

# 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 LIRT Vice-President

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2009  
Annual Conference Program

	
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This issue has all the makings of being jam-packed, so I'll keep it brief.

First, I want to thank Jeff Gutkin, for his service as LIRT News Production Editor. He has been a big help in getting LIRT News out to you for the past two years, and he is now moving on to face new challenges. Best of luck to you, Jeff!

I'd also like to welcome Susan Gangl as our new Production Editor. Susan is a librarian at the University of Minnesota, and has been an active member of the Newsletter Committee for the past two years. She brings some prior newsletter layout experience to us, and I look forward to working with her. Welcome Susan!

Be sure to vote in the upcoming ALA elections the ballot information for LIRT candidates is included in this issue. Cheers!

*LIRT News*

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## Member A-LIRT: Lisa Williams, Vice President/President Elect

• *What brought you to LIRT?*

Promoting information literacy in the Google Age certainly presents unique challenges and opportunities. How can various Google applications be utilized most effectively in the classroom? How can Google be used to teach and promote information literacy? What information literacy concepts should be our primary focus in the Google Age? Check these out, and enjoy!

Adam, Anna and Helen Mowers. Got the World on a Screen: Google Earth Serves Up More than a Geography Lesson. *School Library Journal* 53.4 (April 2007): 40-42.

Adam and Mowers describe various ways for using Google Earth in the classroom, including for math and language arts activities. For example, at the elementary level, students could use Google Earth to zoom in on a parking lot, and count the number of cars. Students can also use Google Earth to investigate the geographical context of literary works, such as Don Quixote's travel destinations in his search for Dulcinea. The authors provide references to several Google Earth educational resources, such as (among others) the Google Earth 101 for Educators wiki ([http://teachinghacks.com/wiki/index.php?title=Google\\_Earth\\_101\\_for\\_Educators](http://teachinghacks.com/wiki/index.php?title=Google_Earth_101_for_Educators)), which includes practical ideas and tools for utilizing Google Earth in the classroom.

Crane, Beverley. Google in the Classroom More than Just Research. *Information Searcher* 17.3 (2007): 16-24.

Crane describes the features of several Google tools, including Google Docs, Google Groups, Google News, Google Earth, Google Notebook, and Google Sites. The author also provides examples of how such tools can be used in the classroom. For example, students in a writing class can use Google Groups to facilitate the development of their research and debating skills. Students can post opinions on a specific assigned topic (such as the death penalty), along with specific resources that support their arguments. In response, other students can post counter arguments, along with supporting research. Crane also provides an extensive sample interdisciplinary lesson plan designed to teach students how to research Cuba and its leadership changes. The lesson plan includes learning objectives, tasks, and activities. Students are required to use a wide variety of Google tools. One example the author provides involves the use of Google Maps to calculate geographic distances, such as between Miami and Havana, and between Cuba and Central America (among others). Next, students use Google Docs to create spreadsheets to record their data on distances between specific geographic locations. The author also provides detailed evaluation criteria for the lesson plan activities.

Murray, Lilia. Giggling Over Google: Using Google Docs and Google Custom Search Engines for Web 2.0 Information Literacy Practices. *Against the Grain* 20.3 (June 2008): 28-32.

Murray describes her work using Google Docs and Google Custom Search Engines in order to enhance active learning in her Library Research and Information Literacy course at Murray State University. The students were required to do group work on a final annotated bibliography project, and use the word-

processing software from Google Docs to post their work. The author notes some significant advantages to using Google Docs: for example, students could work collaboratively without having to be physically located in the same place; they could use the software from any computer with Internet access; and the prospect of publishing on the Web provided additional motivation to work diligently on the final project. On the other hand, the software was inaccessible without an Internet connection, and storing all work on a remote server was unsettling. Students also worked collaboratively to build their own Custom Search Engines for a Web site evaluation project, choosing ten reliable and authoritative sites. The students incorporated the Custom Search Engines into their Google Docs final projects.

Soules, Aline. I Google, You Google, We Google Against the Grain 20.2 (April 2008): 18-22.

Soules discusses her use of Google in teaching a two-credit information literacy course at California State-East Bay. The author utilizes Google to facilitate discussion about issues such as online privacy (as most students do not realize that Google keeps track of their search queries). She uses the resource to cover advanced search techniques (such as truncation) and also exposes students to various Google tools, such as Google Book Search and Google Scholar. In addition, the author covers various concepts such as (among others) the difference between the Internet and the Web, and the difference between search engines and databases. She also covers Web evaluation by having students compare the sites of various newspapers, and utilizing sites such as factcheck.org.

