CONTINUING EDUCATION FOR BIBLIOGRAPHIC INSTRUCTION LIBRARIANS

AN ANNOTATED BIBLIOGRAPHY PREPARED BY THE CONTINUING EDUCATION COMMITTEE, LIBRARY INSTRUCTION ROUND TABLE, AMERICAN LIBRARY ASSOCIATION

While bibliographic instruction had its beginning in the 1800's, its rate of growth as a discipline has increased dramatically since the early 1970's. Focusing on designing and establishing bibliographic instruction programs in the last decade, research in this area is moving ahead into the information age and the teaching libraries of the 1980's. Evaluating, developing theoretical and philosophical frameworks, and teaching methods are among current topics of research. In addition, articles about database searching, online reference service, and computerized instruction appear frequently in the literature. Librarians are developing more sophisticated methods for integrating bibliographic instruction into the total educational process.

Many librarians have served as catalysts to discussions, debates, and research in this vital area. Some of these interactions and studies have been presented as papers, articles, books, and conference proceedings. ALA, ACRL, LOEX, and the Southeastern and Midwestern conferences have and are continuing to serve as platforms for research and discussion about bibliographic instruction.

This bibliography is intended to help the librarian who is interested in keeping abreast of advances in bibliographic instruction, establishing or evaluating bibliographic instruction, or improving skills as a BI coordinator, teacher, or reference librarian. It is hoped that librarians will be able to use these and similar sources to continue their education as professionals, even if they are unable to attend and participate in the various conferences.


Brochure describing continuing education activities and resources available through ALA during 1984. Lists preconferences at the upcoming annual conference in Dallas, other institutes and workshops, divisional national conferences, and workshops available for co-sponsorship by other groups such as library schools, state or regional library associations, state library agencies or library systems. Also includes list of publications relating to continuing education such as speaker kits, course syllabi, and grants to attend conferences and other continuing education events.

A comprehensive treatment of both theoretical and practical aspects of BI, ranging from conceptual analyses of the bibliographic structure of academic disciplines to a thorough and pragmatic discussion of various methods of constructing a one-hour presentation. Includes discussions of all aspects of establishing a BI program, from planning and needs assessment to political considerations and costs involved.


Designed to provide guidance in developing BI programs in academic libraries. Authors discuss needs assessment, administrative considerations such as staffing requirements and budgets, and a model timetable. Model objectives are written in behavioral form. Concludes with a listing of the pros and cons of various methods and modes of BI.


A useful guide for school and academic librarians attempting to establish and/or evaluate a library instruction program. Includes chapters on the rationale for, and politics of, library instruction programs; the need for setting goals, priorities, and instructional objectives; and on staffing resources, public relations, and evaluation of the program.


Description of Title IV-C program that exposed high school seniors to academic libraries prior to graduation. Program included presentations, activity projects, research papers, and field trips.


Description of a self-paced library instruction program included in freshman English courses, augmented by library tours, cassette tapes, and workbooks.


Workshops in biology, mechanical engineering, and social work using self-instructional information packages.

Condit, Martha Olson. "If Only the Teacher Had Stayed With the Class." Elementary English 52 (May 1975): 664-666.

Examples of problems encountered in library instruction at the elementary school level. Advice for cooperation between teachers and librarians.

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Reports of a survey among business education students to determine reference sources most often used and kinds of information most often needed. Classroom activities suggested.


Describes conceptual framework for applying behavioral skills in librarianship. Includes inputs to commitment development: understanding; psychological commitment to oneself, staff, and client: attitudes; and carrying out psychological commitment: skills.


Emphasizes introspection and reevaluation of certain assumptions and beliefs about BI. Includes perceptions for the role of instruction librarian, a conceptual approach to BI, user education evaluation, library sign systems, and computer assisted instruction.


Computer study of a system to demonstrate relationships among the language of the students, the terminology of sociology, and the descriptors used by librarians, indexers, and abstracters. End result is to increase effectiveness of library use by sociology students.


