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LIBRARY INSTRUCTION ROUND TABLE NEWS

The objectives adopted in the ALA 2015 Strategic Plan contain goals that LIRT members can work towards achieving: <http://www.ala.org/aboutala/missionhistory/plan/index.cfm>

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The student stressed the value of communication between instructors and librarians. Students appreciate librarians knowing and understanding the assignment. They find it intimidating to have to ask about the assignment.

Summarized below are panelist responses to questions from the audience.

"Noodlebib" pros and cons

Students need to be aware of multiple citation styles especially when using libraries that may not have access to this or other tools.

Involving librarians in lesson design:

The university composition instructor collaborates with librarians in developing and refining her assignments. The public librarian lamented that there are still librarians who are "not allowed" in the classroom and sees her role as "matchmaker" -- fostering relationships among all the players.

Demonstrating the value of librarians and libraries given the elimination of school librarian positions and "Googlization"

Customize services, e.g., self-check-out, book talks, reading time on mobile devices.

Sharing student papers with librarians?

Yes! However, new teachers may not have a body of papers to offer. *The Concord Review*, noted by an audience member, is a source for sample student papers.

Student panelists' reflections:

Needed help not just with where to find information, but how to select and integrate it, as well as technical skills to search databases. Needed encouragement! And presentation practice rooms were appreciated.

Academic integrity issues:

The student had learned about plagiarism and the importance of academic integrity but thought the plagiarism tool was not very good.

The session ended with enthusiastic applause for the panel, who offered strategies and advice from perspectives that had been missing from the conversation on students transitioning to college. For a bibliography of related resources see

http://fleetwood.baylor.edu/lirt/Program_Missing_Voices.pdf

National History Day Works

by Yvonne Roux,
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The first time I judged for a History Day contest, I immediately saw it as an incredibly effective educational tool. Not only do students in grades 6 through 12 learn history but they also research topics in great depth and with tremendous enthusiasm. As a librarian who works with pre-service teachers, I see History Day as a great model for teaching research and information literacy skills to middle school and high school students.

There are two things that set National History Day (NHD) apart from most student research projects. One is that successful NHD students search beyond the library, and beyond the Internet, in their pursuit of information and answers. They interview experts or eye-witnesses, they visit actual locations where events took place, and they examine primary sources of all types. From these sources of information they draw their own conclusions. They do not just regurgitate facts. The other is that their research is presented in the same way that historians present their findings: papers, exhibits, documentaries, websites and performances. Their projects are not just read and evaluated by their teacher, but a team of three judges, who provide feedback, views them, which enables students to improve their projects so they can compete at the next level or in the next year's contest.

As part of their project, students also write a process paper and an annotated bibliography. The 500-word process paper identifies why they chose their topic, how they conducted their research, why they chose the type of project and how the topic connects with the NHD theme. Each year NHD chooses a theme that helps students synthesize the information about their topic within a brief

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Something Personal:

The Joy of Helping Philadelphia's Students with National History Day Projects

The high-school student reading an article in a historic-newspapers database on one of my library's public-access computers was jumping up and down in his seat and couldn't wait to tell me why. He had just hit pay dirt in his research on the Tuskegee Airmen, the subject of his National History Day project: a relative of his had been a member of that trailblazing group of African Americans determined to prove their worth as World War II combat flyers, and the story was about them. By wonderful chance, I had a colleague who was a retired Air Force member and knew quite a lot about the Tuskegee Airmen. I asked the young man if he'd be interested in speaking with my coworker. Would he?! He couldn't wait...and neither could my colleague.

That level of enthusiasm and energy has characterized National History Day projects and the competitions for which they are intended, much longer than the five or six years I've helped students, whose research on a wide range of topics has brought them and their teachers into my library, the Free Library of Philadelphia. Since the early 1980s, NHD has helped middle- and high-school students develop an understanding of history while teaching them research, writing, teamwork and oral-presentation skills in this discipline and, by extension, many other fields of study and work.

