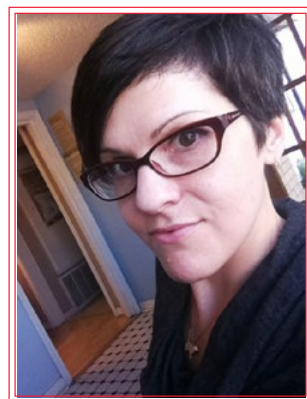## From the President

Awards, Program, Retreat!

As I settle into the fall semester, I find myself reflecting on ALA Annual and my summer activities. My Annual conference was filled with meetings and networking with LIRT members. And, of course, I attended the LIRT Awards Ceremony and Program. Brandon West's presentation focused on differentiated instruction strategies in blended courses. This approach to teaching and learning involves providing different ways for students to learn by giving them options. These options can include how students acquire content, the process for learning, the product they create to demonstrate learning, and/or the learning environment. I will keep this approach in mind as I write my lesson plans this fall to improve student learning regardless of preferred learning styles or levels of readiness.

LIRT awarded its first annual awards at Conference. Ken Burhanna received the Librarian Recognition Award and Cannon Memorial Library at St. Leo University won the Innovation in Instruction Award. It was wonderful to recognize these outstanding librarians who are doing amazing work. Congratulations to the winners.

During the coming year, LIRT will once again seek nominations for the two awards. We will plan two conference events – a discussion forum for Midwinter in Chicago and a program for Annual in San Francisco. The Organization & Planning Committee is working out details for our quinquennial Strategic Planning Retreat. One of the goals of the retreat is to determine ways to engage LIRT members in committee work given the decline of institutional support. We will also focus on smooth leadership transitions. Past retreats have led to important changes in our organization and I believe this one will help to move LIRT forward.

Hope you have a wonderful autumn.

Jennifer Corbin
LIRT President

September 2014

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.

From the Past President
LOOKING BACK, MOVING FORWARD!

The past year has just flown by! I have enjoyed my time as president of the Library Instruction Round Table and I'm proud of the work that has been completed and the priorities we have identified for moving forward into the future.

This is the first year that LIRT has recognized exemplary work in the field of library instruction with awards. I was honored to read the submissions that we received for these awards and I was amazed at the hard work, innovation, and dedication that were evident in each of these nominations. Reading about the admirable work of colleagues always refuels my spirit and helps me set goals!

Our recent program and discussion forum were also cause for me to celebrate, as I believe the topics that were covered were both notable and creative. The discussion forum focused on unifying the terminology we use in various types of libraries so that students have an easier time as they transition from one to the other; many lively discussions took place as we divided into smaller groups and I was surprised at how many different types of libraries were represented there and amazed at our commonalities and differences.

The program that was presented at annual focused on online instruction and included presenters who spoke on various unique aspects of this topic. I walked away with some new ideas to try out as the school year starts.

Another LIRT focus that I really enjoy each year is the publication of the **Top 20 List**. Each article chosen adds so much to my knowledge and makes me proud of the field that I have chosen. I'm continually amazed by the research, knowledge, and dedication of instruction librarians!

As we move forward, Jennifer Corbin from Tulane University will be president of LIRT. I have the utmost confidence in her and look forward to her leadership. I also look forward to serving the members of LIRT as past president and seeing where the future takes us!

Barbara Hopkins

Past President - LIRT

From the editor

by Susan Gangl
University of Minnesota
s-gang@umn.edu

Welcome to the September issue!

As the air turns crisp and students return to class, you can turn to LIRT for some ideas, inspiration, and opportunities to share your own thoughts and expertise about instruction.The September issue is bigger than ever, packed with a wide variety of topics: presentations at Annual, instruction techniques, new awards and the nomination process for 2015, ALA and LIRT updates, Tech Talk on OpenRefine, and a guest contributor this month, David Puller, Lone Star College—North Harris Library, writes about *How to Use Twitter for Embedded Librarianship.* Wow! That's some meaty reading.

ALA Annual was a trip in Las Vegas! It's not every day you walk past slot machines on your way to a meeting at eight in the morning. But serious business was still accomplished, and you can learn more about the award winners, the presenters at the LIRT Annual Program, see photos of your LIRT committee members at work, and read reports of their work and of other instruction related sessions at ALA Annual.

As our most recent editor, Teri Shiel, wrote in the June issue, her work responsibilities have changed and she must move in other directions. Best wishes go out to Teri on her new endeavors!

The LIRT Newsletter requires teamwork! It's not my intention to serve as both Editor and Production Editor for longer than necessary. We can also use more people to review submissions and make sure they are ready for publication. Do you have experience with proofing, editing or desktop publishing? LIRT News offers a great opportunity to contribute, and also to learn more about LIRT and instruction in general. It's also a fine way to meet new colleagues across the country. I truly enjoy attending both Annual and Midwinter, and am grateful for the chance to work with the members of both Executive and Steering Committees.

After you've read our committee reports you'll have a better idea of what we do throughout the year. If that intrigues you, why not get involved too?

Sign up today:
http://www.ala.org/lirt/volunteer-form

Susan

Find us on Facebook

THE WINNERS!
Two New LIRT Awards Presented at ALA Annual

Left to right: Sherri Brown, Jacalyn Bryan, Elana Karshmer, Kenneth Burhanna, Paula Johnson.

The Library Instruction Round Table Awards Committee is pleased to announce the winners of their two new-this-year LIRT awards. The awards were presented on Sunday morning, June 29, as the opening event of the LIRT program, "Going All In: Library Instruction for Students in Online Education Programs." Award winners each received a $1,000 cash prize, a plaque, and a $500 travel stipend. Both of these new awards recognize excellence in information literacy and instruction.

The LIRT Librarian Recognition Award was presented to Kenneth Burhanna, Associate Dean for Engagement & Outreach at Kent State University in Kent, OH. The Librarian Recognition Award is presented in recognition of an individual's contribution to the development, advancement, and support of information literacy and instruction. The LIRT Innovation in Instruction Award was presented to Cannon Memorial Library at Saint Leo University, in Saint Leo, FL. The Innovation in Instruction Award is presented to a library that demonstrates innovation in support of information literacy and instruction, with an emphasis on low-cost and easily reproducible innovations.

Sherri Brown, Chair of the Award subcommittee for the Librarian Recognition Award and Head of the Instruction Unit in Public Services at Georgia Tech Library, indicated that her subcommittee chose Kenneth Burhanna from a pool of very talented nominees. Subcommittee members noted Burhanna's length and breadth of service in support of information literacy and instruction as commendable. "Kenneth Burhanna's commitment to creating and advancing resources that further both high school and college-level information literacy initiatives really resonated with committee members," Ms. Brown explained. "His work exemplifies LIRT's mission to develop life-long learners. The committee valued that his contributions extend beyond his academic position to benefit a wide range of instructors and learners in multiple life stages. Through

state and local initiatives, national projects including TRAILS and PRIMO, and award-winning publications, Burhanna's many accomplishments in instruction merit his attainment of the inaugural LIRT Librarian Recognition Award."

On receiving the award, Mr. Burhanna said, "I am humbled to be named the first recipient of the LIRT Librarian Recognition Award. I really feel I am accepting this on behalf of the many colleagues in K-12 and higher education with whom I have worked side-by-side in connecting libraries to student success for many years. I know that there are thousands of librarians out there working hard, sometimes in isolation, often with only meager resources, and in receiving this award, I want to take a moment to thank them and let them know they matter and that they're making a difference. I also want to thank the Library Instruction Round Table for their efforts to engage, discuss, and recognize the work librarians have done across the educational continuum. Their efforts help librarians to learn and make connections so we can continue to help students at all levels develop strong information literacy practices."

