



LIBRARY INSTRUCTION ROUND TABLE NEWS

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This was the theme of the LIRT program at the 1983 American Library Association Conference. Dr. Adrienne Bailey, the Vice-President of Academic Affairs for the College Board, spoke on the current reform movements in American high schools, concentrating her remarks on the proposals of the College Board contained in their recent publication, *Academic Preparation for College: What Students Need to Know and Be Able To Do*. (Single copies are available at no charge from the Office of Academic Affairs, the College Board, 888 Seventh Ave., New York 10106.)

This publication outlines the basic competencies which students should possess before they enter college.

Library skills, while not presented as a separate category, are contained within the competencies of reading, writing, reasoning, and study skills. The College Board is encouraging high schools to integrate these competencies within existing academic areas. Dr. Bailey strongly encouraged librarians to become involved in their local curricular efforts.

Responding to Dr. Bailey was Katherine Jordan, Head of Library Instructional Services at Northern Virginia Community College, Alexandria campus. Ms. Jordan explored the fact that no professional library organization had been involved in the development of the College Board's competencies, and suggested a rationale for the active role of librarians in curricular change: that skills of information finding and use are essential to be able to function in an information society; that as library and information skills are woven into the curriculum, those skills enhance learning; and that library-based learning offers a model for lifelong learning.

Four librarians then presented exemplars of how library skills had been integrated into academic subjects: Marilyn Segal, St. Mark's School of Texas, Dallas, described a program which runs sequentially from grades 5 through 12; Anne Hyland, Northeastern Schools, Springfield, Ohio, told how a district-wide curriculum in library skills had been instituted; Ann Coder, Indian Valley College, Novato, California, has developed a program in which subject teachers, study skills specialists, and librarians form teams to develop assignments; and Sandra Ready, Mankato State University in Minnesota, discussed a sociology course in which the library component she teaches makes up one-fourth of the grade.

Attendees then broke up into thirteen discussion groups, by age level and subject. Summaries of these discussion groups follows.

Plans are being developed to have a packet available, containing the presentations, program descriptions, and handouts prepared by the discussion leaders. Look for information on its availability in future issues of *LIRT News*.

---Mignon Adams

L.A. DISCUSSION GROUPS

Following the LIRT program at ALA-Los Angeles, the audience formed discussion groups to further explore methods for integrating library instruction into the curriculum and the problems encountered when developing an integrated program. A summary of the collected wisdom of these discussion groups follows:

Methods of integrating library instruction into the curriculum...

- Start small and build on your successes.
- Begin with a subject you know well.
- Be visible on campus--make social contacts, be an active committee member.
- Obtain administrative support both within the library and from the campus.
- Develop contact with key people such as enthusiastic faculty or those who teach a course appropriate for integrating BI.
- Develop an active public relations campaign to let teachers know what the library can do (a newsletter may be appropriate).
- Get visible, tangible results and advertise them--put posters and student projects on display .
- Get a grant and publicize it to the campus at large and to administrators.
- Attend departmental or curriculum meetings, and ask to be an ad hoc member.
- Invite the faculty into the library (with the lure of refreshments) to display new material, to suggest library assignments or topics for research papers.
- Prepare pathfinders and/or subject guides to indexes and abstracts.
- Use free database searching to win over students and faculty.
- Use new technology such as online catalogs or commercial end-user searching packages to perk student and faculty interest in the library.
- Be aware of curriculum changes.
- Get in on the ground floor of a new course, particularly a required course.
- Offer workshops on job searching or other relevant general interest topics to get students into the library.
- Convince faculty that students do not know how to effectively use the library.

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Once in the classroom...

- Combine enthusiastic attitude with good teaching techniques.
- Show expertise without intimidating the teacher or students.
- Start class with a computer search to generate interest.
- Team teach with the faculty.
- Be sure to emphasize sources the instructor wants the students to know.
- Use follow-up assignments to reinforce motivation and learning.
- Evaluate your instruction with pre- and posttests.
- Involve all librarians in BI, not just public service librarians.
- Use a self-paced workbook, audio tape, slide/audio tape or videotape to alleviate the problem of large numbers of students and small numbers of librarians.

Perennial problems...

- Faculty are reluctant to give up class time.
- Faculty do not want more papers to grade.