Scientifically controlled study that links student performance with bibliographic instruction in research and writing. Results demonstrated that the germ of the BI session was retained and used by the students of the experimental group and they produced better papers as a result of BI.


Suggestions for the improvement of BI techniques in business education through special assignments resulting in the acquisition of personal skills in library usage.


Worthwhile debate on BI by nine librarians: David W. Lewis and C. Paul Vincent, Donald J. Kenny, Joseph Rosenblum, Mary Reichel, Joseph Boisse, Elizabeth Frick, Janice Koyama, and Joanne Euster.


Introduction to the precepts of evaluation, directions and encouragement to librarians attempting evaluation, and various aspects of evaluation from data-gathering instruments to statistical analysis.


Defines and examines the need for evaluating programs in BI. Discusses methods of evaluation and evaluation case studies.
Provides a practical introduction for the education of library users. Discusses patterns of use, staffing, teaching methods, and development of a course of education in relation to existing library practice.

An interdisciplinary approach, suitable for public, special, school, and academic libraries.

Reviews the literature and makes comments for the future and the era of user education. Librarians will continue their concern for the user's ability to develop true independence in his/her interpretation of learning resources; become more informed in the philosophical and practical schools of thought in educational psychology; and assume leadership roles in combining the possibilities of technology with human resources.

Describes the challenge before university librarians in the 1980's and suggests libraries respond by becoming "teaching libraries." The core program of the teaching library is BI. Other components include displays, bulletin boards, films or videotapes, recreational and popular reading shelves, and sponsorship of lectures, poetry readings, etc. Discusses the process for developing and implementing a teaching library.

Descriptions of programs at numerous academic institutions that employ a variety of methods to promote BI through cooperative efforts of the teaching faculty and librarians.

Report of a follow-up study to determine long-term retention skills. Concluded that long-term possession of library use skills is more highly related to BI than to either inherent intellectual ability or academic diligence.

Links the origin, decline, and renaissance of BI to the increasing specialization and democratization of education. Supports the development of a theoretical base for BI in library schools as well as concept-oriented BI to help students understand the disciplines.

Discusses basics of learning, teaching methodology, and testing the effectiveness of teaching the use of libraries, both theoretical and practical.

Describes library instruction course redesigned to improve effectiveness and increase student motivation by using four videotapes. Data collected demonstrate that the tapes are having a positive effect.


A history of changes and growth in American higher education as reflected in the libraries serving the teaching and research needs of the nation's colleges and universities from 1876 to 1976.


Description of bibliographic instruction through English 102 and improved reference services at State University of New York at Oswego.


Develops an instructional technology model which is systematically applied to examples from librarianship. Serves as a step-by-step guide for applying the systems approach to program development. Includes a glossary, annotated bibliography, and sample objectives.


A personal appraisal of methods of presenting library skills to elementary school students. Fairly detailed explanation of a third-grade unit.


Concept of academic library as an extended classroom. Theory of BI as a continuous process, supported by a library use credit course, class tours, and individual instruction.


Designed to help librarians sharpen the skills necessary to make the library attractive, functional, and competitive in a highly visual society.


Description of bibliographic instruction at Vassar College, including course-related, one-on-one, and plans for integrating computer literature searching in the total reference services.


Some of the most authoritative and representative opinions in two movements: faculty development and library instruction. Designed to develop greater understanding, a spirit of cooperation, and attitudinal change for improving service in the academic community.

Status discussion to assess progress in BI over the last five years. Discusses evaluation, course-related BI, credit courses, faculty involvement, and how to set up a program. Also discusses project LOEX.


Discusses new interactive video system TOUCHE to be adapted for use by the Library of Congress to teach users how to access the MUMS and SCORPIO information retrieval systems. This system can store and instantly retrieve large amounts of text, slides, or other images which can be programmed for a learning sequence.


Reports on library instruction techniques employing audio-visual presentations in the junior college setting. Emphasis on changing student attitudes toward library research, rather than training in the use of specific materials.


