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LIBRARY INSTRUCTION ROUND TABLE NEWS

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From The Vice-President

By Barbara Hopkins

The times, they keep a-changin'...

"We should strive to welcome change and challenges because they are what help us grow. Without them we grow weak. We need to constantly be challenging ourselves in order to strengthen our character and increase our intelligence."

~H.G. Wells, The Time Machine

It seems that so many things are changing, in libraries and library instruction, all of the time; our instruction methods, the technology we use to accomplish our research (and the formats that we receive it in), the programs and platforms we use to repackage the information we find, the ways in which we communicate with our students (email, text, social networking…), what we call ourselves (information specialist, library teacher, media specialist, etc.) and even the hours and days that we are asked to work.

Many librarians have found these changes challenging, worrisome, and exhausting. It is difficult to keep up with so many new ideas all at once. However, as we start down the path with a mindset focused on personal and professional growth, I think that we will find that change brings with it many opportunities, such as: (1) The opportunity for increased collaboration with professionals both in our field and in many others, (2) The ability to reach students that we may never have been able to reach before, and (3) Access to knowledge and ideas from people all over the globe. I'm excited just thinking about all of the possibilities!

The times, they keep a-changin'..., *continued on page 2*

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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.

The times, they keep a-changin'…, continued from page 1

So, while it may be daunting to contemplate all of things that we need to learn to keep up with the changes in our lives, if we bite off a piece at a time, day by day, and commit ourselves to meeting our students needs through own professional development, I believe the journey will be, not only endurable, but joyous!

By the way, as you are contemplating change and opportunities, consider serving on a LIRT committee. In response to the needs of our members we have made it possible to serve in either the traditional face-to-face manner or virtually.

Check out our website to learn about all of the options available to you (**http://fleetwood.baylor.edu/lirt/committees.html)** and should you decide you would like to volunteer, fill out this form (**http://fleetwood.baylor.edu/LIRT/volform.php**).

We hope you will join us!

Barbara Hopkins

Vice-President

ALA LIRT ANNUAL PROGRAM - CHICAGO

Going Where the User Takes Us:
Instruction beyond the Library Classroom

Library instruction needs to go beyond the traditional library classroom with 20 computers and a white board. Instruction can occur when a public library offers a media lab designed for young adults to experiment and learn. Instruction can occur when a school library works with teachers to aid them in teaching information literacy skills in their own classrooms. Instruction can occur when an academic library works with a residential college to provide instruction.

This program will explore how libraries are doing library instruction outside of the traditional classroom, how it benefits patrons, and how other libraries can implement similar instruction initiatives. Speakers will include **Nichole Pinkard**, Visiting Associate Professor in the College of Computing and Digital Media at DePaul University and co-founder of Chicago Public Library's YOUmedia space**, Lynda Kellam**, Data Services and Government Information Librarian at the University of North Carolina at Greensboro, and from the Harpeth Hall School in Nashville, TN, **Kristin Bernet**, the Upper School Librarian, and **Alice Bryant**, the Middle School Librarian.

Join us for what promises to be interesting presentations and a lively discussion!

Sunday, June 30, 1:00 p.m. - 2:30 p.m.

From the Editor

by Teri Shiel
tshiel@westfield.ma.edu

Happy early spring (or late winter)! It seems odd to be writing about spring while New England is still buried underneath a lot of snow, but I remain optimistic that eventually I'll see the grass again. For now, I'm very happy I bought snow boots last year when Massachusetts didn't get any snow - naturally.

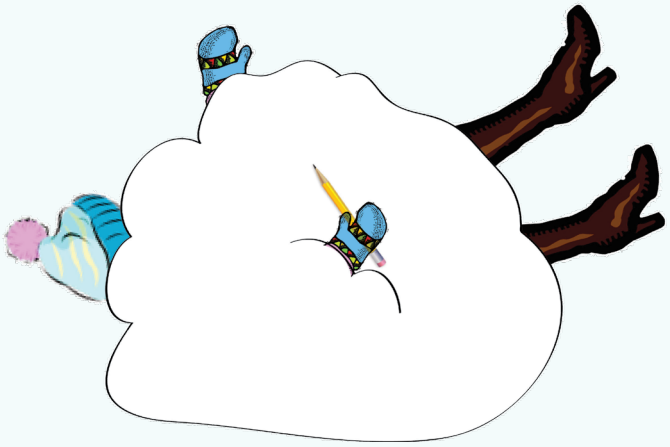
With spring comes the **LIRT Elections**, so in this issue of the LIRT News, you'll find the ballots from all of the candidates who are running for LIRT offices. You'll also find information about the LIRT Conference Program coming up at ALA Annual in Chicago and our *Member-A-LIRT* spotlight of Andrea Stanfield, the Information Literacy Coordinator at the University of West Georgia. Also in this issue are the summaries of the non-LIRT meetings that are related to library instruction from this past Midwinter, written by the LIRT Liaison Committee members; and Billie Petersen's *Tech Talk* column.

As always, LIRT News is always looking for articles to publish, so please contact me if you have any questions about submitting an article for the next issue of LIRT News in June. If you are looking to submit to the newsletter, the next deadline is **April 15th**.

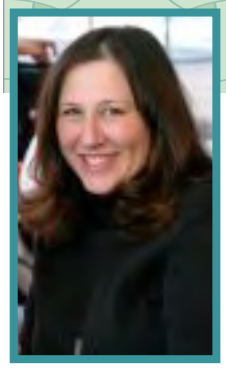
Finally, it wouldn't be a LIRT News without a shout out to the fabulous Susan Gangl and the LIRT Newsletter committee, whose hard work and attention to detail are a required part of making the LIRT News so fun and informative.
Stay warm and dry, flowers and mild days are just around the corner! Well, maybe if I wish hard enough, it will be so.

Best,

Teri



LIRT Member Spotlight: Andrea Stanfield



What brought you to LIRT?
Even before beginning my graduate degree, I was interested in information literacy. I like that LIRT promotes these skills through various types of librarianship.

What was your path to librarianship?
I had been working as a consultant in trade publishing. The work was solitary, and I didn't have an office to go to, so I decided to get out of my home office a few hours a week by working part-time at the writing center of a local two-year college. I enjoyed working with students, but was also concerned about the lack of research skills they seemed to have and how that impacted their writing. More than once, I had a student tell me, "I finished writing my paper, but now I need to add some sources in." We focused a lot on the process of writing but the research process didn't seem to collide often enough. I had the opportunity to work with one of the librarians who also recognized there was room for collaboration between the services we offered in the tutoring center and the services at the reference desk. We did some cross-training between the staff of both areas in order to promote referrals and collaboration. After working as a writing tutor for a while and then doing a stint as a research assistant for a program director at a technical college, I realized I wanted to continue working in higher education and decided to pursue a master's in library and information science through Florida State University's online program.

