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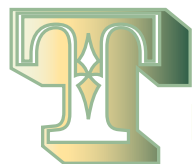
LIBRARY INSTRUCTION ROUND TABLE NEWS

Volume: 36 No. 1

September 2013

From the President

FEELING LIKE SPRING!



The beginning of a new academic year is so exciting! Our students return, in full force, and are, if not excited, at least not quite as exhausted as they were when they left in the spring. So although it's fall, I always think of it as a time of rejuvenation and renewal—a time for recommitting to doing my best work, giving my all, learning new things, and trying fresh strategies.



I would encourage you to do the same. Set goals, enroll in a class that interests you, and take a risk! This is your year to shine! Those new faces, filled with promise, are our inspiration and motivation. What we teach them today will improve the world tomorrow. Your work has never been more important than it is right now. It changes lives for the better.

Doors open for students who can confidently access, retrieve, analyze, synthesize, and evaluate information from multiple sources and various formats. The skills we teach our students—the acquisition of information literacy skills, the ability to search and apply for jobs, the knowledge to vote for a person that represents our interests, the power to participate in our own health care, and so much more—all contribute to their capacity to be life-long learners and improve their quality of life. Now that's exciting!

By Barbara Hopkins

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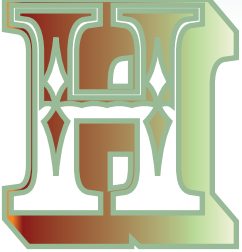
The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.





From the Editor

by Teri Shiel
shiel@uchc.edu



Happy autumn!

This issue marks my first anniversary as the LIRT Newsletter Editor and I must say that it's been a wonderful experience. Through the articles, letters, and reports (and many, many emails) of the last year I feel as though I have a greater understanding of the wonderful, committed people who make up LIRT, and it's probably the main reason why I always recommend LIRT to young librarians who are seeking to join national committees.

The September issue is always our largest issue, and this year is no different. It's stuffed with interesting articles, tidbits, and tech advice, so let's jump right in. In this issue we welcome our new President, **Barbara Hopkins**, while our Past President, **Mardi Mahaffy** reflects on the past year. Our own **Cindy Fisher** is highlighted in this issue's Member A-LIRT spotlight, while we have a guest visitor in **Kathleen Crea**, who writes about library instruction in a medical library. **Sara Bryce**, a member of the ALA Emerging Leaders Class of 2013, and part of the cohort who worked with LIRT's Adult Learners Committee, sums up her experiences for us; while **Lauren Newton** chronicles the LIRT 2013 Annual Conference Program. The LIRT Liaison Committee reports on library instruction sessions at ALA Annual, and **Billie Peterson-Lugo** looks into Responsive Web Design.

Pull up a chair, sip on some mulled cider, and enjoy this issue! As always, we're always looking for article submissions, so please contact me if you're interested. The deadline for the December issue is October 15th.

Cheers,

Teri





From the Past President

FORWARD THINKING...



With the close of the Annual Conference, I ended my term as LIRT President and turned the reins over to our highly able incoming President, Barbara Hopkins. I know she'll do a terrific job, and I'm looking forward to her leadership.

As I reflect on my presidential year, I can't help but feel proud of everything that LIRT has accomplished. We revamped our conference schedule in response to ALA's efforts to streamline Midwinter and Annual conferences. At the Midwinter meeting in Seattle, the Teaching, Learning, and Technology Committee led an excellent discussion regarding the use of new technologies in teaching, and over one hundred people attended. The Program Committee matched this success by planning and implementing a fantastic program at Annual. The presenters illustrated how school, academic, and public libraries have worked to reach students outside of the typical library classroom setting. Again, we had over one hundred in attendance, and the program was very well received. At both conferences, Liaison Committee members worked to connect with other ALA groups focusing on instruction related issues so that we remain informed of the larger conversation surrounding information literacy.

Not all of our achievements this year have centered on conferences, however. The Ad-hoc Awards Committee has been working tirelessly to establish criteria and processes for a new LIRT awards program. The proposal is currently working its way through the approval process, and the Executive Board voted to establish a permanent Awards Committee in anticipation of the proposal's implementation. The New Committee Chair Training Task Force developed several online training modules to help committee chairs acclimate to their roles, and the Adult Learners Committee worked with a group of truly committed emerging leaders to develop online modules addressing the unique learning styles of adults.

Have I mentioned the great bibliography of library instruction related articles carefully selected by the Top Twenty Committee, or all of the many tasks that the Membership Committee has juggled? How about the work the Web Advisory Committee has done in order to migrate our webpage to ALA's new platform? The Transitions to College Committee is busy planning for next Midwinter, and as far as the Newsletter Committee goes, well the newsletter speaks for itself. So as I was saying, I'm feeling proud. I'm feeling humble, too, because all of the many things we've accomplished this year are not due to me. They're due to you. It has been your role as LIRT members to be creative, diligent, and forward thinking. My role has been primarily to support you in those efforts. Thank you all for our success.

Mardi Mahaffy

LIRT and Emerging Leaders, Working Together

By Sara Bryce



At ALA Midwinter, I met the three other people who would be my new coworkers for the next six months. We came from four different states and two different time zones, and all had separate sets of skills we brought to the table. But we did have two things in common: we were all ALA Emerging Leaders, and we signed up to create Adult Learning Tutorials for the Library Instruction Round Table.

At this first day-long workshop, we also met Roxanna Garrison, Chair of the Adult Learners Committee and our mentor during this project. She helped us map out

our next steps, which included securing a date and time for our first virtual meeting.

At first, creating these tutorials seemed like a daunting task; the sheer amount of creative freedom we had was simultaneously exhilarating and overwhelming. Eventually we were able to agree on four different tutorials; we each claimed one to tackle, making the project a little more manageable. We also realized that none of us had a background in graphic design. This fact helped us settle on Prezi as our presentation medium of choice for its ease of use without a heavy graphic element.

We met in ALA Connect Chat nearly weekly and communicated by email between those meet ups. On top of the four Prezis, we also decided on the use of Pinterest to streamline resource-sharing, compiling all of our links in one place. Inside each Prezi there are links to the Pinterest pins for more in-depth learning. These pins open in a new tab in your browser so you don't lose your place in the tutorial.

