PROFESSIONAL DEVELOPMENT FOR THE BIBLIOGRAPHIC INSTRUCTION LIBRARIAN:
A SELECTED BIBLIOGRAPHY

By the Continuing Education Committee, Library Instruction Round Table, American Library Association

The following is a selective bibliography updating the original bibliography which appeared in the June 1984 issue of LIBRARY INSTRUCTION ROUND TABLE NEWS. This bibliography focuses on the most important articles which have been written in the last few years in the field of bibliographic instruction. This bibliography deals with bibliographic instruction in academic, public and school libraries. It is hoped that this updated listing will help librarians in the field keep current and knowledgeable about the trends in bibliographic instruction.


Reports on a survey of users at Ohio State University: their characteristics, search patterns, and success rates. Found that the highest success rates were for students with more than one years experience who has attended a library workshop.


Describes an instruction program for online catalog users and its evaluation.


Describes trends in adult education which have implications for public library adult services, including readers' advisory activities, sequential group programs - presentations, and interactive community group programs.


Describes a nine week library skills course for ninth grade students. Includes ready reference sources, research skills, and a short research paper assignment.

Expresses need for practitioners to report their experiences in library publications. Describes program/activities in public libraries, including lectures - seminars, tours, and extensive workshops on research paper preparation.


Describes a one semester course for high school seniors that taught strategy formulation and online searching as part of the research process. Students observed a skilled searcher use several databases.


Explores ways in which bibliographic instruction programs and database searching can become more interactive and mutually supportive - integrated.


Discusses Interns and Biblio. Lab in the Graduate Library School at the University of Washington. Explains the teaching unit for library use in a cooperative program planned jointly by the library staff and the library school. Shows strong faculty support.


Describes the training of engineering undergraduates in the online system. Explains goals, teaching methods, and evaluation of the project.


Explains an up-to-date, concise concept of user education with an international perspective. New chapters added on school and public libraries, the need for national and international cooperation, the influence of the rapidly developing information technology, and on computerized retrieval.

Discusses a series of papers presented at the conference, including the impact of new technology on libraries, the continuing education process for librarians and the new technology, and online training at Chalmers University Library.


Discusses factors that make the card catalog so complicated a tool - its physical and conceptual features, and local peculiarities.


Discusses the problems of defining bibliography; distinguishing among the different kinds of bibliography and teaching its proper use. Discusses how to use bibliographies in BI.


Outlines impact of information processing technology on academic libraries; and describes roles for these libraries in planning to integrate this technology into the campuses, and bring academic libraries to the center of campus policy discussions.


Explains relationship between cognitive style and structure for teaching research methods.


Reviews selected studies of the curricular and instructional role of the school library media specialist to identify predominant patterns in research findings, and discusses their implications for libraries, educators, administrators, and other professionals.


Reviews the state of professional continuing education programs for librarians in the teaching of library skills to users, and discusses the status of teaching training within formal library education.

Description of use of videotapes in Iowa State University library instruction course. Positive effects are demonstrated by tables of survey responses and grade reports.

Janke, Richard V. "Online After Six: End-User Searching Comes to Age." Online, 8 (6) (November 1984): 15+

Describes and evaluates the end-user search services at the University of Ottawa, the first library to provide such services.


Discusses the need to make critical thinking the focal point of BI sessions.


Report of an OCLC study of 6 libraries. Emphasizes the importance of printed instruction materials, and improvements in online assistance.


Describes the generic model of research developed the University of Tennessee at Chlalnaoog a. Outlines at three-stage writing process: Prelibrary, library awareness, and library competence. Explains methodological changes necessary to implement this model.


Discusses computer controlled video presentations at Roosevelt University instruct individual patrons in use of the library, including the card catalog, indexes, and abstracts.


Advocates cooperative instruction in junior high and high school curriculums. Envisions the participants of such a cooperative to include the content area teacher whose assignments encourage original thinking and use of a variety of media, the English teacher who instructs students in the mechanics of report writing, and the librarian who teaches research skills. Fifteen favorable responses follow the main commentary.

