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LIBRARY INSTRUCTION ROUND TABLE NEWS

The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.

LIRT

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From The Vice President

Looking Forward to Toronto

*By Stephanie Michel,
michel@up.edu*

Welcome back from Philadelphia! By the time you're reading this, the chill of winter may be fading to be replaced by the warmth and anticipation of spring. Here in the Northwest, the first flowers of spring are just beginning to pop out of the ground, and I find this time of new growth to be my favorite time of year.

Likewise, this is a time of growth and renewal for LIRT. Midwinter 2003 was a productive and exciting conference, allowing LIRT members to meet face-to-face to renew friendships and make plans for the new year.

For the first time LIRT offered two topical discussion forums at Midwinter: the Teaching, Learning, and Technology committee hosted a session on Sunday morning to discuss the use of technology to enhance service to remote users; and the Transitions to College committee facilitated a discussion on Sunday afternoon about the collaboration between public, school, and academic libraries to meet the needs of new college students. These sessions were lively and thought provoking—many thanks to both committees!

Plans are well underway for Annual conference in Toronto. LIRT's conference program, scheduled for Sunday morning, will address "Critical Thinking: Teaching Thought and Process." I hope to see you there. While you're in Toronto, drop by the LIRT booth in the exhibit hall to learn more about our organization, or join a "Bites with LIRT" session and enjoy lunch at a local restaurant with your fellow LIRT members.

I'd like to encourage all of you to become involved in LIRT by joining a committee. I've found my committee service to be an extremely valuable experience, giving me the opportunity to connect with colleagues from across the country who are interested in collaborating on instruction issues. At work it's easy to become absorbed in the day-to-day responsibilities, but I find my committee work offers the opportunity to step back and look at the bigger picture, and give something back to the profession.

In this economy, I know that not everyone can get the funding to come to conference. If you cannot regularly attend conferences, you can still be involved in LIRT through virtual committee membership. Many of LIRT committees accept virtual members who participate in the committee's work throughout the year by email and telephone. Take this opportunity to get involved and participate in LIRT from your desktop!

If you have any questions or comments about LIRT, please feel free to contact me at michel@up.edu. Thank you, and happy spring!

*Stephanie Michel, University of Portland
Portland, OR*

One Librarian's Perspective.

By Jamie MacInnis, macinnij@aui.edu

I've been a member of the LIRT Teaching, Learning, Technology Committee for over a year now. During that time, I decided to return to my hometown. I have moved from a relatively small mid-western research university, with an emphasis on engineering and science and about 5000 students, to a really small urban undergraduate arts college of 500 students. I also went from being a Reference Librarian with over 20 co-workers and an electronic library instruction room with access to over 100 databases and a consortial Webpac, to being a Library Director with 4 student workers, four public computers (2 PCs and 2 Macs), no library web page, 5 electronic resources, and a stand alone library catalog.

My last article, written while at my previous position, briefly looked into how librarians find ways to keep up with the technology they teach.

continued on page 3

Inside

Slate for LIRT Officesp. 8

MIDWINTER

Committee Reportsp. 5
Discussion Forum Report ...p. 7
Non-LIRT Meetingsp. 6

TORONTO

LIRT Annual Programp. 2
ACRL Preconferencep. 4

ARTICLES

One Librarian's Perspective
.....p. 1

COLUMNS

Member A-LIRT.....p.4
Tech Talkp.11

Transition and Reflection

As noted in the December 2002 issue of *LIRT News*, the editorial "torch" is being passed to a new editor. I am pleased to assume the responsibilities of editor of *LIRT News* and I look forward to establishing connections with the members of LIRT. Carol Schuetz, former editor, continues to be an integral part of the LIRT News team as the Production Editor. Carol and I will work together to assure that the newsletter continues to be a meaningful forum for communication for LIRT members. As you develop instruction and information literacy programs in your libraries, please consider writing an article for *LIRT News*. We can learn so much from each other.

Although the temperatures were cold in Philadelphia during ALA Midwinter, we didn't have to contend with a major snowstorm!!! During the recent snowstorm (February 14-17), I started a new stitching project. (For those who don't know me well, I am an avid stitcher so stitching or reading a good book are my choices of activity while snowbound.) As I began stitching the design, a sampler, I reflected on the LIRT discussion forums at Midwinter and our roles as instruction librarians. The outline of the sampler is stitched on a neutral tone fabric ("a blank slate") but color, depth, and excitement are added to the sampler by using over dyed floss for the alphabet and a variety of stitches and other floss colors for the flowers and other design elements. As the colors changed within each letter, I thought of the varieties of backgrounds and ideas that we each brought to the discussion forums. Just as the changing colors in the over dyed floss brought life to the sampler, each of us brought a depth of knowledge and experience to our discussions. I left each of the discussion forums with a greater understanding of the challenges that we all encounter in using technology in remote instruction and easing the transition for students into community colleges, vocational/technical training schools and colleges and universities. One of our

greatest challenges continues to be meeting the instruction and information needs of users who not only have a wide range of computer skills, but also have access to a wide variety of technology. As we share our ideas we add color and excitement to each of our professional "samplers" and to the "samplers" of those we teach. As I continue to work on my sampler and add new colors to the design, I will also look forward to adding new colors to my professional "sampler" as I learn from each member of LIRT. As we plan for ALA Annual, I challenge each of us to find away to add color and excitement to our instruction sessions and to share our successes and perhaps our failures.

--- Caryl Gray, editor

Great Volunteer Opportunities!

Looking for a place to become involved?

Think about serving on a LIRT Committee

For details, see page 10!

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LIRT 2003 Annual Program

Critical Thinking: Teaching Thought and Process

What is your definition of critical thinking? How does it apply to developing library instruction programs?

Join us as we examine the challenges of teaching critical thinking. Together we will strive to define the theory and practice behind this important component of information literacy.

Craig Gibson, expert theorist from George Mason University and Joyce Valenza, groundbreaking practitioner from Springfield Township High School (Pennsylvania), will explore these aspects of critical thinking.

The program will include poster sessions.

One Librarian's Perspective

continued from page 1

Because of my own overexposure to resources, my concern then was with overload and how we keep up with ubiquitous changes. Now I'm looking from the other end of the telescope and the perspective has given me an new insight. It is about access. Yes, access to technology. But it's also about access to the time we need to learn and to teach.

With student help, we are now in the process of developing a web page. Our number of electronic resources has nearly doubled since August and we're planning to budget the cost of a web version of our current catalog in the coming fiscal year. Not surprisingly, I find the issues I deal with now, though perhaps smaller in scale, haven't changed. I'm still promoting collaborative library instruction to faculty; still attempting to develop instruction that incorporates information literacy concepts into a 30-50 minute presentation; still trying to insure that the resources we acquire support the needs of the students and faculty; and still trying to keep them informed of what we have that supports their needs.

