From the President
Retreat to Advance
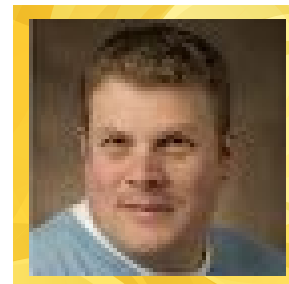
Andy Revelle

At the 2015 ALA Annual Conference in San Francisco, LIRT held its organization and planning retreat. This event, held every five years, brings together the LIRT executive Committee and other key LIRT leaders both past and present to discuss activities, projects and goals to be accomplished over the next five years. The first main task that we undertook was rewriting the LIRT Mission Statement, with a goal of shortening it to better emphasize our core tasks and values. Our mission statement now reads "LIRT empowers librarians, from all types of libraries, to become better teachers through sharing best practices, leadership and professional development, and networking." We then highlighted some ways that we as an organization can work more efficiently in order to better achieve this mission. One main area that we identified was increased communication with and engagement of LIRT members. We are aware that many people who join LIRT are not aware of the services and programs provided by the Round Table. We plan to increase communication and awareness among new and long-time members by improving the way in which new LIRT members are added to the main LIRT mailing list. This action is currently underway.

One of the key aspects of the LIRT mission, and the thing that differentiates LIRT from other organizations within ALA and ACRL that relate to library instruction, is that LIRT embraces all types of instruction at all types of libraries. This

SEPTEMBER 2015

LIRT empowers librarians, from all types of libraries, to become better teachers through sharing best practices, leadership and professional development, and networking.

was reflected at our annual conference program, which contained presentations from librarians working at academic (Rebecca Miller from Virginia Tech University), public (Mel Gooch from the San Francisco Public Library) and school (Corinne Dedini from the Online School for Girls) libraries all related to the topic of self-directed library instruction. What was most interesting to me in these presentations was the different ways that the presenting librarians construed what constitutes self-directed library instruction, and more generally what constitutes library instruction. While both the academic and school librarians both presented on information literacy instructional programs in support of academic curricula, the school librarian addressed a system inherent to online instruction that took a longer view of student success. While academic librarians strive to engage students throughout the education process, in a higher

education environment we deal with students as members of a particular course. In the K-12 setting, students are seen as being enrolled in a school and each class is viewed as part of an educational process. In this way, instruction programs can be constructed where students build upon skills obtained in earlier stages. In the Public Library setting, self-directed library instruction was presented much more broadly, encompassing not just information literacy but literacies such as general literacy and computer literacy. The different ways that librarians from different types of institutions approached the issue of self-directed library instruction informs us that if LIRT is to truly embrace all types of libraries we need to broaden our definition of the term "library instruction" to encompass all the different forms to instruction that occurs in these libraries.

*Andy Revelle,* LIRT President

San Francisco Sights

San Francisco Public Library participating in the 2015 San Francisco Pride Parade.

From the Past President

Serving as LIRT President for the last year has been very rewarding. I've had the opportunity to meet and work with many wonderful librarians who attend LIRT programs and events and who are LIRT committee members and chairs. Over the last year, the LIRT Executive Board has worked to update some of the organization's regular practices to create a better experience for committee volunteers and members. LIRT has also made an effort to collaborate with other divisions and sections in ALA that share an interest in instruction, such as the ACRL Instruction Section, RUSA Reference Services Section, and AASL. We have a group of energetic folks who are working to bring high quality professional development opportunities and networking events to LIRT members. The progress we've made will continue over the next few years with our new president, Andy Revelle, and the Vice-President/President Elect, Jeff Knapp, who, along with the Executive and Steering Committees, will implement some new initiatives that were developed at LIRT's Strategic Planning Retreat at Annual.
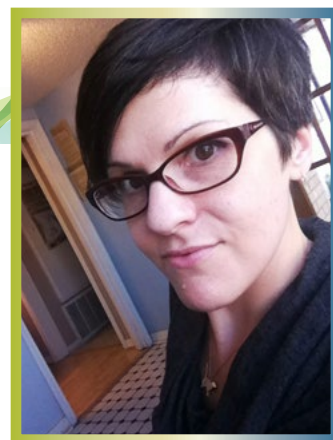
Jennifer Corbin

Every five years, LIRT holds a Retreat prior to Annual so the current and past leaders have an opportunity to revisit LIRT's mission, values, and goals. On Friday of Annual Conference in San Francisco, consultants Liz Bishoff and Nancy Bolt led members of the Steering Committee, the Executive Committee, and invited guests through a day of brainstorming, discussion, and decision making. During the Retreat, we revised LIRT's mission statement

LIRT leaders meet for the 2015 LIRT Retreat at the Marriott Marquis in San Francisco

and generated a number of ideas to strengthen leadership, increase the value of LIRT to members, and improve communication within the organization. I am most excited about our streamlined mission statement which gets to the heart of what LIRT does best:

LIRT empowers librarians, from all types of libraries, to become better teachers through sharing best practices, leadership and professional development, and networking.

During the coming year, in my new role as LIRT Past President, I will help to implement the ideas that were developed during the Retreat. There is much to do and I look forward to making these important changes. Look for information in future newsletters and on the LIRT website about new goals and initiatives for the Round Table. It's a great time to be a part of LIRT!

Jennifer

by Barbara Hopkins

You'll notice a different face on the editorial page this month; don't be fooled - the talented Susan Gangl is still here and still very much a part of LIRT News. We have just divided the role so that the responsibility falls on more than one set of shoulders. I have taken on the role of editor, which means I oversee the content. That means I recruit, gather and organize the articles, work with committee members to get them proofed, and generally back Susan up. She continues as the production editor, who manages the layout and look of the newsletter.

For those who don't know me, I'm a recent president of LIRT (2013-14), a director of school libraries, the executive director of the Utah Library Association, and a previous university instructor. I love books, reading, and teaching and believe in sharing the gift of literacy on a global scale, which I do by hiking the mountains of the world to raise funds for an international organization focused on these efforts.

I look forward to seeing the articles, conference summaries, pictures, awards, and the best in library instruction that are represented in this newsletter. I'm proud to have a small part in bringing that to you and happy to work with Susan and the Newsletter Committee to make that happen.

Barbara

Call for Nominations for LIRT Offices

LIRT is seeking candidates to run for office in the 2016 ALA Elections for terms beginning after Annual Conference 2016.

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

Vice President/President-Elect
serves a three-year term as part of a three-year commitment to the Executive Board as Vice President/ President-Elect, President, and Past President.

