From The President

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Dear LIRT Members and Friends,

ALA Annual in Washington, D.C. was a successful and productive conference, especially for LIRT. The LIRT Annual Program and Membership Fair, which featured instruction librarians who produced educational videos, was one of the largest (in terms of audience size) and r LI13eo5 Tc svf therAs1A tei4w1fhich Tse size) and r LIe) lize) a,.07s of aub7 5tfellce 38 0 w
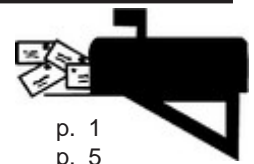
http://www.baylor.edu/LIRT/lirtnews/

How I Learned to Stop Worrying and Love Google:
A Classroom Exercise
by Mitch Fontenot, *mfonten@lsu.edu*

We all do it. Some of us may not think about it, others may feel guilt as a result of it, but we all do it. We (and certainly our undergraduate students) use Google for scholarly research at times instead of using a proper database. As a result of this, I constructed an exercise to show students the superiority of Google Scholar to regular old Google, and then trump that card when I show them how Academic Search Premier or Web of Knowledge tops Google Scholar. This is how I conduct this mini-exercise in class to prove my point:

While demonstrating our library's home page (www.lib.lsu.edu), I show them the section entitled "Internet Searching" (http://www.lib.lsu.edu/general/internet_search.html) which lists the librarians' favorite and hopefully best search engines under various categories such as "Academic Search Engines" (http://www.lib.lsu.edu/general/internet_search.html). Before doing this, however, I ask them "How many of you have used Google?" All of their hands, including mine, go up. I ask them to take a look at the list of the academic search engines and see if any of them look promising. They always notice Google Scholar, and a few of them may have actually used it.

After having them use Google Scholar, I ask them to tell me how it looks in comparison to regular Google. They usually answer that it looks identical (i.e., the same "look and feel") to regular Google. We run a search and I ask them to comment on their search results. They notice sunWthem us6oogle?T /05 Tw 10 0ledy0 Tw ree demonst4ogle Sch6iseuce

Librarians certainly use blogs and wikis for a variety of tasks, ranging from publicizing library events to managing reference services. How are blogs and wikis currently used for library instruction? How can librarians use such tools to teach information literacy skills? What online resources are available for creating wikis? Check these out, and enjoy!

Achterman, Doug. "Beyond Wikipedia." <u>Teacher Librarian</u> 34.2 (2006): 19–27.

Achterman reviews the literature to provide examples of how educators have used wikis to teach information literacy skills. For example, students at Bowdoin College completed a class wiki specific to Romantic poetry which not only involved analyzing the texts of assigned poems, but also assessing, creating, and uploading related information, including images, biographical information on prominent authors, and additional poems with related themes. Achterman also outlines five ways in which wikis serve as an effective tool for instruction: ease of use; space for both individual and group work; easy integration of hyperlinks; facilitation of online discussion and reflection (through the "Comments" and "Discussion" features); and they provide a mechanism for tracking student work and progress (through the "History" feature). The author also provides examples of how he (as a librarian) has worked with classroom teachers to use wikis for instruction. For example, Achterman describes an activity which requires students to work in pairs to research and document each side of a controversial issue. After documenting the various arguments, students can use the wiki "Discussion" feature to evaluate and analyze their findings.

Coulter, Priscilla and Lani Draper. "Blogging It into Them: Weblogs in Information Literacy Instruction." <u>Journal of Library Administration</u> 45.1 (2006):101–115.

Coulter and Draper provide a report on their use of blogs as a supplement to in-person bibliographic instruction, and also investigate and discuss how blogs are used in other libraries. During the spring and fall of 2005, Coulter created blogs for ten courses in which she provided fifty to seventy-five minute in-person instruction sessions, as well as developed a blog for an online course offered by one her liaison departments. Coulter used the blogs to post research tips not covered during instruction sessions (such as Boolean logic, wildcards, and additional databases). Coulter also developed a Web survey to assess the use of the blogs during the 2005 spring and fall semesters. The majority of the students who responded to the spring 2005 survey indicated that they did not know about or use the blogs, but did indicate that they found them useful. One student who responded to the fall 2005 survey, however, indicated that she checked the blog only once. The authors conclude that additional marketing and closer collaboration with faculty could improve the use of blogs in the future. Coulter and Draper also widely distributed (via various e-mail lists) two additional surveys to investigate the use of blogs in other libraries. Librarians who responded to the surveys reported using blogs to post information on topics such as discipline and course specific research resources, off campus access to library resources, and library news. Some librarians expressed concerns about using blogs. For example, a few librarians pointed out that blogs simply duplicate discussion and bulletin board features of online courseware. However, more than 70% of respondents to the

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Stahmer, Tim. "Think Outside the Blog." <u>Technology and Learning</u> 26.6 (2006): 28–30.

