From The President

By Vibiana Bowman

Dear Friends,

ALA Annual in Anaheim is nigh upon us: June 26–July 2, 2008. I hope to see many of you there. LIRT will have a presence in the ALA Pavilion in the Exhibit Hall and will be meeting and greeting new, old, and potential members. On behalf of the officers and committee chairs, I invite you to come and find us.

The Conference Committee has an outstanding program planned: "Energize Your Instruction: Keep the Magic Alive for You and Your Audience." The program will be Sun., 10:30 a.m.–12:00 p.m. At the time of this writing, the room had not yet been announced but make sure to visit the ALA conference information web site (http://www.ala.org/ala/eventsandconferencesb/annual/2008a/programs.cfm) for complete information. Again, we hope that you will join us.

The Midwinter Conference was interesting and productive. The cheese steaks (or vegan alternatives) and soft pretzels were delicious. At the top of the list for LIRT planning is concentrating our efforts to grow our membership and make our organization representative of all kinds of librarians (school, public, academic, etc). In addition, all of the committees are actively engaged in exploring ways to keep our members involved. Particularly we are looking at ways for our member to participate during, and between, conferences.

To all those attending the Annual Conference, have a safe and pleasant trip. And to all our members, thanks for your involvement with LIRT. Drop us a note—let us know how you are doing and how we can help.

Cordially,
Vibiana

Vibiana Bowman
LIRT President
bowman@camden.rutgers.edu

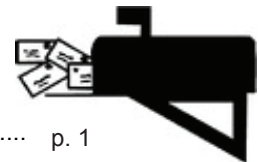http://www.baylor.edu/LIRT/lirtnews/

2009 LIRT Midwinter Discussion

The Adult Learners Committee would like to invite you to participate in the 2009 LIRT Midwinter Discussion. The discussion topic is "Wikipedia and Library Instruction: Love it or Lose it." Please follow this link, http://tinyurl.com/68a63v, to YouTube where you can hear the discussion question, and also post your comments or video replies. Those comments and replies will become an active portion of the discussion at Midwinter 2009. We would love for you to make it to Midwinter, but if not please make sure to post!

LIRT Program: Energize Your Instruction: Keep the Magic Alive for You and your Audience

By Victor D. Baeza

Is your instruction dull and lifeless? Do you have students drooling on their keyboards? Are you and your audience equally bored? Even if the answer to these questions is "no," you'll still want to join speaker Andrew Sanderbeck at LIRT's Annual program to discover how to avoid getting into a rut and put the pizzazz back into your teaching. Keeping that spark and passion alive in teaching is critical to a successful learning process. This program will focus on proven techniques that help employees avoid and overcome the symptoms of "teaching burnout" and will give participants the tools to rediscover the best potential in themselves and others.

Inside

From the Editor
by Jeff Knapp

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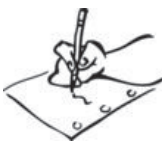
Ah, springtime! That's right folks—the birds are singing, the flowers are blooming, and—thanks to our Top Twenty Committee—little article reviews are fluttering down from the heavens. . . I think I hear harp music . . .

This issue is going to be tight, as our Top Twenty Issue usually is, so I'll be brief. We've got some interesting stuff in this issue, including an item or two submitted by LIRT members outside of committee responsibilities. Got an idea, teaching technique, or tool that you'd like to share with like-minded librarians? Send it on in! I'm always happy to consider it for the newsletter.

Have a great summer!

Web 2.0 Webpage Creators as Instruction Guides

By Justine Martin, Minnesota State University, Mankato, justine.martin@mnsu.edu

I began the school year searching for an easy way to post support materials online for my instruction sessions. Unfortunately my library does not have a system to publicly post guides on our website and I was interested in a product that allowed me to quickly change content online at the reference desk or in the classroom. At the same time, I did not want to invest in new software or learn more HTML or wiki coding. I started by posting information for my classes to a blog, but I soon began to miss the ability to design and layout information like a regular webpage. I heard Google, among other sites, offer free templates and space to post webpages. I decided to test a few free webpage creators as a means to quickly create and post instructional materials from my sessions.

Numerous web 2.0 services allow users to easily create and post websites through online interfaces. As I began searching for a site to place my support materials, I soon found there are free and fee-based sites. Be wary of some free services that place advertisements on pages. For instance, I reviewed a fabulous site with a number of features. Unfortunately when I published the content, a large beer ad was placed above the instruction guide! Free sites like Google's Page Creator (http://pages.google.com) or Weebly (http://www.weebly.com) do not include page advertisements at the present time.

Sites such as Page Creator and Weebly offer various designs and layouts to create visually pleasing webpages. Like other web development products, images and some media files can be included in the text. While no HTML coding is

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

needed, content layout can be time consuming. Thoughtful site navigation is crucial since information can be distributed to multiple pages. Once a general plan for content placement is ready, basic information can be posted (e.g. finding books, articles, and websites). As a result, time can be saved by creating new information for specific sessions, while linking to the basic information on pages already published.

