

Volume 8, Number 1  
September 1985  
ISSN 0270-6792

## **LIBRARY INSTRUCTION ROUND TABLE NEWS**

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### **LIRT WINS WORLD BOOK/ALA AWARD!**

The Library Instruction Round Table (LIRT) of the American Library Association has been awarded \$4980 from the World Book-ALA Goals Awards for a 14-month project entitled "Developing Programs in Library Use Instruction for Lifelong Learning."

The goal of the project is to create a handbook and a training manual for librarians in all types of libraries who are interested in developing a library use instruction program at their institution. A two-day preconference at ALA-New York (Summer 1986), sponsored by LIRT, will be offered to train librarians in a structured process, while at the same time testing the handbook and the training manual so that both can be used by librarians in all parts of the country as the basis for developing consistent, well-planned instruction programs and workshops.

In addition to being trained at the preconference, thirty librarians from all types of libraries will have a chance to practice their new skills as group leaders at the LIRT annual conference program in New York. The program will be practical in nature and participants will be given parts of the handbook to work with as they design library instruction programs and activities. This experience will be a testing ground for determining the effectiveness of the handbook and the training manual.

May Brottman, former president of LIRT, who has been active in developing and training librarians and other persons involved with library use instruction since 1976, is the project director. Under Mrs. Brottman's direction, a large *ad hoc* committee of LIRT is already at work, beginning with a survey of librarians from different types of libraries regarding their needs in developing

library use instruction programs. This survey and a review of the literature will provide a basis for developing the contents of the handbook and the training manual. The *ad hoc* committee will also be responsible for publicity, recruitment of participants and group leaders, the handbook, the training preconference, and the evaluations.

A major benefit of this project will be the availability of a handbook for establishing library use instruction programs in all types of libraries, which should have a far-reaching effect on the number and the quality of library use instruction programs. Both the handbook and the training manual will make it possible to replicate this project through workshops, institutes, and by individuals throughout the country. Availability of both the handbook and the manual will be publicized in library journals and other publications.

Progress reports on this World Book-ALA Goals Award project will appear in future issues of *LIRT News*.

-- Linda Richardson

Virginia Tech, Blacksburg, VA

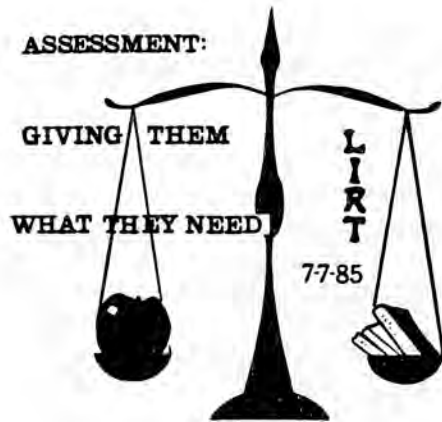
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*LIRT News* is published quarterly (March, June, September, December) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership; there is no single copy price. Contributions to be considered for inclusion in *LIRT News* should be sent to the Editor: Pamela Engelbrecht, General Reference Department, Newman Library, Virginia Tech, Blacksburg, VA 24061, or to the Assistant Editor: Catherine Doyle, Captain John Smith Library, Christopher Newport College, Newport News, VA 23606. Send claims to Jeniece Guy, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

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## LIRT PROGRAM AT ALA



"Assessment: Giving Them What They Need" was the theme of this year's LIRT program on Sunday morning at ALA-Chicago. The capacity audience proved that the Program Committee did indeed provide a topic which librarians wanted to hear about.

Martha Hale, of the School of Library and Information Management of the University of Southern California, was the keynote speaker. She emphasized that, although we may often do it intuitively, we practice needs assessment all the time. As our information needs change, the types of needs

assessment we perform change as well. Library clerks need specific information on how to deal with problems. A department head might be gathering data to support a new program. The library director will use needs assessment to design new services. Policy-makers practice needs assessment in trying to solve societal problems. Each level will use a variety of methods to assess needs, ranging from intuitive to impressionistic to systematic to scientific. The advantages and disadvantages of using literature searching, the by-product method, brainstorming, the bottom-up approach, observation, community analysis, role analysis and surveys were discussed. Dr. Hale posed several questions to consider before starting a needs assessment: 1. Why is a needs assessment being done? 2. What are the hidden agendas? 3. What are the constraints? The method selected should match the purpose. 4. What do you want the result to be? To be successful, the assessment process should involve the entire staff, so everyone can understand and benefit from the results.