During the poster session at ALA Annual, we set up four laptop computers and an iPad. Each computer had one of the tutorials on it, and the Pinterest app was open on the iPad, displaying our Adult Learning Resources board. Visitors browsed our finished products, and also received a business-card-sized handout with our contact information and two links: one to our Pinterest board for resources, and one to a Pinterest board that houses the tutorials themselves.

The ALA Emerging Leaders program is something I would recommend to anyone, if only for the fact that long-distance group projects are becoming more prominent as our profession's presence on social media grows. This program gives you hands-on experience navigating this extremely rewarding (and occasionally frustrating) project style.

To see what we created during our time in Emerging Leaders and while working with Roxanna, check out the links below:

Adult Learning Tutorials Resources: <http://pinterest.com/deweyandchaucer/adult-learning-tutorials-resources/>

Adult Learning Prezi Tutorials: <http://pinterest.com/deweyandchaucer/adult-learning/>



WHO'S WHO IN LIRT

LIRT Elected Officers:

President: Barbara Hopkins

Past President: Mardi Mahaffy

Vice President: Jennifer Corbin

Secretary: Kristin Strohmeier

Treasurer: Stephanie Rosenblatt

Vice Treasurer: Toni Hoberecht

LIRT ALA Councilor: Cynthia Dotin

LIRT Committee Chairs

Adhoc Awards: Paula Johnson

Adult Learners: Matthew Pierce

Conference Program: Andrew Revelle
and Kristin Bernet

Liaison: Julie G. Warga

Membership: Ning Zou and Ken Orenic

Newsletter: Teri Shiel

Operations and Planning: Mardi Mahaffy

Teaching, Learning and Technology: Lola Francis

Top 20: Angela Oehrli

Transitions to College: Cindy Fisher

Web Advisory: Billie Peterson-Lugo



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Contributions to be considered for the **September 2013 issue** must be sent to the editor by **July 15, 2012**.

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<http://www.facebook.com/home.php#l/group.php?gid=63223076802>



LIRT ALA Annual June, 2013 **PHOTO ALBUM**



Steering Committee members gather to salute Linda Goff for her years of service to LIRT!



LIRT ALA Annual June, 2013

PHOTO ALBUM



LIRT Steering Committee Meetings



PHOTO ALBUM



HATS OFF TO LINDA GOFF!

Linda Goff, one of our long-term members, has just finished her term as Past-President and has retired from California State University, Sacramento. We would like to honor her for her service and dedication to the Library Instruction Round Table. She has held many positions during her time with us. They are listed below.

- Past-President of LIRT, 2012-2013
- Chair, Organization and Planning Committee, 2012-2013
- President of LIRT, 2011-2012
- Vice-President, President-Elect, LIRT 2010-2011
- LIRT Representative to Round Table Coordinating Assembly (RTCA) 2010-2011
- ALA/LIRT Representative to the Information Literacy Section Standing Committee, International Federation of Library Associations (IFLA) Four year appointment (2005-2009) Attended IFLA: 2005Oslo, Norway; 2006 Seoul, South Korea; 2007 Durban, South Africa; 2008 Quebec City, Canada; 2009 Milan, Italy.
- Member, Conference Program Committee, 2004-2008
- Member, LIRT Steering Committee, 1996/97, 1997/98, 2000/01, 2001/02
- Chair, Public Relations/Membership Committee, 1996/97, 1997/98, 2000/01, 2001/02, 2002/03
- LIRT Representative to the ALA Membership Promotion Task Force, 2000/04
- LIRT Secretary, 1998/99.
- Member, Public Relations/Membership Committee, 1993/1998
- Profiled in the Member A-LIRT column of the LIRT News, December 1994.



What a remarkable lady! We hope she will continue to share her wealth of knowledge and expertise with us as LIRT continues to grow and move forward.

Thank you Linda for all you have done to mentor, lead, celebrate, and grow library instruction!





Tech Talk: Responsive Web Design



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

Dear Tech Talk –

Just when I thought we might be done with major redesigns of our library website, I'm now hearing about "responsive" web design. Is this type of design worth the time and effort it will take to do yet one more major overhaul of our website?

–Responsive Really Required?

Dear RRR–

Responsive web design is a relatively new approach to web design. The phrase was first coined by web designer, Ethan Marcotte in 2010: "Rather than tailoring disconnected designs to each of an ever-increasing number of web devices, we can treat them as facets of the same experience. We can design for an optimal viewing experience, but embed standards-based technologies into our designs to make them not only more flexible, but more adaptive to the media that renders them. In short, we need to practice *responsive web design*." (<http://alistapart.com/article/responsive-web-design>) However, even before he formed the concept, his web designs were heavily influenced by John Allsopp's "A Dao of Web Design," which was written in 2000 (<http://alistapart.com/article/dao>) – an article (well worth reading) in which Allsopp establishes a relationship between Daoism and web design in a world of communication that is moving from a fixed print perspective to a fluid digital perspective. In essence, responsive web design can be summed up in two words – flexible and adaptable.

But why this "sudden" interest in responsiveness, since the general concept has been around since 2000? Perhaps it's the dramatic change in devices over the past twenty years. Jeremy Snell provides a nice overview of these changes:

- 1994-2000s – The majority of screen resolutions are either 800x600 or 1024x768;
- Early 2000s – The introduction of the first mobile phones to offer access to the web and CSS2, which introduced media types that could be used to detect handheld devices and direct browsers to mobile sites;
- 2007 – Apple introduced the first iPhone, and others followed, all with slightly different screen sizes and operating systems;
- 2010 – The launch of the tablet market, with more screen sizes and operating systems.

Twenty years ago, web designers still worked with standard, fixed displays – still comparable to the standard, fixed display found in the physical print world. CSS2 provided the capability to switch to a mobile site, when a mobile device was detected, but mobile sites are separate sites that live outside of the standard website. They may completely replicate the standard site, or they may only provide access to some parts of the standard site. In any case, it's separate site that has to be separately maintained. As the number of devices that can access mobile sites has increased, it has become increasingly difficult to set up and maintain multiple sites for multiple devices.