Illustrates how librarians can approach bibliographic instruction through the use of the reference query, with examples of the process. Includes a well annotated bibliography spanning library education as it relates to library schools and the development of standards for public libraries.


Describes a three step plan to discuss program objectives and teaching methods with department chairpersons, planning the format of classroom visits, and use of follow up lab periods in the library as a way of ascertaining the effectiveness of classroom visits. Also discusses several ways to gain the confidence of both secondary school teachers and students.


Argues that library skills and research skills are based on 2 different philosophies of information seeking. Discusses the implications for BI at the graduate level, especially the need for effective faculty liaison.


Reports the findings of a survey of faculty members at California State University at Long Beach. Measures faculty attitudes toward bibliographic instruction and identifies common attributes among faculty who did and did not request bibliographic instruction.


A study of 20 first time end users at the University of Wisconsin-Stoudt with recommendations for instruction.


Papers from presentations at the 1983 annual conference of the Organization of American Historians cover the effect of technology on library users. the BI component in a historical methodology course, a cooperative course in bibliography/methodology, and a lengthy annotated bibliography of teaching materials.


Proposes interface between the historical goal of BI (Creation of "self-reliant library users) and changes in pedagogical models of teaching that incorporates cognitive learning theories. Includes an extensive bibliography of works concerned with the application of learning theory to bibliographic instruction.
A CLINIC TO IMPROVE TEACHING

by Carolyn A. Johnson, Library Audio Center, Ithaca College

I would like to share an experience I recently underwent at my institution, Ithaca College. IC is a private, residential college of about 5,000 students, consisting of six distinct schools: Allied Health Professions; Business; Communications; Health, Physical Education and Recreation; Humanities and Sciences; and Music. Through the School of Humanities and Sciences, the Library offers a seven-week, one-credit course titled "Library Resources and Methods of Research." Librarians interested in teaching the course rotate the various sections so that the class load does not fall on any one individual. I have been involved with the course since the fall of 1982, teaching one to two sections a year.

I suspect that the majority of librarians involved in teaching have not had any formal training in teaching techniques. True, taking an education course does not guarantee a good teacher, just as not having the training doesn't signal a bad teacher. I began to wonder, however, if I might not benefit in some way from having some formal training. For some time I had wondered about my effectiveness as an instructor. At Ithaca College great emphasis is placed on teaching ability, yet my experience was relegated mainly to one-shot bibliographic instruction sessions. Though we routinely ask students to fill out a course evaluation, this is oriented more toward the course content than toward the teaching ability of the librarian, and I found it of little value in answering my personal questions.

In the fall of 1984 I decided to avail myself of a program offered to faculty on the IC campus designed to allow participants to study their effectiveness as teachers. The program - "Teaching Clinic Workshop" - is operated through the College's Instructional Resources Center under the direction of Dr. Spelios Stamas. The clinic is based on a model developed by the University of Massachusetts at Amherst.

The Clinic consists of the following components:

GROUP: A one-hour introductory workshop

INDIVIDUAL: a. Teaching Analysis by Students (TABS), a standardized test administered at about the 5 to 6 week mark in the course
b. Videotaping of a class (optional)
c. Classroom observation by the clinic leader (optional)
d. Follow-up TABS administered in final class (can consist of selected questions rather than entire test; the answer pool is also changed to reflect the fact that this is a post-test)

In addition, each participant meets with the clinic leader on a confidential basis to discuss TABS results and other components of the clinic process. During these sessions the leader also provides the instructor with accompanying literature keyed to the individual questions on the TABS as necessary. During the initial group workshop, the leader stresses that participation is strictly voluntary and has no bearing on tenure and promotion; all aspects of an individual's evaluation are kept confidential.

My own class presented a special problem to the clinic process in that I taught a seven-week (twice a week) block course rather than a full semester session. Dr. Stamas modified the clinic process to allow for the time difference. The TABS was given in the fourth class and the videotaping took place in the ninth class. I decided to forego the
class observation; time simply did not allow for the full-scale process.