May Brottman, of the Glenbrook North High School, Northbrook, IL, described how she assessed the needs of students in her high school. The library's goal was to develop skills for independent research; however, students couldn't remember how to do things they had been taught the year before. Students also felt their time was being wasted. Based on consultation with teachers, the library program was revised to teach skills with a practical application to their class projects.

Herbert Achleither, of the School of Library and Information Management of Emporia State University, spoke of the role of public libraries in society. Tools such as community analysis have helped libraries redefine the levels of service and types of programs they should be offering to the community. Libraries should be oriented to problem-solving, offering services from the point of view of what is going on in society.

Dallas Lindgren, of the Minnesota Historical Society, told of her efforts to deal with increasing numbers of patrons in the archives and at the same time inform the community of the resources available to them. Several methods of needs assessment were used, including intuition, feedback, a user survey, and a consultant. Offering classes about using various aspects of the archives and an academic liaison program were some of the results.

Louise Greenfield, of the University of Arizona, spoke about the extensive needs assessment the library had undertaken in a project supported by a grant from the Association of Research Libraries. The purpose was to focus on one academic department and improve its relationship to the library. Departments in the sciences were interviewed extensively to determine library use patterns and willingness to take part in the study. The Department of Wildlife and Fisheries Science was chosen.

*--continued on next page*



LIRT PROGRAM IN CHICAGO *continued*

The librarians informed the faculty of the teaching objectives for the library instruction program and surveyed the faculty and students about their attitudes toward the library. Teacher support of the program increased as they saw the preparation the librarians did for each class. Student interest also increased as teachers and librarians began working together to provide more interesting library assignments. Ms. Greenfield provided copies of an excellent booklet which includes the criteria for selection, the interview guide, discussion points, student survey, and guidelines for the final assignment in the "Library Research Study Unit," which was the outcome of the project.

The audience then broke up into discussion groups so that librarians could share their experiences with needs assessment with others who work in a similar type of library. Anyone who would like copies of the handouts given out at the program may contact Mary Popp, Undergraduate Library, Library W121, Indiana University, Bloomington, IN 47405.

-- Catherine Doyle  
Christopher Newport College  
Newport News, VA

## BITE and LIRT at ALA-New York, 1986

At each annual conference, the Public Relations/Membership Committee sponsors a series of informal "meals plus discussions" for any librarians interested in library instruction. The BITE program in Chicago was very successful, thanks to the hard work of Emily Bergman and Tobeylynn Birch. Anyone interested in helping with the BITE program in New York should contact the new PR/Membership Committee Chair, Rosa Babcock (address on page 7.) Also, if you are interested in helping with the LIRT Booth in New York, please contact Rosa. For the BITE program especially, we need volunteers from the New York area. Your help will be very much appreciated!

## LIRT ACTION EXCHANGE

From: Marilyn Segal, formerly Head Librarian, St. Mark's School of Texas, Dallas, TX.

Several years ago, after much debate among our teachers, our college preparatory school adopted the *Harbrace College Handbook* and the *MLA Handbook* as official guides for preparation and documentation of all research papers. This year new departmental chairmen in English and Social Studies began the MLA vs. Turabian debate again! The chairmen and I agreed that we should try to prepare our students for their first college research papers, so we decided to ask academic librarians for guidance. In the March 1985 *LIRT News*, I asked, "Which bibliographic citation style is most commonly used at your institution, particularly in freshman English courses? *MLA Handbook*? Turabian? Other?"