Tech Talk: Responsive *continued on page 11*



Also, it's not just the existence of these mobile devices, it's the adoption and use of these devices. Highlights of the Pew Internet Project's research (<http://pewinternet.org/Commentary/2012/February/Pew-Internet-Mobile.aspx>) related to mobile technology shows the following:

As of May 2013:

- 91% of American adults have a cell phone;
- 56% of American adults have a smartphone;
- 28% of cell owners own an Android; 25% own an iPhone; 4% own a Blackberry;
- 34% of American adults own a tablet computer.

As of January 2013:

- 26% of American adults own an e-reader.

A white paper from Cisco, *Visual Networking Index: Global Mobile Data Traffic Forecast Update, 2012-2017* (http://www.cisco.com/en/US/solutions/collateral/ns341/ns525/ns537/ns705/ns827/white_paper_c11-520862.pdf), reports dramatic increases in mobile usage:

- Global mobile data traffic grew 70 percent in 2012.
- Last year's mobile data traffic was nearly twelve times the size of the entire global Internet in 2000.
- Average smartphone usage grew 81 percent in 2012.
- In 2012, the number of mobile-connected tablets increased 2.5 fold to 36 million, and each tablet generated 2.4 times more traffic than the average smartphone.

And what about the future? Apple introduced the first viable touch screen smartphone a mere seven years ago; what devices will exist in the next seven years, 15 years, 25 years? Once again, the Cisco white paper provides some predictions:

- Monthly global mobile data traffic will surpass 10 exabytes in 2017;
- The number of mobile-connected devices will exceed the world's population in 2013;
- Monthly mobile tablet traffic will surpass 1 exabyte per month in 2017;
- Tablets will exceed 10 percent of global mobile data traffic in 2015

Flexible and adaptable design for the content displayed and accessed on mobile devices both addresses the current proliferation of mobile devices and also provides a viable path to the future.

Responsive design establishes its flexibility and adaptability by using functionality available in the standards found in HTML5 and CSS3; more specifically, web pages are designed using:

- Flexible grids,
- Flexible media (graphics, videos, etc.), and
- Media queries

Flexible Grids

Flexible grid layouts are design elements that are based on proportions and percentages, **not** pixels. In the world of responsive design **pixels = EVIL!!** In responsive design, layouts are defined in style sheets. In layman's terms (without going into the details of CSS), instead of setting a width to 960 pixels, set the width to 100%. This technique enables the



display to adjust according to the devices' browser display. If, the 960 pixels need to be sub-divided into smaller areas of varying widths (192px, 288px, and 480px), then use mathematical proportions to determine the percentages for the interior widths:

- $192 / 960 = .20 = 20\%$
- $288 / 960 = .30 = 30\%$
- $480 / 960 = .40 = 50\%$

If the grid layout is responsive to the display of different devices, likewise the font size must be proportional and equally responsive. All browsers have a default font size – 16px being common. By setting the font size in the style sheet to 100%, the browser will display a font that is proportional to the display of the device, starting with 16px for a browser on a desktop computer. If a heading (H1) needs to be bigger (20px), the size of that heading is defined proportionally in the style – once again using simple mathematical proportions: $20 / 16 = 1.25$. In the style sheet, the H1 font is set to be: 2em, which makes the heading 200% larger than the default text. If a browser has a different default font size, the 100% and 2em is applied against that browser's default.

Flexible Media

The flexible grid layout addresses the foundation of the responsive design, but most websites consist of more than simple text on a background. Images and media are often integral to the visual and sometimes functional appeal of a website. They, too, must adapt to the display size. Once again – images are not defined by their fixed height and width in pixels. The width of images can be set to display at 100%, which means (most often) the image will stay within the size of its “container” – whether that's the entire display area or a sub-divided section of the display. Within style sheets there are a couple of ways to achieve this, using “max width” or “width”. Although the principle is the same, each of these behaves slightly differently. Alternatively, a designer can fix the size of the image and use an “overflow:hidden” function to “hide” that part of the image that goes beyond the container's borders. However, that option limits what some people will see when they view the page on a smaller device and introduces the evilness of pixels back into the design.

Media Queries

CSS2 gave designers the ability to apply style sheets for specific kinds of media types: *all, braille, embossed, handheld, print, projection, screen, speech, tty, and tv*. (<http://www.w3.org/TR/CSS21/media.html#media-types>). This technique helped with different displays up to a point, but wasn't quite good enough, especially with the proliferation of smartphones and tablets, which technically all fall in the “handheld” media type. CSS3 addresses the short falls through the development of media queries (<http://www.w3.org/TR/css3-mediaqueries/>). “Media queries give developers the ability to create CSS rules that are applied based on a number of criteria”. (Snell, 14) For example, a media query could first determine what kind of media type is being used (screen?) and then ask if the minimum width is 1024px. If both criteria are met, a style sheet for displaying content on a screen will be applied, if not, that style sheet will be ignored. If another media query applies, the corresponding style sheet will be applied. A variety of features can be tested in media queries and they can be combined together into a single statement (using *and*). Media queries can also be used to “hide” content that is deemed less important and therefore not displayed on small devices, like smartphones. Marcotte provides a table of media query features (75-76) and both Marcotte (82-85) and Snell (14-15) provide examples of media queries. Also, an important caveat about media queries: not all browsers support the standard (<http://caniuse.com/css-mediaqueries>).



In addition to the three techniques outlined above, another important aspect of responsive design is “breakpoints.” Whereas the techniques above tend to focus on the width of the display, breakpoints tend to manage the content that displays in the length, especially on smaller devices, where the user has to move further down the screen to see more information. It’s important to identify breakpoints because it helps the designer understand at what point (as the display gets smaller) it is logical to either shift content down or not display the content at all – all of which is controlled in the style sheets, usually with media queries. Because of breakpoints, it’s especially important for librarians to understand why their users go to the library website. For example, it may well be that there is no real value to the user to see marketing images/links on a smartphone. However, the search widget used to access resources in the library must always be prominently displayed and functional. Marcotte provides a table of breakpoints (114) that can be used as starting places; however, the priorities of every site will be different and breakpoints need to be set with those priorities in mind.

