



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.

June 1997 volume 19 no. 4

issn 0270-6792

from the president

By Kari Lucas, klucas@ucsd.edu

Why Public Librarians Need LIRT: Every Librarian is a Teacher

We used to be a searching unit," said Peggy Conaway, head of the online reference department at San Jose (CA) Martin Luther King, Jr. Main Library. "Now we're changing into a training unit." This statement appears in an article which debates the future of libraries in the April 7, 1997, San Jose Mercury News. It sums up the transition public librarians are facing with the onslaught of demand for Internet access and particularly the training that, of necessity, goes along with it. The article also reports free, two-hour, Saturday Internet classes the reference department librarians offers. Sessions are full and demand "has overwhelmed" supply.

Most newspaper and magazine articles today talk about the *global village* and the *virtual community* and the

public libraries' role in providing access. Yet almost no articles talk about the how the librarians who work in these libraries are supposed to acquire the skills necessary to function in this new environment. It seems clear from the focus of these articles that one of the skills the public not only expects, but assumes librarians have, is expertise in showing others how to use the emerging technology, especially the Internet. The evolution of the Internet, and particularly the World Wide Web, as an information delivery system searched by end-users causes each and every librarian who deals with the public to be a teacher in ways they may never have anticipated.

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20 LIRT's Top Twenty for 1996

By the Continuing Education Committee, Marilee Birchfield, Chair

Branch, Katherine, and Debra Gilchrist. "Library Instruction and Information Literacy in Community and Technical Colleges." RQ 35 (Summer 1996): 476-483.

Providing a clear and comprehensive overview, this article traces historical trends in the instruction in community and technical colleges and describes their unique challenges of diversity in the student body and commitment to the mission of teaching.

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FROM THE EDITOR

I can't believe it's almost summer and nearly time for the ALA Annual Conference. This issue of LIRT News always helps us prepare for the conference. Join your colleagues at our all-committee meeting on Saturday and get involved. To get involved in LIRT is easy, just fill out the volunteer form in this issue and send it in to Lynn Ossolinski. It's definitely worth the investment, to keep abreast of the field and to network at conferences.

This is my sixth year as a LIRT member and the end of my second year as editor of the newsletter. As editor my job has been made so much easier by the high quality of the submissions I receive. LIRT officers, committee chairs and columnists are terrific to work with, and I've enjoyed the opportunity to meet new people. This is my last issue as editor, and I want to give credit to our production editor, Jana Edwards, who has handled the layout and production for each issue. I also want to thank Vicki Eppich at ASU West, who has gone above and beyond the call of duty in helping me with each issue.

This issue includes the "Top Twenty for 1996," an annual feature of the LIRT News, which is the major project of the Continuing Education Committee of LIRT. You'll find lots of excellent articles highlighted, ones you can put on your reading list. Happy reading!!!

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? Worried about meeting changes at the ALA Annual Conference? Check the list of LIRT Meetings at the LIRT News Web site.

URL: <http://nervm.nerdc.ufl.edu/~hsswww/lirt/lirt.html>

The due date for submissions to the September issue of LIRT News is July 21, 1997!!!

LIRT News is published quarterly (September, December, March, June) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

<URL: <http://nervm.nerdc.ufl.edu/~hsswww/lirt/lirt.html>>

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Contributions to be considered for the September issue must be sent to the editor by July 21, 1997.

Send claims to Pat Jackson, OLPR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

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Production Editor: Jana S. Edwards
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LIRT Meetings

1997 ALA Annual Conference

San Francisco, CA

Saturday, June 28, 1997

Steering Committee I	8:00 a.m. - 9:00 a.m.
New Committee Chair Orientation	9:00 a.m. - 9:30 a.m.
All Committee Meeting	9:30 a.m. - 12:30 p.m.
Executive Board I	8:00 p.m. - 10:00 p.m.

Sunday, June 29, 1997

LIRT Conference Program	
Librarians as Teachers: Using Learning Styles & Instructional Design to Develop Library Instruction	9:30 a.m. - 12:30 p.m.

Monday, June 30, 1997

Computer Applications Committee	2:00 p.m. - 4:00 p.m.
Elections Committee	2:00 p.m. - 4:00 p.m.
Liaison Committee	2:00 p.m. - 4:00 p.m.
Long Range Planning Committee	2:00 p.m. - 4:00 p.m.
Organization & Bylaws	2:00 p.m. - 4:00 p.m.
Program Committee	2:00 p.m. - 4:00 p.m.
Publications Committee	2:00 p.m. - 4:00 p.m.
Research Committee	2:00 p.m. - 4:00 p.m.
Task Force: Internet Presence	2:00 p.m. - 4:00 p.m.
Steering Committee II	8:00 p.m. - 10:00 p.m.

Tuesday, July 1, 1997

Executive Board II	8:00 a.m. - 11:00 a.m.
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Note: Check the ALA program at the conference to confirm the time of each meeting and to determine the room location.

