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LIBRARY INSTRUCTION ROUND TABLE NEWS

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

LIRT

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From The President

By Linda Colding, LIRT President

Can you believe it's almost time for our Annual conference? This year we will meet in Chicago! Perhaps you have already made plans to meet friends and colleagues to enjoy a great meal, take in a baseball game or museum, and of course, attend the LIRT program! It should be another terrific one. You'll get practical and applicable information that you can use no matter what type of library you're at. Whether you are in an academic, special, public library or K-12 media center, the LIRT program will have something for you.

The conference program will be held on **Sunday, July 12 at 10:30 a.m.** Check the LIRT website for the location.

The future of LIRT is as exciting as ever. We are planning a retreat to be held in Boston, immediately before Midwinter 2010. At the retreat, LIRT leaders will examine where we have been and where we want to go. Because there are a limited number of attendees, we would like to hear your comments before and after the retreat. Stay tuned for more details.

In my last column, I mentioned my open door policy. One of our members sent a great suggestion for a possible research topic, program, and/or committee. Many of us deal with instructional faculty/instructional librarian relations on a daily basis. Even if you are not in an academic setting, you probably work with others in the instruction environment. Keep those suggestions and comments coming!

On a more serious note, no matter where you turn, our country's economic situation seems to be at the forefront of every conversation. Maybe some

of you are in libraries that can't hire new staff or had to cut the materials budget. You may not be able to attend our Annual conference due to lack of funds. In these difficult times, we often feel we have to cut our spending. Don't let LIRT be one of those cuts. LIRT has so much to offer for such a small price. There are many activities such as Bites with LIRT, LIRT News, the LIRT website, discussion forums, committee memberships, and a variety of leadership positions. There are plenty of opportunities for individual and professional involvement and growth. And with so many of us unable to attend conferences, don't forget LIRT provides its members the opportunity to serve as virtual committee members. With all of these fabulous activities and opportunities, how can you afford not to be a member?



See you in Chicago next month!

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Call for Nominations for LIRT Elected Officers

for the Term Starting July 1, 2010

The LIRT Organization and Planning Committee seeks nominations for three offices:

Vice-President/President-Elect
Vice-Treasurer/Treasurer-Elect
Secretary
LIRT Councilor

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

- Vice-President/President-Elect (three year commitment) - serves on the Executive Board as Vice-President/President-Elect, President, and Past President.
- Vice-Treasurer/Treasurer-Elect (three year commitment) - serves a two-year term as part of the Executive Board as Vice-Treasurer/Treasurer-Elect and Treasurer. A third year is served as chair of the 5-Year Financial Planning Subcommittee and member on the Long Range Planning Committee.
- Secretary (one year commitment) serves a one-year term on the Executive Board as Secretary.
- LIRT Councilor (three year term of office) – The Councilor represents the interests of the Library Instruction Round Table on the ALA Council.

Please contact **Vibiana Bowman Cvetkovic** (Organization and Planning Committee Chair) at bowman@camden.rutgers.edu with the name of the prospective candidate, the office for which he or she is being nominated, and the nominee's institution. Self-nominations are welcome as well!



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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Send claims to Darlena Davis, HRDR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

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2009 Annual Conference Program



Preparing Yourself to Teach: Touching all the Bases

Whether you're trying to identify, learn, or improve your teaching skills this session will help you get to the top of your game. Learn what you can do before, during and after you teach to enhance your skills. Even if you just want to learn how to look and sound like a pro, this session will help you hit a homerun.



Join all-stars Monika Antonelli (Minnesota State University Mankato), Beth Woodard (University of Illinois at Urbana-Champaign), and Lisa Hinchliffe (University of Illinois at Urbana-Champaign) as they discuss the skills that can help you turn your audience into fans.

Helping High School Students Become “College Ready”

By Mitch Fontenot

On Sunday, July 12, immediately following the LIRT Conference Program, "Preparing Yourself to Teach: Touching All the Bases," there will be an informal brownbag discussion from 12:00–1:00 sponsored by the LIRT Transitions to College Committee.



Discussion will focus on issues, ideas and opportunities for collaborations to help students with the transition from high school to college.

All interested school, public, academic, and special librarians are invited to attend. David Barr, Founding Director of 21CIF (the 21st Century Information Fluency project in IL), will facilitate the discussion, which will draw from “Rethinking College Readiness,” by David T. Conley, in the Spring 2008 issue of *The New England Journal of Higher Education*. The article is available at http://www.nebhe.org/info/pdf/nejhe/NEJHE_Spring08.pdf

Member A-LIRT: Lori Ostapowicz Critz, Georgia Institute of Technology

• *What brought you to LIRT?*

In 2000, when I was first becoming active in ALA, I wanted to connect with other librarians who valued instruction as much as I did! I investigated several other ALA units but I wasn't able to get an immediate committee appointment. A colleague suggested I contact LIRT. I attended the LIRT All Committees meeting, and by the end of the first hour I not only had my first appointment (to the Elections Committee), but had also found a group of dedicated librarians from across the profession who were energized by the opportunity to share their expertise & experiences with an eager newcomer! The rest, as they say, is history ...

• *What was your path to librarianship?*

Librarianship is my fourth profession. I began as a Microbiologist, and was educated at an engineering school. I retain my love of science, engineering and technology and have been a science/engineering librarian since obtaining my MLS. I was also a high school math teacher, and teaching remains my passion. I have always been active in both instruction & training, and have served as both Training Coordinator and Instruction Coordinator as part of my duties. So, like many of us, I came to librarianship at the mid-career stage, and did so because I saw it as a way to integrate my enthusiasm for science, instruction, and public service into one position.