Along with the above, I'm also responsible for acquisitions, cataloging, circulation, student worker training and supervision, and occasional furniture moving and cleaning, but my priorities remain in reference and instruction. That may sound a little like complaining, but I love my new job. It has given me a chance to integrate every experience I've had working in libraries since 7th grade. I'm also fortunate to have strong support from administration and an active library committee, great student workers, and a responsive faculty and student body.

Time has always been an issue. Trying to find a way to expand a one shot 50 minute session into time enough to teach concepts rather than simply train; trying to find time to develop effective instruction and to work on improving your own skills at delivering instruction; and trying to finding time to meet and to work with faculty within their busy schedules.

Working a 12-hour day is not enough, without benefit of cloning, to achieve all the duties in our respective job descriptions.

So, what is my solution? I've always believed that our student workers are a key to accessing the student body. If the students working in the library don't even have a thorough grasp of the resources available, why should we expect the rest of the student body to know? My approach is to train the workers in all the usual basics: circulation, reserves, shelving, and promote their playing with our available databases, software, and other applications. Thus they both learn how to more effectively use the library's tools and are better able to assist other students in learning how to use them. I also encourage them to draft search guides and handouts on various resources. Doing this improves their understanding, creates guides less hampered by library jargon, and gives me time to work on more complex tasks.

Yes, training student workers takes time, but they present an invaluable opportunity for long term development. Think of it, instead of a one shot session, you can build on their knowledge over time, introducing concepts as needed and are thus ready to be absorbed. I also train them to recognize when they need help. They are a wonderful support, but are not taught to see themselves as a replacement for a professional librarian. My objective is not to create mini-me librarians, but rather knowledgeable and effective users of our resources who can also act as library ambassadors. The concept of peer training is not a new issue, but it is one that I believe has a greater future than we may realize.

Jamie MacInnis is Director of Library Services at the Art Institute of California-San Francisco.

LIRT News

<http://www.baylor.edu/LIRT/lirtnews/>

The PR/Membership Committee Wants You!

When you go to an ALA convention, what do you enjoy the most?

Is it the exhibits?

Is it the new sights, sounds, and tastes you discover in the conference city? Is it the people you meet, some you already know but don't get to see very often, while others may be strangers who become some of your most treasured friends and colleagues?

I'll bet these are among everyone's favorite experiences at both the Midwinter and the Annual conferences. The LIRT exhibit booth and the delightful lunches, known affectionately as "Bites", can also be added to the list of favorite things.

The PR/Membership Committee is responsible for both the booth at each Annual conference and the "Bites with LIRT" at Midwinter and Annual. Committee participation gives you a chance:

To staff the booth and to meet and greet colleagues
To help arrange the "Bites"

The committee is seeking new members, so if you enjoy getting to know other librarians...and you like to eat (who doesn't!)...please consider joining the PR/Membership Committee!

Barbara Pilvin, incoming Vice Chair,
PR/Membership Committee

*Please be sure
to check out
the
Bites with LIRT
and the
Booth Volunteer
pages in the
LIRT News !*



Member A-LIRT

Trisha Stevenson Medeiros

Trisha Stevenson Medeiros is an excellent example of a LIRT member for several different reasons. First she has worked in academic libraries which are (Pepperdine University and NYU School of Medicine), public libraries (Burlington County Library System) and school libraries (Purnell School in Pottersville, New Jersey and currently Tower Hill School in Wilmington, Delaware). She has been active on LIRT committees (High School to College Transition and Liaison) and was elected to one of the most demanding offices in LIRT, that of Treasurer. Trisha has held this office for two terms: 2001-2002 and 2002-2003.

In addition, she is an enthusiastic advocate for library instruction. When asked for a memorable library instruction moment in her career, Trisha replied, "I can't say that there is just one moment that sticks in my mind. I think it's taking every opportunity and turning it into an 'instruction session' that is most

rewarding or memorable for me. Whether it's a fourth grader remembering to use an index or a faculty member in need of a curricular resource or simply a young adult asking for help in locating a novel, I enjoy turning each of those into instruction moments and seeing the information seeker really 'get it!'"

Trisha has made contributions to our profession through the publication of two articles, "Designing a Library Staff Computer Training Program: Implementation of Core Competencies." *Information Technology and Libraries*, 21:2 (June 2002) 87-90 and "Redesigning Freshman Seminar Library Instruction Based on Information Competencies." *Research Strategies*, 17 (2000) 269-280. In addition she has made numerous presentations to such groups as the Association of Boarding Schools, the Medical Library Association and the New Jersey Library Association. She has presented poster sessions at ALA and

written book reviews for *School Library Journal* and *Library Journal*.

Trisha joined LIRT in 1998 because she felt most related to the mission of LIRT. She says that "For me the best advantage of being a LIRT member is having a connection to a wonderful group of colleagues all dedicated to library instruction. Meeting other librarians and having access to their experiences through the listserv and newsletter, as well as contact at conferences, has been a valuable and rewarding experience."

Trisha is married to a librarian and they have two adorable cats. She spends her spare time renovating their newly purchased home.

Trisha is planning on continuing her LIRT service once her term as Treasurer expires and she is currently running for ALA Council. As an ALA Counselor she will be a wonderful representative for all types of instructional librarians.

Planning Instructional Opportunities for Targeted Populations ACRL Instruction Section Pre-conference Annual 2003

When: June 20, 2003, from 8:00AM to 5:00PM
Where: ALA Annual Meeting, Toronto, Canada

Want to avoid the one-size-fits-all approach to instruction? Join us as we examine four user groups: Generation Y, adult learners, international students, and distance learners. During this full-day interactive program, we will explore the characteristics of these groups and learn how to tailor instruction and outreach to meet their specific needs.

Speakers: Nancy J. Burich, University of Kansas; Miriam Conteh-Morgan, Ohio State University Libraries; Lisa Given, University of Alberta; Melissa Koenig, DePaul University; and Helen Georgas, University of Illinois at Chicago.

Registration for ACRL/CACLU members is \$195.
To register for this event, go to: <https://cs.ala.org/annual/2003/>

For further pre-conference and registration information see: <http://www.ala.org/acrl/is/conference/annual03/preconference03.html>

Conference Reports continued from page 5

The sub-topics were: Needs Assessment/Usability Testing; Delivery of Instruction; Access to Resources; Marketing Instruction; Library Collaboration: and Learning Assessment. Nadaleen will write a summary of the discussion for the March issue *LIRT News*, and Vibiana will write a summary of the evaluations and send them on to the LIRT Board.

The committee will continue to contribute an article on teaching, learning, and technology to each issue of *LIRT News*. The committee is also talking about creating a website that would link to practical applications of the technology featured in the newsletter articles. It was also suggested that the website link to poster sessions and conference presentations that feature technology as well as a list of recommended readings.

ALA Mid-Winter Conference Reports

From LIRT Committees and Task Forces

(Editor's note: Absence of a committee indicates that the report was not received by press time.)

