FROM THE PRESIDENT

by Carol Derner, Director, Lake County Public Library, Merrillville, Indiana

An article in the Chicago Tribune on July 10, 1995 featured some new terms for the new workplace, including "job morphing" which refers to workers being required to change jobs and skills daily as a result of corporate cutbacks and heightened office competition. Other new terms are "time-deprived workers" which refers to workers who have to do part of someone else's job as well as their own and "You Inc." - the indispensable employee who will do anything to make the business grow, and is usually one of the last to be laid off. These terms are as applicable to the library scene as "chaos" and "reinventing."

LIRT has been asked to assist in reinventing the ALA conference beginning in '96. One goal is to reduce the

1994-95 LIRT Annual Report

By Charlotte Files, Past President

The 15th Anniversary Task Force has completed their assignment with the publication of a monograph entitled, *Information for a New Age: Redefining the Librarian*, published by Libraries Unlimited. Thank you to Randy Call and his committee for a job well done.

The Research Committee has completed their handbook on evaluation which is published and available through ALA (ISBN 0-8389-9665-6). The book, *Evaluating Library Instruction: Sample Questions, Forms, and Strategies for Practical Use*, includes over 100 questions on evaluation that can be used in all libraries. The price of the book is $32.00; for ALA members it's $28.80. *[Ed. note - See page 10 for details and ordering information.]* Thank you to Diana Shonrock and her committee for completing this project.

frustration of commuting between meetings, and most daytime programs and meetings will be held at the Javits Convention Center in New York. Another goal is to coordinate programs with other groups and to highlight for the public the tremendous role of libraries and librarians in our society. LIRT is somewhat ahead of other groups in combining our committee meetings in one session. The '96 program committee, chaired by Mimi King, is planning a program on technostress with co-sponsorship by ACRL IS and LITA.

As we start a new year, a big thank you to Charlotte Files for her leadership as president, to Carolyn Walters and the program committee for the well-received program "Class Act: Producing and Presenting Library Instruction", to Diana Shonrock and the research committee for the forthcoming handbook on evaluation and to all chairs and committee members who enthusiastically carried out their charges.

By the time you receive this newsletter, you may have read about the Structural Revision Task Force appointed by ALA Council to flesh out the changes proposed by the Organizational Self Study Committee of ALA. Two Round Table representatives will be named to the task force. Thus, there will be opportunities for Round Table input. We were ably represented at an Open Hearing held at Conference by Julia Todaro and Thelma Tate. We shall keep you informed on future developments.

LIRT is now 1,123 person strong. Fill out the committee volunteer form on page 27 of this issue and send it to Kari Lucas, Vice President, to continue or begin an active involvement in LIRT. With new technologies, some committees can use members who cannot attend Midwinter and Annual Conferences. ■

From the Editor

During the ALA Conference in Chicago I started working on the *LIRT News*, gathering information from as many people as possible, suggesting articles which could be written, and tracking down potential contributors. I also decided to have some fun, and I had the opportunity to go to a baseball game at Wrigley Field. It was a fun game to watch, as there were lots of hits and lots of scoring. All in all, a good day at the ballpark. What does this have to do with LIRT and the *LIRT News*, you may wonder. Well, now that I've been totally immersed in putting the newsletter together I think back to the relaxing time I had at the ballgame. It was fun!!! The players worked together. It is apparent too that the newsletter is a team effort, with everyone pitching in to help, writing articles, checking facts, finding out the story. There are many, many dedicated LIRT members who helped put this newsletter together. Everyone who contributed an article, an ad, a committee report is appreciated, believe me.

Thanks to everyone who made this a successful newsletter. I'm looking forward to the next issue, knowing that I've got lots of support and assistance in putting the *LIRT News* together. If you have any articles or ideas for the next issue, please send them along to me via e-mail or any other means to:

John S. Spencer
Fletcher Library
Arizona State University West
P. O. Box 37100
Phoenix, AZ 85069-7100
FAX: 602-543-8521
Email: J.Spencer@ASU.EDU
Phone: 602-543-8552

Contents

*The due date for submissions to the December issue of **LIRT News** is October 9, 1995!*

LIRT OFFICERS, COORDINATORS AND COMMITTEE CHAIRS (1995/96)

OFFICERS

PRESIDENT
Carol Derner
Lake County Public Library
1919 West 81st Avenue
Merrillville, IN 46410-5382
Work: (219)769-3541
FAX: (219)769-0690
Email:lakeco9@indyvax.iupui.edu

VICE-PRESIDENT/ PRESIDENT ELECT
Kari Lucas
Undergraduate Library, C-075-D
University of California, San Diego
LaJolla, CA 92093
Work: (619)534-1209
FAX: (619)534-1210
Email: klucas@ucsd.edu

SECRETARY
Donna Kanapes
Chicago Public Library, Austin Branch
5615 Race Avenue
Chicago, IL 60644
Work: (312746-5038
FAX: (312)746-5192

TREASURER
Barbara Conant
Governors State University
University Library
University Park, Il 60466
Work: (708)534-4138
FAX: (708)534-4564
Email: b-conant@acs.gsu.bgu.edu

ASSISTANT TREASURER/ TREASURER ELECT
Roger Ashley
Bloomfield Hills Model High School
1661 Hunters Ridge
Bloomfield Hills, MI 48304
Work: (810)339-3470
FAX: (810)339-3474

IMMEDIATE PAST PRESIDENT
Charlotte J. Files
Mississippi Band of Choctaw Indians
P.O. Box 6010
Choctaw Branch
Philadelphia, MI 39350
Work: TAD/FAX 601/656-5965
Email: cjf4@ra.msstate.edu

APPOINTED POSITIONS

ARCHIVIST
Lynn Randall
173 Ridge Road, Apt. H-7
Cedar Grove, NJ 07009
Work: 201/228-4424 x314
FAX: 201/228-3851

DATA FILE MANAGER
Billie Peterson
Moody Memorial Library
Baylor University
P.O. Box 97143
Waco, TX 76798-7143
Work: (817)755-2344
FAX: (817)752-5332
Email: petersonb@baylor.edu

PUBLICITY COORDINATOR
Mitch Stepanovich
Box 2079
Arlington, TX 76004
Work: (817)273-2945
FAX: (817)794-5797
Email: stepanovich@library.uta.edu

LIRT NEWS PRODUCTION EDITOR
Jana Edwards
Humanities and Social Science Reference
University of Florida
PO Box 117001
Gainesville, FL 32611-7001
Work: (904)392-4919
FAX: (904)/392-7251
Email:edwards@nervm.nerdc.ufl.edu

ALA LIRT LIAISON OFFICER
Margaret Myers
American Library Association
50 E. Huron Street
Chicago, IL 60611
Work: (800)545-2433 x4278
FAX: (312)280-3255
Email: margaret.myers@ala.org

COMMITTEE &TASK FORCE CHAIRS

COMPUTER APPLICATIONS COMMITTEE
Stephen R. Westman
2447 Luckhill-Selma
Apt. 1104
San Antonio, TX 78230
Work: (210)691-5977
FAX: (210)691-4571
Email: swestman@runner.utsa.edu

CONFERENCE PROGRAM '96
Mimi King
University of Wisconsin-Eau Claire
Eau Claire, WI 54702
Work: (715)836-4958
FAX: (715)836-2949
Email: Kingm@uwec.edu

CONTINUING EDUCATION COMMITTEE
Lorna Lueck
Reference Services
Davidson Library
University of California
Santa Barbara, CA 9310
Work: (805)893-2074
FAX: (805)893-4676
Email: lueck@library.ucsb.edu

ELECTIONS COMMITTEE
Mary Popp
Electronic Resources and Services
Department
Library E172
Indiana University
Bloomington, IN 47405
Work: (812)855-8170(voicemail)
FAX: (812)855-8229 or 812/855-1649(preferred)
Email: popp@indiana.edu

5-YEAR FINANCIAL PLANNING TASK FORCE
Emily Bergman
Gene Autry Western Heritage Museum
4700 Western Heritage Way
Los Angeles, CA 90027
Work: (213)667-2000 ext 321
FAX: (213)660-5721
Email: bm.gab@rlg.stanford.edu

INSTRUCTIONAL MATERI-ALS EDITORIAL BOARD LIAISON
Carol Penka
1510 Green Street
Champaign, IL 61821
Work: 217/333-1900 or 217/333-3285(voicemail)
FAX: 217-333-2214
Email: c-penka@uiuc.edu

LIAISON COMMITTEE
Gale Burrow
Honnold/Mudd Library
Claremont Colleges
Claremont, CA 91711
Work: (909)607-3987
FAX: (909)621-8681
Email:gburrow@rocky.claremont.edu

(Home: 180 W. San Jose Ave
Claremont, CA 91711)

LIBRARY SCHOOL
Lynn Randall
173 Ridge Road Apt H-7
Cedar Grove, NJ 07009
Work: (201)228-4424 ext 314
FAX: (201)228-3851

