as “intellectual” metadata, this is information associated with an information resource and enables “discovery.” This is the type of metadata most librarians know because it’s used in online catalogs and other databases.
- **Administrative Metadata:** The information associated with the management of information resources. Some specific types of administrative metadata include (but are not limited to): preservation metadata (information essential for the long-term care of digital objects); technical metadata (information that details the creation of digital objects); and rights metadata (information on usage rights).
- **Structural Metadata:** The information associated with relationships between different information resources. A simple example is that of a book in which each of the pages is digitized as an individual object. Structure must be in place to allow the individual objects (pages) to be assembled and viewed sequentially. Additionally, specific sequentially-ordered pages are associated with chapters. All of the structured files comprise the complete digital object (compound object) and this “structure” is used by the end-user to view the digital book in the same way she views the physical book.

An object from the Baylor University Library Digital Collections illustrates these different types of metadata. This example is a 3-page pamphlet titled, “A Hole in the Wall” (<http://tinyurl.com/yugg94>). Descriptive metadata for the entire pamphlet entails:

Title	A Hole in the Wall
Identifier	a4520
Creator Name	Americans United for Separation of Church and State
Creator Information	1633 Massachusetts Ave., NW, Washington, DC 20036
Subject	Americans United
Physical Description	two-color multi-fold mailer on card stock - [3 page]
Content Description	Funds solicitation mailer issued by POAU
Publisher Name	Americans United for Separation of Church and State
Place of Publication	Washington, DC
Format	Form letter
Note	No date specified
Language	English

Along with administrative metadata for a specific “page” in this compound object:

Title	page 1
Identifier	a452001
Language	English
Fulltext	keep church and state separate
File Name	01.tif
Media Type	JP2
File Size	1002.59 KB
Height	1100
Width	2150
Checksum	0x99D8DCFA
Date Imported	2007-02-02
Full resolution	wood_collection-22\36_01.tif

And the compound object is

<page> <pag85

Links	XML Representation of the Structure
Page 1	<?xml version="1.0"?>
Page 2	<type>Document</type>
Page 3	<page>
	<pagetitle>Page 1</pagetitle>
	<pagefile>919.jp2</pagefile>
	<pageptr>918</pageptr>
	</page>
	...
	</cpd>


Content	Intellectual Property
Title	
Subject	Creator
Description	Publisher
Source	Contributor
Relation	Rights
Coverage	

implementation of these standards: <http://www.slis.kent.edu/%7Emzeng/metadatabasics/creation.htm>.

Perhaps the most important function of metadata schemes and standards is their support of *interoperability*. Chan and Zeng state, "interoperability is one of the most important principles in metadata implementation" (Metadata Interoperability, Part I). As with metadata, there are many definitions for "interoperability," but I'll use Caplan's definition: "*search interoperability*, or the ability to perform a search over diverse sets of metadata records and obtain meaningful results" (Caplan, 33). Not surprisingly, interoperability is one the most complex functions associated with metadata standards.

Hodge identifies two techniques to achieve interoperability:

- A cross-system search: Map search elements from different metadata schemes to a common set of search elements, and use that common set of elements to search across repositories. For example, the use of the Z39.50 standard to search across different databases that have many of the same elements (author, title, abstract, subject headings) but use different labels for those elements;
- Metadata harvesting: Have each repository translate the

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- Cornell University Metadata Working Group: Bibliography – <http://metadata-wg.mannlib.cornell.edu/bibliography/>
 - Council on Library and Information Resources – <http://www.clir.org/pubs/reports/strategies.html>
 - Digital Libraries: Metadata Resources (IFLA) – <http://www.ifla.org/II/metadata.htm>
 - Google Directory - Reference > Libraries > Library and Information Science > Technical Services > Cataloguing > Metadata – <http://tinyurl.com/28u2oa>
 - Metadata - LISWiki – <http://liswiki.org/wiki/Metadata>
 - Metadata > Library and Information Science in the Yahoo! Directory – <http://tinyurl.com/237i>
 - Metadata.Net – <http://www.metadata.net/>



"Metadata"

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By Billie Peterson, Baylor University
Billie_Peterson@baylor.edu

- Ma, Jin. "Managing Metadata for Digital Projects." Library Collections, Acquisitions, & Technical Services 30.1 (2006): 3-17.
- Maxymuk, John. "Preservation and Metadata." Bottom Line: Managing Library Finances 18.3 (2005): 146-8.

Library Instruction Round Table News
c/o Lorelle Swader
American Library Association