reetings!

You might be interested in the role I play not only as Vice President for LIRT but also as Archivist. I have two brown boxes on my o f ce f oor at the moment. They contain old LIRT f les sent to me by a re t red member for poten t al inclusion in the archives. Gradually I'm making my way through them to check them against the LIRT archival holdings that reside at the University of Illinois. Most of the f les date back to the 1980s, and among them is a long run of the .

I recently pulled out the issue for March 1981. What was of interest to our membership over thirty years ago?

Encouraging coopera t ve e f orts between school and academic librarians

Teaching freshmen to use the Library

Recrui t ng LIRT Volunteers

If this sounds familiar, I'm not surprised. This past summer at the ALA Conference, the LIRT program was a joint project between the Program and Transi t ons to College Commi t ees

2012 ANNUAL CONFERENCE PROGRAM
SUNDAY JUNE 24, 2012

Hui-Fen Chang and Arianne Hartsell-Gundy, Co-Chairs

LIRT invites you to join our conference program at the 2012 ALA Annual Conference in Anaheim, California. We hope to see you there!

LIRT provides a forum for conversation and professional development in library instruction and information literacy, key components of lifelong learning. Critical thinking competencies are essential to this process. As librarians move beyond "how to" instruction sessions, incorporating educational principles and practices, such as critical thinking, will help leverage their collaborations with user communities. Join us as we explore how libraries can promote successful information literacy outcomes through theory-based instruction, practical critical thinking activities, and faculty-librarian partnership in pedagogy.

Check These Out!

by Sharon Ladenson
Gender Studies and Communications Librarian
Michigan State University Libraries
ladenson@msu.edu

In order to motivate learners and facilitate retention of key concepts, information literacy instructors strive to engage students. What are key methods to promote active learning? What are examples of learner-centered techniques for information literacy instruction? Are active learning methods effective?

Check these out, and enjoy!

Accardi, Maria T., Emily Drabinski, and Alana Kumbier, eds. *Critical Library Instruction: Theories and Methods*. Duluth, MN: Library Juice Press, 2010.

Practitioners of critical pedagogy utilize a variety of interactive methods and approaches (such as inquiry-based learning, cooperative learning, problem-based learning, and feminist pedagogy) to engage students in the learning process. Librarians who use critical pedagogy also recognize that learners should become aware of the social, political and cultural context in which information is developed and disseminated. This anthology presents critical pedagogy in theory and practice, and includes a wide variety of examples of how to use such methods to teach information literacy concepts.

Blevins, Amy, and Megan E. Besaw. "Reflecting on Quiz Placement in Online Tutorials: Creating a More Active Learning Experience." *Medical Reference Services Quarterly* 30.3 (2011): 316-324.

Research demonstrates that users prefer an interactive o eng11030189017D016F01D011068A15E005A1776014C2011):

Check These Out, continued on page 7

sessions. Second, when we develop such activities, we need to design problems thoughtfully in order to motivate students to seek deeper understanding and work with others. Third, librarians need to continuously seek education and training in