Once the faculty discover that library instruction helps the students do class assignments more easily, use more sophisticated sources, and produce better papers, the objections will disappear. The overriding emphasis in the discussions was that librarians will have to take the initiative; faculty who are not aware of what BI can do for them and their students will not seek out our assistance. With the College Board recommendations and the other numerous reports on our educational system, now is a particularly opportune time to integrate BI into the curriculum. Let's use these reports to convince the teaching faculty that students need to improve their information seeking skills and that librarians have the expertise to do just that.

---Carolyn B. Fields
Collection Development Program Head
San Jose State University

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LIRT GOALS AND ACTIVITIES

Perceptions of Committee Chairpersons

As leaders in the Library Instruction Round Table, LIRT's committee chairpersons have a major role in determining both current and long range organization planning. Results of a recent survey conducted by LIRT's Public Relations/Membership Committee reveal how the committee chairpersons perceive LIRT and its goals and objectives. Survey results also documented a variety of LIRT committee activities undertaken and/or planned in support of LIRT's mission.

Committee chairpersons responded that the primary role for LIRT is to serve as the forum (within the American Library Association) for librarians in all types of libraries to communicate about library instruction. Chairpersons felt that it was an appropriate as well as a significant role for LIRT to serve as the liaison charged with the responsibility for promoting a more cooperative effort among the various ALA units involved with library instruction. Publicizing and promoting all ALA-sponsored library instruction activities is a key assignment in this LIRT endeavor. Planning and providing programs to meet the current interests and needs of the LIRT membership as well as others involved in library instruction ranked high on each respondent's reply.

On-going and Planned LIRT Activities Documented in Questionnaire Replies

- Sponsored 1983 conference program, "Getting It Together: Librarians and Curricular Reform," and sponsor of 1984 planned conference program on audio visual materials in library instruction and public relations.
- Annually produce four issues of *LIRT News*. Twenty six regional reporters contribute information to the newsletter.
- Prepare for distribution a list of library instruction-related activities and meetings at both Annual and Midwinter ALA Conferences.
- Prepared and distributed reports on activities of other instruction-related groups within the American Library Association.
- Conducted survey to identify user education programs in public libraries and published ERIC document ED 211 095, "Developing Learning Skills Through Library Service K-12." Publication offers assistance for public and school librarians in teaching library skills.
- Provide annotated notations of useful articles related to library instruction including continuing education in the field and prepared pilot draft of booklet of successful continuing education ideas. Seeking funding for publishing directory of ALA-sponsored continuing education efforts in library instruction.
- Sponsor booth at ALA conferences for the purpose of recruiting new LIRT members and to showcase information on library instruction.
- Sponsor small group lunches and dinners at ALA conferences for LIRT members and other library instruction and orientation devotees to share information about on-going activities in the field.
- Provide for affiliate membership to LIRT by any group promoting library instruction and coordinate an Affiliates' Council which offers a mechanism for state, regional, and other local groups to communicate about and participate in national instruction concerns.

Questionnaire respondents were Mignon Adams, Ann Marie Breznay, Helen Burns, Eileen Dubin, Lois Pausch, Mary Pagliero Popp, Sandra Ready and John Tyson.

---Margaret Deitzer
Pennsylvania State University

TEACHING METHODS COURSE

ACRL Continuing Education Course at the ALA Annual Conference in Los Angeles, 23-24 June 1983: "Teaching Methods for the Bibliographic Instruction Librarian," taught by Cerise Oberman, Head, Walter Reference Service, University of Minnesota

Reported by Deborah Fink, University of Colorado, Boulder

Cerise Oberman is a proponent and practitioner of the application of learning theory to bibliographic instruction. Participants in her continuing education course engaged in "active learning" as Oberman demonstrated techniques incorporating critical thinking skills into bibliographic instruction.

The technique of the learning cycle was introduced to librarians in Oberman's 1980 paper, *Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction*.^{*} The learning cycle is a three part progression in which students (1) explore new material individually or in small groups by observing relationships, patterns, etc.; (2) clarify and identify the concepts inherent in the material just explored, generally through lecture and/or discussion; and (3) apply the concepts in an assignment. This is an effective approach for fulfilling an objective within an instructional unit or for organizing an entire unit. Oberman used a learning cycle to fulfill the following objective: "Participants must be able to analyze alternative instructional methods as to their appropriateness for a given situation."