Adult Learners

Kristine Kenney, Chair
kkennney@stdl.org

The committee will be adding Adult Learner information to the LIRT web site prior to the annual conference. The committee is collaborating with the Program Committee to present a program on adult learners at the 2004 annual conference.

Conference Program Committee, 2003

Deborah Bernnard, Chair
bernnard@csc.albany.edu

The committee finalized plans for the 2003 Conference program entitled "Critical Thinking: Teaching Thought and Process". Craig Gibson from George Mason University and Joyce Valenza from Springfield Township High School will explore the theory and practice of critical thinking. The program will also include a poster session. Sharon Ladenson and Cynthia Akers will coordinate the poster session, including sending a call for proposals, reviewing submissions, and forwarding proposals to the entire committee for final selection.

Five-Year Financial Planning Subcommittee

Trisha Meideiros, Chair
tmeideiros@towerhill.org

The 5-year financial plan has been updated. Although in 2004, LIRT will end up with a negative balance the years to come will be profitable. LIRT is financially sound at this time and a strong membership will only improve the situation.

Liaison Committee

Lori Critz, Chair
lori.critz@library.gatech.edu

The Committee reviewed the list of non-LIRT instruction-related programs being presented at Midwinter 2003. Each committee member selected one or two events

to attend and to write a brief summary for the LIRT newsletter. The committee also discussed 'instruction-related' programs to be presented at the Annual conference and developed plans to attend and to prepare summaries for these events/programs. The Liaison Chair will compile a list of programs for distribution to committee members prior to the Annual conference in Toronto. Committee members will be encouraged to select events of interest and include them in their conference agendas.

Newsletter Committee

Caryl Gray, Chair
cegray@vt.edu

The committee meeting was devoted to the transition of committee responsibilities. Caryl Gray became editor of *LIRT News* and chair of the committee. Carol Schuetz assumed the responsibilities of Production Editor of *LIRT News*. Deadlines for submissions for the 2003 newsletters were set: Feb 12 for March issue; April 15 for June issue; July 15 for Sept. issue; and Oct. 15 for Dec. issue. The committee also discussed the content of each issue including regular articles, columns, and timely announcements.

Public Relations/Membership Committee

Linda J. Goff, Chair
ljgoff@csus.edu

Donna Kanapes will serve as chair for 2003-04 beginning at the end of Annual conference in Toronto. Barbara Pilvin will serve as vice-chair/chair -elect. For Annual in Toronto, Linda Goff will work with the local arrangements committee to find a Canadian librarian to help select restaurants for Bites with LIRT. The committee will have an interactive form on the LIRT web site for registration and Sharon will continue as registrar for the Bites.

Linda Goff will coordinate ordering booth furnishings with Darlena Davis and will create the ad to recruit volunteers to staff the booth. The membership brochure will be updated and reprint before Toronto. Member ALIRT articles were planned for the newsletter. The following profiles will appear in *LIRT News*:

Trisha Meideiros, March 2003 issue.
Janet Sheets, June issue
Barbara Pilvin, September issue.

Publications Committee

Patience L. Simmonds, Chair
pls@psulias.psu.edu

The meeting was devoted to a discussion of the LIRT Top 20 Bibliography: cumulating the annual LIRT Top 20s; arranging the articles by categories; and making the compilation available as an ERIC document). The committee plans to finish this project by its next meeting at ALA Annual in Toronto.

Research Committee

Linda K. Colding and Marta Davis, Chairs

lcolding@mail.ucf.edu
mdavis@lib.siu.edu

During the Research Committee's meeting on Saturday, January 25, 2003, two projects were discussed. The first project, coordinated by Linda Colding, will be to develop a brochure to support of the 2003 program, "Critical Thinking: Teaching Thought and Process". Each committee member was asked to locate articles, books, and/or web sites to be included in the brochure. The deadline for submissions to Linda Colding is April 15, 2003. The brochure will be produced and distributed at the Annual Conference in Toronto. This project is the committee's top priority.

The second project, coordinated by Marta Davis, will focus on updating the LIRT Instructional Tutorials web site. The site will be checked for dead links immediately after the midwinter conference and results of the review will be forwarded to Billie Peterson-Lugo to update the LIRT website.

Teaching, Learning and Technology Committee

Amy Wallace, Chair
awallace@ucsd.edu

At Midwinter the Teaching, Learning, and Technology Committee sponsored a LIRT discussion forum on the issues that arise when technology is used to enhance instruction to remote users. Participants were invited to join a discussion on one six sub-topics.

continued on page 4

Library Instruction Discussion Group ACRL – LPSS

The 2003 Midwinter Library Instruction Discussion Group, sponsored by the Law & Political Science Section of ACRL, was expertly moderated by Lorena O'English. The approximately 20 attendees engaged in a lively, interactive conversation centered on several pertinent instruction issues. One of the issues was the relevance of print resources and catalog searching in current information literacy instruction. Another issue was the proactive role of librarians in educating faculty about the necessity of information competency for student success. In addition, the following topics were also discussed: the need to teach the complete research process—from topic selection to locating resources to evaluating resources; the evaluation of library instruction, particularly through the use of bibliography analysis; and the place of federated searching and portals in instruction. Attendees also shared personal experiences and offered their own suggestions. For example, several innovative programs that promote print resource use were described, including one that transfers portions of print reference sources to PDF files, WebCT course pages, or electronic reserves.

*Reported by Lori Critz,
lori.critz@library.gatech.edu*

“One-Stop Searching: Impacts on Information Literacy, Research and the Learning Process”

RUSA – MARS – Products and Services Committee

Representatives from ExLibris (Jenny Walker), Endeavor (Sara Randall), and Fretwell-Downing (Matt Goldner) discussed the use of library portal products and their effect on information literacy. Each were asked to address whether the impact on information literacy skills was addressed during the design of the portal products, if and how data was collected to support this phase of the development process, and what aspects of their particular portals enhance information literacy skills. All

the representatives stressed the importance of seamless federated searching – with transparent and easy-to-navigate interfaces – for today's students. Each portal product strives to organize and categorize information and facilitate retrieval from multiple data 'silos' that may or may not be locally owned. The representatives from ExLibris/SFX and Endeavor/ENCompass pointed to usability studies (e.g. focus groups) that steered the development of their products. Results from these studies indicated that users desire the following: (1) searching by predetermined 'research categories' which are based on curricular/research needs, (2) searching by personalized choices, (3) the inclusion of value-added services such as alerts and re-executable searches, (4) the ability to navigate to the native interfaces, (5) linking to available full-text in commercial resources and, (6) local digital content (digital learning objects, courseware, etc.). A case was also made that portals enhance information literacy skills by allowing more efficient and effective use of available resources. This is done by bringing information from a variety of sources directly to the user when and where it is needed, and by augmenting the actual content (e.g. local data sources) that can be made available through one search. Following the presentations, attendees provided comments and asked questions of the presenters.