Collection of original essays, case studies, and research reports on the problems, hopes, and techniques of instructing library users and non-users, from kindergarten to university, in the effective use of libraries.


Articles of interest to anyone wanting to set up a program of user instruction in a public library. Phases of planning, implementing, and evaluating a program of user instruction are suggested. Also includes five case studies.


Provides historical background of academic libraries in the U.S. and essentials for successful programs of library instruction: (1) faculty must consider instruction in library use to be necessary; (2) library instruction program must be designed within the context of a particular course or academic program and be consistent with the overall educational program in which it occurs; (3) program must be presented at a time when the student needs it and is required to use it; and (4) teaching of library skills must show a progression throughout a student's time in college and must not be repetitive.


BI librarians face the challenge of explaining both the benefits and limitations of the online catalog to their users. By assisting in the creation of help screens, error messages, prompts, and online tutorials, BI librarians can build instruction into the online catalog itself.
Morton, Bruce. "Beyond Orientation: The Library as Place of Education and the Librarian as Educator." Improving College and University Teaching 27 (Fall 1979): 161-163.

Suggestions for the integration of library education into academic coursework through cooperative efforts of librarians and teaching faculty. Methods include separate courses, in-class presentations, special presentations, and seminars.


Analysis of reasons for student "disorientation" in a large high school library. Remedies include pretests, an orientation package, and practical applications. Statistical tables support evaluation of the program.


Suggestions for introducing elementary school students at all learning levels to standard reference titles. Emphasis on cooperative efforts of librarians and teachers to encourage use of library materials to increase reading ability and quantity.


Examines the value premises underlying the "information vs instruction" debate in reference to librarianship in the context of technological design issues, and proposes a new model for practice which transcends both the intermediary and teacher role.


The title of this paper is the name of an intriguing dice game which the author uses in her presentations to demonstrate the process of self-regulation or hypothesis formation. Traces applications of learning theory to the teaching of problem-solving as a part of bibliographic instruction. Demonstrates the dynamic techniques of the learning cycle and the guided design, which effectively engage students in active learning.


Combines a conceptually-oriented course content, question analysis, with a cognitively-based pedagogical method, the learning cycle. Asserts that librarians must be concerned not merely with conceptually-oriented course content, but with a methodology which promotes the growth of problem-solving skills in students.


Collection of papers which attempts to present a synthesis of theoretical models of BI. Chapters deal with topics ranging from the theoretical bases of pedagogical models such as guided design, self-paced workbooks, and computer-assisted instruction to complex examinations of the implications of information structure and discipline growth for bibliographic instruction.


Suggestions for library instruction by faculty members through all courses taught at the freshman and sophomore levels in the liberal arts curriculum.

Assertion that academic librarians are willing to be "directly involved in the learning process" through conferences with faculty members, examination of syllabi for collection building, term paper clinics, "bibliographic demonstrations," special training for library assistants, awareness of directed studies programs, and reading improvement programs.


Three-phase instructional program for library use at a technical institute. Methodology involves problem-solving directly related to technical skills.


Papers organized around the three steps to develop a library instruction program: construction, implementation, and evaluation. Sound advice on writing objectives, implementing an instructional development model, communication techniques, promotion, evaluation, and other topics.


Dominant theme of papers is the "challenge of change" within the context of developing an established program of BI. Balancing rationales for credit courses, course-related integrated instruction, and workbooks are charges against integration and traditional approaches.


Annotated list of publications about user education in all types of libraries and for all types of users from young children to adults. Arranged by type of library.


Practical guide for developing or improving library user education programs and activities. Includes planning, orientation, printed guides, course-related/integrated course, credit courses, workbooks, and computer-assisted instruction.


Quarterly publication focusing on: (1) concepts underlying effective library research, (2) theories of learning, (3) intellectual foundations of complex tools, (4) effective search strategies, and (5) organization, presentation, and evaluation of library instruction.