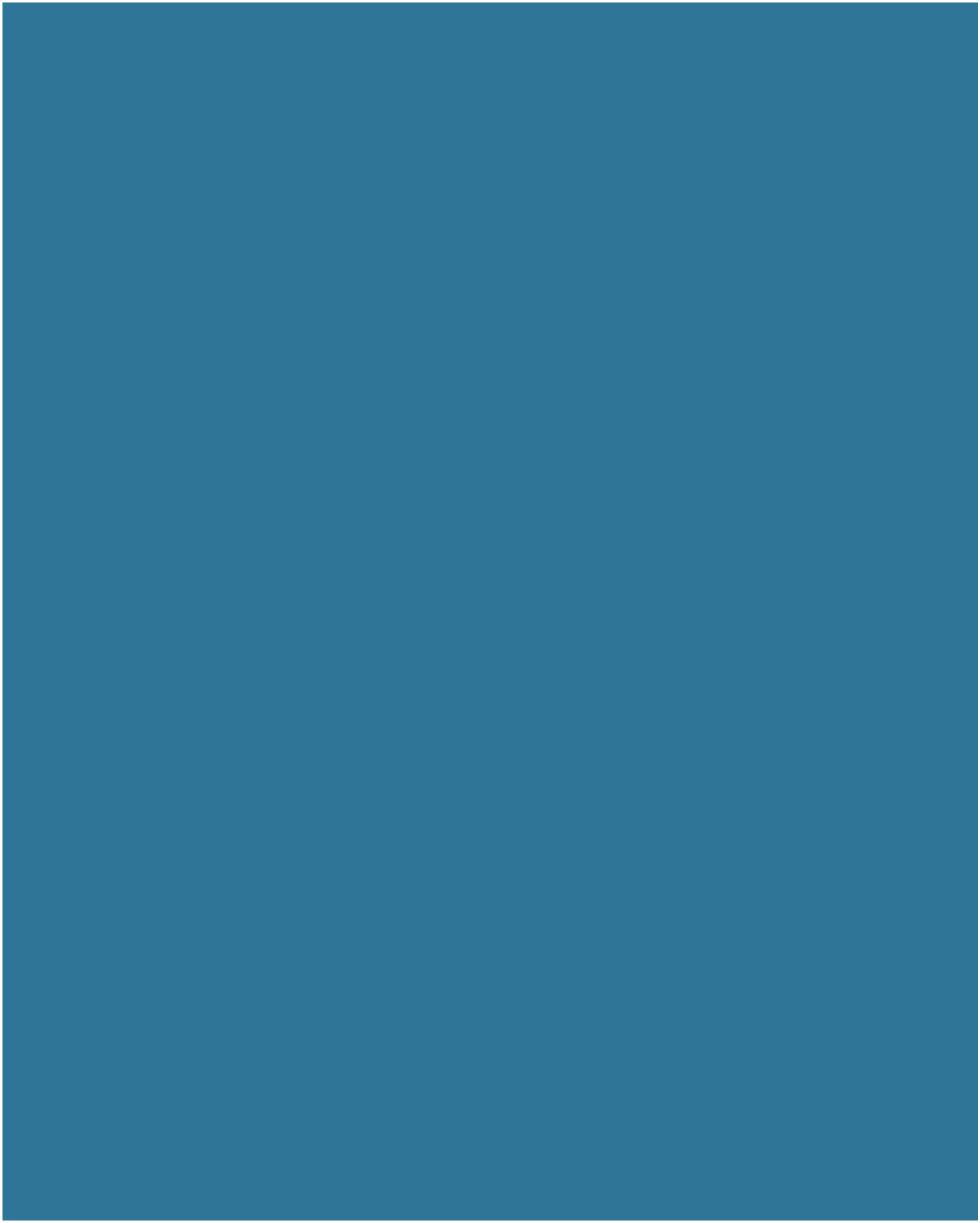
Check These Out, continued on page 9

and evaluating information; developing new questions; drawing conclusions and constructing new information; sharing new knowledge acquired with others, and applying it to a new context; reflecting on the learning process; and further developing new questions.

Jansen also describes inquiry-based approaches for the classroom. For example, rather than doing a traditional research report, she recommends requiring students to draf an article designed for a news publication. This exercise would provide an opportunity for students to raise and explore provocative questions, develop a strong argument, and summarize new information. Finally, Jansen also notes that in order for inquiry-based learning to succeed, librarians need to collaborate with instructors to develop and nurture the process for extended periods of time.

Walsh, Andrew, and Padma Inala. *Active Learning Techniques for Librarians: Practical Examples*. Oxford, UK: Chandos Publishing, 2010.