LITERACY ASSEMBLY
Carole Hinshaw
2231 Poinsettia Drive
Longwood, FL 32779
Work: (407)823-5921
Email:chinshaw@pegasus.cc.ucf.edu

LONG-RANGE PLANNING COMMITTEE
Chuck Dintrone
10370 Paseo Park Drive
Lakeside, CA 92040
Work: (619)594-4303
FAX: (619)594-2700
Email: dintrone@mail.sdsu.edu

NEWSLETTER COMMITTEE
John Spencer
Arizona State University West
P. O. Box 37100
Phoenix, AZ 85069-7100
Work: (602)543-8552
FAX: (602)543-8540
Email: igjss@asuvm.inre.asu.edu

ORGANIZATION AND BY-LAWS COMMITTEE
Charlotte J. Files
Mississippi Band of Choctaw Indians
P.O. Box 6010
Choctaw Branch
Philadelphia, MI 39350
Work: TAD/FAX 601/656-5965
Email: cjf4@ra.msstate.edu

PROFESSIONAL ASSOCIA-TIONS NETWORKING COM-MITTEE
James Walther, Co-chair
Lexis-Nexis
1150 18th Street, NW, Suite 600
Washington, DC 20036
Work: (800)368-5868

FAX: 202/857-8233
Email: jwalther@reach.com

Margaret R.Zarnosky, Co-chair
Virginia Tech University Library
Blacksburg, VA 24062-9001
Work: (703)231-4125
FAX: (703)231-9263
Email: bruin@vt.edu

PUBLIC RELATIONS/ MEMBERSHIP COMMITTEE
Sylvia Nicholas
Gaulter Health Science Library
Northwestern University
303 E. Chicago
Chicago, IL 60611-3008
Work: (312)503-8109
FAX: (312)503-8028
Home: (312)252-4416
Email: s-nicholas@nwu.edu

PUBLICATIONS COMMITTEE
Stephen D. Fitt
UNLV Libraries Box 457001
University of Nevada, Las Vegas
Las Vegas, NV 89154-7001
Work: (702)895-0983
FAX: (702)895-3050
Email: fitt@nevada.edu

RESEARCH COMMITTEE
Sherry DeDecker
Davidson Library
University of California
Santa Barbara, CA 93106-9010
Work: (805)893-3713
FAX: (805)893-4676
Email: dedecker@library.ucsb.edu

TASK FORCE FOR A LIRT INTERNET PRESENCE
Billie Peterson
Moody Memorial Library
Baylor University
P.O. Box 97143
Waco, TX 76798-7143
Work: (817)755-2344
FAX: (817)752-5332
Email: petersonb@baylor.edu

Environmental Scan 1995-96

By The LIRT Long Range Planning Committee Rebecca Jackson, Chair

Environmental scanning is a process that identifies trends in the external environment that might provide opportunities for devising new strategies or threaten an organization's ability to implement its chosen goals. Environmental scanning allows planning to become a dynamic process that adjusts to changes in society as they occur. The process of scanning involves gathering data, identifying trends and analyzing them to assess the degree of impact each trend might have on the organizations.

At the 1994 Midwinter ALA Conference, it was decided that LIRT's Long Range Planning Committee would undertake a simple environmental scan on a yearly basis to assist LIRT officers and committee chairs in planning for the future of LIRT. The following is a revision of the first environmental scan to reflect issues the Long Range Planning Committee has determined are likely to affect library instruction and LIRT in the foreseeable future. Issues:

1. Technology is undoubtedly a major environmental issue. There are many aspects of technology that will have an impact on libraries and user education in the future. Some of the most important include:

   a. How can libraries and librarians act as mediators for access for those who cannot afford access directly?

   b. Will people know to turn to librarians for teaching them about technology? Will this have an impact on the image of librarians?

   c. There will be a decreasing need for people to come into the library. Can libraries and librarians make the value of their services known through the Internet?

   d. What significance does technology have on critical thinking and information literacy?

   e. How can librarians be more involved in the standardization of front ends and gateway systems that will allow for seamless interfaces for our users?

   f. The constant changes that are the result of technology create an inordinate amount of stress, both for librarians and for their users. How is user education related to reducing such stress?

   g. With more and more databases available through computer facilities and on online catalogs, will there be an eventual merging of reference and computer facilities? How will funding of the library be affected? What does this mean for our users?

   h. Most materials available through the Internet or through database searches are relatively recent. How can library instruction librarians keep users aware of the need to refer to older sources that may only be found in print?

2. Cultural diversity has been an issue for quite a few years and promises to increase in importance in the future. How can libraries best serve a culturally diverse user population? What special programs and services are needed to help educate users from different backgrounds, languages, countries, and age groups?

3. More and more libraries are beginning programs of continuous improvement with an emphasis on quality customer service. How will this affect instruction in the use of libraries? Is instruction what our users really want?

4. We are becoming increasingly global in our business and political dealings. Libraries are being asked to provide more access to international sources and services. Technology has made it possible for us to communicate easily with people all over the world. What does this trend mean to librarians involved in user education?

5. Non-mediated document retrieval is becoming more widespread, again due to advances in technology. This means that users will be able to request materials instantaneously with any search they undertake. How can librarians ensure that users are getting the best information for their needs or that they are not wasting money on resources that could be substituted for other useful resources in their own libraries?

6. More and more students and other library users are taking advantage of telecommunications technology to pursue their education at a distance from their institutions. How can libraries be sure they are serving the needs of the distance learner? What does this mean for user education in libraries local to the distance learner?

Incorporating Active Learning into Library Instruction

By Karen Sandvik and Cris Prucha, Murphy Library, University of Wisconsin - LaCrosse

This assignment is an adaptation of a model presented by Kelley McHenry and Jean Kent, Seattle Central Community College and North Seattle Community College, Seattle, WA, in a 1994 LOEX poster session entitled *The Collage: An Introduction to the Community College Library.*

THE PROCESS

1. Librarian plans instruction session with instructor, identifying resources to be covered.

2. Active learning worksheets are selected or modified according to the needs of each class. Usually the active learning includes an exercise like one of the following:

- Performing a keyword boolean search in the online catalog to identify a book in Murphy Library's collection.
- Retrieving a book from Murphy Library's shelves.
- Using CQ Researcher to find statistics and identify additional resources.

3. The suggested timetable for a 55 minute class is:

- 20 minute lecture
- 20 minutes for accomplishing tasks
- 15 minutes for group presentations*

4. The library instruction session begins with the distribution of active learning worksheets for group tasks. The librarian asks each group to pick a spokesperson.

5. Students are encouraged to take notes on the presentation outline.

6. Students are asked to help the session to stay on time by noting the scheduled time for active learning tasks to begin.

7. The librarian presents a brief introduction to the resources the students will use.

8. Depending upon reference staffing and worksheet tasks the librarian may opt to be available for questions, but this is not always the case.

9. Students return to the library instruction room where they describe their experiences and explain three things they think their peers should know about the assigned resource.

10. Students receive a copy of all the exercises for future reference. ∎

*It is crucial to allow enough time for the group presentations as this is where the learning takes place.

Environmental Scan   *continued from page 5...*

7. The role of the paraprofessional is changing drastically in many libraries. Information desks are staffed with paraprofessionals often answering questions that could have only been answered by librarians in the past. Due to budget constraints it has become almost impossible to staff a reference desk on a constant basis. How can librarians work with these staff to ensure the best service for our users? Are there instructional roles that paraprofessionals can fill? What kinds of training do they need?

8. Librarians, including instruction librarians, need time to carry out research and development. We need to be able to conduct research on learning styles and teaching techniques. We need to be able to develop computer applications that will be useful in instructing patrons. However, it seems that such time is impossible to come by in our busy libraries. How can librarians get the time they need to further their education and to contribute to the profession?

9. There are an increasing number of functional illiterates in the general population. How can instructional librarians work to help these users so that libraries will become a more important part of their lives?

Members of the Long Range Planning Committee who prepared this environmental scan are Chuck Dintrone, Rebecca Jackson (Chair) and Thelma Tate. ∎

Class Act: Producing and Presenting Library Instruction

By Carolyn Walters, Conference Chair

Over 400 people attended LIRT's Annual Conference Program, *Class Act: Producing and Presenting Library Instruction*. The program was held Sunday morning, June 25th at the Chicago Hyatt Regency Hotel.

Randall Hensley, Reference Center Head, Hamilton Library, University of Hawaii at Manoa, was the first speaker. Randy focused on presentation basics by describing and demonstrating creative strategies for making presentations more dynamic and effective. Randy discussed "the basics" - attention, appropriateness, and application. The method of teaching, the voice, media, humor, examples and enthusiasm can be used to capture the attention of the audience. The goals you set, the organization of the session, and sequencing aid in determining the appropriateness of how and what is presented. Practice, feedback, rewards, and summarizing aid students in applying what was learned in the classroom. Randy believes that it is important to limit goals and objectives and teach what the audience can do the most with in the amount time that you have with them. Let visuals, handouts, and doing do the telling. When determining the best teaching method, consider the audience's perceived need for instruction, their motivation, and preparation. Also, consider your ability to utilize a specific method and the available facilities and equipment.