We received twenty-five responses; while our sample is probably not statistically significant, there were replies from large and small institutions in many parts of the country. MLA was favored over Turabian by a 3 to 1 margin; however, we may have skewed the results by asking the question about freshman English courses. Several schools have in-house style sheets, most of which are based on MLA or Turabian. Other schools use a college handbook, e.g., Harbrace, Little-Brown, or Prentice-Hall. Still others employ writing manuals, e.g. Lester, *Writing Research Papers* or Cooper and Robins, *The Term Paper*, to supplement style books.

Several librarians stressed that upper level professors require particular forms for their disciplines. The *Publication Manual of the American Psychological Association* was mentioned as an example by several respondents.

I will recommend that our school continue its use of MLA and the *Harbrace College Handbook*. However, it seems imperative that our students know that there is more than one "correct" bibliographic citation style and that the chosen form must be used carefully and consistently.

THE ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES  
MIRIAM DUDLEY BIBLIOGRAPHIC INSTRUCTION LIBRARIAN OF THE YEAR AWARD  
Presented by  
Association of College and Research Libraries  
Bibliographic Instruction Section

- PURPOSE** To recognize an individual librarian who has made an especially significant contribution to the advancement of bibliographic instruction.
- CRITERIA** Individuals nominated should have achieved distinction in such areas as:
1. Planning and implementation of a bibliographic instruction program that has served as a model for other programs,
  2. Development of courses on bibliographic instruction in ALA accredited library schools or development of continuing education courses on bibliographic instruction that have served as models for other courses,
  3. Research and publication that has had a demonstrable impact on the concepts and methods of teaching bibliography, and/or
  4. Active participation in organizations devoted to the promotion and enhancement of bibliographic instruction.
- (Nominee does not have to meet all of the stated criteria.)  
Note: Only one individual should be nominated (i.e. more than one person cannot be considered as award winners).

I nominate \_\_\_\_\_  
(name)  
\_\_\_\_\_  
(current address and telephone number)

(Please list achievements according to the above criteria of your nominee on the reverse side of this form and include a vita of the nominee if possible.)

Nominated by \_\_\_\_\_  
Address and telephone number \_\_\_\_\_  
\_\_\_\_\_

Please submit 5 copies no later than December 1, 1985 to:

Miriam Dudley Bibliographic Instruction  
Librarian of the Year Award  
Association of College and Research Libraries, ALA  
50 East Huron Street  
Chicago, IL 60611

Note: The Award Committee will solicit any additional information necessary.

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LIRT News DEADLINES!

December issue	October 21
March issue	January 23
June issue	April 21

## 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 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: Linda Dougherty, LIRT Elections Committee, address on page 6. The deadline for consideration is November 30, 1985.

## Recent Articles

Bailey, Bill. "Thesis Practicum and the Librarian's Role." *Journal of Academic Librarianship* 11 (May 1985): 79-81.  
--Recommends and provides suggestions for a formal thesis practicum program in the library conducted by a librarian on a one-to-one basis.

Heather, Pauline. "Research on Information Skills in Primary Schools." *The School Librarian* 32 (September 1984): 214-220.  
--Describes work conducted by the Centre for Research on User Studies, Sheffield University, on information skills in primary schools. Includes a review of the relevant literature, and describes current practice in relation to training in information skills.

Kuhlthau, Carol Collier. "A Process Approach to Library Skills Instruction: An Investigation into the Design of the Library Research Process." *School Library Media Quarterly* 13 (Winter 1985): 35-40.  
--Presents a six-stage model of the library research process: 1) initiating a research assignment, 2) selecting a topic, 3) exploring information, 4) forming a focus, 5) collecting information, and 6) preparing to present.

...continued on p. 11

## LIRT ANNUAL REPORT 1984~85

by Mary Pagliero Popp, LIRT Past-President

1984-85 has been an exciting year for LIRT! We can point with pride to a number of major accomplishments.

Our program in Chicago entitled "Giving Them What They Need: Assessment Techniques for Library Instruction" attracted a capacity crowd. The speakers presented many excellent ideas and audience evaluations were very positive.

LIRT received one of the two prestigious World Book/ALA Goals Awards to prepare a handbook and an institute to help practitioners develop a library instruction program. We are the first round table ever to win this award.