Tell us about your current position. What do you like most about it?
I am currently the Information Literacy Coordinator at the University of West Georgia. Most librarians here teach a two-credit information literacy class, which is one of the best parts of my job. It feels like a luxury to be able to teach information literacy skills over the course of a fifteen-week semester. On my course evaluations, students often say that they have already used what they learned in my class in other classes. Students also say they encourage their friends to take the class because they have found what they learned to be so valuable.

In what ways does it challenge you?
While the credit-bearing course is rewarding, I am also aware that in some ways, I am teaching it in a vacuum. We realize students still need information literacy instruction in upper-level classes, so our department is trying to find ways to make our one-shot program systematic and assessable. Since teaching a fifteen-week class takes time and energy, it is challenging to strategically target our one-shot instruction, but our instructional services team works well together, and we are on our way to a well-balanced instructional program.

If you could change one thing about libraries today, what would it be?
I would like to see libraries focus more on the impact they make on whatever community they serve, whether the community is the general public or a campus. It feels like sometimes there is too much emphasis on what we are not and not enough on what we are contributing.

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

It's hard to choose one. I will always remember my eighth grade English teacher, Doyal Wilder, who had high expectations for his students but was compassionate and kind while demanding excellence in both academics and character. In college, my British Literature professor, Eric Walker, was so passionate about Shakespeare, I took both Shakespeare I and II, even though I only needed one. Because of those two teachers, I have always tried to blend enthusiasm with high expectations in my own instruction and that has served me well.

When you travel, what do you never leave home without?
Some sort of book, either print or on my Kindle. The funny thing is that I will almost always purchase a book at an airport, even though I'm traveling with one!

Tell us one thing about yourself that most of us probably don't know.
At one time, I had considered a career in medicine until I realized the sight of blood makes me faint!

LIRT is proud to present the following

CANDIDATES FOR LIRT OFFICES 2013

Candidates for LIRT Vice-President/President-Elect

Jennifer Corbin

Head of the Center for Library User Education
Tulane University, New Orleans, LA

Previous Positions:
Reference Librarian / Instruction Coordinator, Tulane University, 2007 - 2011; Reference Librarian, Washington & Jefferson College, 2003-2007; Circulation Librarian, Allegheny College, 2000-2003
Degrees and Certificates:
Indiana University Bloomington, MLS, 1999; Indiana University-Purdue University Fort Wayne, BA History and Spanish, 1996.
Division Affiliations: ACRL, RUSA
ALA and/or ALA-APA Activities: LIRT Membership Committee, Chair, 2010-2012; ALA Membership Promotion Task Force, ex-oficio member, 2010-2012; LIRT Membership Committee Member, 2008-2010.

Publications:
Oakleaf, M., Hoover, S., Woodard, B., Corbin, J., Hensley, R., Wakimoto, D., Hollister, C. V., Gilchrist, D., Millet, M., & Iannuzzi, P. "Notes from the Field: 10 Short Lessons on One-Shot Instruction." *Communications in Information Literacy.* 6(1).
Corbin, J. L. (2009). Are you ready for the future of English Composition? Information Literacy, Visual Literacy and the Digital Video Research "Paper." *Poster session* presented at the Association of College and Research Libraries 14th National Conference, Seattle, WA.
Corbin, J. L. (2009). Beyond Subject Guides: Using LibGuides for Information Literacy Instruction. *Roundtable Session* presented at the Association of College and Research Libraries 14th National Conference, Seattle, WA.

Statement of Professional Concerns/Aspirations if Elected:
LIRT excels in providing networking opportunities and quality conference programming that supports the day-to-day work of instruction librarians. If elected, I will ensure that these traditions continue. LIRT also needs to find additional ways to connect with members between conferences, especially for the growing number of librarians who are unable to attend annual and midwinter meetings. I hope to be able serve LIRT and its membership in this leadership role.

Jeffrey A. Knapp

Reference & Instruction Librarian
Penn State University Libraries, Penn State Altoona
Altoona, PA

Previous Positions:
Teaching Assistant, Penn State University Libraries, University Park, 2002-2004; Operations Project Coordinator, AccuWeather, Inc., 1999-2001; Marketing Consultant, New York Life Insurance Co., 1989-1999
Degrees and Certificates:
Clarion University of Pennsylvania, M.S., Library Science, 2002; Penn State University, BA, Foreign Service and International Politics, 1989
Division Affiliation: ACRL
ALA and/or ALA-APA Activities: **ACRL-ANSS** Bibliography Committee, Chair, 2007-2009, **ACRL-ANSS** Bibliography Committee, Member 2005-2009; **LIRT**, Treasurer, 2011-2012; **LIRT**, Vice-Treasurer, 2010- 2011; **LIRT** Newsletter Committee, Chair, 2005-2010; **LIRT** Newsletter, Editor, 2005-2010; **GODORT** International Documents Task Force, Secretary, 2005-2006; **GODORT** International Documents Task Force, Liaison, 2005-2007.
DirectVote Nominee 1/11/13 4:32 PM

Major Accomplishments: As Chair of the LIRT Newsletter Committee, I initiated the elimination of the print edition of *LIRT News,* saving LIRT over $9,000 per year that can be used on enhanced programming and services to our members. Professionally, I have made great strides at Penn State Altoona in getting the library more integrated into the academic programs we offer and have doubled the number of course-related instruction sessions we teach each year since I started. I have also taught a 3-credit Library Studies course, "Research Methods for Law & Government Information" online for Penn State's World Campus, producing some innovative videos and tutorials for helping students understand the legislative process by way of examining primary government sources (examples at bit.ly/LST370).

Publications:
Author: "Plugging the 'Whole': Librarians as Interdisciplinary Facilitators," *Library Review* (Emerald), Volume 61, Number 3, 2012
Primary Author: "Speaking Up: Empowering Individuals to Promote Tolerance in the Academic Library," *Library Leadership &*

CANDIDATES ***continued on page 6***

Management (ALA-LLAMA) Volume 26, Number 1, 2012. *Author*: "Google and Wikipedia: Friends or Foes?" In *Teaching Generation M: A Handbook for Librarians and Educators*, ed. Vibiana Bowman Cvetkovic and Robert J. Lackie (Neal-Schuman), pp. 157-178, 2009.