Walsh and Inala thoroughly explore active learning in theory and practice. The first section of the text clearly defines active learning (based on a review of the pedogical literature) and discusses its importance in facilitating student engagement, assessment, and retention of concepts. The second section outlines a wide variety of techniques for starting and concluding sessions, and for using mobile and Web 2.0 technologies. Other areas include techniques to use in the middle of sessions, and for general orientation activities. Each specific technique includes information about its purpose, materials required, guidelines for implementation, as well as potential variations and pitalls. The third section outlines various lesson plans for utlizing techniques covered in the text. Each lesson lists specific techniques used, target audience, maximum class size, expected learning outcomes, time needed for the entire lesson, as well as handouts and equipment required. The lesson plans also outline specific timeframes and additional instructions for implementing each activity.



íX ïñšZ vv]À Œ• ŒÇ d •l &}Œ }uu]©

Linda Gof, Chair

The commi tee met to discuss the two parts of the 35th Anniversary celebra ton. First, the ALA Emerging Leaders 2012 Class selected the LIRT Oral History Project as one of their projects. Emerging Leaders 2011 Class members and LIRT Newsle ter Commi tee members Breanne Kirsch and Teri Shiel are ac tng as mentors for this project. Linda Go f and Breanne Kirsch a tended the Emerging Leaders luncheon and met the project group. Several LIRT Steering Commi tee members volunteered to send documents from their ins ttu tons to help with the project. Next, the 35th Anniversary celebra ton will take place in Anaheim and 200-300 a tendees are expected. The celebra ton will take place at the Anaheim Conven ton Center on Sunday from 5:30-7:00 pm. Music and handouts for the celebra ton are s ll being inves tgated. The Membership Commi tee was given $2000 from the Newsle ter budget for handouts related to the 35th Anniversary, and will be working with the Task Force to raise the visibility of the oral history project and the 35th Anniversary party.

îX }v(Œ v WŒ}PŒ u }uu]©

Arianne Hartsell-Gundy, Chair

The commi tee met to discuss the planning of the 2012 annual program and selected four presenta tons from a pool of twens

What Happened: LIRT Commi tee Reports, con tnued on page 13

ñX t À]•}ŒÇ }uu]©

Billie Peterson-Lugo, Chair

The main goal of the committee is to migrate content from the LIRT website at Baylor University to the LIRT website in Drupal at ALA. To accomplish this migration, the committee needs to make the following preparations:

- Those who plan on participating in the migration need to have Drupal training
- The committee needs to determine which standard navigation options are appropriate for the LIRT website
- The committee needs to determine a plan for assigning and managing the migration workload
- A viable timeline for the completion of this project is needed
- A virtual meeting needs to be scheduled for committee members about the above stated issues

òX E Á•o © Œ }uu]©

Rebecca Martin, Chair

The committee discussed a new format for the front page of the newsletter in which the lower half serves as a space for "highlights of this issue" and the rest of the "From the President/Vice President" column continues on another page. This became a proposal that passed unanimously at Steering II. The themed issue on National History Day was deemed a success, and the committee discussed possibly changing the date of the themed issue to the December issue. The committee discussed other themes, such as "teaching with exhibits." There was a suggestion that Member A-LIRTs be continued, especially interviews with new members. The newsletter committee's budget, while reduced, is still not being used due to the newsletter's conversion to the online format, and the treasurer will look into redistributing those monies. Susan says that she welcomes pictures from LIRT members to accompany the LIRT events that are covered in the newsletter, including pictures of the LIRT members themselves.

óX Du Œ•Z]‰ }uu]©

Chairs, Jennifer Corbin and Ning Zou

The committee discussed supplies needed for committee work at Annual and for the Membership Pavilion: ribbons, brochures, and stickers for the 35th anniversary. They discussed strategies to increase engagement of virtual committee members. They hosted two Bites with LIRT lunches, delivered LIRT brochures to the Membership Pavilion and began planning for ALA Annual. The brochures and ribbons were ordered through Beatrice Calvin. They selected "LIRT Loot" for the 35th Anniversary and Opening Exhibits Reception, designed LIRT space and selected handouts for the Membership Pavilion. They will submit Member-A-LIRT articles for the newsletters and advertise Bites with LIRT.