*Reported by Lori Critz,
lori.critz@library.gatech.edu*

Best Practices in Information Literacy Hearing, ACRL

Tom Kirk, of Earlham College, chaired the hearing to discuss the document Characteristics of Programs of Information Literacy that Illustrate Best Practices [www.ala.org/acrl/guides/bestprac.html]. The document is a team effort of the Executive Group and an Advisory Panel of 18 who conducted much of the work via e-mail before the project team met. Ten institutions were part of an invitational conference at ACRL in 2001 to discuss the project. In March 2001 the penultimate draft was produced and sent out to institutions for revision which resulted in a redraft. The current document will be sent through

the various stages for approval by ACRL. The hearing was opened up for questions and concerns from the floor. Issues raised included the theories of developmental learning as the basis of the document, how to conduct assessment and how examples could be given to clarify certain statements. Kirk noted that the next step is to identify institutions in terms of pieces of their programs. In this way examples of the best practices can be highlighted, as long as they are not held as the only examples. Finally, Kirk expects the document to have a fairly short half life because of the dynamic nature of information literacy.

*Reported by Elizabeth Evans,
lizevans@iup.edu*

Hearing, Guidelines for Instruction Programs in Academic Libraries ACRL-Instruction Section

Sharon Sheehan, chair of the Instruction Section's Policy Committee, presided over the hearing on the Guidelines for Instruction Programs in Academic Libraries. This draft is a revision of the 1993 Guidelines. Sheehan noted that the emphasis in these guidelines is on instruction programs, not information literacy programs. Questions from the audience addressed a number of points including: (1) what is the relation between instruction programs and information literacy programs, (2) the need for the guidelines which would focus on the development of staff that may have ended up in instruction by a circuitous route, (3) how prescriptive should the section on instruction facilities be—with the possibility of adding a statement of the minimum needs as well as the ideal facilities and, (4) what role should learning theory have in the guidelines? Once the appropriate changes have been made to the Guidelines, it will be sent to ACRL for review. The Policy Committee hopes that they will hear back before ALA in Toronto. To read the draft guidelines, go to: <http://www.ala.org/acrl/guides/guiisdrftrev.html>

*Reported by Elizabeth Margutti,
margutti@virginia.edu*

continued on page 7

Leading Through Transitions: Managing the Evolution Toward Information Literacy ACRL-Instruction Section

This discussion was moderated by Diane VanderPol, chair of the Instruction Section's Management of Instruction Services Committee. She introduced Lisa Janicke Hinchliffe, Coordinator for Information Literacy Services and Instruction at the University of Illinois at Urbana-Champaign. Hinchliffe pointed out that we will always be in a state of transition or evolution in our instruction programs. She then discussed four points that will help to have a continuously evolving information literacy program:

(1) **Planning:** planning is essential to keep people connected with each other who are involved with teaching. A vision statement is also needed as well as an action plan for the next 1-5 years, i.e. what steps actually need to be taken?

(2) **Staffing:** people are needed to make an instruction program happen. The attitude of the staff is just as important as their skills and knowledge. The collaborative approach can often help staff develop new skills.

(3) **Accountability:** how do we make ourselves accountable and measure our impact on students in a positive way? As managers, instruction coordinators need to be able to communicate the value of instruction upward in the library hierarchy in order to gain support.

(4) **Role of the Instruction Coordinator:** to gather data which should include sources from outside the library; to build consensus—between faculty and librarians as well as librarian to librarian; to set reasonable goals and make sure they are integrated into the overall library goals; and, to assess the instructional goals and activities.

After Hinchliffe finished, participants divided into four groups for further discussion.

*Reported by Elizabeth Margutti,
margutti@virginia.edu*

“Distance Education Law and Copyright Issues” OITP

The first segment of the Washington Briefing Breakout Session II, “The TEACH Act Revealed! And Various other Irreverent Acts,” was presented by Kenneth D. Crews, Professor of Law and of Library and Information Science at Indiana University-Purdue University Indianapolis. Crews focused on the Technology Education and Copyright Harmonization (TEACH) Act that updates the copyright law to accommodate digital technologies that support distance learning. Crews provided an overview of the Act, which was signed into law on November 2, 2002, and discussed how educators and librarians could use the TEACH Act. A notable point of TEACH includes broadening opportunities to use copyrighted works in distance education “in an amount comparable to that which is typically displayed in the course of a live classroom session.” Unlike Fair Use which is often based on an individual instructor’s decision, this exemption to the Copyright Law requires a team to ensure compliance: the policy making authority to develop policy and provide notice, the technological team to provide access control, and a well-informed faculty to select the materials that fall within the guidelines of the provision. Problems that still linger were discussed, while recommendations for some specific situations that the audience presented in the question session were given. The second part of the Washington Briefing involved Copyright and the 108th Congress, presented by Miriam Nisbet, ALA Legal Counsel and Jonathan Band, Morrison and Foerster. They discussed the laws that passed during the 107th Congress and new or pending legislation concerning copyright.

*Reported by Marilyn N. Ochoa,
mochoa@mail.uflib.ufl.edu*

LIRT TLT Committee: Teaching, Learning, and Technology Committee.

Discussion Forum

The Teaching, Learning, and Technology Committee held a discussion forum focusing on remote users and teaching with technology. The forum was held on Sunday January 26th. The four breakout topics were:

1. Instructional technologies for teaching and learning
2. Needs assessment and usability
3. Collaboration
4. Marketing

While each of these topics was diverse, everyone acknowledged that their hour-long discussions encompassed more than the assigned topic, and there was a lot of overlap, as you will see in the summaries below. The main points of discussion were summarized by a spokesperson for each of the topics areas:

Instructional Technologies for Teaching and Learning:

1. There is a feeling of isolation among those who are instructional technologists in libraries; primarily because there is rarely more than one person in the position, and generally they are not in the public view. In addition, the position is so new there is often a lack of clear instruction as to the responsibilities of the technologist's.
2. The motivation for creating online instruction is low if users are not required to complete the instruction.
3. It is important to create and promote a library link on course management software.
4. There is a disconnect between traditional librarians and instructional technologists.
5. Interactive online modules help in reinforcing lessons learned in in-person teaching

continued on page 13

Slate For LIRT Office, 2003-2004

Cynthia M. Akers

Candidate for Vice President/
President-elect

Education: Emporia State University, Department of English, MA, 1986; Emporia State University, School of Library and Information Management, MLS, 1988.

Present Position: Head, Information and Instructional Services, University Libraries and Archives, Emporia State University, May 2001-present.

ALA Activities: LIRT Conference Program Committee, 1998-2001 and 2001-2003, Chair, 2001.

ALA Divisions: ACRL Instruction Section, Planning Committee, 1999 - 2001 and 2001 - 2003.

State and Regional Library

Association Activities: Flint Hills Technical College, Library Advisory Committee, 1997 - present; Kansas Library Association, Library Instruction Round Table, Secretary, 1999 - 2000; Coordinator, 1995 - 1996 and 1996 - 1997.

