From The Vice President

By Vibiana Bowman

bowman@camden.rutgers.edu

Dear LIRT Members:

The Mid-Winter meeting in San Antonio was a great experience. I enjoyed having a chance to meet with old friends and welcome new members. For those of you who were not able get to San Antonio, I hope to see you at Annual in New Orleans. All the news from the ALA Administrative Office regarding the conference is good. I would encourage you to attend to show support not only for our parent organization but for the New Orleans community as well.

One of my main duties as LIRT Vice President is to assign members to committee appointments. LIRT membership has been steadily growing but there are still spots to fill on the various LIRT committees. If you are not already serving on a committee, please think about doing so. All the information that you need, including forms to fill out, are available at the LIRT website (http://www3.baylor.edu/LIRT/). For those of you who are serving on committees, please spread the word, especially to your colleagues who are public and school librarians. One of the things that makes LIRT such an enriching organization to be involved in is the fact that it brings together librarians from across the spectrum of librarianship. LIRT is trying to grow its committee membership to reflect the broad interests, talents, and experience of its various constituencies. So if you are already serving, go out and recruit, and if you are not yet involved, please give it some serious thought. Your ideas and expertise are greatly needed and would be greatly appreciated.

Cordially,
Vibiana

2006 Conference Program

Jazz Up your Teaching with Technology

The LIRT Annual Conference Program Committee is collaborating with the Teaching, Learning, and Technology Committee on a Technology Fair for the 2006 Annual Conference in New Orleans. Dr. Tim McGee, Associate Professor and Director of the Instructional Design and Technology Program at Philadelphia University's School of Design and Media, will open the fair with a 45-minute presentation on "Instructional Design for Teaching and Learning in Libraries." The Technology Fair will follow with demonstrations by vendors and e-Posters.

Inside

From the Editor

Greetings LIRT-folk! This letter comes to you from chilly Central Pennsylvania, on a quiet evening at the Reference Desk. It seems like a very long time until we'll be meeting again for Annual 2006 in June. It seems so cold now, and well, Annual will be at a warm time and in a warm, warm place. . .

It was fun getting together in San Antonio with everyone. While I hoped it was going to be more of a break from winter than it was (I think it was actually warmer in Pennsylvania on one of the days), I always enjoy going there. One question: who knows what kind of bird that was that flocked in the trees and made quite a racket at sunset? Were they magpies?

Two items in this issue struck a chord with me: LIRT's 2006 Conference Program Announcement titled "Jazz Up your Teaching with Technology," and Beth Lindsay's article "Making the Most of Instruction for Adult Learners." The reason these caught my eye is that I am in the midst of teaching an online course about research skills for government and legal information sources. In an online environment, I find myself constantly trying to jazz things up—there's a dynamic that's lost in web delivery of course content that I'm always trying to replace with something. I'm really looking forward to this program.

The reason our adult learners article caught my eye is because many students I work with on this online course are adult students, and they clearly depart from the profile of the droopy-panted, iPodded, crooked-baseball-cap-wearin' college students I usually work with. They clearly have different needs and are taking the class for different reasons than traditional students. I have found working with them to be very rewarding and also challenging—they take their coursework very seriously, but show a great deal of enthusiasm for it as well.

I'd love to hear from you! Tell me about a new approach you've taken with instruction, or a technological recommendation. Public librarians, what are your biggest instructional challenges right now and how are you approaching them? Drop me a line at knapp@psu.edu, and I'll work you into an upcoming issue.

By Jeff Knapp

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

Making the Most of Instruction for Adult Learners

Ebster, Deborah and Patricia Farney. "`Now, Voyager' – From Bette Davis to Kate Mulgrew: Developing BI for `Boomers' in an Academic Setting." Library User Education in the New Millennium: Papers Presented at the 27ᵗʰ National LOEX Library Instruction Conference. Eds. Julia K. Nims and Ann Andrew. Ann Arbor: Pierian Press, 2001. 171-77.

Fidishun, Dolores. "Teaching Adult Students to Use Computerized Resources: Utilizing Lawler's Keys to Adult Learning to Make Instruction More Effective." Information Technology and Libraries 19.3 (2000): 157.

Holmes, John. "Just in Case, Just in Time, Just for You: User Education for the Re-Entry Student." Teaching the New Library to Today's Users. Eds. Trudi E. Jacobson and Helene C. Williams. New York: Neal-Schuman, 2000. 127-44.

Masek, Linda E. "Advice for Teaching Hands-On Computer Classes to Adult Professionals." Computers in Libraries 20.3 (2000): 32-36.

Phelps. Marcy. "Designing Web-Based Library Instruction for Adult Learners." Colorado Libraries 26.2 (2000): 19-21.

