FROM THE PRESIDENT

By Mitch Stepanovich, stepanov@flash.net

San Antonio - almost in my backyard; as these Texans view distances between places. Actually it's a full day's drive from where I am. It truly is a big, big state. As most of you will be spending half of your time in the air flying over it on your way to our Midwinter Conference, give some thought to spending Saturday morning with us at the All Committees meeting. We'll be meeting from 9:30 to 12:30, please drop in anytime during the session. Watch for the early announcement of meeting locations on LIRT-L and if you're not yet subscribed, holler at me and I'll share the secret to getting on the list.

The Midwinter Conference, being the planning meeting of the year, is an ideal opportunity to observe the various LIRT commit-tees and groups in action. There's an amazing amount of work that happens behind the scenes and is mostly invisible to our general LIRT members. I'm indeed grateful for and proud of each of our dedicated active individuals. They are what have kept me in this organization since 1986 and without each of them LIRT would not be the vibrant entity it is. If you're not already committed to participate in a particular group, the All Committees meeting at Midwinter is a marvelous time to graze at one committee table and then another until you find your favorite. When first entering our large room you might feel as though you've accidentally wandered into a bazaar with it's

accompanying cacophony of sounds and utterances. But, we want you to feel welcome and come in and browse. Pick yourself a table and if we ask, tell us you're just visiting and make yourself at home. More than likely, the group will be deep in deliberations and won't disturb you. When your attention begins to wander, just smile and move to another table. We'll understand.

It's also the best time to be drawn in and become a participant, whether you're ambitious and contributing, or the observant thoughtful type. Most of our committees are hungry for additional members and will warm to you rather quickly. Due to the nature of their tasks, some of our LIRT groups do most of their work at conference while others engage in a continuous stream of activity between conferences. There's sure to be a group to fit your style and if you feel you want to become an official part of a committee, get with the chair, or contact either Alison Armstrong (our Vice President/President Elect) or me. Contact information for Alison is on page 9 of this newsletter.

Mitch Stepanovich is President of LIRT and the Architecture Librarian at the University of Texas at Arlington Libraries. ■

Instruction in the Public Library

Adult Computer Literacy Classes

By Connie Salvayon, Salvayonc@clpgh.org

This is a true story about how and why a medium-sized, subur-ban, public library mobilized to teach almost 5,000 people, one-on-one, how to use a Web based catalog and the Internet. More importantly, this story illustrates the need for public libraries of all sizes to become involved in library instruction.

In 1997 the Mt. Lebanon Public Library, serving a population of 33,000, moved into an award winning building after spending a year at a temporary location of an old abandoned gas station/garage. One would think that the patrons would be thrilled when we finally moved from the temporary site where conditions were extremely challenging. However, shortly after the gala grand opening, the complaints began. Our patrons were extremely upset because in order to check on the availability of a book, they had to use a computer, a mouse, and had to understand how to use a Web interface. Most of us thought that the public would be delighted, not only because we had a new building, but also a new computer system.   *continued on page 3...*

Come to the LIRT Discussion Forum in San Antonio!
Sunday, January 16, 2000. See backpage for details.

INSIDE

From the Editor:

What a treat it will be to meet for Midwinter in San Antonio this year! We can take a brief respite from winter coats and earmuffs while we enjoy the temperate January climate typical to this fair city. Being the eighth largest city in the United States, San Antonio has much to offer in the way of historic sites, museums, art galleries, and gardens. As a resident of a rural community on the east central Illinois prairie, I especially enjoy the opportunity to be reunited with my LIRT colleagues in the big cities.

But, what is the main purpose of the Midwinter Conference? This is the time when most of our committee work is done and we put plans into high gear for the Annual Conference. The Midwinter atmosphere is that of informality and business, and this is a great time for prospective members to visit various meetings and get acquainted with the internal workings of committees. Being a member of LIRT is an important part of my career. I highly value this layer of my professional life that thrives independently of my everyday work activities. It's a great feeling to be a part of a huge network of information professionals who share a common ideal of excellence in library instruction. Anytime of the year, I can turn to the LIRT membership to share experiences and seek advice.

If you're not already a member of LIRT, I hope you will come by our all-committees meeting (Saturday, January 15, 9:30-12:30.) We will welcome you with open arms. And, don't forget to have some fun in San Antonio — you'll find me in the gardens when I'm not at meetings!

-- Barb Cressman

MidWinter LIRT Discussion Forum

Sunday, 16 January 2000
9:30 a.m. - 11:00 a.m.

TECH TALK

Recreation
Search San Diego
  http://searchsd.com/index.html
SkiCentral Search
  http://skicentral.com/

Reference
AddALL Book Search and Price Comparison
  http://www.addall.com/
Airport Search Engine
  http://www.uni-karlsruhe.de/~un9v/atm/body.html
Embassies and Consulates Search
  http://www02.tiglion.net/scripts/travdb/embassy/front_emb.idc#search
World Flag Database
  http://www.flags.net/

Religion
All Things Spiritual Database
  http://www.allspiritual.com/
ARTFL Project: Multilingual Bibles
  http://estragon.uchicago.edu/Bibles/
Bible Gateway
  http://bible.gospelcom.net/
Jewish Community
  http://www.jewish.com/search/