Publications: "An Introduction to Information Literacy: Definition, Evaluation, Integration" co - authors: Dr. John Gresham, and Terri Summey, scheduled for publication in 2003; "Teaching the Teachers: Library Instruction through Professional Development Courses," co - authors: Nannette Martin and Terri Summey, *Research Strategies*, 17.2/3 (2000): 215 - 21; "Practice What You Preach - And Deliver the Goods! A Comparison of Instructional Technology Systems for One Course, Two Groups", Presenter at Online Northwest 18th Annual Conference, Portland, OR, January 2001.

continued on page 9

Carol L. Schuetz

Candidate for Vice President/
President-elect

Education: Baylor University, BS (Secondary Education), 1993; University of North Texas, MS (Library Science), 1996; Baylor University, MS (Economics, in progress).

Present Position: Social Science and Humanities Reference Librarian, Baylor University, 1998 - present. Previous Position: Evening Supervisor, Science and Engineering Library, Baylor University, June 1994 - February 1998.

ALA Activities: LIRT Newsletter committee member, 1998 - present; LIRT Newsletter committee chair/ editor, 2000-2002; LIRT Newsletter production editor, 2003 - present; International Relations Roundtable, member, 2001 - present.

ALA Divisions: ACRL, member, University Libraries section, Instruction section.

Honors, Awards, Prizes, Medals, Citations: ACRL Conference Scholarship recipient, 1999.

Publications: Goolsby, Mary; Carol Schuetz, and Phillip Jones "From Funeral to Christening: OPAC Rites of Passage", *The Bottom Line: Managing Library Finances* 13(1) 2000; "Dictionary of International Business Terms" (book review) *Business Information Alert*, April 1999; Schuetz, Carol. "Shakespeare Goes Online - Internet Resources for Teaching Shakespeare in the Classroom" - published by ERIC, March 1999.

Statement of Concerns: During the time I have served on the Newsletter committee, I have been impressed by the willingness of librarians, of all backgrounds, to share their ideas, their techniques and their time with one another. This is the very foundation of LIRT. As changes in our

continued on page 9

Janet E. Sheets

Candidate for Vice Treasurer/
Treasurer-Elect

Education: College of William and Mary, AB, 1965; University of North Carolina, MS in Library Science, 1967.

Present Position: Reference Librarian, Coordinator of Instruction for English and Education, Social Science and Humanities, Baylor University, 1996-present. Previous Positions: Head of Reference (Social Science & Humanities) 1983 - 1996 and Reference Librarian, 1977 - 1983, Baylor University. Coordinator of Public Services, Northeast Louisiana University, 1975-77; Reference Librarian, Joint University Libraries, Nashville, Tennessee, 1973-75; Reference Librarian, Duke University, 1968 - 1972.

ALA Activities: LIRT: Continuing Education Committee, 1996-2000, Chair: 1997-1999; LIRT: PR/Membership, 2000-2002.

ALA Divisions: CLS, Secretary 1984 1986. RASD, Bibliography Committee 1977-1981; RASD, Outstanding Reference Sources Committee 1978-1982; RASD *Reference Resources for Small and Medium-sized Libraries*, 4th ed. Ad Hoc Committee, 1982.

Membership in Other Professional Organizations and Learned Societies: Phi Beta Kappa; Beta Phi Mu.

Publications: "Recognizing and Identifying Allusions in Literary Works" *Creative Strategies for Library Instruction in the Arts, Literature, and Music*, Ed. Marilyn P. Whitmore; Active Learning Series 5, Lancaster, Pennsylvania, Library Instruction Publications, 2001. 163-182; "Role Playing as a Training Tool for Reference Student Assistants," *RSR: Reference Services Review* 26:1(1998) 37-41; "The RASD Outstanding Reference Sources Committee: Retrospect and

continued on page 9

Linda K. Colding

Candidate for Secretary

Education: University of Florida, BA (Political Science), 1980; Central Michigan University, MA (Management), 1985; Troy State University, MS (International Relations), 1991; Catholic University of America, MSLS, 1994; University of Alabama, DPA, ABD (anticipated graduation date: Dec 2003).

Present Position: Library Instruction Coordinator, University of Central Florida, May 2000 - present.

ALA Activities: LIRT Research Committee, Co-chairperson, 2002-04; LIRT Conference Program Committee, member, 2000-04; NMRT Membership Committee, member, 1997-99; NMRT Shirley Olofson Award Committee, member, 1998-99. *ALA Divisions:* ACRL/IS Local Arrangements - 2004.

Honors, Awards, Prizes, Medals, Citations: Pi Sigma Alpha (National Political Science Honor Society) 1998.

Publications: Colding, L. K. "The Air University Library Web Site" in *The Library Web*, ed. Julie M. Still, 89-94. Medford, NJ: Information Today, Inc., 1997.

Statement of Concern: As the Coordinator of Library Instruction, I have experienced firsthand the success of library instruction for students, faculty, and librarians. Sharing those successes is what LIRT is all about. I have also experienced the need for cooperation and communication among librarians instructing in all types of settings. The importance of clear and concise communication is one of the most important functions of the LIRT Secretary. Keeping accurate and precise records of all meetings will facilitate the mission of LIRT. I am honored to be nominated for the position of Secretary and welcome the opportunity to continue to serve LIRT in this capacity.

Kay M. Stebbins

Candidate for Secretary

Education: BA (Business Education and Library Science) 1971; MLS, 1973, Texas Woman's University.

Present Position: Associate Librarian for Reference and Instruction, Noel Memorial Library, Louisiana State University, 1990-present.

ALA Activities: Library Instruction Roundtable (LIRT); LIRT Liaisons 1999-2000 (committee member); LIRT Liaisons, Chair, 2000-2002. *ALA Divisions:* RUSA BRASS: Member, Discussion Group, 2000-2003; Dun & Bradstreet Award for Outstanding Service to Business Communities, 2002-2004.

Publications: Reference books reviewer, *American Reference Book Annual*, 1996-present; reviewer, *Louisiana Library Bulletin*, 1999-present; *Reference Quarterly*, one review.

Statement of Concern: I have been a professional librarian for over 20 years, working as a school librarian in Oklahoma and Texas and as a business and academic librarian in Louisiana since 1977. I became actively involved with the American Library Association in 1996. I have concentrated my committee work to committees focusing on reference, library instruction and business libraries. In my present position, I am a liaison for the Business, Education Colleges and the Kinesiology, and Military Science Departments.

Slate for LIRT Office
continued from page 8

Cynthia M. AkersCandidate for Vice President/
President-elect

Statement of Concern: As a candidate, I want most for LIRT to continue its focus upon practical library instruction and information literacy issues. My conversations with fellow librarians over the years have revealed a common concern: Too often, librarians are thrown into training and instruction with little or no preparation. As a result, our patrons do not

understand the key aspects of information literacy for lifelong learning and we in turn do not understand the patrons' frustration with wading through endless Internet sites in search for the information they need. For these librarians, LIRT is an incredible resource of tips, conference sessions, discussion groups, and general accumulated knowledge about teaching from those who have gone before. I would also want, if elected, to strengthen relationships among ALA-LIRT, the ACRL Instruction Section, and other library associations for public and school libraries.