1997 ALA LIRT Program
Focus on the Student!



Emphasizing Learning Styles

By Marcia King-Blandford, mkingbl@utnet.utoledo.edu

On Sunday, June 29, 1997, at ALA Annual, the '97 LIRT program will feature, "Focus on the Student: Emphasizing Learning Styles." This informative program will host a panel presentation that will explain, examine and explore how students learn in today's electronic libraries. The presenters are Debra Jones, Internet Librarian, Cabrillo College, Gail Junion-Metz, President, Information Age Consultants, and Lynn Sutton, Director, Undergraduate Library, Wayne State University. Each presenter will offer a look at a particular aspect of learning. Ms. Junion-Metz will look at what every librarian needs to know about learning styles; Lynn Sutton will outline how the new undergraduate library at Wayne State University has focused on student learning in its design and services; and Debra Jones will present critical thinking as a key component of student learning. Plan on attending and participating in this informative session! There will be handouts and bibliographies to add to your teaching portfolios! See you in San Francisco! ■

Eye on Instructors: Making Smooth Transitions

by Kari Lucas, klucas@ucsd.edu

As an instructor, making smooth transitions between topics in your instructional sessions is a subtle yet important consideration. Transitions are cues to let your learners know that you are moving on to something new. Good transitions are seamless, easily connecting what you have already covered to what you will be discussing next.

There are many techniques for linking various parts of what you are teaching. Listed below are just a few that are practical and easy to remember and to incorporate into your teaching style.

1. References to periods of time. Mentioning specific periods of time ("today," "this morning," "this afternoon") helps learners to organize the sections of your instruction in their minds and gives them a clear indication of where you are headed.

"This morning we took a look at what not to do in an Internet search; this afternoon we will be focusing on what steps you should take to ensure good search results."

2. Mini-subject review. Taking a few moments to review what has been covered allows learners to reflect on what they have already learned and to prepare themselves for the next part of the session.

"Let's quickly review what we've covered so far before we move on to our next topic of discussion."

3. Outline check. Posting the outline of the session helps to keep the group on track and serves as an easy reference when you are making subject matter transitions.

"Taking a look at our outline for today, you'll see that we have already covered author and title searching in the online catalog. Now we are ready to address the topic of subject searching."

4. Change of visual aid. Introducing a new visual aid or changing to a different type of instructional tool can be used to indicate a transition to a new lecture topic.

"Turning to our overhead transparencies, you'll see that I have listed the five basic steps of a search strategy approach to doing research that we will be discussing today."

5. Change of group format. Reorganizing the group into a new configuration is one of the clearest ways to mark a transition from one segment of your instruction to another.

"I think it makes sense for us to move to the computers for our next exercise. If everyone will go to a computer and sit down, we'll get started."

Based on *Active Training* by Mel Silberman

Kari Lucas, Head of the Undergraduate Library at the University of California, San Diego, is the President of LIRT. ■

Round Tables Celebrate Each Other

The Library Instruction Round Table (LIRT) congratulates the Staff Organization Round Table (SORT) on their 60th anniversary! LIRT offers its best wishes for a successful 60th Anniversary Gala at the Annual Conference in San Francisco.

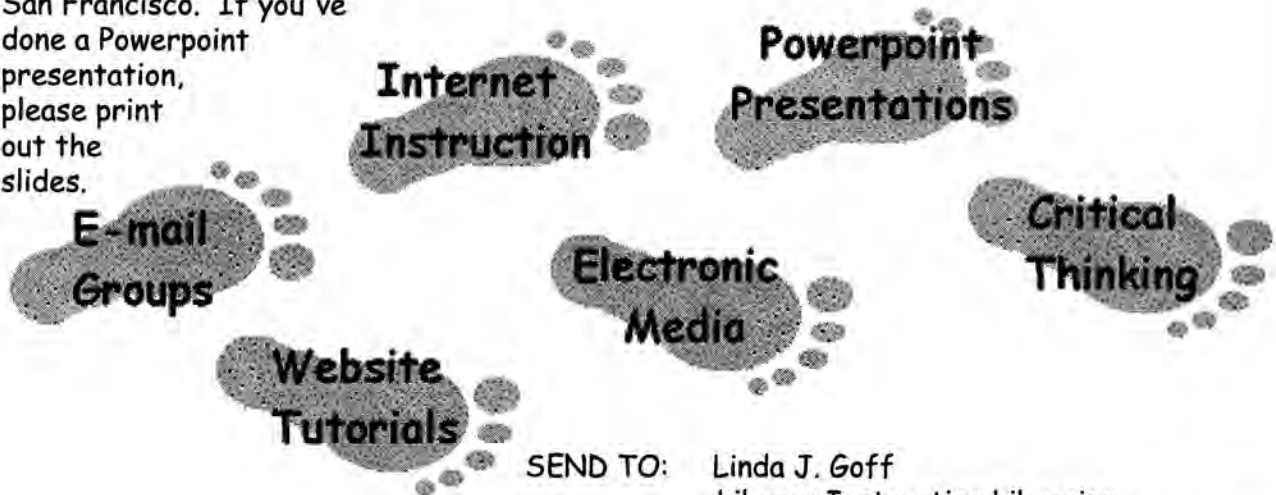
If any LIRT members are interested in attending the Gala, it will be held Sunday, June 29, 1997, at 6:30 p.m. at the Chinese Buffet Restaurant, 1169 Market Street. \$15 per person includes tax and tip. Beverages are extra, and there will be a cash bar.

For reservations, send a check made out to ALA/OLPR/SORT to: ALA/OLPR, 50 E. Huron Street, Chicago, IL 60611. *Tickets must be purchased by June 15.*

STRUT YOUR STUFF...

on the Instructional Superhighway!