Sciences
Aviation Search Engine
  http://search.totavia.com/
BioChemNet
  http://schmidel.com/bionet.cfm/
Discovery Channel
  http://www.discovery.com/search/search.html
Environmental Search Engine
  http://www.enviroseek.net/
SciSeek
  http://www.sciseek.com

Social Sciences
FeMiNa
  http://femina.cybergrrl.com
NativeSearch.com (Native Americans)
  http://nativesearch.com/
Political Information Search Engine
  http://www.politicalinformation.com/
Social Work Search
  http://www.socialworksearch.com/
WWWomen.com
  http://www.wwwomen.com/

As always, send questions and comments to:
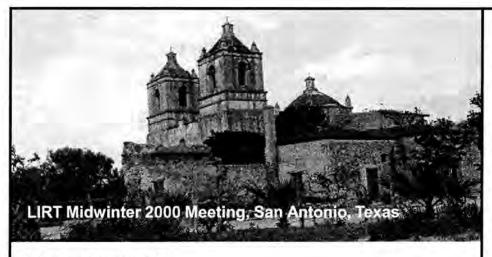
Snail Mail: Tech Talk
                 Billie Peterson
                 Moody Memorial Library
                 P. O. Box 97143
                 Waco, TX 76798-7143
Email: Billie_Peterson@baylor.edu

LIRT Midwinter 2000 Meeting, San Antonio, Texas

Saturday, January 15th

| 8:00 a.m. - 9:00 a.m. | Steering Committee I |
| 9:30 a.m. - 12:30 p.m. | All Committees Meeting |

Sunday, January 16th

| 9:30 a.m. - 11:00 a.m. | LIRT DISCUSSION FORUM |
| 8:00 p.m. - 10:00 p.m. | Executive Board I |

Monday, January 17th

2:00 p.m. - 4:00 p.m.	Computer Applications Committee
	Conference Program 2000 Committee
	Conference Program 2001 Committee
	Continuing Education Committee
	Elections Committee (closed meeting)
	Long Range Planning Committee
	Publications Committee
4:00 p.m. - 5:00 p.m.	5-year Financial Subcommittee of LRP
8:00 p.m. - 10:00 p.m.	Steering Committee II

Tuesday, January 18th

| 9:30 a.m. - 11:00 a.m. | Executive Board II |

The Robert Runyon Photograph Collection, [Mission Concepcion], courtesy of The Center for American History, The University of Texas at Austin.

Adult Computer Literacy Classes
continued from page 1...

We now had 32 public access computers with everything at the patrons' fingertips, the catalog, the Internet, full text magazine and newspaper indices, as well as several other online databases. We soon discovered that great numbers of our patrons did not know how to use a Web-based interface. Furthermore, a significant number had no experience using a mouse, and even worse, many had no computer skills at all. The library serves a population consisting of a high percentage of older adults. It was the older adults, our long time patrons and supporters, who felt completely betrayed.

They were devoted library users, well educated, and used to being self-sufficient in their community library.

The public's response surprised us, since the library had an online catalog, workstations with CD-ROM databases, and even two computers with Internet access in the old facility. Nevertheless, we should have realized that our earlier system was easier to use, with the patrons having only to press a few control keys. As the coordinator of library's computer services, I quickly responded to the dilemma by designing a one-hour class that would teach the specific skills needed to use the Web-based catalog and the Internet. The training would be done one-on-one, because I knew our students would be mainly older adults, individuals in their

seventies and eighties, for whom computers were still a mystery. The new library does not have a computer lab, and training had to be done using the public computers located on the main floor of the library.

I naively planned to teach the classes myself, several times a week. Library instruction is not the usual business of public libraries, and indeed our library did not have the staff to do teaching. However, we soon realized the overwhelming need for us to become involved in teaching the skills our patrons needed to be computer literate. We advertised the availability of the class, and hundreds registered within days. I quickly canvassed the staff, both librarians and support staff, to find additional instructors. We even recruited computer savvy teens into service. I trained the trainers, produced handouts, and set up schedules. Very shortly, we received the good fortune to be able to participate in a grant-funded program that trained and paid high school students to teach Internet skills. It took us two years to teach the 5,000 people. A group of three librarians and three library assistants continue to teach these classes offered seven days a week, mornings, afternoons and evenings.

Patrons can now take the class as many times as they want. As a prerequisite, we ask that they practice their skills for a couple of weeks before signing up for another class. The classes continue to be free of charge. We offer large group Internet classes, usually to special groups, like home schoolers. For large group instruction, we use 20-inch monitors and/or a LCD projector.

Besides classes, we do a number of things to assist our patrons in the use of computers. We try to make the interface as easy to use as possible, by placing laminated directions at each workstation. We created a computer and Internet resource area next to where the majority of the public access computers are located. Here we place books and handouts about all kinds of computer and Internet related items.

Since 1997, the number of households with Internet connections has grown significantly, and computer literacy continues to become more widespread. Nevertheless, technology is ever changing, and our patrons are happy to be able to rely on our public library to help them gain information literacy skills.

Connie Salvayon, Reference Librarian, Mt. Lebanon Public Library, Pittsburgh, PA ∎

Join us for **BITES with LIRT**
San Antonio, TX January 15, 16, & 17, 2000

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

San Antonio is known for great cuisine, especially its Tex-Mex, but good food is always improved by good company and interesting conversation. We have one restaurant option for each day and will make the arrangements. All you have to do is reserve your spot and show up! A more detailed announcement with restaurant information will be made in December on BI-L and placed on the LIRT Web site. Deadline is January 7, 2000. Confirmations with directions to restaurants will be sent by e-mail, fax, or US mail (based on supplied addresses).