Michael Molenda, Associate Professor of Instructional Systems Technology at Indiana University, Bloomington spoke next. Mike has developed the ASSURE model for designing instruction sessions. The model is:

Analyze learners
State objectives
Select methods, media, materials
Utilize media and materials
Require learner participation
Evaluate and revise

These are the steps he follows when designing courses. Both speakers focused on learning styles. Depending on the type of learner, different methods of teaching are more effective than others. Mike also discussed different methods of teaching based on learning tasks. For example, if the learning task is understanding, then a demonstration, a tutorial, or a discussion are effective ways to insure understanding. Mike offered the following in summary:

Plan systematically: ASSURE learners you have done your homework. Use special measures to overcome inertia and resistance: - Keep it light - Keep it fast-paced with active participation - Emphasize the benefits - Provide options

> *"..."the basics" - attention, appropriateness, and application..."*

Following the presentations by the speakers, those attending the program discussed and shared instruction successes and ideas with 11 poster session presenters. The poster sessions focused on innovative and creative ways to teach library users. Topics of the sessions were varied and included such things as local training for remote users, managing large group instruction, evaluating library instruction, and Internet workshops.

Each speaker provided a list of references. Turn to page 14 to see the sources recommended by Randall Hensley, and page 25 to see Michael Molenda's readings. ■

Nominations Requested
for LIRT's 1996 Officers

LIRT is asking for your nominations for three offices. LIRT's by-Laws stipulate that nominees for office must be selected from different types of libraries on a rotating basis. The rotation for the 1996 election are as follows:

- Vice-President/President-Elect (School/Special Librarian)

- Secretary (Academic Librarian)

- Vice-Treasurer/Treasurer-Elect (Public Librarian)

Officers must be able to attend all ALA Midwinter and Annual Conferences for the duration of their commitments. The terms of these offices are:

Vice-President/President-Elect (One-year term as part of a three-year commitment to the Executive Board as Vice-President/President-Elect, President, and Past President)

Name of Nominee for Vice-President/President-Elect_____

Nominee's Institution:_____

Comments:_____

Secretary (One-year term)
Name of Nominee for Secretary:_____

Nominee's Institution:_____

Comments:_____

Vice-Treasurer/Treasurer-Elect (One-year term as part of a two-year commitment to the Executive Board as Vice-Treasurer/Treasurer-Elect and Treasurer)

Name of Nominee for Vice-Treasurer/Treasurer-Elect:_____

Nominee's Institution:_____

Comments:_____

Please return this form to:　　　Mary Popp, Chair, 1996 Elections Committee
　　　　　　　　　　　　　　　Electronic Resources and Services Department, Library E172
　　　　　　　　　　　　　　　Indiana University Bloomington, IN 47405
　　　　　　　　　　　　　　　Email: popp@ indiana.edu　　　　FAX: 812-855-1649

Library Instruction is Alive & Growing in Wisconsin

By Lisa J. Weikel

The past half a year in Wisconsin libraries has seen many innovative ideas and much dedicated work in the realm of library instruction. Wisconsin is blessed with two fine library and information science schools as well as an active state library association, Wisconsin Library Association (WLA), and an effective library service organization, Wisconsin InterLibrary Services (WILS). These groups all contribute in various manners to the goal of improving library instruction.

The University of Wisconsin - Madison School of Library and Information Studies offers a robust series of programs for professionals which often incorporate the theme of instruction. For instance, one of their most recent programs, "Training Staff to Use the Internet," was timely and useful to librarians puzzled as to how to train others in using this colossal tool. The two-day program covered Internet training issues, models, methods, skills, tools, and resources. For more information about specifics of the program, please contact Jane Pearlmutter at SLIS, 600 N. Park St., Madison, WI 54706; phone 608-262-6398; or jpearl@macc.wisc.edu.

The Wisconsin Library Association, with its many divisions and sections, is always a supporter of library instruction. This past spring, when the Wisconsin Association of Academic Librarians held their annual meeting, innovative library instruction techniques were highlighted by Cris Prucha and Karin Sandvik, who demonstrated a method used at University of Wisconsin - La Crosse which stresses the importance of active learning in library instruction. The format Cris and Karin use works well in their library and they generously allowed us to reprint for the *LIRT News* the process they use for instruction (see Instruction in the Academic Library , page 6).

Another section of WLA which has been active in addressing library instruction is the Documents Services Section. This past May they held their annual "Documents Day" for all depository librarians in the state. The theme for the morning section of the meeting was, "Training End Users." This session focused on the best techniques to train end users in the use of the Internet, government issued CD-ROMs, and other electronic resources received by depository libraries. Four separate presentations examined how to approach training individuals, training small groups of people, training large groups, and how to develop user guides to accompany training efforts. For more information about specifics presented at the program, please contact Loraine Adkins, State Historical Society Library, Documents Section, 816 State Street, Madison, WI 53706; phone 606-264-6525; or loraine. adkins@mail.admin.wisc.edu.

The University of Wisconsin - Milwaukee Golda Meir Library experienced a technological leap forward early this year when their new "Hands-on Instruction Lab" opened its doors. Located in the library, the lab includes 12 complete workstations, (with one also equipped with an "air mouse"!), which can access 33 of the library databases, as well as the Internet. The new lab provides the librarians a better opportunity to address the training needs of their users. For more information about the lab or the instruction programs offered, please contact Alberto Herrera, Head of Reference, UW-Milwaukee, P.O. Box 604, Milwaukee, WI 53202; phone 414-229-3925; aherrera@gml.lib.uwm.edu. ■

Lisa J. Weikel is Head of Access Services at the University of Wisconsin - Milwaukee. lweikel@csd.uwm.edu

Evaluating Library Instruction:

Sample Questions, Forms and Strategies for Practical use.

Research Committee, Library Instruction Round Table
Diana Shonrock, editor

Here is a simplified approach to evaluating your library instruction program, with a wealth of materials you can put to use in planning and creating evaluation instruments. It was prepared for all types of libraries by a unit of the American Library Association, the Library Instruction Round Table Research Committee, which analyzed questions and forms from hundreds of survey-type instruments nationwide to develop the most generally useful items for local use.

Libraries devote serious resources to user-instruction programs and need to measure their effectiveness with hard data. But with busy staff, evaluation has often been more preached than practiced. One problem has been finding the expertise to create a valid measurement instrument, one that will provide the answers you need. Another has been streamlining the process to allow for effective results in available time.

Under the editorship of its chair, Diana Shonrock, the Research Committee has addressed these problems with a "recipe" book to simplify both the essential planning process and the making of evaluation instruments. No other guide offers this level of plug-in assistance to get your evaluation program underway. No guide is more current in addressing the electronic aspects of modern library instruction.

Here in one expertly assembled guide, you will find:

■ Step-by-step advice on pre-survey planning
■ Strategies and survey questions for evaluating classwork, instructors, and instructional materials and equipment
■ Usable questions organized under fourteen areas, from "demographics/patron information" to "presentation/instructor"
■ Glossary, bibliography, and sample questionnaires
■ Sample attitude and measurement scales

This hard-working guide will save you time and help you gather the meaningful data you need to justify and improve your program.

Coordinator of the library's General Reference Section at Iowa State University/Ames, Diana Shonrock has more than twenty years' experience in library instruction. In addition to her leadership in LIRT, she is active in the Bibliographic Instruction Section of ALA's Association of College and Research Libraries.

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Member A-LIRT
Kudos to Peg Oettinger

by Sylvia Nicholas, Galther Health Sciences Library, Northwestern University

Margaret Anne Oettinger, best known as Peg to friends and colleagues, is a librarian who has an abundance of energy and enthusiasm to share. Peg leads an active lifestyle, both professionally and privately. On a professional level, she has proven her commitment to librarianship through her willingness to participate in many professional activities. Her commitment to society is also evident in her willingess to serve her community.

Peg has been an active member of ALA since 1987, joining LIRT in 1988. She has served the PR/Membership Committee from 1991- 95 and the Instructional Materials Task Force from 1991-95. Additional professional activities include participation in: ALCTS (1987-), ALSC (1994 -), LITA (1987 - 1990), YALSA (1987 -), and IFRT (1987 -). Peg is currently serving on the Library Service to Children with Special Needs Committee of ALSC. From 1970 - 1985, Peg worked as an elementary school Librarian serving 400 students in grades K- 6 at Oxhead Road Elementary. Weekly visits for grades K-3 included story telling, library instruction and book exchange. Grades 4 - 6 had open book exchange at all times and class visits for instruction and research as scheduled by teachers in conjunction with their curriculum.