There were fourteen nominees for the Innovation in Instruction Award, comprising a strong pool of candidates. The winner, Cannon Memorial Library at Saint Leo University in St. Leo, Florida, designed a more effective and innovative take on the traditional new student orientation library scavenger hunt. Responding to changes in Saint Leo's introduction to the University Experience course for first-year students, librarians at Cannon Memorial developed a multi-stage program based around a Mission Impossible theme that involved saving "Fritz," the University's mascot. Paula C Johnson, 2014 LIRT Awards Committee Chair and Engineering & Mathematical Sciences Librarian at New Mexico State University, said, "Saint Leo truly innovated, using a new curriculum, newer technology, and new pedagogical techniques. Their instruction utilized a flipped classroom approach, a video tutorial, and team-based learning that incorporated gamification. The committee appreciated that Cannon Memorial's program had clear objectives, was relatively low cost and reproducible, and had a built-in assessment plan."

The award was accepted by Jacalyn Bryan, Assistant Professor and Reference and Instruction Services Librarian, and Elana Karshmer, Instruction Program and Information Literacy Librarian at Cannon Memorial. They said, "We are delighted to accept this award on behalf of the librarians and staff at the Cannon Memorial Library at Saint Leo University. This award recognizes our ability to respond to changes in the educational landscape, to provide opportunities for interactive student-centered learning, and to collaborate with departments outside of the library."

LIRT President Barbara Hopkins positively summed up this inaugural Awards year in this statement: "I'm delighted that LIRT has begun formally recognizing the amazing instruction that is going on in all types of libraries, and I am overwhelmed with the professionalism and impact of those entries we received."

The calls for nominations for the 2015 awards follow this article, on pages 6-7.

CALL FOR NOMINATIONS
2015 LIRT Innovation in Instruction Award

To nominate a library for the LIRT Innovation in Instruction Award,

please submit a nomination packet that includes the following identifying information: nominated library contact name; position; address; phone number; email address. If person making the nomination is not affiliated with the library being nominated, please also supply the preceding for the nominator.

Packets should include a letter addressing the specific award criteria (see bullet points on the online form), giving concrete examples, and a minimum of three letters of support.

Other supporting materials that show the library's contributions to information literacy and instruction are welcome. Electronic submission of nomination materials is expected – please contact Sherri to request exceptions.

Further information regarding the award and the selection process can be found on the LIRT website:

http://www.ala.org/lirt/innovation-in-instruction-award

Send all LIRT Innovation in Instruction Award nomination materials by January 15, 2015 to:

Sherri Brown
sherri.brown@library.gatech.edu
404-385-4514

Click on the flyer to link to the full information on our LIRT website!

LIRT

Call for Nominations:

The Library Instruction Round Table (LIRT) requests nominations for the 2015 LIRT Innovation in Instruction Award. The Innovation in Instruction Award is given in recognition of a Library's contributions to the development, advancement, and support of information literacy instruction. The award will be given to a library that has done one (or more) of the following:

• Revamped its public instruction program in response to a new technology, an assessment report, etc.

• Initiated a public program that utilizes best practices of instruction in combination with new methods of delivery.

• Created an original type of instruction, e.g., team-taught interdisciplinary research sessions, a novel form of outreach, etc.

This award is open to all types of libraries, academic and non-academic alike. Practice(s) will be examined before scholarship, with points given for low-cost and easily reproducible innovations. Only one member of the library nomination group needs to be a librarian.

"We are delighted to accept this award on behalf of the librarians and staff at the Cannon Memorial Library at Saint Leo University. This award recognizes our ability to respond to changes in the educational landscape, to provide opportunities for interactive student-centered learning, and to collaborate with departments outside of the library."
— Jocalyn Bryan, Reference and Instruction Services Librarian and Elana Karshmer, Instruction Program and Information Literacy Librarian at Cannon Memorial Library, Winner of the 2015 LIRT Innovation in Instruction Award

Nomination Materials:

To nominate a library for the LIRT Innovation in Instruction Award, please submit a nomination packet that includes the following identifying information: nominated library contact name; position; address; phone number; email address. If person making the nomination is not affiliated with the library being nominated, please also supply the preceding for the nominator. Packets should include a letter addressing the specific award criteria (see bullet points above), giving concrete examples, and a minimum of three letters of support.

Other supporting materials that show the library's contributions to information literacy and instruction are welcome. Electronic submission of nomination materials is expected – please contact Sherri to request exceptions. Further information regarding the award and the selection process can be found on the LIRT website: http://www.ala.org/lirt/awards.

Send all LIRT Innovation in Instruction Award nomination materials by January 15, 2015 to:

Sherri Brown
sherri.brown@library.gatech.edu
404-385-4514

The award winner will be notified following the ALA Midwinter Meetings, no later than February 15, 2015.

The award will be presented at the 2015 ALA Annual Conference. Award winners will receive a $1,000 cash award, a plaque, and a $500 travel stipend to be used toward attending the ALA Annual Conference. Awards are sponsored by the Library Instruction Round Table.

CALL FOR NOMINATIONS
2015 LIRT Librarian Recognition Award

To nominate yourself or another individual for the LIRT Librarian Recognition Award, please submit a nomination packet that includes a resume or CV for the individual being nominated, 3 letters of support, and information about the person being nominated: name; current position; address; phone number, email address. If person making the nomination is different than the nominee, please also supply the preceding for the nominator.

Packets should also include a letter addressing the specific criteria (see bullet points on the online form), giving concrete examples.

Other supporting materials that show the individual's contributions to information literacy and instruction are welcome. Electronic submission of nomination materials is expected – please contact Michael to request exceptions.

Further information regarding the award and the selection process can be found on the LIRT website:

Send all **LIRT Librarian Recognition Award** nomination materials by January 15, 2015 to:

http://www.ala.org/lirt/librarian-recognition-award

Michael Saar
michael.saar@lamar.edu
409-880-8120

Click on the flyer to link to the full information on our LIRT website!

Conference Program Committee, Current
Committee Chair: Andrew Revelle

The Conference Program Committee held a virtual meeting before the conference and:
- discussed who will be attending Annual
- divided up pre-conference tasks and at-conference tasks:
    - Kirsten Feist will help with the program
    - Kim Cooperhaver and Kristin Bernet will help pass out handouts and take a gatecount
    - Andy will get speaker gifts
    - Andy will introduce speakers
    - Andy will generate bibliography and create final form of the program
We ran a successful, highly attended program
We discussed ways to stress the usefulness of our program to public and school librarians
We gathered good suggestions for invited speakers for the 2015 program
Kristin then presented next year's topic for committee final approval
Kim Kooperhaver agreed to be co-chair of the conference committee for 2014-2016

Membership Committee
Committee Chair: Ken Orenic and Ning Zou
Ning gave an overview of the Committee's charge. Discussion took place regarding the idea of hosting a coffee/tea event that would take place outside of either a LIRT sponsored, or non-LIRT sponsored programming event at 2015 ALA Annual.

Ken will inquire about costs in January, 2015.
The committee will consider hosting two "coffees" depending on cost.
Assessment - the committee discussed collecting business cards at the coffee and comparing the names on cards with the names of new members. This would take a fair bit of data entry.

We discussed changes to LIRT folder. Our goal is to have a new brochure ready for distribution at next ALA meeting. The Committee will review the language of the new brochure prior to our next virtual meeting. The Committee co-chairs will determine if there are any issues with ALA branding, and if ALA staff provide any support, such as creating graphics and layout, for revising the brochure.

Membership benefits
Top 20 list - -Since the Top 20 list will remain available openly, should it be sent out to members first - and then made public as a "benefit" for LIRT membership?

Listserv
Contact ALA liaison regarding adding LIRT-L add to ALA list of listservs (Or, bring this topic up at Steering II?)

Bites with LIRT
Katie Bishop has volunteered to look for restaurants in Chicago for midwinter Bites.

Organization and Planning Committee Meeting Summary

ALA Annual LIRT 2014

Several Steering Committee and Executive Board members have submitted suggested changes to the LIRT Organization Manual. Because those changes did not load correctly into ALA Connect, Mardi will send them out after the meeting for O&P committee members to review. The rest of the meeting was devoted to planning for the all-day LIRT Retreat to be held in San Francisco next year. A decision was made to hold the retreat in a conference venue, preferably a conference hotel. We will plan for forty attendees. The committee also addressed choosing a facilitator, menu preparations, swag, and registration forms. Expect a save the date invitation in the coming weeks.