Send requests for reservations or additional information to:

Tracy L. Hull
Resource Education and Drama Librarian
Lilly Library, Box 90724   OR   Phone: (919) 660.5999
Duke University   Fax: (919) 660.5999
Durham, NC 27708   E-mail: tlhull@duke.edu

✂ -------------- ✂ -------------- ✂ -------------- ✂ -------------- ✂ -------------- ✂ -------------- ✂ -------------- ✂

Name_____

Institution_____

Mailing Address_____

_____

Phone_____   Fax_____

E-mail_____

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

❑ Lunch Saturday   January 15, 2000, 12:30 PM

❑ Lunch Sunday   January 16, 2000, 12:30 PM

❑ Lunch Monday   January 17, 2000, 12:30 PM

Are you a LIRT member?   ❑   yes   ❑   no

Libraries are a Lot Like Football

By Elizabeth Caulfield Felt, felt@wsu.edu

Last night, I was lying in bed thinking about teaching some upcoming library orientation classes to university freshmen. It occurred to me that learning the library is a lot like watching a football game.

Let's say somebody knows nothing about football, but a friend suggests they go watch a game. The friend ends up not being able to go, so this newbie goes alone, sits in the bleachers, watches for a while, and tries to "figure out the game." Most people in this situation will decide that there are two teams; each team wants the ball and wants to take the ball to the opposite end of the field. But, a few spectators will not figure this out. They will watch for a few minutes, become bored, decide it is a stupid game and leave.

Of the spectators who figure out the main goal of the game, a few will even be able to discover the intricacies of the game; most importantly, that the team with the ball has four chances to go ten yards, or they lose the ball. Suddenly, the game is much more interesting, because the spectator can view each play in terms of this short-term goal. Right away, these people find the game fascinating.

Most spectators will not figure this out on their own. They see that the ball changes hands from time to time, but don't really understand why. And they don't understand why the team doesn't always attempt to go the length of the field. Some of these spectators, not completely understanding what is going on, will get bored, decide it is a stupid game and leave.

Others will turn to the person beside them and ask for help. "Why did he just kick the ball to the opposite team?" A nearby fan might reply, "It was fourth down; he had to punt." Now the spectator has a little more information, which doesn't seem to help at all. Some persons in this situation decide that this game is just too complicated for them. They feel stupid and dislike football and stay away from it, because it makes them feel like an idiot.

Some spectators will continue to ask questions of nearby fans, until they find someone who realizes that they are a foreigner to the game. Suddenly, they are getting real help. The Good Samaritan explains the concept of four downs in ten yards. They explain other concepts, like punt fakes, field goals and pass interferences. The spectators who persist in discovering the intricacies, can now see how interesting the game really is. There are several possible goals, both short-term and long-term. There are a variety of methods for achieving the goals and clear-cut rules.

Doesn't learning football seem just like learning the library? Finding books in the library is similar to the main goal in football. Most people can figure it out on their own. However, finding journal articles is more like discovering that a team only has four chances to get ten yards. If the concept of an index isn't explained, it is almost impossible to discover without help. And, of course, there are the intricacies of government documents, business statistics and varying formats for journals. In libraries, short term goals are finding good citations and then locating the articles from the citations. Understanding the content and writing the paper are the long-term goals.

Do you recognize any of your students in the spectators above? There are the students who, without formal instruction, have an innate understanding of the library and research practices. They are secretly thrilled that something others find difficult is to them easy, and so they LOVE the library. (There aren't many of these students, and most of them will become librarians.)

There are those who give up without trying; and there are those who try a little, ask the wrong people, get incomplete advice and give up. These people think libraries are stupid or that they are too stupid for libraries.

Finally, there are those who, through their persistence, learn the library and discover order in what had seemed to be chaos. Many of them find that research is interesting and sometimes fun. Over time, they learn to like the library and actually enjoy doing research projects.

Having come to the end of my analogy, you are probably expecting excellent advice for turning those who dislike libraries into individuals who love libraries. I do have a plan.

We, as librarians, can make going to the library as popular as watching football. We just need to take our lessons from how Americans learn to love football: they learn it from their parents. Young children are taught the rules of football by their parents as they sit transfixed by the television on Sunday afternoons. We must make sure that, in the same way, parents bring their children to the library and teach them the process of research. They cannot just drop off their kids in the children's area to browse (albeit successfully) among picture books and young adult fiction. Oh no, we must encourage parents to share the excitement of indexes, controlled vocabulary and LC vs. Dewey.

In years to come, Americans all over the country will be spending their Sunday afternoons looking up John Quincy Adams' Amistad testimony to the Supreme Court, the names of Gladys Knight's Pips, and the best way to insulate a house. And why will they be doing this? Because it is FUN! Because the library is an exciting place to be!

Oh, and when we're done doing that, would you mind helping me convince my roommate that watching football is an entertaining way to spend a Sunday afternoon?

Elizabeth Caulfield Felt is a Reference Librarian at the Washington State University, Pullman, WA 99164-5610. http://www.wsu.edu/~felt/ ■

LIRT Annual Program in Chicago

Mark your calendars! Plan to join us for the LIRT Program at the ALA Annual Conference in Chicago. The date is Sunday, July 9, 2000, from 9:30 a.m. to 12:30 p.m. Entitled "Teaching as Performance," this year's program will address ways to enliven our teaching through improved performance and presentation skills. This practical program should appeal to all librarians who teach or give presentations. Check future issues of LIRT News for more details. See you there!