Since 1985 Peg has worked as one of two high school Librarians at Centereach High, which teaches students in grades 9-12. Among her accomplishments, Peg supervised the transition to an automated library management system complete with retrospective conversion performed in-house with the aid of temporary clerical support. In her present position, typical duties include: library orientations for new students, instruction in using the online catalog, instruction in the use of the electronic databases and CD-ROMS, and general reference duties.

Peg has been involved in a number of extra curricular activities at Centereach High. She was the JV Softball coach from 1986-88; worked with the Field Hockey team as timer and scorer (1987 -), and Girls

Basketball scorer (1987 -); and has served as the Yearbook Advisor (1988-92).

Her energy is also evident in her involvement in her community. She is a member and past president of the Port Jefferson Fire Department Ladies Auxiliary (1961 -) and has served the Port Jefferson Volunteer Ambulance (1979 - 1983). Peg is a member of the Central Islip-Hauppauge Volunteer Ambulance (1981 -) and is currently the Chairman of the Board of Directors, having previously served as a board member and Second Assistant Chief.

Peg has been an Emergency Medicine Technician since 1980 and is a certified CPR instructor. During her years of EMS work, she has responded to more than 4,000 emergency calls and has done everything from delivering babies to handling multi-trauma injuries. In her spare time, she is an avid golfer and tennis player. She enjoys reading and listening to most types of music.

Peg has been an invaluable member of the PR/Membership Committee of the Library Instruction Round Table and will be missed now that her tenure with the committee is over. Rest assured, though gone from the PR/Membership Committee, and missed by her former committee members, she will be far from forgotten. Kudos Peg!

Sylvia Nicholas is a reference librarian at the Galter Health Sciences Library at Northwestern University in Chicago. ■

TECH TALK

Billie Peterson. Baylor University

Dear Tech Talk-

I've been asked to develop a series of World Wide Web pages for my library. I use the Web on a regular basis, and I've seen some poorly designed Web pages. I want to be sure that I design pages that are useful to people at my institution and provide a good impression of my institution to others. I know the pages have to be written in HTML, but beyond that I feel pretty clueless. Can you help?

—*Lost in a Web*

Dear Lost-

Anyone who has explored the World Wide Web has encountered pages that are dismal to read. The text may be too dense; too many images may clutter the page; pages may be too long; the choice of color for the background and text may impair readability; there may be no sense of organization; it may take too long to download images. Any combination of these features will provide sufficient reasons for people to avoid using a Web site, no matter how useful the information. Within this column, it's not possible to address all Web design issues. However, I can provide some tips and techniques to get you started designing attractive, well-organized Web pages.

Unless you are working at a relatively small institution, consider using a Web development team. There are several advantages to a team approach:

1. There are more people to develop ideas and share the work;
2. Using a team provides a practical way for more staff to learn new skills which can be incorporated into other activities;

3. A well-chosen team provides view points from a variety of perspectives so there is less chance that something important is left out.

Look at the web pages designed by other libraries by checking out the library sites that have been collected by Yahoo —

http://www.yahoo.com/Reference/Libraries/.

Web pages affiliated with all kinds of libraries (academic, public, school, and special) can be found at this site. Identify appealing ideas from different pages; make copies of the pages that are the most appealing; use your browser to save the source files for these pages. Next, consider the development of Web pages in much the same way that you develop a new instruction session. Clearly identify the following elements for the pages to be designed: 1. Audiences, both primary and secondary; 2. Audiences' needs; 3. Library's needs; 4. Goals and objectives.

A broad picture should emerge which can be used to develop a more defined outline of what individual pages will contain. Once the outline is developed, get it down on paper to see how the pieces fit together. If possible, draw a flow chart of the interconnections between the pages, using a method that can be easily changed as ideas develop. Use a word processor to create a mock-ups of each page. At this preliminary stage, keep in mind page length and the number of levels people may have to maneuver through before they find needed information. Most users don't want to wander through lengthy pages; nor do they like to move down 6 or 7 pages before they find needed information. Try to keep page lengths to about 2-3 screens and depths of no more than 4 or 5 levels.

Identify unifying features that will appear on each page associated with the site — logos, buttons, text, etc. Remember you have no control over how people might enter a Web site. Therefore, define mechanisms that will make it easy for

anyone to know where they are and how they can get to other parts of the site. Some methods to use are:
1. A logo or seal that uniquely identifies the site.
2. Home buttons that take users back to the library home page, the institution's home page, or both.
3. Previous and next buttons which move the user to the previous or next pages within that part of your site. (The backward and forward buttons associated with the browsers don't achieve this function.)
4. Other buttons that immediately connect to other valuable parts of the site, like a button for the online catalog.
5. A contact person with responsibility for the site.
6. A copyright statement.

Graphics can be used to make Web pages attractive and useful, but if carelessly used, graphics will work to the detriment of a Web site. When adding graphics to Web pages consider the following:

1. The larger and more complex the graphic, the longer it will take to download and the likelihood of user frustration increases. Consider using a major graphic only on the home page and a thumbnail graphic or smaller variation of the graphic on other pages.
2. Banners with a width of 472 pixels or less can usually be completely displayed by most browsers without readjusting the screen size.
3. A totally graphic-based site will be useless for text-only browsers unless you provide a "text-only" option.
4. Pages filled with many graphics, randomly arranged, are not only time-consuming to display, but appear cluttered and difficult to navigate.
5. At this time, a GIF graphic is more "browser friendly". All browsers with graphical interfaces should be able to display GIF files incorporated with the page. Some browsers can now display JPEG files, incorporated as part of the page, if a browser can't display an image as part of the page, it will attempt to launch the image using the appropriate software, and the image will display separately from the Web page.

Not all browsers are alike. Often, in defining the primary audience, you can identify a common

Web browser, and while designing, you can focus on HTML features that your primary audience will be able to see. However, you should make an attempt to examine your pages from different browsers. Have colleagues with different browsers, located at other institutions, look at your Web pages before you go "live". Your first responsibility is to your primary audience, but unless access to your Web site is completely blocked to outsiders, checking your pages from other browsers will allow you to develop "browser friendly" pages — pages that are attractive and readable regardless of the browser.

Last, a brief word about HTML, Hyper Text Markup Language. Almost anyone should be able to work with basic HTML with little or no difficulty. Standard word processing software is all that is required to create HTML documents which are saved as text only. Web browsers interpret "tags" which are usually enclosed in angle brackets (<>). For example, to center text, the tag <Center> appears before the text and the tag </Center> appears after the text. There are a number of publications (several are listed below) which can help you become familiar with HTML. However, once familiar with HTML, you may find it tedious to create Web pages. Listed below are some tips, which will reduce the tedium and save time:

1. Use an HTML editor. There are a number of shareware programs for Macintosh and Windows environments which make it much easier to create HTML documents —
   http://www.yahoo.com/ComputersWorld_Wide_Web/HTML_Editors/

   With these programs, after deciding how specific text is to be displayed, you select the text and a click of the mouse button is often all that is needed to insert the appropriate tags into the document for a particular action.
2. Copy the source file from sites with pages that closely represent the style you want, and modify the file to meet your needs.
3. Create an HTML template which represents the information which is to be contained on each Web page. Each time a new page is created, start with a copy of the template to ensure that uniformity is maintained.

TECH TALK

4. Create a "style sheet" which specifies when to use: specific heading sizes, font sizes and styles, typewriter text, bold text, italicized text, etc. Especially when several people are working on the Web site, this style sheet helps maintain uniformity among the pages.

Last but not least, when your site is ready for the world, be sure to request that it be added to the Yahoo list of library sites so that people from throughout the world will explore it.

For More Information—

December, John and Neil Randall. *The World Wide Web Unleashed.* Indianapolis, IN: SAMS Publishing, 1995.

Lemay, Laura. *Teach Yourself Web Publishing With HTML.* Indianapolis, IN: SAMS Publishing, 1995.

Lynch, Patrick J. "Publishing on the World Wide Web: Organization and Design". *Syllabus,* 8 (June 1995):24-25.

Lynch, Patrick J. *Yale C/AIM WWW Style Manual* http:// info.med.yale.edu/caim/ StyleManual_Top.HTML

Powell, James. "Spinning the World-Wide Web: An HTML Primer. " *Database,* 18 (February/ March 1995):54-59.

HTML Editors
http://www.yahoo.com/Computers/World_Wide_Web/ HTML_Editors/

HTML Guides and Tutorials
http://www.yahoo.com/Computers/World_Wide_Web/ HTML/Guides_and_Tutorials/

HTML Validation Checkers
(These will check for errors in HTML code.)
http://www.hal.com/~markg/WebTechs/ validation-form.html
http://www.unipress.com/weblint/ Library Web Pages
http://www.yahoo.com/Reference/Libraries/

As always, send questions and comments to:

Snail Mail:	Tech Talk
	Billie Peterson
	Moody Memorial Library
	P. O. Box 97143
	Waco, TX 76798-7143
Phone:	Voice: (817) 755-2344
	FAX: (817) 752-5332
INTERNET:	E-Mail: petersonb@baylor.edu

Favorite Resources from Randy Hensley

Presenter, *Class Act: Producing and Presenting Library Instruction*

Branch, Katherine and Carolyn Dusenbury, eds. *Sourcebook for Bibliographic Instruction.* Chicago: ALA, Association of College and Research Libraries, Bibliographic Instruction Section, 1993.