Imitation is the sincerest form of flattery. Make it easy...send us two copies of your latest & greatest handouts for display in the LIRT booth at San Francisco. If you've done a Powerpoint presentation, please print out the slides.



SEND TO: Linda J. Goff
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from the president

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One example you can download from the St. Joseph County Public Library (SJCPL), South Bend, Indiana, (URL: <http://sjcpl.lib.in.us>) is a Power Point slide presentation that is used in their Internet training. It is aimed specifically at library staff who are beginning Internet training programs for patrons. This slide show notes three other public library examples of Internet training programs: Buffalo & Erie County Public Library (NY), Charlotte-Mecklenburg Public Library (NC), and West Bloomfield Public Library (MI). If you are interested in searching a list of over 300 public libraries to see what kinds of Internet training programs they offer, take a look at the Web site from the Milton Public Library (MA) (URL: <http://www.tiac.net/users.mpl>). It provides annotation for each library and indicates the site's best or worst features.

LIRT is committed to providing support to any librarian that teaches, regardless of library type. LIRT membership reflects a rich variety of librarianship. LIRT produces practical hands-on material to aid the librarian instructor, whether novice or experienced.

LIRT is unique in its multi-library approach. Within LIRT there is great opportunity for cross-fertilization among librarians who have the same demands placed on them. Allow yourself to take advantage of a tremendously rich resource.

Please join us for "Focus on the Student," the LIRT 1997 Annual Conference program in San Francisco, Sunday, June 29, 9:30 a.m. - 12:00 noon. Check the program for location. Learn more about LIRT. Meet some of its members. Then join! You'll be glad you did. ■



CHECK THESE OUT!

Mary Pagliero Popp, popp@indiana.edu

Our colleagues in business and educational training often have good ideas librarians can use. For this issue, I have pulled together useful recent articles from the education and training literature.

A series of columns in the January, February and March issues of *TechTrends*, the official publication of the Association for Educational Communications and Technology (AECT), gives readers practical information for developing Web pages:

Don Descy's "All Aboard the Internet" column provides a three-part series of brief articles about page design for the World Wide Web:

"Web Page Design (Part One)." *TechTrends* 42 (January/February 1997): 3-5.

Covers general design decisions, file size, placement of information on the page, colors, and backgrounds.

"Web Page Design (Part Two)." *TechTrends* 42 (March 1997): 3-5.

Includes graphic file formats, use of dithering and cache to make pages load more quickly.

"Web Page Design (Part Three)." *TechTrends* 42 (April/May 1997): 7-9.

Use of the tag extension in HTML code, practical tips to organize files and make pages easier to maintain, and a list of Web sites containing graphics and fonts.

Another series, also from *TechTrends*, can help the reader observe copyright when creating multimedia materials.

Esther Sinofsky's column, "Copyright and You" includes:

Talab, R. S. "An Educational Use Checklist for Copyright and Multimedia." *TechTrends* 42 (January/February 1997): 9-11.

Botterbusch, Hope and Sharon Gray. "Copyright Resources on the Web." *TechTrends* 42 (March 1997): 9-10.

Holcomb, Terry and Mark Mortensen. "From Atoms to Bits: Suggested Readings on the Road from Traditional to Digital Copyright." *TechTrends* 42 (April/May 1997): 10-12.

Includes special resources for distance education, multimedia, and instruction via the Web.

AECT and the American Association of School Librarians (AASL) are working on a new generation of guidelines for school library media centers. The latest draft of "Information Literacy Standards for Student Learning" appears in the January 1997 issue of *TechTrends* (pages 52-53) with requests for comment. These can also be found on the AASL Web site <URL: <http://www.ala.org/aasl>> and the AECT Web site <URL: <http://www.aect.org>>

Several other excellent articles should be on your must-read list:

Fueyo, Vivian. "Teaching Language-Minority Students: Using Research to Inform Practice." *Equity & Excellence in Education* 30 (April 1997): 16-26.

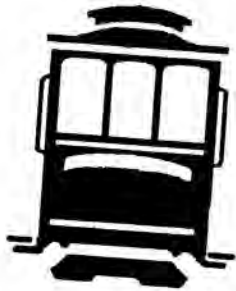
Provides information about core principles in language acquisition and teaching techniques for students learning English as a second language. Focused on children, but there is useful information for librarians in all settings.

Newman, Butler and Robert W. Riner. "Designing Accessible Online Help." *Training & Development* 51 (March 1997): 41-44.

Argues that fundamental concepts and intellectual skills should be separated from content and particulars in planning training. Once concepts are learned, performance can be supported by tools that give the user content and details.

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Join us for **BITES with LIRT** San Francisco, California, June 28, 29, & 30, 1997



This is your opportunity to meet and eat with other librarians interested in library instruction. Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the annual conference in San Francisco. LIRT welcomes all types of librarians (who have an interest in instruction) from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed and nourishing setting.