Vice Treasurer/Treasurer-Elect
serves a two-year term as part of a two-year commitment to the Executive Board as Vice Treasurer/Treasurer-Elect during the first year and Treasurer the second.

Secretary/Archivist-Elect
serves a two-year term as part of a two-year commitment to the Executive Board as Secretary during the first year and Archivist the second.

Complete the Nominations Form at http://www.ala.org/lirt/nomination-form

or contact Jennifer Corbin at jcorbin@tulane.edu with the name of a prospective candidate.

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

Please share your experiences with LIRT.
Send your articles to Barbara Hopkins
(barbaraw.hopkins@gmail.com)

Contributions to be considered for the **December 2015 issue** must be sent to the editor by **October 20, 2015.**

Send claims to:
Beatrice Calvin; 800-545-2433, ext. 4280
American Library Association
50 E. Huron Street
Chicago, IL 60611

Production editor: Susan Gangl

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ALA Conference - LIRT Program

Help Yourself! Library Instruction That Supports Self-directed Learning

Sunday, June 28, Moscone Convention Center
Report by Michael K. Saar, Lamar University

The program Sunday, June 28 at the Moscone Convention Center featured presentations by from three speakers on how they incorporated self-paced learning into their library's programming.

Corrine Dedini, from the Online School for Girls, discussed how the personalized pedagogical movement has impacted her approach to instruction. Personalized learning focuses on the learner's specific needs, goals, strengths and weaknesses. Ms. Dedini suggested this could be done by creating one basic learning tool focusing on the student and allowing for learners to revisit areas that need remediation. The speaker achieved this by creating an individualized "playlist" of lessons for students based on their personal needs. These playlists included a variety of pre-existing lessons created for various learning modalities (video, lecture, etc.). Personalized learning allows students to come in with different strengths and weaknesses and get on the same path toward learning the major competencies.

Next, Melissa Gooch from The San Francisco Public Library presented on "The Bridge at Main", the libraries recently opened literacy and learning center. The vision behind this project was to create a place where people can pursue learning of all kinds in a welcoming setting. This manifested itself in the creation of various learning environments including a tech lab, a computer training center and a flexible learning studio. Additionally the library invested in a variety of online learning resources and instruction resources in various formats reaching a variety of reading and skill levels.

Finally Rebecca Miller from Virginia Tech presented on three case studies examining "self-directed learning that supports the learner." The case studies looked at undergraduates, graduate teaching assistants and teaching librarians respectively. Through undergoing this process, the researchers were able to strategically focus teaching and learning where impact was the highest and the quality of teaching and learning was best.

For more information see http://www.ala.org/lirt/conference-program-2015

| Corrine Dedini, Online School for Girls | Melissa Gooch, San Francisco Public Library | Rebecca Miller, Virginia Tech |

ALA ANNUAL 2015 Recap

ALA Conference LIRT Program, *continued from page 7*

Kristin Bernet moderated the program

Attendees packed the room!

Melissa Gooch, Corinne Dedini and Rebecca Miller, panel members

Program Summary: As a place, the library has evolved from a static repository of information to a multi-dimensional place for patrons to access technology, information, meeting and creation spaces. As library buildings have transformed, so has the nature of librarianship — including library instruction. Traditional, face-to-face and stand-alone, instruction sessions have expanded to include, or at times have been replaced by, self-paced modules and online instruction. Instruction can now occur digitally via research guides, podcasts, and in pre-recorded or live video feeds. Even the delivery of text-based instruction in libraries has evolved into the 21st century, with basic standardized placards giving way to colorful, customizable displays, librarian-created content, visual infographics, or digital touch pads.

This program focused on some of the ways in which librarians are delivering non-traditional library instruction. A panel of three speakers — representing academic, public, and school libraries — shared their experiences in providing non-traditional library instruction.

LIRT Transitions to College Networking event

The Transitions to College Committee hosted a networking event on Friday June 26th. at Jasper's Corner Tap in San Francisco. There were 18 people in attendance from several types of libraries across the country. Many of the attendees were LIRT members but a few were new to LIRT. See photos below. The committee compiled a list of e-mails so that we can update attendees on what the Transitions to College committee and LIRT are actively working on.

The Transitions Committee will host two more networking events at Midwinter and Annual 2016. At Midwinter, we hope to have an unveiling of our Mapping Connection Project. The committee is also looking for interested groups for co-sponsoring this event. This can either be in name only or as a more involved presence. If any LIRT members are involved in an interested committee or association please have them contact Transitions Co-Chair Kristen Edson at kledson526@gmail.com.

Some of the eighteen people who joined us at the networking event

ALA ANNUAL 2015 Recap

Bites with LIRT

LIRT hosted a tasty gathering at Buca di Beppo in San Francisco on June 27, 2015.

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LIRT 2015 Awards

Awards Ceremony and Reception, Hotel Nikko

This summer, for the first time, the LIRT Awards Committee held a separate ceremony and reception to celebrate the recipients of this year's LIRT Librarian Recognition and LIRT Innovation in Instruction Awards. The event was held on the 25th floor of the Hotel Nikko in San Francisco on Sunday, June 28th during ALA Annual. Beautiful views of the city greeted guests and honorees. Jennifer Corbin, 2015 President of LIRT, began the awards ceremony with an overview of the awards and a nod to those who were instrumental in the development of the awards and those who have served on the awards committees. Sherri Brown, Chair of the 2015 Awards Committee, then introduced the honorees – Dr. Lesley S.J. Farmer, Professor of Library Media at California State University Long Beach, and recipient of the 2015 Librarian Recognition Award, and Char Booth and Dani Cook, both from the Claremont Colleges Library, recipient of the Innovation in Instruction Award for 2015. The honorees spoke briefly about their passion for library instruction and information literacy, and described their achievements and projects that garnered them this year's awards. At the conclusion of the ceremony, guests chatted and networked over hors d'oeuvres and drinks. The LIRT Steering Committee met on the day after the event and declared it a success. It was agreed that we will try to host a similar event for the 2016 honorees at Annual next year in Orlando.

Dr. Lesley Farmer, 2015 LIRT Librarian Recognition Award recipient

Dani Cook & Char Booth accepting the 2015 LIRT Innovation in Instruction Award for Claremont Colleges Library from Sherri Brown, Chair of the 2015 LIRT Awards Committee.

The nominations process for the 2016 awards is now open, so we encourage you to send in your nominations now, and plan to fête the 2016 recipients in Orlando next summer.

Information about the awards can be found at the LIRT website: http://www.ala.org/lirt/awards, and on pages 12-13.