Hahner, Jeffrey C., Martin Sokoloff, and Sandra I. Salisch. *Speaking Clearly: Improving Voice and Diction.* 4th ed. New York: McGraw-Hill, 1993.

Hoff, Ron. *I Can See You Naked.* Kansas City, MO: Andrews & McMeel, 1992.

Kurtz, Patricia L. *The Global Speaker: An English Speaker's Guide to Making Presentations Around the World.* New York: AMACOM, 1995.

MacDonald, Linda Brew, and Mara Saule, et al. *Teaching Technologies in Libraries: A Practical Guide.* Boston: G.K. Hall, 1991.

Roberts, Anne F. and Susan G. Blandy. *Library Instruction for Librarians.* 2nd rev. ed. Englewood, CO: Libraries Unlimited, 1989. ■

The beginning of a new season and, for some of us, the start of a new school year, brings a chance to think again about our roles and our tasks. Use one of these articles to focus your thoughts.

McClure, Charles R. "Public Access to the Information Superhighway through the Nation's Libraries." *Public Libraries* 34 (Mar. 1, 1995): 80-84.

More a call to action than a discussion about instruction, this article describes the new role the public library must play in introducing the general public to Internet resources. McClure proposes that public libraries make sure not only that all citizens have access to the Internet but that they acquire the information literacy skills necessary to use it to find information.

Pitts, Judy M. (edited by Joy H. McGregor and Barbara K. Stripling). "Mental Models of Information: The 1993-94 AASL/Highsmith Research Award Study." *School Library Media Quarterly* 23 (1995): 177-84.

Stripling, Barbara K. "Learning-Centered Libraries: Implications from Research." *School Library Media Quarterly* 23 (1995): 163-70.

These two papers describe the research of the late Judy M. Pitts which shows that library instructional programs need to be based on how students learn. Stripling looks at the implications of this research for the ways teachers and librarians assist students in their

research: 1) instruction in information seeking must be integrated with subject matter content; 2) the mental models of both teacher and librarian must converge; 3) students need a framework to help them focus on the research question; and 4) new learning must build on prior learning.

Weingand, Darlene E. "Preparing for the New Millennium: The Case for Using Marketing Strategies." *Library Trends* 43 (1995): 295-317.

An easily understandable overview of marketing strategies and of how such strategies can be used to plan client-focused library services. Everyone who plans instructional programs can benefit from reviewing these concepts and applying them on a smaller scale to instructional services.

Willis, Elizabeth I. and Diane J. Turner. "Stream-lining Library Instruction: The Auraria Experience." *Research Strategies* 13 (1995): 107-115.

Librarians at the Auraria Libraries have dropped their traditional classroom-based instruction program for lower level undergraduates and have focused instead on a self-directed Library Basics program. Academic librarians who are feeling burned out may want to read about the reasons for the change, ponder the components of the self-directed program (audio tour, handbook, worksheets, quizzes, printed guides, and on-line catalog demonstrations), and review the authors' concerns. New ideas and new ways of thinking are essential to our effectiveness. What better time than NOW to consider the benefits of change. ∎

LIRT News is on the World Wide Web

Point your browser at:
http://nervm.nerdc.ufl.edu:80/~hsswww/lirt/lirt.html
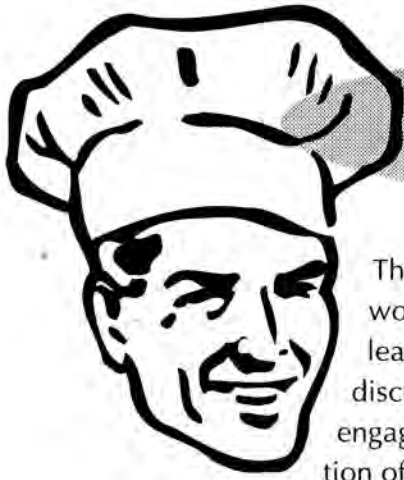
Active Learning Recipes Needed!

The Teaching Methods Committee of ACRL's Instruction Section is beginning work on a second edition of our "active learning cookbook." What is "active learning?" Active learning is a combination of teaching techniques (small group discussions, hands-on projects, role playing and teacher questioning) that actively engages students in the learning process. We want the cookbook to be a compilation of your experiences, and a way of sharing successes (and trials) in incorporating active learning in library instruction. We hope to inspire those who have yet to try out active learning or have had a less-than-successful experience in the past.

To do this *We Need Your Help!*

We need your recipes for incorporating active learning into library and/or information sessions. Send us your ideas, materials, or syllabi! We know you are out there using active learning. It is time to share. Please submit anything you have successfully used in a class, from a tried-and-true highly refined syllabus to a little note on an active diversion incorporated in an otherwise not-so-active megaclass. We want it all. Now!

So gather up all the active learning examples you have. You may submit material on floppy disk and/or hardcopy (the better the hardcopy, the happier we will be.) Snail mail us today! You may also e-mail submissions to the address below.

We are planning to make this cookbook available to all instruction librarians as a publication. Prior to publication, you will be contacted later for permission to publish your contributions. We can't promise you fame and fortune, but we will give you full credit, and of course, the gratitude from others in the library instruction trenches.

YOUR NAME _____

YOUR ADDRESS _____

YOUR PHONE NUMBER _____

YOUR EMAIL ADDRESS _____

Class/course this active learning was used with _____

Number of students in said session _____

Time required _____

Title of activity (please attach full description on additional sheet(s)) _____

_____

Additional notes on goals/objectives and presentation format _____

_____

Send to: Gail Gradowski, Orradre Library, Santa Clara University
           Santa Clara, California 95053
           ggradowski@scuacc.scu.edu

Annual Report   *continued from page 1...*

The 1995 Conference Program, *Class Act: Producing and Presenting Library Instruction*, took place on Sunday, June 25 from 9:30 a.m. until 12:30 p.m. Over 400 people were in attendance. Thanks to Carolyn Walters and the 1995 Conference Committee for a super job in putting the program together.

Jeniece Guy, who has been our LIRT liaison from ALA is no longer with us. She has been transferred into another position. Jeniece has spent many years supporting LIRT and has been dedicated to providing LIRT with excellent support. Please let her know how much you as a LIRT member appreciate her efforts and accomplishments on behalf of LIRT.

Budget:
LIRT has a $3,000 deficit and needs to be cut by $5,000. Because of the deficit, the PR/Membership Committee did not give out t-shirts to people who worked in the booth. We appreciated the volunteers who worked the booth without any compensation. Also proposed is to reduce the amount spent on equipment used in the booth because this becomes very expensive, especially in New York. In addition, it's been proposed that complimentary meals for speakers be replaced with a gift certificate to the ALA bookstore.

Committee Chairs:
It was decided that we will no longer use the phrase "new chair orientation" since many chairpersons are returning. The new phrase will be "committee chair update". This meeting was traditionally held from 12:00 to 12:30 p.m. on Saturdays at the ALA Annual Conference, and will now be held on Saturdays from 9:00 to 9:30 a.m.

Election Procedures:
A new officer rotation was proposed by the Organization and Bylaws Committee who will be refining their ideas: 1) two new categories of membership: Academic/Special and School/Public; 2) Vice-President/President-Elect be rotated every other year and the Assistant Treasurer/Treasurer-Elect rotate as well, opposite of the Vice President/President-Elect.

Archives:
A copy of all minutes of LIRT meetings must be sent to the LIRT Archivists, Lynn Randall. She cannot do her job if people do not send her the minutes. Lynn has been a long and faithful member of LIRT and has worked hard as the Archivist. Please make her job easier by sending minutes of your LIRT meetings.

Newsletter:
The chairmanship and editorship of the newsletter will be turned over to John Spencer at the end of the ALA Conference. Please make an effort to send him your news and reports so he can meet the ALA deadlines. The deadline for items to be submitted to John for the September newsletter is July 15.

Long-Range Planning:
A Bibliographic Instruction Environmental Scan is being developed and will be conducted in the (near?) future. Members are needed to serve on this committee. Thelma Tate will be the chairperson.

Database Manager:
Billie [Peterson] maintains the LIRT membership lists. To contact the database send an electronic message to the following address: MAILSERV @ Baylor.DDU, LIRT-L, [your name].

Ideas for Consideration:
The ACRL Instruction Section will be holding its 20th Anniversary in 1997 and it may be possible for LIRT to join in this celebration. Contact Mary Popp if you have opinions on this matter or suggestions to offer. Her email is popp@indiana.edu.