San Francisco has a great selection of restaurants, but good food is always improved by good company and interesting conversation. We have two restaurant options for each day and will make the arrangements. All you have to do is reserve your spot and show up! A more detailed announcement with additional restaurant information will be made in May on BI-L and placed on the LIRT Web site. Deadline is June 2, 1997. Confirmations with directions to restaurants will be sent by e-mail, fax, or US mail (based on supplied addresses).
Send requests for reservations or additional information to:

Pixey Mosley

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Name _____

Institution _____

Mailing Address _____

Phone _____ Fax _____

E-mail _____

Join us as many times as you'd like. Please mark your preference(s) below:

Lunch Saturday June 28, 1997, 12:30 PM

Cadillac Bar (Mexican)

Iron Horse Restaurant (Northern Italian)

Lunch Sunday June 29, 1997, 12:30 PM

Chevy's Mexican Restaurant

Anabelle's Bar & Bistro (Euro-bistro)

Lunch Monday June 30, 1997, 12:30 PM

Chevy's Mexican Restaurant

Metropolitan Restaurant Bar (Euro-bistro)

Are you a LIRT member? yes no



Member A-LIRT Lynn Ossolinski

by Pixey Anne Mosley,
pamosley@tamu.edu

This issue's Member A-LIRT profiles a lady who is very important to this round table, Lynn Ossolinski, the 1997-1998 LIRT President. Lynn brings to LIRT extensive organizational experience as well as a true love of the profession. Her current position is as the librarian at Incline High School, locating her in the Sierra Nevada Mountains on the North Shore of Lake Tahoe. She is also an active volunteer tutor and trainer for the Reading Center of North Tahoe, a literacy program that she founded. Past experience included a gubernatorial appointment as the Director of the Nevada Literacy Coalition. While she enjoyed the job, it took her "too far from library work." This summer she will be teaching a library science class on "Non-Print Materials" for the University of Nevada at Reno.

Lynn has been involved with LIRT for several years, serving as the Secretary in 1996 and serving on the planning team for the 15th Anniversary events during the last San Francisco conference. She planned the LIRT officers' luncheon and used her connections to line up science fiction author Robert Silverberg for the LIRT panel discussion program. Lynn was initially attracted to LIRT because of the "special spirit of the organization." She especially found it to be open, friendly and accessible and really liked the fact that members can get actively involved by just signing up on the volunteer form in the newsletter.

Other professional service has included serving as the president of the Nevada Library Association in 1990 and currently chairing the Intellectual Freedom Committee. She has been the Nevada Representative on the Affiliate Assembly for the American Association of School Librarians (AASL). Additionally, Lynn has been very active in the Mountain Plains Library Association (MPLA), with responsibilities that included being the Chair of the School and Children's Library Section, serving on the Community Grants Committee, and taking on the challenge of chairing the Convention committee for the joint meeting of the

Nevada Library Association and MPLA. The latter was a very memorable project which included the last public speech to a large group by Leo Buscaglia. Last but not least, Lynn is the 1996-1998 State President for the American Association of University Women and lobbies for education, libraries, and intellectual freedom as part of this group.

Asked to describe her approach toward library instruction, Lynn indicated that she "enjoys bringing the visual and print together. Students are so riveted to visual images. I use it as a hook to get them into print; the printed words creating visual pictures in their minds." At one time, Lynn admitted that she suffered from techno-stress like so many librarians. Now, she feels that she has learned to lighten up and let things flow between her and others. Thereby adopting a philosophy that we are all teachers and learners. However, she does admit that sometimes it would be nice to be less challenged.

On the personal side, Lynn enjoys collecting things such as rocks, dolls, and paintings and considers herself to be a history buff. Other activities include walking, swimming, boating, reading, hiking and wildflower sighting. As a sun lover, she enjoys winter trips with her husband to Cabo San Lucas, Mexico. Lynn has two grown children and four young grandchildren. Her daughter has followed in her mother's footsteps and is the serials librarian at the Kennedy School of Government Library at Harvard, and her son is a captain in the Air Force. Lynn enjoys visiting them as it gives her "a chance to feel connected with the entire United States." ■

Pixey Anne Mosley is the Coordinator of Instructional Services at Texas A&M University.

20 LIRT's Top Twenty for 1996

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Brandt, D. Scott. "Using Learning Teams in Internet Training." Computers in Libraries 16 (January 1996): 48-50.

Describes the planning and outcome of training provided by academic librarians to K-12 media specialists and teachers. Ends with advice based on their experience.

Daragan, Patricia, and Gwendolyn Stevens. "Developing Lifelong Learners: An Integrative and Developmental Approach to Information Literacy." Research Strategies 14 (Spring 1996): 68-81.

Reviews Perry's developmental model and the implications for library instruction. Describes the library instruction components a college offered during the first year of a planned four-year program and reports on pre- and post-test scores.

DeHart, Brian. "Job Search Strategies: Library Instruction Collaborates with University Career Services." Reference Librarian 55 (1996): 73-81.

Describes collaborative efforts between the library and the university placement office at DePaul University which has resulted in students' increased use of library resources in preparing for the job market.

Dempsey, Paula R. "Focusing on the Experts: Mapping Resources in an Interdisciplinary Focus Area." Research Strategies 14 (Summer 1996): 177-83.

Describes an assignment used in a graduate interdisciplinary course which provides the students with an overview of research tools in an interactive way.

Earl, Martha F., et al "Faculty Involvement in Problem-Based Library Orientation for First-Year Medical Students." Bulletin of the Medical Library Association 84 (July 1996): 411-415.

