LIRT

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Library Instruction Round Table
NEWS

From the Vice President

Mark Robison

These past few weeks, I have had some instruction sessions that left me feeling amazing. The students were actively engaged, and many even thanked me at the end (!). And I was reminded, for at least the hundredth time, of how rewarding teaching can be.

Most people join LIRT because library instruction is part of their jobs, either directly (teaching), indirectly (instructional design), or both. However, I suspect many of us never set out to become teachers. When I started grad school, I never imagined that, someday, I would willingly stand in front of young adults, dozens of times a year, trying to make them understand how fun research is. But life never ceases to surprise me, and maybe you're in the same boat. Quite quickly, I shifted from dreading instruction to valuing it as the most satisfying part of my work.

However, I'm not done growing as a teacher. Perhaps you aren't, either. In particular, one group of students that I could be better at reaching is adult learners. In my context, I interact with adult learners who are "nontraditional students." Maybe at your library, adult learners are your largest patron base. Whatever your involvement with adult learners, I want to encourage you to take advantage of an upcoming opportunity. On the Friday afternoon that ALA Annual starts (June 21, 2019, 12:30 p.m. - 4:00 p.m.), LIRT will be hosting an incredibly affordable preconference, all about how libraries support adult learners. The preconference will include three sessions: one about instructional design, one about programming/outreach, and one (quite tantalizingly) promising to reveal the "Secret Lives of Online Learners." The panelists will include public librarians, academic librarians, and current LIS graduate students. For LIRT members, registration is a mere $30. You can find more details at https://2019.alaannual.org/registration/ticketed-events#LIRT

I invite you to attend this preconference as a way to gain new insights into how you can support this group of patrons, as well as to meet other librarians who are passionate about teaching. Best of luck with your spring instruction, and I hope to see you in D.C.!

Mark

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From the Editor

Something for Everyone

Are you a new LIRT member, or have you been with us for several (or many) years? Not a member, but considering what LIRT has to offer? If you engage in library instruction, then LIRT has something for you.

If you are planning to attend ALA Annual, make sure to look for LIRT events! We will have more detailed information about this year's schedule in the June issue, but it's not too early to start thinking about opportunities like the preconference **Supporting Lifelong Learning: How Your Library Can Better Serve Adult Learners** (see Mark's letter from the VP for more information). You'll also find information in this issue about the LIRT Chair's Program, **How Did I Get Here? Exploring Mindfulness in Library Instruction**, and a save-the-date for this year's LIRT awards ceremony.

Even if you're not heading to ALA, I hope you will find plenty of useful instruction information in this issue, whether you are a seasoned member or new to the Library Instruction Round Table. Take some time reading about this year's slate of candidates for LIRT offices, updates from LIRT committees, and proposed changes to the LIRT Bylaws and Constitution to get a sense of what we've been working on and where we are headed. You can also check out the summary of last year's LIRT communication survey to see what LIRT members (and others) think about LIRT communication and the direction we should go.

We also have articles on communicating the value of government documents in instruction and a couple of MLS-student bibliographies where you may find your next instruction-inspiring read. Billie Peterson-Lugo's ever-popular Tech Talk will be back in the June issue.

As always, I hope you find something of interest in this issue. If you have feedback, thoughts, or ideas for future *LIRT News* issues, please feel free to reach out to me at slb4kt@virginia.edu.

Sherri

Sherri Brown, *LIRT News* **Editor**

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LIRT

Contributions to be considered for the **June 2019 issue** must be sent to the editor by **May 1, 2019.**

Production editor: Rachel Mulvihill
University of Central Florida Libraries

Candidates for LIRT Offices

Candidate for President: Mark Robison

Mark Robison is Political Science and Peace Studies Librarian at the University of Notre Dame's Hesburgh Libraries. He previously served as First-Year Experience Librarian at Valparaiso University (2014 - 2018) and Instruction and Reference Librarian at the University of Alabama (2012 - 2014). He also currently teaches as an adjunct instructor for the University of Alabama's School of Library and Information Studies. Mark holds an MLS from Indiana University Bloomington. He has been involved with LIRT in many capacities since 2013, including as co-chair of the Transitions to College Committee, co-chair of the Adult Learners Committee, Treasurer, and Vice President.

Statement of Interest: LIRT has been my professional home since I first learned about it in 2013. Since that time, LIRT has given me countless opportunities to meet and engage with instruction librarians from across the planet, who have challenged me to improve my instruction and who always have fantastic teaching strategies to share. I believe in LIRT's mission, because it is so egalitarian. Throughout its 42-year history, LIRT has welcomed any librarian who teaches, regardless of whether they work in school, public, 2-year academic, 4-year academic, or special libraries, whether public or private. As LIRT President, I would work to sustain the programs and activities that make LIRT useful and distinctive. I also would push our round table to examine its activities and see where we might shift priorities to make the best use of resources and time. I thank you for your vote and welcome the opportunity to serve our round table in this capacity.

Candidate for Vice President–Elect: Jennifer Hunter

Jennifer Hunter is the Librarian for Reference and Research Services at Princeton University where she oversees the information desk, reference chat, email reference, the print and electronic reference collection, and tours of Firestone Library. A passionate educator, Jen loves working with students to build their confidence and research skills. Her research centers on social learning practices, mentoring as learning, and relationship building. Jen found a welcoming home in LIRT at the Bites with LIRT event at the ALA Midwinter meeting in January 2016 and subsequently joined the Transitions to College Committee on which she served for two years. She holds an MLIS from Rutgers School of Communication and Information, an MA in English from Rutgers-Camden, and a BA in comparative literature from Douglass College, Rutgers-New Brunswick.

Candidates for LIRT Offices (continued)

Candidate for Vice Treasurer/Treasurer-Elect: Ning Zou

Ning Zou is the Learning Design and Research Librarian at Harvard Graduate School of Education. She received a bachelor's degree in Accounting from Capital University of Economics and Business, a dual master's degree in Information Science with a Human Computer Interaction concentration and Library Science from Indiana University, and an MBA from Dominican University. She also holds a Graduate Certificate of Learning Design and Technology from the Harvard University Extension School. She is deeply committed to academic librarianship and lifelong learning. She has worked in five universities, providing information services, leading first-year initiatives, and serving as Instruction Coordinator. She has also been a teaching faculty member, academic advisor, and Director of the Study Abroad Program. She is passionate about promoting the value of academic libraries in teaching, learning, and research to various constituents through building partnerships, developing outreach and instructional programs, and exhibiting evidence to stakeholders.