There are disadvantages to consider when using free website providers. One major disadvantage is the lack of control over page errors or when the site is unavailable due to technical glitches. These sites offer help guides and email support, but often do not provide the quick and thorough assistance of a library's technology staff. Furthermore, page layouts are limited by the template features. For instance, adding additional tables to create columns and rows can be difficult. HTML code can be added manually to customize a design.

Once I launched my site, available at http://msulibrary.weebly.com I began each library session by showing the online guide. Course instructors were happy with the site since it allowed them to link to the guides from the campus's course management system (e.g. Desire2Learn and Blackboard). I advised the audience to write down the address for their future use, yet I was doubtful many people would use the site after the session ended. I was proved wrong by Weebly's daily statistics. On average, my site has 3–7 hits on days when I am not teaching!

The ability to create and modify web content using free web 2.0 services has many advantages as well as some drawbacks. It is beneficial to easily create and modify pages from any internet connection, but the lack of immediate technical assistance can be a hindrance. In the end, free website creators are another viable option for librarians to provide more extensive information online without the worries of coding or designing webpages.

Contributions to be considered for the September 2008 issue must be sent to the editor by July 15, 2008.

Creating an Instructional Library Podcast

By Jason Puckett, Emory University, jason.puckett@emory.edu
Emory Library Survival Guide Podcast: http://web.library.emory.edu/podcast

What and Why

Podcasting is an easy and low- to no-cost means for delivering instructional content that provides an on-demand channel for information literacy instruction. It has the added benefit of persistence so that episodes can be linked from anywhere on the web, providing contextually relevant point-of-need instruction. Podcasts can easily reach distance education students and students who might be discouraged by library anxiety from seeking in-person assistance. Podcasts can also be used as reinforcement for in-class instruction: students can be directed to listen to a podcast episode prior to class for background information, or for a refresher post instruction.

Last fall a colleague and I started planning a series of instructional library podcasts for undergraduate students. Our goals were to create a program that would inform and teach students about library resources, introducing them in a non-threatening or (dared we hope) even entertaining way. Starting from scratch, we taught ourselves the necessary skills along the way.

Before you start

First, know what a podcast is. This seems obvious to mention, but the term "podcast" is often used to refer to any online audio or video files. However, podcasting has a more specific meaning. It's important to use the term correctly: our tech-savvy users know the difference!

Podcasting is a method of distributing digital media files that allows automatic notification and download of new content. Despite the syllable "pod," neither an iPod nor any other portable media player (PMP) is required to listen to podcasts. Most podcasts are in the common MP3 audio format that will play on any computer or media player, though any digital media file can be published via podcasting.

A podcast uses RSS (Really Simple Syndication) feeds that allow listeners to subscribe and automatically receive new episodes as they are published. A user can subscribe to a feed in many ways: via a web browser's built-in RSS reader, a web-based reader such as Bloglines or Google Reader, or perhaps most commonly via "podcatcher" software such as iTunes or Juice. Media files without RSS feed capability are not defined as podcasts.

Before becoming a podcast producer, become a podcast listener. Subscribe to a few of them: browse podcastalley.com or the iTunes Store. Get an idea of what works for you as a listener and what doesn't, as well as what might be a useful format for your users. You'll want to decide if your podcasts will include images or video, or if audio is enough.

Define your audience and understand their learning characteristics. In planning a podcast for undergraduates, we thought about what features the program would need in order to attract students and keep them listening. We decided that an undergraduate audience would appreciate podcasts that offer:
- Precise and direct information about library resources.
- A casual and friendly style with a sense of humor, not patronizing.
- Sincerity, not trying to be cool. Undergrads can sniff out fake cool, also known as "lame."
- A short program. We keep our episodes 5–10 minutes long to make them easy to listen to. Not only does a short podcast help encourage busy students to listen, but a format of one topic per episode provides a de facto index so that students with a specific information need can locate the episode they need.
- Useful topics that might not make it into a typical first-year instruction session.

Perhaps most importantly, be prepared to publish regularly. It takes time to build an audience, and the only way to do so is to keep producing episodes. Even if it seems no one is listening at the moment, those first episodes will remain available for later subscribers.

Technology for recording and publishing

Recording a podcast simply requires a computer, a microphone and an audio program. The computer is easy – nearly any hardware will do. We record with the free audio recording software Audacity (audacity.sourceforge.net). We use Garageband (Mac only) for editing and production since it offers features Audacity doesn't. If you already have a Mac with Garageband, by all means use it, but otherwise you can still proceed without purchasing any software. Our microphone is a Blue Snowball (bluemic.com) that cost about $100. A $30 USB headset microphone will work perfectly well. Save your finished recording in mp3 format for compatibility with any computer or portable media player.

Plan and set up your publishing platform early in the project. Generating a podcast feed typically requires blogging software (RSS feeds also power blog subscriptions). A podcast episode is, to oversimplify only slightly, just a blog post with a link to an mp3 file. Perhaps the most widely used blog software, and the one we use, is the free, easy and open source Wordpress. If you don't have the resources to install Wordpress on your own server, there are many free sites like Odeo (odeo.com) that provide podcast hosting. If you work for an iTunes U university, publishing is even easier. iTunes U has podcasting capabilities built in.