Describes the use of librarians and nonlibrarian faculty as facilitators in a case study approach to introducing medical students to the library.

Fox, Lynne M., Judith M. Richter, and Nancy E. White. "A Multidimensional Evaluation of a Nursing Information-Literacy Program." Bulletin of the Medical Library Association 84 (April 1996): 182-190.

Describes an information literacy component co-designed by nursing faculty and a librarian, and the multiple methods used to evaluate this component of the curriculum.

Gordon, Carol A. "Is a Fish a VEGETABLE? A Qualitative Study of a Ninth-Grade Research Project." School Library Media Quarterly 25 (Fall 1996): 27-33.

This study investigates how students and teachers define research and how the purpose and requirements of research assignments are interpreted by each group. The study also addresses student feelings and reactions to the research process.

Konrad, Lee G., and James Stemper. "Same Game, Different Name: Demystifying Internet Instruction." Research Strategies 14 (Winter 1996): 4-21.

Supporting the premise that Internet instruction and traditional library instruction are more similar than different, this article discusses teaching strategies, tool-based instruction, teaching styles, team teaching, evaluation, and even what not to teach, based on workshops for undergraduate students and library staff at the University of Wisconsin-Madison.

Leckie, Gloria J. "Desperately Seeking Citations: Uncovering Faculty Assumptions about the Undergraduate Research Process." The Journal of Academic Librarianship 22 (May 1996): 201-208.

The article discusses the discrepancies between the faculty's expert model for research and the information gathering behavior of undergraduates. The author recommends a stratified approach to typical research paper assignments and advises librarians of possible roles in communicating with faculty members.

20 LIRT's Top Twenty for 1996

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Maple, Amanda, Beth Christensen, and Kathleen A. Abromeit. "Information Literacy for Undergraduate Music Students: A Conceptual Framework." Notes 52 (March 1996): 744-753.

Based on the premise that college graduates must be information literate, this article, focusing specifically on music students, examines the four elements of an information-gathering process that are included in ACRL's "Model Statement of Objectives for Academic Bibliographic Instruction."

Martorana, Janet, and Carol Doyle. "Computers On, Critical Thinking Off: Challenges of Teaching in the Electronic Environment." Research Strategies 14 (Summer 1996): 184-191.

Identifies obstacles to teaching and learning in a computer-equipped classroom and the distraction of this environment to the teaching of critical thinking skills. Approaches and strategies to de-emphasize the mechanical aspects of the system interface and refocus on critical thinking are presented.

Nahl, Diane and Violet H. Harada. "Composing Boolean Search Statements: Self-Confidence, Concept Analysis, Search Logic, and Errors," School Library Media Quarterly 24 (Summer 1996): 199-207.

Reports the results of an experiment designed to test secondary students' ability to interpret and construct search statements. Reviews related research on problems encountered by novice searchers; influences of language ability, affect, and gender differences; and effectiveness of point-of-use written instructions. Concludes with implications for online instruction.

Oberman, Cerise. "Library Instruction: Concepts and Pedagogy in the Electronic Environment." (presentation given at the School of Library and Information Studies, Texas Woman's University, May 1995) RQ 35 (Spring 1996): 315-323.

A thought-provoking piece on the changing and unchanging mission of instruction librarians in the digital age.

Rabinowitz, Celia. "Research in Teaching: A Course to Bridge the Theory-Practice Gap." Research Strategies 14 (Spring 1996): 82-92.

Describes an undergraduate education course team taught by a librarian and faculty member which integrates instruction in library research and field research to help address the disparate use of theoretical research by teachers.

Sloan, Steve. "The Virtual Pathfinder: A World Wide Web Guide to Library Research." Computers in Libraries 16 (April 1996): 53-54.

This is a brief article describing the creation of the virtual pathfinder at the University of New Brunswick. In creating the programs for the Pathfinder, a script was set up to send search statements to the gateway from hypertext links in documents, allowing pathfinders to be created as requested by the user.

Strasser, Dennis. "Tips for Good Electronic Presentations." Online 20 (Jan./Feb. 1996): 78-81.

Practical advice for anyone using or contemplating using presentation software for instruction.

Stripling, Barbara K. "Quality in School Library Media Programs: Focus on Learning." Library Trends 44 (Winter 1996): 631-56.

Presents an overview of the history of instruction in school library media programs from 1950 to the present along with the developing roles of the school library media specialist.

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20 LIRT's Top Twenty for 1996

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Staines, Gail M. "Moving Beyond Institutional Boundaries: Perceptions Toward BI for Transfer Students." Research Strategies 14 (Spring 1996): 93-107.

Reports on a survey/interview study of librarians from community colleges and four-year institutions in New York state. Investigation found community college librarians generally based BI on short-term goals while librarians at four-year institutions planned programs around long-range goals.

Tate, Marsha, and Jan Alexander. "Teaching Critical Evaluation Skills for World Wide Web Resources." Computers in Libraries 16 (Nov./Dec. 96): 49-55.

Describes a three-part lesson plan used to teach users how to evaluate Web resources. Additional information is available from following the Wolfgram Memorial Library link on the Widener University Web page (<http://www.widener.edu>).