Statement of Professional Concerns/Aspirations if Elected:
If elected, I will follow the wonderful example of my predecessors and work hard to increase LIRT's profile in ALA and provide additional ways for LIRT to serve school, public, and academic librarians. I will focus on how can we put the *LIRT News* cost savings to work for our members, either in offering programming that will be accessible to librarians who are unable to travel for conferences, or by sponsoring additional ALA Spectrum Scholars.

Candidates for Vice-Treasurer/Treasurer-Elect

Hui-Fen Chang

Assistant Professor, Humanities and Social Sciences
Oklahoma State University, Stillwater, OK

Previous Positions:
Graduate Reference Assistant, University of Wisconsin-Madison Business Library (2002-2007; Graduate Public Services Assistant. University of Wisconsin-Madison Social Sciences Reference Library (2004-2005)
Degrees and Certificates: University of Wisconsin-Madison, MLS, 2003; University of Wisconsin-Madison, MA English, 1998; University of Wisconsin-Madison, MA Linguistics, 1992.
Division Affiliations: ACRL, RUSA
ALA and/or ALA-APA Activities: ALA-LIRT Conference Program Committee, Co-Chair, 2010-2012, Member, 2009-2013; ACRL Academic Library Services to International Students Interest Group, Convener, 2012-2013; ACRL Instruction Section Research & Scholarship Committee, Member, 2009-2012; ACRL Distance Learning Section Research Committee, Member, 2011-2013; ACRL Distance Learning Section Bibliography Committee, Member, 2012 -2014; RUSA Reference Services Section Preconference Committee, Member, 2010-2011; RUSA Reference Services Section User Education & Information Literacy, Member, 2010-2012.
Offices held in state/regional library associations, and other associations: Chinese American Librarians Association (CALA) Southwest Chapter, President, 2012-2013; CALA Publications Committee, Member, 2011-2012; CALA Scholarships Committee, Member, 2010-2011, 2012-2013; CALA Constitution & Bylaws Committee, Member, 2009-2010; Oklahoma Library Association Library Education Division, Secretary, 2011- 2012; Oklahoma Library Association Career Recruitment and Retention Committee, Member, 2010-2011; ACRL–Oklahoma Chapter, Member-at-Large, 2010-2012; Oklahoma State University Library Staff Association, Treasurer, 2012-2013.

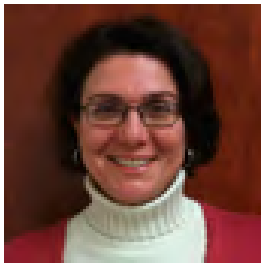
Major Accomplishments: One of my major accomplishments is being elected as an ALA/ACRL 2010 Emerging Leader. It offered me a wonderful opportunity to learn more about the organizational structures of ALA and ACRL, develop leadership and collaborative teamwork skills. My other accomplishments are those of a typical tenure-track library faculty: confirmed reappointment in 2011; presentations at national conferences including ALA, ACRL, LOEX, the Mountain Plains Library Association and the Oklahoma Library Association conferences.

Publication:
"Cite It Right: Critical Assessment of Open Source Web-Based Citation Generators." Proceedings of LOEX Clearinghouse for Instruction 39th National Conference, 2011.

Statement of Professional Concerns/Aspirations if Elected:
Providing library instruction and teaching information literacy competencies are major components of my work as a librarian. I am pleased that we have an organization such as LIRT, providing practical resources and a supportive community for instruction librarians. Having served as the co-chairperson for the LIRT Conference Planning Committee 2010-12, I become more appreciative of the dedication and hard work of our LIRT members, and the valuable contributions they have made towards promoting library instruction and information literacy. The experience has only inspired me to continue service on LIRT committees. If elected treasurer, I will strive to assist the LIRT Executive Board and committee chairs in any financial planning associated with public programming, events and activities to fulfill the mission of LIRT organization in advocating library instruction and information literacy.

Toni Hoberecht

Reference and Education Services Librarian
Schusterman Library, University of Oklahoma-Tulsa, Tulsa, OK



Degrees and Certificates:
University of Oklahoma, MLIS, 2007; Syracuse University, MA English, 1987; University of Tulsa, BS Rhetoric and Writing, 1982
Division Affiliations: ACRL, LITA
ALA and/or ALA-APA Activities:
LIRT Member, 2008 to present
LIRT Adult Learners Committee, Chair, 2010-2011

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LIRT Adult Learners Committee, 2008-2012
Offices held : OK-ACRL Board Secretary, 2011
OK-ACRL Board Member At Large, 2009 to 2010
Planning Committee, OK-ACRL Annual Conference, 2009 to 2011
SCC/MLA Annual Conference Local Arrangements Committee, 2009
Planning Committee, COIL Unconference, July 2009
Honors and Awards: ALA Emerging Leader, 2009
Amigos Library Fellowship, 2008

Major Accomplishments:

My most important accomplishment so far as a librarian was rebuilding our library website from scratch - it began as a static page maintained by the campus IT department and it is now well on its way to becoming an interactive and responsive information tool for our patrons (although it›s not there yet.) Also at our library, I have been heavily involved in library assessment and lead a library-wide assessment team working on ways to communicate the library›s value to our stakeholders. I am also a co-editor of the Informatics Education column for Medical Reference Services Quarterly, and my co-editor and I are very interested in providing practical articles that help librarians who teach.

Publications:

«Passing the Baton.» *Medical Reference Services Quarterly*. 2012. (With Linda Hasman and Kimberly Pullen.)

«Some Health Literacy Aspects of a Photovoice Project.» *Journal of Consumer Health on the Internet*. 2011 (With Julie Miller-Cribbs.)

«We Ning›ed a Virtual Pre-Workshop: Now What?» The Reference Librarian. 2011. (with Amanda Lemon and Emily Brown).

Statement of Professional Concerns/Aspirations if Elected: As a former Adult Learners Committee Chair, I've had the opportunity of observing the LIRT officers in action. This group of people has the habit of making prudent decisions, not only in terms of organizational goals, but financially as well. If elected Vice-Treasurer, my immediate goal is to learn as much as possible from the current treasurer and other officers during the first year and to contribute wherever I can. My hope is to be well-positioned to continue the LIRT tradition of good decision-making coupled with transparency and openness during my term as Treasurer. I am also interested in continuing to work on implementing the goals outlined in LIRT's Strategic Plan.