Feedburner (feedburner.com) is another free service that tracks and records statistics on a podcast or blog feed. It allows the podcaster to get more information about subscribers: browsers and podcatcher software, for example. We plan to use our Feedburner data in an assessment of the podcast project at the one-year mark.

In the studio

Before you record your first episode, decide on a format. Include an introduction giving the name of the show and the topic of the episode, and introduce yourselves before you jump right into the discussion. Longer podcasts might also include regular segments like library news or listener feedback. Remember to include a contact address (web or e-mail) and ask for feedback, and mention the address where listeners can subscribe. The intro and "outro" can often be pre-recorded to save production time.

Library Instruction for International Students

By Dawn Amsberry, Penn State University

There are currently over half a million international students in American colleges and universities, a sizable portion of the student body. These students are often their countries' best and brightest young scholars. They are highly motivated, and willing to do whatever they can to get the most out of their educational experience in the United States. And, in my experience working with international students at Penn State University, they love the library and use it even more than their American counterparts.

At Penn State I teach the library instruction sessions for the ESL 15 classes, the required academic writing course for international students. Although English is not their first language, these students generally have excellent communication skills. Teaching a library instruction session for international students is not that different from most other introductory instruction classes. However, I have discovered some tips and techniques that work particularly well with this population.

Use library jargon judiciously. While many international students speak and write English very well, they may not be familiar with library terminology used in the classroom. Many library-related terms have multiple meanings in English; for example, a citation is what you get for a parking violation, abstract is a kind of art, and a journal is similar to a diary. I frequently get questions from students wondering if the books listed in our catalog under "Holdings" are on hold. If I use a term in class that I think the students may not know, I give a quick verbal definition, and write in on the board: an abstract is a short summary. Students can also be referred to the ACRL Instruction Sections' multilingual glossary (http://www.ala.org/ala/acrlbucket/is/publicationsacrl/multilingual.cfm).

Avoid using American idioms and cultural references. If you ask an international student to put his John Hancock on something, he may wonder why you want him to sign somebody else's name. If you tell the class they'll get a kick out of database searching, they'll think the search will be painful. If you do use such expressions in class, explain their meaning to the students, but try not to get sidetracked. Students interested in the meanings of American idioms can be referred to The ESL Idiom Page from Dave's ESL Café website (http://www.eslcafe.com/idioms/).

Show students how to find material in other languages. International students may not realize that the library has multilingual materials, and they may not know how to find these materials in the catalog. Show them how to limit a catalog search by language, and how to locate the materials in the library. International students are usually very interested in reading newspapers and magazines in their own languages, so if your library carries these materials be sure to tell students how to find them.

Explain how to find a book in the stacks. Since even American students can be daunted by the stacks in a large research library, international students are likely to need some guidance, particularly if they're used to libraries that have closed stacks, or a different classification system. I give a quick explanation of the terms stacks and call number, and even show them a book with a call number, and a picture of the stacks.

Demonstrate how to change a database search interface to another language. Some databases, such as those produced by ProQuest and Gale, allow the user to change the search interface to a variety of languages. This can be useful for international students since, as we noted above, even those most proficient in English may not recognize vocabulary used in databases. Demonstrate for the students that this feature changes only the search interface, not the language used for searching or the language of the results. Of course, every language spoken by the students may not be available.

Create a web page for international students. At Penn State, we created a web page with quick links to resources that are particularly useful for international students, such as a link to our list of international newspapers and a guide to understanding call numbers (http://www.libraries.psu.edu/lls/international_students/). Our page also includes links to definitions of words that may be unfamiliar. I show students how to find this page so they can come back to it later.

Make friends on Facebook. At the end of class I show students my Facebook page and invite them to contact me and ask me questions through Facebook. I usually get several friend requests following the class. Who doesn't need a friend, especially if you're brand new to the United States?
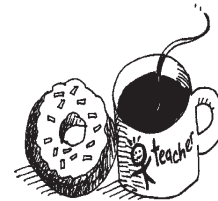
Have you created an instruction program or developed a unique classroom strategy?

Please share your experiences with LIRT.

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

LIRT's TOP 20 for 2008

Selected and reviewed by the LIRT Top 20 Committee: Susanna Cowan, Kate Gronemyer, Corliss Lee, Mary Jo Lyons, Camille McCutcheon (Co-Chair), James Rhoades, Ru Story-Huffman, Connie Stovall, and Esteban Valdez (Co-Chair).

Committee members reviewed over 300 articles relating to library instruction and information literacy. At ALA Midwinter, Philadelphia, committee members met to select the top twenty articles. Even though the list is weighted heavily towards academic libraries, they all provide a mixture of practical and theoretical perspectives that can be adapted to a variety of library environments.

Albitz, Rebecca S. "The What and Who of Information Literacy and Critical Thinking in Higher Education." portal: Libraries and the Academy 7.1 (2007): 97-109.