All of the above information consists of relatively elementary information and examples to demonstrate the basic concepts of response design. In reality, depending on the complexity of the grid layouts, the style sheets being used, and other issues, designers have to think carefully about the layout, calculations, and how all the pieces go together, but the general principles apply, nevertheless.

Moving a website into a responsive design can be a daunting task – especially for those libraries that don’t have access to individuals with expertise in HTML5 and cascading style sheets. And yet, given the statistics presented earlier about the increased use of mobile devices and networks, it appears that transitioning into a responsive design is an important move for the future of library websites. Additionally, moving to a responsive design will: ultimately save staff time and money on website development/changes because there will be (ideally) one design for all devices; provide a consistent user interface across all devices; and better prepare the library website for an unknown future of devices and connectivity.

One approach, the one used by the Pikes Peak Library District, is to start small. In their case, they redesigned their Friends of Pikes Peak Library District website to be responsive. This process gave them the opportunity to learn about responsive design in a small environment, which will better prepare them to transition the larger library website. (Franklyn)

Another approach is to use “frameworks.” “CSS frameworks are prewritten style sheets that aid in creating cross-browser, standards-compliant websites.” (Snell, 15) Firdaus identifies several advantages for using frameworks, including:

- Time saver: They come with predefined styles and rules, such as the width of the grid, the button styles, font sizes, form styles, CSS reset, and other aspects to build a website;
- Community and extension: A popular framework will most likely have an active community that extends the framework functionality;
- Cross browser compatibility: Compatibility for major browsers has most likely been achieved before the framework was publicly released by the developers;
- Documentation: Helps to get everyone on a team following the same standard code-writing convention (15-16)

Firdaus also identifies some issues associated with the use of frameworks:

- Excessive codes: Since it’s used by many designers and tries to cover all kinds of situations, the code may come with extra styles that will need to be sorted out and removed.



Tech Talk: Responsive, *continued from page 13*

- Learning curve: The first time through, an amount of time will be needed to learn how the framework functions, but this should only be a one-time experience.
- Less Flexibility: Everything is all set up; to change pieces of the framework could be time consuming and if not done carefully could ruin other parts of the code structure. (22)

Some frameworks Firdaus recommends are: Bootstrap (<http://twitter.github.com/bootstrap>), Foundation (<http://foundation.zurb.com>), and Skeleton (<http://www.getskeleton.com>). Additionally, both Drupal and WordPress have some responsive themes. Another source for frameworks is: *What are Frameworks? 22 Best Responsive CSS Frameworks for Web Design* (<http://www.awwwards.com/what-are-frameworks-22-best-responsive-css-frameworks-for-web-design.html>).

Now that you know a bit more about the benefits of responsive web design and how it works, you may be ready to move forward with this transition for your library website. Before doing so, seriously consider usability testing and user surveys to determine exactly what your users value in your library's website. Apply what you learn from those studies to the redesign process. Also, think about the library website as a whole – not just the home page. What will lower-level web pages look like if a responsive template is applied to them? Are there fixed tables, images, forms, call out boxes, etc.? Depending on the size of the website and the implementation timeline, it may be that you'll identify some of these issues before going live, but once the website has been moved to a responsive environment, library staff will need to examine each page (in different devices) to see what needs to be tweaked so the pages continue to function well in the new responsive environment. As onerous as it may be, don't neglect this final step in the process.

Both Firdaus' and Marcotte's books provide good guidance and examples on creating responsive sites. Other tools that can be useful in this process are:

- Can I Use CSS# Media Queries (<http://caniuse.com/css-mediaqueries>): An extensive table that identifies browser compatibility with media queries
- Responsinator (<http://www.responsinator.com/>): Renders a URL to a smartphone display
- Responsive Design Testing (<http://mattkersley.com/responsive/>): Renders a URL to multiple display sizes
- Responsive Design Testing (<https://github.com/mattkersley/Responsive-Design-Testing>): Install software on your own server to fully test a website
- This is Responsive (<http://bradfrost.github.io/this-is-responsive/>): According to Wisniewski, the best responsive resources site
- Web Developer (<http://chrispederick.com/work/web-developer/>): Adds various web developer tools to a browser. The extension is available for Chrome and Firefox, and will run on any platform that these browsers support including Windows, OS X and Linux
- Web Page Test (<http://www.webpagetest.org/>): A tool for measuring performance of the web page in different browsers and at different connection speeds

Last, but not least, if you want to see what other libraries have done, listed below are some libraries that have implemented responsive web designs:

- Baylor University Library: <http://www.baylor.edu/library>
- Bryn Mawr College Library: <http://www.brynmawr.edu/library/>



- Canton Public Library: <http://www.cantonpl.org/>
- Duke University Library: <http://library.duke.edu/>
- Colorado State University Library: <http://lib.colostate.edu/>
- Friends of the Pikes Peak Library District: <http://ppld.org/friends>
- Grand Valley State University Library: <http://www.gvsu.edu/library/>
- Penn State University Libraries: <http://www.libraries.psu.edu/psul/home.html>
- University of Notre Dame Library: <http://library.nd.edu/>
- University of Rochester Library (tablet-level responsive): <http://www.library.rochester.edu/>
- University of Southern California Library (tablet-level responsive): <http://www.usc.edu/libraries/>
- University of Utah Library: <http://www.lib.utah.edu/>
- Yale University Library: <http://web.library.yale.edu/>

Additional Resources

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Committee Reports from Annual: June, 2013

Ad-hoc Awards Committee

Committee Chairs: Kawanna Bright and Paula Johnson

During the 2012-2013 year, the Library Instruction Round Table (LIRT) Ad hoc Awards Committee met virtually and via email to develop recommendations for the administration and the criteria for both a group and an individual instruction award. These are currently named the LIRT Library Innovation in Instruction Award and the LIRT Librarian Recognition Award. The committee also designed corresponding rubrics to be used with evaluating award applications. The committee solicited feedback on its proposals from the LIRT Steering and Executive Committees during Midwinter -- this plus the feedback obtained from the ALA Awards Committee at Annual -- have been used to shape the awards into their (nearly) final form. Once final approval is received from the ALA Awards Committee, the next steps will involve firming up the group's membership for the coming year, publicizing the awards and selecting the first winners. It is expected that the first awards will be presented during the LIRT Annual Program at the 2014 Annual Conference in Las Vegas. The Committee hopes these awards will have a special place in the hearts and minds of current LIRT membership, as well as serve to attract new members from the many individuals providing diverse types of library instruction. **Update:** The ALA Awards Committee has officially approved the LIRT Awards!