• *Tell us about your current position. What do you like most about it? In what ways does it challenge you?*

I am currently the Assistant Head of Information Services and the Instruction Coordinator at the Georgia Tech Library. The aspect of the job that excites me the most is the opportunity to work with a phenomenal group of students and faculty. They are all extremely dedicated and brilliant, and have the capacity to change the future through their achievements. They, however, often find themselves drowning in that seemingly infinite sea of information – hoping to find the salient items they need to continue their work. One of the greatest challenges my colleagues and I face is convincing them to look to us for guidance. In a technological institution such as ours, library instruction and information literacy skills often don't fit into already comprehensive and demanding programs. We do, however, stay vigilant, seek opportunities, and use myriad avenues to connect/instruct/assist!

• *If you could change one thing about libraries today, what would it be?*

The world is changing at an extraordinary rate. Every day, it seems, we are bombarded with new technologies & innovations, along with increasing global & local challenges. Libraries need to be more flexible and resilient in their ability to respond to this rate of change. I believe that librarians & library staff are often ready to embrace the necessary transformations, but the traditions & bureaucracy often lag behind ...

• *Throughout all your educational experiences, what teacher inspired you the most and why?*

Mrs. Cruz was my 10th grade Chemistry teacher. She was a pioneer in science, and science education, and a female in a male-dominated profession long before it became widely acceptable. She was intelligent, articulate, elegant, and a wonderful teacher who projected her love of chemistry and discovery to all of us. She came to teaching after a fulfilling and rewarding career in industry, and always made those marvelous real-world connections that made chemistry seem exciting and attainable. She became, and remains, a role model for me as an educator and a professional.



• *When you travel, what do you never leave home without?*

I am, despite the valiant training efforts of my family & friends, hopelessly geographically challenged. Therefore, I never leave home without copious documentation on how to get to my destination, how to use public transportation systems, and how to get help (if I get lost despite this)!





Selected and reviewed by the LIRT Top 20 Committee: Susanna Cowan, Kate Gronemyer (Co-Chair), Ru Story-Huffman, Lisa McDaniels, Emily Nimsakont, Suzie Remilien, Mark Shores, Connie Stovall, Elise Tomlinson, and Esteban Valdez (Co-Chair).

Committee members reviewed over 350 articles relating to library instruction and information literacy. The Committee worked mostly online, using Google Groups for communication and Google Documents for inputting individual rankings. Though the majority of the articles are weighted towards academic libraries, the ideas they discuss will be helpful to a wide range of libraries. The Committee hopes you read and enjoy them!

Alfino, Mark, Michele Pajer, Linda Pierce, and Kelly O'Brien Jenks. "Advancing Critical Thinking and Information Literacy Skills in First Year College Students." **College & Undergraduate Libraries**. 15.1/2 (2008): 81-98.

This article discusses how a pilot program has worked to integrate information literacy skills at the curricular level into a two linked core courses, English composition and Critical Thinking. The method the authors describe includes collaboration between both faculty members and a librarian and the development of sequenced assignments that address not only specific course goals but also the wider goals of the core "thought and expression" block into which both courses fall. Having laid out the theoretical grounding of both composition and critical thinking teaching traditions, the article goes on to describe the collaborative assignments that resulted from this model: a Wikipedia assignment, a Point of View assignment, and a Researched Argument essay. In discussing the specifics of the assignments, each designed to build on the previous, the authors argue that the impact of early introduction to methods of creating (and expressing) knowledge, followed by an assignment that focused on evaluating the quality of sources, could be seen in the quality of research and writing that emerged in the final research papers.

This article is particularly useful for librarians and faculty members who are looking for models for collaboration and specifically, in educational terminology, models for "scaffolded" assignment sequences that address the overlapping educational goals of critical thinking, writing, and information literacy. The authors note that they must still find adequate ways to measure student improvement and success—even as it stands, this article is a strong contribution to current discussions of information literacy, especially for those interested in new models of instruction that move information literacy out of the library and solidly into the curriculum itself.

Allen, Maryellen. "Promoting Critical Thinking Skills in Online Information Literacy Instruction using a Constructivist Approach." **College & Undergraduate Libraries** 15.1/2 (2008): 21-38.

Allen's article addresses the shared goals of information literacy and critical thinking pedagogy and the extent to which they can be met in an increasingly online-only environment. Allen spends some time delving into the theoretical differences between "critical thinking" and "information literacy," and—although this is interesting—the second part of the essay, which turns to the discussion of learner-based online information literacy, is the more interesting part of her argument. In order to improve upon one-directional, static online learning (present information to read/watch and then assess knowledge), Allen suggests a constructivist approach to online learning. Following Piaget's theories of constructivist learning, Allen advocates active learning models that go beyond simple "hands-on" activity. Constructivist learning is problem-based, pushing the learner to use what skills/knowledge they have and experiment with new skills when old ones fail. As an example, Allen describes a problem that requires a student to go beyond Google/the Web to get an answer but does not prohibit use of the Web in its presentation of the problem. In other words, the student uses Google and, after Google fails, the student then turns to databases or other proffered tools. She warns that this approach is best suited to situations where students have some prior knowledge—it is not appropriate as a tool to introduce brand new knowledge/skills. In fact, Allen suggests that a hybrid approach may be best for online learning objects: static tools (screencasts, quizzes, etc.) for introductory concepts and more complex problem-based online modules for more advanced learners and skills. Allen further acknowledges that this approach requires significantly more time and technical skill from librarians and educators—but is nonetheless, she argues, the optimal model.

Arant-Kaspar, Wendi, and Candace Benefiel. "Drive-by BI." **Reference Services Review** 36.1 (2008): 39-47.

This article describes efforts by Texas A&M University librarians to reach students through short, in-class instructional sessions. Quick sessions in which students are introduced to relevant resources for their field can open the door to more library use by these students. The authors discuss important factors in the success of such a program, such as a good relationship between librarians and teaching faculty, and timing the sessions at a point in the semester when they will be most useful to students. One positive outcome of the program at Texas A&M is the fact that many of the faculty members who are scheduling these short sessions are different from those who traditionally took advantage of library instruction offerings, showing that this is truly a way to reach a new audience.