LIRT Innovation in Instruction Award 2016

The Library Instruction Round Table (LIRT) requests nominations for the **2016 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 and 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. Practice(s) will be examined before scholarship, with points given for low-cost and easily reproducible innovation. Only one member of the library nomination group needs to be a librarian.

Nomination Materials:
To nominate a library for the LIRT Innovation in Instruction Award, please submit a nomination packet that includes the following information:

REQUIRED
Nominated library contact name; position; address; phone number; email address. *If the 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.

OPTIONAL
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 Michael Saar 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 December 31st, 2015 to:
    Michael Saar
    Michael.saar@lamar.edu
    409-880-8120

The award winner will be notified following the ALA Midwinter Meeting, no later than January 31, 2016
The award will be presented at the 2016 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.

LIRT Librarian Recognition Award 2016

The Library Instruction Round Table (LIRT) requests nominations for the **2016 LIRT Librarian Recognition Award**. The Librarian Recognition Award is given to acknowledge a librarian's contribution to the development, advancement, and support of information literacy and instruction. The award is open any librarian who participates in instruction/information literacy activities in any type of library. Instruction does not have to be the main focus of the librarian's position.

The award will be given to a librarian who has contributed one (or more) of the following to instruction/information literacy:

- Contributions to library literature on topics related to instruction/information literacy. These contributions can consist of both formal and informal publications (peer-reviewed articles and book chapters, blog postings, newsletter contributions, etc.) Non-traditional forms of publishing will be considered.
- Creation of an instruction/information literacy program or project that has shown potential for widespread sharing and replication.
- Impactful participation within local, regional, national, and/or international level professional organizations that are devoted to the support and promotion of library instruction and information literacy in any type of library.

Nomination Materials:
To nominate a librarian for the LIRT Librarian Recognition Award, please submit a nomination packet that includes the following information:

Required
Nominee's contact information: name, current position, address, phone number, and e-mail
Resume or Curriculum Vita
Three letters of support

Optional
Other supporting materials that show the individual's contributions to information literacy and instruction are welcome.

If person making the nomination is different from the nominee, 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.

Electronic submission of nomination materials is expected – please contact Jonathan Dembo 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 Librarian Recognition Award nomination materials by December 31, 2015 to:
    Jonathan Dembo, Ph.D.
    demboj@ecu.edu
    252-328-2661

The award winner will be notified following the ALA Midwinter Meeting, no later than January 31, 2016
The award will be presented at the 2016 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.

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LIRT Liaison Reports
Instruction Related Events at ALA Annual
by the LIRT Liaison Committee

● **Aligning Learning Spaces with Pedagogy: The Instruction Librarian's Role in Classroom Re/Design**
Michael K. Saar, Lamar University

The Program began with the ACRL Instruction Section Awards Ceremony. Emily Drabinski, Pratt School of Information and Library Science, received the Ilene Rockman Publication of the Year Award for "Toward a Kairos of Library Instruction." The Innovation Award went to Nova Southeastern University for "Library Learn." Finally, The Miriam Dudley Instruction Librarian Award was given to Lisa Janicke Hinchliffe, coordinator for information literacy services and instruction at the University of Illinois at Urbana-Champaign.

After the awards were distributed, the program proper began with a presentation from Elliot Felix of *brightspot strategy* http://brightspotstrategy.com/ on helpful tools, trends and tips for creating learning spaces. The current trend is toward mobility and blended spaces. These spaces allow for active learning based on real-world problems, digital and physical making, and collaborating at a distance. There are several tools that can assist in creating a new learning space. One of the most useful ones is the Learning Space Toolkit http://learningspacetoolkit.org/, a free online resource. Additional help can come from creating personas of different kinds of users in conjunction with Journey Maps which examine how users engage with space and technology over time. Several other tips mentioned included, gathering user data and engaging in participatory planning (create an understanding of needs and possible solutions with users).

The speaker also strongly encouraged prototyping and piloting potential learning spaces before moving forward as this could save a lot of money. The remainder of the program discussed three case studies. Theresa Stanley from Pima Community College discussed the process of creating a student centered library space to bring students back into the physical library. Greg Carr, University of Nevada—Las Vegas, discussed the newly created Amargosa Room, a lab that allows for active learning, movement, group work and collaboration. Amy Kelly,Westminster College, presented on how pedagogical theory influenced the creation of their learning space.
Slides and additional case studies are available at http://tinyurl.com/learningspaces2015.

● **Update on ACRL Information Literacy Initiative**
Michael K. Saar, Lamar University

This forum began with an update from Sharon Mader on the ACRL Framework Process which was officially filed in February. Sunsetting of the standards will be delayed until enough time is given to evaluate the Framework's efficacy. Some of the opportunities the Framework brings to the discipline include a focus on larger concepts, which helps ground learning activities, and the framework's adaptability to discipline specific research.

Mader stated that comparing the Framework to the Standards provides a greater understanding of how information literacy occurs in specific disciplines. The forum then opened up to various case studies, the first of which was Tara Baillargeon's presentation on how the Framework impacted the ACRL Women's and Gender Studies (WGSS) Committee work in information literacy. The WGSS Committee adapted the Framework and presented it to the National Women's Studies Association for feedback. The draft included discipline specific threshold concepts and connected it to the Framework. Lauren Wahman from UC Blue Ash College spoke on how the new Framework has impacted their overall instruction program. With the Framework in mind, the library used simple surveys to get feedback from students and faculty concerning what students need to learn and areas where students struggle.

Heather Jagman and Paula Dempsey from DePaul University also discussed their qualitative assessment of first year students' information literacy skills. They asked students to visit the library and reflect on the process. An analysis of the language used indicates predominantly feelings of surprise, confusion, and excitement. The project is currently focusing on the narrative structure of these essays to locate sites where students struggle and relate these to the frames.

Finally, the editors of *Teaching Information Literacy Threshold Concepts* http://www.alastore.ala.org/detail.aspx?ID=11471 gave an overview of their book.

● **Curating Activism in LGBT History**
Gayle Schaub, Grand Valley State University

This panel of three led an impressive discussion centering on the role of archivists as social justice activists. They noted that preserving the stories of every community to ensure that all histories survive and are shared with future generations requires outreach and planning. Paul Boneberg, former Director of the GLBT Historical Society implored librarians to collect materials and stories now, before the members of early LBGT communities are dispersed or gone. He likened the diverse LGBT community to "the night sky." "If we look up and don't see *all* the stars, something's wrong," he said. In the past, no one was collecting materials from the LGBT community. Lesbian, gay, and transgender people censored themselves. They hid their posters, newsletters, and flyers; their bars and clubs were nameless. Boneberg encouraged libraries to collect broadly, including materials from the "oppressed" and the "oppressors" (city councils, mayors' offices, police departments) to tell a complete story of a people and its activism.