This is an excellent article that approaches the "faculty vs. librarian" dilemma in the context of information literacy. Albitz zeroes in on the "disconnect" that has arisen between two allied yet distinct concepts: "information literacy" and "critical thinking." Albitz argues that a lack of consensus among librarians, faculty members and administrators about where precisely the lines between these concepts can be drawn has resulted in lack of direction regarding which groups (librarians or faculty) are responsible for teaching these critical thinking and/or information literacy skills. Historical hierarchies within the academy trap librarians in a real or perceived subordinate role that prevents them from leading information literacy initiatives at an institutional level. Relying on "collaboration" with faculty often falls short both because information literacy is less meaningful to faculty than "critical thinking" and also because collaborative efforts by faculty usual focus on student-faculty collaboration—librarians rarely enter the picture in educational/pedagogical research. Albitz stops short of offering any definitive solutions, but she does advocate institution-level programs in information literacy education that recognize (and reward) the range of expertise offered by librarians and academic faculty.

Bailin, Alan, and Aisha Peña. "Online Library Tutorials, Narratives, and Scripts." Journalof Academic Librarianship 33.1 (2007): 106-117.

This is a timely article that discusses the differences between print and online communication—and how these differences need to be addressed as we create online tutorials for information literacy. When we transfer concepts from the printed page to an online format, we must take into account that both the medium and our users' way of reading change dramatically. The standard "linear" approach to online tutorials (one screen following another in logical sequence) frustrates any user's attempt to move non-linearly through information, yet simply expanding navigation menus within a tutorial can create a link-heaviness—the feelings of being "lost in cyberspace." The authors advocate use of a kind of semantic "script" in which information follows a kind of narrative sequence (or series of parallel sequences), allowing users to locate themselves quickly by anticipating "where" they are headed—and then shortcutting to that information if desired. These scripts often begin with a "what are you looking for" type question that offers several answers/paths. Combining linear sequences with nonlinear choices/links takes into account the complex manner in which most users follow a "scent" to the information they are seeking.

Bennett, Scott. "Campus Cultures Fostering Information Literacy." portal: Libraries and the Academy 7.2 (2007): 147-167.

This is an important write-up of data accumulated during the 2004 workshops sponsored by the Council of Independent Colleges and the National Institute for Technology & Liberal Education discussing the correlation between "campus culture" regarding information literacy and the success of information literacy programs. Bennett notes that while "information literacy" has become increasingly important to academic institutions, it is primarily librarians who advocate and take responsibility for teaching it. Librarians remain on the whole relegated to the periphery of curriculum planning at the institutional or departmental level. Faculty, librarians, and technology professionals are all struggling with what information literacy might suggest about who should stand at the head of the classroom and when education must take place outside its traditional spaces. Attendants at the workshops who identified their campuses information literacy efforts as successful all pointed to the importance of high-level administrative/programmatic support. Bottom line, as both the workshops and a follow-up study suggested, curricular review/redesign—closely followed by emphasis on undergraduate research and the "library as place"—is essential to the establishment of information literacy at an institutional level.

Clarke III, Irvine, and Theresa Flaherty. "Fostering Information Literacy in the Marketing Curriculum by Engaging Students with Print Marketing Resources." Marketing Education Review 17.1 (2007): 79-85.

This article, written by two professors of marketing, describes an assignment that not only requires the use of the library's print marketing resources and incorporates information literacy but also makes use of the marketing concepts students are learning in their junior-level Principles of Marketing class. Students are asked to select a print marketing resource like the *Encyclopedia of Consumer Brands* or the *Market Share Reporter* to learn about their target market and their competitors' products (the materials selected by other teams of students) and to develop advertising materi-

als and sales pitches for their "products." This authentically integrated information literacy exercise has potential for adaptation beyond the marketing classroom.

Davis, Kaetrena D. "The Academic Librarian as Instructor: A Study of Teacher Anxiety." College & Undergraduate Libraries 14.2 (2007): 77-101.

Davis reports the result of a study she conducted to analyze teaching anxiety experienced by academic librarians. Though most of the respondents reported enjoying teaching, a large percentage also reported experiencing physical, mental, and/ or emotional symptoms of anxiety connected to teaching. Interestingly, the researcher found that "concerns about faculty perception [of librarianship] have more of an overall impact on teaching anxiety" than other factors like length of service, age, or training.

Dolowitz, David. "The Big E: How Electronic Informaion Can Be Fitted Into the Academic Process." Journal of Political Science Education 3.2 (2007): 177-190.

This study done at the University of Liverpool started with surveys of faculty and students in political science; then a group of students were trained in the use of e-technology and their work compared to that of a group of students who had not received the training. The author discusses categories of electronic resources available to undergraduates for research and their appropriateness at different points of the students' careers. The article also includes a survey of the literature on the impact of the Internet on research and writing of Political Science students.

Gibson, Craig. "Information Literacy and IT Fluency: Convergences andDivergences." Reference & User Ser vices Quarterly 46.3 (2007): 23-6.

This article addresses the confluence of the terms "information literacy" and "IT fluency" and relates them to Christine Bruce's relational model of information literacy, the Seven Pillars model developed in Great Britain, and the new emerging concept of "information fluency."