In a nutshell, each school year's NHD unfolds as follows: Beginning in the fall term, students develop a topic based on that year's theme, which for NHD 2012 (the school year 2011-12) will be "Revolution, React on, Reform in History." Recent years' themes have included "The Individual in History" and, in 2011, "Debate and Diplomacy in History." In my experience as both a librarian and a judge at senior-division (high-school level) Philadelphia NHD contests, the best projects have been those in which the students have been inspired by a personal interest in or close connection to the topic they've chosen, not unlike that of the teenager I helped a few years ago. Students work as individuals or in small groups on an exhibit, research paper, documentary, short play, or website, and are required to use primary sources. In early March, the Philadelphia Regional NHD competition, coordinated by the educational office of this branch of the National Archives and Records Administration (which is in Philadelphia and serves Delaware, Maryland, Pennsylvania, Virginia and West Virginia), takes place over a two-day period with judging by active-duty and retired teachers, librarians, and other educators, all carefully assigned to projects in which we have in no way been involved. Judging

culminates in awards ceremonies at which the noise level becomes similar to that of a football game as students from a victorious school cheer their prize-winning classmates. The top two or three individual and group projects in each of the five categories go on to the State contest in May, and in June, the National competition draws thousands of contestants and their families and teachers to the main campus of the University of Maryland, in College Park (where I got my MLS!). Monetary prizes at the National contest range from \$250 (bronze medal) to \$1,000 (gold) or more in comparison to the \$1,000 prize, first-place individual and group documentary winners in the

national contest winners

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Bringing History Home: National History Day Outreach at the University of Wisconsin – Eau Claire

center. This is where I came in; I loved working with children and teachers, and through my previous job experience had already developed relationships with teachers and school district staff.

I set up meetings with school district staff in which we learned that NHD had only been adopted in a few of our local schools, that finding the financial resources and time to bring classes to us was very difficult, and that our local schools might be more willing to try NHD if it were easier for them to get their hands on materials. Treading carefully, as we did not want to tell them how to develop their curriculum, and wanted to seem approachable, we expressed our desire to get involved earlier in the NHD process. If we could

help at the topic selection stage we would be better equipped to work with students and get them relevant and meaningful primary sources. This seemed reasonable to everyone. Since we had limited time to make the rounds to each and every school participating in, or considering, NHD, the archivist and I decided to take our show on the road, presenting at local teacher conventions and other state conferences. In our presentations we discussed a variety of techniques to engage students in NHD including:

- ✘ Make a personal connection: Can the students relate to the topic? Could a topic already be meaningful to them?

- ✘ Big can be bad: Big topics are overwhelming for students and there can be too many sources available. It can be difficult for the student to find their own opinion on the topic. Plus, everyone's projects are the same!

- x Small is beautiful: Ask students what makes a historical subject or event important. "Small" topics give students a manageable number of sources, the ability to work with archival collections, and can often contain personal connections to them or larger historical topics. Students are also able to become the expert on the topic.
- x Don't forget about books: In spite of cuts in library print budgets and an increasing reliance on journal databases, we encouraged teachers to push their students towards books. Books are more explicit in historical argumentation; they are long, but may be skimmed, and they are rich with bibliographical entries for related primary and secondary sources. Sure, journal articles are short and more likely to be online, but they can also be confusing to students and are not the dominant genre in history.
- x Help students find their voice: Anyone can report on a historical event, but can they say *why it is important?* *Do their projects answer the "so what" question?* *Anyone can tell a story, but has it all been said before?*

Bringing History Home, cont nued from page 8

These presentat ons allowed us to connect with teachers and librarians from around the state, and when their classes did come to our library, they were bet er prepared and the experiences for everyone were more rewarding.

While we received extremely posit ve feedback from these professional connect ons, we st ll hadn't addressed the issue of providing resources directly to the students. We cont nued to invite schools to visit us, and we worked with the teachers earlier in the NHD process. We saw a slight increase in class visits to our library. At McIntyre Library, area K-12 teachers are provided free library cards. It occurred to us that with a lit le extra manpower (student workers) we could create a circulat ng collect on of facsimile manuscripts. Our archives had a variety of collect ons that were small enough to be scanned and printed in color, put in binders, and then cataloged into a newly created "Nat onal History Day Collect on" to be housed in our Instruct onal Media Center. We ident f ed over 50 collect ons and focused on those with local or state signif cance that were directly t ed to popular "big" topics, such as immigrat on or the Vietnam War. One collect on in part cular serves as the perfect example to illustrate our points: The Dennis Klimpke collect on contains let ers, photos, and military honor cert f cates

from a Vietnam solider who never made it home. This collect on is emot onally rich, with let ers to his girlfriend, who was st ll in high school, and let ers to his parents about his experiences and desires to come home. The Klimpke collect on is small enough for students to digest and they of en are able to make a personal connect on, but it st ll t es to a much larger historical event. The year following the creat on of the circulat ng manuscript collect on, we learned that a local student went on to the nat onal NHD compet t on with a project that incorporated pieces from the Klimpke collect on.