Budd, John M. "Cognitive Growth, Instruction, and Student Success." **College & Research Libraries** 69.4 (2008): 319-330.

Budd questions the sufficiency of the information literacy standards in meeting instruction goals and argues that the "intentional effort to learn and to know" or phenomenological cognition action is a missing part of the standards. He



LIRT Top 20, continued on page 6

contrasts this framework, which relies on students constructing their own knowledge by using logic and by engaging in dialogue with one another, with the standards' emphasis on searching and retrieval skills. Budd then describes how the University of Missouri-Columbia used this phenomenological approach to design a course.

Bussert, Kaila, Nicole E. Brown, and Alison H. Armstrong. "IL 2.0 at the American University in Cairo: "Flickr" in the Classroom." **Internet Reference Services Quarterly** 13.1 (2008) 1-13.

Librarians at the American University in Cairo incorporated Web 2.0 tools like social bookmarking site del.icio.us and photo sharing site Flickr into the curriculum of a semester long information literacy course. These tools not only engage the students, but are used to teach transferable skills and concepts; the authors give an example of an exercise with Flickr that can help students understand database organization, tagging and controlled vocabulary. They discuss the concept of information literacy 2.0, adding "participation, interaction, and fluidity" to the more traditional "finding, evaluating, and using" facets of IL.

Chu, Samuel Kai-Wah, and Nancy Law. "The Development of Information Search Expertise of Research Students." **Journal of Librarianship & Information Science** 40.3 (2008): 165-177.

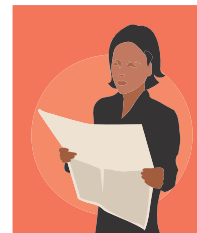
In a one-year longitudinal study Chu and Law explore the ways PhD students develop information research knowledge, how that expertise evolves over time, and the four stages students go through as expertise is refined. The study finds that information skills development is still essential at the graduate level and that graduate students should be trained by discipline, as the stages depend at least minimally on a progression from the general to the specific within a given subject area. The study also reveals that learning about two elements of research are most important: information resources and searching skills. That any given student advances throughout all four stages correlates with the complexity and specificity of the research topic. Ultimately, defining these four stages ought to help with developing guidelines in meeting end-user needs.

Deitering, Anne-Marie, and Sara Jameson. "Step by Step through the Scholarly Conversation: A Collaborative Library/Writing Faculty Project to Embed Information Literacy and Promote Critical Thinking in First Year Composition at Oregon State University." **College & Undergraduate Libraries** 15.1/2 (2008): 57-79.

This article describes collaboration between librarians and the writing program at Oregon State University to teach information literacy in the context of first-year composition. The program goes far beyond simply teaching library skills, helping students learn how to participate in the scholarly conversation by exploring their topics, learning from sources, and learning how to synthesize their own ideas with information found

elsewhere. The authors explain how the information literacy component of the course has evolved to its current iteration, a fully integrated multi-assignment information literacy portfolio (ILP). They describe how they have handled common difficulties with students, the graduate teaching assistants who teach first-year composition, and with the librarians who teach the ILP.

Gardner, Julia, and David Pavelich. "Teaching with Ephemera." **RBM: A Journal of Rare Books, Manuscripts, & Cultural Heritage** 9.1 (2008): 86-92.



In this article, two special collections librarians present ways in which they engage undergraduate students with their collection of ephemera – historical items only useful for a short time, such as pamphlets, posters, or ticket stubs. During instructional sessions in the special collections research center, librarians make use of ephemeral materials in order to teach students critical thinking skills. In the authors' words, "we instruct our students to seek materials in special collections and evaluate what they find...We encourage an interactive and lively discussion in our spaces and define the librarian as a facilitator for discussion" (needs page number). Ephemeral materials are used to help students create context for historical periods they are studying; they also serve as lessons in evaluating the information found in primary sources and how this might differ from evaluating secondary sources. This article offers an insightful look at an area of the library that is often overlooked in library instruction literature.

Hayes-Bohanan, Pamela, and Elizabeth Spievak. "You can Lead Students to Sources, but can You make Them Think?" **College & Undergraduate Libraries** 15.1/2 (2008): 173-210.

This article outlines an example of collaboration between a librarian and psychology professor. Concentrating on a first-year course, the authors delineate how the two joined forces to integrate information literacy and critical thinking into a first year psychology course. The authors discovered that critical thinking concepts that were taught in an explicit manner were more easily absorbed by the students than concepts taught using implicit methods. The authors began by identifying students' critical thinking problems and abilities and then developed a method for professors and librarians to incorporate information literacy into the curriculum. Using learning theory, course curriculum was developed that address both psychology topics and information literacy. The article provides examples of assignments that include critical thinking, information literacy, and psychology, with the appendix providing detailed expression of the assignments used in the course. This is a good article that considers the collaborative and critical thinking aspects of information literacy.

Jacobs, Heidi, L. M. "Information Literacy and Reflective Pedagogical Praxis." **The Journal of Academic Librarianship** 34.3 (2008): 256-262

In continuing the discussion about how academic librarians and LIS programs can improve the approach to teaching information

literacy, Jacobs calls upon the work of James Elmborg, Rolf Norgaard and Dane Ward, as well as Paulo Freire and others to adopt the framework of critical literacy/critical pedagogy in a professional praxis. This transformation can begin with a “creative, reflective dialogue” between librarians, between librarians and students and between librarians and faculty, cultivating a “problem-posing” model that situates information literacy firmly within an ongoing critical inquiry, borrowing from the experience of colleagues in other literacies such as Composition and Rhetoric. Jacobs cautions against placing too much emphasis on standards and rubrics; instead of the less messy summative evaluations, those involved should utilize the more complex critical analysis needed for lifelong learning and empowerment of individuals and communities. Jacobs models well, not proposing tips and tricks, but posing some questions we can use to begin this reflective inquiry.