Sarkodie, Kwasi, ed. Reference Services for the Adult Learner: Challenging Issues for the Traditional and Technological Era. New York: Haworth, 2000. Also published as The Reference Librarian 69/70 (2000).

Beth Lindsay is the Head of Library Instruction at Washington State University in Pullman. She is a member of ALA-LIRT Adult Learners Committee.

By Beth Lindsay   *elindsay@wsu.edu*

Making the Most of Instruction for Adult Learners

We hear a lot about the "graying" of the workforce, and politicians often discuss the aging population and the impact on various programs. In addition to increases in the number of older adults taking advantage of education and library services, higher education has seen an increase in all ranges of non-traditional students. The Institute for Higher Education Policy reported a 235% increase in university and college students aged 40 and older from 1970 to 1993 (Life 14). The U.S. Department of Education's National Center for Education Statistics showed comparable figures. In 1970, approximately 823,000 students in higher education were 35 years old or older, while in 2001, there were approximately 2.9 million students in that age group (Special Analysis). Given these facts, being up-to-date on the learning styles and needs of adults is more crucial than ever.

Characteristics of adult learners include a desire for self-direction and the preference for individual choice in the learning environment, along with a need for participation in needs assessment, clear sequencing and reinforcement (Lawler 1991; Knowles 1990; Cross 1981; Merriam & Caffarella 1999; Vella 2002). Other sources point out that adult learners are extremely goal-oriented and often work best as independent learners (Holmes 130-131). Virtually all sources about adult learning also stress that motivation and retention will improve if the content has clear relevance to their lives or situations.

There are a number of approaches that can be taken to assist adult learners, ranging from large scale changes in instructional plans to small steps that can also be meaningful. Although it may be impossible to do a complete needs assessment before all instruction sessions as Lawler advises, it is important to gather as much information about the learners as possible so that their needs can be met. Knowing even a few facts about the students, their experiences and what they hope to gain from the instruction can help you reduce their anxiety, encourage their participation, and make the session relevant to them. This information can usually be gained from the instructor, or in the case of workshops, registrants can be surveyed about their goals and interests.

In addition to information gained through pre-planning, planning to offer hands-on experience should be at the top of the list. As Linda E. Masek points out, providing hands-on experience with the resources is crucial, particularly for adult learners, and she also encourages instructors to have patience, provide ample time for questions, and be as flexible as possible (34-36). John W. Holmes suggests that we create instructional programs that emphasize what is most relevant to them, are problem-based, and take different learning styles into account (135-137).

Deborah Ebster and Patricia Farney provide a wide array of helpful advice, including being sensitive to lighting, equipment, furniture and signage, as well as making sure not to stereotype or mythologize older adult patrons and students (173). Holmes also advises ensuring that instruction and reference services are available for follow-up at times outside of the regular 9-5 workday (137-138).

Masek points out that the average adult attention span is 30-40 minutes (36). For an instruction session that lasts 60 minutes or longer, it is particularly important to employ a variety of teaching methods, to include active learning exercises, and to make sure that the session includes varied approaches and activities to keep adult learners motivated and able to maintain their concentration.

Although it isn't always possible to know who the audience will be, and it can be difficult to address all possible learning styles in one class or workshop, awareness of these issues can help us provide better learning environments for all of our students and patrons.

For more information, take a look at these resources:

Statistics and Theories of Adult Learning

Cross, K. Patricia. Adults as Learners. San Francisco: Jossey Bass, 1981.

Knowles, Malcolm. The Adult Learner: A Neglected Species. 4th ed. Houston: Gulf Publishing, 1990.

Lawler, Patricia A. The Keys to Adult Learning: Theory and Practical Strategies. Philadelphia: Research for Better Schools, 1991.

Life After Forty: A New Portrait of Today's – and Tomorrow's – Postsecondary Students. Washington, DC: Institute for Higher Education Policy, 1996. <http://www.ihep.org/Pubs/PDF/LifeAfterForty.pdf>

Merriam, Sharan B. and Rosemary S. Caffarella. Learning in Adulthood . 2nd ed. San Francisco: Jossey-Bass, 1999.

Special Analysis 2002: Nontraditional Undergraduates. National Center for Education Statistics. 2002. 15 January 2006. <http://nces.ed.gov/programs/coe/2002/analyses/nontraditional/index.asp>

Vella, Jane. Learning to Listen, Learning to Teach. 2nd ed. San Francisco: Jossey-Bass, 2002.

Library Instruction and Training for Adults

Carr, David. "The Situation of the Adult Learner in the Library." Reaching and Teaching Diverse Library User Groups: Papers Presented at the 16th National LOEX Library Instruction Conference. Ed. Teresa B. Mensching. Ann Arbor: Pierian Press, 1989. 35-43.