Amy Sueyoshi, Associate Dean of the College of Ethnic Studies at San Francisco State University, called librarians "a historian's best friend," and emphasized the fact that reform politics are fueled by marginalized groups' struggles for acceptance. Many groups stand to gain from the achievements of others, so collections intended to reflect justice should reflect the achievements of *all* communities, not just the ones considered acceptable. Sueyoshi advocated the dedication of resources to smaller, lesser known collections representing underserved and under-recognized queer communities; e.g., women, minorities, transgender.

Libraries become crucial centers of power, determining whose stories are saved and told. Whose history will be shared? As librarians, what is our role in working with and building collections such as these? Anne Moore, Special Collections Librarian at UMass Amherst asked these questions of the audience. She challenged attendees to think of archivists as instructors and to use the objects in these collections to teach others about the activism of previous decades. A collection that can tell the stories of all the members of a community teaches cultural competence, tolerance, and acceptance, and can bring about transformation. Librarians can help that happen.

● **Data Visualization in the Library: Collections, Tools, and Scalable Services**
Gayle Schaub, Grand Valley State University

Data – it's the word we hear at meetings, from faculty, in webinars, where to find it, how to access it, what to do with it, and how to explain it. Justin Joque, Visualization Librarian at the University of Michigan and Angela Zoss, Data Visualization Coordinator at Duke University Libraries gave a 2-part presentation at ALA San Francisco all about finding, using, and manipulating data to better tell a story.

Part one defined and described data visualization, its uses, and patrons' expectations of it, its availability and usability. Joque and Zoss explained how libraries are undergoing change and, at the same time, staying the same. Libraries acquire and share information. This information used to be primarily in book form. Libraries still acquire (or locate) information for the purposes of circulation, but have shifted services over time to adapt to new, non-print or not-text formats of information. More and more, libraries (and librarians) add value to digital content by providing contextualization. We help students and faculty make sense of data's relationship to the world by helping them understand data through visualization. Libraries face challenges in providing assistance with data visualization on campus. Librarians aren't data specialists, nor are they necessarily subject specialists; i.e., we're not political scientists or virologists. Many librarians may need additional training to feel comfortable exploring data sets and experimenting with data visualization tools. Additionally, most of us lack extensive design expertise and aren't able to create elaborate charts and graphs without advanced instruction.

Part Two offered tools and data sources to help librarians find data and create simple visualizations, downloadable data sets for manipulating and practicing, and tips for evaluating new or unfamiliar data tools. Most of the tools, tips, and datasets mentioned in the presentations are still available at https://magirtgodort.wordpress.com. Others mentioned but not listed offer lots of information on how to gather, process, and present data:

- School of Data (www.schoolofdata.org)
- Data Scientist's Toolbox (https://www.coursera.org/course/datascitoolbox)
- Javascript for Cats (http://jsforcats.com/)
- The Why Axis (http://thewhyaxis.info/)
- Storytelling with Data (http://www.storytellingwithdata.com/)

● **Blend It: Using Technology to Create Onsite/Online Learning Spaces**
Sherry Tinerella, Arkansas Tech

This interactive LITA session was led by Paul Signorelli. The idea for this presentation came from ALA Midwinter 2015 program where Mr. Signorelli brought a colleague that was "left behind" to the conference using Google Hangouts. The emphasis on practice and planning for such events was at the center of the discussion. Focus was also placed on using multiple back-ups of materials along with cloud-based web tools. The audience was encouraged to pull out all devices and try to bring their left behind friends and co-workers into the room. Besides Google hangouts, Signorelli used Twitter and hashtags to draw people into the conversation. This use of technology opens the door for new ways of bringing instruction and support to our patrons. The ability to bring people together virtually using simple, free, and easily accessible tools can be incorporated into staff training between branches or campuses, classrooms, reference services and so much more. This presentation is available at: http://www.slideshare.net/paulsignorelli/2015-0629litablend-it

● **Assessment in Action (AiA) Poster Sessions**
Sherry Tinerella, Arkansas Tech

The second year of ACRL's "Assessment in Action: Academic Libraries and Student Success" participants presented posters in two different sessions with 32 posters at each. There were 64 librarians who led campus teams in research to determine the impact of library resources on student success in alignment with institutional goals. A large number of these projects were focused on instruction and information literacy. The projects studied various types of collaboration with faculty, embedded instruction, one-shot instruction, reference experiences, information literacy development in students, and much more. These sessions illustrate a unified effort among librarians to work with others across campuses to ensure student learning and success. The AiA program helped these librarians to take an evidence-based approach in these efforts and to work with administration and faculty toward a common goal. Follow this link http://www.acrl.ala.org/value/wp-content/uploads/2015/06/AiA-poster-guide-ALA-AC-2015.pdf to view the poster abstracts.

● **Freedom to Read Foundation**
Julia Warga, Kenyon College
The biannual meeting of FTRF Trustees, liaisons, and other interested ALA conference attendees discussed current First Amendment court cases and legislation and developing issues to be watching.

Highlights from the meeting include:
- A decision is due very soon on the Arizona case of Curtis Acosta, et al. v. John Huppenthal, et al, which is a curriculum-related lawsuit filed by teachers and students vs. the Tucson Unified School District due to the removal of books relating to the Mexican American Studies.
- FTRF is one of the plaintiffs in the case against Arizona HB 2515. This law attempts criminalizes "disclosure, display, distribution, publication, advertising, or offer of any image showing whole or partial nudity or sexual activity when the person has not consented." The reason FTRF joined the suit is because the terms the statute are too broad and vague, and could threaten libraries around the country, not just in Arizona.
- A trending issue in state legislators around the country is student data privacy. The first 3-D printer bill was proposed in California.
- Barbara Jones will be retiring from ALA's Office for Intellectual Freedom and FTRF. A search for her replacement will begin soon.

FTRF will next meet at Midwinter Meeting, in Boston, MA, on Friday, January 8, 2016. All interested conference attendees are invited to attend the meeting. This will be my last official report for the LIRT newsletter. My term on the LIRT Liaison Committee is up, and I was recently elected to the FTRF Board of Trustees. I hope someone reading this report will consider volunteering to replace me as the LIRT liaison to FTRF. Please contact me if you have any questions about FTRF. To volunteer, just fill out this form noting your interest in the Liaison Committee: http://www.ala.org/lirt/volunteer-form.