Teaching Tips: Classroom Materials

Handouts

Handouts are a necessity for most presentations serving a number of purposes. In addition to providing a support for the presentation, handouts also allow the student to physically take something with them after a learning session. Handouts work to form a teacher-student bond when they are distributed-by giving something to the audience, the presenter breaks down the barrier between them.

- Test your handouts on a third party. This allows for unbiased testing of instructions, steps, and information presented.
- Leave enough blank space on handouts so attendees can make notes.
- Handouts should, if possible, present enough information so they can be useful AFTER the presentation. For example, attendees may want to refer back to handouts days or weeks after a session.
- Allow for the unexpected; make extra copies of all handouts. If you do run out, ask attendees to share; then, mail copies after the program.
- Label all handouts with: name of the program, instructor, page numbers.
- Graphics, such as charts and graphs, can assist in presenting information, and clipart is useful in breaking up large quantities of text. Graphics should be applicable to the topic; however, avoid cluttering pages with unnecessary clipart.
- Where possible, bind or staple handouts to help audience keep related handouts together. I keep audience learning styles in mind when preparing handouts. Provide a variety of illustrated points, text, and step-by-step procedures.
- Proofread, proofread, proofread.

Flip Charts and Boards

Charts, chalkboards, and white boards are staples in many classrooms. When using them, try these tips:

- If possible, prepare flip charts ahead of time with anticipated answers to questions.
- Use dark, bright colored markers on both flip charts and boards. Avoid lighter colors, such as yellow.
- Use large, clear printing. If concerned about your handwriting, ask for help.
- Keep an extra supply of markers nearby in case some run dry during a presentation. Use a variety of colors to highlight key points.

Transparencies

Transparencies act as a low-tech lecture tool. Keep in mind when creating transparencies:

- Appropriate formatting is essential. Use an outline format and leave lots of white space.
- Remember: less is more.
- Use large fonts-to view at the back of the room.
- Whether you are using hand written or printed transparencies, use a dark color font.
- Remember to enlarge copies before creating the transparency when representing text from a source. (e.g. showing a printed index citation) Check focus of the projector before using first transparency.
- Check the position of transparencies on screen before beginning presentation. Use transparencies to present only key points; prepare handouts for detailed information.

Slideshow Software

Slideshow software programs, like PowerPoint, are a great alternative to transparencies and web pages. They are easy to create, and also serve as good handouts. When using this software:

- Keep slides uncluttered. Slides work best as outlines. Stick to bulleted lists.
- Choose appropriate backgrounds, font colors and slide transitions. The slides should enhance your presentation, not distract your audience.
- Make font size large enough to be easily read at the back of the room.

Web Pages

Web Pages make great presentation tools in the classroom by incorporating text, graphics and multimedia in one application. When creating a web page for presentation:

- Create the page with your audience in mind. Keep to the presentation topic; it is easy to get carried away with links.
- Arrange the page so that it is simple to use. Use sub-pages when the information exceeds 3 screens.
- Format your page with the reader in mind. Avoid cluttering the page with long paragraphs. Use bulleted lists, boldface type, italics and headers to draw attention.
- Code your page for a variety of browsers to provide better remote access to materials.
- Frames, graphics, backgrounds and font color make a web page aesthetically pleasing-use these elements judiciously. Stick to light backgrounds with dark font colors-they are easier to read. Keep graphics and frames to a minimum for more speedy page loading.

Training Tips

Too many handouts can be ineffective.

- Keep students needs and learning styles in mind when creating materials.
- Provide materials that will be useful after the session.
- Proofread, proofread, proofread. Ask a colleague to proofread your materials and check for clarity.
- Avoid overloading students with information; limit yourself to the stated course content.
- Use lettering on display materials that is large enough and dark enough to be read from a distance.
- Avoid clutter in page design.
- Always include contact information on handouts.
- Check your equipment before a session-including markers and projectors.
- Have a contingency plan ready. Keep paper copies or slides in case of technical difficulties.
- Be prepared with relevant assignments and/or lectures in case technology leaves you with unplanned time.
- Keep the classroom bright enough for note-taking and lip-reading when using a projector.
- Expect the unexpected!

Bibliography

Fenrich, Peter. Practical Guidelines for Creating Instructional Multimedia Applications. Fort Worth: Dryden Press, 1997.

Forsyth, Ian. Planning a Course: Practical Strategies for Teachers, Lecturers and Trainers. London: Kogan page, 1995.

Kommers, Piet A.M. et al (editors). Hypermedia Learning Environments: Instructional Design and Integration. Mahwah, NJ: L. Erlbaum Associates, 1996.

Newby, Timothy J., et al. Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers, and Using Media. Englewood Cliffs: Merrill, 1996.

Kemp, Jerrold E., and Don C. Smellie. Planning, Producing, and Using Instructional Media. New York: Harper & Row, 1989. Mager,

Robert, Frank. Making Instructional Work, or, Skillbloomers: A Step-by-step Guide to Designing and Developing Instruction that Works. Atlanta: Center for Effective Performance, 1997.

Reiser, Robert A. Instructional Planning: A Guide for Teachers. Boston: Allyn and Bacon, 1996.