She believes strongly in providing services beyond her workplace and is actively involved in ALA. She has been serving the Library Instruction Round Table since 2007, including positions as member of the Liaison Committee and Membership Committee, chair of the Membership Committee, chair of the Adult Learners Committee, Vice President/President Elect, and chair of the Organization and Planning Committee. She has recently been nominated and elected as a member of the Information Literacy Standing Committee in the International Federation of Library Associations and Institutions (IFLA) for 2019-2023.

Candidate for Secretary/Archivist: Beth Fuchs

Beth Fuchs is the Undergraduate Learning Librarian at the University of Kentucky. The best parts of her job are creating memorable, meaningful learning experiences for students, especially those taking first-year writing and communication courses, and mentoring colleagues who are new to information literacy instruction. Her research areas of interest include student-centered library instruction as well as the intersection of learning theory, cognitive science, and effective teaching practice. Beth earned a Master of Science in Information Studies from the University of Texas and a BA and MA in History from Texas State University. Prior to her current position, she worked as Coordinator of Research Instruction at Moravian College in Bethlehem, Pennsylvania. Beth is a long-time member of LIRT and has been on the Awards Committee since 2015, serving as chair since 2017. She firmly believes in the mission of LIRT, has great appreciation for the welcoming spirit embodied in this group, and is grateful to have the opportunity to contribute to the Round Table in this leadership role.

Candidates for LIRT Offices (continued)

Candidate for LIRT ALA Councilor: Victor Baeza

Victor Baeza provides leadership to the Oklahoma State University Libraries in the areas of services to graduate students. His 22 years of involvement in library instruction have given him diverse experience in designing, directing, and delivering workshops, training sessions, and seminars. Victor has a BS in Communication from Eastern New Mexico University. He earned his MLS from the University of North Texas and received his MBA from Texas Christian University.

Statement of Interest: Over my three decades in libraries I've had the privilege of being in both public and academic libraries. Throughout it all there have always been opportunities to learn or teach something, which is why LIRT has been my professional focus since first joining ALA. Serving on multiple committees and being LIRT's treasurer on two separate occasions has given me a comprehensive knowledge of the organization's interests and activities. As LIRT representative to Council, I would support and recommend actions for Open Access, mentoring, professional development, continuous education, intellectual freedom, literacy, and equity of access.

Have you created an instruction program or developed a unique classroom strategy? Please share your experiences with LIRT!

Send your articles to Sherri Brown (slb4kt@virginia.edu)

Member A-LIRT
Michael Pearce
Head of Gorgas Information Services
University of Alabama Libraries

Michael Pearce printing a poetry chapbook, summer 2018

What brought you to LIRT?

I started out as a cataloger but was asked to take on library instruction almost a decade ago when we had a vacancy in reference. I've been involved with LIRT since 2010 and joined to get a sense of what was happening in the library teaching community.

What was your path to librarianship?

My path looks something like this: Bachelor's in History + Master's in History + Master's in Education = teaching middle and high school for 5 years. A school librarian at one of my stops always seemed so content, and I really admired the role she played in supporting our work as teachers. The idea of staying in touch with all of the knowledge and exploration that is such a major part of the process of teaching, but in a supporting role, was very appealing. Especially in light of the fact that 12 - 18 year-olds didn't seem to value the time and effort I was putting into my lessons. It was a very natural transition.

Tell us about your current position. What do you like most about it?

I am currently a department head supervising 8 reference and instruction librarians and a heavily trafficked information desk in Gorgas Library. I love the variety that my job entails. I maintain the same reference and instruction duties as anyone else in our department, including liaison duties to interdisciplinary programs like the New College. I also have the opportunity to plan and participate in outreach events, perform graphic design tasks, and speak to groups all over campus about how we support student success.

In what ways does it challenge you?

New challenges come to light every day. I believe that librarianship allows you to write your own ticket in many ways. With the kind of variety that is possible, there are always new learning opportunities.

Throughout all of your educational experiences, what teacher inspired you the most and why?

That's a really hard question because I was a professional student. Dr. Malcolm Partin, who is no longer with us, delivered some downright riveting history lectures when I was an undergraduate. Same for Dr. Sam Webb in graduate school. They both could make the material come alive. Given that we have moved away from lecture as a practice, that might not be the best answer. I'm a verbal learner, what can I say?

When you travel, what do you never leave home without?

Phone, toothbrush, wallet.

If you could change one thing about libraries today, what would it be?

I would argue that the data we collect related to the services we provide doesn't tell the entire story of our importance, and I would urge administrators to argue, more assertively, that our worth, or added value, cannot be measured in the same way a corporation weighs a balance sheet.

Tell us one thing about yourself that most of us probably don't know.

I used to regularly play the drums for the Balsa Gliders, out of DC/Raleigh, NC, and I'm about 6 classes and a thesis shy of having my MFA in Book Arts, though unless I win the lottery, I'll never have the time to finish.