Candidate for Vice President/President-Elect

LINDA MARIE GOLIAN-LUI
Candidate for Vice President/President-Elect

Education: Florida Atlantic University, Ed.D., 2002; Florida Atlantic University, Ed.S., 2000; Florida State University, M.L.I.S., 1988; University of Miami, B.A., 1986; University of Hawai'i Hilo, Hawaiian Studies.
Current Position: University Librarian, University of Hawai'i Hilo, 2002–Present
Previous Positions: Public Services Team Leader/ Education Librarian, Florida Gulf Coast University, 1997–2002; Serials Librarian, Florida Atlantic University, 1990–97; Serials Librarian, University of Miami Law, 1987–89; Serials Technician, University of Miami Richter Library, 1980–87.
ALA Activities: Rural, Native, and Tribal Libraries of all Kinds Committee: Member, 2005–Present; Council: Hawaii Chapter Council, 2002–Present; Committee on the Status of Women in Librarianship: Member and Program Chair, 1997–2003; LAMA: Member, Publications Committee, Systems and Services Section, 1997–2000; NMRT: President Elect/President/ Past President/Chair Local Arrangements/Library School Outreach Chair, 1993–2000; ACRL: Member, Liaison to YALSA's Outstanding Books for the College Bound, 1996–99; ALCTS: Member, Committee to Study Serials Standards, 1995–97; ACRL: Member, Women's Studies Section, 1994–97.
Offices Held outside of ALA: Hawaii Library Association: ALA Chapter Councilor, 2002–Present; Florida Library Association: Chair Elect/Chair/Past Chair Serials Section; Registration Committee, 1990–93.
Membership in Other Professional and Related Organizations: American Association of University Women, 2003–Present; Zonta International, 2002–Present.

Publications: *See* http://library.uhh.hawaii.edu/edu/ staff/golianlui.htm.
Honors, Awards, Prizes, Medals, Citations: Hawaii County Woman of the Year, 2005; *Library Journal*'s Movers and Shakers, 2005; Florida Serials Librarian of the Year, 2004.
Accomplishments: "My major accomplishments involve living a balanced life that focuses upon God, family, professional career, and community service. Librarianship has provided me a flexible profession that allows me to focus upon areas that I have great passion—reading and lifelong learning. With the help of my family and my spiritual leaders, I try to stay focused upon balancing my life with choices that support my ethical, philosophical, and professional beliefs. As a mother of a five-year-old daughter, these are my greatest accomplishments in life."
Statement of Concern: "In an age of information overload and continuing changing technology, effective and efficient library instruction is more critical than ever before. LIRT has a strong history and reputation of addressing the instructional needs of all library users for all types of libraries (public, school, special, academic) and patrons of all types (K–12 pupils, college and university students, K–12 teachers, college and university faculty, and lifelong learners). LIRT also has a strong history and reputation for providing opportunities for professional growth for all librarians wishing to have a committee assignment. I have been an active member of LIRT since 2001. I have found the leadership of LIRT organized, caring for the membership, and devoted to the mission of strengthening library instruction programs for all libraries and all patrons. I would consider it an honor to assist LIRT in fulfilling this mission by serving as president-elect."

V isit the LIRT Membership Fair

@ ALA Annual

*LIRT will be hosting its
2nd Annual Membership Fair*

*Watch for further information in the
June issue of the LIRT Newsletter*

Candidates for Secretary

ERIN ELLIS
Candidate for Secretary

Education: Emporia State University (KS), M.L.S., 2002; Pittsburg State University, B.A., 1999.
Current Position: Social Sciences Librarian, University of Kansas Libraries, 2005–present; Adjunct Instructor, University of Maryland University College, 2005–present.
Previous Positions: Interim Instruction Coordinator and Humanities Librarian, Texas Tech University, 2003–2005.
ALA Activities: NMRT: Chair, Nominating Committee (2005–06); ACRL-IS: Intern, Membership Committee (2005–06); LIRT: Member, Conference Program Planning Committee (2004–06); NMRT: Chair, Student Reception Committee (2005–06); NMRT: Member, Booth Committee (2004–05); NMRT: Liaison to LIRT (Membership) (2003–06); LIRT: Member, Liaison Committee (2003–05); NMRT: Member, Student Chapter of the Year Award Committee (2003–04).
Accomplishments: "I led a team of librarian-instructors in a faculty incentive grant award to create online information literacy tutorials for Texas Tech University. I have also recently been accepted to participate in the Institute for Information Literacy's annual Immersion program."
Statement of Concern: "My goal is to teach students to know when information is needed and how to locate and use it effectively and efficiently; to teach the technological skills needed to use the modern library as a gateway to information; and to enable students to analyze and evaluate the information found. When these skills are in students' command, they have confidence in using information to make a decision or create a product. I feel strongly that LIRT supports my efforts as a librarian-instructor in both the information literacy and technology realms. LIRT is evolving just as quickly as information and technology is, and I am excited about the opportunity to serve this roundtable. LIRT continues to prepare and inform me and, through my work with LIRT, I am continually challenged and engaged with the round table's activities."