This annotated bibliography was prepared by the Continuing Education Committee of LIRT: Marilee Birchfield (chair), Lucia Dunn, Mari Ellen Leverence, Elizabeth Lorenzen, Marji MacKenzie, Scott Mandernack, Janet Sheets and Katherine Todd. ■



**Announcing the
Official LIRT
Web Site!**

<http://diogenes.baylor.edu/Library/LIRT/>

CHECK THESE OUT!

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These can be provided in a computer-based design driven by the tasks performed by users (performance-based) with a predictable structure and designed for a particular audience. A dictionary is suggested as a model of predictability, structure, and ease of use.

Caudron, Shari. "Can Generation Xers Be Trained?" Training and Development 51 (March 1997): 20-24.

Owston, Ronald D. "The World Wide Web: A Technology to Enhance Teaching and Learning?" Educational Researcher 26 (March 1997): 27-31. Considers the pros and cons of using the Web for instruction for K-12 and higher education in three contexts: accessibility, learning improvement, and costs.

Welsh, Thomas. "From Multimedia to Multiple Media: Designing Computer-Based Course Materials for the Information Age." TechTrends 42 (Jan./Feb. 1997): 17-23. Looks at ways instructors can design instruction to be used in different contexts, in the classroom and electronically. Covers design principles, hardware and software considerations, and techniques for updating information.

IN BRIEF

Don't miss these articles from the library press!

ACRL Instruction Section. "Guidelines for Instruction Programs in Academic Libraries." College and Research Libraries News 58 (April 1997): 264-266.

Jurist, Susan. "Designing with Type, Part 1." College and Research Libraries News 58 (March 1997): 160-163.

Kafai, Yasmin and Marcia J. Bates. "Internet Web-Searching Instruction in the Elementary Classroom: Building a Foundation for Information Literacy." School Library Media Quarterly 25 (1997): 103-111.

Mary Pagliero Popp is Electronic Services Librarian at the Indiana University, Bloomington Libraries. ■

LEARNING TO TEACH

ACRL Instruction Section's 1997 Preconference

ACRL's Instruction Section is holding a preconference, "Learning to Teach: Workshops on Instruction," on Friday, June 27, 1997. This is a one-day preconference to the annual meeting of ALA in San Francisco. The preconference is based on the ACRL publication, Learning to Teach: Workshops on Instruction.

Often librarians learn to teach on-the-job. Learning to Teach was conceived as a collection of training modules covering instructional fundamentals to help librarians improve their teaching. Participants are encouraged to adapt the workshops and use them for training at their own institutions. Both new and experienced librarians will find the preconference useful.

The preconference workshops will be based on the original, interactive modules from Learning to Teach. Participants will be able to attend four of these six sessions:

- Contributions from the Psychology of Learning—Practical Implications for Teaching (Joan Kaplowitz, UCLA)
- Presentation Skills and Classroom Management (Claudette Hagle, University of Dallas)
- Selecting a Teaching Technique (Trudi Jacobson, SUNY Albany)
- Instruction in a Multicultural/Multiracial Environment (Karen Downing, University of Michigan, and Joseph Diaz, University of Arizona)
- The One-Shot Lecture (Esther Grassian, UCLA)
- Developing Effective Library Assignments (Christina Woo, UC Irvine).

The preconference will be held at the Berkeley Conference Center, a convenient ride via the Bay Area Rapid Transit (BART) from downtown San Francisco. The preconference will begin at 8:30 a.m. and wind up by 5:00 p.m., in time for participants to migrate to the Instruction Section dinner, if desired.

Registration will be limited to 140 people and includes the all-day conference, workshop support materials, and refreshments during the morning and afternoon: \$85 for ACRL members; \$120 for ALA members, non-ACRL members; \$75 for Library School Students; and \$200 for non-ALA, non-ACRL members. There will be a \$35 late fee for those registering after the deadline, May 15, 1997. See the Web site for the registration form: <URL: <http://www-leland.stanford.edu/~mesora/ACRLIS/precon.html>>. Lunch can be purchased inexpensively near the preconference site.

Questions not answered via the Web site can be directed to the co-chairs of the 1997 ACRL IS Preconference Planning Committee listed below:

Margaret Phillips
Phone: 510-643-8666
Email: phillip@library.berkeley.edu

Rose Adams
Phone: 415-725-1180
Email: mesora@leland.Stanford.EDU

Submitted by Jill Holman, 1997 ACRL IS Preconference Planning Committee ■

Dear Tech Talk—

Our library administration recently decided that we need to offer instruction in the use of electronic resources, including Internet resources. We have some space in the library which is being reassigned for an electronic classroom, but I am overwhelmed by what I've read. What I need is a checklist outlining the basic considerations for establishing an electronic classroom. Help!

—*Electronic Enigma*

Dear EE—

More and more librarians face the task of creating an electronic classroom, often using an existing room in the library instead of designing a room in a new facility. Indeed, sometimes librarians don't even have the luxury of choosing the room that is to become the new facility. Therefore, there are often many challenges to overcome if a room is to be successfully converted for use as an instructional technology classroom.

There are two primary factors affecting the design of a room conversion:

- The room's size and physical barriers;
- The kind of instruction to be provided: demonstrations or hands-on experience.

Ideally, the room should be about twice as long as it is wide, with no posts or pillars to obstruct the students' view, and it should be located in a visible area of the library. In addition to the room's size, the number and placement of visual obstructions will reduce the number of people the room can reasonably accommodate. A rear entry point is also desirable.