The librarians worked in small groups. In the first step of the cycle, we were given a list of 31 methods of instruction and asked to sort them into 5 categories: outcomes of instruction, major methods of instruction, aids to instruction, instructional settings, or not applicable. This led to much discussion about each method, some confusion regarding overlap, and decision-making in order to be consistent and to complete the task within the allotted time. Participants then sorted the same list according to type of learning: active, passive, concept, skill, attitude. We found ourselves actively thinking about the various instructional methods and debating their merits. In the lecture/discussion of step two, some of the common instructional methods were analyzed according to learning type. This analysis and Oberman's previous discussion of learning theory provided criteria for evaluating the appropriateness of alternative approaches. In the third step, application, the entire class worked together to rate the major methods for congruence with learning theory.

Other techniques utilized by Oberman to teach librarians teaching methods were the case study and simulation. Through participation in these activities, we

honed our goal and objective writing skills and tried to develop an instructional unit which exemplified four principles of learning theory: Motivation, Organization, Response, and Feedback (MORF). According to the student handbook for the course, in case studies "the primary emphasis is on the analysis process and the application of general principles to illustrative cases." We were presented with the case of Dr. Diffenbacher's request for a follow-up library lecture to her undergraduate history students in order to reinforce "their newly acquired knowledge and skills about indexes," and to clarify the distinction between types of periodical literature. In our small groups, we wrote a goal and objectives for the lesson, which we shared with the class and analyzed as to level of complexity.

Before developing a lesson plan to fulfill our set of objectives (as refined by Oberman), the small groups engaged in three high MORF activities: a learning cycle, a simulation, and a case study. With these three effective techniques fresh in our minds, we returned to Diffenbacher's case and developed lesson plans. The atmosphere was charged as each group competed, with a limited amount of time, to present the plan with the highest MORF rating. Each lesson was critiqued and rated by the class at large. This type of feedback was very reinforcing, as our own applications of learning theory were immediately analyzed by peers, and we each evaluated the efforts of the other groups. The techniques presented in this course were also reinforced by their exemplary application in Oberman's own teaching.

* Cerise Oberman-Soroka, *Petals Around a Rose: Abstract Reasoning and Bibliographic Instruction*, paper presented in the program "Learning Theory in Action: Applications in Bibliographic Instruction," July 1, 1980, New York, sponsored by the ACRL Bibliographic Instruction Section and the ACRL Community and Junior College Library Section, Instruction and Use Committee.

LIRT NOMINATIONS

The LIRT Elections Committee is responsible for producing a slate of at least two candidates for each office (Vice-President/President-Elect, Secretary, and Treasurer) that will insure representation on the Executive Board from all or almost all types of libraries. These candidates are secured from those who volunteer and those who are nominated. Candidates must be current members of the Round Table and must have served for at least one year on a committee or task force of the Round Table. If you would like to run for a LIRT office or would like to nominate someone, please send your name, address and committee service or the same information for the person you are nominating to: May Brottman, chair, LIRT Elections Committee, 8926 North Bellefort Avenue, Morton Grove, IL 60053 (312/965-3825). The deadline for consideration is November 15, 1983.

1983 PROGRAM TAPES

Tapes of "Getting It Together: Librarians and Curricular Reform," the 1983 LIRT program at ALA in Los Angeles, are available from: Order Department, American Library Association, 50 E. Huron St., Chicago, IL 60611. Order by title and tape number 83/107-720. Cost is \$11.95, postpaid.

BI POSTER SESSIONS

Poster sessions present research findings or describe innovative programs or solutions to problems. More than 50 such sessions were held during the 1983 ALA Conference in Los Angeles.

The poster sessions listed below deal with BI. Contact the authors for more info: time permitting, they will be happy to share their experiences with you. If you would like a free copy of a booklet containing abstracts of all the poster sessions, write: Poster Sessions, Public Information Office, American Library Association, 50 E. Huron, Chicago, IL 60611.

"Educating Staff and Public to an Automated Circulation System and Online Public Access Catalog." Rachel Nelson and Stephen Wood, Cleveland Heights-University Heights Public Library, Cleveland Heights, OH.

"Teaching a Library Search Strategy in Library User Education: The English 3 Program at UCLA." Thomas K. Fry, UCLA College Library, Los Angeles, CA.

"Scientific Information Sources: Library Instruction for Undergraduate Science Majors." David A. Tyckoson and Nancy J. Moeckel, Miami University, Oxford, OH.