Teaching, Learning, & Technology Committee

Committee Chairs: Karen Tercho and Sarah Smith

7/18/14 LIRT TLT meeting - Welcome and Kick-Off

We discussed the Midwinter Discussion Forum plan and initial ideas. Karen will share her outline in Google Drive (along with relevant articles and ALA annual program materials to spark ideas); we also need to take into consideration relevancy for public and K-12 libraries. Together we'll draft the main discussion topic for submission to ALA by early September (Karen/Sarah will run the draft by the LIRT Steering, which includes the other LIRT committee chairs); from September to December we'll prepare the details (slides, handout etc.).

Transition from High School to College Committee

Committee Chair: Kristen Edson

Cindy Fisher introduced Kristen Edson as the incoming committee Co-Chair and that we are looking for a second co-chair to serve a two year term. This invitation will be pushed out via email to committee members however. Mark Robison volunteered if no one else absent would like the opportunity. Cindy updated the members on the Steering committee meeting which mostly addressed communication. Transitions will continue to utilize Google Docs for committee documents and collaboration on projects. After which all final documentation will be uploaded to the ALA Connect LIRT page for posterity. LIRT's budget it healthy however membership is down a bit. Next we called for ideas for an ongoing project that we can work on. Mitch Fontenot suggested discussing how to go where the user is and how to do outreach as an instructional activity.

Gina Seymour suggested that we market our committee better and to school librarians specifically. Perhaps by contacting the district library coordinator to inform them of who we are and what we do. She was also curious as to how to contact academic librarians to speak with about skills her students will need. Cindy Fisher brought up the idea of creating a google map of the First Year Experience programs at colleges and universities in the United States. This contact information would first be gathered by Transition committee members by region. It was also suggested that later on we could open this site up to be crowd sourced to keep the information up to date. To add onto this Cindy Fisher suggested that we create a calling card to assist librarians on whom they should contact within a given organization. Finally Kristen Edson suggested that Transitions host a social event at one of the upcoming conferences and invite similar committees from PLA, ACRL, YALSA and AASL in order to network. We would do a trial run at Midwinter in Chicago.

We also discussed the possibility of continuing the Bridging series with its success at Midwinter.

2014 LIRT Annual Conference Program Report
Going All In: Library Instruction for Students in Online Education Programs
By Andrew Revelle

Education institutions of all types are undergoing a paradigm shift in the way they deliver their courses with the expansion of their online class offerings. This shift in the delivery of education has great impact on the nature of library instruction. This conference program consisted of three submitted presentations that dealt with different aspects what this transformation in education has meant for library instruction.

Two hundred twenty seven people attended the hour-long program, which began with the inaugural presentation of the LIRT Awards (*story, page 4; photos, page 24).*

Brandon West, Instruction Design Librarian at the State University of New York at Oswego, began the program with his presentation entitled "Beyond the Basics: Implementing Differentiation Strategies to Enhance Online Information Literacy Instruction. " This presentation was about the creation of online library instruction modules with varying learning styles in mind. The presentation first addressed the problems presented by the need to address different learning styles in online instruction. These problems not only relate to the different ways in which students learn, but also the limitations presented by technologies used to create instructional modules. He then provided some solutions to these problems.

The next presentation was "Using Video Games for Library Instruction" by Joanna Anderson, the distance education librarian at East Tennessee State University. The presentation began with a brief overview of the theories related to games and learning, specifically addressing the work of James Paul Gee. In this context, Ms. Anderson spoke about a game that she is creating that deals with resources related to mountaintop removal mining in Appalachia. She began by presenting the scope of the problem of mountaintop removal and why students at her institution might be interested in the issue. She then addressed the positive impacts that presenting the research process via a game might have, most important those related to student interest and retention. She talked about Construct 2 by Scirra Ltd, an easy to use software package for the creation of 2D games. She finished by addressing hurdles that she faced in the creation of the game, most notably her own technical limitations.

The final presentation of the program was "Advocating for Required/For-credit Online Research Modules" by Tahirah Akbar-Williams, librarian for the College of Education and Information Studies at the University of Maryland College Park. The main topic of Ms. Akbar-Williams' presentation was a required online information literacy tutorial that she was involved in implementing and developing in her previous position at Johns' Hopkins University. The main thrust of her presentation was not the content of the tutorial nor its effectiveness, but rather the need for librarians to be proactive in advocating for the need for library instruction and the important role of librarians and information literacy instruction in student education. She spoke of going directly to faculty to sell your services. Librarians could and should use every interaction with faculty as an opportunity to present the importance of library instruction. When you can get program-wide faculty buy-in, then you can create an effective required online information literacy tutorial.

The presentation concluded with a short question and answer period. Judging from the high level of interest and the fact that we had to cut the Q&A session short due to time constraints, the attendees left the 2014 LIRT presentation with useful information that they will be able to apply to their own practice on library instruction for students in online classes.

For more information about any of these presentations, you may contact the speakers directly at:
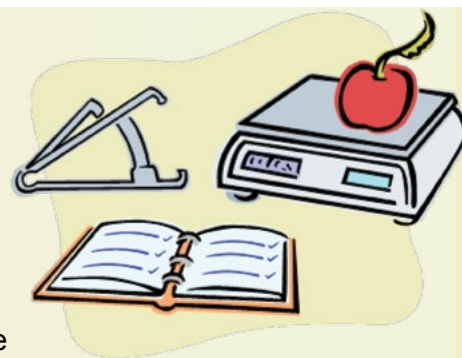
Brandon West: brandon.west@oswego.edu
Joanna Anderson: andersonjm@mail.etsu.edu
Tahirah Akbar-Williams: takbarwi@umd.edu

Check These Out! HEALTH LITERACY

Sharon Ladenson, Gender and Communication Studies Librarian
Michigan State University Libraries
ladenson@msu.edu

Health literacy is an important education initiative for libraries. How do libraries promote health literacy? What programs are offered by libraries in this area? How do patrons obtain consumer health information? Check these out, and enjoy!

Dalmer, Nicole. "Health Literacy Promotion: Contemporary Conceptualizations and Current Implementations in Canadian Health Librarianship." *Journal of the Canadian Health Libraries Association*, 34.1 (2013): 12-16.

Health literacy can be difficult to describe uniformly, as various health organizations (such as the Canadian Public Health Association, the Medical Library Association, and the World Health Organization) have drafted their own definitions. Dalmer shares common themes that emerge: accessing and communicating information about health; extracting and making inferences from diverse information sources; and analyzing and utilizing information to advocate for and improve personal health. In order to survey and review recommendations for health literacy efforts in public, academic, and hospital libraries, the author reviewed information from diverse sources (including news and journal articles, dissertations, grey literature, government publications, reviews, and library association reports). In addition to providing instruction on reliable consumer health resources, Dalmer suggests that public library education programs focus on writing, listening, reading, speaking, and numeracy, as such skills have an impact on health literacy. The author also notes that selected articles suggest that public libraries partner with those in colleges, universities, and/or hospitals in order to confer with medical librarians for specialized resources. Public as well as hospital libraries can gather and make available guides, pamphlets, and online resources focusing on consumer health and patient education. Hospital librarians also report integrating themselves within health literacy efforts by serving on patient education and safety committees. Academic libraries can consider conducting sessions focusing on information literacy and health communication not only for students, but also for nurses, doctors, and other health care providers.

Lyons, Tierney and Stefanie Warlick. "Health Sciences Information Literacy in CMS Environments: Learning from Our Peers." *The Electronic Library*, 31.6 (2013): 770-80.