LINDA LAMBERT
Candidate for Secretary

Education: Wheaton College Graduate School (IL), M.A., 1988; Indiana University, M.L.S., 1979; DePauw University, B.A., 1976.
Current Position: Instructional Services Librarian, Taylor University, Zondervan Library, 2001–Present.
Previous Positions: Specialist for Humanities/Fine Arts, Seattle Pacific University, 1992–2001; Public Services Librarian, George Fox College, 1987–92; Part-time Reference Librarian, Wheaton College Libraries, 1986–87; Reference Librarian, Indiana State Library, 1978–87.
ALA Activities: LIRT: Chair, Public Relations/Membership, 2004–05; RUSA: Local Systems and Services, 2000–04.
Accomplishments: "In 2004, I co-presented at the Georgia Conference on Information Literacy, "Where Inquiry-based Instruction Meets Information Literacy." I am actively involved in local campus committee work as a tenure associate professor."
Statement of Concern: "Information Literacy awareness is my biggest concern. LIRT is actively involved in promoting information literacy in multiple arenas. I desire to continue to participate actively in LIRT as the major professional outlet."

Have you created an instruction program or developed a unique classroom strategy?

Please share your experiences with LIRT.

Send your articles to Jeff Knapp (jeff.knapp@psu.edu)
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LIRT Discussion Forum

On Sunday, January 22, approximately 40 librarians participated in the LIRT Midwinter Discussion Forum. Participants chose three different topics: "Teaching the Unwilling;" "Assessment of Learning Outcomes;" and "Teaching Information Literacy Within the Disciplines." The main points from two of these discussions are summarized below.

Teaching the Unwilling

"Teaching the Unwilling" was typified as students sitting in class with their arms folded as if to say, "You don't have anything of interest to say to me." A lively discussion followed about ways to "hook" or motivate students. Many good examples from large and small academic institutions were offered. The main themes centered on the need to have students experience or discover the *need* for information literacy. One approach might be summarized as "Take them from where they are," which involves starting with what they know (Google) and having them discover the ways in which those resources are inadequate for college-level work. Another example was the "Start at the point of need" approach which involves integrating the instruction with an assignment using problem-based learning which forces the students to the "point of need" as they have to figure out what information they need and how to locate it. A third strategy, "let them fail," asks students to do bibliographies before instruction. Faculty grade them and students do poorly because they do not find the right types of sources. Students are then motivated to learn how to find the right types of resources that their professors require ("Prof/grade as motivator"). Faculty collaboration is important for all of these approaches. The remainder of the discussion touched on the topics of plagiarism and critical thinking.

Teaching Information Literacy Within the Disciplines

Information Literacy (IL) needs to be more integrated throughout classes, similar to the integration of "writing across the curriculum." Perhaps the most important issue is educating the faculty, who often think first year instruction is sufficient. Faculty information networks are frequently within their departments. Students generally don't have access to these networks and are expected to find resources for themselves. Some programs, like nursing, seem more ready to integrate IL into their curriculum, perhaps because they have evidence-based requirements and students often work in small groups. Leslee Shell, liaison to the nursing program at Arizona State University West, discussed her work with problem-based learning in the nursing program there. Practical suggestions from discussion participants included offering open workshops and having faculty require their students to attend one or more of these workshops before the class-focused library session, and attending class when students presented projects or assignments related to their class library session.

SUMMARIES OF NON-LIRT MEETINGS ALA MIDWINTER 2006

ARL: *What's New with Project SAILS*
Sunday, January 22, 1:30–3:30 pm

Kent State University initiated and developed Project SAILS (Standardized Assessment of Information Literacy), which provides institutions with tools for testing information literacy skills based on the ACRL's information literacy competency standards for higher education.

Carolyn Radcliff, project administrator, gave a brief overview of the project, their goals, and what they have done for the past three project phases. Joe Salem, test developer and data analyst, talked about the project parameters, funding situations, test validation, and survey results from participating institutions. Rick Wiggins, web programmer, introduced new features of redesigned SAILS, including customized reports for classes and institutions, individual reports, and institutional and self-selected consortium benchmark. Their presentation and brochure are available at https://www.projectsails.org/pubs/presents.php?page=presentations. For institutions interested in administering SAILS beginning Fall 2006, the SAILS group will be holding a workshop at the 2006 ALA Annual Conference in New Orleans. For more details, please go to https://www.projectsails.org/news/news.php?page=news.