Liaison Committee

Committee Chair: Matthew Reynolds

The group met and discussed their goals for the ALA Annual Meeting. The group perused the list of non-LIRT sponsored but instruction related meetings and sessions and decided who would attend what sessions for the purpose of authoring summaries for the LIRT newsletter. In addition, the group discussed ways to better make connections with other ALA sub-groups to establish formal liaison relationships. Committee member J. Warga reported that she would be willing to serve as a liaison to the Freedom to Read Foundation, of which she is a member. The meeting closed with a discussion about possible chairs for the committee to replace the departing M. Reynolds. J. Warga was kind enough to volunteer to become the next chair. The committee will continue to author and submit event summaries for the LIRT Newsletter and continue work to

secure liaison relationships with other ALA related entities to facilitate enhanced communication and identify possibilities for collaboration. It is hoped that the committee will be submitting at least six event summaries for the next edition of the LIRT News.

Web Advisory Committee

Committee Chair: Billie Peterson-Lugo

Committee did not meet at Annual, but will have a virtual meeting in August. Remaining tasks to complete the migration of LIRT content to the LIRT website at ALA:

- Migrating the LIRT Manual (which was saved for the end because it links to other LIRT web pages)
- Request ALA staff to make changes in the LIRT forms (e-mail addresses (for the coming year) and a change in the housing form, itself)
- Final check of the LIRT site at Baylor to see if we're missing anything
- Final check of the LIRT site at ALA to make sure no links are going back to the Baylor site
- Remove link to LIRT site at Baylor from the LIRT site at ALA
- Set a "redirect" in place for the LIRT site at Baylor

Newsletter Committee

Committee Chair: Teri Shiel

The committee discussed whether having some sort of style guide for the Newsletter would be feasible -- and it was decided that it would definitely make the editing of the Newsletters easier on the committee members. We also discussed sending out the link to each new newsletter via LIRT's Facebook page in order to expand our reach. This is something that we are going to do with the September issue. In addition, we floated the idea about changing the name of the newsletter from "LIRT News" to "LIRT News Quarterly" in order to avoid confusion with the LIRT News tab on LIRT's ALA Connect page. It was decided that the Editor will write a short blurb with each new issue's announcement highlighting the contents of the issue. We also feel as though the Newsletter Committee is moving more towards a "Communications" Committee, and that it might be possible to join up and work with the Membership Committee in their efforts at recruitment and in publicizing LIRT.



LIRT Liaison Committee Reports

ALA Annual, 2013

Forum on Revised Information Literacy Competency Standards

ACRL

Craig Gibson and Trudi Jacobson, representing the newly appointed task force to substantially revise the 2000 Information Literacy Competency Standards for Higher Education, began the forum by outlining the reasoning behind the decision to revise now. Among these were the need to acknowledge the dramatically different information world today, recognize the student as content creator and manager as well as consumer, align with other more recent standards, like those of AASL, include affective and emotional outcomes as well as cognitive, and respond to calls for a document that has less jargon and that can be used by a wider constituency. They then described a few basic expectations for the new document. Among these were that it would be more of a framework of core understandings than a list of skills, include exemplars for practice at different levels and speak to disciplinary faculties. They then briefly described their charge, membership and very short timeline. The Task Force, which had its first face-to-face meeting at this conference, expects to have something for the ACRL Board to approve at next year's annual. This Forum was the first, of many, anticipated opportunities for users of the standards to provide input. An online draft document soliciting feedback is planned for December 1, 2013. A large open Forum on the draft is planned for Midwinter, 2014. Finally, Gibson and Jacobson solicited feedback and ideas from attendant librarians by posing three questions:

- How have you been using the standards?
- What's missing from the current standards?
- What new directions should the Task Force go with these standards?

Attendees responded with numerous examples of how the current standards were tweaked for application to a wide variety of uses, issued calls for the inclusion of tips or ideas for teaching practices and directions for use in assessment, and affirmed the basic expectations for this new document.

--Gail Gradowski, Santa Clara University

All the News That's Fit to Teach: News Literacy Instruction / ACRL IS

This program featured invited speaker, Stephanie Craft, Associate Professor, University of Missouri School of Journalism, who described her research on news media literacy, which she described as having three components or dimensions: mindful processing of news, control of the influence of news media, and knowledge of the institutions that produce the news media. Her most current project, involving 502 Chicago teens, included the development of a tool to measure one's level of news media literacy. It is hoped that the results of this research will assist faculty and librarians in developing curricula to make our students more skeptical news consumers motivated to be informed. Details of this fascinating project can be downloaded as a PDF at <http://handle.net/10355/34713>. Professor Craft was followed by three librarians describing successful news literacy instruction efforts. In "Critically Evaluating the News from Countries in the Midst of Violent Conflict," Laura Hibbler, College of the Holy Cross, described a teaching scenario that motivated students to critically evaluate their news sources in an "Anthropology of Peace and War" course. In "One Event, Three Reports", Willie Miller, IUPUI, described his work with a 1st-year-experience journalism class which has students critiquing three radically different news stories covering the same event during the 2012 election in an effort to identify bias. Michele Van Hoeck, California State University - Maritime, drawing on her own personal experience in the newsroom before becoming a librarian, describes some of the major problems today's journalism students have in identifying quality news sources, such as distinguishing an opinion piece from a regular news column, differentiating blogs from published news, and understanding distinctive types of news sources, like press releases, in her presentation "Spike that Story!"