In order to compile and assess best practices for incorporating information literacy instruction within Course/Learning Management Systems (CMS), the authors conducted a literature review and an online survey (distributed to health sciences librarians at other organizations). The literature review was primarily comprised of case studies. Most findings indicated that instructional content has not changed with mode of delivery, and teaching and learning in the virtual environment (for online-only and hybrid classes) has increased. Benefits noted in the literature included increased collaboration and work with faculty and students, and higher use of library services and resources. Case study authors also noted the time-consuming nature of developing online learning objects, and of working with students virtually. The online survey (distribute via various health sciences library listservs) provided a mechanism for compiling additional information on ways that librarians have integrated CMS into their information literacy instruction. While most survey respondents reported using Blackboard, nearly one quarter reported using tools such as eCollege, Desire2Learn, Plateau, and Sakai. Most respondents reported preparing online instructional content specific to citation styles, copyright, information evaluation, and search strategies. Instructional materials were presented in a variety of formats (slideshows, text/HTML, video, and audio), and diverse tools were used for delivering content (slideshow software, word processing, screencasting, and HTML). Most respondents reported spending time ranging from a few hours to a full week for developing online materials, and maintaining virtual instructional content weekly. While developing and maintaining online instructional materials is clearly time-consuming, Lyons and Warlick noted that both the survey results and the literature review emphasized the strong benefits of such work, most notably the accessibility of instruction in the virtual environment. Another prominent recommendation was to combine online instruction with in-person teaching and learning in order to maintain valuable face-to-face communication with students and faculty.

Noh, Younghee. "The Development and Performance Measures of Educational Programs to Improve Consumer Health Information (CHI) Literacy." *Reference & User Services Quarterly*, 53.2 (2013): 140-54.

Noh describes consumer health education programs designed for public librarians and for library patrons in Korea. Instructional methods included lecture and discussion. Topics for librarian sessions included the purpose, background, and examples of consumer health information services in Korea and other countries, and the use of specific consumer health sources. Sessions for library patrons focused on background and practical use of consumer health resources. A portal of health information sources was developed for the education programs (http://www.healthportal-korea.net/). More than 16 librarians and more than 40 undergraduate and graduate student patrons participated in the education programs. The author also outlines assessment methods and results for the programs. Survey questionnaires were distributed to librarians and student patrons to assess areas such as becoming familiar with consumer health terminology; identifying relevant sources and useful health information; demand for and availability of consumer health education and support; and expressing intent to participate in future consumer health information education programs. Assessment measures indicated that the education programs were effective. Librarians utilized a larger number of consumer health information sources, and became more confident in handling reference questions in this area. Student patrons who completed the education program also became more confident about locating and evaluating consumer health information.

Rana, Gurpreet K. "Information Empowerment: Predeparture Resource Training for Students in Global Health." *Journal of the Medical Library Association*, 102.2 (2014): 101-104.

The University of Michigan's medical and nursing curriculum increasingly focuses on global health, including research and field experiences abroad. Consequently, librarians at the university's Taubman Health Sciences Library have worked to cultivate partnerships with the health sciences schools to develop and conduct a training program for students preparing to conduct research and do internships internationally. Prior to developing the program, health sciences librarians at the University of Michigan distributed an e-mail survey to medical students to assess the need for such training. As the majority of respondents were either not confident or neutral about their knowledge of relevant sources and skills to conduct global health research, designing an information literacy program in this area was necessary. The Taubman Health Sciences Library established partnerships with the University of Michigan's School of Public Health, the Medical School, and the School of Nursing to offer information literacy instruction specific to global

health. Instruction was incorporated within courses, predeparture orientation sessions, and lecture series and symposia. Librarians also created virtual learning tools (such as LibGuides). Content for the instruction focused on selecting and utilizing interdisciplinary scholarly databases; using statistical sources and data visualization tools for international health data; locating and evaluating global news resources; locating background information about various countries; and relevant mobile applications for use when traveling abroad. Assessment measures indicate that students found the information literacy instruction to be helpful, increasing their confidence in locating relevant information and their awareness of appropriate sources.

Van Slooten, Elesa, Daniela B. Friedman, and Andrea Tanner. "Are We Getting the Health Information We Need from the Mass Media? As Assessment of Consumers' Perceptions of Health and Medical News." *Journal of Consumer Health on the Internet*, 17.1 (2013): 35-53.

Utilizing various methods (including focus groups, personal interviews, healthy literacy comprehension tests, and demographic surveys), Van Slooten, Friedman, and Tanner researched consumer use, opinions, preferences, and comprehension of health news media. While study participants noted the benefits of locating information efficiently via Internet sources, they also recognized that resources available via the open Web could vary in reliability. Participants expressed a preference for reviewing information from established national news organizations for their authority and reputation. Some participants confused the journalistic process of editing and fact checking with the scholarly peer-review process. Participants rarely used local news sites for health information research. While participants preferred Web sources, findings also indicated that traditional news sources played an important role in transmitting health information. Regarding perceptions of local television news programs, study participants indicated that it would be helpful if health experts were interviewed, especially practitioners in the field who could translate complex medical terminology. Most participants also sought to connect with the people delivering the information on television, noting that the personalities of the news anchors shaped their choice of specific stations and news programs. Participants also noted that after viewing a television news story about health issues, they would often discuss the topic with friends and family. The authors note the importance of making health information as accessible as possible in the media, including training journalists in effective health communication and recruiting health experts to translate jargon and terminology.

Tech Talk

By Billie Peterson-Lugo, Baylor University
Billie_Peterson@baylor.edu

open*refine*

Dear Tech Talk— A colleague of mine, who happens to be a metadata librarian, was talking about a new tool she is using, called OpenRefine. She was so incredibly excited about this software!! Really, what is OpenRefine; why are metadata librarians so excited about it; and is it software that other library personnel might find useful? – *Opining Over OpenRefine*

Dear OOO —   OpenRefine evolved from Google Refine, which finds its roots in Freebase Gridworks, an open source program developed by Metaweb Technologies, Inc. in early 2010. Its initial purpose was to support the Freebase database and community for data cleaning, reconciliation, and upload. That's why – even today – OpenRefine maintains a connection to Freebase. In July 2010, Google's acquisition of Metaweb Technologies included Freebase Gridworks, and from 2010-2012 Google engineers and the community at large continued to enhance Google Refine, as it was renamed. In fall 2012, Google formally disassociated from any further Google Refine development, and OpenRefine was born. (http://openrefine.org/2013/10/12/openrefine-history.html)

When introduced to OpenRefine, people often exclaim that OpenRefine is like Excel on steroids!!! The OpenRefine website states, "OpenRefine. . . is a powerful tool for working with messy data: cleaning it; transforming it from one format into another; extending it with web services; and linking it to databases like Freebase". (http://openrefine.org/)   OpenRefine is not cloud based; it resides locally on a desktop computer and the data files are also stored locally so there are no privacy/confidential issues that are often associated with content stored in cloud environments. However, the application's user interface functions through standard web browsers. Tools comparable to OpenRefine include Potter's Wheel A-B-C (http://control.cs.berkeley.edu/abc/) and DataWrangler (http://vis.stanford.edu/wrangler/), but OpenRefine is clearly gaining in popularity – because of its power and its ease of use. To fully appreciate the power of OpenRefine, watch 3 short videos, "Introduction to OpenRefine", "Clean and Transform Data", and "Reconcile and Match Data", which are available at: http://openrefine.org/.

Metadata librarians are excited about OpenRefine because they often work with large spreadsheets of metadata, especially as they extract content from online catalogs or work to find effective ways to associate metadata with items in digital collections. However, metadata librarians aren't the only people in libraries who work with data. Daily, libraries collect large amounts of data through the services they provide: reference desk transactions, chat sessions, circulation numbers, gate counts, amounts and types of materials processed, database usage, instruction sessions, assessment activities, and more. Some data is collected automatically by computers in the background; some data is gathered via surveys; in other instances data is manually provided through data entry. Additionally, researchers in academic institutions collect vast amounts of data that – in a growing number of instances – they need to make accessible to other researchers. Increasingly, librarians find themselves assisting researchers in these endeavors. One of the most significant challenges in working with any dataset – large or small – is ensuring that the data is as clean and consistent as possible. This is where OpenRefine comes into play in a way that spreadsheets cannot.