the impacted departments and allowed them to swap out t tles and make recommenda t ons, while the library had the f nal decision. Fowler discussed a similar situa t on at the University of Oregon, where in 2008-2009 the university overall experienced a 20% cut in state funding among other budgetary set-backs. The library budget ini t ally was saved from cu t ng into their materials budget, thanks to the Provost who spared the library from certain cuts. However, the materials budget eventually did get cut, leaving many decisions to be made. To manage this situa t on, f rst the

both virtually and through U.S. campuses abroad. Puente focused on various demographic trends. He predicted that minorites could become the majority of enrolled students sooner rather than later. He discussed research showing a direct correlaton between an instutuon's commitment to diversity and minority student success. He also noted the trend in libraries to hire non-MLS staf, for technical experise and a trend toward more community engagement with a new Carnegie classifcaton for community-engaged universites.

- Gail Gradowski

d}‰ d Zv}o}PÇ dŒ v •

LITA

This year's panel, made up of fve speakers, addressed a

By Billie Peterson, Baylor University
Billie_Peterson@baylor.edu

I've been trying to get a handle on "digital literacy". The concept appears to be a rising star RQ WKH OHDUQLQJ KRUL]RQ EXW ,¶P QRW VXUH LI RU KRZ ³GLJLW librarian's plate of responsibilities?

-AV ZLWK DQ\ XQIDPLOLDU FRQFHSW D JRRG SODFH W WKH GH¿QLWLRQV RI ³GLJLWDO OLWHUDF\´ DUH DV YDULHG DV WKH V\Q literacy" or "media literacy" or "ICT (Information Communication Technology) literacy" or "technology literacy" or "cyber- OLWHUDF\´ 'H¿QLWLRQV UDQJH DOO WKH ZD\ IURP KDYLQJ WKH VN-LOO tion on the Internet to having the ability to create new digital content from existing digital content. The literature review SURYLGHG E\ .HQWRQ DQG %OXPPHU LV DQ H[FHOOHQW VRXUFH IRU WK

$OWHUQDWLYHO\ RQH FRXOG EUHDN DSDUW WKH SKUDVH DQG XVH GLF GH¿QLWLRQ IRU ³OLWHUDWH´ DQG ³GLJLWDO´ 7KH Oxford English Dictionary ¶V ³GLJLWDO´ is "Of signals, information, or data: represented by a series of discrete values (commonly the numbers 0 and 1), typically for electronic storage or processing;" combined with "a device, piece of equipment, etc., which uses digital technology." For "literate", the Oxford English Dictionary ¶V ¿UVW GH¿QLWLRQ LV ³RI D SHUVRQ VRFLHW\ HWF DFTXDLQWHG ZLWK OHW GH¿QLWLRQ LV ³QRZ UDUH´ $ PRUH XVHIXO GH¿QLWLRQ LV ³ZLWK PRG DUHD ´ 6R WR EH ³GLJLWDOO\ OLWHUDWH´ RQH LV FRPSHWHQW RU NQ ³FRPSHWHQW RU NQRZOHGJHDEOH´"

$PRQJ DOO RI WKH GH¿QLWLRQV SHUKDSV WKH RQH SURYLGHG LQ WKH report, Connecting to America: The National Broadband Plan is the most appropriate:

> 7KRXJK WKHUH LV QR VWDQGDUG GH¿QLWLRQ GLJLWDO OLWHUDF\ J ,&7 WR ¿QG HYDOXDWH FUHDWH DQG FRPPXQLFDWH LQIRUPDWLRQ VNLOOV SHRSOH HPSOR\ WR XVH FRPSXWHUV WR UHWULHYH LQIRUPD that information. It also includes the ability to communicate and collaborate using the Internet—through blogs, VHOI SXEOLVKHG GRFXPHQWV DQG SUHVHQWDWLRQV DQG FROODERU GLIIHUHQW PHDQLQJV DW GLIIHUHQW VWDJHV RI D SHUVRQ¶V OLIH $ LQVWUXFWLRQ DV D \HDU ROG WU\LQJ WR UH HQWHU WKH MRE PDU the ability to read and write (174).