LIRT
@midwinter

Recap of LIRT activities at
ALA Midwinter 2019 in Seattle

Courtney Lewis and Sara Kelley-Mudie (above) spoke with a full room at the LIRT Discussion Forum *In Transition: A discussion on aligning expectations of students for school and academic librarians*. Sponsored by LIRT's Transitions to College Committee, the session explored ways to improve communication between high school and college librarians.
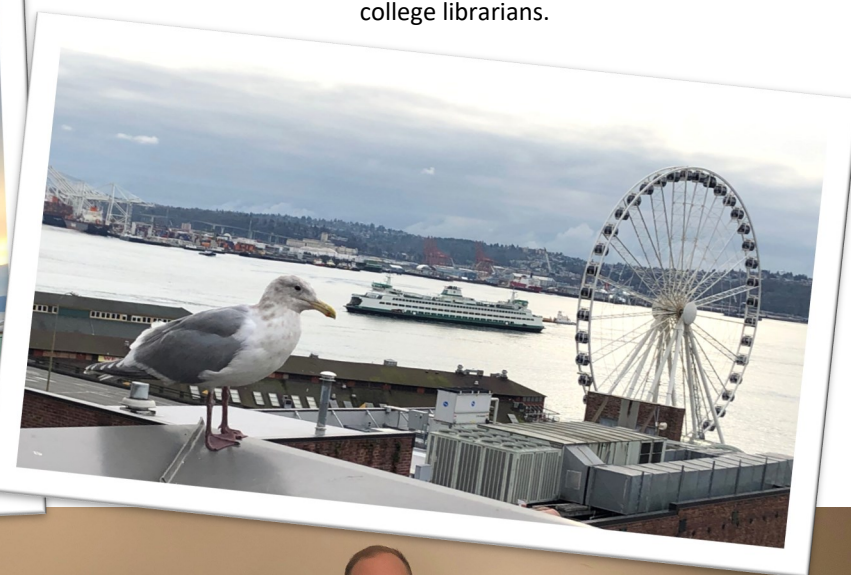
LIRT Executive Board members (L to R) Cinthya Ippoliti, Billie Peterson-Lugo, Mardi Mahaffy, Mark Robison, Kristin Edson, and Hui-Fen Chang.

Bites with LIRT attendees enjoy a delicious lunch and great conversation at the Cheesecake Factory.

Photos by Rachel Mulvihill

with thanks

During the ALA 2019 Midwinter Conference in Seattle, the immediate past president of LIRT, Ning Zou, presented Lorelle Swader with a Simon Pearce Woodbury clock as a small token of LIRT's appreciation for her twenty-one years (1997-2018) of commitment, responsibility, outstanding and dedicated service as ALA LIRT Liaison Officer. The 3" x 3" clock was handmade by Simon Pearce glassblowers using the clean, square lines of Pearce's popular Woodbury collection, and was felt to be a perfect lasting gift for someone of Ms. Swader's caliber.

LIRT Chair's Program
at ALA Annual 2019

How Did I Get Here? Exploring Mindfulness in Library Instruction

Date: Saturday, June 22, 2019 1:00 p.m. – 2:30 p.m. Location: TBD

In today's heavily networked and fast-paced world, mindfulness has emerged as a critical component in maintaining mental health and happiness. In the work environment, mindfulness is touted as a key to reducing burnout and prioritizing work-life balance. There is growing interest among educators to integrate thoughtful and conscientious techniques into their classrooms, which have proven beneficial to both the instructor and the student. Join public, academic, and school librarians who have integrated these methods into their instruction to learn how awareness techniques can improve and enhance teaching efforts.

Dr. Sagarananda will lead the audience through a 15-minute meditation at the beginning of the session.

Presenters: **Zaiga Alksnitis**   **Amy M. Laughlin**

                         Jill Luedke   **Bhikkuh Sagarananda**

ALA Annual 2019 LIRT Awards Ceremony

Make plans now to attend the **LIRT Awards Ceremony** at the 2019 ALA Annual Conference in Washington, D.C.! The ceremony and reception will take place on **Sunday, June 23, 2019** from **5:30 p.m. to 7:00 p.m.** and will include light hors d'oeuvres. Join us in celebrating the work of librarians dedicated to information literacy!

Teaching and Communicating the Value of Government Information in Library Instruction

By Cynthia Kane, Professor / Instruction and Assessment Librarian,
Emporia State University Libraries and Archives
Contact: ckane1@emporia.edu

You are in the midst of teaching an information literacy session in an English Composition course, in which the students are researching topics for their annotated bibliographies. One student has selected the topic of "fake news," but is set upon the approach that all sources from the government are unreliable, untrustworthy, and ultimately designed to push a particular agenda. What can you do?

As information literacy and instruction librarians, we live in particularly interesting times. The rise of social media coupled with an increasingly disturbing trend toward suspicion of large-scale information and news outlets have combined to create an atmosphere of continuous questioning. Given the reality that all sides of a political conflict can and do accuse the other parties of fabricating or embellishing stories to support their individual perspectives, how can librarians best utilize local, state, and federal government sources of information to create teachable moments?

It might help first to become aware of a context for government information, or a more familiar term of "government documents." Not so many years ago, this type of information would only have been available in print or microform and would have been limited to specific libraries designated as state or federal depository libraries.

Depository libraries have not disappeared in this age of online resources, though. According to the United States Government Printing Office, "The United States Government is the largest publisher in the world" ("Federal Depository Libraries," n.d.). Just in my state of Kansas, there are 18 federal depository libraries. Of those, one is a regional depository library, located at the University of Kansas. The rest in Kansas are selective depository libraries and the types of institutions run the gamut—public libraries, law libraries, private colleges, and state universities.

My own library at Emporia State University is still a selective Federal depository library, first designated as such in 1909. We currently select about 66% of available Federal documents. The third deck of our library is filled with physical State of Kansas and United States government documents, and a broad keyword search in our EBSCOHost Discovery Search will reveal a wealth of additional online government documents ranging from Congressional hearings to agency websites. That is not even taking into consideration other government information provided to our patrons via subscription-based online databases such as HeinOnline and Nexis Uni.

Given this broad scope, is it any wonder that patrons tend to turn to Google for searching? And, is it too much to expect our patrons to pay attention to a domain such as **.gov** in a website address? Do patrons even pay attention now to a website address?

The Association of College and Research Libraries *Framework for Information Literacy for Higher Education* (2015) can help us determine our roles as information "guides on the side." Two of the frames have particular relevance for the use of government information:

> **Authority Is Constructed and Contextual**: "Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required."

> **Information Has Value**: "Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination."

These two frames both imply trust—trust in a government information source; trust in the agency, organization, or other authority supplying that information; trust in the fact that many government information sources are indeed "free" in the sense that all patrons theoretically have access to that information online or through a depository library.

In the context of information literacy instruction, regardless of the delivery method, we as instruction librarians must take advantage of any opportunities to incorporate vetted government information into the larger overview of research. Scott Casper (2013) observes "that so much government information is online these days that the Internet has become one huge government depository. We are all depository librarians—some with more legal obligations than others—simply by virtue of having a computer that can access the web" (p. 15).