Carol L. SchuetzCandidate for Vice President/
President-elect

. As changes in our profession occur, one thing remains constant that it takes all types of librarians to educate the public. In a time when more importance is placed on electronic media and quick delivery, we shoulder even more of the burden for educating patrons. LIRT is the pipeline that connects all of us whether we are public, academic, school or special librarians and it allows for the flow of ideas and support between us. It is my wish to support this ideal in whatever capacity I may serve. I encourage the participation of all librarians. In LIRT, it is our diversity, which makes us great organization that we are.

Janet E. SheetsCandidate for Vice Treasurer/
Treasurer-ElectProspect" (co-author)
RQ 20: 359-365, 1981.

Statement of Concern: In this new electronic environment, instruction needs have increased for users in all libraries. LIRT is the one organization in ALA that strives to address the instruction concerns of all librarians: academic, public, school and special. All librarians who are teachers have much to learn and to teach each other. I enjoy working with the members of LIRT and appreciate the openness of the organization. I would be honored to serve LIRT as Vice-Treasurer Treasurer-elect.



LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

Adult Learners

Assists library professionals to understand, find information or promote ideas on learning styles, teaching methods, and training resources most often associated with adult learners.

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.

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.

Newsletter

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

Nominations, 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. 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.

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 conferences.

Publications

Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication.

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.

Teaching, Learning, & Technology

Identifies and promotes use of technology in library instruction, with special attention given to technologies that enhance learning and can be easily adapted to a variety of different learning environments.

Transition from High School to College

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



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:

Stephanie Michel, Wilson W. Clark Memorial Library, University of Portland
PO Box 83017, Portland, OR 97283-0017
Work: 503.943.7418 Fax: 503.943.7491 Email: michel@up.edu
<<http://www.baylor.edu/LIRT/volform.html>>

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")

- | | |
|-------------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Adult Learners | <input type="checkbox"/> PR/Membership |
| <input type="checkbox"/> Conference Program | <input type="checkbox"/> Publications |
| <input type="checkbox"/> Continuing Education | <input type="checkbox"/> Research |
| <input type="checkbox"/> Liaison | <input type="checkbox"/> Teaching, Learning, & Technology |
| <input type="checkbox"/> Long-Range Planning | <input type="checkbox"/> Transition from High School to College |
| <input type="checkbox"/> Newsletter | |
| <input type="checkbox"/> Nominations, Organization & Bylaws | |

Can you regularly attend LIRT meetings at the ALA midwinter and annual conferences?
 YES NO (but would like to participate through email, and online)

Please attach a separate sheet listing committees or offices (if any) previously held in LIRT, ALA or state/regional associations, with years of service.

Dear Tech Talk—

In the library, we see more and more people using Palms or some other kind of personal digital assistant (PDA). Consequently we have started thinking about how we could provide services to library clients with PDA's and how we, as library personnel, could make more use of PDAs in daily work activities. What possibilities might exist for handheld devices in libraries?

-- Persistent PDA Proponent

Dear PPP—

In presentations, information technology consultant, Joan Frye Williams states that she finds ideas for improved services in libraries by looking at how technologies are being used outside of libraries – in the “real world”, so to speak. PDAs are certainly becoming very prevalent in the “real world”, especially in the world of business. So, using Ms. Williams’ philosophy, it would seem that examining the potential of PDAs in libraries would be very appropriate. As it is, only recently have library staffs begun to consider the potential of these tools for delivering library services or for assisting staff in their work.

Medical libraries are at the forefront of this movement. Why? According to Jean Shipman and Andrew Morton, PDAs “are small, portable, mobile, personal and customizable. They also have memory capacities that can (and do) supplement the knowledge needed by any busy health-care professional. ‘One Dallas, Texas-based physician claims that he has regained up to two hours a day due to his PDA device saving him time previously used to retrieve information, deal with community pharmacies, and locate patient contact information and documentation.’” (Shipman: 230) Ken Varnum provides another perspective – that of a special library (of which medical libraries are a subset): “...if you do not provide a

high-value service to those who are making funding decisions, you might as well close up shop. For others, it’s more a matter of service – delivering information to those who need it, when they need it, how they want it.” (Varnum: 14) The strengths of PDAs – “small, portable, mobile, personal, and customizable” and capable of “delivering information to those who need it, when they need it, how they want it” – are exactly what health care practitioners need to make them more efficient in their jobs.

Consequently, medical librarians have been proactive in facilitating the use of PDAs by their clients by offering training opportunities, providing buying guides for different types of PDAs, creating guides and services that are PDA compatible and can be easily downloaded or accessed by PDAs, and subscribing to resources (tables of content services, databases, reference material, ebooks) that are PDA compatible. Using PDAs, some health care professionals can make patient notes, add appointments to their calendars, find needed drug information, obtain the latest developments related to specific medical conditions, and more.

So what about other types of libraries? How can PDA technology be incorporated into library services or the jobs performed by library staff? Should library personnel even bother considering the viability of PDA technology in a library environment? At this time, these questions still remain unanswered. As a first step to address these questions, key library staff – technology staff, public services staff, technical services staff – should acquire PDAs of various types (Palm-type products and Pocket PCs in order to be aware of their differences, similarities, and incompatibility issues), learn to use them effectively in their daily work, and then start experimenting.

To make the most use of their capabilities, wireless connectivity should be available so that PDAs can

be used to access information in a networked environment – web pages, e-mail, online catalogs, etc. However, it’s not an absolute requirement to have access to a wireless network. Libraries can make use of free “channels” at AvantGo to place information – guides, directories, library hours, etc. – that is formatted for viewing on a PDA. Information for accessing the channel is publicized. Once a PDA has been programmed to receive information from the appropriate AvantGo channel, it will automatically obtain the latest information from this channel each time it is placed in its cradle to be synchronized. The information obtained from an AvantGo channel can then be viewed off line. For example, a library client would always have access to an up-to-date library directory or a current subject guide in his/her PDA – with no extra work needed beyond what happens when the PDA is regularly synchronized.

Beyond their organizational capabilities, how might PDAs help library staff in their jobs? With a wireless connection, the online catalog could be accessed from a PDA. Would it be efficient for library staff to use a “tiny” online catalog for book stack maintenance? The use of a stylus to input information is a big drawback. To address this problem, use a keyboard peripheral device that unfolds into a reasonably-sized keyboard and plugs in to the PDA using a USB connection. If there is a potential market, library vendors may develop other peripheral devices – barcode readers, chip sensors, etc. – that can be attached to PDAs. Another potential problem is how the information in the online catalog will display on a PDA. Innovative Interfaces, Inc. has already developed one solution to this issue: AirPAC – a module that provides wireless devices (PDAs or mobile phones) with the ability to access AirPAC-accessible III online systems and display the information based on the capabilities of the specific device.

continued on page 12..