Candidates for LIRT Secretary

Kristin Leimkuhler Strohmeyer

Reference and Outreach Librarian/Interim Director of Access Services
Hamilton College
Clinton, New York

Previous Positions:
Reference/Coordinator of Instructional Services, Hamilton College, 1993-2009
Reference Librarian, Hamilton College, 1988-1993
Degrees and Certificates:
Simmons College, MSLIS, 1989
State University of New York at Potsdam, BA English, 1987
Division Affiliation: ACRL
ALA and/or ALA-APA Activities:
• ALA – American Library Association (1988-present)
• Committee on the Status of Women in Librarianship (COSWL) Bibliography/Clearinghouse Taskforce (1990-1992)
* Conference Planning Coordinating Team 2009-2010
ACRL – Association of College and Research Libraries (1988-present)
• Instruction Section
• Name Change Implementation Taskforce (1995-1996)
• Communication Committee, Intern, (1995-1996) member (1996-1998)
• National Conference Program Planning, (1998-1999)
• Conference Program Planning, (1998-2000)
• Award Committee, member, (2000-2004) chair (2002-2003)
• National Volunteers Subcommittee (2005-2007)

LIRT – ALA Library Instruction Round Table (1988-present)
• Research Committee, member 2000-2008, chair (2006-2008)
• LIRT Representative to ALA Literacy Assembly (2008-2010)
• LIRT Representative to ALA Advocacy Committee (2010-present)
• Ad Hoc Awards Committee, member (2011-present)

Offices held in state/regional library associations, and other associations (include DATES):
• Eastern New York Chapter of ACRL (1989-present)
• Communications Chair (1995-2000)
• Vice President/President/Past President (2001-2004)

Statement of Professional Concerns/Aspirations if Elected:

I have been involved with LIRT for many years now, and have greatly enjoyed and learned from my membership. If elected Secretary, I would be honored to continue the good work done by my predecessors in maintaining and disseminating the LIRT meeting records, and by serving as a conduit for feedback from our members to the LIRT officers.

CANDIDATES continued on page 8

Candidates for LIRT Secretary, continued

Arianne Hartsell-Gundy

Humanities Librarian
Miami University
Oxford, OH

Previous Position:
Instruction Librarian, Florida State University, 2006-2008

Degrees and Certificates:
Indiana University, M.A./MLS, Dual Masters in Library Science/Comparative Literature, 2005; University of Missouri-Columbia, BA, English, 2003.
Division Affiliation: ACRL
ALA and/or ALA-APA Activities:
ACRL Information Literacy Professional Development committee co-chair, 2012-2014; ACRL Information Literacy Professional Development committee member, 2010-2012; ACRL Literatures in English Section vice-chair, 2012-2013; ACRL Literature in English Section, Member-at-Large, 2009-2010; LIRT Conference Program Planning committee co-chair, 2011-2013; LIRT Conference Program planning committee member, 2009-2011; ACRL Instruction Section Communication committee member, 2007-2010; ACRL Literatures in English Section Planning committee member, 2007-2009; ACRL Literatures in English Section Co-Facilitator for the New Member Discussion Group, 2008-2009; New Members Roundtable Student Chapter of the Year Award committee member, 2007-2009
Offices held :
FCLA-CSUL PSPC (Florida Center for Library Automation Council of State University Libraries Public Services Planning Committee) Information Literacy Subcommittee, 2007, co-chair
Honors and Awards:
Nomination for SWON (SouthWest Ohio and Neighboring Libraries) Libraries' Librarian of the Year Award, 2012.
American Library Association Emerging Leader. Sponsorship by the ACRL Instruction Section, 2010.
The Honor Society of Beta Phi Mu, 2006
NMRT ALA Runner-up for National Student Chapter of the Year Award, 2005-2006
NMRT ALA National Student Chapter of the Year Award, 2004-2005
Fee Remission Scholarship, School of Library and Information Science, Spring 2004
The Honor Society of Phi Beta Kappa, 2003
McNair Scholar, 2001-2002

Major Accomplishments:
Participated in the ACRL›s Institute for Information Literacy›s 2007 National Immersion Program, University of Manitoba in Winnipeg, Canada, August 5-10, 2007.

Publications:
Brinkman, S., & Hartsell-Gundy, A. (2012). "Building Trust to Relieve Graduate Student Research Anxiety." Public Services Quarterly, 8(1), 26-39.
Resnis, E., Gibson, K., Hartsell-Gundy, A., and Misco, M. (2010). «Information Literacy Assessment: A Case Study at Miami University.» New Library World 111.7-8): 287-301.
Hartsell, Arianne, and James Rhoades. "Marketing First Impressions: Academic Libraries Creating Partnerships and Connections at New Student Orientations." Library Philosophy and Practice 2008 (August): 1-11.

Candidate for LIRT Councilor

Cynthia Ellison Dottin

Coordinator, Library Educational Programs
Florida International University
Miami, FL

Previous Positions:
Interim Bibliographic Instruction Coordinator, Florida International University, 2011-2012; Reference & Instruction Librarian, Florida International University, 2005-2011; Visiting Reference & Instruction Librarian, Florida International University, 2001-2005
Degrees and Certificates:
University of South Florida, MA Library and Information Science, 2004; University of West Florida, BA History 1981.
Division Affiliations: ACRL, RUSA
ALA and/or ALA-APA Activities:
LIRT ALA Councilor, 2010-Present
ACRL IS Information Literacy Best Practices Committee, 2010-2012;
LIRT Liaison Committee, Chair, 2007-2010;
LIRT Liaison Committee 2006-2010
ACRL African American Librarians Section, 2006-Present;
Instruction Section, 2006-Present; Women›s Studies Section, 2006-Present;
RUSA History Section, 2006-Present
Offices held in state/regional library associations, and other associations (include DATES):
Council of State University Libraries, Florida Information Literacy Subcommittee of the Public Services Planning Committee, 2011-2012.
SEFLIN Information Literacy Discussion Group, 2006-Present
Publication:
Co-Author: «Using The Library,» The First Year Experience: Making the Most of College (Hayden McNeal Publishing), 2007, 2008, 2009, 2010.

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Candidate for LIRT Councilor, continued

Statement of Professional Concerns/Aspirations if Elected: Today's increasingly sophisticated technology has dramatically changed our patrons approach to the acquisition and use of knowledge. They are more dependent on the professional skills and knowledge that librarians bring to the table in assisting them in the acquisition and use of a multiplicity of resources and formats. More than ever, it is incumbent upon librarians to promote libraries, their resources, library instruction, information inquiry, and trans-literacy in ways that will appeal to our varied constituents, and assist them in becoming informed and competent researchers. As we tackle these changing and exciting tasks, we must embrace, and carry out the mission of our associations such as ALA, and groups such as LIRT and ACRL, and must stay abreast of, and utilize, their innovations, methodologies, and techniques to appeal to, and work with our constituents. It is the significant professional roles of these bodies that propels me to seek continued service.