--Gail Gradowski, Santa Clara University

LIRT Liaison Committee Reports, continued on page 19.....



Success Stories and Challenges: How Librarians are Employing Fair Use with Their Code / ACRL

This program featured speakers Brandon Butler (Director of Public Policy Initiatives, Association of Research Libraries) and Kevin Smith (Director, Copyright and Scholarly Communication, Duke University). Their discussion focused on the navigation of the complex landscape of personal copyright and fair use. Smith focused on how the 2012 [ARL Code of Best Practices in Fair Use for Academic and Research Libraries](#) can be used as a guide when exploring copyright issues in a digital environment. He cautioned against using the document as gospel truth, as Fair Use is a moving target. He suggested that the Code instead be used as a thinking guide while making local decisions. Butler went on to discuss the intention of copyright in the first place, which he described as a way to promote creation of culture and not profitability in perpetuity. Ultimately, both outlined similar strategies for Digital Collections:

- Understand and recognize what constitutes Public Domain materials
- Seek permissions where most needed and most readily available
- Use and encourage deep and meaningful citation
- Create context for objects through the use of scholarly comment or pedagogical materials to bolster fair use assertions
- Make it easy for rights holders to contact you
- Be willing to talk to rights holders and to explain the importance of the works they are asking about

--Matthew Reynolds, East Carolina University

The Guide on the Side: A Transformation in Database Instruction

Winner of the 2013 ACRL Instruction Session Innovation of the Year Award, The Guide on the Side is an open source software program created by the University of Arizona Libraries which allows for interactive online tutorials utilizing library's databases and website. Presenters Leslie Sult and Yvonne Mary assisted with the development and implementation of the program and provided the attendees with an overview of the software and some best practices.

The application's first incarnation was in 2000 and was generated in attempt to address the problem of a much greater demand for student instruction than the library instructors could supply. The program operates as an overlay appearing on the side of active web pages. This overlay includes information and instructions for navigating the currently displayed webpage or database ([example](#)). The program allows librarians great flexibility in creating content as well as methods to assess student progress both through interactive tasks during a session and the capability to include quizzes at the session's end. While the tool is very powerful, the presenters did mention it is not perfect. For example, the tool works well as a process (i.e., how to find resources in "x" database) but it is difficult to drop students into the middle of a tutorial. Top priorities for the next release include addressing accessibility issues and the "frame-busting" issue, where clicking hyperlinks takes the user out of the interface. The program can be downloaded [here](#).

--Michael Saar, Lamar University

What You Need to Know Before Gamifying Your Library / LITA

This session offered an excellent overview of an emerging trend in higher education, gamification. Put simply, gamification refers to applying game design and mechanics to increase user engagement in learning projects. With nine different speakers, this program offered an excellent mix of perspectives on the issue. One frequently referenced technique was the use of badges in library tutorials and other projects. Users can earn these digital rewards as they progress through tutorials or lessons. Badges offer a nice way to reward users for their progress and encourage them to continue. Several examples in a variety of contexts were presented by the speakers including higher education [projects](#) (David Pattern) and a public library [summer reading program](#) (Laurie Golden). Another approach to gamifying library programs can be found in applying the "quest" trope common in many RPGs (Role Playing Games). Kyle Felker from Grand Valley State University provided an excellent presentation on this approach which entails a "quest," or a meaningful task, that offers a reward which is achieved through the completion of various "tasks," or learning activities that achieve the exercise's pedagogical objectives. The meeting concluded with some background information on the [Game Making Interest Group](#) by Breanne Kirsch. Additional information on gamification can also be found at presenter Carli Spina's [libguide](#).

--Michael Saar, Lamar University

Freedom to Read Foundation Meeting

A day-long meeting of FTRF Trustees, liaisons, and other interested ALA conference attendees discussed internet filters, book censorship, and privacy awareness issues. Highlights from the meeting include:

- A court case that may be of particular interest to LIRT members is Curtis Acosta, et al. v. John Huppenthal, et al, which is a curriculum-based lawsuit filed by teachers and students vs. the Tucson (AZ) Unified School District due to the removal of books relating to the Mexican American Studies.
- An issue of topical interest is privacy awareness education. A few years ago, OIF developed freely available [Privacy Awareness Toolkits](#).
- Another current issue is the removal of books from K-12 curriculum. While there is precedent of material removal from libraries, this an emerging issue due to the removal of books from classrooms.
- A Media Coalition representative presented on video games and violence. Studies find issues relating to games and aggression, but not guns and violence.
- FTRF is also focusing on educating librarians about intellectual freedom. A current program in the works is an online course for credit via an to-be-selected LIS program

FTRF will next meet at Midwinter, in Philadelphia, on Friday, January 24. All interested conference attendees are invited to attend.

--Julia Warga, Kenyon College

Lessons for the Librarian: 10 Tips for Teaching the One-Shot Instruction Session

ACRL

1. Less is more...Right?

Hit the highlights... thoughtfully.

2. Some students learn like you do. Most don't.

When teaching use adjectives.

Let the students solve problems and experiment.

Be sure to represent all sorts of learning activities

3. If you are not assessing you aren't teaching

You must be aware of your outcomes.

4. Have a (lesson) plan

Review learning styles, share teaching strategies.

5. Go with evidence, not your gut

Try to address what the students need to learn rather than what you think they need.

Try engaging the students in planning the class at the beginning of the session.

6. You should not be tired

You should not do all of the work.

The students should do some.

7. Your enthusiasm is contagious

Be authentic.

8. Faculty are your friends

Everyone is invested in the student learning process; be an asset and a colleague.

9. Integrated, not separated

Collaborate with the faculty to make the session work.

Try to have the session weave throughout the course, e.g., journaling.

10. Your teaching matters to your institution

Librarians must switch from supportive and passive role to being a more active participant.



--Julia Warga, Kenyon College

Guest Viewpoint:

Library Instruction in a Medical Library?