Let's look first at the frame **Authority is Constructed and Contextual**. Various communities do indeed recognize equally varied types of authority. Confidence in that authority may fluctuate depending upon a patron's previous experiences and knowledge. In an academic library, we have the opportunity in individual instruction sessions, perhaps in a credit-bearing course, and in reference/research transactions to teach students how to identify clues to reliability in sources. A recent example in my work occurred in an appointment with a graduate student. The student needed statistics about a specific demographic and had—yes—Googled without much success. I showed the student how to access the American Fact Finder from the United States Census Bureau, and how to use the Advanced Search feature to create tables based upon Topics, Geographies, and other codes. As we were working with this resource, I explained why I recommended it while cautioning that much data from the U. S. Census Bureau is based upon the 2010 Census.

A public library may encounter similar questions about authority in terms of patrons wonderng about the utilization of their tax dollars in, say, street repair. In this instance, ensuring that patrons know about publicly available local government documents such as council or commission minutes and agency budgets can help considerably in sorting out rumors from documented facts.

The frame **Information Has Value** contains some deeper implications for information literacy and government information. The "legal and socioeconomic interests" mentioned in this definition absolutely affect the right to information in all forms. I mentioned previously our library's subscriptions to HeinOnline and Nexis Uni. Our access to HeinOnline allows federated searching of large databases such as the U.S. Code, U.S. Congressional Serial Set, and the History of Supreme Court Nominations. Some of this information can be found freely elsewhere, but our library is paying for the convenience of searching the resources easily and in one place. Similarly, our subscription to Nexis

Uni "features more than 15,000 news, business and legal sources, including U.S. Supreme Court decisions dating back to 1790" ("Academic research reimagined", n.d.)

Going beyond databases, what is the larger role of all libraries in ensuring equitable access to government information? We cannot assume that every patron has working, reliable connections to technology. Questions about annual activities such as filing one's state and Federal tax returns are common situations in every library, and locating the Internal Revenue Service online for tax help and extremely specific forms is a necessity these days. Information does have value, and in terms of government information, ensuring that our patrons can get to the sources they need is essential. It is at the same time crucial for librarians to communicate effectively to their populations just how much freely available information they stand to lose when Federal and state agency budgets are cut.

Thura Mack and Janette Prescod (2009) outline five goals for information literacy training to incorporate government information into all public services:

- Exploring new technologies for training;
- Identifying teaching and learning modules for easy updating;
- Collaborating actively with personnel in reference, library training, and others involved with connecting users to government information;
- Discovering new partnerships to expand innovative learning practices;
- Maintaining a cohort of individuals with quality skills to utilize and promote government documents resources (p. 100).

These goals are correspondingly applicable 10 years later. Information for the people is at the heart of a living democracy. Our job is to advocate accordingly.

References

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Association of College and Research Libraries (2015, February 9). *Framework for information literacy for higher education*. Retrieved February 22, 2019, from http://www.ala.org/acrl/standards/ilframework

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Mack, T., & Prescod, J. (2009). Where have all the government documents librarians gone? Moving beyond collections to information literacy. *Reference Services Review*, *37*(1), 99–111. https://doi.org/10.1108/00907320910935020

Effective Teaching of Information Literacy and Library Instruction: Two Bibliographies

Students in Dr. Jim Walther's Fall 2018 Teaching in the Information Professions course at Emporia State University's School of Library and Information Management were tasked with creating bibliographies of recent library instruction resources. Here we highlight bibliographies created by two students in the class. Note that some duplication occurs between the two.

#1 - Library Instruction Resource Bibliography by Amy Currier, MLS 2018

*Editor's note: This bibliography of monographs was compiled and annotated by **Amy Currier**, MLS 2018. The collection highlights recent monographs that emphasize the effective teaching of information literacy and basic library skills. She used the texts' Library of Congress Subject Headings (LCSHs) to synthesize the bibliography and offer suggestions for further research.*

Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

> Focusing on higher education, Bain (2004) details the practices of "outstanding teachers" (p. 5) and demonstrates that good teaching practices can be developed. He emphasizes six study questions, ranging from instructor knowledge to student expectations, from class preparation to self-evaluation. Bain (2004) claimed, "Teaching in this conception [that teaching occurs only when learning takes place] is creating those conditions in which most—if not all—of our students will realize their potential to learn" (p. 173). Thus, Bain's interest in effective teachers, and their positive impact on student learning, correlates to its Library of Congress Subject Heading (LCSH) "Effective teaching." Booth (2011) and Polger and Sheidlower (2017) also merited this subject term, indicating that instructors can utilize this heading to research methods for teaching more effectively to better engage students of all levels.

Benjes-Small, C., & Miller, R. K. (2017). *The new instruction librarian: A workbook for trainers and learners*. Chicago, IL: ALA Editions.

> Academic librarians Benjes-Small and Miller (2017) intend their text to serve as a practical guide to new librarians with teaching responsibilities. Their stated hope is that "this guide will be able to help [the reader] find new confidence, depth, and joy as you grow as an educator and leader" (p. 18). The text strives to meet this goal by outlining the various duties of an instruction librarian and providing sample tools for the reader to adopt. It was assigned the general subject headings for "Library orientation for college students" and "Information services." Of more value, perhaps, are the LCSH "Academic librarians – Training of" and "Information literacy – Study and teaching (Higher)." Both of these headings, also found in Booth (2011) and Polger and Sheidlower (2017), emphasize the training of librarians and how to teach information literacy.

We are listening

LIRT Communications Survey 2018 Results

Sherri Brown, University of Virginia

In June 2018, right around the time of ALA Annual, you may remember receiving a communications survey from LIRT—either via email or in-person if you attended our LIRT President's Program in New Orleans. The eight-question survey was designed to gather feedback from LIRT members and others interested in LIRT activities on their preferences for communicating with LIRT.

We received a total of 352 responses to the survey—thank you to all who participated. I wanted to share some of the results of the survey, and let you know we are listening!

