Boschmann, Erwin.

An excellent handbook on how technology effects teaching in the classroom in many settings. Gives specific examples of how technology is used in the classroom.

Dickstein, Ruth and Kari Boyd McBride.
"Listserv Lemmings and Fly-brarians on the Wall: A Librarian-Instructor Team Taming the Cyberbeast in the Large Classroom." College & Research Libraries. 59 (January 1998) 10-17.

How a reference librarian and classroom instructor can team up effectively to teach research strategies and critical thinking skills in a large classroom through careful use of a email forum and focused research assignments.

Dowler, Lawrence (ed.).

The theme of these essays is the impact of technology on libraries and its intersection with teaching and learning. There is not a nay sayer or dissenting voice in the bunch, and all the participants advocate a dynamic teaching landscape focused on multimedia and active learning techniques.

Gresham, Keith.
"Electronic classrooms: linking information concepts to online exploration." RQ 36 (Summer 1997) 514-20.

Set in an electronic classroom, this article discusses how librarians, working within a concept-based tradition, teach information concepts using a variety of cognitive learning
techniques and activities.

Harvey, Carl A.

Describes the training model used by a school to integrate technology into all classrooms.

Lowry, Anita.

Focuses on some of the most fundamental elements in the library's evolving role of supporting the use of electronic primary sources for teaching and research.

Navarro, Peter.

The author describes in a very positive way his experience in conducting an electronic classroom. He notes that this format is especially conducive to self-paced and distance learning students. What comes through clearest is the major investiture of time and resources to build a truly responsive and interactive electronic classroom.

Oberman, Cerise.

Broad overview of the impact of electronic resources on library instruction. The author fears that people are so enamored of electronics that they overlook many conventional papers sources, which may be more relevant to their information needs. She envisages a situation in which patrons are data rich, but information poor and makes a forceful argument that in order to avoid this scenario librarians must go back to the basics, and teach patrons the core concepts of identifying and evaluating information.

RASD MARS Committee on Education, Training and Support.

From the vantage point of 1999, this reads like an opening shot in the struggle to provide adequate instruction for electronic networks and digitized information. The authors distinguish three levels of instruction: 1) basic, 2) advanced, and 3) subject specific. Each of these levels entails general requirements for class size, number of workstations, length of sessions, evaluation, etc.

Salomon, Gavriel and Tamar Almog.

Can technology facilitate the cultivation of students' proclivity for self-regulation and mindful learning? Educational psychology and technology are now engaged in an intensive duet that, if seriously studied, explored, and evaluated, may offer novel and improved instruction.

Sandholtz, Judith Haymore, et al.

Focused on public schools and based on the Apple Classrooms of Tomorrow project, this book provides a practical look at how teachers can implement technology in the classroom.

Shneiderman, Ben et al.

Although there is no such thing as a generic electronic classroom, three marked trends may be identified: 1) active individual learning; 2) small group collaborative learning; and 3) entire-class collaborative learning. The authors identify active/collaborative learning techniques as allowing for enhanced opportunities for communication and involvement between student and teacher.

Withers, Carol M.

Planning lessons and teaching techniques are covered in this chapter. An interesting and useful section deals with interaction with students.

Compiled by the LIRT Continuing Education Committee: Janet Sheets, Jim Millhorn, and Jonathan Helmke.