Actually, the concept of digital literacy has been around for a while. A search of the phrase, "digital literacy"

Tech Talk, con t nued on page 18

and use digital media literacy VNLOOV DFURVV WKH FXUULFXOXP LQ WKH QDWLRQ IRU professional development or informal learning, but we are far from seeing digital media literacy as an expected QRUP IRU DFDGHPLF SURIHVVLRQDOV QRU DV D NH\ SDUW RI GHJUHH

:LWKLQ WKH DFDGHPLF HQYLURQPHQW RQH RI WKH LQWHUHVWLQJ FKD students are digitally literate? Even if the students have had some exposure in school and public libraries, is it enough to support their needs in higher education?

/RRNLQJ DW D WUDGLWLRQDO PRGHO FROOHJHV DQG XQLYHUVLWLHV R (QJOLVK 'HSDUWPHQW DQG VWDIIHG E\ (QJOLVK JUDGXDWH VWXGHQWV LPSURYH WKHLU ZULWLQJ VNLOOV KRZHYHU WKH\ DUH LQYROYHG LQ K KDYH WKH H[SHUWLVH WR KHOS VWXGHQWV ¿QG WKH H[LVWLQJ FRQWH develop – the expertise to help students create new digital content? Or is it more appropriate to develop a model DNLQ WR WKH ³ZULWLQJ FHQWHU´ ± RQH LQ ZKLFK WKH DSSURSULDWH DVVLVWDQFH IRU VWXGHQWV WR GHYHORS WKHLU GLJLWDO OLWHUDF\" the computers and other sophisticated technology students need to manage and create new digital content, but they do not – for the most part – have the expertise to meet the students' needs in this area; additionally – for the most SDUW ± QHLWKHU GR PDQ\ RI WKH WHDFKLQJ IDFXOW\ ,Q DQ HIIRUW W faculty may incorporate assignments that utilize complex digital tools in their classes, without fully realizing the support implications. And – adding in one more option – many colleges and universities have an "Academic Technology" unit within the IT structure. This group often oversees the learning management system and classroom WHFKQRORJ\ DQG WKLV JURXS RIWHQ KDV0H[S H1U W°L5VPHóLRQWH G X F D W L R Q D D W H UÑð 0

Tech Talk, con t nued on page 21

6 ' % * 6 # . - , continued from page 20

,QIRUPDWLRQ OLWHUDF\ FOHDUO\ LQFRUSRUDWHV GLJLWDO OLWHUDF\ RI WKLV DUWLFOH VSHFL¿FDOO\ ³D YDULHW\ RI VNLOOV DVVRFLDWHG LQIRUPDWLRQ´ ,V GLJLWDO OLWHUDF\ UHDOO\ GLIIHUHQW WKDQ LQIRUWUDQVOLWHUDF\ 0HUHGLWK)DUNDV VWDWHV ³7KH ZD\ OLEUDULDQV D has grown and changed in response to the changing information ecosystem” (KWWS PHUHGLWK ZROIZD FRP ZRUGSUHVV WUDQVOLWHUDF\ IURP WKH SHUV SHFWLYH RI D

:KHUH GRHV GLJLWDO OLWHUDF\ ¿W RQ WKH OLEUDULDQ¶V SODWH RI U plate – but it is there part and parcel along with information literacy. The information ecosystem will continue to shift DQG FKDQJH MXVW DV WKH WHFKQRORJLFDO HFRV\VWHP ZLOO FRQWLQ use to inculcate those abilities to map, adapt, transfer literacies in an increasingly complex information ecosystem will FRQWLQXH WR VKLIW DQG FKDQJH $ TXRWH DWWULEXWHG WR -RKQ 'H we did yesterday’s, we are robbing them of tomorrow”.