One question focused on the types of information people are interested in receiving from LIRT. Of the 350 responses (survey participants could choose as many as applied), here was the breakdown of interest:
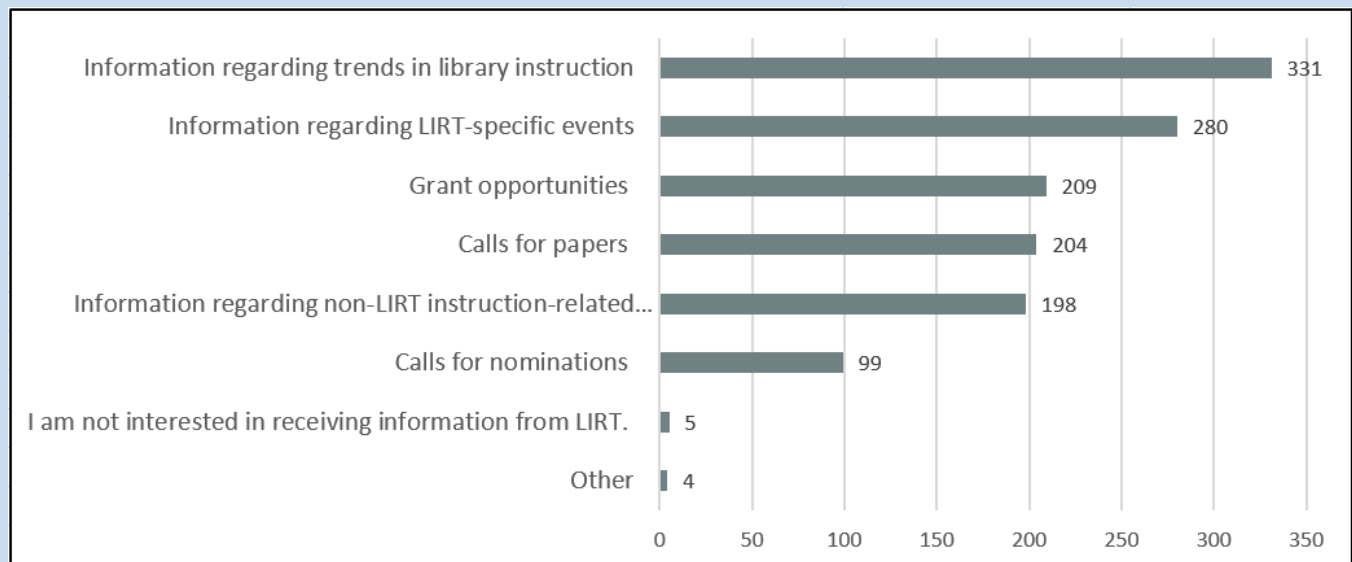

Figure 1: Responses to What types of information are you interested in receiving from LIRT? (Please select all that apply)

We were thrilled that most people do want to receive information from us! While we feel we are good at sharing information regarding LIRT-specific events, I think we can definitely improve on our communications regarding grant opportunities and calls for papers, etc., and sharing even more about trends in library instruction.

Another question focused on what types of platforms respondents prefer for receiving information from LIRT. Again, respondents could select more than one type of platform. Respondents' top three choices for LIRT communications were the email listserv (79%), *LIRT News* (71%) and LIRT's ALA website (42%). Facebook, Twitter, and ALA Connect also

appealed to a quarter or more of respondents.

One question focused on *LIRT News*, asking what content respondents are most likely to read. Respondents could select up to 5 from the list. Here is a breakdown of the 347 responses:
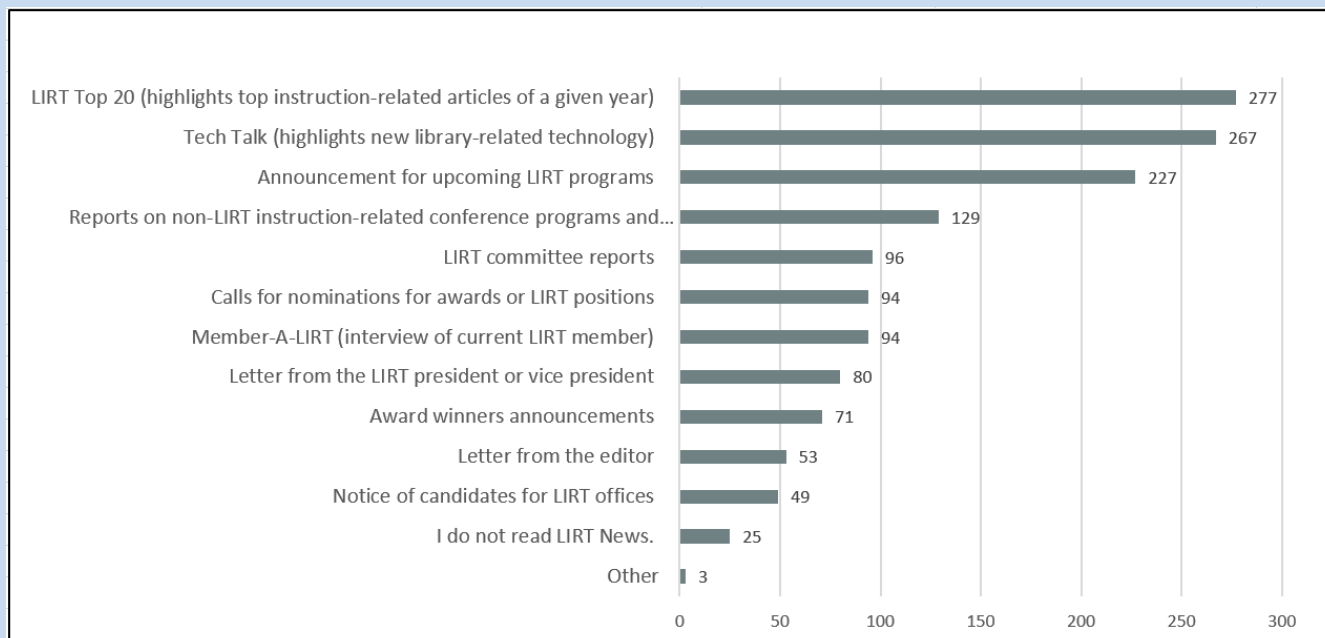