OpenRefine easily cleans and normalizes large amounts of messy data; transforms data; and reconciles (enriches) data. OpenRefine can also provide some basic mechanisms for data analysis.

When is OpenRefine a better resource than other options for managing data? In his Google Refine tutorial, David Huynh states, "Use Google Refine when you need something…
  • More powerful than a spreadsheet
  • More interactive and visual than scripting
  • More provisional/exploratory/experimental/playful than a database"
Additionally, he provides a table with some comparisons between Google Refine and spreadsheets, scripting, and databases, which gives further insight into when OpenRefine may be a good tool for a project. (http://davidhuynh.net/spaces/nicar2011/tutorial.pdf)

To use OpenRefine, download it from the OpenRefine website (http://openrefine.org/), install it on your computer, and open the application. When you open the application, a dialog box will appear and a series of actions will take place, then your default web browser should open using a local host URL, followed by the port 3333, so the URL might look like: http://127.0.0.1:3333/. If you prefer to use a different browser other than the default, copy this URL to the browser you prefer to use.

The data to be examined needs to be imported into OpenRefine, which is done by using the "Create Project" action. OpenRefine supports a wide variety of file formats (https://github.com/OpenRefine/OpenRefine/wiki/Importers):
  • TSV, CSV, or values separated by a custom separator you specify
  • Excel (.xls and .xlsx)
  • XML, RDF as XML]
  • JSON (JavaScript Object Notation)
  • Google Spreadsheets
  • RDF N3 triples

If the data is in a peculiar text format, import it without splitting the lines into columns and once imported, use OpenRefine functions to build the columns. Additionally, OpenRefine works with archive files (with extension .zip, .tar.gz, .tgz, .tar.bz2, .gz, or .bz2), detecting the most common extension in the archive and loading all files with that extension into a single project. No matter what file format is used for the import, once the data is imported to OpenRefine, it is stored in OpenRefine's own format and the original data remains untouched. (https://github.com/OpenRefine/OpenRefine/wiki/Importers)

Once a project is created, the exploration begins. As mentioned previously, OpenRefine excels at: cleaning and normalizing data; transforming data; and enriching data. The next few sections will provide a broad overview of these features but not a detailed tutorial.

Cleaning and Normalizing Data

A set of menu options is associated with each column in OpenRefine. "Facets" and "Cluster and edit" are two of the most powerful tools for visualizing and cleaning/normalizing data. The "Facet" function regroups the data in each column cell by words (or numbers, depending on the data type), and displays them as facets on the left side bar, with the number of occurences (in rows) for each facet. By clicking a specific facet link, OpenRefine displays only the rows with that facet. By default, the facets display by "Name" in alphabetical/numerical order, but you can

switch to a display by "Count", which displays the facets from the highest used to the lowest used. When facets are displayed by name, it's very easy to identify data entry inconsistencies – typos, abbreviations, etc. These inconsistencies can be normalized by using the "edit" option associated with each facet, but the "Cluster and Edit" function is a far more powerful feature for this purpose.

Whenever the "Facet" function is invoked, the option to "Cluster" is presented with the facets. Alternatively, you can select the "Cluster and edit" option from the "Edit cells" function located in any column menu. Either option displays the facets for that column, with similar variations grouped together, providing the number of times (in rows) each variant is used and a recommended variant to use for normlization. You can use the recommended variant, choose one of the other variants, or enter a completely different variant. In a matter of minutes, you can work your way through a significant amount of data and then "Merge and re-cluster", resulting in the normalization of hundreds of rows of data, very, very quickly. OpenRefine provides a variety of clustering algorithms: "finger-print", "n-gram-fingerprint", "nearest neighbor", and others. By using several clustering algorithms successively, you can find additional variants. However, you also need to look at the clustered results carefully as some algo-rithms may provide more false matches than others. More in-depth information on the facet and cluster functions is available at the OpenRefine wiki: https://github.com/OpenRefine/OpenRefine/wiki/Faceting and https://github.com/OpenRefine/OpenRefine/wiki/Clustering-In-Depth.

Transforming Data

Related to cleaning and normalizing data is the transformation of data – a very powerful function in OpenRefine. Once again, under each column menu, in the "Edit cells" and "Edit column" submenus, several options are avail-able for transforming data in cells or columns. In the "Edit cells" submenu, you will see the option for "Common transformations" which includes transformations such as:
  • Trim leading and trailing whitespace
  • Change the casing
  • Change data to "number" or "date" or "text"

Other transformations in the "Edit cells" submenu include the option to split multi-valued cells, using a separator that is common to all of the cells (comma (,) or pipe (|), for example) and also join multi-valued cells, specifying the separator to be used.

The "Edit column" submenu provides the option to split columns or create new columns based on data in existing columns. For example, maybe all of the geographic information (country, state or equivalent, city) is contained together in cells in a column labeled "Location", each regional location in the cell separated by a comma. Howev-er, perhaps it would be more valuable to have this data in three separate columns; the split column function could make this transformation. Alternatively, perhaps there is a specific concept (represented by a word or phrase in some column cells) that you need to isolate in a separate column. One approach would be to filter on that phrase, "star" the rows that contain that phrase, and use the "New columns based on exisitng columns" option to create the new column, which will represent the concept pulled and isolated from the existing column.

At this point, the real power of OpenRefine appears; but also at this point, the less technically savvy may begin to feel a bit queasy. These transformations are incredibly powerful and allow the data to be manipulated in an infinite number of ways, but to use this power fully, the user needs to be conversant in GREL – General Refine Expres-sion Language – which is modeled on "regular expressions". "The purpose of a regular expression is to define a

pattern of text instead of a precise chunk of text. It allows you to say things such as 'a letter followed by a number' and many more complex things." (De Wilde and Verborgh, 2013) If reading this definition doesn't sooth the queasiness, the appendix in De Wilde's and Verborgh's book provides a comprehensible introduction to regular expressions and GREL. More importantly, the authors tell you a 'secret' – "every time you create a facet , you actually execute a GREL expression", and you can look at, copy, modify, and apply these expressions to gain a better understanding of how GREL works. To see the GREL expression, click the "Change" link that appears at the top right of a newly created facet. Still feeling queasy? Chances are good that there is someone in your library (perhaps a newly minted library school graduate, a systems person, a metadata librarian) who is familiar with regular expressions and/or GREL, with whom you can partner to look at and manipulate data in OpenRefine using GREL.

Reconciling Data

"Reconciliation is a semi-automated process of matching text names to database IDs (keys). This is semi-automated because in some cases, machine alone is not sufficient and human judgment is essential. For example, given Ocean's Eleven as the name of a film, should it be matched to:
   • the original 1960 Ocean's Eleven, or
   • the 2001 remake Ocean's Eleven starring George Clooney?" (https://github.com/OpenRefine/OpenRefine/wiki/Reconciliation)

Reconciliation provides the ability to transform strings of characters to URLs that disambiguate and clarify the meaning of the cell content. The result of successful reconciliation is enriched data for the project. In fact, reconciliation can enable "linked data" in OpenRefine projects.

As with other OpenRefine features, the best way to understand the role and power of reconciliation is to use the function. Up until about a year ago, the easiest way to experiment with reconciliation was to use OpenRefine's built-in Freebase Reconciliation Service extension. Sadly, during the past year, the option to reconcile against Freebase was discontinued. However, an alternative option was quickly developed. (https://github.com/OpenRefine/OpenRefine/wiki/Reconciliation). Chapter 4 of De Wilde's and Verborgh's book, provides a "recipe" for reconciliation using the Freebase service (since the Freebase service no longer functions, use this URL: http://reconcile.freebaseapps.com/reconcile); a recipe for downloading and installing extensions (specifically the RDF extension); and a recipe for using the RDF extension. Other extensions that work with OpenRefine can be found at: https://github.com/OpenRefine/OpenRefine/wiki/Extensions. The steps for installing extensions are generic – meaning they should work with any OpenRefine extension, no matter what operating system is used (Linux, Mac OS, or Windows).