Additionally, the type of instruction provided will also impact the number of people the room can accommodate. For hands-on instruction, computer workstations will be needed, which will increase the amount of square feet needed per person (workstation). Another consideration with hands-on instruction, is that you may *want* to restrict the number of workstations to no more than 10-15, in order to provide a positive learning experience without having to rely on assistance from additional instructors.

One source (Adams 2) recommends 700-1200 square feet for classrooms to accommodate 20-30 computer workstations. At Baylor University, those responsible for converting rooms to support instructional technology use a *minimum* of 28 feet per person. So the size of a room to accommodate 20 workstations (including aisles, instructor's workstation, additional equipment) would have to be, minimally, 560 square feet.

The following checklists identify other variables to consider in converting a regular classroom for hands-on instruction in the use of electronic resources:

Room configuration and features:

- Placement of workstations:
 - Traditional rows
 - Along room's perimeter—with or without additional tables in the center of the room
 - Clusters of workstations throughout the room

- U- or V-shaped placement of workstations
- Other configurations
- Style of workstations:
 - Standard tables with CPU's, monitors, and keyboards on top (lower costs, but CPU's and monitors may obstruct vision)
 - Tables allowing placement of some or all of the equipment below the table top (more expensive, but students have a clear visual path, and there's more flexibility in using the tables for other purposes)
- Placement of instructor's workstation:
 - At the front of the room, facing the students
 - At the rear of the room, where students' computer monitors can be easily observed
- Sound issues
 - Sound dampening (against outside noises like noisy airhandlers or passers-by)
 - Sound amplification for both instructors and sound-related technologies (especially in larger rooms with many workstations)
- Lighting:
 - Control of lights from instructor's workstation
 - Mechanisms to dim lights for presentations
 - Sufficient light at instructor's workstation
- Room Renovation
 - Asbestos abatement
 - Electrical wiring (outlets, lights, etc.)
 - Network connections
 - Telephone lines (to call for help and to connect a modem)
 - Painting and carpeting

Hardware and Furniture:

- Tables \$ 130/table *

- Chairs \$ 130/chair *
- Computers \$2,000 - \$2,500/computer *
- Laser Printer(s) \$2,000/printer
- Projector \$3,000 - \$7,000 *

- Overhead projector and LCD Panel (can use transparencies as well as computer and other equipment)
- LCD Projector (cannot use transparencies, but brighter image projection and lower noise levels)

- Projection Screen (8' X 8')

- Manual \$ 260 *
- Electric \$1,050 *

- Instructor's Workstation

- Portable cart (heavy-duty) \$ 500 *
- Permanent podium (custom built) \$ 800 *

- Additional Equipment (as needed to accomplish instructional objectives)

- Videorecorder
- Laserdisc player

Choose Software (Make choices based on instructional objectives before selecting hardware.):

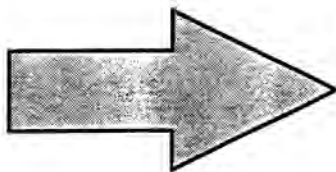
- Word processing or spreadsheets programs
- Library resources
- Internet tools
- Menuing or configuration/maintenance/distribution software

Maintenance and Administration:

- Plan to replace computer workstations when obsolete (every 3-4 years)
- Plan to add and replace software as technology evolves
- Assign responsibility for trouble-shooting equipment problems

continued on page 17...

* Costs listed are based on recent experience, but are provided only for illustration purposes.



Volunteers are needed to staff the LIRT booth in SAN FRANCISCO

The Public Relations/membership Committee of the Library Instruction Round Table (LIRT) is sponsoring an exhibit booth at the annual ALA conference in San Francisco. By volunteering to staff the booth you have the opportunity to greet potential LIRT members, distribute information about LIRT and our activities, and exchange ideas with others about library instruction.

If you can contribute a couple of hours of your time, please fill out the form below. If you are not a member of LIRT, helping at the booth is a great way to meet current members and find out more about the organization.

Please reply by June 6, 1997 to:

Marie Hayden
Sam Houston State University
Department of Library Science
P. O. Box 2236
Huntsville, Texas 77341
409-294-1961 or FAX 409-294-1153
E-Mail: LIS_FMH@SHSU.EDU



Name: _____ Phone (work): _____

Institution: _____ Phone (home): _____

Address: _____ Email: _____

Indicate your first (1) and second (2) preference for volunteering. You will be contacted prior to the conference regarding you schedule and general information about the booth.

	9am-11am	11am-1pm	1pm-3pm	3pm-5pm	no preference
Saturday, June 28	_____	_____	_____	* _____	_____
Sunday, June 29	_____	_____	_____	_____	_____
Monday, June 30	_____	_____	_____	_____	_____
Tuesday, July 1	_____	_____	_____	** _____	_____

*The exhibits close at 4pm on Saturday

** The exhibits close at 3pm on Tuesday

Have you staffed the LIRT booth before?

yes _____ no _____

Are you a LIRT member?

yes _____ no _____

TECH-TALK

continued from page 15...