Category	Value
LIRT Top 20 (highlights top instruction-related articles of a given year)	277
Tech Talk (highlights new library-related technology)	267
Announcement for upcoming LIRT programs	227
Reports on non-LIRT instruction-related conference programs and…	129
LIRT committee reports	96
Calls for nominations for awards or LIRT positions	94
Member-A-LIRT (interview of current LIRT member)	94
Letter from the LIRT president or vice president	80
Award winners announcements	71
Letter from the editor	53
Notice of candidates for LIRT offices	49
I do not read LIRT News.	25
Other	3

Figure 2: Responses to What content are you most likely to read when you read LIRT News? (Please select up to 5 from the following list)

Thanks to our readers! While we cannot give you more than one LIRT Top 20 list per year (since the committee already spends a good part of the year reading, ranking, and compiling their choices), in this issue we have included a couple of subject-specific bibliographies created by LIS students that may be of interest.

Contributions from LIRT members are always welcome. Email me (slb4kt@virginia.edu) if you have an idea for a future article.

Other questions in the survey asked for additional feedback about *LIRT News* (thus the call for more articles), feedback about the LIRT website (while many use it, we may need to promote it more), and other general feedback regarding engaging with LIRT.

The responses to the survey have been (and will continue to be) very useful as we ramp up for our new LIRT Communications committee. But if you have feedback at any time regarding LIRT communication or LIRT in general, feel free to reach out to any of our Executive Board members (you can find the full list of current Board members at http://www.ala.org/rt/lirt/executive-board-brief, log in with your ALA credentials to see contact information). We value your opinion and want to make sure that LIRT is serving its members interests and needs.

Proposed LIRT Bylaws and Constitution Changes

The LIRT Executive Board has approved the following LIRT Bylaws and Constitution changes, proposed by the LIRT Organization and Planning Committee, to be included in the 2019 ALA LIRT Election Ballot for members' voting:

Proposed change 1

Bylaws Section II. Election of Officers – *Update subsection D* (LIRT Manual pg. 4)

D. In case of death, disability, or resignation of a member of the Executive Board, the Board ~~may~~ **(ADD: shall)** appoint a successor, if succession is not otherwise provided for in these Bylaws, to serve until the next regular meeting.

Proposed change 2

Bylaws Section IV. Dues – *Add Subsection A* (LIRT Manual pg. 5)

(ADD) A. Dues for student members shall be $5.00 per year.

Proposed change 3

Constitution Article IV. Organization – *Add Section E* (LIRT Manual pg. 8)

(ADD) E. Provision of Explanation of Absences. Members of all LIRT committees, task forces, assemblies and similar bodies are expected to provide explanation of their absences and/or inability to participate to the committee chair or vice-chair. Failure to provide adequate explanation of absences from two consecutive meetings, training sessions or to participate otherwise in the work of the committee constitutes grounds for removal, upon request of the chair and approval of the appropriate appointing official.

The current LIRT Bylaws and LIRT Constitution in their entirety can be found in the LIRT Manual, which is available as a Word document from the following LIRT webpage: http://www.ala.org/rt/lirt/leader-resources

LIRT Committee Updates

Adult Learners Committee

This year, the Adult Learners Committee has focused its efforts on planning its upcoming ALA Annual 2019 preconference: **Supporting Lifelong Learning: How Your Library Can Better Serve Adult Learners**. This preconference will take place in Washington, D.C. the Friday afternoon that ALA Annual starts, June 21. The committee has been working to recruit panelists, handle space and logistics, and advertise the event. The preconference will cover many aspects of working with adult learners, including instructional design, outreach/programming, and understanding distance students' needs. The committee invites you to <u>learn more and register here</u>.

Awards Committee

The Awards Committee is happy to report that we received many submissions for both awards (Librarian Recognition and Innovation in Instruction) again this year. Much of the fall semester was spent getting the word out about the awards, so we hope that our efforts are making a difference. We have chosen the award winners and have begun making plans for the Awards Ceremony to be held at the ALA Annual Conference on Sunday, June 23 from 5:30 p.m. - 7:00 p.m.

Conference Planning

This year, the Conference Planning Committee has been solidifying our program on mindfulness in library instruction for ALA Annual 2019 and organizing our panel speakers. We have also drafted a program proposal for ALA Annual 2020 on the K-12 to College transition.

Newsletter Committee

In addition to overseeing the publication of our quarterly *LIRT News*, the Newsletter Committee collected and coded answers to the summer 2018 LIRT communications survey and shared results with the LIRT Executive Board and Steering Committee prior to ALA Midwinter. A write up of some of the results is included in this issue. In addition, we have been working with the Executive Board and the Web Advisory Committee to prepare for the move to a new LIRT Communications Committee after ALA Annual 2019.

Transitions to College Committee

At the 2019 Midwinter Conference, the LIRT Transitions to College Committee hosted a discussion session titled **In Transition: A Discussion on Aligning Expectations of Students for School and Academic Librarians**. Independent school librarians Sara Kelley-Mudie (Thayer Academy) and Courtney Lewis (St. Catherine's School) discussed their research on the topic of aligning expectations of school and academic librarians regarding student awareness and experience with information literacy concepts and tools. The audience was a nice mix of school and academic librarians, and attendees had multiple opportunities to engage with each other on topics such as better database instruction, stronger source evaluation, and non-traditional research products. Afterwards, the presenters enjoyed a small social event with some other conference attendees and LIRT members at the Sheraton Hotel. We hope to continue to emphasize conversations and partnerships between academic, school, and public librarians. To further that effort, we also want to remind everyone to take a look at the Connecting Librarians for K-20 Transitions Map at <u>http://www.ala.org/rt/lirt/connecting-librarians-k-20-transitions</u>. You can view the map to find potential collaborators and add your own name to the community.

Bibliographies continued from page 13

Booth, C. (2011). *Reflective teaching, effective learning: Instructional literacy for library educators*. Chicago, IL: American Library Association.