My impressions of the entire clinic process are highly positive. Results from each TABS were tabulated by computer within a day and available for my examination before meeting with Dr. Stamas to discuss and analyze them. I should mention that the participant also takes the TABS as a self-evaluation device, and tries, on a separate form, to predict the student answers. The computer then correlates the student scores with the teacher's predictions. The results can be interesting!

The videotaping was actually enjoyable and non-threatening, and again was followed by dual analysis by myself and the clinic leader. At each private conference, Dr. Stamas offered practical advice, identified strengths and weaknesses, and administered pep talks. I felt renewed in my confidence as an instructor and gung-ho to try new teaching techniques in class. I learned, for example, how to properly open and close a class, and how to ask questions in a way that would generate discussion.

The reaction of the majority of my students was positive. After the first TABS, I discovered that a few students had been reluctant to pass judgement on my teaching capabilities because they felt they did not know me well enough after such a short time together. I pointed out that, given the compressed time of the course, my instructional style had to be evident from Day 1. I believe that my desire to better myself as a teacher made an impact on the students, based on comments I received. They viewed me as something other than an impersonal lecturer, and seemed to appreciate the effort.

The full impact of the clinic process on my teaching will really be felt by my future classes. Would I go through the process again? Yes, but not right away. I now need the time to try to assimilate all the information I learned and to try putting it into practice. Would I recommend this process or a similar one to other librarians? Yes. I feel that the UMASS model works well because it is not tied to other aspects of one's career, i.e. tenure and promotion. Confidentiality is a must. Having an outside observer knowledgeable in teaching is also important. While peer review can be a component of librarian teaching, a certain prejudice exists in that situation. How well can we really evaluate one another - beyond surface characteristics - if few of us are professionally trained to do so? This is where I found working with Dr. Stamas especially rewarding.

While I am not so naive to believe this clinic holds all the answers to making me the best teacher I can be, I feel the values of such a process are well worthwhile. I would encourage librarians to seek out similar models that might be available on their campuses. Take advantage of expertise on your campus to develop your own clinic. Library courses for undergraduates are difficult enough to teach - the subject matter is not the most exciting in the world to most students. Student needs and perceptions must be kept in mind at all times, and effective teaching can go a long way toward making a dry subject more interesting and exciting for the class - and for us.


class observation; time simply did not allow for the full-scale process.

My impressions of the entire clinic process are highly positive. Results from each TABS were tabulated by computer within a day and available for my examination before meeting with Dr. Stamas to discuss and analyze them. I should mention that the participant also takes the TABS as a self-evaluation device, and tries, on a separate form, to predict the student answers. The computer then correlates the student scores with the teacher's predictions. The results can be interesting!

The videotaping was actually enjoyable and non-threatening, and again was followed by dual analysis by myself and the clinic leader. At each private conference, Dr. Stamas offered practical advice, identified strengths and weaknesses, and administered pep talks. I felt renewed in my confidence as an instructor and gung-ho to try new teaching techniques in class. I learned, for example, how to properly open and close a class, and how to ask questions in a way that would generate discussion.

The reaction of the majority of my students was positive. After the first TABS, I discovered that a few students had been reluctant to pass judgement on my teaching capabilities because they felt they did not know me well enough after such a short time together. I pointed out that, given the compressed time of the course, my instructional style had to be evident from Day 1. I believe that my desire to better myself as a teacher made an impact on the students, based on comments I received. They viewed me as something other than an impersonal lecturer, and seemed to appreciate the effort.

The full impact of the clinic process on my teaching will really be felt by my future classes. Would I go through the process again? Yes, but not right away. I now need the time to try to assimilate all the information I learned and to try putting it into practice. Would I recommend this process or a similar one to other librarians? Yes. I feel that the UMASS model works well because it is not tied to other aspects of one's career, i.e. tenure and promotion. Confidentiality is a must. Having an outside observer knowledgeable in teaching is also important. While peer review can be a component of librarian teaching, a certain prejudice exists in that situation. How well can we really evaluate one another - beyond surface characteristics - if few of us are professionally trained to do so? This is where I found working with Dr. Stamas especially rewarding.