Ginns, Paul and Robert Ellis. "Quality in blended learning: Exploring the relationships between on-line and face-to-face teaching and learning." Internet and Higher Education 10.1 (2007): 53-64.

This project draws on a large body of research showing that the approaches students take to learning, and the subsequent quality of their learning, is closely related to their perceptions of their learning experience. Recent research has demonstrated that these findings also hold for non-standard modes of delivery such as distance education using on-line strategies. However, there is currently little research about how predominately campus-based students' experiences of the on-line part of their courses are associated with their experience of the course as a whole. The present study extends previous research into the domain of blended learning by exploring the relationships between student percep-

tions of the e-Learning environment, approaches to study, and student grades.

Gross, Melissa, and Don Latham. "Attaining Information Literacy: An Investigation of the Relationship between Skill Level, Self-Estimates of Skill, and Library Anxiety." Library & Information Science Research 29.3 (2007): 332-53.

Gross and Latham compared freshmen's perceptions of their information literacy skills with the students' results from the Information Literacy Test. The results of this study demonstrated that students overestimated their skill levels, with almost half of the sample testing non-proficient. High school class standing was not predictive of information literacy ability, and they also found as information literacy skills increased, library anxiety decreased.

Head, Alison J. "Beyond Google: How Do Students Conduct Academic Research?" First Monday 12.8 (2007). 15 Nov. 2007 <http://www.firstmonday.org/issues/issue12_8/head/index.html>.

Using a survey, student discussion groups, and analyzing students' research assignments, Head and her colleagues collected data on students' research experiences using print and Internet resources. Head contradicts previous research concluding that students are too reliant on the Internet. While still using popular Internet sites like Wikipedia and Google, the majority of the students in the study consulted course materials or the library's website to start their research. In addition to popular sites, they used library databases suggested by librarians and faculty. A myriad of obstacles confronted students, including procrastination, not understanding their assignments, and selecting and evaluating information. Head concludes faculty need to be more explicit in their expectations for research assignments and that one-on-one attention from faculty and librarians will help students select and evaluate the information they find.

Helms-Park, Rena, Pavlina Radia, and Paul Stapleton. "A Preliminary Assessment of Google Scholar as a Source of EAP Students' Research Materials." Internet and Higher Education 10.1 (2007): 65-76.

Given that recent studies have shown that undergraduate students' online searches typically yield material that is unsuitable for academic purposes, the authors set out to determine whether using more specialized search engines, e.g., GoogleScholar, would lead to qualitative differences in sources found. The research group was composed of second-language students. Students could use Google, GoogleScholar, library databases, or print materials. Not surprisingly, results showed significant differences in academic rigor and bias when comparing results generated by Google with results in other search engines. In terms of academic worthiness, there was no significant difference

The LIRT Top 20

between sources found using GoogleScholar and those found using library databases.

Hovde, Karen. "You Can't Get There from Here: Student Citations in an Ephemeral Electronic Environment." College & Research Libraries 68.4 (2007): 312-321.

Hovde's study examined citation behavior of freshman English composition students at Northern Illinois University. She investigated approximately 1,500 citations from student bibliographies submitted in 1999 and approximately 2,500 citations submitted in 2004. Citation categories of print sources included books, journals, newspapers, and government documents, while web citations included those to full-text articles from journals, magazines, in the student bibliographies still led to the pages originally referenced. For the web citations submitted in 1999, 38 percent of the links led to the originally cited documents. For those submitted in 2004, 45 percent of them led to the cited documents. Seven years after Hovde analyzed the citations submitted in 1999; she reexamined them and noted that only nine percent of the links now led to the documents initially cited. Hovde provides an analysis of web citations and concludes with a discussion of the potential impact of web citations on future scholarship.

Kraemer, Elizabeth W., Shawn V. Lombardo, and Frank J. Lepkowski. "The Librarian, the Machine, Or a Little of both:

A Comparative Study of Three Information Literacy Pedagogies at Oakland University." College & Research Libraries 68.4 (2007): 330-42.

Librarians at Kresge Library, Oakland University, discuss the results of a survey comparing three methods, live instruction by a librarian, online instruction using WebCT, and a hybrid of face-to-face instruction and online tutorials, used to teach Rhetoric 160, a first year writing course. Twelve course sections participated in the study, and each section was randomly assigned to receive library instruction using one of the three formats. For purposes of assessment, students who participated in the study also had to complete identical pre-and post-tests. Although the authors noted that students who received the hybrid instruction format showed the greatest improvement in performance, they found that, regardless of the format, significant improvements in test scores occurred for all students after having received library instruction.

Mizrachi, Diane, and Jaclyn Bedoya. "LITE Bites: Broadcasting Bite-sized   Library Instruction." Reference Services Review 35.2 (2007): 249-56.

The authors document the innovative technique of video instruction being implemented at UCLA. The article reports how the library in correspondence with the film school have produced a series of short library instructional film parodies, which are based on popular movies. They produced and aired 12 episodes in 2005-2006. The video commercials use "pop culture" to catch students' attention and inform them about library resources. They created parodies of "Dude, Where's My Car" and "Wizard of Oz" to name a few. UCLA Libraries ran a rotation of the videos on the campus television station with mixed success.