BITES with LIRT

LIRT (Library Instruction Round Table) is organizing "Bites with LIRT" groups for lunch at moderately priced restaurants during the ALA Annual Conference in Chicago from **12:30 to 1:30 p.m.** on both **Saturday** and **Sunday, June 29th and 30th**.

This is your opportunity to meet other librarians interested in library instruction while enjoying lunch in a local restaurant.

LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed setting. Enjoy a stimulating and fun lunch with LIRT -- good food, good company, and interesting conversation. We will make the arrangements; all you have to do is reserve your spot and show up!

RSVP information will be coming soon on the LIRT website.

By Billie Peterson, Baylor University
Billie_Peterson@baylor.edu

Tech Talk: *Testing Tablet Technology*

Dear Tech Talk –

I work in public services and am very interested in seeing what we can do with tablets (iPads, for example) to enhance or improve our library and instruction services. I need to convince others that there is value in purchasing and experimenting with these devices. How can I persuade them?

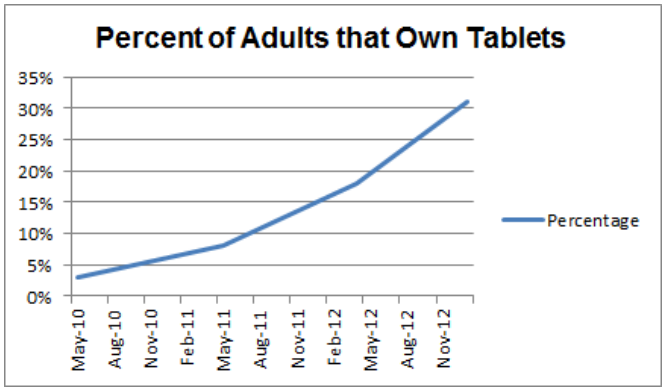
– Testing Tablet Technology

Dear TTT–

An interesting question – one that didn't even exist 3 years ago. It's not that tablets didn't exist prior to 2010. Windows introduced a tablet device around 2000, and Apple presented the Newton even earlier, in 1992 – although the Newton was hailed as a "personal digital assistant". When Steve Jobs introduced and released the iPad in April 2010, a tablet revolution erupted. The iPad was soon followed by other tablet devices – Android's, Amazon's Kindle Fire, and now the Windows 8 Surface.

Before going further, let's be clear about the definition of a "tablet" computer. According to PC Magazine, it is a general-purpose computer contained in a single panel and uses a touch screen as the main input device. Like smart phones, tablets come with some pre-installed apps (software) such as e-mail, calendar, contacts, maps, etc., but their functionality is greatly enhanced by the availability of free or inexpensive apps from the vendor's online store. Unlike laptops or netbooks, tablets have a long battery life, are light weight, and can use wireless and/or data networks.

Although today's tablets have been around for a relatively short time, their growth in use is virtually exploding. The chart at right, covering May 2010 thru January 2013, depicts data gathered by Pew and demonstrates the dramatic growth in the number of adult (18+) Americans who own tablets.



Providing further evidence of growth, recent Gartner research states, "The tablet market will grow from next to zero in 2009 to more than 320 million units sold in 2015. The way consumers will think about, and interact with computing devices has changed for good" (http://www.gartner.com/technology/research/ipad-media-tablet/future-of-tablet-market.jsp).

Articles written by Barack, Cohen, Ensor, Foote, Rich, Roscorla, and Shane discuss the adoption of tablets in K-12 schools. Barack states, "Schools nationwide are considering tablet adoption, not just to keep pace with the latest in hardware, but also to enable access to

Tech Talk: TTT *continued on page 11*

etextbooks, educational apps, and other digital content specifically designed for the tablet platforms" (12); and Roscorla, lists 5 benefits identified by school administrators for the adoption of tablets http://www.centerdigitaled.com/policy/School-Administrators-Open-Mobile-Devices.html

- engage students in learning (74%)
- extend learning outside school (64%);
- improve teacher tech skills (52%);
- make instructional materials more relevant (51%); and
- personalize instruction for students (50%).

Additionally, the (June) 2012 K-12 edition of the *New Horizon Report* lists tablet computing as one of the technologies sitting on the near-term horizon, stating, "tablet computing presents new opportunities to enhance learning experiences in ways simply not possible with mobile phone, laptops, or desktop computers, and is especially suited for one-to-one learning in the K-12 environment" (4). A simple search of Google for lesson plans in some combination with tablets or iPads will quickly demonstrate that K-12 teachers are already busy incorporating tablets into their curriculums.

Consequently, as these students enter higher education, they will expect to continue to use these devices in their new learning environments. This expectation is reflected in both the 2012 and recently released 2013 (February) higher education editions of the *New Horizon Report*; both place tablet computing as a technology on the near-term horizon for higher education, stating, "Tablets have gained traction in education because users can seamlessly load sets of apps and content of their choosing, making the tablet itself a portable personalized learning environment" (15).

This expectation is further born out through survey results from the EDUCAUSE Center for Applied Research (ECAR) and the Pearson Foundation. Each year, ECAR surveys undergraduate students and their use of information technology. In the 2011 report 8% of the students surveyed owned iPads; in the 2012 report 15% of the students surveyed owned tablets – a number that almost doubles, with the language changing from "iPad" ownership to "tablet" ownership, reflecting that iPads are no longer the only tablet option.

A 2012 Pearson Foundation Survey (pdf download) on students and tablets finds that:

- Tablet ownership among college students and college-bound high school seniors has more than tripled from a year ago. Further, a large number of students plan to purchase a tablet within the next 6 months.
- College students and high school seniors believe that tablets are just as valuable for educational purposes as they are for personal entertainment.
- Students agree that tablets will transform the way college students learn in the future.
- More students are reading digital books, and a majority of college students now prefer to read digital books rather than print.