Currently these collect ons only contain the scanned documents, but our vision is to eventually add research guides to assist young historians in interpret ng the collect ons and choosing complementary primary and secondary sources. We also plan to expand our web presence with regularly updated web pages linking students and teachers to NHD resources, especially those that are local and statewide. A Facebook group was also created for students, teachers and librarians to get research help from the two of us and to connect with each other. We see endless possibilit es and are proud of the work we've done so far. The collaborat ons and connect ons we've made with local educators benef t everyone.

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

Please share your experiences with LIRT.

Send your articles to Rebecca Martin (rmartin2@niu.edu)

Cynthia Dotson, thanked the Committee for its enthusiasm, and hard work, and is assured that the Committee will be in excellent hands under Matt's leadership. The Committee looks forward to an exciting 2011-2012 year and is excited about participating in the new virtual meetings, which should prove to be an excellent vehicle to keep the communication channels open on several levels.

4. Conference Program Committee, Current and Next Year

Co-Chairs: Catherine Johnson and Hui-fen Chang

In the report from Steering, the LIRT Executive committee has created an ad hoc Awards Committee and will be looking for volunteers to serve on the committee. All LIRT committees will be mandated to hold a minimum of 2 committee virtual meetings via ALA OPAL Virtual Room. Information about ALA OPAL Virtual Room will be sent out afterwards. The LIRT 2011 Annual program in New Orleans went very well. Approx. 120 people attended the program. With four invited panelists the program focused on voices not often heard in the library community. The panelists were asked a variety of questions on how librarians can help better prepare students to transition from high school to college. The program took a lot of work to organize and the Conference Program Committee would like to formally thank the Transitions to College Committee for their invaluable effort in putting the program together. A budget of \$4,000 was allocated for the 2011 annual program. There was planning and brainstorming on the 2012 Program. The theme

for the 2012 program is promoting and developing students' critical thinking skills. A specific suggestion from members included a call for proposals to elicit speakers from academic, public and school librarians who work with students from all levels. The proposal should include learning objectives and suggested topics including general education requirements, librarian-faculty collaboration, and theories and creative teaching methodology. Regarding committee participation and logistics, the Committee will consider regular (monthly or bi-monthly) virtual meetings to plan future programs to increase member involvement.

5. LIRT Membership Committee

Chair: Shana Higgins & Jennifer Corbin

The Membership Committee planned and participated in the Exhibits Opening Reception in the Membership Pavilion and staffed the Pavilion at various times during the conference (with help from LIRT officers and members from other committees). We provided several handouts (LIRT meetings and events at Annual, list of committees with descriptions, Top 20 Instruction Articles) and giveaways (pralines and post-it notes) and took entries for a drawing for Barnes & Noble cards. We held Bites with LIRT on Saturday and Sunday. Members discussed the Membership Pavilion area and plans for an informal assessment to follow Annual. The assessment will consist of an email to those who staffed the Pavilion with questions about additional information needed to answer

Internet Resources and Services Interest Group Meeting and Ultimate Debate

LITA

The Internet Resources and Services Interest Group (IRSIG) held a short discussion about the final preparations for the LITA Ultimate Debate program to be held on September 20, 2011. The meeting was held on September 19, 2011, at the University of Texas at Austin. The meeting was held in the LITA building, room 100. The meeting was held from 10:00 AM to 12:00 PM. The meeting was held in the LITA building, room 100. The meeting was held from 10:00 AM to 12:00 PM.