Owusu-Ansah, Edward K. "Beyond Collaboration: Seeking Greater Scope and Centrality for Library Instruction." portal: Libraries and the Academy 7.4 (2007): 415-29.

As the title states, this article goes beyond the concept of librarian as collaborator to librarian as teacher when the topic is information literacy in higher education. Through the use of discipline-based information literacy courses, Owusu-Ansah is an advocate for credit bearing information literacy courses offered and taught by the academic library and librarian. Bringing the teaching role of librarians to the forefront, the article exhibits the importance of the academic library to lifelong learning, institutional and faculty acceptance of the teaching librarian, while making a strong statement on the importance of the academic library's teaching role. Identification of the academic library as a teaching department can lead to survivability and emphasize the role of librarians in course planning, teaching, and curriculum development. Suggesting that the library play a central role in educating students, the author presents a strong argument for librarians wishing to take their information literacy offerings to the next level.

Saunders, Laura. "Regional Accreditation Organizations' Treatment of Information Literacy: Definitions, Collaboration, and Assessment." Journal of Academic Librarianship 33.3 (2007): 317-26.

Important in the life and sustainability of the university, some higher education accreditation agencies are including tenets of information literacy as stated goals. This article provides a review of all United States accreditation agencies for higher education and suggests a correlation between information literacy and regional and program accreditation. Also highlighted are partnerships between librarians and teaching faculty as a method of meeting the outcomes outlined by the accreditation agencies. Using the Middle States Commission on Higher Education as a framework for information literacy inclusion, the author provides readers with grounded knowledge for library involvement in the accreditation process.

The LIRT Top 20

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The LIRT Top 20 **(cont. from p. 7)**

Sharma, Shikha. “From Chaos to Clarity: Using the Research Portfolio to Teach and Assess Information Literacy Skills.” Journal of Academic Librarianship 33.1 (2007): 127-35.

This article reports on the development and use of a WebCT-based research portfolio in a semester-long information literacy course entitled *Google This*! The course title is a red herring used to attract the attention of students, who learn IL skills in incremental stages. In addition to clearly defining course objectives and providing a strong argument for a stand-alone course, Sharma makes a case for web-based portfolios for assessment, saying that such portfolios allow for “collection of authentic evidence of student learning over time.” Portfolios comprise eight sections, all of which Sharma defines in refreshing detail. Assessment results are given, along with a practical evaluation rubric.

Sonley, Valerie, Denise Turner, and Sue Myer. “Information Literacy Assessment by Portfolio: A Case Study.” Reference Services Review 35.1 (2007): 41-70.

Within the last few years, Higher Education has seen an increasing demand for assessment through portfolios. At the same, library faculty are investigating ways to reach non-traditional students—like those in this study—most of whom work full-time jobs, attend college part-time, and are older than traditional college freshmen. Drawing upon education literature rather than library literature alone, the authors discuss diagnostic, judgmental, and developmental assessment, and assert that their non-traditional students would benefit less from high-pressure, judgmental assessment, and more from portfolio testing, whereby students encounter the assignment in increments. Doing so allows for self-reflection, and enables instructors to gauge which critical areas need attention. An ample appendix provides concrete details of the portfolio requirements.

Tilley, Carol and Daniel Callison. “New Mentors for New Media: Harnessing the Instructional Potential of Cognitive Apprenticeships.” Knowledge Quest 35.5 (2007): 26-31.

The authors champion the use of cognitive apprenticeships, a “naturalistic paradigm for teaching and learning,” to improve instruction. Like all apprenticeships, mentors guide novices through real world tasks with the goal of giving skills and strategies. Unlike traditional apprenticeships, where the apprentices learn a craft consisting of explicit skills, the skills and knowledge the mentor shares are mostly tacit. Mentors also recognize that mentees may be more adept in some areas of information technology, such as using social networking tools, tagging, etc. As the sharing of knowledge becomes reciprocal, learning is enhanced.

Trace, Ciaran B. “Information Creation and the Notion of Membership.” Journal of Documentation 63.1 (2007): 142-64.

Trace provides rare research for information literacy enthusiasts, using naturalism and ethnomethodology to examine ways people create and use information. Using a Southern California elementary school as a laboratory, the author observes three classrooms with three different teachers, wherein Trace identifies cues pointing to the social construction of document creation. The author supplies commentary on two important concepts at play: stock of knowledge and the hidden curriculum. Both concepts are crucial to the creation of and use of information, and both are learned through social interaction.

Creating an Instructional Library Podcast

By Jason Puckett, (continued from page 3)

Don't read a script word for word: it rarely sounds natural or interesting. Prepare like you might for an instruction session: make a list of talking points so you remember what you need to cover, but don't be afraid to improvise. Having two or three people hold a discussion is often more comfortable than speaking solo for several minutes. Keep it conversational like a talk radio program, and ask each other questions to bring out information on your topic: "So how do I identify a peer-reviewed journal anyway?" "What should I be aware of if I'm using Google Scholar for research?" If you flub something, don't panic. Just pause and say it again, and edit later.