Stahmer notes that while blogs are a useful tool for communication among small groups, wikis are necessary for collaborative efforts among larger groups. The author lists educational activities enhanced by using wiki software, such as "High School Online Collaborative Writing" at http://schools.wikicities.com. Stahmer also lists various technical options for creating wikis. Wiki farms (such as Wikicities (www.wikicities.com) and PBWiki (www.pbwiki.com)) allow users to create wikis for free. The author also notes that some Internet Service Providers (ISP) provide software to create wikis. If the ISP does not provide software, it is possible to install an open source package such as MediaWiki (http://www.mediawiki.org/wiki/MediaWiki). Finally, if there are concerns about online security, it is possible to build a Web server inside a firewall to run the wiki. The author provides a link to a page with the details of how to installed MediaWiki on a MAC OS X: www.assortedstuff.com/webmaster/howto.

Committee Reports from ALA Annual

Conference Program
Kara Gust (gustk@msu.edu), Chair

The very successful ALA conference program involved over 175 attendees! Speakers enjoyed a welcoming audience, and the membership fair went well. Evaluations were very positive. In the absence of Gale Burrow, Kara Just, Victor Baeza, and Sue Sykes Berry took over responsibilities for the membership fair and birthday bash.

Barbara Hopkins submitted the 2008 program title and description to the steering committee: "Energize Your Instruction: Keep the Magic Alive for You and Your Audience." Victor briefly discussed ideas for the 2009 program.

Victor and Carla Robinson will be submitting an article about the conference program to appear in September 2007 issue of the LIRT newsletter.

Liaison
Lori Critz (lori.critz@library.gatech.edu), Chair

The LIRT Steering Committee requested we analyze our position on attending non-LIRT programs and doing the write-ups. Liaison Committee decided, after discussion, that this is an important task, and does

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RUSA-MARS Chair's Program:

Web Advisory
Stephanie Michel (michel@up.edu), Chair

The committee discussed additional content that could be added to LIRT web site. To seek input about content to be added to the LIRT web site, we plan to survey instruction librarians to find out what they would like to see on the web site. After Midwinter, the survey will be advertised to LIRT-L, ILI-L, INFOLIT-L, and identify relevant public/school library listervs (AASL? Publib?). We will also announce the survey in March LIRT Newsletter.

We discussed how to handle-out-of-date content & brainstormed ideas for guidelines for committees that add/maintain content on LIRT web site. Transitions to College committee is using Del.ic.ious to create a list of resources. Will want to talk with us about linking to web sitekas/(m8a to create

Have you created an instruction program or developed a unique classroom strategy?

Please share your experiences with LIRT.

Send your articles to Jeff Knapp (   )

It's Showtime for Instruction Librarians a Smash Hit
By Carla Robinson, Florida Atlantic University
And Victor Dominguez Baeza, Oklahoma State University

With attendance of 175, "It's Showtime for Instructions Librarians! The Making of Short Films for Marketing and Instruction," was a box office success. Interviewed after the show, University of Pittsburgh MLIS candidate Coral Ellshoff said the program "offered a look at new approaches to instruction through film... the LIRT team put on a great presentation to generate new ideas for instruction."

Kara Gust, Chair of the Conference Program Committee, began the Sunday morning premiere by welcoming everyone to LIRT's 2007 annual program at the Washington Convention Center. Kara thanked the Program Committee, and introduced the speakers.

Valdosta State University's Odum Library team starring Apryl Price, Yolanda Hood, Deborah VanPatten, and Emily Rogers lead off the double bill. Ms. Apryl Price began by explaining how the popularity of such services as YouTube influenced their decision to use video to explain plagiarism to students. The library wanted to provide a means to market library instruction, because learning has become increasingly visual. The library mounted posters in various places, and sent out flyers to market the video. Interested viewers can look at the final product, entitled "Crime and Punishment," at http://books.valdosta.edu/media/library_films.htm,
along with two other short productions, "Jaywalking" and "Murder in the Stacks."