Williams, Genevieve. Unclear on the Context: Refocusing on Information Literacy's Evaluative Component in the Age of Google. *Library Philosophy and Practice*. 2007. 5 January 2009 <<http://libr.unl.edu:2000/LPP/williams.htm>>

The accessibility of information via Google certainly shapes the ubiquitous popularity of the search engine. Williams points out that the Web lends itself to Bates' berrypicking model of information seeking, which assumes that a person initially has



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*Current Position:*



*Dear Tech Talk--* Recently I heard a discussion in which a number of experts emphatically stated that moving to open-source integrated library systems away from proprietary vendors is the coming trend. Isn't open source software really only for major libraries with their own information technology staffs? --Suspiciously Ogling Open Source

*Dear SOOS--* The short answer to your question is not necessarily. But before addressing the details, let's make sure everyone clearly understands the concept of open source software (OSS), using Eric Lease Morgan's definition:

software that is distributed under one of a number of licensing arrangements that (1) require that the software's source code be made available and accessible as part of the package and (2) permit the acquirer of the software to modify the code freely to fit their own needs provided that, (3) if they distribute the software modifications they create, they do so under an open source license. If these basic elements are met, there is no requirement that the resulting software be distributed at no cost or non-commercially, although much widely used open source software such as the web browser Firefox is also distributed without charge. (Morgan 8)

There are clear advantages and disadvantages associated with the use of open source software. Advantages include:

- Usually no direct on-going costs to obtain and maintain software;
- Access to original source code so it can be modified;
- What you see is what you get - no vaporware ;
- Reliance on software user community for shared enhancements encourages collaboration and innovation;
- Vendor independent;
- More opportunities for interoperability.

While some disadvantages include:

- Indirect costs for personnel and hardware;
- Needed components/modifications may not be available unless someone develops the code;
- Increased potential for a lack of documentation;
- If not adopted by a significant number of users, development slows or stops.

For a more complete discussion of open source software read Colford's article in the Bulletin of the American Society for Information Science and Technology.

Since the concept of integrated library systems is also mentioned, Marshall Breeding's definition of an ILS is equally valuable:

The Integrated Library System, or ILS, provides computer automation for all aspects of the operation of a library. These products are generally organized into modules that address specific functional areas. Standard modules include cataloging, circulation, serials control, acquisitions, and the online public access catalog. (Breeding Open Source Integrated Library Systems 5)

In most libraries, the integrated library system is at the heart of many of the services offered by the library. It is the tool used to acquire materials, describe materials, provide access to materials, and manage the clients' use of materials. Moving this significant and complex system into an open source environment seems risky, at the very least. Why would librarians consider such a move? Because of increasing dissatisfaction with the products produced by the proprietary ILS vendors, issues that include:

- High costs for initial purchases and on-going maintenance;
- Unsatisfactory support for problem resolution or enhancement requests;
- Legacy environments that are incompatible with a Google/Web 2.0 world;



There are other open source integrated library systems:



Information Literacy Best Practices  
(part of a Multi-Committee Meeting I)

ACRL- IS

The Information Literacy Best Practices Committee held one of its two Midwinter meetings on Saturday, January 24th in the Pyramid Peak Ballroom at the Grand Hyatt Hotel. This Committee's charge is to promote best practices in information literacy and library instruction by developing, maintaining, and promoting the Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline and its related web site. The major portion of the ILBP meeting was dedicated to the Guideline document review. This document is one of information literacy's best kept secrets. Please check it out at <http://www.ala.org/ala/mgrps/divs/acrl/standards/characteristics.cfm>. Its aim is to assist librarians in developing IL practices at their institution. In its own words, it attempts to articulate elements of exemplary information literacy programs for undergraduate students at four-year and two-year institutions. More importantly, the characteristics of this document are intended primarily to help those who are interested in developing, assessing, and improving information literacy programs. Its audience includes faculty, librarians, administrators, and technology professionals, as well as others involved in information literacy programming. The Guideline is to be reviewed by the Committee and revised by June 2009. The Committee is currently crafting a survey on Interest and Use to help inform their review of this document. The deadline for the survey has yet to be decided, but will be available in the near future. The target audience for this survey includes instruction librarians and instruction coordinators. ACRL Immersion program participants may also be targeted. Those involved with IL, or who are thinking about becoming involved, should familiarize themselves with this document, and keep an eye out for the updated version. It is of paramount importance to the development of a successful IL program.--Cynthia Dottin

Reference Services in Large Academic Libraries  
RUSA-RSS

Reference for the Masses: Bringing Quality Reference to the Commons, and to Remote Users was convened by Sarah Wenzel of the University of Chicago. This broad topic lead to a spirited discussion of the merits of the Information/Learning/Knowledge commons. Among those participating in the discussion in the Korbell Ballroom 4F of the Colorado Convention Center, were librarians from Northwestern, Yale, and the universities of Arizona, Cincinnati, Miami, (Florida), South Florida, and Massachusetts (Amherst).