Summary by Ning Zou, LIRT Liaison Committee

ACRL Instruction Section: *The Instruction Balance*
Sunday, January 22, 1:30–3:30 pm

The Teaching Methods and Education Committees of the ACRL Instruction Session presented an informative and thought provoking discussion forum which focused on how librarians are maintaining a balance, with increasing instructional duties, without losing track of or neglecting other professional responsibilities. The attendees were broken up into ten discussion groups, each with a facilitator. Three topics were presented for discussion, brainstorming, and sharing: "What's on Your Mind;" "Management and Organization of Instruction;" and "Different Ways Instruction Programs are Structured." The "What's on Your Mind" session examined such problems as the intensive prep time involved with creating lesson plans; keeping up with the technologies, providing goals and outcomes that allow more freedom in delivery style; communicating and working with the various faculties; grading and evaluating assignments; and developing materials for instructors that could be used across disciplines. Some of the solutions proffered were: Sharing the prep with colleagues and catering to their strengths (teaching or creative); getting permission to use other colleges' tutorials; collaboration with vendors to create subject tutorials to sell; knowing how to use all the technologies, including using classroom knowledge management software; and having post-instruction

discussion with faculty. The "Management and Organization of Instruction" discussions offered such solutions as: balancing the responsibilities of librarians who do more instruction so that they have less Reference Desk hours; supporting and encouraging librarians who are shy about instruction and enlisting the BI Coordinator there; having a forced minimum of classes per librarian; determining where instruction should be inserted; and where it might do the most good. In addressing "Different Ways Instruction Programs are Structured," some of the ideas offered were: co-teaching and team teaching with other librarians and with faculty; training the trainers—using TA's to help teach by really incorporating information literacy; developing tutorials to teach basic skills; using library school students as interns in instruction; developing a library skills workbook which all students need to complete in order to graduate; and building upon library instruction by having it tiered so that students get different instruction as they progress.

Summary by Cynthia Dottin, LIRT Liaison Committee

ACRL Women's Studies Discussion Forum: *You Mean I Can Use a 'Zine in a Research Paper?*
Monday, January 23, 8:00–10:00 am

The Women's Studies Discussion Group presented a forum on the use of alternative resources or grey literature when teaching women's studies classes. Several individuals shared the ways in which they have used such multi-media materials as 'zines, blogs, and wikis to bring life to the classroom. It seems 'zine acquisition is easy and affordable, however, a strong collection development policy is recommended. Apparently, there is a hesitation to use 'zines as secondary sources though use as primary sources is quite apropos. 'Zines are most commonly used in poetry, women's studies, and are popular in any gender studies topic. Ethnic Studies and Popular Culture Studies also lend themselves well to 'zine use. Duke and Barnard are among those actively acquiring and using 'zines in the classroom. The individuals representing these two institutions referred to 'zines as completely flexible research objects which are being included more and more in feminist collections. Barnard uses 'zine making as a teaching/writing tool. One of the most important questions posed was how to get faculty to feel comfortable with letting their students use alternatives sources such as 'zines. Selling these as primary sources that can be analyzed in conducting a process and as a good source for teaching students critical analysis was offered as a selling point. The fact that there are times when one can only find certain information in 'zines was also proffered. Cataloging and preservation of 'zines is a question that needs to be answered. In many instances there seems to be some difficulty in that many institutions, for various reasons including budgetary constraints, do not collect 'zines. One interesting suggestion was offered to approach Alexander Street Press to look at 'zines as a new product for offering.

Summary by Cynthia Dottin, LIRT Liaison Committee

ACRL-IS Management of Instruction Services Committee Bright Ideas Session: *Hello, Anybody Out There? How to Improve Outreach Efforts and Build Positive Relationships for Your Academic Instruction Program*
Sunday, January 22, 4:00–5:30 pm

The ACRL-IS Bright Ideas Session provided a way for session attendees to discuss the variety of ways that their librarian colleagues approach instruction outreach efforts. Attendees were assigned a "home" table and each member of that table was given responsibility for one of the roundtable topics. Roundtable topics included outreach to undergraduates/first year students, outreach to graduate students, working with nonacademic departments, partnering with faculty, cool marketing ideas, and outreach to adjunct faculty/teaching assistants. After being assigned a topic from their "home" table, attendees then scattered to respective tables where their roundtable topic would be discussed. A sufficient amount of time was given for the roundtables to share tips and strategies for reaching their assigned target audiences. After lengthy discussions, attendees then returned to their "home" tables where everyone shared the top strategies that were generated for their roundtable topic. The structure of the discussion session with "home" tables and then roundtable topics allowed for effective discussion and provided a nice opportunity to glean "bright ideas". Unique bright ideas for instruction outreach included assigning liaison librarians to non-academic departments, marketing instruction by giving students carabiners with library logos, and using campus social events to talk to faculty about information literacy.