- Identify the level of security needed
 - Security system for the entire room?
 - Security of the individual units in the room?
 - Security of the software and operating system of the computers?
- Train instructors in using the equipment
- Establish policies and procedures for using the room

For more information, examine some of the resources listed below. In particular, Adams explores many of the issues raised in the checklists, and Pask provides practical details based on one library's experience.

Additional Information —

Adams, Loral L. "Designing the Electronic Classroom" In: The Internet—Flames, Firewalls and the Future: Proceedings for the 995 Conference of the Council for Higher Education Computing Services. ED 398 921

Elmore, Garland and Ali Jafari. "Implementing the Vision: Electronic Classroom Design and Construction." In: The Electronic Classroom: A Handbook for Education in the Electronic Environment. Medford, NJ: Learned Information, Inc., 1996.

Glogoff, Stuart. "Library Instruction in the Electronic Library: The University of Arizona's Electronic Library Education Centers." Reference Services Review (Summer 1995): 7-12.

Hinchliffe, Lisa Janicke. "Planning an Electronic Library Classroom: An Annotated Bibliography." <URL: <http://alexia.lis.uiuc.edu/~janicke/Abstracts.html>>

Kotlas, Carolyn. "Computer Classroom and Laboratory Design: Bibliography." <URL: <http://www.iat.unc.edu/guides/irg-03.html>>

Pask, Judith. "Purdue University Libraries Electronic Classroom." <URL: <http://omni.cc.purdue.edu/~jmpask/Poster.html>>

As always, send questions and comments to:

Snail Mail: Tech Talk
Billie Peterson
Moody Memorial Library
P. O. Box 97148
Waco, TX 76798-7148
petersonb@baylor.edu

Email:

BIBLIOTOONS

By Gary Handman



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LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

COMPUTER APPLICATIONS: Examines how computers are used in library instruction. Promotes the use of computers by publishing a bibliography on computer applications for BI and maintaining a clearinghouse for information on computer software.

CONFERENCE PROGRAM: Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

CONTINUING EDUCATION: Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

ELECTIONS/NOMINATING: Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

LIAISON: Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

LONG RANGE PLANNING: Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by the president-elect.

ORGANIZATION AND BYLAWS: Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment, functions, and discontinuance of committees and task forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents.

NEWSLETTER: Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

PROFESSIONAL ASSOCIATION NETWORKING: Maintains information about and communicates with national, state, and regional library instruction groups. Maintains the Directory of Bibliographic Instruction and Related Groups.

PUBLIC RELATIONS/MEMBERSHIP: Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for a meal and discussion) at the Midwinter and Annual conferences.

PUBLICATIONS: Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication. The LIRT newsletter editor and assistant editor are ex-officio members of this committee.

RESEARCH: Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed with a view toward the development of research proposals.

Committee Appointments are for 2 years. Appointments begin at the close of the annual conference and continue through the close of the annual conference in two years.

For more information, contact Lynn Ossolinski, telephone: (702) 832-4260, x33, e-mail: lynno@nsn.scs.unr.edu, or see the address on the Committee Volunteer Form on next page.



Library Instruction Round Table COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form and mail it to the Vice-President/President Elect of LIRT:

Lynn Ossolinski
Incline High School Library
P.O. Box 6860
Incline, NV 89450

NAME and TITLE:

TELEPHONE:

HOME:

WORK:

FAX:

E-Mail:

INSTITUTIONAL ADDRESS:

*(star * preferred mailing address)*

HOME ADDRESS:

DATE OF APPLICATION:

LIRT COMMITTEE PREFERENCES: (Use the numbers 1-9 to indicate order of preference, with 1 being the most preferred. If you are willing to serve as recorder for this group, follow your number preference with the letter "R")

- Computer Applications
- Conference Programs
- Continuing Education
- Elections/Nominations
- Liaison
- Long-Range Planning

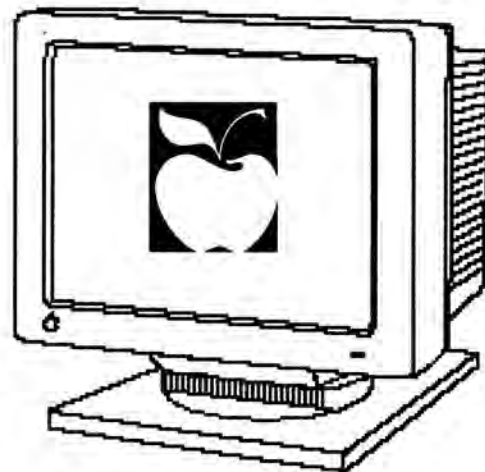
- Newsletter
- Organizational/Bylaws
- Professional Association Networking
- PR/Membership
- Publications
- Research

CAN YOU REGULARLY ATTEND LIRT MEETINGS AT THE ALA MIDWINTER AND ANNUAL CONFERENCES? YES NO

PLEASE ATTACH A SEPARATE SHEET LISTING COMMITTEES OR OFFICES (IF ANY) PREVIOUSLY HELD IN LIRT, ALA OR STATE/REGIONAL ASSOCIATIONS, WITH YEARS OF SERVICE.

The LIRT Internet Task Force
announces the new
LIRT Website!

<http://diogenes.baylor.edu/Library/LIRT/>



Library Instruction Round Table News
c/o Coleen Sullivan, Liaison Officer
American Library Association
50 E. Huron Street
Chicago, IL 60611