Williams, Robin. The Non-Designer's Design Book: Design and Typographic Principles for the Visual Novice. Berkeley: Peachpit Press, 1994.

Yoder, Sharon and Irene Smith. Lookin' Good: The Elements of Document Design for Beginners. Eugene, OR: International Society for Technology in Education, 1995.

American Library Association, Library Instruction Round Table, Research Committee, June 1999. ∎

☑ CHECK THESE OUT!

By Mary Pagliero Popp, popp@indiana.edu

Library instruction is coming of age! We are starting to see "retrospectives" about instructional issues. This can be a very nice way to think about where we are and where we are going. And we certainly have places to go!

REFLECTIONS ON LIBRARY INSTRUCTION

RSR: Reference Services Review has published a special issue: A LOEX 25-Year Retrospective (1999, v. 27, number 3). It contains a substantial body of articles that together make for fascinating reading, and perhaps a little nostalgia. Some particularly interesting articles for today's instruction librarians include:

Breivik, Patricia Senn. "Take II — Information Literacy: Revolution in Education." (pp. 271-275)

Broidy, Ellen. "Celebrating Diversity, Ten Years Later." (pp. 266-270)

Hardesty, Larry. "Reflections on 25 Years of Library Instruction: Have We Made Progress? (pp. 242-246)

Kirk, Thomas G. "Course-Related Bibliographic Instruction in the 1990s." (pp. 235-241)

Mercado, Heidi. "Library Instruction and Online Database Searching." (pp. 259-265)

Nahl, Diane. "Creating User-Centered Instructions for Novice End-Users." (pp.280-286)

Farber, Evan. "College Libraries and the Teaching/Learning Process: A 25-Year Reflection." Journal of Academic Librarianship 25.3 (1999): 171-177.

Farber, one of the most well-known names in college library instruction, shares his insights into the history of library instruction in college libraries and discusses the new recognition of the educational role of librarians that results from the convergence of two developments: the success of bibliographic instruction and the ubiquity of electronic information resources.

CRITICAL THINKING AND EVALUATION

Fitzgerald, Mary Ann. "Evaluating Information: An Information Literacy Challenge." School Library Media Research 2(1999) Available at: http://www.ala.org/aasl/SLMR/evaluating.html (Accessed: 10-14-99)

Although focused on the school library, this article also contains useful information for those who work with college students and adults. The author reviews research from cognitive psychology and critical thinking to define the basic processes of evaluation and the factors that lead to errors in the process, then makes recommendations for teaching strategies.

Rankin, Virginia. "The Thought That Counts: Six Skills That Help Kids Turn Notes into Knowledge." School Library Journal 45(August 1999): 26-29. (May also be available at the journal's web site: http://www.bookwire.com/slj/articles.html)

To help students construct meaning from their research, Rankin argues, librarians must consciously teach them to apply thinking skills to their research. By teaching such skills as comparing and contrasting, classifying by category, putting events into a sequence, identifying causes and effects, problem-solving, and decision-making, librarians give students tools to make sense of the information they have found. Rankin provides examples from her own middle school library instruction.

ENHANCING OUR OWN KNOWLEDGE AND SKILLS

Junion-Metz, Gail. "Surf for: Easy Access for All." School Library Journal 45(July 1999): 39. (Also available at the SLJ web site: http://www.bookwire.com/SLJ/surf-for.articles)

Highlights web sites about special education and the needs of persons with disabilities.

Nicotera, Cynthia L. "Information Access by Design: Electronic Guidelines for Librarians." Information Technology and Libraries 18.2(1999): 104-108.

Describes basic design elements and principles for electronic educational materials and Web pages. Topics covered are: lines, text and typography, shape, texture, balance, contrast, unity, value and color, and navigation. Includes useful illustrations. Will serve as a good introduction or a nice review, depending on your level of experience.

Zemke, Ron. "Toward a Science of Training." Training 36(July 1999): 32-36.

A review and summary of the learning theories of Robert M. Gagne from his classic text, The Conditions of Learning. Gagne is known for his work on the sequencing of learning, breaking learning into smaller component tasks, and the nine events of instruction, all of which are nicely summarized here in a non-scholarly article for trainers.

IDEAS YOU CAN USE TODAY

Cohen, Laura B. "The Web as a Research Tool: Teaching Strategies for Instructors." Choice 36.Supplement (1999): 19-44.

The author provides a wealth of information for instructing users about the Web. Included is information about trends in the web environment, definitions of protocols, the URL, file formats, and programming languages, suggestions for teaching subject directories and search services, descriptions of many directories and search engines, ideas about what to emphasize about each search engine, and suggestions of ways to teach web searching.

Eisenberg, Mike. "Big6 Assessment Activity: Ask and Answer." BIG6 Newsletter 3(Sept./Oct. 1999): 16.

Describes a technique to help students reflect on their own work on a research assignment. Includes questions and a sample worksheet.

CHECK THESE OUT!

The material is focused on the middle elementary grade student, but can be adapted to various ages.

Furlong, Katherine and Andrew B. Crawford. "Marketing Your Services Through Your Students. Computers in Libraries 19(September 1999): 22-26.

Describes a program at the University of Maine, Farmington that used students to develop a program to teach others about the library. Undergraduate education majors were hired to assist in the Information Literacy program, helping with curriculum design and teaching sessions. These students then created a library research workshop ("How to Bail Someone Out in an Hour") for the student peer tutors in the Writing Center.