Written for library educators, *Reflective Teaching, Effective Learning* emphasizes instructional literacy and its influence on teaching efficacy. Booth's (2011) ultimate message is, "Reflective and design-minded teaching leads to effective, learner-centered instruction" (p. 151). Booth provides illustrations, definitions, and technologies and tools which can be employed in a reflective and self-aware manner. This book connects to other resources through its general LCSH, relating to Benjes-Small and Miller (2017) through the headings "Library orientation" and "Information literacy." It also connects to Bain (2004) and Polger and Sheidlower (2017) via "Effective teaching." Uniquely, this text has the headings "Teaching – Methodology" and "Reflective teaching." The former could lead to fascinating materials on teaching theory, while the latter may lead librarians to a more complete understanding of applying reflection to instruction.

Pahomov, L. (2014). *Authentic learning in the digital age: Engaging students through inquiry*. Alexandria, VA: ACSD

Pahomov (2014) focuses on how middle and high school teachers can utilize technology to help foster an inquiry-based learning environment. She bases this discussion around a framework of core values that teachers can use to inspire authentic learning. Pahomov stated that her text provides "a model of how to use technology meaningfully, to support a personalized-inquiry curriculum" (p. 13). *Authentic Learning in the Digital Age* was assigned "Inquiry-based learning" and "Educational technology" as its subject terms. The first highlights the goal of the text and could be a fruitful subject heading to explore to locate other materials emphasizing inquiry in the classroom.

Polger, M. A., & Sheidlower, S. (2017). *Engaging diverse learners: Teaching strategies for academic librarians*. Santa Barbara, CA: Libraries Unlimited.

Polger and Sheidlower (2017) use their text to explore student engagement within the library classroom and how academic library instructors can foster and capitalize upon engagement. *Engaging Diverse Learners* "represents the intersection of effective teaching methods and student engagement practices, all within the context of information literacy" (p. 125). By demonstrating sound pedagogy rooted in student engagement, the authors provide strategies to assist librarians in becoming more effective teachers. While this text was assigned a wide variety of LCSH, several stand out. First, "Motivation in education" shows the role of motivation in the instructional setting. Second, like Benjes-Small and Miller (2017), Booth (2011), and Vossler and Sheidlower (2011), it has the heading "Information literacy – Study and teaching (Higher)," showing this text can be used to train instructors how to teach information literacy skills. Finally, it has the LCSH "Engagement (Philosophy)." Though not related specifically to libraries or teaching, readers could utilize this heading to study what engagement is and then apply that concept in the instructional setting.

Sittler, R. L., & Cook, D. (Eds.). (2009). *The library instruction cookbook*. Chicago, IL: Association of College and Research Libraries.

The Library Instruction Cookbook practically unites "recipes" from a variety of academic librarians that focus on providing library instruction. Sittler and Cook (2009) organize these samples around library orientation, library and research skills, citations, evaluating resources, and technology. Although no longer in use, each example instructional session is linked to the Association of College and Research Library's *Information Literacy Competency Standards for Higher Education*, allowing librarians to select examples based on specific information literacy needs. This book was assigned the LCSH "Library orientation." This seems a fairly broad heading, as *The Library Instruction Cookbook* goes far beyond

basic library use. However, this subject heading is well represented in relevant literature; Benjes-Small and Miller (2017), Booth (2011), and Vossler and Sheidlower (2011) all share this generic heading. Thus, "Library orientation" could provide an entry point to a wide spectrum of materials on library instruction.

Vossler, J., & Sheidlower, S. (2011). *Humor and information literacy: Practical techniques for library instruction*. **Santa Barbara, CA: Libraries Unlimited.**

Vossler and Sheidlower (2011) synthesize research on the role of humor in education and its possible application by instructional librarians. They observe how humor can help improve students' abilities to learn about information literacy. Vossler and Sheidlower "speak to the moment-to-moment social relationship we create while we stand in front of our students: building rapport with them during the first moments… then engaging their attention strongly enough that some of our passion for learning passes on to them" (p. xi). The authors draw a connection from humor to rapport to effective teaching and student learning. Interesting, there is an LCSH for this: "Wit and humor in education." Additionally, *Humor and Information Literacy* is also assigned the same broad heading – "Library orientation for college students" – as Sittler and Cook (2009). More specifically, and perhaps of more value to a researcher, this text also has the LCSH "Information literacy." Librarians seeking to find techniques for teaching information literacy could use this heading as a starting place to find other practical resources, such as Benjes-Small and Miller (2017), Booth (2011), and Polger and Sheidlower (2017).

#2 Resource Bibliography (Discussion) On Effective Teaching by Daniel Agbaji, MLS student

*Editor's note: This bibliography was compiled by **Daniel Agbaji,** MLS student at Emporia State. Originally presented in a tabular format with columns for citations, LCSH, and brief description, I have chosen to reformat the citations for these ten monographs on effective teaching in an annotated bibliography style and order alphabetically for presentation in LIRT News. In addition to the texts and annotations, the choice of bolding in the subject headings is original to the author.*

Baker, K. (2013). *Information literacy and cultural heritage: Developing a model for lifelong learning*.**Oxford: Chandos Publishing.**

Baker totally nailed it in this piece of encompassing knowledge meant for any avid reader who would like to project the best teaching style inherent in him or her. As I go through the main two subject headings under which this book is categorized, I could see more reason why this book balances the reading (studying) aspect of learning as a teacher and the teaching skills needed to become an effective teacher.

LCSH: **Information literacy -- Study and teaching (Higher)**; Digital libraries -- Study and teaching (Higher)

Bibliographies continued

Booth, C. (2011). *Reflective teaching, effective learning: Instructional literacy for library educators*. **Chicago: American Library Association.**

> This great book, authored by Booth, carries a great flavor and beautiful insights suitable for preparing librarians for the teaching position in any type of library. In this book, and as the subject headings rightly suggested, Booth focuses on filling the instructional training gap that is often experienced by librarians when acquiring their MLS. The various subject headings for this book reviewed vividly unique connections between the books that have similar subject headings. By providing readers with various educational theories, this book rightly falls under the subject heading teaching methodology. In my recommendation, it is a good read for anyone who loves teaching but never gets the opportunity to train for it.
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> LCSH: Information literacy -- Study and teaching; Information services -- User education; Teacher-librarians -- Training of; Teaching -- Methodology; **Effective teaching**; Reflective teaching; Learning, Psychology of Information

Borich, G. D. (2011). *Effective teaching methods: Research-based practice*. **Boston, MA: Pearson/Allyn & Bacon.**

> Borich, in this comprehensive and exciting book, explains the how of effective teaching by leveraging on the significant factors that contribute to an effective teaching—goal setting for the class, unit and lesson planning, teaching strategies, cooperative learning, and the collaborative process, classroom management, etc. This book fits perfectly under the subject heading of effective teaching as it cut across the different factors responsible for effective teaching.
>
> LCSH: Effective teaching -- United States; Lesson planning -- United States; **Effective teaching**; Lesson planning -- United States.