How Medical Information is Different

By Kathleen Crea, Information Services Librarian, University of Connecticut Health Center, L.M. Stowe Library, Farmington, CT
crea@nso.uhc.edu



One of the joys (or challenges, depending on how one's day is going) of being a reference librarian in an academic library is the variety of questions that come across one's desk. Faculty will ask for very different research services than, say, a freshman getting ready to write their first opinion paper versus a graduate student who is a savvy searcher looking for an elusive conference proceeding or patent information. Reference librarians need to be conversant with multiple information products, vendors, platforms and mobile applications in order to serve the information needs of these very different groups.

All of those skills are needed by public service librarians at the University of Connecticut Health Center's Lyman Maynard Stowe Library. Reference librarians at UCHC serve the information and library training needs of physicians, medical, and dental students; residents, nurses, those enrolled in graduate PhD science programs; clinical researchers, hospital pharmacists, educational administrators, epidemiologists, and physical or occupational therapists.

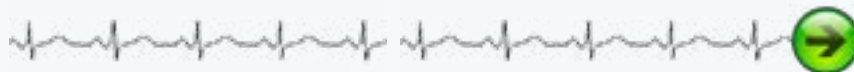
As part of a public institution funded by taxpayers, Lyman Maynard Stowe Library is the only health science library in Connecticut that opens its collections for the general public to use, which would include those being treated at UConn's John Dempsey Hospital and outpatient clinics. For questions about medical diseases and treatment options, two consumer health librarians are dedicated to serving the information needs of those patients or family members.

The Information & Education librarians at UCHC are actively engaged year-round in working with all of these clinical experts in addition to a new class of graduate students. Medical and dental residents start their employment in late June of each year, and all need orientation to clinical resources that they may or may not have used in their previous institutions. Librarian training sessions for these new doctors take up considerable time in June and July. Beginning in mid-August, 120 new medical and dental students begin their graduate studies as well as about 45 students enrolled in PhD science programs.

Collection management in this medical setting is quite complex, as the librarians must choose clinical information products that meet a high standard for comprehensiveness, timely updates and which support efficient clinical decision-making. Many of the health science or drug information products must be available in multiple applications (i.e., web-based as well as mobile applications), as this is how our users require it to be delivered. All third-year medical and dental students are required to have a mobile phone before their clinical clerkship year begins, and their phones must be loaded with a standard list of medical databases in order for them to access clinical information at various locations throughout Connecticut. For a list of these resources, visit the UCHC Library Curriculum Support page at <http://library.uhc.edu/departm/cec/hh/hhsoft.html>

Reference librarians also provide training and hands-on instruction sessions for students as they progress from studying "basic sciences" in Year 1 and Year 2, through their clinical clerkship Year 3, and finally through Year 4 when they may pursue clinical

[Library Instruction in a Medical Library, continued on page 22](#)



sub-internships or research opportunities in distant locations. UCHC librarians have a very active LibGuides list, and dozens of those subject-guides can be viewed at <http://uchc.libguides.com/browse.php?o=s>

Working with students who are learning to care for people is a big motivating factor for health science librarians. Every day I am challenged by questions that must be answered in a methodical, careful way... because often the health of a patient or a successful medical outcome depend on finding the correct information for those who need it. Because human health requirements are never static and medical research advances very fast, medical librarians are by definition “lifelong learners.”

It is a great place to be.



Photo courtesy of University of Connecticut Health Center – Copyright 2007.

Finally, check out these related links:

CINAHL presentation by UCHC librarian Jessica Kilham:

<http://www.slideshare.net/jkilham/new-technologies-uconn-health-center-presentation-presentation>

How UCHC librarians are Handling the Information Explosion

<http://creakysites.wordpress.com/2007/11/08/news-uchc-librarians-are-managing-the-information-explosion/>





“Going Where the User Takes Us”

2013 LIRT Annual Conference Program Report

By Lauren Newton

The LIRT Annual Conference Program “Going Where the User Takes Us: Instruction Beyond the Library Classroom” took place this year on Sunday, June 30th in the McCormick Place Convention Center. Over 150 people attended the session and represented a solid mix of librarians from academic, public and school libraries. This year’s program focused on moving instruction beyond the library classroom in order to remain relevant and vital to their communities. The program consisted of three short presentations, followed by brief periods of discussion and Q&A sessions. The three presentations were titled *Collaborating for Success*; *The Librarian is in the Dorm*; and *YOUmedia*.



The first presentation was from **Kristin Bernet**, Upper School Librarian, and **Alice Bryant**, Middle School Librarian, both of the Harpeth Hall School of Nashville, TN. At the Harpeth Hall School, an independent all-girls college preparatory school, all library instruction is incorporated directly into the curriculum, instead of stand-alone “library classes.” This move to integrated instruction is directly related to the observation that students were not retaining knowledge from library instruction if there was no immediate opportunity to apply skills. The solution was found through collaborating with the teachers at Harpeth Hall to integrate library instruction directly to course projects. The librarians work with the teachers to make an “Information Literacy Skills Progression” matrix that is a fluid document. By having everything documented in such a way, it helps combat staff turnover and continue the program, even if the teachers change. By leaving the library to initiate library instruction, it actually increases the time students spend back in the library working informally one on one on their projects. As a result of the change to integrated instruction, the students did better on their projects that include library components and helped to increase students grades overall.

The second presenter was **Lynda Kellam**, Data Services, Government Information, and Political Science Librarian from the University of North Carolina at Greensboro. In response to the LEAP report, published by the Liberal Education and America’s Promise initiative affiliated with the American Association of Colleges and Universities, UNCG incorporated into their strategic plan that all first year students should be in a “learning community.” One of UNCG’s learning communities is Warren Ashby Residential College (ARC), which is North Carolina’s oldest living learning community. Lynda Kellam is considered a member of the ARC staff, along with the directors and live-in faculty members as part of a pilot program that connects librarian liaisons with student affairs units to promote library resources

and events and collaborate with staff of these units to provide innovative new services. Activities have included consulting with ARC faculty on incorporating the library’s resources into assignments, having regular office hours (2-4 hours/week) in the dorm, attending events, and teaching a content course in political science that ARC students can take. For best practices, Kellam suggests scalability in figuring out what works best for your own community, collaboration and listening to what the students need, innovation in balancing how to split time between being in the dorm and in the library, and as suggested by the students, more shenanigans.