Intended as a textbook for students and librarians. Provides the historical background of the library instruction movement and discusses the literature and the state of the art. Also discusses different modes of teaching, planning and administering BI programs, and testing and evaluation. Includes guidelines, policy statements, and checklists.


Presents the instruction librarian as embodiment of changes in the roles and goals of academic librarians. Attention to library instruction as a developing field within the profession.

Student solving of individually selected problems through library research, following a prescribed format. Advantages include acquisition of skills in a subject area of personal interest.


Study revealed that: (1) over 60% of the group has taken credit courses dealing with instruction; (2) the majority are trained as reference librarians and work in that area now; (3) they are professionally active and read appropriate journals; (4) they participate in appropriate continuing education activities; (5) they see previous teaching experience as important; and (6) they feel they are adequately prepared but see benefits from additional education.


Description of this newly recognized area of the profession, its background, methodology, and implications for future developments and improvements.


Lengthy research paper on library user education in Britain. Evaluates accepted methods of instruction and offers insight into effectiveness of selected formats. International appraisal from British viewpoint.

Sullivan, Janet S. "Initiating Instructional Design into School Library Media Programs." *School Media Quarterly* 8 (Summer 1980): 251-258.

Adaptation of instructional design process to library instruction in the lower grades. Sample program included.


Course syllabus for community college students. Specialized for a specific discipline, but presents excellent outline for library instruction in any subject area.


Used a three-element model that considered the interaction of library tools, styles, or modes of instruction, and a theory of learning to compare lecture and programmed instruction text in the teaching of indexes and basic catalog card information. Results indicated a superiority of programmed instruction at the factual and problem-solving levels.


Topics include teaching methods, assessing skills at various educational levels, simulated library lessons, and the conflict between teaching librarians and classroom teachers. Also includes guidelines for group discussions and sample test instruments.

Describes development of bibliographic instruction program with cooperation of Business Administration/Government Document Department at Louisiana State University. Created and used effective videocassette, library guides, and publicity with excellent results.


Reviews the simultaneous development of library instruction and library education from the nineteenth century to 1980.


Practical suggestion that smaller academic libraries could supplement English composition instruction by sharing superseded indexes and unused catalog cards for the English teachers' use in library instruction.


Supports the use of business concepts of marketing and strategic planning to accomplish the library's basic mission, including bibliographic instruction, collection development, and library services in general.

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**NO TIME, NO TALENT, NO BUDGET**

The theme of this year's LIRT Program will be: "No Time, No Talent, No Budget: Producing Professional Looking Audio Visual Materials for Library Instruction." The program will consist of presentations by Chuck Haskins, Manager of Visual Products at 3M Company, and Larry Hardesty, Library Director at Eckerd College. Following the presentations there will be a media fair cum cash bar which will allow attendees to see a variety of quality library instruction AV items and to talk with the creators of those items.

**JOIN IN**

Do you want to become actively involved in LIRT by serving on a committee, task force, or as a Regional Reporter for *LIRT News*? 1984-85 committees are being formed now! New Regional Reporters are being sought now! Contact: Mary Popp, Undergraduate Library, Library W121, Indiana University, Bloomington, IN 47405.

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**LIBRARY MICROCOMPUTER USERS DATABASE**

The Public Library Association Microcomputer Task Force invites your participation in its campaign to develop a national database of library microcomputer users. The Task Force is creating the database to facilitate the formation of regional groups. The database includes the names, addresses, and telephone numbers of users, as well as type of computer owned and software applications employed.

Coded by geographic region, information in the database can be accessed by a variety of categories within a specified region or across the nation. Details on access will be made available at the ALA Annual Conference in Dallas and through other sources.