ALA ANNUAL 2015 Recap

LIRT Committee Meetings
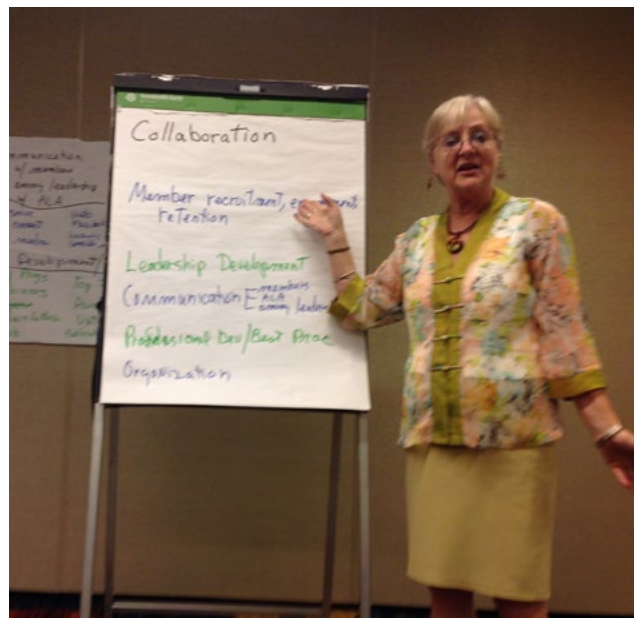
LIRT Retreat photos

LIRT Retreat photos

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San Francisco Sights

Flags outside the Moscone Center

SFPL's spoke & word bike in the 2015 San Francisco Pride Parade

How to Teach 3-D Printing: A Practical Curriculum

David Puller, Lone Star College—North Harris Library
david.w.puller@lonestar.edu

For a year and a half, my community college (www.lonestar.edu/library/16335.htm) has owned a 3-D printer. It's a MakerBot Replicator 2*, which is a popular desktop 3-D printer for schools and libraries. The technology librarian, Norma Drepaul, and I have learned how to use it effectively. But this knowledge has not spread widely. The other members of the library staff and our patrons had not learned how to use the 3-D printer in a systematic way.

So we developed a curriculum that guides staff and patrons through the process in a systematic way. These are the official training guidelines for our 3-D printer, so new staff are learning 3-D printing efficiently by using it. Patrons who wish to learn 3-D printing have clear goals and expectations for the experience. 3-D printing librarians have precise objectives when they schedule teaching.

Similarly, you may find it useful when drawing together their own learning objectives and curricula for 3-D printing in your library.

Learning Outcomes
The learner will be able to:
1. use the full built-in capabilities of the Replicator 2
2. develop
3. build original designs.

The curriculum is divided into 4 modules, which are completed through one-on-one instruction with either myself or the technology librarian, who are currently the designated 3-D printing librarians. I've laid out all of these steps in what I think is the logical order of skill progression.

Module 1
Working with a 3-D printing librarian, the learner will complete the following in this order:Load filament.

1. Tape and level build plate.
2. Implement jog mode and return to home axes.
3. Locate files on both the desktop and SD card.
4. Create a MakerWare account.
5. Move and scale objects in MakerWare.
6. Adjust object density in MakerWare.
7. Print a pre-designed object.
8. Unload filament.
9. Safely remove object from the build plate.

Module 2
Working with a 3-D printing librarian, the learner will complete the following in this order:

1. Locate and explain the purposes of the elements of the library's 3-D printing page.
2. Search Thingiverse for an object based on a topic.
3. Learn to evaluate the information on a *Thingiverse* item page.
4. Print a customizable object from *Thingiverse*, such as a luggage tag.
5. Print from the Smithsonian's page.

6. Print using both types of filament spools.
7. Pause a build.
8. Cancel a build.
9. Change filament mid-print.

Module 3
1. Working with a 3-D printing librarian, the learner will complete the following in this order:
2. Design and print a simple object, such as a name, using Tinkercad https://www.tinkercad.com/
3. Design and print a simple object, such as a name, using Blender https://www.blender.org/
4. Know the location on library computers of all software relating to 3-D printing:
5. Blender https://www.blender.org/
6. Autodesk 123D http://www.123dapp.com/
7. 3DS Max http://www.autodesk.com/products/3ds-max/overview
8. SketchUp Make http://www.sketchup.com/products/sketchup-make
9. AutoCAD http://www.autodesk.com/products/autocad/overview

Module 4 (Library Staff Only)
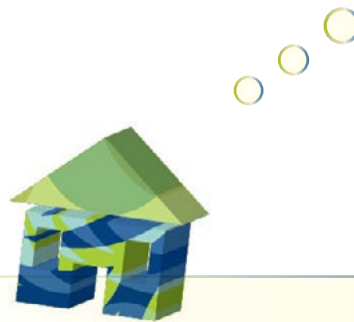Working with a 3-D printing librarian, the learner will complete the following:

Unclog a clogged extruder using the filament push-down method.

The fourth module is available to only library staff because it involves repairing a delicate piece of library equipment. And, of course, such breakdowns, though common, cannot be scheduled in advance.

Learners who complete these modules will receive a certificate of achievement and recognition on the library's social media tools. Library staff members will be able to service patron 3-D printing requests and train other staff members. The Library Director will provide endorsements on *LinkedIn* for staff members' 3-D printing skills. Patrons will be permitted to use the 3-D printer with minimal supervision. But most importantly, all of them will learn an essential new skill that they can apply elsewhere in their lives.

How do you teach 3-D printing? What methods and approaches do you find effective? I'd love to hear from you at david.w.puller@lonestar.edu.

* https://store.makerbot.com/replicator2.html

Tech Talk

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learning objects

Dear Tech Talk — We've been asked to go beyond one-shot, face-to-face instruction opportunities. Some of us have talked about developing "learning objects". We have a vague notion of what "learning objects" might be, but we could definitely benefit from a more information. – ***Lucidness on Learning Objects***

Dear LOLO — Let's start with a basic definition for learning objects (LO). In 2003, Polsani stated that there are "As many definitions of LOs as there are users" (p. 1-2) and he goes on to list several, including:

- "For this standard, a learning object is defined as any entity – digital or non-digital – that may be used for learning, education, or training." (IEEE, 2002, p. 1)
- "Any digital resource that can be reused to support learning" (http://reusability.org/read/chapters/wiley.doc)
- ". . . instructional designers can build small (relative to the size of an entire course) instructional components that can be reused a number of times in different learning contexts." (http://reusability.org/read/chapters/wiley.doc)
- Small, self-contained, reusable units of learning that can be aggregated into larger collections of content, including traditional course structures. Adapted from Wisc-Online (https://www.wisc-online.com/)

Since these definitions range from broad, ambiguous concepts to the specific, they may not be very helpful. However Wisc-online outlines the essence of LOs as web-based, self-contained, small chunks of learning; they are small enough to be embedded in a learning activity, lesson, unit, or course; and they are flexible, portable, and adaptable, and can be used in multiple learning environments and across disciplines. Additionally, LOs are: The most basic building block of a lesson or activity; searchable; useable in any learning environment; able to be grouped or to stand alone; and transportable from course to course and program to program. Last, types of LOs include (but are not limited to): assessments; animations; simulations; case studies; drill and practice; and templates (https://www.wisc-online.com/about-learning-objects).