"Helping the Problem Patron: An Instructional Model for Continuing Education." W. Bernard Lukenbill, University of Texas, Austin, TX.

"Library Skills Laboratory: An Eight-Part Sequence of Self-Paced Instructional Modules to Provide Library Orientation." Patricia M. Kelley and Doris A. Miller, Northern Illinois University, DeKalb, IL

"Instructional Use of Micro-computers in a University Research Library." Susan S. Lytle, Texas A & M University, College Station, TX.

RECENT PUBLICATIONS

Roberts, Anne F. *Library Instruction for Librarians*. Littleton, CO: Libraries Unlimited, 1982. 159p.

Teaching Library Use Competence: Bridging the Gap From High School to College: Papers Presented at the Eleventh Annual Library Instruction Conference Held at Eastern Michigan University, May 7-8, 1981. Edited by Carolyn A. Kirkendall. Ann Arbor, MI: Pierian Press, 1983. 228p.

Walsh, Patricia M. and van der Giessen, Hans. *Research in Practice: A Workbook for the College Student*. Redding Ridge, CT: Professional Services Publishing, 1983. 200p. (An accompanying textbook will be available Fall 1983)

User Instructions for Online Catalogs in ARL Libraries, SPEC Kit #93.

Washington, D.C.: Association of Research Libraries, 1983. 109p.

Directory of Library Instruction Programs in California. 3rd ed. Compiled by Kathleen Coleman and Esther Grassian. San Diego, CA: California Clearinghouse on Library Instruction, 1983.

Bibliographic Instruction Workshop Coordinator's Packet. Bibliographic Instruction Committee, ACRL/New England Chapter, 1982. \$3.50 (prepayment and self-addressed mailing label required) from: Thomas Surprenant, University of Rhode Island, Graduate Library School, Rodman Hall, Kingston, RI 02881.

User Education in the Online Age: Proceedings of an International Seminar Held 17-19 August 1982, Gothenburg, Sweden. Edited by Nancy Fjallbrant. Gothenburg: International Association of Technological University Libraries, 1982. 133p.

CONSTITUTION AND BY-LAWS

All proposed constitutional and by-laws changes which were published in the March 1983 issue of *LIRT News* were adopted without change at the membership meeting in Los Angeles. Changes of importance to members include:

- An increase in personal annual membership dues from \$5 to \$10.
- An increase in organizational annual membership dues from \$10 to \$15.
- The establishment of an Affiliates' Council with the opportunity for representation on the LIRT Executive Board and Steering Committee.
- Changes in the titles of LIRT officers: Chairperson to President and Vice-Chairperson/Chairperson-Elect to Vice-President/President-Elect.

LIRT AFFILIATES

The framework for the LIRT Affiliates' Council was made official at the membership meeting in Los Angeles. The Ad Hoc Committee on Affiliates will work with those Affiliates representatives present at Los Angeles to install a Council presidency at the Midwinter meeting. All state library associations with a LIRT or other BI section will be contacted and encouraged to join the Council.

BI AND TAXES

As people in our county prepared to file their 1982 tax returns, we found there was a need for information about investments that could serve as tax shelters. At the same time we were approached by a representative from Merrill Lynch who told us that his company had prepared a slide program explaining the advantages of IRAs, SEPs, and Keough plans. He agreed to remove those portions of the production that were clearly advertising for his firm. The library and the company co-sponsored a series of programs, sharing responsibility for publicity.

Beginning in December 1982 and continuing through March 1983, a dozen programs were held in libraries throughout the county. The business librarian shared the podium with the investment counselor. The librarian distributed a bibliography of reference materials that supply information on investments, stocks, bonds, money market funds, and mutual funds. Copies of these materials were available for examination and the librarian briefly described the way they are used. After the formal part of the program was over, the librarian and the investment counselor answered many enthusiastic questions from the audience.

---Betty C. Black
Coordinator of Community Libraries
Ventura, CA

GRANT AWARDED

Online Catalog User Education Model

Northwestern University Library, Evanston, Illinois has been awarded a grant for up to \$57,000 from the Council on Library Resources to conduct an evaluation study of activities designed to teach the use of an online public access catalog. The study will involve the creation of an instructional model for the development and testing of an online catalog user-education program which could be adopted in a number of different online catalogs in academic library settings. Findings from the study will provide general guidelines for the profession as libraries begin planning and evaluating online catalog user-education programs of their own. The project begins July 1, 1983 and will run for 16 months.