There is some interest in holding a LIRT retreat at the 1997 ALA Midwinter Conference at George Washington University in Washington, D.C. Let the LIRT officers know if you are interested in a retreat in 1997. ■

For a list of this year's LIRT Officers, see pages 3-4 of this newsletter.

Computer Applications Committee

Teresa Ashley, Chair, Austin Community College
tashley@austin.cc.tx.us

Members present: T. Ashley, R. Ashley, M. Porys, C. Niemeyer, W. Orme, S. Westman.

Summary of Discussion and Action: The committee completed literature searches and identified 200 web sites for library instruction. After reviewing the literature citations, the committee decided that the distance education/learning focus was not yielding enough material on computer use in library instruction. The web sites, on the other hand, may prove to be more interesting. The decision was to re-focus the bibliography on the Internet as a tool for library instruction and to investigate the 200 sites for usefulness. By December 1995, the committee will have visited the sites and summarized features. Committee will continue to search for articles on the new topic.

Continuing Education Committee

Jody Bales Foote, Chair, Southern Illinois University
jfoote@lib.siu.edu

Members present: Marilee Birchfield, Gail Egbers, Jody Foote, Lorna Lueck, Phil Powell. Guest: Elizabeth Lorenzen.

Summary of Discussion and Action: LIRT's Top Twenty for 1994, compiled by the Continuing Education Committee, appeared in the June 1995 issue of *LIRT News*. "Library Instruction Round Table's Top Twenty Bibliographies on Library Instruction from 1985-1993" is now available as ERIC Document #375854. The Committee agreed to submit the 1994 Top Twenty Bibliography to ERIC. Jody Foote will obtain ALA's authorization and send it to ERIC. The Committee also discussed the possibility of compiling a list of outstanding books on bibliographic instruction for inclusion in LIRT News. Lorna Lueck was selected chair of the Continuing Education Committee for 1995-96.

Elections Committee

Chuck Dintrone, Chair, San Diego State University
dintrone@mail.sdsu.edu

Members present: Randy Call, Chuck Dintrone, Emily Okada, Mary Popp.

Summary of Discussion and Action: Minutes of Midwinter meeting approved. Election results and tally were announced. Mary Popp will be chair of 1996 committee. Progress was made over the year on consolidating and updating the list of officers and chairs. Additional information has been given to Billie Peterson to update. Chuck's idea of having two basic lists - one listing the names, the offices, and the type of libraries; and one giving addresses and phone numbers, etc. - was approved. Mary will follow up. Emily brought up some concerns of the Organization and Bylaws Committee regarding the change in the officer rotation. Mary agreed to come up with some wording and the rationale for the change.

Liaison Committee

Gale Burrow, Chair, Claremont Colleges
gburrow@rocky.claremont.edu

Members present: Gale Burrow, Michael Poma, Jennalyn Tellman, Cab Vinton, Helga Visscher.

Summary of Discussion and Action: After assigning meetings and programs for committee members to report on, we discussed the need to increase the size of the committee as well as the need to involve more LIRT members attending conferences in reporting on the instruction-related meetings and programs they attend.

Long Range Planning Committee

Rebecca Jackson, Chair, George Washington University rjackson@gwis2.circ.gwu.edu

Members present: Rebecca Jackson, Thelma Tate, Chuck Dintrone.

Summary of Discussion and Action: We went over the Planning and Goal Evaluative Forms we received and compared the activities on them to the LIRT goals and objectives. These will be compiled and sent to the new LIRT President and the Financial Planning Task Force.

Newsletter Committee

*Judy Clarence, Chair, Califorrnia State University,
Hayward jclarenc@csuhayward.edu*

Members Present: Les Canterbury, Judy Clarence, Jana
Edwards, and John Spencer.

Summary of Discussion and Action: The committee
discussed what is generally included in each newsletter,
after an outline for each issue was distributed by Judy
Clarence. It was decided that newsletter committee
members will be asked to take responsibility for
following up with certain regular features in the
newsletter, such as the features on academic, special
and public libraries, in order to assure that someone is
writing articles in these areas. The new editor, John
Spencer, will be following up on those assignments
after the conference. In that the first issue has such a
short deadline, it may not be possible to link members
with their assignments for the September issue.

1996 Elections Committee

*Mary Pagliero Popp, Chair, Indiana University
popp@indiana.edu*

Summary of Discussion and Action: The major charge
to the 1996 LIRT Elections Committee is development
of a slate of officers for election in 1996. The Vice-
President/President-Elect should represent a school or
special library; the Secretary should represent an
academic library; and the Vice-Treasurer/Treasurer-
Elect should be a public librarian.

To broaden the pool of candidates, the committee will
publish a nomination form in the September *LIRT
News*. The committee will also publish an article in the
December *LIRT News* to encourage LIRT members to
run for ALA Council. The article will explain the
procedures for at-large candidacy. Several housekeep-
ing issues were discussed, including development of
better forms for candidates, an Election Committee
procedures manual, and assisting the Organization and
Bylaws Committee in drafting a Bylaws proposalto
change election policies for member vote in March
1996.

Organization & Bylaws Committee

*Emily Okada, Chair, Indiana University
okada@indiana.edu*

Members Present: Alison Armstrong, Marilyn Barr,
Carol Penka, Emily Okada.

Visitors: Denise Dwyer, Donna Kanapes.

Summary of Discussion & Action: The Organization
and Bylaws Committee planned activities focused on
"organization" and on getting information about policy
and procedure to committee chairs. Two projects have
to do with revising and refining the LIRT Manual: 1)
Ask 1994-95 committee chairs for suggestions for
changes, additions, deletions to the manual, synthesize
the input and implement revisions. 2) Review organi-
zation and content of manual, sample forms and letters
and procedures, make changes and revisions deemed
necessary by the committee.

The committee will also prepare a "Welcome Aboard"
letter/flier to be sent to all Steering Committee mem-
bers. This will be something like an FAQ to provide
basic information on Steering Committee members
responsibilities, LIRT administrative procedures, etc.

In addition, the committe will take over responsibility
for planning and presenting what has been called in the
past "New Chair Orientation" held at annual confer-
ence in conjunction with the All-Committee meeting.

Recommendations to the Steering Committee: Please
respond to request for suggestions for improving
manual.

Recommendations to the Executive Board: Please
respond to request for suggestions for improving the
Manual.

Chair for 1995-96: Charlotte Files. Committee for
1995-96 will include: Marilyn Barr, Carol Penka,
Alison Armstrong, Emily Okada. All serving a 2-year
term 1995-97.

Recommendation: Be sure to appoint at least 2 new
members for terms starting after Annual in 1996-98, in
addition to past-president, to ensure continuity.

Professional Association Networking

*James Walther, Co-Chair, Mead Data Central
jwalther@reach.com; Maggie Zarnosky, Co-Chair,
Virginia Tech University Library bruin@vt.edu*

Members present: Lisa Weikel, Linda Moroi, James
Walther, Maggie Zornosky. Guest: Stephen Sanders.

Summary of Discussion and Action: Discussed ALA
structure draft proposal and its implications. Discussed
draft *LIRT News* article prepared by Lisa Weikel for
association activities in Wisconsin. Developed list of
topics to target in future contacts with state organiza-
tions.

Public Relations/Membership Committee

Carole Hinshaw, Chair, University of Central Florida
chinshaw@pegasus.cc.ucf.edu

Members present: Marcia Boosinger, Laura Bottoms, Linda Chopra, Andy Corrigan, Linda Goff, Marie Hayden, Lydia Morrow, Sylvia Nicholas, Peg Oettinger, Barabara Pilvin, Cecilia Stafford.

Summary of Discussion and Action: Sylvia Nicholas was appointed chair of this committee for 1995-1996. Current membership in LIRT is 1,123 (March 31, 1995). The membership was 1,161 the previous year. This is a drop of 3.273% according to ALA. Six Bites with LIRT were scheduled during the conference. The restaurants included J. Randolph's Mama Mia Pasta, and Bangkok Cafe. Attendance varied drastically at the luncheons. The undesirable location of the LIRT booth may have contributed to the low turnout.

The committee was particularly disturbed by the location of the LIRT booth. The booth, together with approximately 10 other round tables were located outside the exhibit hall. Due to the hidden location, there was very little traffic around the booths. An important task for the coming year is to relocate the booth to the exhibit hall.

CHICAGO
JUNE 22-29, 1995

Marie Hayden will contact restaurants for "Bites with LIRT" in San Antonio. There will be three luncheons during Midwinter 1996. Other duties were assigned to committee members before the end of the meeting. Since all other business was concluded, it was decided to cancel the meeting on June 26, 1995.

Recommendations to the Steering Committee and Executive Board: Contact Margaret Myers or any other appropriate ALA official. Ask, beg, plead to return the booth to the exhibit hall in 1996.