Another potential use of PDAs is by instruction librarians. They could place presentations on some types of PDAs and easily transport the presentation anywhere they needed to go. Using an accessory like "Presenter-to-Go" (marketed by Margi) they could connect their PDA to a projector and be off and running. Instruction librarians could also offer seminars or create guides on the effective use of PDAs. Perhaps, in the not so distant future, instruction librarians will even be able to "beam" tutorials, assignments, or other elearning objects from their PDAs to the students' PDAs, using the infrared technology?

Below are examples of PDA services offered by some libraries:

- Arizona Health Sciences Library – <http://educ.ahsl.arizona.edu/pda/>

PDAs for Health Care Providers
 • Cleveland Public Library – <http://www.cpl.org/>

Will be offering an ebook collection of best-selling titles on a wide variety of PCs, notebooks, tablet PCs, and PDA devices

- Duke University Medical Center Library – <http://www.mclibrary.duke.edu/respub/pdaformat/>

An example of using AvantGo to provide files for PDAs

- Golden Gate University – http://internet.ggu.edu/university_library/pda.html

Library guides made available for display on PDAs

- Indiana State University – <http://library.indstate.edu/mercury/handheld.html>

Provides a check-out program for expansion devices for a variety of PDAs

- University of Alberta – <http://www.library.ualberta.ca/pdazone/index.cfm>

PDA services, resources, and guides provided by the library.

- University of Kentucky Medical Center Library – <http://www.mc.uky.edu/medlibrary/webographies/PDA.htm#Libapps>

some library applications for PDAs

- University of St. Thomas – <http://www.stthomas.edu/libraries/keffer/services/palm/palminfo.htm>

Another example of using AvantGo to provide files for PDAs

Once the library staff starts experimenting with PDAs, they should keep current and exchange ideas with others. Use some of the following resources:

- pdalibraries group at Yahoo – <http://groups.yahoo.com/group/pdalibraries>

You must establish a free Yahoo membership to join Yahoo groups.

- libraries-pda@listserv.arizona.edu – <http://www.lsoft.com/scripts/wl.exe?SL1=LIBRARY-PDAS&HLISTSERV.ARIZONA.EDU>

- The Handheld Librarian: Librarians Sharing News, Applications, and Ideas of Interest with Others Working with Handheld Computer Technology: <http://www.handheldlib.blogspot.com/>

- PalmInfoCentre – <http://www.palminfocentre.com/>

Use this site to keep abreast of current news regarding handheld devices.

- pdaED.com – <http://www.pdaed.com/>

Returning to Joan Frye Williams, consider her list of reasons for pushing the use of a particular technology: "It solves a known problem; Your users want it; Your staff want it; You saw it in Business Week; You saw it in USA Today; You saw it at the grocery store; Your kids know how to use it; Your Mom knows how to use it; It won't take much time or effort to show results; It sounds like fun."

Likewise, consider her list of reasons for abandoning or not pursuing the use of a technology: "You can't explain exactly how it contributes to improved service; You can't staff it; You can't expand it; You can't network it; You

can't secure it; You can't rely on it; You can't get spare parts for it; Your users complain about it."

After experimenting with PDAs in specific library settings – allowing sufficient time for the capabilities to evolve, library staff should be able to make some determinations as to whether PDA technology should be pursued or abandoned.

Selected PDA Service Providers

- AvantGo – <http://www.avantgo.com>
 Web-based resource that provides "channels" from which information formatted for PDA devices can be placed and downloaded to (using synchronization functions) and viewed off-line from PDAs. Channels are available at no cost for 8 or fewer subscribers; for more than xx users, there is a charge for the service.

- Handango – <http://www.handango.com/>
 Provides a large selection of software for handheld devices.

- Handheld Education.com – <http://www.handheldeducation.com/>

Includes specially selected software downloads, reviews of products and information on how teachers and students can maximize the use of handheld computers for teaching and learning.

- Handmark – <http://www.handmark.com/>
 Provides a large selection of software for handheld devices.

- Innovative Interfaces, Inc AirPac – <http://www.iii.com/pdf/airpac.pdf>

Provides access to III integrated library systems through wireless devices such as PDAs or mobile phones, automatically adjusting the display based on the device.

- iSilo – <http://www.isilo.com>

continued on page 14

LIRT TLT Committee:
Teaching, Learning, and Technology Committee.
continued from page 7

Needs Assessment and Usability:

1. Usability testing is being performed more and more in libraries.
2. Most academic institutions have a human subjects committee which must approved usability test procedures with human subjects.
3. The question was raised on how to perform usability on tutorials.
4. One university employed pop-up surveys to get feedback while another used focus groups.
5. Should formats other than Web pages, such as Power Point presentations, be tested?

Marketing and Libraries:

1. Get faculty buy in, as well as student buy in.
2. Promote libraries on Web CT and other course management software, with library resources button, or librarian involvement with the course in some way.
3. To get undergraduate buy in, we must balance our academic image with an accessible approach to students

Collaboration:

1. Communication is the key to collaboration, and not just within institutions.
 2. 24/7 reference services are important to promote.
 3. How are 24/7 reference services impacting academic and public libraries?
 4. Technology such as homework helpers, etc. should be promoted through libraries for students
 5. Collaboration
-



ALA/CLA ANNUAL CONFERENCE
JUNE 19-25, 2003

Join us for BITES with LIRT in Toronto, Ontario

June 21-22-23, 2003

Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the ALA Annual Conference, but this year you might get to sit next to a Canadian Librarian at the joint ALA-CLA meeting in Toronto. This is your opportunity to meet and eat with other librarians interested in library instruction from two countries!

LIRT welcomes anyone who has 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 setting. The CLA local arrangements group will help us pick the restaurants and as soon as the selection is made we will post details and maps on the LIRT website. Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation. We will make the arrangements; all you have to do is reserve your spot and show up! Deadline is June 13, 2003. Confirmations will be sent by e-mail.

Send requests for reservations to: ssc@lib-mail.humboldt.edu
Sharon Chadwick, Science Librarian
The Library, Humboldt State University, One Harpst St.
Arcata, CA 95521-8299 (707) 826-4955 (w) (707) 826-4900 (f)

BITES REGISTRATION FORM

Name: _____

Institution: _____

Phone: _____

E-mail : _____

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

Saturday, June 21, 2003, 12:30 p.m.

Sunday, June 22, 2003, 12:30 p.m.

Monday June 23, 2003, 12:30 p.m.

Are you a LIRT member? yes _____ no _____

online form available at <http://www.baylor.edu/LIRT/bitessum.html>

A versatile document reader for Palm OS, Pocket PC, and Windows CE Handheld PC handhelds.

- Mobileplanet – <http://www.mobileplanet.com/>

Provides a large selection of accessories and software for handheld devices, as well as

information, as well as access to a resource center with information, such as PDA comparison charts, case studies, FAQs, product reviews, etc.