Learning objects have been around for years. Polsani (2003) states that the concept was "first popularized by Wayne Hodgins in 1994" (p. 1). In 1999, Cisco Systems published a report in which they recommended that their training offerings needed to be "reusable, granular objects that can be written independent of a delivery media and accessed dynamically through a database". (Barritt and Wieseler, 1999, p. 2) They called these objects – "Reusable Information Objects" (RIO) but also identified them as: educational objects; learning objects; content objects; training components; nuggets; and chunks. (Barritt and Wieseler, 1999, p. 2) However, the Learning Objects entry in Wikipedia (https://en.wikipedia.org/wiki/Learning_object) suggests the concept was first described by Ralph Gerard in the book, "Sciences, Applied Science and Technological Progress", published in 1967.
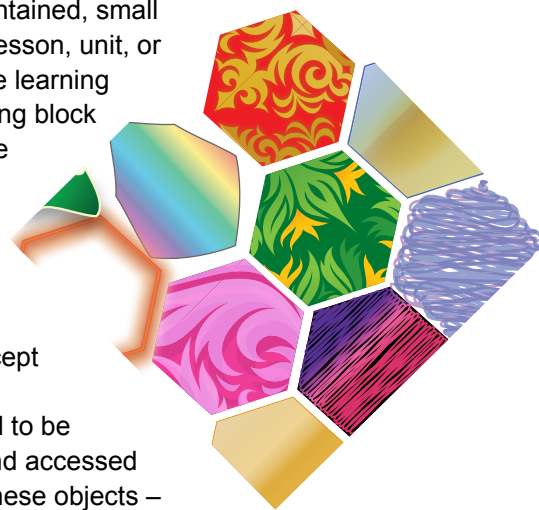
Likewise, the concept is not new for librarians. Depending on how one defines learning objects, librarians have written about them for over ten years, with one of the earliest articles to specifically reference learning objects written in 2003 by John Shank. What might be new is the increased value the development and use of learning objects – actual learning objects – may have for librarians.

As seen in the two charts below, there has been and continues to be steady growth in the number of students involved in online education.

Students Taking at least 1 Online Course

Online Enrollment as % of Total Enrollment
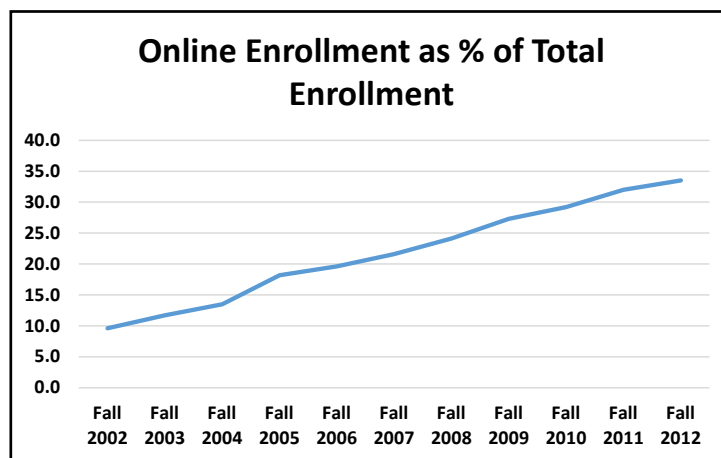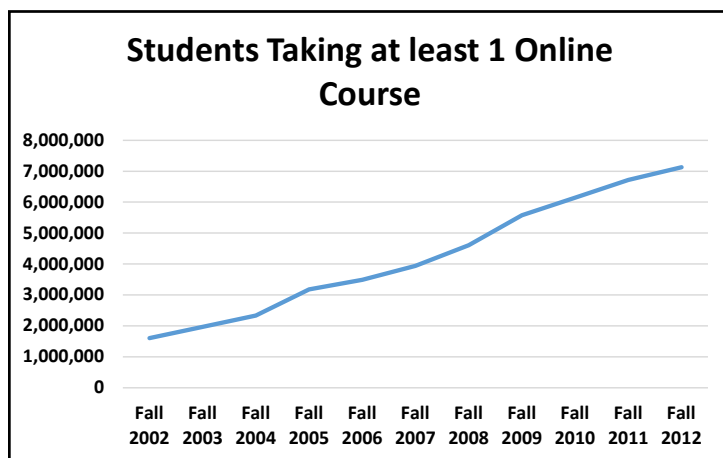
Adapted from *Grade Change: Tracking Online Education in the United States*, page 15
http://www.onlinelearningsurvey.com/reports/gradechange.pdf

This data shows that the number of students taking at least one online course (defined as one in which at least 80% of the course content is delivered online) has increased by 345% between 2002 and 2012; online enrollment as a percentage of total enrollment shows a similar increase, implying that as overall enrollment increases, the number of students enrolled in online classes increases proportionately. Consequently, the issue of how to meet the virtual student's library needs efficiently, effectively, and judiciously is not likely to level off or dissipate.

Meanwhile, resources in libraries – personnel and money – continue to decrease and/or be shifted to different priorities. Within higher education, it has never been viable to meet, face-to-face, with every class that could benefit from library instruction. However, the reality of decreased/shifted resources, coupled with increased enrollments (both virtual and on site), means that this goal becomes increasingly unattainable and impractical.

Not to be left out of the equation – although some of the specifics may differ – school libraries and public libraries also struggle with diminishing resources and at the same time need to find ways to meet the instructional/training wants and needs of virtual students and patrons who live increasingly in a mobile environment. One example – the adoption of Blackboard in Idaho for both K-12 and higher education (http://tinyurl.com/nkn5gk6).