Borich, G. D., & Martin, D. B. (2008). *Observation skills for effective teaching*. **Upper Saddle River, NJ: Pearson Merrill Prentice Hall.**

> Dealing with the subject of effective teaching, Borich in this her well-defined title, took a great bite on the subject while focusing on a specific factor that by large, contributes immensely to achieving the skills required to become an effective teacher—observation. Therefore, the subject heading effective teaching is perfect in this categorization.
>
> LCSH: Observation (Educational method); **Effective teaching**

Bravender, P., McClure, H., & Schaub, G. (2015). *Teaching information literacy threshold concepts: Lesson plans for librarians*. **Chicago: Association of College and Research Libraries, A division of the American Library Association.**

> Focusing on empowering librarians with the adequate knowledge that will enable them to become better instructors in the library, the authors of this book took a little detour from the normalcy by implementing a rather more complex concept that covers a broad aspect of effective teaching for librarians. I would say this book is more like a lexicon; no rather it is a dictionary with the wealth of knowledge for the librarians who really want to train themselves to become better teachers. I, therefore, recommend it to starters who really want to take a dive into the teaching profession as librarians, and for experts who would like to sharpen their skills and brush their rusty knowledge.

LCSH: **Information literacy -- Study and teaching (Higher)**; **Research -- Methodology -- Study and teaching (Higher)**; Communication in learning and scholarship; Library orientation for college students; **Information Literacy**

Daloz, L. A. (1986). *Effective teaching and mentoring*. **San Francisco, CA: Jossey-Bass.**

In what I would rather call a general way of dealing with effective teaching, the entirety of this book provides one with the taste of what education is all about. Daloz used strong educational terminologies in driving home the great lessons on how to mentor others. I see this book as a must get for anyone who is working in a public library setting and needs to mentor adults with different educational needs. The categorization of this book within the education and teaching subject headings makes it clear that a broad concept in teaching is dealt with in the book.

LCSH: Mentoring in education -- United States; **Adult education -- United States**; Motivation in adult education -- United States; Mentors -- United States; Motivation -- United States; Education -- United States; Teaching -- United States

Dubelle, S. T. (1986). *Effective teaching: Critical skills*. **Lancaster, PA: Technomic Pub.**

In a way to prove how significant certain skills are, pertaining to teaching effectively in any environment—library or in a classroom setting, Dubelle, in this book, explicitly explains the different critical skills needed to teach effectively. Dubelle in this book raises the need for the teacher to always provide the avenue of class interaction—question and answer. The book fits perfectly well under the subject headings classroom management, teaching/lesson planning.

LSCH: **Teaching**; Lesson planning; Classroom management; Teaching -- Handbooks, manuals, etc

Markgraf, J., Hinnant, K., Jennings, E., & Kishel, H. (2015). *Maximizing the one-shot: Connecting library instruction with the curriculum*. **Lanham, MD: Rowman & Littlefield.**

This book has a similar concept to the idea of a shot platform as discussed in this class. The authors compressed the various methods into a well simplified and easy to assimilate outline of which includes but is not limited to "customizable strategies, sample lesson plans, and generalized observations based on the experience of the authors" (from back cover). The subject headings for this resource fit perfectly with the concept inherent in the book. I recommend this book to every librarian who would like to prepare for any kind of one-shot presentation.

LCSH: **Academic libraries -- Relations with faculty and curriculum**; **Information literacy -- Study and teaching (Higher)**; Library orientation for college students; Research -- Methodology -- Study and teaching (Higher)

Oser, F., Dick, A., & Patry, J.-L., (1992). *Effective and responsible teaching: The new synthesis*. **San Francisco: Jossey-Bass Publishers.**

This classical educational book creates the right perspective to teaching. In a more epic style, the authors dealt with issues such as what is needed to provide an effective teaching, living the effective teacher lifestyle, etc. As a way of ensuring a viable justification on the topic, the authors first defined what effective teaching is all about. They took a great tour over different teaching styles that have been implemented with various pedagogy.

LCSH: Teaching; Teaching -- Research; Learning; Teachers -- Training of Teachers; Research (Educational method); **Effective teaching**

Reale, M. (2017). *Becoming a reflective librarian and teacher: Strategies for mindful academic practice.* **Chicago: ALA Editions.**

Acknowledging the different roles academic librarians play in a diverse environment that they work in, Reale, in this book, provides relevant skills that the academic librarian could leverage on in order to better their teaching skills to their students. While taking into cognizance the need for academic librarians, especially those with a keen interest in research or work at the reference desk, Reale clearly outlines the steps involved in reflecting with the objective of creating a better teaching service for the library clientele. The subject headings for this book fit into the concept that this book covers.

LCSH: Academic librarians -- Rating of; Reflective teaching; Academic librarians -- Professional relationships; Academic libraries -- Relations with faculty and curriculum; **Information literacy -- Study and teaching (Higher)**

Get Involved with LIRT

LIRT Standing Committees

Use the online form to volunteer

Adult Learners

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

Awards

This committee is charged with selecting the recipients for the LIRT Innovation in Instruction Award and the LIRT Librarian Recognition Award.

Conference Program

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

Liaison

This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

Membership

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

Newsletter

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

Organization and Planning

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

Teaching, Learning, & Technology

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

Top 20

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

Transitions to College

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

Web Advisory

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

For more information about our committees, visit: **http://www.ala.org/lirt/committees**

Library Instruction Round Table News

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