As you become familiar with normalizing and transforming data in OpenRefine projects, you will also begin to see ways that you can use OpenRefine to analyze data. An elementary example of analysis is associated with facets. Remember that facets – by default – display by "Name", but you can change that display to "Count". In doing so, you very quickly see the facets that appear most frequently; you can click on that facet to isolate those rows, mark them with a star or a flag if you need a mechanism to find and use them again. All facets also have a graphical representation, which you can maneuver to see specific portions (perhaps outliers) of the rows represented in the graph. In the case of a column of well-formatted dates (which could be achieved through a transformation), you could see a chronological graph of those dates, which would display peaks and valleys associated with the number of times specific dates appear. You can even take logarithms of the clustered data to get a better representation of data that displays a very disparate range.

There are many other amazing features of OpenRefine that haven't been covered, but the most valuable feature still needs to be addressed – the "Undo/Redo" function. This tab always displays at the top of the left side bar. Clicking the "Undo/Redo" tab displays a list of all actions taken since the project was established – as long as those actions actually resulted in a change in the project data. If you are experimenting with the project and realize that you made a mistake or the action you took didn't work as expected, you can click on any link prior to that action, and the project will revert back to that point. You can even revert back to the beginning of the project; in essence start all over with the original dataset. Even when you revert to an earlier action, the post actions still remain accessible in the list so you can select a more current action – until you create a new action – at which point the list moves forward based on that new action. It is the "Undo/Redo" function – more than anything else in OpenRefine – that enables you to experiment in any way you want with a data project. The OpenRefine environment enables an infinite number of "do overs".

This information serves only as a teaser to demonstrate the potential and power of OpenRefine. The best way to learn about OpenRefine and decide if it's a tool with value to you or your constituents is to install and use it. Fortunately there are a variety of OpenRefine tutorials on the Internet or in recently published books, which are listed below:

Getting Started with Google Refine (now OpenRefine)
https://wikis.utexas.edu/pages/viewpage.action?pageId=46631837
No dataset provided

Google Refine (David Huynh)
http://davidhuynh.net/spaces/nicar2011/tutorial.pdf
Link to dataset does not work as of July 2014, but other dataset may be available from this site

Google Refine Walk-through
http://datadrivenjournalism.2013.journalism.cuny.edu/2013/02/22/google-refine-walk-through/
Dataset provided at: http://www.nyccfb.info/searchabledb/

Linked Data for Libraries, Archives, and Museums by Seth van Hooland and Ruben Verborgh
Book (pages 91-107 provide a brief tutorial; for a more in-depth tutorial see Using OpenRefine)
Dataset provided at: http://book.freeyourmetadata.org/chapters/2/

OpenRefine Tutorial (Delft University of Technology)
http://enipedia.tudelft.nl/wiki/OpenRefine_Tutorial
Dataset provided at: http://enipedia.tudelft.nl/enipedia/images/f/ff/UniversityData.zip

OpenRefine Tutorial (Duke University)
https://www.cs.duke.edu/courses/spring14/compsci290/assignments/hw01.html
Dataset provided at: http://data.okfn.org/data/mihi-tr/bosnia-tenders

OpenRefine Walkthrough by Javier Otegui
https://docs.google.com/a/baylor.edu/document/d/1w7yTY7gRmqGbph4_kZV4fR64Bmn5odfbiFgOmqsRwQY/edit#heading=h.bsrik76besgy
Dataset provided at: https://wikis.utexas.edu/pages/viewpage.action?pageId=46631837, but not useable in July 2014

Practical Data Analysis by Hector Cuesta
Book (pages 43-50 and pages 233-235 provide a brief tutorial; for a more in-depth tutorial see Using OpenRefine)
Dataset provided at: https://github.com/hmcuesta/PDA_Book/tree/master/Chapter2

Tutorial: Using Google Refine to Clean Mortgage Data
http://dataist.wordpress.com/2012/04/10/tutorial-using-google-refine-to-clean-mortgage-data/
Dataset provided at: https://docs.google.com/a/schibsted.se/spreadsheet/pub?key=0AksbqKrp3WArdEwwYktyel-9nNWhBeDBnalpfaGhHZ1E

Using OpenRefine by Max De Wilde and Ruben Verborgh
Book (This book is highly recommended for learning to use OpenRefine. Each chapter introduces features and functions using the datasets that come with the book. The appendix focuses on using Regular Expressions and GREL.)
Dataset provided with purchase of book

If you need additional datasets – whether you are teaching yourself or teaching others – Hector Cuesta provides a number of sources:
- Book-Crossing Dataset – http://www2.informatik.uni-freiburg.de/~cziegler/BX/
- Cooper-Hewitt Collection Data – http://labs.cooperhewitt.org/2012/releasing-collection-github/
- Datahub – http://datahub.io
- Hilary Mason research-quality datasets – http://bitly.com/bundles/hmason/1
- Machine Learning Datasets: http://bitly.com/bundles/bigmlcom/2
- NASA – http://data.nasa.gov
- Scientific Data from University of Muenster – http://data.uni-muenster.de/
- United States Government – http://www.data.gov
- World Health Organization – http://www.who.int/research/en

OpenRefine is definitely worth exploring and learning more about. Even if you don't anticipate ever working with datasets yourself, you may find yourself working with others who need assistance normalizing and manipulating data. Quoting Chris Erdmann, ". . . to inform our next steps in offering data services, we librarians need to dive into data, get our hands dirty in the research data life cycle, and experience the process of data science first hand. By doing so, we can upgrade our skills and become true partners in the data-related work of our communities." (Erdmann, 2014) So – take the plunge into Open Refine.

Additional Resources

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How to Use Twitter for Embedded Librarianship

David Puller, Lone Star College—North Harris Library

Embedded librarianship is "the idea of librarians moving outside the library, tailoring their work to specific groups and needs, and collaborating with nonlibrarians."[1] Twitter can be an effective platform for an embedded librarian to provide information literacy instruction.[2] During the spring semester of 2014, I experimented with Twitter in this capacity for two English classes at Lone Star College—North Harris in Houston, Texas.

Prof. Bruce Martin teaches ENGL 1301 and ENGL 1302, which are two introductory rhetoric and composition classes. During the spring semester, he used Twitter as an instructional tool. He required students to create accounts and to follow two hashtags: #lscethno (ENGL 1301) and #lscrhetoric (ENGL 1302). During class, he often asked students to tweet out examples of certain sociological phenomena, such as ethnic or gender stereotypes. These spurred discussions of the course content, both inside and outside the physical classroom.

Prof. Martin required his students to write ethnographic (ENGL 1301) and rhetorical analysis (ENGL 1302) research papers. On two occasions, he brought his classes into our library for workshops on how to use library materials for their research. Through Twitter, the library also had a continuous presence in these classes.

To use Twitter effectively for this purpose, I created two standing search columns in Hootsuite for the two designated class hashtags. Managing the library's Twitter feed is one of my daily tasks. Every working day, I read the class Twitter discussions and participated by replying to individual tweets and adding the appropriate course hashtag.

Whenever I found a student participating in these two ongoing hashtag discussions, I followed him/her on Twitter. Students often responded by following the library back. This act extended the librarian-student relationship beyond the class. Besides helping to increase our follower account from 151 to 205 over a 6-month period, chatting with students on Twitter encouraged them to contact the library for assistance.

I remember one student who came to the library in person and identified me as "the Twitter librarian." He sought my help on research and documentation. What started as an electronic relationship became an in-person relationship. Using Twitter let me embed myself among the patrons where they were, providing them with the information that they needed and connecting with the library, both online and in person.