Interviewing guest speakers is a good way to get colleagues involved. This not only brings subject expertise into your podcast, but demonstrates to colleagues that recording a podcast is easy and painless. We have “interviewed” experts for episodes on topics like primary sources, Google Scholar and government documents. It keeps the podcast feeling like a talk show rather than a lecture, and our participants have spread the word to other librarians that it's easy and fun.

Finally, make sure to listen to the whole episode start to finish before you publish it. It's far less trouble and embarrassment than discovering a mistake after the fact.

Once you're on the air

Promote the show. iTunes U is an obvious venue, but don't forget to link to it elsewhere as well. Advertise it on your library's Facebook page, newsletters, and mention it in your instruction sessions as an easy way to pick up library research tips. I have a link in my EndNote web guide to our episode on EndNote and citation managers.

Include additional material to supplement your podcasts. Remember that any digital file can be podcast, not just audio: podcast a PDF handout to supplement an episode with more information. Add links to your show notes (the text that accompanies the episode) to relevant web pages, your e-mail and the e-mail of other librarians listeners can contact for help.

Dear Tech Talk: One of the services we provide is the creation of subject guides or pathfinders. Historically, we've provided print versions of these resources. In more recent years, we've converted the print guides to PDFs and made them available from the library's website. Since most of the resources on these guides are accessible via the Internet, some librarians create web pages for their subject guides and strongly advocate that everyone use this approach. However, very few of us really have the skills to develop these pages in the library's web environment. We have lots of ideas for guides but can't turn them out fast enough. —Getting Guides Going

Dear GGG: You have succinctly identified an area of concern for many public service librarians. Since the 1950s (Vileno 434 source citation missing), reference librarians have spent a significant amount of time creating customized resources to guide researchers. Because researchers now do most of their research in an online environment, it is key that the appropriate guides—like their point-of-use print counterparts of the past—are accessible in that same online environment.

But, what is the best format for creating guides? To produce effective guides more quickly, librarians have begun to move away from inherently static production tools like word processing documents, PDFs, and HTML web pages, and even from the use of in-house databases

New tools such as open source databases or proprietary solutions provide several advantages:
o   a simple author interface
o   a uniform public interface, giving all guides the same look and feel;
o   mechanisms to keep guides current;
o   enhancements that incorporate Web 2.0 technologies, such RSS feeds, tagging, cloud tags, mash-ups, etc.

Open source databases have significant indirect costs:
o personnel with the time to install, configure, and integrate the software with existing systems—sometimes with very little documentation;
o   a server where the database can be housed and accessed;
o   a plan that insures the maintenance of the server, software, and database over time.

f you are in a library that can manage the indirect costs of open source software, then it is well worth considering the options because the greatest value of open source software is that with a skillful programmer and librarians to guide the process, the database can often be significantly customized – creating a tool perfect for the specific environment.

Some examples of open source solutions are provided below. For a detailed discussion of open source options for database-controlled subject guides, see the recent article in Code4Lib by Corrado and Frederick.
o   Interactive Course Assignment Web Pages
o   Oregon State University Library: http://ica.library.oregonstate.edu/Course_Assignment_Pages
o   LibData: http://libdata.sourceforge.net/ and http://

staff.lib.umn.edu/libdata/
o   University of Minnesota: http://www.lib.umn.edu/site/subjects.phtml (Research QuickStart pages)
o   University of Minnesota: http://www.lib.umn.edu/site/reference.phtml (PageScribe pages)
o   University of Minnesota: http://courses.lib.umn.edu/ (CourseLib pages)
o   Rider University: http://www.rider.edu/172_5850.htm
o   Library Course Builder: http://sourceforge.net/projects/libcb/
o   University of Rochester: http://www.lib.rochester.edu/index.cfm?page=courses
o   My Library
o   Notre Dame: http://www.library.nd.edu/subjects/ and http://mylibrary.library.nd.edu/
o   ResearchGuide: (http://sourceforge.net/forum/forum.php?forum_id=539358)
o   University of Michigan: http://www.lib.umich.edu/grad/guide/
o   Eastern Michigan University: http://caxton.emich.edu/guide/
o   Wayne State University: http://www.lib.wayne.edu/resources/subject_guides/
Pirate Source
o   East Carolina University Library: http://web.lib.ecu.edu/piratesource/
o   SubjectsPlus: http://www.ithacalibrary.com/subsplus/ (developed from Pirate Source)
o   Ithaca College Library: http://www.ithacalibrary.com/sub jects/
o   Ithaca College Library: http://www.ithaca.edu/library/ (select, "Research by Subject")

Proprietary Solutions

If your library environment dictates that open source is not a good solution, there is at least one popular proprietary solution available—LibGuides (http://www.springshare.com/libguides/). "LibGuides is a web 2.0 publishing system that combines the best features of social networks, wikis, bookmarks and blogs into one package designed specifically for libraries." (New and Noteworthy 31) It includes "widgets" that can be added to web pages and course management sites and is integrated with Facebook. A number of libraries (http://libguides.com/selectsite.php?libguides.com) use LibGuides, including small college libraries and major ARL libraries. LibGuides works with libraries to customize their guides, appears to be reasonably priced, and returns the guides to the library in XML format, should the library need to cancel the subscription. (http://www.springshare.com/libguides/faq.html) Examples of guides developed by librarians in the LibGuides community can be found at: http://www.springshare.com/libguides/examples.html.