The final presenter was **Jeremy Dunn**, the Director of Learning at YOUmedia at the Chicago Public Library. YOUmedia is an innovative, 21st century teen learning space that is currently located at five Chicago

“Going Where the User Takes Us”....continued on page 24



Public Library locations. YOUmedia was created to connect young adults, books, media, mentors, and institutions throughout the city of Chicago in one dynamic space designed to inspire collaboration and creativity. YOUmedia is modeled after the Homago design with three distinct spheres: Hanging Out, Messing Around, and Geeking Out. The three spheres allow youth to have a personal interest, collaborate with peers with similar interests and then connect that to academic interest or achievement. YOUmedia is a place where students can pursue what they want to do in a public library; the youth come because no one is telling them what to do when they arrive and even if there is programming, they are not required to attend. As an example of the type of programming and outcomes, attendees of the LIRT program learned about video games. A librarian found that many students were staying in the messing around zone playing Rock Band. The librarian wondered how to move them into a more challenging activity, and decided one day to turn the game off. She asked the students to talk about being a gamer and suggested they start a blog on the topic. It did not work at first, so she gave them Zork (a text based video game). The students were intrigued and began a blog that turned into Libraryofgames.org. The blog has grown to 80 podcasts, written posts, and a committee of students responsible for maintenance and new content. The students use Google and Twitter to plan podcasts and have three seasons per year with identified goals for each season. Most importantly, the librarian took a student interest and directed it in a way that is productive. YOUmedia is a result of a MacArthur Foundation grant awarded in 2006. Chicago Public Library partners with Digital Youth Network, who helps by providing mentors who are there on a regular basis. The program is a success and reaches 350-500 students per week.

The presenters took questions and comments at the end of the program and would be happy to continue the conversation should you like to ask follow up questions.

Please contact the presenters individually with any feedback or requests:

Kristin Bernet kristin.bernet@harpethhall.org

Alice Bryant Bryant@harpethhall.org

Lynda Kellam lmkellam@uncg.edu

Jeremy Dunn jdunn@chipublib.org



LIRT Member Spotlight:

Cindy Fisher, First Year Experience Librarian, UT Austin

What brought you to LIRT?

I had just begun my job as a First-year Experience Librarian and I was looking for opportunities to become professionally involved. I was in DC for the 2010 annual conference and attended the LIRT conference program called, "Capitalizing on Technology"; I was impressed by how engaged and down-to-earth both the session presenters and attendees were and I also loved LIRT's mission of bringing together librarians from across different types of institutions. I submitted a volunteer form immediately afterward for the Transitions from High School to College Committee and the rest is history.

What was your path to librarianship?

I was one of those kids who lived in the library – I was particularly enthralled with the weather disasters section. I had also created a mini-library in my closet at home, complete with date due slips. While most of the adults in my life encouraged this profession, my older brother insisted that if I became a librarian I wouldn't have any friends. So, I shelved (pun intended) my dreams of becoming a librarian. Fast forward to the summer after I graduated college; I was working as a receptionist at Washington City Paper and realized I couldn't do this forever (though I did get to route a few calls from former DC Mayor, Marion Barry). I was trying to figure out what I could possibly do with my English degree. Lo and behold, I came across *Revolting Librarians Redux*, a book edited by Jessamyn West and Katia Roberto. I started to see librarianship is a whole new light and promptly began investigating this career path that had less to do with checking out books and more to do with creating community and empowering people.

Tell us about your current position. What do you like most about it?

My title is First-year Experience Librarian at University of Texas at Austin. In this position I work in the Library Instruction Services department to help faculty design assignments that engage students in critical thinking. I provide instruction to students in interdisciplinary first-year courses and also serve as the liaison to the School of Undergraduate Studies. Our department has also been recently working with high school librarians in our local community and state-wide in order to better understand the unique circumstances that each UT freshman brings with them when they arrive on campus.

In what ways does it challenge you?

I see a lot of opportunity to showcase how librarians can help augment critical thinking in the classroom, but it demands overcoming a lot of old stereotypes about what librarians can provide. I've learned so much about being an educator by being a librarian and I struggle with how best to define my role in the academe for the population that I serve. Also, the first-year freshman constantly keep me on my toes about the newest Kanye (or should I say Miley) controversy, so it challenges me to stay up with pop culture and not dissolve into an abyss of cat and pygmy goat videos.

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

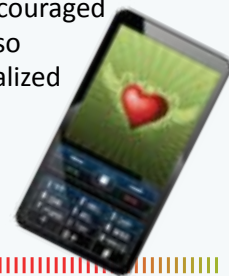
I'll dodge this question with my sincere thought that I really do think libraries and librarians are changing today. The evidence is clear in groups like the Makerspaces and the Participatory Library, by the infiltration of South By Southwest by librarians, and a strong Open Access movement of which librarians play a major role.

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

I was insanely fortunate to have and continue to have many fantastic teachers. However it wasn't until I took Post-War Cinema with Lalitha Gopalan in my junior year that I realized what it meant to be critically engaged. She encouraged a partnership with her students and expected us to incorporate our outside lives into our studies, while also challenging us with some very dense film theory. This class absolutely terrified me because it here that I realized there was no right answer. I ended up taking two more of her classes before I graduated.

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

My bike helmet and a send-off from my sweetheart. And my iPhone.





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

Please share your experiences with LIRT.
Send your articles to Teri Shiel (tshiel@uchc.edu)



Library Instruction Round Table News
c/o Beatrice Calvin
LIRT Staff Liaison
Program Officer, Placement/Recruitment
Office for Human Resource Development &
Recruitment
American Library Association
50 E. Huron St., Chicago, IL 60611
bcalvin@ala.org
800/545-2433 ext. 4280

LIRT Standing Committees

Adult Learners

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

Conference Program

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

Liaison

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

Membership

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

Newsletter

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

Organization and Planning

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

Teaching, Learning, & Technology

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

Top 20

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

Transitions to College

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

Web Advisory

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

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

Please see our online committee volunteer form at

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