All these indicators demonstrate that tablets are permeating formal and informal learning environments – after only 3 short years. As integral partners in the learning environment, all types of librarians (academic, public, school, and special) should familiarize themselves with tablets and experiment with services and instruction that take advantage of the unique features offered by them, the very same features that attract people to tablets in the first place – relatively inexpensive; highly portable; long battery life; good multimedia capabilities; collaborative potential; a multitude of free or inexpensive apps; and the novelty factor, although conceivably the novelty will dissipate over time. Tablets can't inherently improve and enhance services, but can they be incorporated into services; how can they be incorporated; what seems to work; what doesn't work? To quote Phil Schubert from Abilene Christian University, "Rarely do things work out as planned in an innovative culture. Instead of defining success by a preconceived destination, we should see real success in innovation as the ability to create value from insights discovered along the journey" (9).

Tech Talk: TTT, *continued on page 12*

The good news is that librarians have been working with tablets and are starting to report on their experiences:

- Implementing a variety of tablet checkout programs (Foote, Hahn, Yelton, Tomlin, and Thompson);
- Enhancing/enabling in-house and roving reference services (Gadsby, Lotts, Maloney, and Sharman);
- Using tablets or collaborating with others to use tablets for instruction (Rossing, Miller (Willie), and Matamoros);
- Providing instruction on the use of tablets (Canuel)
- Using them to facilitate survey activities (Jones);
- Taking them on hospital rounds in medical schools (Pappas); and
- Providing guidance on devices and apps via LibGuides or web pages (search Google or guides available from the LibGuides community)

To a certain extent, checkout programs and roving reference services are low-hanging fruit – relatively easy to implement yielding a positive response. Checkout programs have some overhead associated with them because, by design, tablets are **personal** devices. When a tablet is set up to be used by many people, procedures and processes have to be set in place so a "fresh" device with an expected set of apps is available for the next person who checks it out. Nevertheless, libraries are working with teachers and faculty to make tablets available for instructional purposes, and they are also making them available for personal use by their constituents.

Through the years, reference librarians have continually looked for ways to unchain themselves from the reference desk – taking point-of-need directly to their users, whether in another place in the library building or in locations away from the library facility. What tool can better enable this activity than tablets -- easily transported, good access point for the library website, electronic resources, and other web-based content, apps that can facilitate sharing information, and don't overlook the "coolness caché"? Implementing tablets in reference has the added benefit of providing reference personnel with their own tablet, enabling them to experiment beyond using it at meetings and assisting with reference services.

To a certain extent, providing workshops on the use of tablets and creating guides for apps is also relatively low-hanging fruit, but to implement this service, librarians need to have tablets on hand and, ideally, tablets from multiple platforms. Librarians need to build their own comfort level and expertise with tablets before they can teach others how to use them or identify and provide information on the apps that may have the most value. There may only be a short-term market for tablet workshops as they become more main stream. However, providing guidance on apps that are of value for specific purposes – that's a service that aligns nicely with the skills librarians have always used to select materials or guide researchers to the resources that best meet their needs.

But what about that fruit found at the very top of the tree -- how do librarians incorporate tablets in their information literacy instruction; better yet, **should** they incorporate tablets in their information literacy instruction? It's not viable for librarians to simply place a "tablet layer" on top of existing instruction. The use of the latest and greatest technological tool has never been a substitute for poor pedagogy.

Work is only beginning in this realm. Willie Miller describes his experience, "After a lecture on finding information and evaluating it for credibility, I gave students in a computer methods for journalism course each an iPad and broke them into groups. Using the information delivered in the lecture, students had to use news apps (NPR, USA Today, and New York Times), the library mobile website, and web browsing using Safari to find materials related to a topic. Once groups found this information, they posted it to a collaborative Popplet board. . . and discussed the credibility of the retrieved information" (57). Miller's technique takes advantage of the iPad's portability, specific apps, access to the library website, and collaborative tools.

Tech Talk: TTT, *continued on page 13*

Matamoros and Neary teach legal research and meet with law students for an entire semester. For their experiment, they identified 6 goals to accomplish by using iPads in the classroom. For example, they wanted to take advantage of the iPad's portability; but in their case, they wanted freedom from the podium, moving around the classroom, interacting with students while the content they pulled up on their iPads displayed on the screen to students. They accomplished this by wirelessly mirroring the iPad's screen to the class projector and screen using Apple TV. As it turns out, the students also felt more comfortable presenting from iPads and not being "leashed" to the podium. Matamoros and Neary only achieved 4 of their goals during the first semester, but they "found the pilot to be a good opportunity to think critically about how we teach our courses, how we engage our students, and how we can use technology to enhance our teaching" (29).

Whether the literature on using tablets in learning environments is from a librarian's perspective or someone else's, these reports do identify some common issues encountered while incorporating tablets in the curriculum:

- Students can be distracted by easy access to Facebook, e-mail, app exploration, etc.
- Students don't like using the touch-screen keyboard for anything other than brief interactions.
- If the tablet is not their personal device, then potentially they will lose access to content or apps they discovered; and if the tablet is their personal device, it may not have all of the apps needed and/or the needed apps may not be available for their device. Additionally, students with personal devices may not want to or may not be able to afford to purchase apps required for courses.
- Students may or may not have a data plan for their device; consequently the success of tablets integrated into the curriculum is directly related to the robustness of the wireless network.
- Students who are visually or physically impaired may require ADA accommodations.
- Then there is the "app gap" – not all students will be familiar/comfortable with tablets. Students who are familiar with tablets may benefit more quickly when using tablets in instruction. Although this issue should diminish over time – assuming the predictions of tablet adoption hold true – it remains a relevant issue during this nascent stage.

These issues aren't sufficient to justify avoiding tablets in information literacy instruction. To the contrary, they serve to highlight both the value of experimentation to identify the issues and the wisdom gained from the experiences of others. Students moving through the educational system today are being exposed to tablets early on. Why would librarians choose to ignore a significant trend by not experimenting with tablets in information literacy sessions? The challenge will be in determining the most effective use of these devices in this setting – which will require critical analysis of the expected outcomes from instruction and rethinking how those outcomes could be attained if tablets were available in the learning environment. Canuel writes, "Teaching users how to make use of mobile resources on their devices and how to leverage the advantages of tablet computers is an important aspect of our role as teachers and as advocates for an information-literate society" (36).

One more bit of fruit to consider related to tablets and library services. New vendors are popping up with library-specific services that are geared to tablets and apps. Two that come to mind are Browzine (http://thirdiron.com/browzine/) and Zinio (http://www.zinio.com/).

Browzine and Zinio are similar in that they enable a library's constituents to easily browse and read journal (Browzine) or magazine (Zinio) content to which their library subscribes. In the case of Zinio, the users can access the magazine content from a computer or a tablet app; for Browzine, the library pays for the app that users can install on their tablets. In both instances, the service enables them to browse journal/magazine content in the same way they would print journals. The Browzine app has additional functionality – for example, users can identify their favorite journal titles, and the app will "push" new issues to them when they are available from the publisher. In some ways, Browzine updates the old "table of contents" alerting services from past decades.