5HVRXUFHV DQG ([DPSOHV

- Colorado State Library Technology Trainer Competencies – h t p://coloradovirtuallibrary.org/btop/content/technology-trainer-competencies
- ETS iSkills – h t p://www.ets.org/iskills/about
- Libraries and Transliteracy -- h t p://librariesandtransliteracy.wordpress.com/
- Microso f Digital Literacy – h t p://www.microso f .com/digitalliteracy
- Na t onal Broadband Plan: Connec t ng America – h t p://www.broadband.gov/
- PBS Teachers – Digital Media Literacy -- h t p://www.pbs.org/teachers/digital-media-literacy/
- Sta f and Public Technology Training Programs – h t p://techsoupforlibraries.org/blog/sta f -and-public-technology-training-programs
- YOUmedia – h t p://youmediachicago.org

Additional Resources

Adeyemon, Earnes t ne. “Integra t ng Digital Literacies into Outreach Services for U N f a t ? Ts .ets.org/iskill– o

Tech Talk, con t nued on page 22

6 ' % * 6 # . - , continued from page 21

Farkas, Meredith. “Information Wants to Be Free: Transliteracy from the Perspective of an Information Literacy Advocate.” December 21, 2010 2010. http://meredith.wolfwater.com/wordpress/2010/12/21/transliteracy-from-the-perspective-of-an-information-literacy-advocate/.

Federal Communications Commission. *Connecting to America: The National Broadband Plan*. 2010. http://download.broadband.gov/plan/national-broadband-plan.pdf

Tech Talk, continued on page 23.

6 ' % * 6 # . - , continued from page 22

Ohler, Jason. “Orchestra t ng the Media Collage.” *Educa t onal Leadership* 66.6 (2009): 8-13.

Stripling, Barbara. “Teaching Students to Think in the Digital Environment: Digital Literacy and Digital Inquiry.” *School Library Monthly* 26.8 (2010): 16-9.

Thomas, Sue, et al. “Transliteracy: Crossing Divides.” First Monday 12.12 (2007). h t p://www.uic.edu/htbin/cgi-bin/ojs/index.php/fm/ar t cle/view/2060/1908

Walstrum, Marisa, Larissa Garcia, and Rob Morisson. *From Embedded to Integrated: Digital Informa t on Literacy and New Teaching Models for Academic Librarians*. Chicago: Associa t on of College and Research Libraries, 2011. h t p://www.ala.org/acrl/sites/ala.org.acrl/ f les/content/conferences/confsandpreconfs/na t onal/2011/papers/from_embedded.pdf

Wilkinson, Lane. “Libraries and Transliteracy: Why Transliteracy?” December 20, 2010. h t p://librariesandtransliteracy.wordpress.com/2010/12/20/why-transliteracy/.

>] Œ ŒÇ /v•šŒµ Ÿ}v Z}µv d o E Á•
c/o Darlena Davis
American Library Associaton
50 E. Huron Street
Chicago, IL 60611

Adult Learners
This commitee is charged with assistng library professionals to more efectvely serve adult learners.

Conference Program
This commitee shall be responsible for annual program preparaton and presentaton.

This commitee shall initate and maintain communicaton with groups within the American Library Associaton dealing with issues relevant to library instructon and shall disseminate informaton about these groups' actvites.

Membership
This commitee shall be responsible for publicizing the Round Table's purposes, actvites and image; and for promotng membership in the Round Table.

Newsletter
Ra ð
adult leaC}J7.

Wo • • }µŒ }vo]v }uu]© À}oµvš

http://fleetwood.baylor.edu/lirt/volform.php

Z©‰WIIÁÁÁX o X}ŒPI o l }v(Œ v • À vš•lµ‰ }
Z©‰WIIÁÁÁX(}}IX‰ou‰Z‰u ·XJlPŒ v Œ o]v(}Œu Ÿ}
‰Z‰MP] Aòïîîïìóòôìî (u