Summary by Carrie Forbes, LIRT Liaison Committee

YALSA Teaching Young Adult Literature Discussion Group
Sunday, January 22, 10:30 am–12:30 pm

This YALSA discussion group is described on the YALSA Website as a "group for YALSA members who teach literature for young adults and/or are interested in teaching literature for young adults." The informal discussion session brought together librarians from a variety of settings and included library science faculty, school librarians, and public librarians who focus on children/young adults. A large part of the discussion focused on the benefits and drawbacks to teaching a course on young adult literature online. Many instructors felt that it was not possible to teach book talking in an online environment and required their students to work with a librarian at a local public library for book talking assignments. Other parts of the session focused on how to encourage male student participation in what is typically a female dominated classroom setting and discipline. In a similar tangent, attendees also discussed how to engage young men into reading more young adult literature. Over the course of two hours, YALSA members also traded stories and tips on choosing books for a curriculum and dealing with books that are challenged because of sexual or suggestive content.

Summary by Carrie Forbes, LIRT Liaison Committee

Midwinter Committee Reports

Adult Learners
Carole R. Burke (burke_carole@colstate.edu), Chair

The Committee's goal of identifying notable adult learners' training and teaching was tabled temporarily in order to obtain more information about the suggestion from Kristina Howard. The Resource Center web pages will be updated by an internal committee chaired by Marya Shepherd and due for completion by May 15, 2006. Mary Cassner and Ted Chaffin will be assisting Marya. Marya will contact Candy about helping, too. Update suggestions for the web pages included removing the dead links, adding other topics, enhancing the visual appearance, using RSS, blogs, and others. Carole will send out a call for Chairperson volunteers in March since her appointment ends in 2006.

Archivist
Kari Lucas (klucas@ucsd.edu), Archivist

The Archives Ad Hoc Committee was appointed after the Annual Conference in 2005 to examine and make recommendations to the Executive Board about the purpose and role of the Archive. Meeting for the first time at Midwinter, the Committee determined the issues and information needed to complete a final report with recommendations, met with Lorelle Swader to find out about ALA policies for archives, and determined that an online survey would be the most efficient tool for measuring LIRT's assumptions and expectations for the archive.

Conference Program
Julie Elliott (jmfelli@iusb.edu), Chair

The Committee worked on details for the 2006 Annual Conference Program: "Jazz Up Your Teaching with Technology." The Teaching, Learning, and Technology Committee has been unable to get many vendors. The Committee will attempt to contact vendors such as SMART Board and Apple. The time slot for the program will be 8am to 12pm: Set-up at 8am, Membership Fair and e-Posters at 10am, Speaker from 10:30–11:15am, and the Technology Fair from 11:15am–12:00pm. E-Poster submissions were reviewed, and seven were accepted.

Barbara Hopkins agreed to co-chair the 2007-08 committee, with her focus being the 2008 program. The 2007 Program will be "Reality Instruction: Focus on the Learners," a reality show for instructional librarians. Using focus group data, real interviews will be brought back from students and adult learners who have gone through library instruction.

Liaison
Lori Critz (lori.critz@library.gatech.edu), Chair

The Committee reviewed the list of non-LIRT education-related events/programs/meetings at Midwinter; made selections of events that each member could attend and reviewed the format to be used in preparation of event summaries for LIRT News. They also reviewed a draft proposal for LIRT Liaison program and developed a timeline for its review and implementation.

Newsletter
Jeff Knapp (knapp@psu.edu), Chair

Met Jeff Gutkin, a new member of LIRT and the Newsletter Committee from Wagner College. Jeff is interested in taking the position of Production Editor of LIRT News. We discussed his interests and background, and whether or not we think he'll be able to work with a PageMaker file with the software he has.

Research
Dr. Linda K. Colding (lcolding@mail.ucf.edu), Chair

The Committee introduced new members and briefly discussed the bibliography supporting the Annual Conference program which they will begin working on in mid-April. The idea of making this year's bibliography annotated was discussed, but in order to limit it to two pages, this is unlikely to occur. All Committee members will be listed on the bibliography. The Committee discussed developing an action plan for the instructional services website, which will replace the Library Instruction Tutorials page and will provide the user with a location to find resources for different types of instruction, e.g., traditional course-related instruction, 50 minute one-shot, and semester long courses. Clara Ogbaa will draft a survey to be used to collect data that will be distributed to the committee members for review.

Teaching, Learning, & Technology
Eileen Stec (estec@rci.rutgers.edu), Chair

Presented two emailed e-posters and two hand-delivered applications to Conference Committee. Discussed with Conference Committee co-chair what supporting roles TLT members can take for the program/e-poster/vendor fair. There were no immediate roles, however, the Conference Committee may require our assistance as the annual conference draws near.