Publications Committee

Stephen D. Fitt, Chair, University of Nevada, Las Vegas
fitt@nevada.edu

Present: Steve Fitt, Rebecca Gardiner

Summary of Discussion and Action: The Committee discussed the "Publishing Opportunties in Non-library Publications" project. Commitments were made to complete the project prior to Midwinter 1996.

Research Committee

Diana Shonrock, Chair, Iowa State University
shonrock@iastate.edu

Summary of Discussion and Action:The Research Committee of LIRT met on Saturday morning to discuss the final revisions for the evaluation form which will be included in the book when it is published this fall. The book which will be titled *Evaluating Library Instruction: Sample Questions, Forms, and Strategies for Practical Use* will be available in October or November from ALA Editions and will cost $32.00 or $28.50 for ALA Member libraries.

The committee also finalized plans for their poster session at the LIRT program on Sunday, June 25th and accepted the recommendation of the chair to appoint Sherry DeDecker from the University of California - Santa Barbara as the new chair for 1995-96. Plans for future committee projects were discussed and it was decided the committee would use information from the return of the evaluation forms for the book as one project for the future. Discussion was also held concerning the need for additional new members for the committee. Requests for volunteer forms can be send to LIRT Vice-Chair, Kari Lucas. ∎

5-Yr. Financial Planning Task Force

Emily Bergman, Chair bm.gab@rlg.stanford.edu Members present: Emily Bergman, Tobeylynn Birch, Tim Grimes, Trish Ridgeway

Summary of Discussion and Action: The meeting needs to be extended from 1 hour to 2 hours. Assignments were given to all committee members in preparation for creating a basic 5 year budget. A list was created of various expenditures and projects that can be developed, such as publications, surveys, technology use at the program and booth, celebrations, membership brochures, etc.

Instructional Materials Task Force

Carol Bates Penka, Co-Chair c-penka@uiuc.edu Mary Popp, Co-Chair, Indiana University popp@indiana.edu

Summary of Discussion and Action: The Task Force met for a final time at the Annual Conference in

Chicago. Communication is in progress with ALA Publishing about the book on printed instructional materials. Committee members will serve as an editorial board as work on publishing the manuscript is completed. Carol Penka will serve as liaison to the LIRT Steering Committee and Executive Board.

Recruitment Task Force

Tobeylynn Birch, Chair csppabir@class.org

Members present: Tobeylynn Birch, Marilyn Barr, Emily Bergman, Marsha Korbkin.

Summary of Discussion and Action: The task force finalized recommendations for the Executive Board. The members all agreed that the task force had completed its charge (as soon as a final report is delivered to the Executive Board) and would recommend that the task force be discharged. ■

Top Twenty Bibliographies Added to ERIC

The following abstract for the Top Twenty Bibliographies was added to the ERIC database earlier this year, thanks to the efforts of the Continuing Education Committee of LIRT.

AN: ED375854 TI:
Top Twenty Bibliographies Compiled by the Continuing Education Committee of the Library Instruction Round Table of the American Library Association. CS: American Library Association, Chicago, IL. Library Instruction Round Table. PY: 1993 NT: 39 p. PR: EDRS Price - MF01/PC02 Plus Postage AB: Each year the Continuing Education Committee of the Library Instruction Round Table of the American Library Association selects the top 20 journal articles and publications for the previous year. This collection presents these bibliographies for nine years from 1985 to 1993. Each

bibliography is annotated and offers a sampling of the 20 best or most informative publications relating to library instruction or library user education for the previous year. Publications represent instruction in academic, public, school, and special libraries. Topics of the selected publications include the following areas: instructional methods and design; learning theory; application of technology to library instruction; user behavior; training of library professionals; and the evaluation of bibliographic instruction librarians and programs. An author index is provided. (The combined bibliographies contain 180 items.) (JLB)

Non-LIRT Meetings Related to Library Instruction
1995 ALA Annual Conference, Chicago, Illinois

This report has been prepared by the LIRT Liaison Committee. It is based on abstracts contributed by members of the committee and by other LIRT members. Its purpose is to provide a means of disseminating information about non-LIRT meetings related to library instruction to the general LIRT membership. For additional information about a particular meeting, please contact the person listed at the end of the abstract. (Gale Burrow, Chair, ALA LIRT Liaison Committee)

ACRL EBSS Program: Distance Education in the 21st Century: Removing the Campus Walls
Monday, June 26, 9:00-11:00 a.m.
Kay Womack, Chair
(reported by Cab Vinton, d2lbvin@fra00.fsu.umd.edu, 301-687-4425)

The two presenters, Steven Schomberg (Director of Continuing Education and Public Svcs, Univ. of IL-Urbana Champaign) and Sharon Edge (Head, Document Access & Delivery Svcs, Ekstrom Library, Univ. of Louisville), described the distance learning programs at their respective campuses and evaluated the current state of distance learning technology and services. They also provided a glimpse at what the future may hold and the implications for library services.

ALPSS Library Instruction Committee
Sunday, June 25, 2-5:30 p.m.
Sally Willson Weimer, Convener for Laura Bartolo, Chair
(reported by Jennalyn Tellman, 520-621-6418, Jennalyn@library.arizona.edu)

LPSS will change their committee meeting time to have their all committee meetings on Saturday morning. They will have a discussion group during the midwinter meeting on Saturday afternoon from 4:30-5:30, assuming no scheduling problems. The discussion will be on the topic of integrating teaching resources into instruction courses in political science and law.

Members discussed various options for publishing their "Core Law Collection Bibliography", prepared for a pre-conference which never took place. Possibilities considered were LOEX and ERIC.

The committee will produce a pathfinder to accompany the summer ALA program, covering Web and Internet sites that relate to the 1996 campaign.

ACRL IS Instruction for Diverse Populations Committee
Sunday, June 25, 9:30-11:00 a.m.
Marta Davis, Convener, for Kwasi Sarkadie-Mensah, Chair
(reported by Jennalyn Tellman, 520-621-6418, Jennalyn@library.arizona.edu)

The committee discussed their Glossary of Selected Library Terms for Diverse Populations." This glossary has approximately fifty terms. They hope to eventually have it available in seven languages and to have it translated by librarians who are native speakers. They would use the annual article in a fall issue of the *Chronicle of Higher Education* on the numbers of foreign students in American universities to determine the languages.

Publishing possibilities discussed included offering this glossary to ACRL as a publication or asking ALA graphics to think of marketing it as a disc so that people could manipulate it as needed.

ACRL IS Communications Committee
Saturday, June 24, 2-4:00 p.m.
Trudi Jacobson, Chair
(reported by Carol Hinshaw, chinshaw@pegasus.cc.ucf.edu, and Les Canterbury, lilcante@ultrix.uor.edu)

The chair for 1995-96 is Mary Jane Petrowski. Discussions centered around the section's name change from BIS (Bibliographic Instruction Section) to IS (Instruction Section) and the effects on literature, stationary and other materials where the section's name is displayed.

Additional discussions involved the new electronic resources available on the Internet. Trudi Jacobson distributed a handout on the purposes and proposed structure of the IS Gopher and asked for corrections or suggestions. She reported two possible problems with placing the newsletter online: the information may be proprietary, and not all section members have Gopher access. Discussion followed on whether a Gopher site, or World

Wide Web site should developed. Esther Grassian reported that ALA was looking at a new Web-server and migrating away from the current Gopher site at the University of Illinois - Chicago.

Trudi reported that Advisory discussed the newsletter, made suggestions, and raised several questions. Steve Fitt, Newsletter Editor, reported that he had more information than could fit in the newsletter. He reported that some sections had corporate support for newsletter production. Trudi reported that a new newsletter editor should be chosen at Midwinter 1996 in order to work with Steve before taking over for the Fall 1996 issue. Liz Cooksey will write the position announcement. A change in title for the newsletter was discussed.

Trudi reported on a name change implementation task force, and asked for input to be taken to Advisory. Steve suggested that the section have a logo and proposed a contest.

ACRL IS Evaluation of BI Handbook Task Force
Sunday, June 25, 9:30-11:00 a.m. Valerie Feinman, Chair
(reported by Carol Hinshaw, chinshaw@pegasus.cc.ucf.edu)

This committee is continuing the process of publishing a new edition of the *Library Instruction Evaluation Handbook,* which is now out of print. Chapters are being written by different authors. In order to facilitate the editing and publishing process, committee members will be assigned an author to encourage prompt completion. A September deadline for completion of the chapters was set. The proposed

target date for final editing is February, 1996. At that time the book will be sent to ALA for publishing.

At Midwinter Meeting, 1996, plans will be made for advertising the book. Valerie Feinman will write procedures for committee members and will consult with Katherine Branch on procedural matters and clarification of roles of the committee. Sharon Mader (editorial consultant, IS Executive Committee) was present to provide guidance.