Lubans, John Jr. "When Students Hit the Surf: What Kids Really Do on the Internet and What They Want from Librarians." School Library Journal 45.9(1999): 144-147. (May also be available from the journal's website: http://www.bookwire.com/slj/articles .html)

Both school and academic librarians should read this article. Lubans describes key findings from his studies at Duke University, one which covered 7th-10th graders, and two which surveyed college freshmen. Data includes information on what students do on the Web, how they learned to find information, how they judge sites, and what students want from librarians, including live links in the catalog and finding aids, but not instruction. The author provides more information about the studies on his web page: http://www.lib.duke.edu/ staff/orgnztn/lubans/john.html

York, Sherry. "Boolean Burritos: How the Faculty Ate Up Keyword Searching." Book Report 18(Sept./Oct. 1999): 54-55.

Describes a fun, active program to instruct teachers about Boolean logic using cards for ingredients and cards for operators.

IN BRIEF

Brahmi, Frances, et. al. "Teaching Lifelong Learning Skills in a Fourth-Year Medical Curriculum." Medical Reference Services Quarterly 18(Summer 1999): 1-11.

Brown, Cecelia M. Brown. "Information Literacy of Physical Science Graduate Students in the Information Age." College and Research Libraries 60.5 (1999): 426-438.

Drabenstott, Karen M., Schelle Simcox, and Eileen G. Fenton. "End User Understanding of Subject Headings in Library Catalogs." Library Resources & Technical Services 43.3(1999): 140-160. [Results of a large-scale research study of Library of Congress subjects.]

Hall, Leilani. "A Home-Grown Program for Raising Faculty Information Competence." Computers in Libraries 19(September 1999): 28-34. [Grant-funded, day-long workshop]

Orians, Colin and Laurie Sabol. "Using the Web to Teach Library Research Skills in Introductory Biology: A Collaboration Between Faculty and Librarians." Issues in Science and Technology Librarianship 23 (Summer 1999). Available at: http://www.library.ucsb.edu/istl/99-summer/article2.html (Accessed: 10-14-99)

Pappas, Marjorie L. "Changing Learning and Libraries in Schools." School Library Media Activities Monthly 16(September 1999): 26-29, 32. [Authentic learning.]

Mary Pagliero Popp is the Information Technologies Public Services Librarian at Indiana University Bloomington Libraries. ∎

---

rDesk

Rather than working with a generic or vendor supplied browser or GUI, the researcher and instructor now have a custom-designed browser to support the research process from start to finish. The professional version of rDESK comes complete with its own authoring system for creating multi-function content that can be displayed in a resizable workspace. This authoring system provides a unified approach for presenting collections of research applications.

User benefits are numerous. Initiate a search by copying/pasting titles, call numbers, etc. into a search entry form of a catalog or database open in the top window. Construct bibliographies by dragging and dropping citations into the workspace and saving with the built-in word processor. Users are able to select databases, choose search strategies, cite resources, do word processing and send email without changing programs.

This all-in-one browser can be used effectively as a presentation platform for classroom instruction. The rDESK browser supports the latest Internet Explorer capabilities, and the screen/menus/toolbars can be customized. In addition, there is a menu icon to access the index of the course or discipline in use. This feature provides a drop-down, scrollable list for quick navigation of course contents (instructor created HTML pages) and other online resources.

Minimum configuration requirements: Pentium, 200 MHz, 8 MB RAM, Windows 95, IE 4 or IE 5 (installed on computer).

Pricing: rDESK 5.0 single-user, $26.95; Professional Edition (with authoring system) $395. Contact vendor for quantity, site license and bundling discounts. Evaluation copies, including the genealogy discipline, will be available at http://www.rdesk.com until the end of the ALA Midwinter 2000 Meeting in San Antonio.

Vendor Profile: iDESK Technologies, LLC, 512 Coker St, Williston, SC 29853, USA. Software Developer: Neil J. Adcox. email: adcox@rdesk.com Web site: http://www.rdesk.com ∎

By Billie Peterson, Billie_Peterson@baylor.edu

Dear Tech Talk—

Occasionally I discover a search engine that is focused on a specific content area. I have found these search engines to be very useful. There must be others out there. What are they and where are they?

—Serious About Subject Searching

Dear SASS—

There is a growing number of search engines and directories that focus on Internet resources in specific subject categories. Surprisingly enough, such subject-oriented Internet databases are relatively easy to locate. Some people argue that subject-oriented search engines, especially those that are selective in their content, will become more common and more valuable because people using the standard Internet search engines will not want to deal with the huge volume of information returned in a search, when they can use a specialized search engine and find more precise and relevant information.

Here are a few basic tips will get you started in finding these types of search engines and directories:

- Use Yahoo (http://www.yahoo.com).

- Select a particular subject category; perform a search on the phrase "search engine" and limit that search to the selected category.

- Click on the link, "Web Directories" when it is a subcategory option on appropriate Yahoo subcategory web pages.

- Use SearchEngineGuide.Com (http://www.searchengineguide.com), a searchable and subject-organized directory of content-oriented search engines, portals, and directories.

- Use the following search strategy in major search engines, like Alta Vista, HotBot, InfoSeek, Lycos, etc.