The Committee discussed how to involve virtual members in committee meetings in the future. A number of possibilities were brought up, including blogs, wikis, and a number of software solutions. Leadership of the Committee for the upcoming year was also discussed.

Top 20
Leslie Sult / Tiffany Hebb (sultl@u.library.arizona.edu/ THEBB@depauw.edu), Chairs

The Committee met and finalized the list of the Top 20 articles on instruction for 2005, and is in the process of finalizing the timeline. Abstracts will be written and authors notified in time to get everything published in the June 2006 issue of LIRT News.

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

TECH TALK   Grokker

By Billie Peterson, Baylor University

Dear Tech Talk:

I've come across an Internet search engine (Grokker) that provides search results in a completely different way: providing them in a somewhat organized fashion. I've used it a bit, and find it a bit disconcerting. What's the deal with Grokker? Are there other similar tools? Is this the future of Internet search engines? —Grasping Grokker Gracefully

Dear GGG: Grokker, created by Groxis Inc., made its debut on the Internet in 2001, first as a desktop application and now as a web-based application, and is one of several search tools that uses clustering or visual search displays to provide a "guided" search interface. The name "Grokker" originates from the word "grok", which the Wikipedia (http://en.wikipedia.org/wiki/Grok) defines as a verb that means most precisely "to achieve complete intuitive understanding" — comprehension without any necessary contemplation or explanation — and was coined by Robert Heinlein in his book, *Stranger in a Strange Land.*

What is it about Grokker that potentially gives it an edge over other search engines? It's the fact that it categorizes a large quantity of search results, presenting the searcher with clusters of information related to the topic searched; as opposed to long lists of search results displayed according to relevancy. By clustering the search results, the searcher immediately sees the individual facets of the information and is presented with immediate options for focusing on specific information needs. In the case of Grokker, the clustered search results can be displayed in one of two different ways: "Outline" (which uses descriptive text links) or "Zoomable Map" (which uses colored circles that contain other colored circles or squares). In either case, the searcher clicks on the cluster of information she wants to explore and drilling down to more specific information. With the visual representation, the "bubbles" represent a cluster of information that may contain more clusters of information (more bubbles) or may contain specific information objects (squares). Each visual cluster is associated with a text description that pops up when the mouse moves over a bubble or square.

The Grokker web site (http://www.grokker.com) provides Grokker search options in partnership with Yahoo!, the ACM Digital Library, and Amazon.com. Grokker technology is also being incorporated in other environments as well. Stanford University is using Grokker to provide "a single point of access to Socrates, the Stanford Library information system; HighWire Press (part of Stanford); Academic Search Premier (from EBSCO*host*); Expanded Academic (from Thomson Gale); the Library of Congress; and seven Internet search engines." (http://www.infotoday.com/newsbreaks/nb041220-1.shtml) EBSCO*host* is using Grokker technology to implement their new "Visual Searching" (http://www.epnet.com/thisTopic.php?topicID=407&marketID=1), which will be released in 2006. For California K-12 schools that are members of CalSAVE, Grokker is providing the opportunity to participate in a "free, web based pilot program, which gives the school district access to a web version of Grokker in exchange for feedback about the application." (http://www.calsave.org/companies/grokker/)

However, Groxis isn't the only company that provides a new approach to search technology. Other "data visualization" companies include:

- AquaBrowser <http://www.medialab.nl/>
- Endeca <http://endeca.com>
- Inxight (StarTree) <http://www.inxight.com/products/sdks/st/>
- Vivisimo <http://www.vivisimo.com>

Some use text-based clustering and others use visual clustering; however, they all provide the option for the information seeker to view and manipulate large search result sets in a "guided" mode. An interesting complement to Grokker is the visual approach used by Inxight StarTree, which provides an interactive "tree" that changes the search results as the searcher focuses on and manipulates the information elements in the "tree."

Examine implementations of these data visualization technologies by exploring:

- Clusty (Vivisimo) <http://clusty.com>
- FirstGov Search: The U.S. Government's Official Web Search (Vivisimo) <http://firstgovsearch.gov/>
- LexisNexis Directory of Online Sources: Interactive Map View (Inxight StarTree) <http://www.lexisnexis.com/startree/>
- National Science Digital Library Collections by Subject (Inxight StarTree) <http://nsdl.org/browse/ataglance/browseBySubject.html>
- NCSU Libraries Online Catalog (Endeca ProFind) <http://www.lib.ncsu.edu/catalog/>
- Queens Borough Public Library Online Catalog (AquaBrowser) <http://www.medialab.nl/pop.asp?sub=maindemo>

Many of these data visualization techniques have emerged from the world of business—not the world of libraries and information professionals. As the amount of information that companies and organizations gather and manage continues to grow, managers are looking for effective methods to maintain ongoing access to these mounds of information. In the business world, effective access to information by employees at all levels can be imperative to the success of companies. Consequently, these companies need the most effective search techniques—preferably techniques that are highly effective in sorting through large amounts of data with the least amount of effort on the part of the employees.