The Odum Library team kept the costs to a minimum, around $300, by collaborating with many people and departments on their campus and in the community, including the library's own Media Services Department. According to Dr. Yolanda Hood, many scenes were shot in the local jail and county courthouse. She explained how keeping an open mind and allowing students to participate throughout the planning process helped make the short more appealing to other students. She also emphasized how important it is to make sure to allow enough time for the planning and production processes. Ms. Deborah VanPetten pointed out that if you work with a group of people who are actually interested in the project, you have a better chance of creating something worthwhile.

To determine if their project was worthwhile, Ms. Emily Rogers discussed their use of pre- and post-tests to assess if students actually learned about academic dishonesty. The team discovered that students did exhibit a more refined sense of academic dishonesty, and they were able to recognize plagiarism. She suggested keeping the dialogue easy and spending more time on what students may not know about the topic rather than spending time on the obvious things, such as "buying a paper to turn in as your own work is wrong." Ms. Rogers concluded her presentation with three pointers:

1. Remain flexible.
2. Allow plenty of time.
3. Be willing to relinquish control, when you have finished your part of the project.

Star power shined in the second feature, as Nancy Wootton Colborn, Vincci Kwong, and Jim Yocom from Indiana University South Bend (IUSB) discussed their experiences creating instructional videos that were later incorporated into Facebook, MySpace and You Tube. Interested viewers can look online at IUSB's presentation, including links to their short films on "Boolean Operators" and "How to Find and Locate a Book," at the following website: http://www.iusb.edu/~libg/ala/2007/LI/index.shtml.

Nancy Wootton Colborn stated that IUSB teaches a one credit library information literacy class, which is part of the core curriculum. "We try to make it fresh and dynamic, covering concepts that we discovered were difficult to teach effectively online, such as Boolean operators."

The team then presented their two videos: "How to Find and Locate a Book," and "Boolean Operators."

Jim Yocom stated several helpful pointers in the making of short instructional films.
1. Plan. Know your basic learning objectives. "Blueprint" your video. Scout your locations. Spend some quiet time where you will be shooting your film. A better alternative is to have a complete plan before you start.
2. Lighting. Basic: a Halogen work light. Better: a Video light kit. This improves skin tones.
3. Sound. Basic: a tie clip microphone. It's inexpensive, and easy to use. With this option, you must have a mic jack. Better: Pro microphones.
4. Camera. Basic: Mini DV. Better: "prosumer" mini DV.
5. Screen shots. Basic: Print screen still shots. Better: Camtasia. (software). Screen movies with narration. Use Powerpoint.
6. Editing. Basic: (free) Imovie or Moviemaker. Better: Final Cut Express (Mac) or Premier Elements (PC).

Mr. Yocom concluded by stating that if you plan carefully and thoroughly, you will have a better product.

For the final scene, Ms.Vincci Kwong portrayed how videos can be loaded onto MySpace, Facebook and YouTube. She mentioned the various size limits that the different services have and how important it is to look at the requirements and limits of where you want to show/host your video before creating your videos.

Resources and presentation for Indiana State are at the following website:
http://www.iusb.edu/~libg/ala/2007/LI/index.shtml

For more information about the annual program and for the handouts given, visit the following URL:

Before covering the details of Shibboleth, a review of how users currently access secured web-based resources would be useful. Options include:

- User name and password provided by the resource provider or set up by the local institution; issues are:
    - Sharing user names and passwords breaks down any security associated with secure access to resources;
    - Management of user names and passwords, including their distribution and maintaining multiple sets of user names and passwords—either by the institution or the end user;
- IP address authentication (the unique range of numbers which are assigned to a specific Internet domain, like 129.62.0.0 thru 129.62.255.255); issues are:
    - Works well for institution-based access, but doesn't work for away-from-institution access;
    - Works well for institutions with an easily defined set of IP ranges, but is a high-maintenance issue for complex organizations;
- Proxy servers; issues are:
    - Poorly managed proxy servers can provide open access to any protected resources to which they provide access;
    - Development and maintenance of an accurate user database;
    - Greater use of bandwidth;
    - Some proxy servers require that the end user manually configure her browser;
    - Most proxy servers require that the library maintain a configuration file that contains the URLs used to access the resources;
    - No way to limit access to a specific group of users;
- Onelog Electronic Resource Management (

listed at: https://spaces.internet2.edu/display/SHIB/ShibbolethFederations. Of particular note is InCommon (http://