While I am not so naive to believe this clinic holds all the answers to making me the best teacher I can be, I feel the values of such a process are well worthwhile. I would encourage librarians to seek out similar models that might be available on their campuses. Take advantage of expertise on your campus to develop your own clinic. Library courses for undergraduates are difficult enough to teach - the subject matter is not the most exciting in the world to most students. Student needs and perceptions must be kept in mind at all times, and effective teaching can go a long way toward making a dry subject more interesting and exciting for the class - and for us.

LIRT PROGRAM AT ALA-CHICAGO, Sunday, July 7, 1985 9:30 AM

"Giving Them What They Need: Assessment Techniques for Library Instruction"

Keynote Speaker: Dr. Martha Hale, professor at the USC School of Library and Information Management, will explain community analysis and assessment techniques.

Followed by case study presentations on techniques used in: School Libraries: May Brottman Glencrook (IL) North High School Media Specialist; Public Libraries, Dr. Herbert Achleitner, professor at Emporia (KS) State University; Special Libraries, Dallas Lindgren, Head of Reference Services, Div. of Archives and Manuscripts, Minnesota Historical Society; Academic Libraries: Louise Greenfield, Library Instruction Librarian, University of Arizona. Round table discussions will follow.
**LIRT ACTION EXCHANGE**

From W. E. Harris, Director, Learning Resources Centre, Fraser Valley College, 33844 King Road, R. R. No. 2, Abbotsford, B.C. V2S 4N2:

"We are an LRC in a small comprehensive, community college which has always provided an orientation and research skills programme to our students. This consisted of in-classroom instruction and LRC tours for all first year students plus research skills classes for particular disciplines whose instructors requested them.

Now we have been hit with severe budget cuts, resulting in staff layoffs and no longer have the means to provide such service.

We would very much like to hear from anyone who has experience in trying to provide comparable programmes using any other methods.

Our staff feels that cutting out the group orientation will actually result in twice as much work when all the students need to be taught the same skills individually. Has this been borne out by other's experience?

Has anyone tried audio tapes in "Walkmans" as tutorials which students could check out and listen to as they learned to use periodical indexes, the COM catalogue, etc?"

From Margaret Hendley, Coordinator, Information Services, Kitchener Public Library, 85 Queen Street North, Kitchener, Ontario Canada N2H 2H1:

"What group user instruction activities have you employed for adults in your library?"

From Sandra Hodges Gamal, Librarian, Cairo American College, American Embassy Box 21, FPO New York 09527:

"As a follow-up to the question of Marilyn Segal in the March 1985 LIRT Action Exchange ("Which bibliographic citation style is most commonly used at your institution, particularly in freshman English courses?"), I would be very interested to know 1) which high schools have 'adopted' a particular style manual - Turabian, MLA, or other, and 2) which high schools have an in-house style sheet for their students, perhaps adapted from one or a combination of the commonly used manuals?"

EDITOR'S NOTE: On the style manual question referred to above, Marilyn Segal (Library, St. Mark's School of Texas, 10600 Preston Road, Dallas, TX 75320) reports that responses (some with excellent comments) are still coming in and she would like to present a full report in the September issue. Please send her your response and comments if you have not yet done so.

Your responses to the above questions may be sent directly to the asking librarian, or to the Editor (address on p.2). One way or another we will present the responses in future issues of *LIRT News*.

Please, this summer also remember to SHARE YOUR NEWS with *LIRT NEWS*. Send your news to the Editor by August 23, the deadline for the September issue.
RECENT BOOKS


This work, a "much expanded revision" of the author's 1972 *School Libraries Worth Their Keep*, is an exhortation to librarians to promote libraries as the primary resource for lifelong learning. In an interesting and unusual collection of personal anecdotes, aphorisms, and admired quotes, Ms. Michaels reexamines many fundamental concepts of librarianship and education. She draws on a broad base of knowledge to support her position that teaching should be part of every public service librarian's job.