Johnson, Corey M., Elizabeth B Lindsay, and Scott Walter. “Learning More about how They Think: Information Literacy Instruction in a Campus-Wide Critical Thinking Project.” **College & Undergraduate Libraries** 15. 1-2 (2008): 231-254.

The authors describe both the successes and the limitations of various collaborative information literacy initiatives at Washington State University over the past 10 years. Building on the positive partnerships the librarians have developed with faculty in teaching first-year experience seminars and other programs, the authors detail a new program in which the library instruction department is partnering with faculty to co-create course pages. These pages combine information literacy and critical thinking skills into course assignments and evaluation, designing and placing tutorials and other tools where students need them in the context of a specific course.

Kwon, Nahyun. “A Mixed-Methods Investigation of the Relationship Between Critical Thinking and Library Anxiety Among Undergraduate Students in Their Information Search Process.” **College & Research Libraries** 69.2 (2008): 117-131.

This article expands on a previous study by Kwon, Anthony Onwuegbuzie and Linda Alexander (2007) about library anxiety and critical thinking that focuses on graduate students. Kwon employed quantitative and qualitative analysis to look at the nature of this association and found that undergraduates with weak critical thinking skills are more likely to suffer from library anxiety. Not only does this article provide further insight on the negative link between library anxiety and critical thinking skills, but it also suggests ways in which instruction librarians can help build students’ confidence in their critical thinking skills.

Macdonald, Katrina. “ESL Library Skills: An Information Literacy Program for Adults with Low Levels of English Literacy.” **Australian Library Journal** 57.3 (2008): 295-309.

This article introduces an English as a Second Language information literacy project (ESLILP) geared towards adult learners at the University of Ballarat in Australia. Basic library skills were embedded into the curriculum of an English language proficiency certificate course. Educational backgrounds varied

among the students involved—students in the program had educational backgrounds running the gamut from having been taught using oral traditions only (leading to illiteracy in their own language) to PhD students. Participants learned about elements of library items, collections and facilities, borrowing and returning, asking for help, subject areas, using call numbers, searching the catalogue, and being courteous in the library. Instruction activities included peer teaching and correction and a playful learning environment. After the course, an independent evaluation of the ESLILP program was conducted using semi-structured group interviews. The program was found to be “very successful in meeting.... its desired outcome: at the end of the Project the students in the target group can now confidently and effectively use the library.” The authors also found that the program had a positive impact on the students’ personal lives, especially as it related to helping their children. Many librarians do not have ESL teaching skills, so the partnership with an ESL instructor – who attended all the sessions – was very important. The library at University of Ballarat is offering a free CD-ROM on how to implement the ESLILP program.

McPherson, Keith. “Shaping Global Criticality with School Libraries.” **School Libraries Worldwide** 14.2 (2008): 35-44.

Students all over the world are increasingly using Internet-based communication and information technologies. Citing a Canadian study, McPherson says that almost 70% of students still need help in assessing the authenticity of online information, and 75% were unaware of advertising incorporated into online product centered games. While the print-based literacy skills that school librarians teach does help with learning to surf the Internet, there are two additional skills that McPherson says are needed: multiliteracies instruction and critical engagement. Multiliteracies instruction allow students to “access a larger set of communication forms, communicate across cultural boundaries” and, consequently, contribute positively to society. Critical literacy, the definition of which McPherson borrows from the New London Group, is the ability to “actively and independently reflect upon and question the assumptions, goals, views, relations....operating in human social, political, and economic systems” ranging from the micro to the macro level. Developing critical literacy helps students avoid internalizing the commercial, violent, and sexualized messages buried in some Internet-based communication technologies. McPherson provides a list of suggested activities designed to help students cultivate multiliteracies and critical literacy, as well as a list of resources that school librarians can use to develop lesson plans.

Oakleaf, Megan. “Dances and Opportunities: A Conceptual Map of Information Literacy Assessment Approaches.” **Portal: Libraries and the Academy** 8.3 (2008): 233-53.

Presenting a variety of assessment methods tied to information literacy, this article is useful for a variety of reasons. The author presents background, benefits, and limitations of fixed-choice tests, performance assessments, and rubrics. The academic library that offers information literacy courses or programs



needs to become involved in the assessment movement of determining what students know--better known as student learning objectives. The library must develop assessments that measure the learning outcomes expected of students who partake in information literacy programs. Concluding that libraries need to make assessment choices based on availability, the dangers and opportunities of each assessment method, and the needs of the library and institution, Oakleaf provides the reader with an opportunity to explore assessment in a well written format. For those who appreciate visual representation of information, graphics and tables that outline the benefits and limitations of each assessment tool are added bonuses.

Schiller, Nicholas. "A Portal to Student Learning: What Instruction Librarians can Learn from Video Game Design." **Reference Services Review** 36.4 (2008): 351-365.

Schiller offers a compelling argument that librarians and other educators ought to look to gaming, not only to utilize in every day teaching, but as a means of analyzing the underlying pedagogies being used. Examining pedagogies ultimately helps assist librarians in becoming better teachers. The author provides analytical tools to help discover the pedagogy incorporated into different types of games. As an example, Schiller analyzes Portal, a game set in a scientist's laboratory. Analysis reveals that Portal employs scaffolding, layering, gating, and trial and error to teach users how to play the game itself, the latter tactic is often ignored in academia. Additionally, the game gathers assessment data so that its designers might improve their product. Perhaps most noteworthy, Portal designers note that introducing too many concepts at once causes poor retention.

Schiller, Nicholas. "Finding a Socratic Method for Information Literacy Instruction." **College & Undergraduate Libraries** 15.1/2 (2008): 39-56.