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Making Information Literacy Meaningful through Creativity

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This panel featured Randy B. Hensley, Head of Information Services, CUNY's Baruch College, Beth S. Woodard, Staff Development and Training Coordinator, University of Illinois at Urbana-Champaign, and Dane Ward, Associate Dean for Information Assets, Illinois State University. Each panelist applied a different aspect of creativity to information literacy instruction.

Hensley discussed using creativity to transform instructional methods. He challenged librarians to start with what creates a sense of WONDER (imagination) as opposed to what we want to accomplish (objectives). Since learning is change and change can be frightening, using imaginative pedagogy reduces fear and makes learning more accessible. PLAY, an additional method, involves the physical senses (i.e. what does an instructional session "smell" like?), and lets our senses act as access points to new ideas.

Woodard focused on student ENGAGEMENT and MOTIVATION. We must find out what motivates our students and use that knowledge to foster creativity. Students are often driven by competition, process, product, effect (approval seeker), or oversight (group leader). Once engaged, students' creative ability can interweave the familiar with the new and encourage SYNTHESIS.

Since incorporating creativity can be challenging, Ward advised librarians to avoid static instructional methods and encouraged experimenting with instructional methods. To hone this aspect, librarians must resist being overly critical as that hinders INVENTIVENESS.

Hensley concluded by emphasizing the importance of displaying EMPATHY—urging instructional librarians to not simply teach to where students are but struggle to be who they are. Consequently, he begins each session with a Google search to demonstrate that he understands who the students are and that he has valuable things to share.

*For presentation, handouts, and poster sessions associated with this program see: <http://connect.ala.org/node/137104>

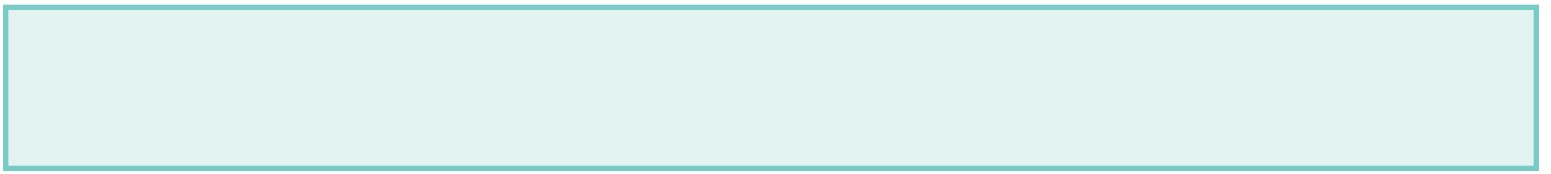
--Deborah Lilton

Freedom of Expression and Privacy in the Internet Age

ACRL

The featured speaker for this session was Rebecca McKinnon, former CNN bureau chief in Beijing and Tokyo. She is also co-founder of [Global Voices Online](http://GlobalVoicesOnline.com), an international community of bloggers who seek to give voice to groups not typically included in international mainstream media. Her talk focused on the flow of information in the electronic age and the pitfalls that can come with instant global dissemination of information. She discussed the degradation of personal privacy due to the use of portable devices such as smart phones. Indeed, China has been known to use these devices to track political dissidents, and many other governments have used filtering software to control the flow of information both into, and out of, countries as recently witnessed during the Arab Spring uprisings. McKinnon also spoke of ways in which dissidents have found alternative ways to circumvent government filters. Chinese dissidents, for example, used a hash tag associated with a web site (not blocked China's nationwide firewall) to disseminate information about their activities. The hash tag was #I am a Chinese dissident. McKinnon also spoke of ways in which dissidents have found alternative ways to circumvent government filters. Chinese dissidents, for example, used a hash tag associated with a web site (not blocked China's nationwide firewall) to disseminate information about their activities.

g o i * t e c s r



A fair use analysis takes time, is subjective and usually must be performed on each work to be used, but it is still the best approach for making fair use decisions. Fortunately, there are a wide variety of worksheets that help users perform the analyses. The Columbia University Libraries Copyright Advisory Office (managed by Kenneth Crews) provides a good fair use analysis document: <http://copyright.columbia.edu/copyright/files/2009/10/fairusechecklist.pdf>; another example, from Baylor University, has merged the features of several forms into a single document: <http://www.baylor.edu/content/services/document.php/68621.pdf>; a « e erg g erw " es Copy

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