One more solution to consider—discussed by in the Corrado and Frederick article and by Kroski on her blog— is Web 2.0 technologies, including blogs, social bookmarking tools, wikis, and others. Web 2.0 technologies provide some interesting alternatives for developing subject guides. Once implemented, they are easily, up-

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

dated and maintained, don't necessarily require on-site resources (like servers or programming staff), and are clearly integrated into the online world. Some examples of libraries that use wikis and social bookmarking tools (del.icio.us) are listed below:

o   Wikis

o   Norwich University Library: http://library2.norwich.edu/guide/index.php/Main_Page

o   Ohio University: BizWiki http://www.library.ohiou.edu/subjects/bizwiki/index.php/Main_Page

o   Ohio University: LitWiki http://www.library.ohiou.edu/subjects/litwiki/index.php/Short_Story_Research_Guide

o   Rebecca Crown Library: http://crownlibrary.pbwiki.com/Subject+Guides

o   St. Joseph County Public Library: http://www.libraryforlife.org/ subjectguides/index.php/Main_Page

o   del.icio.us (other social bookmarking tools can be found at Google (http://tinyurl.com/y5kjl2):

o   Art Library Student & New ARLIS* Professional: http://home.uchicago.edu/~mmacken/arlisnapcloud.html

o   Stanford University Library: https://www.stanford.edu/group/ic/cgi-bin/drupal/delicous

o   Chelmsford Library (the del.icio.us resources are located under Other Suggested Resources) http://www.chelmsfordlibrary.org/reference/consumer.html

o   MIT Library Virtual Ref: http://libraries.mit.edu/help/virtualref/cloud.html

o   Nashville Public Library: http://www.library.nashville.org/teens/teenweb.asp

Other Web 2.0 resources continue to appear. Kroski identifies two newer ones: Squidoo (http://www.squidoo.com/), which provides the tools for "experts" to create and share "lenses" on specific topics; and Koonji (http://www.koonji.com/), which provides an interface that breaks down any task into multiple steps and provides resources available for each step along with helpful tips. One caveat related to third-party Web 2.0 solutions as mentioned by Farkas, depending on a third party—with whom the library has no contractual arrangement—for access to online subject guides could be problematic.

Whether implementing an in-house database, a proprietary database, or Web 2.0 solutions, library staff must understand that any of these solutions require a significant investment in time and resources to get them set up for effective use. The long-term payoff comes with the ease of producing and updating online subject guides once the system is ready. Those creating the online guides also must think beyond the boundaries of "print." In an online environment, subject guides can acquire an entirely different level of functionality and incorporate Web 2.0 technologies. Most importantly, library staff must have a thorough understanding of their users' wants and needs. For example, in their research, Nichols and Mellinger found "that faculty and grad [students] identify with discipline and that undergraduates identify by course." As a result of their research and the research of others, Oregon State University implemented a system that produces course-specific guides, as opposed to standard subject guides.

The ultimate goal is to produce a tool that any library staff member can use to quickly and easily develop and maintain online subject guides. Corrado and Frederick say it well: "Database-driven and social software-based subject guides offer non-tech savvy librarians an easy way to edit and keep the subject guides that they are responsible for current."

(Additional Resources)

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As always, send questions and comments to: Billie Peterson-

Lugo at: billie_peterson@baylor.edu
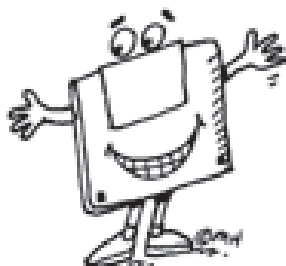
Send Us Your Tutorials -

The Adult Learners Committee invites LIRT and ALA members to submit links and short annotations for online tutorials that they have created, which are geared toward Adult Learners. These include, but are not limited to, teaching methods, learning theory, adult literacy, or special populations within the adult community. Those selected will be added to the Adult Learners Resource Center Tutorials section. Send your links to Ted Chaffin, co-chair, at tchaffin@mailer.fsu.edu. Please include "LIRT Adult Learners – Tutorial" in the subject line.

(Logo of the Anaheim Ducks)

Contributions to be considered for the Sept 2008 issue must be sent to the editor by July 15, 2008.

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

Adult Learners

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

Conference Program

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

Liaison

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

Membership

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

Newsletter

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

Organization and Planning

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

Research

The committee will identify, review, and disseminate information about in-depth state-of-the-art research about library instruction for all types of libraries.

Teaching, Learning, and Technology

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

Top 20

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

Transitions to College

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

Web Advisory

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

Please see our online committee volunteer form at

http://www3.baylor.edu/LIRT/volform.html

Library Instruction Round Table News
c/o Lorelle Swader
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