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5. After successful authentication, a one-time handle or session identifier is generated for this user session, and the user is returned to the resource.
6. The resource uses the handle to request attribute information from the Identity Provider for this user.
7. The organization allows or denies the attribute information to be made available to this resource using the Attribute Release policy.
8. Based on the attribute information made available, the resource then allows or denies the user access to the resource.

As more institutions, vendors, and publishers move to implement Shibboleth, only time will tell whether or not Shibboleth will reach the dream of a single-sign-on paradise that would ease access to secured resources and services. The implementation of Shibboleth does require some technical expertise, and many small organizations, vendors, and publishers may never have the ability (or the interest) to implement it. Additionally, right now Shibboleth only works with web-based resources and services. Not all resources and services are web based. SciFinder (the online equivalent to *Chemical Abstracts*) is just one example of a major academic library resource that uses client-server software that runs over the Internet and is not web based; it's not the only one.

"For Shibboleth to replace existing authentication schemes as the gold standard, it will require a great deal of education, outreach, collaboration, and perseverance." (Thompson, 11) However, going back to Covey's summary article, the desire of library users to access secured resources remotely only continues to increase. Likewise, libraries continue to spend a significant portion of their budgets on these resources. So it behooves library staff to do all they can to improve and ease remote access to these resources, ultimately giving the users what they want and need.

Additional Resources

Blansit, B. Douglas. "Beyond Password Protection: Methods for Remote Patron Authentication." Journal of Electronic Resources in Medical Libraries 4.1 (2007): 185–94.

Cantor, Scott. "Shibboleth and InCommon: Making Secure Collaboration a Reality." Ohio State University. <http://www.ohiolink.edu/ostaff/it/ppt/Shibboleth-OhioLink.ppt>.

Carmody, Steve. "Introduction to Shibboleth: Phases of Deployment." Educause. 2007. <http://www.educause.edu/ir/library/powerpoint/CAMP07202.pps>.

Covey, Denise Troll. "Need to Improve Remote Access to Online Library Resources: Filling the Gap between Commercial Vendor and Academic User Practice." portal: Libraries & the Academy 3.4 (2003): 577–99.

"eduPerson/eduOrg Object Identifier (OID) Registry." <http://middleware.internet2.edu/dir/edu-schema-oid-registry.html>.

"Example Shibboleth Uses – Internet2 Middleware." <http://shibboleth.internet2.edu/uses.html>.

Garibyan, Mariam. "Managing Access in an Institutional Portal using Shibboleth: The PERSEUS Project at LSE." Assignation 22.3 (2005): 23–25.

Gettes, Michael R. "Shibboleth Update: a.k.a. 'shibble-ware'." Duke University. <http://www.educause.edu/ir/library/powerpoint/EAF0455.pps>.

Gourley, Don. "Library Portal Roles in a Shibboleth Federation." Washington Library Research Consortium. 2003. <http://shibboleth.internet2.edu/docs/gourley-shibboleth-library-portals-200310.html>.

"Home – Shibboleth Enabled Applications and Services – Internet2 Wiki." <https://wiki.internet2.edu/confluence/display/seas/Home>.

"InCommon FAQ." InCommon. <http://www.incommonfederation.org/docs/guides/faq.cfm>.

InCommon. Making Music through InCommon: Universities and Non-Profits make Sweet Music Together.<http://tinyurl.com/2gxkvl>

—. Making the Grade with InCommon: WebAssign Gives the Federation High Marks. <http://tinyurl.com/2hmbbr>

Joint Information Systems Committee (JISC). "JISC Access Management: Frequently Asked Questions." <http://www.jisc.ac.uk/whatwedo/themes/access_management/federation/federation_faq.aspx>.

Kienholz, Ueli. "Case Study 3: Access to Library Resources by Shibboleth." Swiss Education and Research Network (SWITCH). 2005. <_____

Adult Learners - Assists library profes-
sionals 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.

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