This article shows specific examples of how librarians can use guided questions, discussion, and refutation to engage students in critical thinking about their research. The author points out that the Socratic Method is different from traditional instructional methods in that the instructor's role is not to add new knowledge but instead to help students to realize what they don't know. Once students discover the limits of their understanding they become more motivated to find answers to their unanswered questions. The article does an excellent job of translating examples of the types of dialog used by Plato into dialogs librarians can use to engage their students in the information literacy process. In one example, the author shows how a particular line of questioning does not teach the student how to find appropriate scholarly sources, but instead helps the students discover that simple keyword searches in Google are ineffective for academic research.

Taylor, Linda Heichman. "Information Literacy in Subject-Specific Vocabularies: A Path to Critical Thinking." **College & Undergraduate Libraries** 15.1/2 (2008): 141-158.

This article details the importance of increasing students' understanding of subject-specific vocabularies at an early stage of their intellectual development. The author identifies a variety of ways that business students' information literacy and critical thinking skills are hindered by their inability to fully grasp business concepts and terminology. Library and business faculty developed a vocabulary-building workshop curriculum that successfully incorporated multiple learning styles including lecture, group discussion, peer coaching, and individual and group exercises that emphasized active learning. Although the author readily admits that it is difficult, if not impossible, to quantify "critical thinking," measures were taken to show that specific learning outcomes were achieved. Examples are well illustrated and exercises are shown that that could easily be adapted to a variety of disciplines with subject-specific vocabularies.

Travis, Tiffini A. "Librarians as Agents of Change: Working with Curriculum Committees using Change Agency Theory." **New Directions for Teaching and Learning** 114 (2008): 17-33.

Travis discusses various aspects change agent theory, including barriers to change, and argues that librarians striving to inject information literacy into the curriculum must understand how institutional change occurs. The author states that, "by understanding the evolution of a change initiative from its early inception to the adoption stage and finally the diffusion process, it is possible to develop a systematic method from an impact on lifelong learning." Travis also describes the role that change agent theory had on successful efforts to incorporate curriculum based information literacy at California State University, Long Beach.

VanScoy, Amy, and Megan J. Oakleaf. "Evidence vs. Anecdote: Using Syllabi to Plan Curriculum-Integrated Information Literacy Instruction." **College and Research Libraries** 69.6 (2008): 566-575.

The authors argue that rather than relying on what they think should be taught, librarians involved in curriculum-integrated instruction should instead focus on studying course syllabi to better gauge what students are expected to use for their assignments. Most often, librarians use a "tiered" approach to instruction where basic skills are introduced to first and second year students and only later in their academic careers are they exposed to advanced skills. Studying course syllabi on their respective campuses, the authors found that many first and second year students are required to use a diverse array of sources ranging from books and articles to data and statistics. Rather than relying on anecdotal evidence, studying course syllabi and understanding what is expected from students, allows librarians to better design relevant classes for their students.



Evolving Instruction: One Librarian's Journey with Boolean Logic

By Russell F. Dennison, Winona State University

I began teaching the use of online catalogs to college students in the early 1980's at a typical small rural state university. None of the students were familiar with computers, databases, or any type of online searching. Most had not even heard of online catalogs, and many had never used a card catalog. The computers were so slow that we could keep up on reading the text as it appeared. Only keyboards were used, no mouse yet. The display was strictly alphanumeric, just green letters and numbers on a black background.

The teaching space was an open area beside the card catalog where users could stand or sit around one of the OPAC dumb terminals. Only about a dozen people could see the screen at a time. Nevertheless I managed to conduct half-hour instruction sections that reached 7,000 people (students, staff, faculty and community users) over four years.

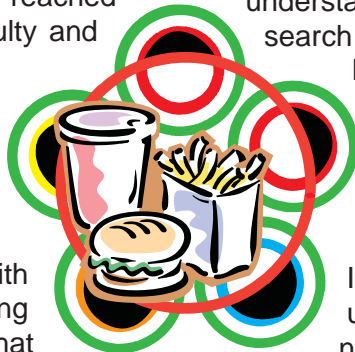
The search tools available on that ILS included Boolean logic for both terms and sets of terms. I taught Boolean logic in a theoretical manner using overhead slides with Venn diagramming with disappointing results. While not keeping figures that could be analyzed to provide proof, I felt—from the students' reactions, questions asked during and after the sessions and from students' work on assignments—only about a quarter to third of students understood Boolean logic. This continued for over a decade with increasing pressure since the card catalog was removed in 1985 and a number of article databases were added.

In the 1990's, when the ILS became web-based and even more article databases became available, I tried to improve my teaching. I once read that in effective instructional exercises students create their own understanding of a concept by anchoring it to their own experiences. So, I tried to get my students involved. I continued the theoretical description of Boolean logic, but instead of Venn diagramming, I asked the students to physically respond. I would use Boolean logic and physical

aspects of the students. I would ask them to stand based on eye color, hair color, and whether they wore glasses. An example would be asking everyone with glasses or black hair to stand. Then I would ask for only those with glasses and black hair to remain standing. I hoped that adding a physical response activity would give them a better understanding of Boolean logic. Yet again, the same informal measurements indicated failure. Only about a quarter to a third of the students seemed to understand.

The college has now grown into a medium-sized laptop university with four times as many students. I'm teaching on a Smartboard in a classroom in the new library building. The students are all familiar with computers and technology. But they still don't understand Boolean logic. I had continued to search for a learning exercise to activate student learning about Boolean logic so that an explicit display would allow students to create or expand their understanding. I think I've found an answer. Now I order fast food.

I explain to students that they are already using Boolean logic without using a fancy name for it. I explain the three operators. Then I use the example of ordering fast food. "I want a burger and fries. The fries can be regular or curly. I want a Coke not a Pepsi." Almost all the students have ordered fast food. They have used similar sentences. They can immediately see that they have used Boolean logic already and that it is not difficult. The key was getting the students to think of a familiar situation in which they had already used Boolean logic. The informal measures now make me feel that two thirds to three quarters of the students understand Boolean logic. An additional benefit is that this approach takes about half the time of the older approaches. I am rarely asked questions about Boolean logic anymore during or after teaching.