- Perform a search that requires search results containing both the subject content AND search engines, for example, in Alta Vista, you could do the following search to find medical search engines: +medici* +"search engine*"

- If possible, experiment with further narrowing the search so that some or all of the words used as search terms are in the title of the document. Using the above example in Alta Vista, alternative searches might be narrowed to:

+title:medici* +title:"search engine*" or
+title:medici* +"search engine*" or
+medici* +title:"search engine*"

Listed below are some subject-oriented search engines and directories that may be of interest. Most of these are subject-specific search engines that will lead to subject-specific web pages within that content area. Some are strictly directories that can be browsed only and others are specialized databases that provide useful information but don't lead to additional web pages.

Art
Artcyclopedia
  http://artcyclopedia.com/
World Wide Arts Resource
  http://wwar.com/
PhotoLinks
  http://www.photolinks.net

Business
Dow Jones Business Directory
  http://businessdirectory.dowjones.com/
GRAIL Search
  http://www.grailsearch.com/
justquotes.com
  http://www.justquotes.com/
Pronet Business Search Engine
  http://pronet.ca/

Education
Education Web Search
  http://Alpha.TKM.MB.CA/education/
Education World
  http://www.education-world.com/ Lesson PlanZ
  http://www.LessonPlanz.com/

Humanities
Hippias (Philosophy)
  http://hippias.evansville.edu/
The Internet Movie Database
  http://www.imdb.com/

Law and Government
All Law
  http://www.AllLaw.com/default.asp
FLITE Federal Legal Information Through Electronics
  http://www.fedworld.gov/supcourt/index.htm
Law Enforcement Links Directory
  http://www.leolinks.com/ munisource
  http://www.munisource.org/ usgovsearch (free edition)
  http://usgovsearch.northernlight.com/publibaccess/

Literature
Fiction Search
  http://www.fictionsearch.com/
The Internet Classics Archive
  http://classics.mit.edu/
The Plays of William Shakespeare
  http://www.theplays.org/index_main.html
Project Gutenberg Search Engine
  http://promo.net/pg/query.html
Search Shakespeare
  http://tech-two.mit.edu/Shakespeare/search.html

Medicine
Hardin Meta Directory
  http://www.lib.uiowa.edu/hardin/md/
HealthAtoZ
  http://www.healthatoz.com/final.asp
MedExplorer
  http://www.medexplorer.com/
Medical World Search
  http://www.mwsearch.com/
Pharmaceutical Search Engine
  http://www.farma.com/index_uk.htm

Music
MIDI Search Engine
  http://www.musicrobot.com/
MusicSearch.Com
  http://musicsearch.com/
Wav Search Engine
  http://www.musicrobot.com/windex.html

Recreation
Crafts Search
  http://www.bella-decor.com/search.htm
CitySearch: New York City
  http://www.metrobeat.com/
The Quilt Channel
  http://www.quiltchannel.com/

Developing Web Based Instruction Using Authorware

The majority of academic libraries in the United States devote substantial amounts of financial and human resources to the creation and delivery of library instruction programs. The University of Vermont (Burlington) has recently stepped up its resource investment in its bibliographic instruction program by developing an electronically delivered instructional module.

The objective was to develop an online, instructional module that would provide information and instruction about our online catalog, Voyager. Using a multimedia authoring tool, Macromedia Authorware, a module was developed that would include an introduction to the catalog, call numbers/library locations/ formats, author/title/keywords, guided/ command keywords, relevance ranking, and saving/printing.

Authorware is a widely used and well-supported authoring tool that has been used by a number of universities to develop instructional materials. It can be used to develop modules using templates, as well as standalone applications. Web based tutorials are relatively common. However, the vast majority are simply HTML based and do not make use

of multimedia elements or more sophisticated multimedia development tools. There are other projects to which Authorware lends itself, such as a kiosk for the library entrance. The kiosk touch screen can provide directory information, maps, or other university and library information to visitors. Such kiosks are increasingly common in new library construction. This software could also be used to develop training for other electronic resources such as FirstSearch.

The Voyager tutorial requires downloading of an Authorware plugin for the web browser. We developed an initial login page that tests whether the user has the plugin and provides directions on how to download it. We found that the loading time is acceptable even over a dial-up modem. Authorware makes use of a streaming technology that allows downloading of "chunks" of data as the user moves through the tutorial.

The end result justified the expense and trouble. The final product initially presents the user with a simulation of the Voyager screen. Having selected an author, title, or subject search, the user is led through a structured introduction to the search strategy, followed by an actual

simulation of doing a search. This is ful interactive and includes pull-down menus, button presses, and text entry boxes. It was the development of these interactions that took the bulk of the development time.

The public reaction to this tutorial has been very good, both internally within ou campus and externally. We received ove 1000 uses of this tutorial within the first month. We used two methods of determining usage. First, we built a small email program within the tutorial that automatically emailed us whenever the tutorial was used. We also used a web based surveying tool, WebSurveyor, to collect data through use of a small optional survey.

We are willing to provide the source cod to interested libraries desiring to adapt this product for their own use. We feel that this has been a worthwhile project, and we are interested in developing similar projects, possibly in collaboratio with other institutions.

Karl Bridges, University of Vermont, Burlington. ∎

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.

ELECTION/NOMINATING: Prepares a slate of candidates for LIRT offices and maintains records on pro-

LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

cedures, 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 & 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.

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 food 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.

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 Alison Armstrong, telephone: (513) 556-1761, email: alison.armstrong@uc.edu, or see the address on the Committee Volunteer Form on page 11.