Tech Talk: TTT, *continued on page 14* ...

As these new services develop and evolve, librarians have to determine their value, identify funding sources, and incorporate them into their services. Browzine is not a collection of content purchased by a library. Browzine is an app that provides another access point to the journal content to which the library subscribes. It is one more approach (like web scale discovery services) that may increase access to very expensive resources and therefore has the potential to increase the "return on investment" for those resources.

Unless there are significant changes in current trends, tablets will saturate the learning environment in the near term – becoming as commonplace as cell phones are today. Some librarians have already demonstrated the value of experimenting with services that can be enhanced or enabled through the use of tablets. Others need to get involved and report on their experiences. Library funding is tight; but as technology goes, purchasing 5-10 tablets is not an extraordinary expense, and given the growth in tablet adoption, it may be a better return on investment to spend $2,000-$5,000 on tablets, as opposed to more traditional budget items. So – go forth and purchase tablets, create tablet user groups (like Salem describes at San Diego State University), and just – play, learn, implement, report.

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REPORT FROM LIRT COMMITTEE CHAIRS

ALA Midwinter, 2013

1. Ad Hoc Awards Committee

Chair: Kawanna Bright

We did not hold an official meeting during the conference due to the fact that the committee was awaiting feedback and discussion from executive and steering committee in order to move forward with the process of designing out the awards. The committee is now tasked with detailing out the actual awards that will be given, and also determining how they will fit within the LIRT and ALA structure. When the awards are ready to go, we will run an article detailing the awards and inviting applications/nominations. This will likely be in a future fall 2013 issue.

2. Membership Committee

Chairs: Ken Orenic and Ning Zou

Committee reported membership statistics. Membership Committee attendance was discussed. Share membership contact information via email. Build our membership community via internal organizing, digital marketing for new members, membership recruitment, and retention. Update new member email template to include listserv information and send out notices to other listservs about LIRT Committee Membership; represent other libraries and promote committee to virtual membership. The committee also discussed meeting virtually using Adobe Connect Information. Ning has access to conference telephone connection. The committee will meet once before the Annual Meeting. Virtual meeting agenda includes staffing membership pavilion, Bites with LIRT, and membership retention. Goals: Digital marketing for new members, staffing the membership pavilion at ALA Annual, arrange two Bites with LIRT events at annual, schedule virtual meetings with current membership committee members, and redesign the welcome message sent to new members.

3. Teaching, Learning, & Technology Committee

Chairs: Lola Francis and Ava Iuliano

The committee discussed the Midwinter discussion to be hosted on Sunday. The Chairperson shared the outline and list of questions with the committee members and we discussed last minute details. We also discussed the LITA program that the committee will be developing for and presenting at the 2013 ALA Annual meeting in Chicago. The program focuses on learners of the future and is in keeping with LIRT's focus on instruction.

4. Adult Learners Committee

Chair: Roxanna Garrison

General discussion: Roxanna Garrison gave an overview of the ALA Midwinter Steering Committee meeting. ALC is responsible for planning LIRT's session at the 2015 ALA Annual Conference. Committee participation and what constitutes a member in good standing discussed. It was agreed that more active members needed. Agreed that Wiki is a good place to keep works in progress for Committee. Committee will continue to use it for projects until projects are placed either on Committee's ALA webpage or posted to ALA Connect. An all-Committee meeting will be scheduled for the last two weeks in May. Project Leaders gave reports. Patience Simmonds: Narrative History project completed but needs input from members before making it final. Rob Morrison and Matthew Pierce: *Adult Learners Literature Review* is on track, but more members are needed to help complete project by June 2013.

REPORT FROM LIRT COMMITTEE CHAIRS, *continued on page 18*

Parameters of the project discussed and decided on. Delores Carlito: Baylor website links updated. Members discussed transition of the Adult Learners Resource Center. Delores agreed to be the liaison with LIRT's Web Master and to be responsible for the transition of ALC's materials to the new website. Roxanna Garrison: Shared details of her meeting with the librarians who are working on ALC's Emerging Leaders Project H.

5. Newsletter Committee

Chair: Teri Shiel

Susan Gangl chaired the meeting for Teri Shiel, who was unable to attend the conference. The committee used their time in newsletter themes and/or article topic brainstorming. Some of the ideas the committee came up with include:

- What are librarians doing for distance learners/learning
- Library advocacy
- Community college libraries and librarians
- How students' research abilities are changing
- How the increase in number of schools that have cut their school librarians leads to student research skill issues in college
- Gaming in library instruction
- How libraries are helping adult learners
- Librarians and their favorite blogs

We're hoping that some of these topics will spark some interest in others.

6. Liaison Committee

Chair: Matthew Reynolds

The Liaison Committee met on Saturday, during the All Committees' session. Four of five members were in attendance. We reviewed Liaison's goals, objectives and duties. The Committee then discussed the Annual offerings of Non-LIRT Programs, Events and Meetings. Each attending member confirmed, from the lists, the items on which s/he planned to report for the upcoming edition of the LIRT newsletter, and reviewed the format for these reports. The Committee hopes to have, at least, eight reports. The Committee then discussed its ongoing initiative to launch a formal Liaison relationship with other instruction-related ALA units/entities and, the LIRT Liaison Letter of Introduction for this initiative was also discussed. These members will keep Matt abreast of their progress. As is the habit, the Committee did not meet during the Monday All Committees II meeting.

7. Transition from High School to College Committee

Chair: Cindy Fisher

We will compile an annotated bibliography of collaborations between high school, public, and academic librarians to be used as a reference for all. As this is the transitions from high school to college group, we noticed that we didn't have a place where we could document all of the great programming and instruction happening between different kinds of libraries. We thought this could serve as a useful catalyst for local conversations on the topic as well as help future LIRT committees in finding speakers for discussion session or panels. Additionally, in March we would like to publish something about the bibliography to collect reader responses.