NEW!
The rest is
(right here) on the web!

www.baylor.edu/LIRT/lirtnews



From the Editor

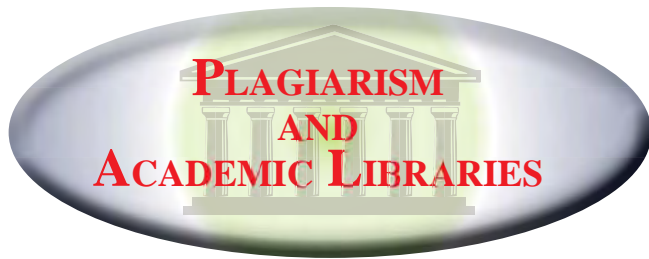
by Jeff Knapp

jeff.knapp@psu.edu

Dear Readers: Due to the shortage of space in the printed medium, the Newsletter Committee has decided to move some regular LIRT News items to the online edition. Billie Peterson's ever-popular "Tech Talk" has moved to the online edition specifically to make it easier to use the many web links included. We continue to welcome submissions from our readers. --Jeff Knapp, LIRT News Editor, and Chair, Newsletter Committee



Welcome to **THE REST IS ON THE WEB!**



By Dawn Amsberry,
Penn State University Libraries

While it is difficult to tell if plagiarism is on the rise among college students, or if it has just become more readily detectable, there is no question that cutting and pasting text from online sources is easier than ever. Students may plagiarize intentionally for a variety of reasons, including lack of time, lack of confidence in their own writing ability, or concern about grades. But they may also plagiarize unintentionally. Students may understand that plagiarism is “cheating” and that it is wrong, but they may not be clear on what exactly constitutes plagiarism.

In order to avoid plagiarism, students must know how to cite sources properly, use quotation marks, and paraphrase without copying verbatim. Understanding how and when to employ these devices is crucial to students’ understanding of the writing and research process. Paraphrasing correctly seems to present particular difficulties for college students. In a study done at San Jose State University, only a small number (29 percent) of students were able to identify what was wrong with a paraphrased statement that had been plagiarized.

To combat both intentional and unintentional plagiarism, many campuses have purchased subscriptions to Turnitin (www.turnitin.com), an online plagiarism detection service that compares student papers to existing web documents, commercial databases of journal articles, and student papers previously submitted to Turnitin, and assigns an “originality score.”

Academic libraries, in their role as promoters of information literacy, play a part in helping students understand and avoid plagiarism. The ACRL Information Literacy Competency Standards for Higher Education indicate that an information-literate individual “demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own” (5.2.f). The Library Learning Services department at Penn State’s University Park campus has identified a number of ways in which the Libraries can actively educate students and faculty about issues surrounding plagiarism.

Based on our experience, here are some suggestions for addressing this important issue in academic libraries:

Create a plagiarism resource web page. Penn State has a page on Using Information Ethically and Legally, which is part of a larger tutorial, Information Literacy and You (<http://www.libraries.psu.edu/instruction/infolit/andyou/infoyou.htm>). The page includes basic information about both copyright and plagiarism (and the difference between the two). We also have a hands-on plagiarism tutorial that gives the student practice identifying plagiarized passages. The tutorial is available as a PDF that can be printed and used as a classroom activity.



Plagiarism and Academic Libraries, *continued on page 12*

Include academic integrity as part of library instruction sessions. While a fifty-minute class on library resources doesn't lend itself to intensive anti-plagiarism instruction, it never hurts to reinforce the importance of academic integrity. In my classes, I remind students of the importance of proper citation, and refer them to the library's citation styles resource page. I also give a presentation on intellectual property issues, including plagiarism and copyright, to the first year seminar credit course offered by the libraries.

Offer workshops on avoiding plagiarism for your campus community. Recruiting participants to attend library workshops outside of regular classes can be a challenge, particularly for first and second year students who may already feel overwhelmed. However, faculty, grad students and staff may attend a class on plagiarism avoidance, and take the information back to their own students.

Incorporate plagiarism education into orientations and outreach sessions. At our orientations for new international students, we mention that notions about the appropriate use of outside sources in research may vary across cultures, and encourage students to consult a librarian if they have questions. We provide copies of our plagiarism handout at the orientation, as well as at instructional sessions for adult learners, and at our informational meeting with new freshman composition instructors.

Promote resources for managing citations. If your institution has access to commercial bibliographic management software like RefWorks or Endnote, offering classes in the use of these tools can be a great way to promote the library and educate users about the importance of proper citation. Academic libraries can also promote Zotero, a free open-source citation management program that works with the Firefox browser (www.zotero.com).

In addition to the resource mentioned above, there are many more great sites on the web for helping students avoid plagiarism. Listed below are a few sources academic libraries may want to include on their plagiarism resource pages.

Penn State Copyright Perspectives

<http://copyright.psu.edu/>

This page includes a short, student-friendly plagiarism video that can be used to open a class discussion about academic integrity and intellectual property.

Bruin Success with Less Stress

<http://www2.library.ucla.edu/bruinsuccess/>

This interactive tutorial from UCLA is an excellent introduction to intellectual property issues for college students. The Citing and Documenting Sources module gives tips on avoiding accidental plagiarism, and also provides a very useful section on good note-taking skills.

The Plagiarism Court

<http://www.fairfield.edu/documents/Library/plagicourt.swf>

Created at Fairfield University, this is a nicely designed, quick and accessible overview of the important points students should know about plagiarism. The interactive quiz provides explanations for correct and incorrect answers.

Avoiding Plagiarism at Mt. Hood Community College

<http://www.mhcc.edu/facultysupport/newfiles/Plagiarism.htm>

The quiz accompanying this tutorial is particularly useful because it provides examples of student-written paragraphs and the original sources, and lets the user decide which passages are plagiarized.