As a result of the efforts of several recent Long Range Planning Committees, LIRT took the first steps in writing a strategic long-range plan. An institute was held in Washington in January 1985 and its result, a new statement of mission and goals, was adopted by the membership in Chicago. A 5-year plan will be drafted next. The purpose of this detailed strategic planning process is to identify those areas in which LIRT should work and to set standards for performance in measurable terms. To this end, the Long-Range Planning Committee prepared a brief form to be used by committee chairs each year to measure progress and to develop plans based on the mission and goals of LIRT for the upcoming year.

The Continuing Education Committee developed a bibliography on needs assessment for distribution at the 1985 LIRT program. The June issue of the *LIRT News* included an update to their 1984 annotated bibliography on library instruction entitled "Professional Development for the Bibliographic Instruction Librarian." A self-contained continuing education package for use in individual professional growth activities and as a basis for a workshop is nearing completion.

The Liaison Committee continued to move forward in establishing relationships for LIRT with other groups in ALA involved in library instruction. To further facilitate this effort, the committee voted to expand coverage of meetings of groups outside LIRT and to discontinue coverage of LIRT meetings.

Members of the Organization Committee worked on budget matters. They reviewed and refined the role of the LIRT Treasurer and moved forward identifying information needed from ALA budget reports as a basis for a recommendation to the ALA Treasurer.

In addition to its annual conference activities, sponsoring a table at the ALA exhibits in Chicago and the Bite program, the Public Relations/Membership Committee developed an introductory packet of materials to be sent to all new LIRT members. The committee's newsletter column, "The LIRT Report," appeared for the first time in the March issue of the *LIRT News*.

The Publications Committee introduced another new column in the *LIRT News*: an "Action Exchange" on instruction problems and questions. A resource file on publishing options was begun. The Committee also edited and published its first book, *It Really Works: A Directory of Programs, Courses, and Resource People for Bibliographic Instruction Librarians*, compiled by the Continuing Education Committee last year. Beginning with the 1985/86 fiscal year, the committee will have co-chairs, one to edit the *LIRT News* and the other to coordinate committee activities.



The Research Committee is continuing to survey libraries to determine who is using the computer in library use instruction. A preliminary article and checklist of libraries will appear in *RESIN* in the near future. The committee members are also planning a series of bibliographies of research on specific topics in library instruction. During the 1986 Midwinter Conference the Research Committee will co-sponsor a research forum about a new hierarchy describing information use.

LIRT continues to work with other ALA groups. This summer a Round Table Coordinating Committee was formed to facilitate sharing of plans and ideas among round tables. LIRT has also cooperated closely with the Instruction in the Use of Libraries Committee as it evolves into a more active coordinating organization.

The ideas, dedication, and hard work of many people made all of the accomplishments listed above realities. To all of them, officers, committee chairs and members, my sincere thanks. It has been a great pleasure to work with all of you.

Your new president, Marilyn Segal, has a number of new plans for the coming year. But LIRT needs to hear from you. Your ideas, your involvement, and your feedback about LIRT activities and plans are all vital to the success of LIRT in responding to the needs of all librarians involved in library instruction. The success of LIRT depends on YOU.

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REVIEW: *Teaching Library Skills for Academic Credit* by Mignon S. Adams and Jacquelyn M. Morris. Phoenix, AZ: Oryx Press, 1985. ISBN 0-39774-138-2. \$29.50.

As instructor of a library skills credit course for the past four years, I anxiously awaited the arrival of Adams' and Morris' new book. I was not disappointed. Finally in one place we have the theory and practice, as well as case studies, of teaching library skills for credit. The coverage is thorough and well-organized. Each chapter concludes with references and suggestions for further reading.

Chapters on theory and practice are followed by 18 case studies of varying types of credit courses. The librarians involved wrote the case studies, and each includes a description of course development, marketing, course objectives, outline and requirements, and an assessment of strengths and weaknesses. The variety of types of courses is impressive, and reading about them makes you want to try something new.

