



**LIRT**

March 2007 volume 29 no.3

ground in Seattle, visiting the meetings of other organizations and extending the invitation to have their liaisons attend our meetings. Lori could lead a liaison committee members to reach even more organizations at Annual. This is an excellent opportunity for new LIRT members who would like to get more involved and find out firsthand what library instruction can mean for the Liaison Committee at the LIRT website (<http://www3.baylor.edu/LIRT/committees.html#liaison>).

# 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 lifelong learning.

Happy 30

issn 0270-6792

## From The President

*bowman@camden.rutgers.edu*

Dear Friends: The LIRT Executive and Steering Committees only have two opportunities each year to meet face-to-face, at the Midwinter and Annual Conferences. As you can imagine, there is a lot of work that needs to get done. This Midwinter was no exception. I would like to bring you a status report on some of the issues that we worked on in Seattle. The Executive and Steering Committees would like to receive your feedback. Our email addresses are in the LIRT online directory: <http://www3.baylor.edu/LIRT/directory.html>.

### Succession

There was an unexpected vacancy for the office of LIRT

best of our knowledge, this is the first time that meeting software has been used at an ALA conference for virtual members. Congratulations to the committee chairs, Mitch Fontenot and Lisa Williams, and Billie Peterson, LIRT Electronic Resource Manager. These folks worked for almost two years planning and orchestrating this event. It is our goal to continue to look for innovative ways of fully engaging our virtual members in meaningful committee involvement.

A Virtual Member Task Force was appointed. The goal is to update and redefine what it means to be a virtual member. We will be looking at not only what LIRT expects of a virtual committee member, but at what support LIRT will provide for that member.

### Outreach to Other Communities in ALA

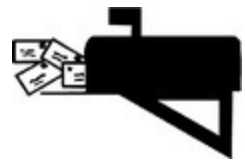
The Liaison Committee is continuing to examine ways to forge relationships with other entities in LIRT. Lori Critz (Chair) and the members of the committee covered a lot of

### 30<sup>th</sup> Birthday to LIRT

This year LIRT turns 30. We are planning a birthday bash at the Annual Conference Program in Washington, DC. Plan to stop by to hear an excellent program and to have a piece of cake!

### Tip of the Hat

Thanks to all of LIRT's elected and appointed officers and



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**From the Editor**  
by Jeff Knapp



## **Annual Program Announcement:**

### **It's Showtime for Instruction Librarians!: The Making of Short Films for**

#### **Marketing and Instruction**

Noah Wyle may be *The Librarian*, but he's not the only one who can be in a movie! Join us as librarians from Valdosta State University and Indiana University South Bend present their experiences as creators and directors of library instruction "videos." Reference librarians Apryl Price;

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

## CANDIDATES FOR SECRETARY

### KRISTIN STROHMEYER

Candidate for Secretary

Education: Potsdam College (NY), B.A., 1987; Simmons in LIRT.

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### KRISTIN STROHMEYER

Candidate for ITj 79-cation: Unons

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incoming students; Presented nine posters at ALA Annual Conferences since 2003; Presented at six other national and regional conferences; Co-taught week-long institute for Medical Library Association in 2006 on Developing Web-Based Instruction; Co-authored four journal articles; Received Let's Talk About It: Jewish Literature grant, plus Mellon Dyad Grant for Strengthening Intellectual Communities for additional funding for the reading group.

Statement of Concern: Information literacy is possibly the most critical role for patrons and librarians. In this research information, it's more important than ever that our patrons know how to find, evaluate and properly use resources. I'm proud to be part of an organization that addresses these concerns, and I look forward to becoming even more active in LIRT.

## CANDIDATE FOR VICE-TREASURER/TREASURER-ELECT

### LESLIE SULT

Candidate for Vice Treasurer/Treasurer-elect

Leslie Sult has spent the past eight and a half years being actively involved in promoting the value of library use and information literacy to a wide range of individuals. She began her professional life as a high school librarian in Chino Valley, Arizona. In 2000, she attended graduate school at the University of North Carolina at Chapel Hill where she focused her studies on user services. After earning a Masters in Library Science in 2002, she returned to Arizona. In 2003 she began working at the University of Arizona Library as the Training Coordinator for the Information Commons. In 2005, she was given the opportunity to focus more of her job duties on using instructional design techniques to help the library reach and educate more students through scalable methods including, online tutorials and activities. She has served on the LIRT Top 20 committee since April 2003 and we co-chair from June 2005 to June 2006. She is also a member of the Reference and User Services Association Education and Professional Development for Reference Committee.