This experiment was a great success. Prof. Martin and I plan to expand it during the Fall semester. We will begin the semester with direct instruction on how to use Twitter. Also, I will visit the class in person in order to provide a human face to the library's Twitter handle. Doing so, like Twitter, one more way to connect students to library.
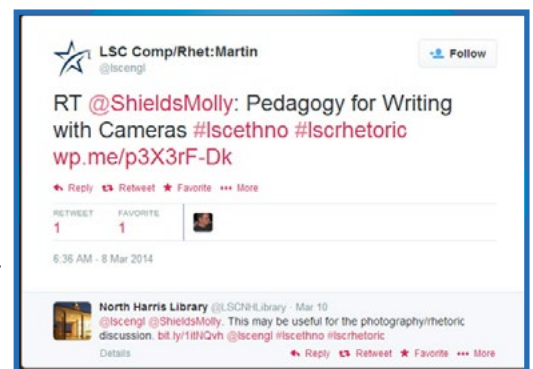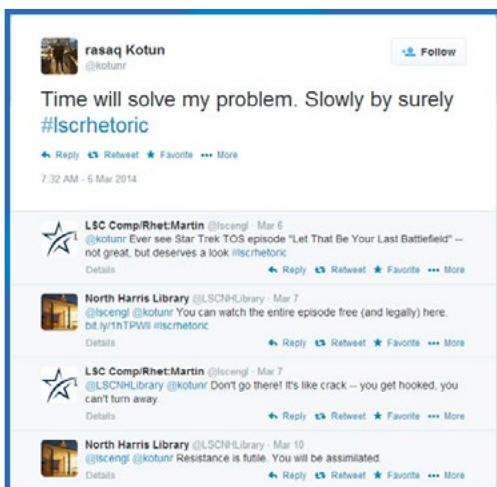
1   Carncross, Mahrya. "Faculty and Librarian Collaboration in the First Year: A Literature Review." in *Embedded Librarianship: What Every Academic Librarian Should Know*, ed. Alice L. Daugherty and Michael F. Russo (Santa Barbara: ABC-CLIO, 2013), 23-24.

2   Hamilton, Buffy J. 2012. "Case Profile: Ellen Hampton Filgo." *Library Technology Reports* 48, no. 2: 16-20.

Instruction Related Reports from ALA Annual Conference
Compiled by the Liaison Committee

Using Meaningful Gamification to Motivate Library Users: A Hands-on Workshop
Report by: Tiffany Baglier, University of Florida

Over 60 people attended the pre-conference workshop on meaningful gamification led by Scott Nicholson, the director of the Because Play Matters game lab from the iSchool at Syracuse University and Associate Professor of Information Studies on Friday June 27, 2014. Attendees explored the meaning of gamification, BLAP (Badges, Levels/Leaderboards, Achievements, Points) gamification, the RECIPE (Reflection, Exposition, Choice, Information, Play, Engagement) for meaningful gamification, and communities of practice. The three hour workshop followed a structure of facilitator led explanation and instruction followed by hands-on activity for each topic. Attendees identified gamification goals for an existing service in their library. To better understand BLAP gamification, they decided whether the service would be gamified using points, levels and/or leaderboards; badges; and/or achievements. Attendees then worked through the process of creating meaningful gamification using RECIPE. Next, they thought and wrote about the kinds of communities of practice that could be created around the library service. Finally, in order to tie everything together, Dr. Nicholson had attendees look back at how elements of BLAP gamification could be turned into meaningful gamification and how those elements could be used to steer users into being a part of a community of practice for the chosen service. Attendees left Dr. Nicholson's workshop with a rough plan and the knowledge to implement meaningful gamification for a library service.

ERIC Presentation (ACRL EBSS)
Report by: Tiffany Baglier, University of Florida

Erin Pollard, ERIC Project Officer, and Pamela Tripp-Melby, Director National Library of Education from the U.S. Department of Education shared the latest ERIC (the Education Resources Information Center) updates on Sunday June 29, 2014. Pollard began the session with an explanation of why the new ERIC website launched 10 months ago and pointed out that while it rolled out as a bare bones website and database, it continues to increase in functionality. She also discussed how users can check the regularly updated Notes and FAQ page for helpful and unique information and explained about the new selection policy developed to help with transparency. Pollard happily announced that Phase I of the pdf restoration process is now complete. All machine readable files without personally identifiable information are available. Another big change Pollard discussed was the change in ERIC call center hours. After reviewing usage, it was decided they will

be open M-F 9am to 7pm excluding federal holidays. Tripp-Melby covered public access and what it means for federally funded research. All IES (Institute of Education Sciences) funded research grants will be available through ERIC when they are complete. As for other grant research, government agencies are in discussions to decide best implementation for public access. For more information, you can view the presentation at http://youtu.be/5439ut5XoNU.

Crash Course in Evaluation Research
Report by: Tiffany Baglier, University of Florida

Laura Saunders and Mary Wilkins-Jordan, Assistant Professors at Simmons College, gave attendees a "Crash Course in Evaluation Research" on Monday June 30, 2014. The Simmons College professors spoke about how important evaluation research is for libraries and librarians; how it provides hard facts about a library that can then be shared with stakeholders to show value and how evaluation research is research for action. Both Saunders and Wilkins-Jordan discussed the importance of planning and preparation for a research study while choosing the best means of gathering data. They spoke about how communicating results to participants and stakeholders is an important part of the process garnering both participation and value. Saunders provided four rules researchers need to follow when conducting surveys: 1) be clear, 2) be concise, 3) be objective, and 4) be specific. She stressed how researchers should think through the survey process from the beginning to achieve good results through asking questions that provide great information while avoiding common pitfalls. Wilkins-Jordan discussed how focus groups are not hard to run, and that excellent information can be gained from one with a little planning and preparation. She also suggested librarian researchers facilitate, or at least observe, their own focus groups so they are readily available to ask deeper questions for better understanding participants' opinions on library service and resources. Attendees left the session with a better understanding of how surveys and focus groups can assist them in evaluation research.

Play, Play Learn: Games and the Common Core Library
Report by: Tiffany Baglier, University of Florida

Christopher Harris of Genesee Valley Educational Partnership led a session connecting games with Common Core State Standards. Beginning with a brief discussion about elements of play and modern game theory, Harris informed his audience on how

games relate to education while providing an understanding of basic game mechanics. Harris moved through the Common Core State Standards starting with the English Language Arts Standards and then moving on to the Mathematics Standards. For each standard which Harris read out, he discussed some applicable games. Then, he provided a gameplay overview and detail on how the game structure met the specific standard. Harris also created engagement and illustrated how certain games met Common Core State Standards through audience participation. After each section of Harris' presentation, he had audience volunteers briefly play a game; this allowed audience members to personally experience how students could become engaged yet gain the skills needed to meet standards. Some of the skills covered in the session were: read/infer/conclude, development over time, diverse content presentation, well-constructed narratives, and present with supporting evidence. The session's slides and the games discussed can be accessed at http://playplaylearn.com/article/games-and-common-core .

From Stumbling Blocks to Building Blocks: Using Threshold Concepts to Teach Information Literacy
Report by: Michael Saar, Lamar University

This session focused on the implementation and use of Threshold Concepts in library instruction. The term refers to essential ideas pertaining to a discipline that students often have difficulty grasping. This notion has seen increasing prominence over the last decade. Most notably and recently, the concept heavily informed the ACRL's current draft of the new framework for information literacy. This program consisted of two parts. The first portion, a keynote speech by librarians Lori Townsend, Korey Brunetti and Amy Hofer, gave a thorough overview of Threshold Concepts and its application in libraries. Ms. Townsend listed several essential qualities of Threshold Concepts describing them as transformative, irreversible, integrative, bounded and troublesome. She noted that part of the trouble with Threshold Concepts is that it involves time spent in a liminal space where concepts are recognized but not fully grasped. Mr. Brunetti discussed incorporating Threshold Concepts in library instruction. Acknowledging the limited time librarians have for instruction, Brunetti resisted the notion that foundational level instruction needs to focus on particular procedural skills (such as the mechanics of searching a specific database) at the expense of general concepts. Ms. Hofer's portion detailed ways librarians can assess Threshold Concepts recommending assignments where students can exhibit their emerging expertise and highlight the difference between novice and expert behaviors. The latter part of the program was a lightning round session. Speakers Samantha Godbey, Sue Wainscott, Xan Goodman, Wendy Holliday and Benjamin Murphy spoke in more detail about aspects of using Threshold Concepts. More information on the topic can be found at http://www.ilthresholdconcepts.com/.

