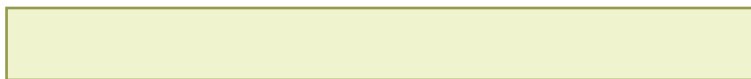

as Google Forms or SurveyMonkey should be considered as a replacement.
Billie distributed the



Candidates for LIRT Positions, 2010

Vice-President/President-elect

Linda Go†



Candidates for LIRT, continued on page 9



LIRT Liaison Committee

Liaison Reports from Midwinter 2010

Liaison Reports, continued on page 12



Call for Presenters

ALA Annual Conference
Washington DC, 2010



and eases the pains of fiscal constraint for the library. It is noteworthy that this consolidation requires a lot of in-depth cross-training. The University of Alberta, for example, combined their service desks and decided on a certain number of basic competencies that everyone needed to acquire no matter what their home department was. Other cost-cutting measures include hiring freezes; removal incentives; cancellation of book delivery to faculty; reducing collection development budgets and service desk hours; and charging the community-at-large for in-house database use. Clearly librarians are faced with the Herculean task of continuing to provide exceptional, cutting-edge services with one hand firmly behind their back.

– Cynthia Dorn

Zo

If you would like to offer your patrons a program that will enhance their research, save them and not cost them a penny, try Zotero! This open source software is taking higher education by storm, and libraries are leading the way in educating their communities.

Zotero captures bibliographic information directly from online sources. This feature is fun to demonstrate: do a search in a database or OPAC, click the Zotero icon in the address bar, choose your browser and watch the metadata download directly into your personal library of saved citations. At a recent lunchtime workshop for faculty, this was the point at which they sat up and began to pay closer attention. Zotero-compatible systems include CSA, EBSCO, JSTOR and PubMed, but also non-scholarly websites you might use to gather news, such as Amazon.com, YouTube, and the New York Times. You can also enter citations manually in a wide variety of formats.

How does it work? The software is a free download that works inside the Firefox browser. Full use of its features includes creating an account at the Zotero website (www.zotero.org). The program was created specifically for scholarly research, at the Center for History and New Media at George Mason University, with funding from organizations including the Mellon and Sloan Foundations and the Institute for Museum and Library Services. This high-profile support points to what distinguishes Zotero from most other free software: while many programs tend to be in beta today and gone tomorrow, you can count on Zotero to last.

With a Zotero account, you can save your library to the central server and access it from anywhere. In its most recent version, Zotero 2.0 allows scholars the opportunity to create group libraries and share them with others.

But saving citations is just the beginning. You can organize your library by adding notes, and saving citations into folders. Zotero also acts as an archive: you can add PDFs, e-books or snapshots of web pages. There are fields for notes and tags, which can then be used to filter your library. Finally, everything - library, notes, tags and even the text of PDFs - is included in Zotero's advanced search.

Downloadable plugins for Microsoft Word and OpenOffice make citing with Zotero a cinch: you insert citations as you write and create a bibliography with just one click. This last feature prompted a spontaneous cheer from an audience of graduate students.

They were our first audience; to date, our library has presented Zotero workshops for graduate students and faculty. The Director of the Campus Writing Center attended our faculty workshop and as a result, we are now planning collaborative workshops to bring Zotero to the undergraduate students. Feedback from workshops has been uniformly positive.

It takes only 45 minutes to demonstrate most features of Zotero, from the quick software download to the final bibliography in a Word document. Provide a simple handout, and researchers are on their way to using the program. Make sure you also refer them to the screencast tutorials on Zotero's support page: they are short, to the point, and useful.

Further reading:

Fitzpatrick, Jason. "How to Clip, Sort, and Cite the Web with Zotero." Lifehacker. Lifehacker, 3 Feb. 2010. Web. 8 Feb. 2010. <<http://liferhacker.com/5463293/how-to-clip-sort-and-cite-the-web-with-zotero>>

McLemee, Scott. "Return of the Mark of Zotero." Inside Higher Ed. Inside Higher Ed, 1 July 2009. Web. 8 Feb. 2010. <<http://www.insidehighered.com/views/mclemee/mclemee248>>.

Barbara Hopkins,

Fort Herriman Middle School

What brought you to LIRT?

I consider teaching the best part of my job. Teaching is something all librarians do whether it is one on one, whole class, or a professional presentation. I also have a teaching degree (K-8) so LIRT just seemed like an excellent fit for me. I was right on the mark...LIRT has been a wonderful both to and for me.

What was your path to librarianship?

When I was a kid I really wanted to be either a singer or a dancer! I never thought about being a librarian, although libraries have always been a part of my life. I fell into librarianship by accident. I began working at a college library to support myself as I

Reflection and Learning Through Teaching Portfolios

By Ken Liss, Boston College University Libraries

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niversity faculty, K-12 educators, and graduate students about to start their teaching careers all have made use of teaching portfolios to



of a formal role for teaching portfolios in library careers) librarians are more likely to develop them when looking for a job or as part of a workshop or other spur to reflection and self-evaluation. (Some of the examples below, including my own, are more snapshots in time than evolving documents.) But the value of the teaching portfolio as learning tool for librarians should not be underestimated.