## CANDIDATE FOR ALA COUNCILOR

### TIMOTHY P. GRIMES

Candidate for Round Table Councilor

Education: University of Michigan, M.L.S, 1984; University of New Hampshire, B.A. 1976; American Academy of Dramatic Arts, New York, Advanced Study, 1979-80.

Experience: Manager, Community Relations Department, Ann Arbor District Library, 1995.

ALA Activities: ALA Council (LIRT Representative) (1999–present); ALA Awards Committee (2002–2006); Chair (2004–2006); ALA Public Awareness Advisory Committee, (2006–present) ; ALA Sullivan Award Jury, Chair (2006–



## Slate for LIRT Offices 2007-2008

present); ALA EBSCO Award Jury (2002–2003); LAMA Swap & Shop Committee (2004–2006); PLA Marketing of Public Library Services Committee (1998–2002), Chair (1998–2000); PLA Leonard Wertheimer Award Committee, Chair (1997–1998); PLA Promotions Committee, (1996–1998), Chair (1997–1998); RUSA MOPPS Services to Adults Committee, (1990–1992, 1993–1997); RUSA CODES Readers Advisory Committee (1995–1997); LIRT President (1992–1993); LIRT Vice-President (1991–1992); LIRT Treasurer (1987–1988, 1990–1991); LIRT Secretary (1989–1990); LIRT Executive Board (1987–1994, 1999–present); LIRT Steering Committee (1987–1994, 1999–present); LIRT Organization and Bylaws Committee, Chair (1993–1994); LIRT Long-Range Planning Committee (1996–1998), Chair (1991–1992); LIRT Elections Committee (1993–1994); LIRT Financial Planning Task Force (1994–1997); LIRT 25th Anniversary Task Force (1998–2002); LIRT Research Committee (1986–1987); Roundtable Coordinating Committee (1990–1993); LIRT Representative to ALA Planning and Budget Assembly (1987–1991); LIRT Representative to ALA Literacy Council (1991–1992).

State & Regional Library & Other Associations: Michigan Library Association: Awards Committee (2006–present); Leadership Academy Advisory Committee (2002–2005), Chair (2002–2004); Executive Board (2000–2002); Public Library Division, President (2000–2002), Executive Board (1997–2003), Fantastic Fiction Committee (1993–1999), Chair (1996–1998); Michigan Author Awards Committee (1995–1997); Beta Phi Mu: Board of Directors (1985–1987, 1992–1994); Southeast Michigan Adult Reading Roundtable, Co-founder and Chair (1990–1995)

Honors and Awards: Beta Phi Mu Award for Exceptional Achievement in Librarianship, University of Michigan, School of Information (1990); Margaret Mann Award for Professional Promise, University of Michigan, School of Information (1984); Graduated cum laude from the University of New Hampshire (1976)

Statement of Concerns: I have served LIRT for more than a decade in almost every capacity on the executive board (including LIRT president), in many other LIRT leadership roles and now for five years on ALA Council. My broad background in several types of libraries—a university library, a specialized urban library reference department and a public branch library—as well as my current position as a public library community relations manager, coupled with my strong LIRT organizational history, has greatly assisted in my Council work. I would like to continue my work in this capacity and further strengthen LIRT’s voice in ALA decision making.



Last semester the Horrmann Library at Wagner College in Staten Island, New York, was finally able to offer its faculty and students Electronic Reserves. For years the library had e-reserves on its wish list, but faced obstacles in creating this service. One obstacle, naturally, was budgetary due to the high cost of document management software, and another was administrative, as to who would moderate such software. So, when Wagner College’s Information Technology Department (IT) prepared to roll out its new Course Management system powered by Moodle, the library saw this as an opportunity to use Moodle to offer electronic reserves to its students and faculty. Moodle is an open-source program so unlike many e-reserve systems, it is free.

I made a plea to our director of IT to allow me to access Moodle and place digital content directly into the class folders on it, and she liked the idea. Michael Johnson, IT’s online resource developer and I decided to co-administer Moodle; therefore, I had access to the file folders in each of the classes that are used by our faculty and administrators. IT helped purchase the scanning equipment, an Epson XL10000 with sheet feeder and a used Minolta PS 3000 overhead book scanner.