Sticking with STEM: How the Academic Library Can Help to Retain Successful Students
Report by: Michael Saar, Lamar University

Led by moderator Ariel Andrea, this session consisted of three presentations examining the role libraries can play in contributing to student success in the science, engineering, mathematics and health sciences disciplines. Joanne Jezierska kicked off the proceedings with an overview of the Multicultural Program for Engineering, Sciences, Allied Health Sciences, Community Health Sciences and Nursing at UNLV where she serves as director. The program encourages and recruits underrepresented students (including women in the sciences and men in nursing and health sciences). The speaker suggested librarians were integral in the program's success by providing advisory and instructional support. The second speaker, engineering librarian Jan Fransen, discussed the University of Minnesota libraries' Library Data and Student Success project. This project was inspired partly by an article linking recreation center use to student retention and partly through questioning the library's use of an Amazon API for book recommendations instead of the library's own, superior data. The program took student data from various sites both within the library and the greater university while protecting individual privacy. The early results demonstrate increased academic performance with greater library use. More information can be found at http://blog.lib.umn.edu/ldss . The final speaker, Carissa Tomlinson from Towson University's Cook Library, presented quick ideas to assist with retention efforts. Working off the retention theories of scholars Vincent Tinto and John Bean, Tomlinson examined the variety of factors that impact student retention. She concluded by discussing the ways librarians can assist with retention. Presentation slides can be found at www.tinyurl.com/retentionala2014 .

Thinking Like a First Year Student: Academic Librarians' Changing Educational Roles ACRL Instruction Section-Current Issues Discussion Forum
Report by: Sherry Tinerella, Arkansas Tech University

The forum was led by Beth Tumbleson, Jessica Long, and John Burke of Miami University Middletown with a presentation summing up the major talking points of the following documents:

- *Learning the Ropes: How Freshmen Conduct Course Research Once They Enter College, Project Information Literacy* (http://www.projectinfolit.org/images/pdfs/pil_2013_freshmen-study_fullreport.pdf)

- *The Ithaka S+R US Library Survey 2013* (http://www.sr.ithaka.org/research-publications/ithaka-sr-us-library-survey-2013)

- The revised draft of the *Framework for Information Literacy for Higher Education* (http://acrl.ala.org/ilstandards/?page_id=133)

The Project Information Literacy (PIL) report finds that incoming freshman lack the ability to use library resources, yet are expected to produce a higher quality and greater depth of research in assignments for college than was required for high school. Librarians are challenged to dispel the myths that keep students from using more effective research tools and asking for help. The Ithaka report reflects library director attitudes to be supportive of the role of librarian as instructor and contributor to student learning but this view is not shared by as many faculty on campuses. The presentation concluded with a brief summary of the Framework Draft and the higher-level thinking skills it is designed to promote compared to the linear-thinking type skills emphasized in the Information Literacy Competency Standards for Higher Education (ACRL, 2000). The audience broke into groups after the presentation to discuss challenges facing academic librarians in light of the facts presented. Discussions were engaging and the session ran out of time before regrouping. Application of the new framework in conjunction the standards was a popular theme around the room in addressing the issues of information literacy.

Update on ACRL's Value of Academic Libraries Initiative
Report by: Sherry Tinerella, Arkansas Tech University

ACRL's Value of Academic Libraries Initiative (http://www.acrl.ala.org/value/) is a multifaceted undertaking supported by IMLS funding and partnerships with various organizations within higher education. This update given by the Chair and Vice-Chair respectively of the initiative committee, focused on the progress of the Assessment in Action: Libraries and Student Success (AiA) (http://www.ala.org/acrl/AiA), a program designed to prepare academic librarians for team leadership roles that foster communities of practice on campuses. The program guides the librarian through the process of developing a research question, conducting research, and presenting the results. The intention is to assess library services' impact on student success outcomes. Teams must be comprised of faculty and administration outside the library as well as a statement of support from the Chief of Academic Affairs. The aim is to create research-based evidence of the library's value in alignment with institutional goals for student learning outcomes. The Annual Conference 2014 marked the completion of the first cohort of 75 teams with poster session presentations of their projects. The second cohort of 73 institutions had their first face-to-face meetings with peers and facilitators. Applications for the third and final cohort of 100 teams will be forthcoming with selections made in spring 2015. Melissa Bowles-Terry shared tools that will be available soon in the form of poster templates with various quotes taken from published research derived from the initiative. The question/discussion portion of the session included input from cohorts one and two who were in the audience.

Freedom to Read Foundation Board Meeting
Report by: Julia Warga, Kenyon College

The Freedom to Read Foundation (FTRF), a legal and educational organization affiliated with ALA, protects and defends the First Amendment to the Constitution and supports the right of libraries to collect information (ftrf.org/about). Two current First Amendment-related court cases actively being followed by the Foundation are:

- Susan B. Anthony List (SBAL) V. Driehaus. (http://mediacoalition.org/sbal-v-driehaus/), if found for the defendant, would have limited the Foundation's ability to challenge unconstitutional laws. The U.S. Supreme Court held for the plaintiff. This is an important victory for free speech advocates.
- Arce v. Huppenthal. This case is about the removal of materials from the classroom in Arizona. (www.ftrf.org/?Arce_v_Huppentha)

Other items of interest:
- FTRF is partnering with University of Illinois at Urbana-Champaign GSLIS to offer a graduate level course on intellectual freedom. Open to any student enrolled in an LIS program.
- The Krug Fund provides $1000 grants for events celebrating Banned Books Week.
- The Gordon M. Conable scholarship is an annual scholarship for LIS students or new professionals who are interested in Intellectual Freedom to attend ALA's Annual Conference.

Developing issues, which will be closely followed by the foundation, with potential interest to LIRT members include trigger warnings in the classroom, legislation intended to restrict the teaching of unfavorable topics, and the cancelation of commencement speeches due to protest. For more information about these cases, activities, the Foundation, or to join, go to www.ftrf.org. FTRF will next meet will in Chicago, IL immediately before ALA Midwinter Meeting. The meeting is open to all who are interested.

LIRT PHOTO ALBUM ALA ANNUAL LAS VEGAS
Annual Program and Awards Presentation

AWARDS Sherri Brown, Chair-Elect LIRT 2014 Awards Committee); Jacalyn Byran, Saint Leo University; Elana Karshmer, Saint Leo University; Kenneth Burhanna, Kent State University; and Paula Johnson, Chair LIRT 2014 Awards Committee. See story, page 4.

ANNUAL PROGRAM: Going All In!
See story, page 10

Tahira Akbar-Williams

Andrew Revelle

Brandon West

Joanna Anderson

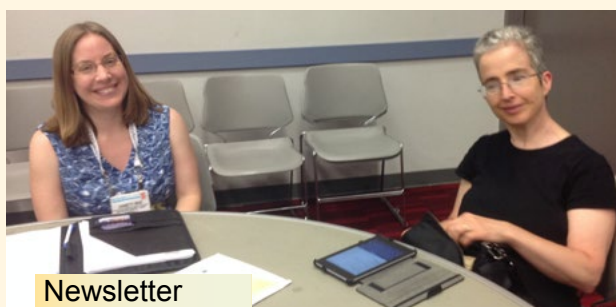Organization & Planning

Membership

BITES with LIRT

Awards

Committees met for meetings and for two great Bites with LIRT lunches. We have room for more. Think of the great opportunities that come with involvement. Be a part of the planning and events!

Transitions to College

Newsletter

Get into LIRT!

Please see our online committee volunteer form at
http://fleetwood.baylor.edu/lirt/volform.php

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