Teaching Information Literacy Skills, by Patricia Iannuzzi, Charles T. Mangrum II, and Stephen S. Strichart. Boston: Allyn & Bacon, 1999. ISBN 0-205-28007-2, $24.95

Information literacy, by definition, is something that should be actively learned. ALA defines an information literate person as one who is able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. This book provides school and college librarians with ideas for incorporating 116 information literacy activities into their classes. The introduction offers tables that relate the activities to the components of the American Association of School Librarians information literacy curriculum delineated in the Appendix. Instead of lecturing, librarians can use these exercises to introduce a topic, have the students work through an activity, and then engage them in discussion.

A 20-minute, self-administered student assessment on the accompanying computer disk (Windows version only) will assist librarians in knowing which skills to teach. There is a limit of five administrations for the trial disk, but disks are available for purchase in both Windows and Macintosh formats which can be used on one computer ($99.95); up to five computers ($199.95); or up to thirty computers ($499.95).

All three authors hail from Florida. Patricia Iannuzzi is head of the Reference Department and co-director of the Information Literacy Initiative at Florida International University Libraries. Also at F.I.U., Stephen S. Strichart is a professor of special education and learning disabilities. Charles Mangrum is a professor of special education and reading at the University of Miami, Coral Gables, Florida. These three authors have collaborated previously to produce the following titles:

- Teaching Study Skills and Strategies in Grades 4-8 in the Information Age, 1997
- Teaching Study Skills and Strategies in College, 1997
- Teaching Study Skills and Strategies to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs, 1998

Teaching Information Literacy Skills is well organized and easy to use. Objectives are introduced at the beginning of each chapter, followed by a list of reproducible activities. "Using the reproducible activities" follows, consisting of an annotated list of activities with explanations about how to introduce each activity to a class. Activities are labeled with "L" if they require a trip to the library; with a "C" if they require the use of a computer.

Excellent examples accompany important concepts. For example, on a worksheet dealing with "Primary Sources," the sources range from "letters from a soldier in the Civil War" to "blueprints of your school." A few carefully chosen illustrations enhance the text. A particularly effective flow chart offers a strategy for using information literacy skills and aids students in understanding how access tools such as catalogs and indexes are related. It guides students in their quest for information by specifying "places to go," "tools to use," "what to get," and "what to do with it". The worksheets reinforce the major information literacy concepts presented. The questions offer students an opportunity to assess their understanding. Answer keys are included.

Chapter One, "Accessing information," covers catalogs of all types, indexes and searching conventions such as truncation and controlled vocabulary. The exercises are easily adaptable to most library settings.

Chapter Two, "Locating and Using Materials," deals with classification schemes and call numbers as well as distinguishing characteristics of popular magazines and scholarly journals.

A variety of tools are examined in Chapter Three, entitled "Using Reference Sources." This chapter succeeds in simplifying such reference sources as dictionaries, encyclopedias, almanacs,

atlases, biographical sources, chronologies, and literary criticism. Students are exposed to the broad range of reference materials in both paper and electronic formats.

Chapter Four, "Interpreting Visual Information from Reference Sources," deals with tables, graphs, maps and charts. One worksheet asks the question: "Which sold more, entertainment or database software?"

"Using the Internet" is the subject of Chapter Five. It covers the basics of email use, netiquette, using URLs, freenets, directories and search engines. There are a number of worksheets devoted to discovering what's on the web, including information about tourist attractions, schools, libraries, and reference sources. The authors chose URLs which are both familiar and enduring.

Somewhat problematic is identifying the book's intended audience. The introduction mentions that the information literacy curriculum was adopted by the both the American Association of School Librarians (AASL) and the National Forum on Information Literacy (NFIL) which represents K-12 and higher education. Most exercises seem suitable for high school and beyond, although some could be used at the elementary school level. I used the worksheet on distinguishing scholarly journals from popular magazines as an oral exercise in a university class, and succeeded in eliciting student participation. I think parts of this versatile book could be adapted to suit any instructional level.

Certainly not as comprehensive as the Library Research Skills Handbook (Myrtle S. Bolner, Doris B. Dantin, and Ruth C. Murray), this book is a handy resource for all instruction librarians who want ideas on how to incorporate active learning into their information literacy teaching.

Deleyne Wentz, Utah State University ■

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:

Alison Armstrong, University Libraries,
Univ. of Cincinnati, Cincinnati, OH 45221-0022
(513) 556-1761   Email: alison.armstrong@uc.edu

Name and Title:

Telephone (Work):   (Home):
FAX: E-Mail:

Institutional 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   ____Newsletter
____Conference Programs   ____Organizational/Bylaws
____Continuing Education   ____PR/Membership
____Elections/Nominations   ____Publications
____Liaison   ____Research
____Long-Range Planning

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.

MidWinter LIRT Discussion Forum

Sunday, 16 January 2000
9:30 a.m. - 11:00 a.m.

Come join LIRT Discussion Forum at ALA Midwinter in San Antonio! The forum is an informal environment for sharing ideas about library instruction. Meet with other library instructors to share experiences, seek advice, and discuss new ideas. Come prepared to gain insight and have a great time!

Please check the ALA Midwinter program for location.

Library Instruction Round Table News
c/o Lorelle Swader
American Library Association
50 E. Huron Street
Chicago, IL 60611