Listing in the database indicates a willingness to share knowledge and, where appropriate, to establish a local or regional library user group. Membership in the database is free and open to those who work in any type of library. To be included, request an application form by sending a SASE to: Carol F. L. Liu, Queens Borough Public Library, Central Library, 89-11 Merrick Boulevard, Jamaica, NY 11432.
PAPERS ON BIBLIOGRAPHIC INSTRUCTION PRESENTED AT THE THIRD NATIONAL ACRL CONFERENCE

Seattle proved an ideal site for the April ACRL Conference, with a variety of local attractions providing a pleasurable balance to the intensity of 48 papers, 5 theme sessions, 3 alternative format sessions, and other conference activities and exhibits, all within 4 days. For the instruction-minded academic librarian, there were 6 papers dealing specifically with BI and several others related to the topic. As the conference proceedings will be published, brief previews only of BI papers are offered here.

David Anderson shared the methodology and results of a survey conducted at Georgia State University to evaluate a COM catalog used in conjunction with a frozen card catalog and a regularly updated in-process file. Among the conclusions is a recommendation that cataloging and reference librarians work together to publicize the multi-access system. The library's status in undergraduate education is "far from the heart of things," claimed Stanley H. Benson of Oklahoma Baptist University. From an historical perspective, he demonstrated how the very nature of the educational system does not promote the use of the library, which is in fact, a "minority" institution on campus, serving only a minority of the academic population. Marilyn Lutzker (John Jay College of Criminal Justice) advocated introducing undergraduates to legal research resources in order to broaden their horizons and enable them to pursue "legal" topics in the social sciences, such as abortion, gun control, or school prayer. She offered a very practical and simplified approach to legal bibliography. Citing the recent increase of international students on American campuses and even greater projected increases, Molly O'Hara of Gonzaga University described some typical attitudes towards foreign students and countered those approaches with a number of specific suggestions for effectively tailoring BI to ESL students. Hannelore B. Rader's paper (University of Wisconsin, Parkside) described the "teaching library" with an eye to teaching the use of microcomputers in the library. Virginia M. Tiefel discussed three of the published models for BI program planning and distributed excerpts from the extensive plan currently being developed and implemented at Ohio State University. Many of the other papers will be of interest to instruction librarians as will ideas presented by theme session speakers on the myths and realities of academic libraries. Watch for the proceedings!

--- Deborah Fink
University of Colorado

BIB BITS

The Winter 1984 issue of Improving College and University Teaching (v. 32, no. 1) includes two articles which instruction librarians will not want to miss. Maryellen Gleason, head of the Instructional Development Program at Pennsylvania State University, offers a list of the "Ten Best on Teaching: A Bibliography of Essential Sources for Instructors." She sets forth the assumptions and criteria used to make the selections, and then annotates the ten articles from books and journals, which are non-technical, practical, and stimulating. Lewis Schipper, associate professor of economics at Duquesne University, Pittsburgh, describes a three-step approach to "Innovative Teaching" which focuses on internalizing, integrating, and subjectifying knowledge. The IIS approach is both a way of teaching and of learning, which serves the "long term intellectual needs of the student" by providing a "formal and systematic method for the adult learner to gain maximum clarity and better comprehension of any exposure to a given subject matter."

--- Deborah Fink
University of Colorado
Saturday, June 23:
11:30-12:30 LIRT Public Relations/Membership Committee
2:00-4:00 LIRT Steering Committee
Sunday, June 24:
9:00-11:00 LIRT Research Committee
9:30-11:00 LIRT Public Relations/Membership Committee
2:00-4:00 LIRT Organization Committee
2:00-5:30 LIRT Program Planning Committee 1984
4:30-5:30 LIRT Publications/Newsletter Committee
2:00-5:30 LIRT Nominating Committee
Monday, June 25:
9:00-11:00 LIRT Affiliates Committee
9:30-11:00 LIRT Long Range Planning Committee
9:30-12:30 LIRT Continuing Education Committee
LIRT Public Relations/Membership Committee
2:00-5:30 LIRT PROGRAM 1984
Tuesday, June 26:
11:30-12:30 LIRT Steering Committee/Executive Committee

LIBRARY INSTRUCTION ROUND TABLE NEWS

c/o Jeniece Guy

American Library Association

50 E. Huron Street

Chicago, IL 60611

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