«[T]aking time to formulate coherent thoughts about your learning and teaching practices and your own relationship to those processes ,» wrote Zauha, «can lead to what Thoreau might call 'deliberate' teaching -- teaching that is worth doing, that has meaning for both the teacher and the student, and has the vitality of continual evolution.»

Notes

¹ A 2004 survey found that only 7% of academic libraries that assess instructional performance use portfolios as part of the assessment process. Walter, Scott. «Improving Instruction: What Librarians Can Learn from the Study of College Teaching.» ACRL Twelfth National Conference, Minneapolis, MN, 2005: p. 371 <http://www.ala.org/ala/mgrps/divs/acrl/events/pdf/waltr05.pdf>

² Chapman, Julia M., Charlcie Pettway, and Michelle White. «The Portfolio: An Instruction Assessment Tool.» Reference Services Review 41(4) 511-516 (2011). doi:10.1080/00987973.2011.616161

functionality and are easily accessible for their purposes. It's virtually impossible to test a mobile presence on all the possible handheld interfaces. Consequently, "Libraries wishing to develop for mobile devices will want to establish a baseline for device support." (Ragon, 358)

Next, consider the user. When will the user be accessing information from her mobile device? At those times when she is not able to access information from her desktop or laptop computer – when she is "on the go". This assumption implies – in addition to the device limitations – the user may have limitations, as well. How robust and available is the network access? Is there an additional charge from the service provider for the amount of content downloaded? Does she have only one hand because she is carrying a baby? Does she have time constraints because she's trying to get information for an issue that has arisen in meeting that is currently in progress?

Ultimately, it is these two issues – device and user -- that must remain at the forefront of any mobile presence development. A significant corollary to these issues is – content, content, content – what content will the "on-the-go" user need and how will she access and view that content on her device? There is only one overriding mandate – do not convert everything on the library website to a mobile interface. Aside from the amount of that undertaking would require, a massive conversion won't meet the needs of the "on-the-go" user, so – keep it simple.

Alternatively, consider these thoughts:
"A user-centered design approach"



In addition to these common content elements, some more unique content used by some libraries warrants mention:

External mobile links, such as: Finance, Google Scholar, news, reference-related sites, search engines, social networking sites (both library-related and general), sports, travel, weather, and Wikipedia.

Live webcams of the coffee shop and the information service area (are they busy right now?)

Research Guides and Subject Guides – note that LibGuides provides a mobile interface.

Special services, such as: campus bus routes, computer/laptop or room availability, “Find a Group” (study groups currently in the library), library system status, and reserve a room.

Suggest a link.

Interestingly enough very few of these mobile interfaces appear to provide links to two options that mobile website designers highly recommend:

- xA “feedback” link and

- xA link to the main library website (as a convenience for those with high level smartphones may prefer to use their phone’s web browser over the mobile interface).

Once decisions have been made on content, move on to the design – how to provide viable access to this content when devices vary significantly from user to user. Fortunately, to enable the development of good mobile interfaces, the World Wide Web Consortium (W3C) has developed “Mobile Web Best Practices 1.0”, <http://www.w3.org/TR/mobile-bp> which – among other things – provides recommendations for addressing the following issues:

- xOverall Behavior

- xNavigation and Links

- xPage Layout and Content

- xPage Design

- xUser Input

- xHandling Variations in the Delivery Context

Griggs, Bridges, and Rempel present an excellent example of how they took these best practices and the “iPhone User Interface Guidelines” ([http://www.apple.com/ios/human-interface-guidelines/](#))

Don't Use:

- xExcessive "clicks" to get to information
- xFrames
- xLarge Images
- xNested Lists
- xTables
- xTasks that require excessive keyboard use

All of these details can be a bit overwhelming. Below are a few tools that can help with the design and creation of a mobile presence:

- xMobile Site Generator (<http://www.hiddenpeanuts.com/archives/2010/02/09/mobile-site-generator/>) – This tool (developed by library staff at the University of North Carolina, Chapel Hill) creates the framework for the mobile presence which then needs to be populated with appropriate content -- therefore enabling the designers to focus on content and let the generator handle the structure of the site.
- xMobile Website Builder (<http://mobisitegalore.com/>) – "a free mobile website builder that allows you to build, publish and share a fully fledged mobile website."
- xMIT Mobile Web (<http://sourceforge.net/projects/mitmobileweb/>) -- This tool enables the development of a mobile site, but does require more technical expertise to set it up.