- Memoware – <http://www.memoware.com/>

Provides a collection of thousands of free resources (databases, literature, maps, technical references, lists, etc.) specially formatted to be easily added to handheld devices.

- Margi – <http://www.margi.com/>

Provides accessories for handheld devices, such as "Presenter-to-Go" which provides the ability to connect PDAs to projectors.

- Ovid@Hand – <http://www.ovid.com/site/products/tools/ovidhand/ovidhand.jsp?top=2&mid=3&bottom=8&sub-section=14>

Brings up-to-date Ovid content to the PDAs of medical clinicians, researchers, and students.

- PalmInfoCentre – <http://www.palminfocentre.com/>

Use this site to keep abreast of current news regarding handheld devices.

- SIRSI – http://www.sirsi.com/Sirsipdfs2362_Sirsi_Extra_v1_n3.pdf

The 2002 release of SIRSI provides the ability to download some lists from SIRSI integrated library systems to PDAs.

- Westlaw Wireless – <http://www.westlaw.com/wireless/>

Provides access to Westlaw databases, cases, legal directory, and KeyCite using wireless PDAs.

Selected PDA Vendors

- Hand Spring – <http://www.handspring.com/>
- IPAQ – <http://www.hp.com/country/us/eng/prodserv/handheld.html>
- Palm – <http://www.palm.com>
- Sony Clie – http://www.sonymstyle.com/is-bin/INTERSHOP.enfinity/eCS/Store/en/-/USD/SY_BrowseCatalog-Start?CategoryName=hp

Selected PDA Production Tools

- Adobe Acrobat – <http://www.adobe.com/products/acrobat/main.html>
- Dreamweaver – <http://www.macromedia.com/software/dreamweaver/>
- Flash – <http://www.macromedia.com/software/flash/>
- Fireworks – <http://www.macromedia.com/software/fireworks/>
- iPresentation – http://www.presenter.com/prod_overview.html
- Lectora – http://www.lectora.com/mobile_overview.html
- Microsoft Products (Excel, Powerpoint, Word) – <http://www.microsoft.com/office/>

Additional Resources:

Binder, Michael. "Inside Pandora's Box – The development of the First PDA Library Portal for Academic Libraries". *Against the Grain*: (June 2002): 65-67.

"Cleveland Public Library to Open Circulating eBook Collection; Library Website to be First in Nation Enabling Borrowing of Best-Sellers for PC and PDA Reading". *Business Wire* (January 6, 2003): 2032

Embrey, Theresa Ross. "Today's PDAs Can Put an OPAC in the Palm of Your Hand". *Computers in Libraries*: (March 2002): 14-22.

Embrey, Theresa Ross. "Working with Wireless Devices: Library Applications in Support of the Needs of Students and Teachers". *Teacher Librarian* (June 2002): 24-28.

Fox, Megan. "PDAs and Handhelds in Libraries and Academia – How the Academic Library is Using PDA Technologies: Resources and

Sample Projects." <http://web.simmons.edu/~fox/PDA.html>

Fox, Megan. "I've Got the Whole World in My Palm:

The Use of PDAs and Other Handheld Computers in Academia". http://web.simmons.edu/~fox/PDAs_Academia.ppt

Galganski, Carol, Tom Peters, and Lori Bell. "Exploring Planet PDA" *Computers in Libraries* (October 2002): 5-8

Handheld Education

Moore, Margaret E. and Julia Shaw-Kokot. "Informatics Education: Mobile Technology Forums". *Medical Reference Services Quarterly*: (Summer 2002): 75-79.

Palm – Education. "Higher Education Success Stories". <http://www.palm.com/education/studies/#campus>

Palm – Education. "K-12 Success Stories". <http://www.palm.com/education/studies/#k12>

Schuyler, Michael. "The Next Big Thing: Super-PDAs Do It All". *Computers in Libraries*: (June 2002): 28-29.

Shipman, Jean P. and Andrew C. Morton. "The New Black Bag: PDAs, Health Care, and Library Services". *Reference Services Review* (August 15, 2001): 229-237.

Varnum, Ken. "Information @ Your Fingertips: Porting Library Services to the PDA". *Online* (September/October, 2000): 15-17.

Virginia Commonwealth University Libraries. "Personal Digital Assistants (PDA) Resources". <http://www.library.vcu.edu/tml/bibs/pda.html>

Williams, Joan Frye. "Know When to Hold'Em, Know when to Fold'Em: Deciding when to Investigate, Deploy or Abandon a Technology". Presentation at the 1999 LITA National Forum <http://http://www.lita.org/forum99.fryewilliams.html>

As always, send questions and comments to:

*Snail Mail: Tech Talk
Billie Peterson-Lugo
Moody Memorial Library
P. O. Box 97143
Waco, TX 76798-7143*

E-Mail: Billie_Peterson@baylor.edu

Nominations Requested For LIRT's 2004/2005 Officers

Please return by 7/31/03

LIRT is asking for your nominations for three offices:

Vice-President/President-Elect
Vice-Treasurer/Treasurer-Elect
Secretary

Officers must be able to attend all ALA Midwinter and Annual Conferences for the duration of their commitments. Candidates must be current members of LIRT and have served for at least one year on a LIRT committee. The terms of these offices are:

Vice-President/President-Elect serves a 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:

Vice-Treasurer/Treasurer-Elect serves a two year term as part of a two year commitment to the Executive Board as vice-Treasurer/Treasurer-Elect and Treasurer. A third year is served as chair of the 5-Year Financial Planning Subcommittee and member on the Long Range Planning Committee.

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

Nominee's Institution:

Comments:

Secretary serves a one year term.

Name of Nominee for Secretary:

Nominees Institution:

Comments:

Please return this form to:

Lori Critz, Co-Chair, LIRT Elections Committee
Georgia Tech Library & Information Center
Georgia Institute of Technology
Atlanta, Ga 30332-0900
Email: lori.critz@library.gatech.edu
Fax: 404-894-3005

Online form at <http://www.baylor.edu/LIRT/nominationform.htm>

online form at <http://www.baylor.edu/LIRT/boothform.htm>

Can you lend LIRT a hand?



Sign up to be a LIRT Booth Volunteer!

We need friendly faces to meet & greet those who will be stopping by the LIRT booth in Toronto. Pick a time that you're free and send your name and contact information to :

Linda J. Goff, Head of Instructional Services, Library 2021
California State University, Sacramento
2000 State University Drive, East
Sacramento, CA 96819-6039

(916) 278-5981

FAX (916) 278-5661

ljgoff@csus.edu

	9-11 AM	11-1 PM	1-3 PM	3-5 PM
Saturday, June 21				
Sunday, June 22				
Monday, June 23				
Tuesday, June 24				

*Exhibits close at 4 PM on Tues. Please indicate if you can help pack up the booth.

You don't have to be a LIRT member to participate, so please bring a friend!



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