ACRL IS Teaching Methods Committee
Monday, June 26, 9:30 a.m.-12:30 p.m. Loanne Snavely, Chair
(reported by Gail Gradowski, ggradowski@scuacc.scu.edu, 408-554-5438)

The first 90 minutes was dedicated to a brainstorming session on the topic of "Designing the Effective Assignment." The rest of the time was used for the business meeting. After the usual announcements, the committee discussed the brainstorming session. It was decided that although the turnout was less than at Midwinter, that was essentially due to the many programs taking place at the same time, and the brainstorming sessions should definitely be continued. The topic for the next one, at Midwinter, San Antonio, will be "Teaching in the Electronic Classroom." The discussion then moved to the active learning "cookbook" project. At the time of this meeting, the Executive committee had not commented formally on the sourcebook/cookbook, but, informally, the response was favorable, and the committee expects to continue on schedule. Between annual and Midwinter, electronic and print ads

will go out and materials will be collected. Minor changes were made to the ads. It was agreed that the less formal a format is requested, the more likely a larger number of people will respond. A method for distributing the collected material among committee members was discussed, but will be dependent on the amount collected as well as the formats of the material submitted.

ACRL EBSS Bibliographic Instruction for Educators
Sunday, June 25, 9:30 a.m.-12:30 p.m. Chair: Prue Stelling
(reported by Helga Visscher, hvissche@ualvm.ua.edu, 205-348-6055)

The final draft copy of *Teaching Information Retrieval and Evaluation Skills to Education Practitioners: A Casebook* was presented to the committee. Former committee chairs Pat Libutti and Bonnie Gratch edited the casebook. The EBSS Publications Committee approved the document, pending final editing. Many thanks to Pat and Bonnie for all their hard work in editing and finishing the casebook. It should be available in the fall 1995 ALA list of publications. This casebook applies the skills mentioned in *Information Retrieval and Evaluation Skills for Education Students* (ED351038) and reports how librarians have used them in real instructional situations.

The committee discussed future plans and projects: evaluation skills, WWW homepages, teaching teachers information skills, and cooperating with other EBSS committees. No consensus was reached, but committee members will be in touch via email to consider options for the midwinter meeting.

Non-LIRT Meetings

ACRL IS Education for Bibliographic Instruction Committee

Saturday, June 24, 2:00-4:00 p.m.
Betsey Park, Chair
(reported by Lorna Peterson,
lislorna@ubvms.cc.buffalo.edu,
716-645-6473)

Since BIS is now the Instruction Section, EBI will change its name but has not yet decided the new name.

Discussion focused on developing a packet of information to send to library schools for adding bibliographic instruction as a course offering. The committee also discussed a program idea on teaching library instruction in library schools for the annual ALISE (Association of Library and Information Science Educators) meeting Jan 16-19, 1996, San Antonio.

ALA User Instruction for Information Literacy Committee

Monday, June 26, 9:30-11:00 a.m.
Charles Townley, Chair
(reported by Michael Poma,
mapoma@creighton.edu,
402-280-2298)

The committee is currently in the process of reviewing its charge "to review and coordinate activities regarding instruction, to submit reports, to review and coordinate, on a continuing basis, activities within ALA regarding instruction for users in acquiring, organizing, and using information; to submit formal annual written reports to the ALA membership and Council highlighting the committee and ALA units and committee activities on a regular basis; to promote research related to information literacy for access to information; and to encourage association-wide conference programming inviting the cooperation of all ALA units and committees concerned with user instruction for information literacy." Committee members brought forward the following questions and concerns: Does this group have a unique role for programming? Should this committee really exist? Are other groups, such as ACRL IS and LIRT, already accomplishing these goals? How can, or should, the committee promote research? In addition, the need was felt for the committee to be composed, at least in part, of members from other instruction-related committees. The meeting ended with committee members requesting that chairs and members of other instruction-related groups, such as ACRL IS, LIRT, PLA, and others, be invited to attend their Midwinter meeting to participate in this discussion.

ACRL IS Management of BI Services Committee

Saturday, June 24, 2-4 p.m.
Scott Mandernack, Chair
(reported by Rebecca Jackson,
rjackson@gwis2.circ.gwu.edu,
202-994-6049)

1) Bright Ideas discussion: This Committee has been sponsoring a Bright Ideas in BI Management campaign for the past few years. This year's topic was Evaluation of bibliographic instruction programs and librarians. At Annual the first part of the Committee meeting is a discussion of the submissions and of the topic itself. Diane Shonrock attended to discuss LIRT's upcoming book. Problems with doing peer evaluations was also discussed.

2) Literature survey on BI management: Rebecca Jackson has completed what she hopes is the final draft of the literature survey. It will now be presented to the IS Executive Committee for possible submission to C&RL News.

3) LAMA Institute on BI management issues: The Committee is proposing an institute to LAMA on the management issues for people who are BI managers and also for people who supervise people who are BI managers.

ACRL IS Guidelines for BI Open Hearing

Sunday, June 25, 8:00-9:00 a.m.
Beth Woodward, Chair of Guidelines for BI Task Force
(reported by Gale Burrow,
gburrow@rocky.claremont.edu,
909-607-3987)

Discussion focused on revision of the "Guidelines for Instruction Programs in Academic Libraries" which provide a framework for developing, evaluating, and ultimately institutionalizing instructional programs and services in college and research libraries. The proposed revision has four sections: Program Design, Human Resources, Support, and Assessment. A draft of the guidelines will be published in ACRL News, December 1995. Midwinter 1996 discussion will be based on the published draft.

more on next page...

> ### *Volunteer* to serve on a LIRT committee! See details on pages 26-27.

Non-LIRT Meetings

ACRL IS Program: Measuring Up! Improving Instruction Through Evaluation
Sunday, June 25, 2:00-5:00 p.m.
(reported by Gale Burrow, gburrow@rocky.claremont.edu, 909-607-3987)

The program opened with the presentation of the Miriam Dudley Bibliographic Instruction Librarian Award to Lizabeth (Betsy) Wilson, University of Washington.

The featured speaker was Dr. Georgine Loacker who directs the Council on Student Assessment at Alverno College. Her presentation was followed by several breakout sessions which were actually mini-workshops. Participants could choose three to attend. The breakout sessions were "Using Surveys," Mignon Adams, Philadelphia College of Pharmacy and Science; "Evaluating Teaching for Teacher Improvement," Trish Ridgeway, Handley Regional Library, Winchester, VA; "Developing a Performance-Based Evaluation for Instruction," Judith Arnold, Western Michigan University; "Achieving Information Literacy Outcomes: The Triage Process and Collaborative Course Design," Kyzyl Fenno-Smith and Debra Gilchrist, Pierce College, Tacoma, WA; "Leadership in Action: Influencing Outcomes and Using Assessment to Improve Instructional Services," Bonnie Gratch, St. Mary's College of California; "Comparing Modes of Instruction: Selection Evaluation Methodology." Joan Kaplowitz, UCLA Biomedical Library;"A Longitudinal Study of a Bibliographic Instruction Program: An Experience in Assessment and Accountability," Susan K. Henthorn, Berea College, and Molly Royse, Kansas State University; "Concept Mapping as an Evaluation Tool," Bonnie Osif, Penn State University; Evaluation in a No-Growth Environment: Utilizing on Campus Resources in Designing your Bibliographic Instruction Program," Amy Parenteau, Alverno College. ■

Recommended Reading from Mike Molenda

Presenter, *Class Act: Producing and Presenting Library Instruction*

Planning Instruction:

Heinich, Robert, Michael Molenda, and James D. Russell. *Instructional Media and the New Technologies of Instruction*. 4th ed. New York: Macmillan, 1993. (5th ed. available 10/15/95)

Jolles, Robert L. *How to Run Seminars and Workshops: Presentation Skills for Consultants, Trainers, and Teachers*. New York: John Wiley & Sons, 1993.

Bourner, Tom, Vivien Martin, and Phil Race. *Workshops That Work: 100 Ideas to Make Your Training Events More Effective*. New York: McGraw-Hill, 1993.

Learning Styles:

Butler, Kathleen A. *Learning and Teaching Style: In Theory and Practice*. 2nd ed. Columbia, CT. The Learner's Dimension, 1987.

Coping with Resistance:

Kaeter, Margaret. "Coping with Resistant Trainees." *Training*. May 1994: 110-114.

Thiagarajan, Sivasailam. "Participants from Hell: Checklists for Handling Disruptive Behaviors in Meetings." *Performance and Instruction*. August 1993: 25-28.

Slick Ideas for Opening and Closing Workshops:

Hart, Lois B. *Saying Hello*. 2nd ed. King of Prussia, PA: Organization Design and Development, 1989.

Hart, Lois B. *Saying Goodbye*. 2nd ed. King of Prussia, PA: Organization Design and Development, 1989. ■

Spin a Web page!
Billie tells you how, page 12.

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 Sylvia Nicholas, telephone: (312) 503-8109, or see address on 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:

Sylvia Nicholas
Gaulter Health Science Library
Northwestern University
303 E. Chicago
Chicago, IL   60611-3008

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.