The early chapters establish the role of libraries, in particular school libraries, in the educational process. Their organizations and collections "create a/the textbook for knowledgeableness and informationability." After effectively selling the value and need for critical reading and library skills, Michaels presents methods for incorporating teaching into library public service.

The wide focus of the book and its "patchwork" nature make it difficult to use as either a manual or a guide for improving library instruction. It serves mainly as an intellectual exercise in examining and promoting libraries and library instruction.

--Reviewed by David Pinto, Virginia Tech


--a guide for students and the general public on the use of the library and search strategies. Offers an introduction to basic reference sources and includes a chapter on critical thinking and the evaluation of materials, and one on writing papers. See "highly recommended" review in April 15 *Library Journal*, p. 66.

RECENT ARTICLE


--examines ways in which the profession of teacher-librarianship can be strengthened and enhanced. The author offers numerous suggestions including role clarification, a strong commitment by teachers and teacher-librarians to co-operative program planning and teaching, a framework for flexible scheduling and a school-based continuum of research and study skills.
STRATEGIC PLANNING FOR LIRT  Submitted by Carol Bates Penka

WHERE WE HAVE BEEN

Library Instruction Round Table was established by a Planning Task Force held at the Midwinter meeting of ALA in January of 1979. Discussion there centered around areas of library instruction which LIRT would want to explore in depth through task forces, committees, and program meetings. These areas included the following:

1. Establishing definitions of library instruction.
2. Developing standards of library instruction.
3. Teaching librarians how to teach effectively.
4. Communicating the work of LIRT beyond the library profession.
5. Collecting, editing, and publishing printed instructional materials.
6. Advancing the practice of program evaluation and educational testing.

Further statements defining the philosophy and purpose of LIRT were also formulated:
1. LIRT must be highly responsive to the wishes of its members in organizing activities.
2. LIRT should find ways for members who do not regularly attend ALA conferences to participate.
3. LIRT should not ignore non-MLS librarians in seeking to reach its goals. The largest category of these professionals are school librarians with undergraduate certificates in the operation of learning resource centers.

WHERE WE ARE GOING

At the January 1984 Midwinter meeting, LIRT Pres. Mary Pagliero Popp, then Chair of the Long-Range Planning Committee, recommended that the committee develop a strategic planning procedure for LIRT to follow in the years to come. According to Ms. Popp, "We have been reaping the fruits of that first meeting for several years. Now that LIRT has matured, it is time to stand back and look at what we have accomplished as well as at the work we still need to do." She also proposed that the committee should draft a revised five-year plan for LIRT. John Tyson was charged with developing a strategic planning model for LIRT and with reporting on the proposed model at the June 1984 committee meeting.

The proposed model consists of a systematic process whereby the Long-Range Planning Committee, the Executive Board, the ALA staff liaison, and the chairs of all LIRT committees would jointly identify areas of responsibility in which the Library Instruction Round Table would work. Then they should set standards for performance in quantifiable terms and should measure the results against these standards within a specific time frame—all within the context of the mission, goals, and objectives of LIRT.

An integral component of the long-range planning process involved the one-day planning institute which was held to gather the pre-planning data to assist the Long-Range Planning Committee in carrying out its charge. As the leadership team of LIRT, each workshop participant worked through:
* Clarification of LIRT's mission and purpose
* Documentation of current plans
* Determination of key strategic decisions
* Evaluation and selection of best alternatives
* Development and implementation of plans
* Identification of priorities

The LIRT plans for Strategic Long-Range planning are being formulated in advance of those for the ALA organization as a whole, but consultation with those persons responsible for ALA's plans assure that LIRT's Strategic Long-Range Planning efforts will mesh with those of the parent body. (See American Libraries, February, 1985, p.125-126.)