For further information on the study, contact Brian Nielsen or Betsy Baker of the Reference Dept., Northwestern University Library at 312/492-7656.



PROGRAMS! PROGRAMS!

Microcomputers are found in ever increasing numbers in all types of libraries. Librarians are beginning to use these computers to teach library skills. While some librarians are writing original programs, others must depend on commercially prepared programs.

Many of the following sources for library instruction software were listed in *CMC News* (Computers in the Media Center), a newsletter edited and published by Jim Deacon, 515 Oak Street North, Cannon Falls, MN 55009.

American Micro Media
P.O. Box 306
Red Hook, NY 12571
(PET, Apple, TRS-80)

Charles Clark Co., Inc.
168 Express Drive, South
Brentwood, NY 11717
(Apple, PET)

Combase, Inc.
Suite 890, 333 Sibley St.
St. Paul, MN 55101
(Apple)

Computer Ass't Lib'y. Instruction
P.O. Box 15916
St. Louis, MO 63114
(Apple)

Delta X Industries
P.O. Box 2566
Marinette, WI 54143
(PET, Apple)

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
(Apple, PET, TRS-80)

Educational Mgt. Systems
5533 Eaglebeak Row
Columbia, MD 21045
(Apple, PET)

Educational Software
P.O. Box 746
McMinnville, OR 97128
(PET)

Educomp
919 W. Canadian St.
Vinita, OK 74301
(Apple, TRS-80)

Eye Gate Media, Inc.
146-01 Archer Ave.
Jamaica, NY 11435
(PET, Apple, TRS-80)

Follett Library Book Co.
4506 Northwest Highway
Crystal Lake, IL 60014
(Apple, PET)

Hammett Microcomputer Division
Hammett Place, Box 545
Braintree, MA 02184
(Apple, PET, TRS-80)

Highsmith Co., Inc.
P.O. Box 800
Ft. Atkinson, WI 53538
(Apple, TRS-80)

K-12 Micro Media, Inc.
P.O. Box 17
Valley Cottage, NY 10989
(PET, Apple)

Mafex Associates, Inc.
90 Cherry St., Box 519
Johnstown, PA 15907
(PET)

Maskowitz
117 Canton Ave.
Milton, MA 02186
(Apple)

McNeil Associates
101 Glendale Road
Exton, PA 48895
(Apple, TRS-80)

Media Center Factory
4000 Annie Laurie Drive
Greenboro, NC 27408
(Apple, TRS-80)

Micro Center
Dept. HS 4, P.O. Box 6
Pleasantville, NY 11423
(PET, Apple)

Micro Tutor, Inc.
196-28 Pompeii Ave.
Holliswood, NY 11423
(Apple)

Opportunities for Learning
8950 Lurline Ave., Dept. 26
Chatsworth, CA 91311
(Apple, TRS-80, PET)

Random House School Division
Dept. 271A, 400 Hahn Road
Westminster, MD 21157
(TRS-80, Apple)

Right On Programs
P.O. Box 977
Huntington, NY 11743
(Apple, PET)

Society for Visual Education
1345 Diversey Parkway
Chicago, IL 60614
(PET, Apple)

Scholastic Software
Box 2002, 905 Sylvan Ave.
Englewood Cliffs, NJ 07632
(PET)

School Speciality Supply, Inc.
3525 South 9th at Berg Road
Salina, KS 67401
(Apple, PET)

Soft Ware Exchange
6 South Street, Box 68
Milford, NH 67401
(TRS-80)

---Dianne C. Langlois
Andrew Mellon Library
Wallingford, CT

P s s s t ---

. . . HAVE YOU PRODUCED AUDIO VISUAL
MATERIALS FOR YOUR LIBRARY TO USE
FOR PUBLIC RELATIONS OR PATRON
INSTRUCTION OR ORIENTATION?

. . . WOULD YOU LIKE TO SHOW YOUR PRODUCT
OFF AT A.L.A. IN DALLAS IN JUNE '84?

IF YOU CAN ANSWER "YES" TO THESE TWO QUESTIONS, PLEASE WRITE TO

J. Randolph Call
Marketing and User Services Division
OCLC
6565 Frantz Road
Dublin, OH 43017

LIRT will showcase audio visual materials planned and produced
by librarians in their next A.L.A. summer program. YOU could be
part of the show!!!

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