Reference was first made to the University of Massachusetts at Amherst W.E.B. Du Bois Library's Learning Commons, whose surveys, focus group, reference question transcripts, and question-type tallies revealed that reference users have a strong preference for face-to-face and roving assistance over their previous tiered model of reference service. (See: Fitzpatrick, Elizabeth B., Moore, Ann C., Lang, Beth, W. (2008). "Reference Librarians at the Reference Desk

in a Learning Commons: A Mixed Methods Evaluation." Journal of Academic Librarianship, 34(3), 231-238.). The Information/Learning/Knowledge Commons is an innovation in Academic Libraries, and the University of Massachusetts Amherst has had a Learning Commons for many years. In their words, it is a space that brings together library, technology, and other campus services in an environment that fosters informal, collaborative work and social interaction. Amherst's endeavor is also that of many other institutions, as they seek to cater to the 21st Century user who has tons of questions, including many that are non-library related, such as how to drop/add a class. It bears noting that roving is practiced heavily in this new Information/Learning/Knowledge Commons environment, and that a healthy, collaborative relationship with the IT department is one of the keys to a Commons success. Cynthia Dottin

Mobile Learning: Best Practice For Information Literacy  
ACRL- IS Current Topics Discussion I

Jim Hahn, University of Illinois at Urbana-Champaign, convened a discussion forum on the information literacy aspects of mobile learning. He began the session by asking participants to share their experiences with the use of cell phones during library instruction sessions. A few participants had classes interrupted by ringing cell phones, but the biggest problem encountered was students answering their cell phones while receiving help at the reference desk. A few librarians also mentioned that they had seen students use their cell phones for research by sending call numbers or citations via text message. Following the initial discussion, Jim gave a brief introduction to mobile learning technologies, and the learning opportunities available (quizzes on iPods, SMS exercises, Apple iTunes applications). The participants were then asked to discuss a series of questions with the group at their tables:

1. Mobile learning is personalized, short / bite-sized in content, and informal. To what extent do our conceptualizations of learning influence how we view mobile learning?
2. Given the personal nature of mobile computing, in what ways can information literacy instructors ensure that their students are developing the appropriate privacy skills to protect themselves in future mobile social networks?
3. What do first-year undergraduate students bring to this sphere? (Consider technology aptitude, and also a highly scheduled and commoditized existence centered upon a highly adaptive and changing social network.)
4. As the field moves very quickly and is a non-traditional area for packaging learning content, what do libraries need to know about mobile technology?
5. How does one assess learning that is personal? (Is clicker technology relevant? In what ways is mobile learning similar/different than clicker class response systems?)



What standards does the system support MARC21, Dublin Core, MODS, SIP, NCIP, etc,

Does it stand up to scalability?

Is there current development activity and a substantial development community?

What other kinds of support are available and what are those costs?

Is the current source code available under the GNU General Public License?

If you think you're in the right environment, give open source a try you may like it.

Balnaves, Edmund. "Open Source Library Management Systems: A Multidimensional Evaluation." *Australian Academic & Research Libraries* 39.1 (2008): 1-13.

Boss, Richard W. "Open Source Integrated Library System Software." 2008. <<http://www.ala.org/ala/mgrps/divs/pla/plapublications/platechnotes/opensource2008.doc>>.

Bowen, Jennifer. "Metadata to Support Next-Generation Library Resource Discovery: Lessons from the eXtensible Catalog, Phase 1." *Information Technology & Libraries* 27.2 (2008): 5-19. <[https://urresearch.rochester.edu/retrieve/14621/Bowen\\_article\\_27n2.pdf](https://urresearch.rochester.edu/retrieve/14621/Bowen_article_27n2.pdf)>.

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Catt, Martha. "Evergreen Migrates to Indiana." *Indiana Libraries* 27.2 (2008): 58-67.

Chadwell, Faye A. "What's Next for Collection Management and Managers?" *Collection Management* 33.4 (2008): 263-71.

Colford, Scot. "Explaining Free and Open Source Software." *Bulletin of the American Society for Information Science and Technology (Online)* 35.2 (2009): 10.

Corrado, Edward M. "Models for Open Source Integrated Library Systems Models for Open Source Integrated Library Systems." 2007 New Jersey Library Association Conference. Long Branch, NJ, April 25, 2007. February 7, 2009 <<http://ecorrado.us/scholarly/njla2007/njla2007.pdf>>.

Dalziel, Karin. "Open Source Meets Turnkey: Koha for Software, LibLime for Support." *PNLA Quarterly* 72.3 (2008): 6-16.

Datema, Jay. "Evergreen Powers LibLime." *Library Journal* 131.20 (2006): 41.

deVoe, Kristen. "Innovations Affecting Us Open Source in the Library: An Alternative to the Commercial ILS." *Against*

**Adult Learners**

This committee is charged with assisting library professionals to more effectively serve adult learners.

**Conference Program**

This committee shall be responsible for annual program preparation and presentation.

**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.

**Membership**

This committee shall be responsible for publicizing the Round Table s purposes, activities and image; and for promoting membership in the Round Table.

**Newsletter**

The committee shall be responsible for soliciting articles, and preparing and distributing LIRT News.

**Organization and Planning**

This committee shall be responsible for long-range planning and making recommendations to guide the future direction of LIRT.

**Research**

The committee will identify, review, and disseminate information about in-depth state-of-the-art research about library instruction for all types of libraries.

**Teaching, Learning, and Technology**

This committee will be responsible for identifying and promoting the use of technology in library instruction.

**Top 20**

This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries.

**Transitions to College**

This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transition to the academic library environment.

**Web Advisory**

This committee shall provide oversight and overall direction for the LIRT Web site.

Please see our online committee volunteer form at  
<http://www3.baylor.edu/LIRT/volform.html>

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