Learning objects – as defined by Wisc-online – have some potential to address these issues. LOs are small, bite-sized, digital elements, closely tied to educational goals. "Because learning objects are reusable, granular, and contextually adaptable, they can be conveniently packaged and readily retrievable from any number of instruction delivery platforms or access points and thereby greatly extend the reach of library instruction" (Mestre, et. al., 2011, p. 240). The key is building portfolios of *well-crafted* learning objects. Librarians can pick and choose those LOs that best meet the needs of either virtual or face-to-face classes, thus creating tailored tutorials. For a virtual classes, librarians can embed LOs in the learning management system, or in a class-specific LibGuides, or in any virtual environment where the students may be. For a face-to-face class, librarians

can use a flipped-class model, having students use LOs outside of class to provide basic concepts, using valuable class time for higher level activities. A portfolio of *well-crafted* learning objects provides librarians with a set of resources to reach a growing audience of users – whether virtual or in person – without having to create new, but similar, content over and over again.

Portfolios of LOs should be findable and accessible by anyone – so **anyone** who needs to learn or wants to help their students learn can pick and choose among the LOs for those that best suit the needs and learning styles. However, perhaps the most important component of these portfolios is the availability of LOs to librarians from other institutions, enabling their adaptation and reuse. Kazakoff-Lane (2010) suggests that "a new model based upon interinstitutional collaboration would enable libraries to bring together much of the expertise being lost within institutions undergoing cutbacks, in order to collectively serve today's users and thereby reposition libraries in the eyes of those who seek information" (p. 749)

Although LOs may be relatively small, this doesn't mean that the development of *well-crafted* learning objects is nontrivial. Appropriate pedagogies still apply. In 1999, Dewald presented a survey of the literature from which she distilled the elements of good library instruction: course-related; assignment-related (ideally); active learning; collaborative learning; more than one medium; clear educational objectives; concepts, not just mechanics; options to ask for help. She argued that these elements were equally essential in web-based instruction if it was to be successful. Likewise, these elements apply to the development and design of good LOs.

In reading about LO creation, common principles appear repeatedly:
- Identify learning outcomes;
- Use student-centered pedagogies that directly tie LOs to learning outcomes;
- Use universal design principles that emphasize interactivity, flexibility, applicability to multiple learning styles;
- Design LOs with repurposing/reusability in mind, which includes awareness of the impact of using third-party content, as well as the designer's own copyrights;
- Assess the success of LOs to meet desired learning outcomes; and
- Ensure LOs are shared.

Key components across these principles are pedagogy and design – areas with which librarians may have uneven expertise. As Kammerlocher, et. al. (2011) state, "While multimedia design skills and an understanding of online pedagogy are not absolutely necessary to develop learning objects, some training in these areas improves the quality of learning content created" (p. 395). To learn more, review Mestre's 2010 article and for more extensive exploration read her 2012 book, which provides an overview of and resources for learning styles and pedagogy for LOs; as well as how to develop LOs within the context of multiple learning styles while incorporating appropriate pedagogies (p. 19-54 and p. 141-169). She broadly covers design, including: storyboarding, script development, navigation and consistency, design for different abilities, feedback mechanisms, the use of plug-ins, and accessibility (103-139). She also discusses methods of delivering LOs, ranging from standard HTML pages to sophisticated videos (p. 77-102). In addition to Mestre's works, Graham (2011) provides a table with factors to consider, including: planning; pedagogy; curricula; content design; collaboration; subject vs. generic; technology use; evaluation of RLOs; student assessment; metadata; granularity; licensing; sharing locations; and tracking – all tied to articles that discuss these factors (p. 133-138).

Examine – if possible use – the work of others. However, this is where the water becomes a bit murky. Finding LOs – shareable learning objects as defined in this article – can be a challenge. A Google search will yield a wealth of options – too many, actually. Reviewing the literature – although time consuming – may yield more specific results, including the sites listed below:

- Arizona State University – Library Research Skills Tutorials (https://lib.asu.edu/tutorials)
- Colorado State University – Library Tutorials (http://lib.colostate.edu/tutorials/)
- Ferris State University – Online Library Tutorials (http://library.ferris.edu/instruction/tutorial.html); PILOT (http://libun1.ferris.edu/)

- ITT Dublin – Online Library Tutorials (http://millennium.it-tallaght.ie/screens/tut.html)
- Lehman College – Lehman Comics (http://wp.lehman.edu/library/comics/)
- Marquette University – First Year English D2L Learning Objects (http://www.marquette.edu/library/lor/first-year-english/)
- North Carolina State University – Videos and Interactive Guides (http://www.lib.ncsu.edu/tutorials/)
- Northumbria University – Research Skills (www.northumbria.ac.uk/researchskills)
- Northumbria University – Skills Plus (www.northumbria.ac.uk/skillsplus)
- Northwest Missouri State University – Owens Library Research (http://www.nwmissouri.edu/library/courses/research/research.htm)
- Oakland University – Tutorials (http://research.library.oakland.edu/sp/subjects/tutorials.php)
- Regis University – Regis Library Tutorials (http://libguides.regis.edu/tutorials)
- University of Birmingham – BRUM - Birmingham Reusable Materials (https://intranet.birmingham.ac.uk/as/libraryservices/library/services/teaching/teaching/brum.aspx)
- University of Florida – "How Do I…" (http://www.uflib.ufl.edu/tutorials/)
- University of Leeds – Skills@Library Online Tutorials (http://library.leeds.ac.uk/skills-online-tutorials)
- University of Michigan – Library Tutorials (http://www.lib.umich.edu/library-tutorials)
- University of Surrey – Learning Skills Portal (http://libweb.surrey.ac.uk/library/skills/Learningskills.html)
- University of Washington – "How Do I…?" (http://guides.lib.washington.edu/howdoi)
- Washington State University – Tutorials (http://libraries.wsu.edu/tutorials/)

But – not all of these sites are sources of individual learning objects or contain LOs readily available for sharing.