Plans should exist that direct LIRT's programs and activities toward achievement of its mission. Those plans should be formulated and reviewed periodically in the light of emerging needs, trends, and the changing resources of LIRT. Communication with the membership is an integral part of the planning process.
CONSTITUTION AND BYLAWS REVISION

As a result of the Steering Committee's Long-Range Planning Retreat at the Midwinter Meeting, a new statement of mission and organizational goals were written. These will be presented to a vote at the Membership meeting to be held with our program in Chicago at 9:30 am Sunday July 7, 1985.

In accordance with Article VI of the Constitution, the LIRT Constitution and Bylaws may be revised by a two-thirds majority of votes of the personal members of the Round Table in attendance at the annual conference, provided the proposed revisions are sent to members at least thirty days prior to the meeting. The mission and goals statement which appears below was also printed in the March 1985 issue of the LIRT News along with the background information on the January planning retreat.

Comments on the proposed revisions may be sent to Marilyn Segal, St. Mark's School of Texas, 10600 Preston Road, Dallas Texas 75320.

Current Article II

ARTICLE II. PURPOSE - The purposes of the Round Table are: (a) To provide a forum for discussion of activities, programs and problems of instruction in the use of libraries; (b) To contribute to the education and training of librarians for library instruction; (c) To promote instruction in the use of libraries as essential library service; and (d) To serve as a channel of communication on instruction in the use of libraries.

Proposed Revision to Article II

ARTICLE II MISSION STATEMENT AND ORGANIZATIONAL GOALS
A. The purpose of LIRT is to advocate library instruction as a means of developing competent library and information use for lifelong learning. LIRT membership represents all types of libraries committed to this goal.

B. Organizational Goals

1. To increase awareness of library instruction as an essential service and to play an active role in the development of ALA policy promoting library instruction.

2. To help practitioners develop, improve, and promote library instruction by providing practical information, skills, and tools.

3. To broaden the base of membership involvement in the activities of LIRT by attracting active members from all types of libraries.

4. To provide opportunities in which librarians from all types of libraries can share ideas about library instruction.

5. To provide support for the establishment and growth of affiliate groups.

6. To develop and to recommend standards for training professionals involved with library instruction.
**LIRT MEETINGS AT ALA-CHICAGO**

**Friday, July 5**
- 8 pm - 10 pm  Executive Board

**Saturday, July 6**
- 8 am - 9 am  Liaison Committee
- 9:30 am - 11 am  Steering Committee (including orientation for new committee chairs and officers)
- 11:30 am - 12:30 pm  Affiliates Council
  - 1985 Conference Program Committee
  - Public Relations/Membership Committee
- 2 pm - 4 pm  1985 Conference Program Committee
  - Research Committee
  - Long Range Planning Committee
- 4:30 - 5:30 pm  Long Range Planning Committee

**Sunday, July 7**
- 9:30 am - 12:30 pm  PROGRAM: Giving Them What They Need and Membership Meeting
- 2:00 pm -
  - 1986 Conference Program Committee
  - Continuing Education Committee (till 4 pm only)
  - Public Relations/Membership Committee
  - Publications Committee

**Monday, July 8**
- 9:30 - 11:00 am  1986 Conference Program Committee
  - Continuing Education Committee
  - Research Committee
- 11:30 am - 12:30 pm  Research Committee
  - Organization Committee
- 2:00 pm - 4:00 pm  Ad Hoc Affiliates Committee
  - Long Range Planning Committee
- 4:30 pm - 5:30 pm  Long Range Planning Committee

**Tuesday, July 9**
- 9:30 am - 12:30 pm  Steering Committee
- 4:30 pm - 5:30 pm  Liaison Committee
- 8:00 pm - 10:00 pm  Steering Committee

**Wednesday, July 10**
- 8:00 am - 9:00 am  Executive board

**LIBRARY INSTRUCTION ROUND TABLE NEWS**
c/o Jeniece Guy
American Library Association
50 E. Huron Street
Chicago, IL 60611

**ADDRESS CORRECTION REQUESTED**

![First Class Mail]