There are also books that can assist with mobile design challenges and issues, including: Ballard Designing the Mobile User Experience (pages 69-148); Cast HTML, XHTML & CSS Edition (pages 199-208); Fling Mobile Design and Development (pages 109-141), and Mobile Web Design

As always, in the end it boils down to testing the design – test it on different devices and test it with real users. Especially, test it with real users!! Heed Nielsen's comment, "The phrase 'mobile usability' is such an oxymoron. It's neither easy nor pleasant to use the Web on mobile devices." (Nielsen, 2) Also, take note of Griggs, et al's recommendation to use a 3-tiered process for testing mobile designs:

- xFirst, test the mobile application on the desktop;
- xNext, test the mobile application on browser simulators or device emulators;
- xFinally, test the mobile application on actual devices – knowing that it's not possible to test them on all devices (Griggs, 7)

There is a wide variety of tools that assist with the testing process, some web-based and some desktop based; unfortunately all, except the Opera web browser, are PC based. (Cremin, 73; Griggs, 7, 10; and Helsingor):

- xAndroid Emulators – <http://developer.android.com/guide/developing/tools/emulator.html>
- xBlackberry Simulators <http://www.blackberry.com/developers/downloads/simulators/index.shtml>
- xDeviceAnywhere <http://www.deviceanywhere.com>
- xDotMobi universal emulator <http://mtld.mobi/emulator.php> or <http://emulator.mtld.mobi/>
- xDreamweaver (current version)
- xFirefox User Agent Switcher <http://chrispederick.com/work/useragentswitcher/>
- xFirefox Web Developers Toolbar <http://chrispederick.com/work/webdeveloper>
- xiPhone Safari simulators <http://www.testiPhone.com>
- xiPhone emulators – <http://developer.apple.com/iPhone/program> and <http://www.marketcircle.com/iphoney>
- xMobile Windows emulator <http://www.microsoft.com/downloads/details.aspx?familyid=A6F6ADAF-12E3-4B2F-A394-356E2C2FB114&displaylang=en>

Helsingor, Fleu Mobile Friendly Library Websites University of California, Berkeley, 2009.

Horizon Report, 2009 <http://www.nmc.org/pdf/2009-Horizon-Report.pdf> New media Consortium and EDUCAUSE

Learning Initiative, 2010.

Horrigan, John B. The Mobile Difference



Check These Out!

By Sharon Ladenson, Michigan State University Libraries

Librarians provide information literacy instruction to a wide variety of groups including primary and secondary

Siegel, Graeme, ed. *Libraries and Graduate Students: Building Connections*. New York: Routledge, 2009.

Libraries and Graduate Students: Building Connections covers relevant topics for those who provide information literacy instruction at the graduate level. Librarians from the University of Calgary, the Associated Canadian Theological Schools, Rutgers, Purdue University, University of Konstanz (in Germany), University of California (Los Angeles), Western Washington University, and the College of Staten Island contributed to this volume. The chapters describe practical approaches for assessing the information and technology needs of graduate students enrolled in a variety of programs including distance education classes; developing electronic tools and online courses for information literacy at the graduate level; creating and conducting semester long courses and workshops for graduate students in specific academic programs; and educating graduate students about academic integrity.

Sieder, Ryan L., and Douglas Cook, eds. *The Library Instruction Cookbook*. Chicago: Association of College and Research Libraries, 2009.

The Library Instruction Cookbook provides a wealth of possibilities for those who wish to pursue an active learning approach in the library classroom. The text includes more than 150 "recipes" (contributed by college and university librarians) for sessions on topics such as general library orientation; basic library skills; citations and plagiarism; evaluating sources; specialized research skills; discipline specific research; and creative technology use in the classroom. The recipes outline specific activities, instructional techniques, and equipment and resources necessary for preparing and conducting the instruction sessions. They also describe possible challenges and valuable pedagogical lessons learned, and list the specific ACRL information literacy standards addressed.

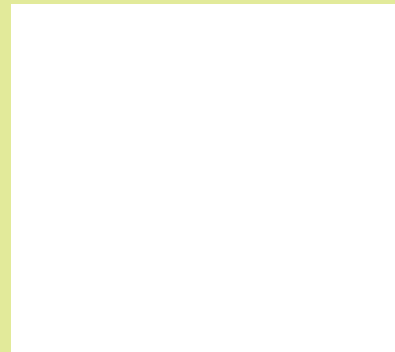
Spackman, Andy, and Vera Camacho. "Rendering Information Literacy Relevant: A Case-Based Pedagogy." *Journal of Academic Librarianship* 35.6 (2009): 548-554.

Spackman and Camacho describe their use of the case method of instruction to provide specialized business research workshops for students at Brigham Young University. The case method involves presenting a real-life problem or scenario for students to analyze and develop a solution. In the context of information literacy instruction, librarians can ask students to identify and evaluate the resources for analyzing and solving the problem. The authors outline several sample lessons, and provide specific descriptions of cases presented to students. Lesson plans and cases are also publicly available online at https://lib.byu.edu/casewiki/index.php/Main_Page. One example of a case involves asking students to develop a list of local, national, and international competitors for a freight trucking company headquartered in El Paso, Texas (in order17(v)9(ol2 T*10.2.25)9(o887c)

Adult Learners

Please see our online
committee volunteer form at

<http://beta.leetwood.baylor.edu/lirt/volform.php>



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