Jackson, Pamela A. "Plagiarism Instruction Online: Assessing Undergraduate Students' Ability to Avoid Plagiarism." **College and Research Libraries** 67.5 (2006): 418- 28.

By Billie Peterson, Baylor University
Billie_Peterson@baylor.edu



TECH TALK: Cloud Computing

Dear Tech Talk-- Now the IT staff are chatting endlessly about the wonders of “**cloud computing**” and its potential for transformative changes in the world of information technology. Is “cloud computing” over my head, only for IT professionals, or is it an emerging technology that will impact my work in libraries and consequently a technology with which I need to be familiar?

--Cloud Computing Cluelessness

Dear **CCC--** Cloud computing Cloud computing is definitely an emerging technology receiving quite a bit of press right now. Somewhat related to Web 2.0 technology, “cloud computing” doesn’t appear to be a passing fad, and it is likely to impact both libraries and library personnel, if it hasn’t done so already.

As a matter of fact, many are already using cloud computing – perhaps without realizing it. For example, do you use any web-based e-mail services such as Gmail (<http://gmail.com>) or Hotmail (<http://www.hotmail.com>) Do you use online services such as Delicious (<http://delicious.com>), or YouTube (<http://youtube.com>); do you use software provided by Google Docs (<http://docs.google.com>) or Zoho (<http://www.zoho.com/>); do you manage bibliographic citations with RefWorks (<http://www.refworks.com>)? Anyone who answers “yes” to one or more of these questions, is already using cloud computing. And, they are not alone. In spring 2008, a Pew Internet and American Life Project survey found that 69% of online Americans use these kinds of services. (Horrigan)

Not only are individuals using cloud computing, but a variety of organizations also use it. As an alternative to the ongoing costs and issues associated with the continued expansion of hardware and software, organizations use services provided by companies like Amazon (Amazon’s Elastic Compute Cloud or Simple Storage Service) to provide them with the “virtual” hardware and software needed to run applications and services. Cloud computing for organizations is particularly valuable during times when peak loads require additional processing technology, but the peak loads aren’t frequent enough to justify the purchase of additional hardware and software. In these circumstances, the organizations pay only for the amount of computing power needed. This aspect of cloud computing is called “utility computing”; however, Perry’s article clearly delineates a difference between utility computing and cloud computing, with cloud computing identified as the broader concept. Many well-

known technology companies, such as Amazon (<http://aws.amazon.com>) and Google (<http://www.google.com/apps/>) provide these services by leveraging their expertise in the care and management of massive and incredibly effective data farms.

However, these examples and statistics don't define cloud computing. Several resources below (Arnold, Perry, Wikipedia, and YouTube (<http://www.youtube.com/watch?v=QJncFirhjPg>)) provide definitions, but the one used here is from the 2009 EDUCAUSE Learning Initiative Horizon Report: "The cloud is the term for networked computers that distribute processing power, applications, and large systems among many machines." Additionally, the report states that there are three kinds of cloud services:

- Applications that serve as a single function (Gmail or Quicken Online and are accessed via a web browser, using the web for processing power and data storage;
- Infrastructure on which applications are built and run, along with the computing power to deliver them (Google App Engine (<http://code.google.com/appengine/>); and
- Pure computing resources without a development platform layer (Amazon EC2 (Elastic Compute Cloud) (<http://aws.amazon.com/ec2>) or GoGrid (<http://www.gogrid.com>)). (EDUCAUSE Learning Initiative, 11)

It is important to note that the purpose of the ELI Horizon Report is to "identify and describe emerging technologies likely to have a large impact on teaching, learning, research, or creative expression within learning-focused organizations" (EDUCAUSE Learning Initiative, 3) – as well as estimate their time to adoption. This report identifies cloud computing as an emerging technology with a "one year or less" time-to-adoption horizon, with only "Mobiles" listed ahead of it. The predicted adoption rate of this technology, combined with the data gathered by the Pew Internet and American Life Project survey, imply that cloud computing is definitely more than a short-lived trend.

The advantages and benefits of cloud computing are easily identified:

- The economy of shared servers, infrastructures, and applications;
- The faster development of new technologies because less or no time is spent developing a platform to host new technologies;
- Access to files and programs from anywhere, as long as there is an Internet connection; and
- The ease of implementing collaborative projects.

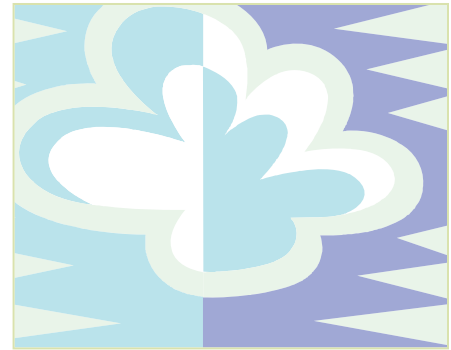
Results from the Pew Internet and American Life Project survey indicate that individuals echo these benefits by identifying these positive aspects:

- Easy and convenient to use – 51%
- Accessible from any computer – 41%
- Easy to share information – 39% (Horrigan)

However, there are still significant issues to resolve. Besides obvious issues such as giving up privacy and data to third parties or relying on third parties (and the Internet) for the

availability of services and files, there are some key issues identified in the article by Jaeger, Lin, and Grimes, including: “privacy, security, anonymity, telecommunications capacity, liability, reliability, and government surveillance, [and the fact that] relevant existing laws do not appear to be applicable to this new idea.” Jaeger, Lin, and Grimes recommend that these issues be addressed while cloud computing is still in its infancy, rather than waiting until “the consequences of non-action are too significant.” (Jaeger, et. al. 270) In the final analysis, they recommend the development and adoption of cloud computing standards:

- Basic thresholds for reliability;
- Assignment of liability for loss or other violation of the data;
- Expectations for data security;
- Protections of privacy;
- Any potential expectations for anonymity;
- Access and usage rights;
- International standardization to promote transborder data flows in clouds (Jaeger et. al., 281)