Repositories for learning objects exist for both LOs in general (which could include library LOs):

- Blackboard xplor (http://www.blackboard.com/sites/xplor/) – also integrates into Learn, ANGEL, Joule, and Sakai (http://www.dr-chuck.com/csev-blog/2012/07/blackboard-xplor-and-sakai-oh-my/)
- Canvas Commons (http://guides.instructure.com/m/4152/l/257492-what-is-canvas-commons) – need to be at an institution using Canvas
- Learning Resource Exchange (http://lreforschools.eun.org/)
- MERLOT II (http://www.merlot.org/)
- Wisc-Online (https://www.wisc-online.com/)

As well as repositories for library-specific LOs:

- ANTS: ANimated Tutorial Sharing Project (http://ants.wikifoundry.com/ and http://dspace.ucalgary.ca/jspui/handle/1880/43471)
- Cooperative Library Instruction Project (http://www.clipinfolit.org/)
- ICT/Information Literacy Digital Learning Objects Database (http://teachingcommons.cdl.edu/ictliteracy/dlo/)
- Information Literacy Resource Bank (https://ilrb.cf.ac.uk/)
- JORUM: Information and Digital Literacy Skills (http://find.jorum.ac.uk/collections/idls?_ga=1.64280619.503349452.1437667841)
- LIONTV (https://www.youtube.com/user/1LIONTV – a derivative of ANTS)
- MERLOT II (Multimedia Educational Resource for Learning and Online Teaching) à Library and Information Services (http://www.merlot.org/merlot/materials.htm?category=2269&)
- PRIMO (http://primodb.org/)

But once again – focusing on the library-specific repositories – not all of these repositories contain individual LOs that can be

downloaded and repurposed. Graham (2011) states, "Even though much of this content [LOs] is generic and could be used by others, this content is usually kept within the creator's institution or organisation" (p. 122). She further states, "Librarians are already set up to share both curriculum and content. We already have a community of practice; all we need to do is gather material together, host it and then regularly raise awareness of what is available (p. 132).

Why don't libraries have more robust learning object repositories (LOR)? LORs provide the ability to both download and upload objects. Additionally, good LORs should provide rich structures that enable users to search or browse effectively. MERLOT II (http://www.merlot.org/merlot/advSearchMaterials.htm) and the Learning Resource Exchange (http://lreforschools.eun.org/) are two examples. LORs should contain reviewed resources – peer-reviewed before acceptance and/or crowd-sourced reviews after acceptance. In particular, LOs in repositories, need to have clear rights statements, ideally an appropriate Creative Commons License, which effectively enables sharing. The Colorado State University Libraries provide one example: http://lib.colostate.edu/tutorials/share/.

It would be ideal to have a single LOR for libraries – but, sadly, we don't live in a perfect world, as is indicative from the non-comprehensive list of repositories above. However, given library-specific LORs exist, why don't more librarians contribute more LOs? Graham (2011) speculates that , "The biggest issue in opening up your content will be the licensing and each organisation will have a different view of your intellectual property rights (IPR) and what you will be allowed to do with your own content" (p. 139). Most assuredly, LOR intellectual property issues – both third party and institutional – are nontrivial.

However, there are other significant challenges for successful LOR implementations. To be effective, LOs need robust metadata to enable discovery using multiple approaches: topic, implementation technology, target audience, resource type (assignment, drill and practice, glossary, interactive, etc.). McLean and Sander (2003) state, "the management of digital asset repositories, learning object repositories and the metadata governing their use are inextricably linked, and the issue surrounding learning object repositories are equal to and a part of the issues surrounding digital asset repositories" (p. 2). As with digital asset repositories, the issue continues to be – metadata.

Another challenge with which to grapple is sustainability and maintenance, which includes long-term sustainability of the LOR itself, including maintenance of a safe, effective technological environment as well as upkeep of the individual learning objects as URLs change, technology expires, and other issues arise. For example, the Cooperative Library Instruction Project exists but is no longer maintained, and in any given LOR a user will run into LOs associated with outdated URLs.

Last, but not least – if you build it, will they come? Perhaps, but not without using a variety of outreach tactics. Courtney and Wilhoite (2015) discovered that "developing a good product does not automatically translate into marketing success" (p. 270). Likewise Sieber (2013) states, "The main challenge for the Skills Portal is getting students to find and use the materials" (p. 215). For the librarians at Ball State University, the most successful marketing techniques included: face-to-face contact with faculty; participation by librarians on campus-wide committees; the conversations of faculty and staff with colleagues about their positive experiences with online library instruction; chance meetings (5-minute elevator speech); partnering with other campus (non-academic) departments" (Courtney and Wilhoite-Mathews, 2015, p. 270). These techniques supplement any standard marketing approaches such as: library websites, social media, embedding in learning management systems and research guides, newsletters/press releases, etc.

There are clear benefits to building a portfolio of *well-crafted* learning objects for library instruction. Learning objects make efficient use of time by reusing and/or mixing and matching LOs; enable consistency in instruction of basic ideas and concepts; enable consistency in design through the use of templates; enable the use of goals and outcomes; address multiple learning styles; are easily/strategically embedded into learning management systems, web pages, LibGuides, etc.; are available before, during, and after classes, whether face-to-face or virtual; and enable assessment. Some resources that may help librarians create *well-crafted* learning objects are:

- ACRL EBSS Online Learning Toolkit (http://wikis.ala.org/acrl/index.php/Online_Learning_Toolkit)

- Berkeley College Library Instructional Designer Took Kit (http://berkeleycollege.libguides.com/IDToolKit)
- California State University, Fullerton Library Instructional Design Toolkit (http://libraryguides.fullerton.edu/idtoolkit)
- Eduworks Learning Object Tutorial (http://eduworks.com/LOTT/Tutorial/)
- New Media Consortium Guidelines for Authors of Learning Objects: Companion Website (http://archive2.nmc.org/guidelines/companion/index.shtml)
- Northumbria University Promotion of Skills Plus (https://www.youtube.com/user/nuskillsplus)
- University of Illinois at Urbana-Champaign Learning Objects LibGuide (http://uiuc.libguides.com/learningobjects)
- University of Worchester, Creatively Using Learning Technologies (http://www.worcester.ac.uk/ils/cult/cult.html)

However, *well-crafted* learning objects require careful planning and can be time consuming to produce; they may require technological, pedagogical, or design skills that not all librarians have; they may require resources that are not readily available; as technology changes, the LOs may need to be revised/migrated; and to ensure enough use by a variety of people (justifying the development cost), marketing strategies need to move beyond the ordinary. Perhaps – most importantly – sharing LOs with others comes with its own set of issues to resolve.

By all means create *well-crafted* learning objects for library instruction, but also work diligently to ensure that your LOs are shareable, so we can attain Shank's (2003) prediction: "Learning objects offer numerous benefits and in future years, as they become more mature, standardized, searchable, and commonplace, they will become even more important. Reference and instruction librarians, as information gatherers and disseminators and as educators, should play a vital role in utilizing learning objects to enhance their library and information literacy instruction sessions" (p. 202).

Additional Resources

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Get into LIRT!

Interested! Here's our [online committee volunteer form](#)

LIRT STANDING COMMITTEES

Adult Learners

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

Awards

This committee is charged with selecting the recipients for the LIRT Innovation in Instruction Award and the LIRT Librarian Recognition Award.

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