Our workflow is easy and we have saved thousands of dollars on software. I scan articles and book chapters, and post them directly into the class files folder. I then create a link to that folder on the “desktop”direi LIRT for.:Manag-and b0esrengther Moo.org/008GS0Wagner Collee, ti2ccurrpmectnr wanniatiw thPhDege 2



**Non-LIRT Meetings & Programs at ALA  
2007 Midwinter Meeting, Seattle, WA**

**Gaming in Library Instruction**

*ACRL Instruction Section Current Issue Discussion Forum*

This IS Discussion Forum, lead by Justine Martin, Minnesota State University, and Robin Ewing, St. Cloud State University, provided participants with information on the educational role of digital gaming and whether gaming techniques could be applied to library instruction. The discussion began with a description of the characteristics



ing the indispensable “Using Primary Sources on the Web” section; Research and Writing Guides; and Tutorials. A suggestion was made to seek permission to link to other groups’ History Sections. The evolving History Standards are not connected with ACRL’s IL standards, but are geared toward an Assessment procedure that was born from discussions of committee members and the History Faculty at Georgia State University. The Georgia faculty evaluate their undergraduates with the idea that history majors should have certain skills when they graduate. It was suggested that these competencies, when completed, should be presented with a tutorial that would be useful to history departments, professors and librarians. “Incorporating Government Documents into Research and Instruction in History” was the group’s third topic of discussion. It was felt that government documents may sometimes be ignored in history research and that these should be made more visible. Collaborating with GODORT was offered as one of the vehicles for collecting government document websites. —*Cynthia Dottin, LIRT Liaison Committee*

**ACRL Information Literacy Advisory Committee Meeting (ACRL-ILAC)**

ILAC has the responsibility of monitoring developments in Information Literacy for ACRL. It is not involved in developing IL standards, but has the responsibility for making sure



bring work to the desk” was the cautionary phrase. The audience was reminded that our society places value on not asking for help, and that presents a barrier for some patrons. In the final analysis, a reference interview can present many teachable moments for both patron and librarian.—*Cynthia Dottin, LIRT Liaison Committee*

**Tests and Measures in the Social Sciences: Best Practices in Collection Development, Instruction, and Reference**

*ACRL Education and Behavioral Sciences Section, Psychology/Psychiatry Committee Current Topics Discussion Group*

This EBSS discussion was conducted in four subgroups of 7–8 attendees, each lead by a committee member. Each subgroup was tasked to share experiences on establishing, maintaining, and using test collections in academic libraries. Most test collections in academic libraries are used mainly by education or psychology students and faculty, and most have controlled access. Instructional activities with these collections ranges from one-on-one instruction on specific resources at the reference desk, to class instruction on locating full-text tests in databases such as PsychInfo or ERIC, to group instruction on using the Mental Measurements Yearbook online. Attendees emphasized that there is a large gap between the expectations of students and reality. Students expect to find the tests they need online, and the majority are currently only available in print. Several librarians shared their instruction experiences and related the challenges of using test collections. One psychology subject librarian advised the group to contact their vendor if the Mental Measurements Yearbook (MMY) is to be used in a session. At her institution the resource is limited to 4 simultaneous users, but the vendor will permit training access for class instruction.

## Tech Talk

By Billie Peterson-Lugo

Dear Tech Talk: First it was “Web 2.0” and now it’s “Library 2.0.” What’s the deal – is there a connection between the two? Is Library 2.0 just a clever name for yet another fad? What is really meant by Library 2.0? —Leery of Library 2.0 Lore

Dear LLL: An interesting question. What is Library 2.0? This is a question that Walt Crawford decided to address in a Midwinter 2006 issue of *Cites & Insights*. What he thought would be a typical 3,500-word essay on the topic turned into a 26,000-word special issue. Why? Because the more he read about the topic, “the more confused [he] got – and the more [he] felt the need for a broad overview not written by an advocate or evangelist.” The result is a thought-provoking essay that delineates between Library

tag items” without using the vendor’s proprietary solution. Also take a look at users’ comments about the online catalog changes: <http://www.aadl.org/node/3534>