Library professionals are noticing these new search capabilities and considering how they could improve the automated library systems. For example, in recent years many library professionals, including Andrew Pace and

Roy Tennant, have expressed dismay over online catalog search interfaces. The MARC record provides highly structured data, and library-integrated library systems continue to provide highly structured search interfaces that don't typically enhance the average user's ability to "grok" the information in the online catalog. Many library professionals agree with these assessments, but little has been done to address the issue until recently. Andrew Pace and other staff at the North Carolina State University Library decided to apply Endeca ProFind to the NCSU Sirsi catalog. In developing this new interface, they created a variety of "dimensions" using data from the MARC record, LC call numbers, the circulation record, etc. Then they used the Endeca clustering technology to provide a more intuitive search layer to the Sirsi system, resulting in a library catalog search interface that moves beyond mere cosmetic changes. Search the topic "nanotechnology" and with just one additional click of the mouse (on the "fiction" genre link), you will find five fiction books on the topic, as opposed to looking through a list of over 500 items.

Besides needed improvements in online catalog search interfaces, the plethora of federated search implementations is woefully inadequate. While the concept, one place to search for information across a wide range of library and other digital resources, is great, the implementation has been disappointing at best. One of the major concerns is that the overwhelming search results are often categorized in ways that are meaningless to the typical user. However, one of the strengths of data visualization and guided navigation is that these techniques can process large search results and display them in ways that are visually manageable and useful. Consequently, these search technologies may be an ideal method to address issues associated with most of the federated search implementations that are currently available. To this end, Serials Solutions has announced a partnership with Vivisimo. They are "licensing Vivisimo's Clustering Engine for integration into its federated search product, Central Search." (http://vivisimo.com/html/serialsolutions-20060123)

Other library vendors are also looking at repackaging interfaces using different approaches. As mentioned above, EBSCO*host* is releasing "Visual Searching" as a search option. Bowker has implemented FictionConnection™ (http://www.bowker.com/press/bowker/2006_0120_bowker.htm) within *Books in Print* online. FictionConnection™ uses AquaBrowser Library to assist in the discovery of popular reading materials. Innovative Interfaces, Inc. is introducing WebPAC Pro, which "offers improved information retrieval using RightResult™ search technology and enhanced display functionality including more opportunities for customization of content and features." (http://www.iii.com/news/pr_template.php?id=268) Sirsi Rooms™ 2.0 "is a sophisticated Web solution for enabling library users to discover information . . . By providing libraries with a strikingly effective and efficient means of (1) gathering high-quality information according to subject areas and (2)

then presenting that content in virtual spaces we [Sirsi] call 'Rooms.'" (http://www.sirsi.com/Solutions/Prodserv/Products/eps.html)

Yes, this concept of "guided searching" or "guided navigation" may be somewhat disconcerting to librarians, who have been carefully trained to interview people regarding their information needs and develop the most effective search strategies for meeting those needs. Librarians also have a strong drive to teach information seekers how to develop their own effective search strategies. In reality, Mann's "principle of least effort" clearly applies to the majority who search for information—even librarians! Information seekers want to find needed information as quickly as possible. Librarians happen to have a full complement of skills to obtain information quickly and effectively, but given the capabilities of today's technology, why should non-library professionals be required to learn what appear to be complex and possibly arcane search techniques? Is this concept akin to using a slide rule instead of a calculator; in which both tools yield the same result, but one with less effort?

Vivisimo has coined the phrase, "information overlook," as opposed to "information overload." They state that information overload isn't really the issue (if there's too much information; just ignore it), which results in "*information overlook*: the unknown cost of not finding out what was available had you spent the extra effort." (http://vivisimo.com/docs/overlook.pdf) Unless solutions are found that address Mann's "principle of least effort," "information overlook" will escalate. Additionally, as solutions are found that do address Mann's principle, information seekers will gravitate to those solutions and they will expect those kinds of tools for accessing information effectively and effortlessly. Consequently, it behooves library professionals to investigate and add "guided navigation" search technologies to their toolkits. There will be times when highly-defined search strategies are the perfect solution to an information quest; but more and more, the average information seeker may be better served by tools that present broad search results in categorized clusters and provide the searcher the ability to navigate to the most relevant information quickly and easily.

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STANDING COMMITTEES

Library Instruction Round Table

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.

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

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

Organization & Planning - Is responsible for long range planning and making recommendations to guide the future direction of LIRT. 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 dates, 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.environment.

Please see our online committee volunteer form at
http://www3.baylor.edu/LIRT/volform.html