Chapter 1 covers the what and why of a library course. There are sections on lower-level versus upper level, required or elective, sponsorship, general or course-related, and independent study. "Establishing the Library Course" follows and includes sections on how to gain the support of the library administration and the campus, how to market, and how to survive. The comments on library and campus politics are astute and worth noting. Chapter 3 is "Planning the Library Course," and is especially well done. Several approaches to teaching library skills (tool, search strategy, discipline, types of information and more) are discussed. Chapter 4 gives a complete rundown on developing materials, including designing assignments, reading materials, audiovisual materials, and independent study modules. Teaching is the subject of Chapter 5, which is full of suggestions on specifics such as how to communicate abstractions, how to get student involvement, and how to be organized. The references are excellent. Chapter 6 on evaluation covers types of testing, assigning grades, and how best to evaluate a course.

The extensive 12-page annotated bibliography by Sylvia Bender-Lamb provides a gold mine of further resources. The capstone of the book is the brief but pithy appendix, "Tricks of the Trade," which should be required reading before any teacher walks into the classroom. This book is indispensable to anyone either contemplating or already practicing the art of teaching library skills for credit.

by Pamela N. Engelbrecht  
Virginia Tech, Blacksburg, VA

## INSTRUCTION-RELATED POSTER SESSIONS

## AT ALA-CHICAGO

These notes are abstracted from the *Poster Sessions Abstracts* booklet. For more information contact the authors; time permitting they will be happy to share their experiences with you.

*Term Paper Clinic: A Merger of Reference and Instruction.* Christine G. Hannon. Ball State University, Muncie, IN.

The Clinic pursues four major objectives: 1) diverting students away from the demands of a busy reference counter; 2) improving use and understanding of library resources; 3) developing effective search strategy skills; and 4) supporting the research end of writing programs on campus. Project planning addressed such considerations as timing and duration, staffing, training, scheduling, promotion, and evaluation. During the two-week Clinic, students schedule half hour appointments, providing information on their assignments so that librarians can prepare in advance. Formal evaluation indicates high satisfaction from students and librarians alike. Informal analysis has produced unanticipated results. For example, the service is used by graduate students and non-traditional students, two groups with specialized needs apparently not being served through our general instruction program.

*Youth and Information: An Instructional Approach for Planning Information Systems for Children and Young Adults.* W. Bernard Lukenbill. University of Texas at Austin, Austin, TX.

This presentation describes an instructional design project which entailed the planning, implementing, and evaluation of an instructional unit for preservice training at the graduate level. This project has wide application to both school and public library instructional programs because it is one of the first instructional approaches to conceptualize the information needs of youth in terms of information systems principles.

*Information Literacy: Incorporating Microcomputers into a Bibliographic Instruction Program.* Linda J. Piele, Judith Pryor, Harold Tuckett. University of Wisconsin-Parkside, Kenosha, WI.

In 1982, a microcomputer lab was placed in the library of the University of Wisconsin-Parkside. Small group workshops, open to all patrons and making extensive use of hands-on instruction, were developed initially by two instruction librarians and within a year were being taught on a regular basis by all seven public services librarians; additionally, course-related instruction in microcomputer applications necessary for particular class assignments was being offered. A series of seminars were then developed to teach concepts of end-user online searching and introduce other information management software. Written program documentation includes instructional objectives, workshop handouts, and an evaluation tool. Workshops have proven to be effective and popular and librarians have not found the additional teaching load to be overwhelming.

*End Users: Do-It-Yourself Information Service.* Betsy Park and Sharon Mader. Memphis State University, Memphis, TN.

U-SEARCH is an end user search service which allows patrons to search BRS-After Dark during evening and weekend hours. U-SEARCH is designed to be self-service and is monitored by a student assistant. Consultation with a professional search analyst is available during the day. A variety of instructional materials has been developed for U-SEARCH, including a computer assisted instruction module.

*Cost-Effective End-User Training: Use MICROsearch.* Pamela W. McLaughlin. ERIC Clearinghouse on Information Resources, Syracuse University, Syracuse, N.Y.