Although many individuals may still be naive regarding issues associated with cloud computing, the Pew Internet and American Life Project survey results do identify areas about which the respondents have significant concerns:

- The sale of stored files to others – 90%
- The use of stored photos or other information in marketing campaigns – 80%
- The analysis of stored information and then add displays based on the file contents – 68%
- The holding of files deleted by the owner – 63%
- The release of stored files to law enforcement agencies when asked to do so – 49% (Horrigan)

In spite of these issues, it seems clear that cloud computing will have a significant impact on the teaching and learning environment. Consequently, library personnel do need to become more conversant both with the concept and the resources. In a recent message to the New Media Consortium (<http://www.nmc.org>) NMCTAB@Princeton.EDU listserv, Steve Terry asked others to identify useful, “low/no cost, little support required” cloud computing resources they use in teaching. Below are categorized lists of selected resources, some of which were culled from the responses to this question:

Audio/Podcasting

- gabCAST (<http://www.gabcast.com>) – A podcasting and audioblogging platform that provides a way to create and distribute audio content.
- VoiceThread (<http://voicethread.com>) – A collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate pages and leave comments in 5 ways - voice, text, audio file, or video.



Tech Talk, *continued on page 16*

File Storage

- Dropbox (<http://www.getdropbox.com>)
- box (<http://box.net>)
- Microsoft SkyDrive (<http://www.skydrive.live.com>)
- Xdrive (<http://www.xdrive.com>)

Office Applications (word processing, spreadsheets, etc.)

- Adobe Online Office Suite (<http://www.acrobat.com>)
- Google Docs (<http://docs.google.com>)
- Microsoft Office Live (<http://www.officelive.com>)
- Online Document management (<http://office.zoho.com>)
- Open Office (<http://openoffice-software.com>)
- Zoho (<http://www.zoho.com>)

Presentations

- 280Slides (<http://280slides.com>) -- Create presentations, access them from anywhere, and share them with the world.
- SlideRocket (<http://www.sliderocket.com>) – Make presentations, manage a library of slides and assets, share them securely with colleagues, and measure how they're used.
- SlideShare (<http://www.slideshare.net>) -- Upload and share (publicly or privately) PowerPoint presentations and Word documents on SlideShare; add audio to create webinars.

Video/Animation/Media Mixing

- aniMOTO (<http://animoto.com>) – A web application that automatically generates professionally produced videos
- Create Comics (<http://pixton.com>) – A click-and-drag comic creator
- ComicLife (<http://comiqs.com>) – Create your own comics
- Glogster (<http://www.glogster.com>) – use digital media to express research and art; specific examples at <http://justintoney.glogster.com/Research-Project-1/> and <http://alishan.glogster.com/AVP-Fear-Poem/>
- JayCut (<http://jaycut.com>) – Upload and edit movies
- Jing (<http://www.jingproject.com>) – Snap a picture of your screen; record video of onscreen action; share instantly over the web, IM, e-mail
- Ustream (<http://www.ustream.tv>) – A live interactive video broadcast platform that enables anyone with a camera and an Internet connection to quickly and easily broadcast to a global audience.
- VUVOX (<http://www.vuvox.com>) – A production and instant sharing service that allows the mixing, creation and blending of personal media (video, photos and music).
- xtranormal (<http://www.xtranormal.com>) – Use to make movies, share, and publish to YouTube

Miscellaneous

- 50 Story Tools (<http://cogdogroo.wikispaces.com/StoryTools>) – 50+ web tools that can be used to create web-based stories.
- cfkeep (<http://www.cfkeep.org>) – The KEEP (Knowledge Exchange Exhibition and Presentation) Toolkit is a set of web-based tools that helps teachers, students and institutions quickly create compact and engaging knowledge representations on the Web.
- Collaboration Services : Web 2.0 Directory : eConsultant (<http://web2.econsultant.com/collaboration-groups-teams-services.html>) – Services allowing multiple users to group and collaborate/share including blogging, bookmarking, tasks, to-do, etc.
- Curriki (<http://www.curriki.org>) – An online environment that supports the development and free distribution of world-class educational materials to anyone who needs them.
- Drop.io (<http://drop.io>) – Use drop.io to privately share files and collaborate in real time by web, email, phone, mobile, and more.
- mobiSiteGalore (<http://www.mobisitegalore.com/index.html>) – Build your own mobile website in minutes
- Poll everywhere (<http://www.polleverywhere.com>) – Uses text messages for polls by sending text messages to options displayed on-screen, with the poll that is embedded within the presentation or web page updated in real time.
- xTimeline (<http://www.xtimeline.com>) – A web-based tool for developing timelines

Interested in learning more? Begin by exploring these and other cloud computing resources and envisioning and experimenting with how they can be used in library and educational environments. Take a look at Michael Stephen's recommendations on "How Libraries Can Use the Cloud"; but at the same time take heed of Jenny Levine's caveat, "the more important role for libraries right now is to teach users about these types of services, in no small part so that we can help them understand the potential consequences." In working with and learning more about cloud computing technologies, library personnel will be better positioned to provide this assistance to library clients. Finally, keep current with cloud computing issues by checking resources such as:

- Cloud Computing Community Wiki (http://wiki.cloudcommunity.org/wiki/Main_Page)
- Cloud Computing: Incidents Database (<http://wiki.cloudcommunity.org/wiki/CCID>)
- Delicious tags for the ELI Horizon Report on Cloud Computing (<http://delicious.com/tag/hz09+cloudcomputing>)
- EDUCAUSE Cloud Computing Resources (<http://www.educause.edu/Resources/Browse/CloudComputing/27148>)
- Open Cloud Manifesto (<http://opencloudmanifesto.org>)



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As always, send questions and comments to:
Billie Peterson-Lugo at billie_peterson@baylor.edu



STANDING COMMITTEES

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.



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

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