LIRT Liaison Committee reports

Reference Publishing Discussion Forum: Are Users Finding Our Online Reference Resources?
Gail Gradowski, Santa Clara University

This discussion was moderated by Sue Polanka from Wright State University Libraries and the "No Shelf Required" blog. Panelists included representatives from Gale/Cengage, Paratext Reference Universe, Sage, and Credo. Panelists spoke generally about the nature of reference, distinctions between discovery and searching, role of publishers and librarians, finding aids, and database content. One sad point made very clear is that these reference databases of, essentially, academic subject encyclopedia articles generally do not work with library discovery systems despite the fact that those who would benefit most from both tools are the same. This naturally led to a discussion of how users DO get to them. Elisabeth Leonard talked about a Sage study of user behavior which revealed that college student users come into these electronic reference databases more through course management software than LibGuides or library pages. They also found, in examining user behavior in their newest database that users browsed rather than searched. Still another Sage user study showed that the most common student search strategy was to use two words in one database and then switch databases and use the same two words, and repeat! Jackie LaPlaca Ricords from Credo emphasized how important it was that librarians collaborate with vendors like Credo to personalize the database and make special efforts to integrate access widely into campus course management software. Other topics discussed included the diversity of users' searches and needs, differences between librarians and users - not only in how each searches but in what each expects to get out of the searching. Users, for example, would like to be able to download an encyclopedia article as an MP3 file to listen to later rather than read. Discussion ended by noting that libraries and librarians need to reframe the idea of *reference*, in the belief that *reference* carries a negative connotation these days.

Graduate, Transfer & Non-Traditional Students
ACRL-IS Current Topics Discussion Group
Gail Gradowski, Santa Clara University

Convener Rhonda Huisman, Education Librarian at IUPUI, explained that she came to be interested in this topic when presented with a librarian position that was a combination of work with 1st year and with graduate students and wondering how different they really are. Attempting to make this a true discussion, Ms. Huisman began by asking the attendees, sitting in round tables, five or six to a table, to make a list of what they see as characteristics of adult and returning students. There was overwhelming agreement on several – they are more motivated and engaged; stakes are higher for them either because they are paying for it or because their jobs are paying for it; they are willing to accept help and more appreciative of it. The next topic discussed was the *ideal* 60-minute library session for such a group. Agreed upon characteristics for this session included that it be very active, include an opportunity for students to express their personal goals for the instruction, offer them something to return to after the session for additional information, like a recording, a tutorial, or even something in print, and, finally, that they have the opportunity to get follow-up individual assistance. The final area of discussion circled back again, in a way, to a discussion of characteristics of adult learners but in a different framework. Ms. Huisman challenged the attendees to consider strategies for "recognition and identity", what we can do when working with these students to recognize what we and they are bringing to these particular instructional situations.

image source: wikimedia

LIRT Liaison Reports, *continued on page 9*

ACRL Student Retention Discussion Group Meeting
Matt Reynolds, East Carolina University

The discussion was well attended and was led by Jaime Hammond (Naugatuck Valley Community College) and Nicole Pagowski (University of Arizona). The first item discussed was the need to review or conduct an environmental scan to identify student populations who are at risk for underperforming and dropping out. The groups that were identified at attendee's home institutions as at risk included transfer students, veterans, and students who are the first in their families who have attended college. It was also pointed out that we should be mindful of efforts to retain both Honors and Graduate Students as well, since they sometimes are assumed to have research skills that in reality they may not actually have. Many of the attendees reported that their libraries were taking part in efforts to co-locate services (such as research support along with writing centers) and that has had some impact. It was pointed out, however, that though the co-location model has seemed to help that it is imperative that the staff who administer the services remain in close contact to ensure the development of a true suite of services to support students. Attendees also cited some interesting partnerships with other units such as their campus multicultural centers, veteran support centers, and athlete academic support units. The session closed with a discussion of innovative technology to support retention efforts such as social media communication, widgets that exist within CMS frameworks, and the use of badges within electronic library instruction tutorials. The full minutes for the event can be viewed at http://connect.ala.org/node/199689.

Freedom to Read Foundation (FTRF) Board of Trustees
Julia Glynn Warga, Kenyon College

The Freedom to Read Foundation, a First Amendment legal defense organization affiliated with ALA, met as it always does on the day before ALA Midwinter Meeting begins. The meeting was chaired by Candace Morgan, FTRF president. In attendance were FTRF executive board trustees, liaisons from ALA divisions & roundtables, members, and other interested parties and guests. FTRF legal counsel provided updates regarding ongoing and concluded litigation. Court case summaries presented by legal counsel to the group included United States v. Alvarez (Stolen Valor Act), People of the State of Michigan v. Kwame Kilpatrick (reinforce "Son of Sam" Law), and A.W. et al v. Davis School District, Utah (School district's decision to remove all copies of a children's picture book). Developing issues for FTRF include a membership campaign, AASL survey on Internet filtering, and access to Ebooks. The access issues relating to Ebooks was presented by two directors of large, metropolitan public libraries and one academic, research institution. FTRF will be working with the American Booksellers Foundation for Free Expression (ABFFE) to update a 10-year old pamphlet entitled, "Shooting the Messenger," which studies whether media violence is related to violent behavior. The Board of Trustees will meet again on 6/27/13 in Chicago, IL. All members of ALA are invited to attend.

Intellectual Freedom Discussion Group
Julia Glynn Warga, Kenyon College

An enthusiastic group of ALA members joined the Office for Intellectual Freedom (OIF) for the inaugural session of the discussion group on current intellectual freedom topics. The moderators were Angela Maycock, Assistant Director of OIF; Barbara Jones, Director of OIF; Deborah Caldwell-Stone, Deputy Director of OIF; and Pat Scales, Chair of the ALA Intellectual Freedom Committee (IFC). The conversation topics were book banning, libraries and violent media, book labelling, and Internet filtering. The group of attendees was divided up by interest in a discussion topic. Each conversation lasted for about twenty minutes, and then the participants were invited to either continue their current conversation or join a new table to discuss a different topic.

Library Instruction Round Table News
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LIRT 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.

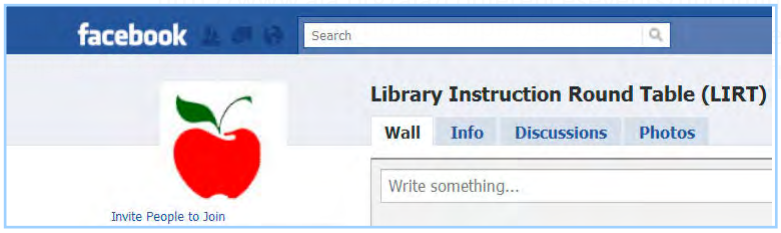
Teaching, Learning, & Technology
This committee will be responsible for identifying and promoting the use of technology in library instruction.

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.

For more information about our committees visit http://www.ala.org/lirt/committees

Please see our online committee volunteer form at

http://fleetwood.baylor.edu/lirt/volform.php