- Evergreen Integrated Library System (<http://www.open-ils.org/> and <http://gapines.org/>): An open-source integrated library system being developed by the Georgia Public Library Service.
- eXtensible Catalog (XC) ([http://www.extensiblecatalog.info/?page\\_id=2](http://www.extensiblecatalog.info/?page_id=2)): The University of Rochester has received a Mellon grant and “is studying how best to develop an open-source online system that can unify access to traditional and digital library resources.”
- Hennepin County Library Catalog (<http://tinyurl.com/yt8x3v>): Another online catalog that gives users the ability to comment.
- LibraryFind (<http://dllib.library.oregonstate.edu/content/section/4/28/> and <http://search.library.oregonstate.edu/>): An effort to eliminate “silos” among the libraries’ digital resources with a federated search that searches across the library catalog, online databases, image collections, etc.
- Library Success: A Best Practices Wiki ([http://www.libsuccess.org/index.php?title=Main\\_Page](http://www.libsuccess.org/index.php?title=Main_Page)): A developing site of best practices for a variety of issues in the field of librarianship.
- OpenWorldCat (<http://www.worldcat.org/>): The WorldCat database available to anyone—on its own, as a browser toolbar, through Goggle and Yahoo, or integrated into Google Print and Google Scholar.
- pictureAnnArbor (<http://www.aadl.org/services/products/pictureAnnArbor>): Another collaborative offering from the Ann Arbor District Library, whose “mission is to gather, capture, and share information and images that reflect everyday life in [the Ann Arbor] community.”
- Plymouth State University Library online catalog (<http://www.plymouth.edu/library/opac/>): Casey Bisson calls this a WPopac because this prototype uses the WordPress blogging software to provide the collaborative environment. In addition, links are provided to bookmark a specific record in a del.icio.us account or search the contents of the book via Amazon.
- Subject Guides at St. Joseph County Public Library ([http://www.libraryforlife.org/subjectguides/index.php/Main\\_Page](http://www.libraryforlife.org/subjectguides/index.php/Main_Page)): Use of a Wiki to maintain subject guides and provide users with an opportunity to comment or make recommendations.
- Talis’ Whisper prototype (<http://www.talis.com/tdn/whisper>): Talis is a British ILS vendor and a strong proponent of Library 2.0. According to their site, “Talis Whisper is a research prototype application that demonstrates the power of using Web 2.0 technologies to deliver innovative solutions in the Library domain.”

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**H**ave you created an instruction program or developed a unique classroom strategy?

**P**lease share your experiences with LIRT.

**S**end your articles to Jeff Knapp ( )

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If some of these examples are intriguing, consider some steps you can take to move along the Library 2.0 continuum. Bring library staff up to speed on social software with training opportunities. Look into the online course, “About Five Weeks to a Social Library” (<http://www.sociallibraries.com/course/about>), “the first free, grassroots, completely online course devoted to teaching librarians about social software and how to use it in their libraries.” Also, investigate “Learning 2.0” (<http://plcmlearning.blogspot.com/>). Developed at the Public Library of Charlotte and Mecklenburg County, this staff development program was “an online self-discovery program that [encouraged] the exploration of Web 2.0 tools and new technologies,” using a list of “23 Things,” activities that familiarized participants with social networking tools and resources. In true Web 2.0 fashion, the developers are open to sharing and have shared this model with others.

Whether time is spent in formal training environments or not, investigate some of the social networking environments and tools currently available, including:

- 37signals (<http://www.37signals.com/>): A variety of web applications are available at no cost, including applications that can be used for project management, planning/calendaring, chat, and many more.
- Blog, RSS, and Wiki technology (see previous Tech Talk columns: June 2003, September 2003, and September 2004 for more details).
- Facebook (<http://www.facebook.com/>): Look at the Facebook groups, including “Librarians and Facebook,” “Library 2.0 Interest Group,” and “Libraries and Librarians.”
- Flickr (<http://www.flickr.com/>): Search terms like: library, libraries, public library, and academic library.
- Greasemonkey (<http://greasemonkey.mozdev.org/>): A Firefox extension that incorporates user scripts into web pages to change displays. For example, a script that uses information from an item found at Amazon and automatically checks for availability at a local library and then branches out to regional libraries if it’s not available. A database of Greasemonkey scripts is available at: <http://userscripts.org>.

- MySpace (<http://www.myspace.com>): Again, search for library, libraries, public library, academic library to see what others are doing.



- Bolan, Kimberly, Meg Canada, and Rob Cullin. "Web, Library, and Teen Services 2.0." Young Adult Library Services 5.2 (2007): 40–43.
- Casey, Michael. "LibraryCrunch: Working Towards a Definition of Library 2.0." <[http://www.librarycrunch.com/2005/10/working\\_towards\\_a\\_definition\\_o.html](http://www.librarycrunch.com/2005/10/working_towards_a_definition_o.html)>.
- Casey, Michael E., and Laura C. Savastinuk. "LIBRARY 2.0." Library Journal 131.14 (2006): 40–42.
- Casey, Michael E., and Laura C. Savastinuk. Library 2.0:

**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 the Constitution and Bylaws of LIRT and recommends amendments to those documents. Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees dates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

**Publications** - Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication.

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