The MICROsearch program simulates online searching using a microcomputer as a self-contained unit. The menu-driven design provides training instructions on the bottom half of a split screen, with search transactions appearing on the top half. The database disks, which are comprised of ERIC/IR's input to the total ERIC database, are compiled on a quarterly basis, and provided through a subscription service. An ongoing survey of users of MICROsearch has revealed the variety of settings in which



# POSTER SESSIONS *continued* ...

the program is being used, and the purposes it is currently serving, including end-user training, teaching tool for online searching, and current awareness service for information professionals. The survey results, training methods, and sample searches will be provided.

*"Computers and Your Research": Introducing Principles of End User Searching at Berkeley.* Eddy Hogan and Lee Jaffe. University of California, Berkeley, CA.

The authors presented a Faculty Seminar entitled "Computers and Your Research: An Introduction to Do-It-Yourself Searching of User-Friendly Systems." The two, two-hour sessions were given to 83 faculty and researchers as part of the UC Berkeley Library's 11th annual Library Update/1984. Prior to the faculty presentations, a "dry-run" of the Seminar was given to Library staff for advance critical comment. The sessions compared individual subscription to Dialog's Knowledge Index and BRS/After Dark with the Library's fee-based Computer Reference Services. Factors discussed included hardware and software requirements, strengths and shortcomings of the systems, when the systems are available, comparative user-friendliness, and relative costs; in short, investment vs. return and the alternatives. An online demo of Knowledge Index was given via 25 desk-top monitors (one for every two attendees). Evaluations were enthusiastic, the only suggestions for improvement being: "More demo time" and "Give us hands-on."

*The Role of Instruction in End-User Operated Searching--BRS After Dark.* Geraldine Hutchins, Vicki Anders, and Joe Jaros. Texas A & M University, College Station, TX.

BRS After Dark offers patrons the opportunity to conduct fully interactive computer searching without the presence of a search analyst. Previous studies have shown the need for some form of user instruction other than that provided by staff on a one-to-one basis. This project evaluates three instructional programs, an audio-visual slide/tape program, a computer-assisted instructional program, and a user's manual. The objective was to determine the comparative effectiveness of each in orienting the patron to end user searching. First-time users were randomly selected and assigned to one of the

three instructional programs. Their searches were analyzed on the basis of three criteria: selection of terminology; truncation; and use of Boolean logic. Data was also collected as to the number of relevant citations found and the amount of help required in the search. Users were also interviewed regarding their satisfaction with the instructional media and the search. While all three methods were effective, the manual proved to be the least popular and satisfactory to the user. The slide-tape was somewhat more effective and popular. The CAI program, while also popular, achieved the best results with those patrons who had previous computer exposure.

*College Faculty Goes Online: Training Faculty End Users to Search.* Susan Swords Steffen. Northwestern University, Chicago.

The Saint Xavier College Library trained 60 faculty (over half of the faculty) in the humanities, social sciences, sciences, and nursing to search DIALOG. Data collected from participants before, immediately after, and one year after the workshops indicate the motivations of end users, the benefits they perceive, and the amount of searching actually done. The experience with these workshops suggests new directions for online searching in the academic library including the probability of end user searching by many types of patrons, the characteristics of end users librarians should be prepared to serve, and a shift in the role of the librarian from online searcher to online search consultant and instructor.

# RECENT ARTICLES ...continued from p.7

MacAdam, Barbara. "Humor in the Classroom: Implications for the Bibliographic Instruction Librarian." *College and Research Libraries* 46 (July 1985):327-333.

--Research concerning the use of humor in the classroom was examined. The results show differences depending on the sex of the lecturer and the type of humor used. Application of the research to bibliographic instruction is discussed.

Tobin, Carol *et al.* "The Computer and Library Instruction." *Reference Services Review* 12 (Winter 1984): 71-78.

--Offers three different perspectives on how the computer relates to library instruction: online bibliographic searching as an instructional tool, word processing and computers in user education.



The Continuing Education Committee and the Publications Committee of the Library Instruction Round Table are proud to present:

## IT REALLY WORKS!

A Directory of Programs,  
Courses and Resource  
People for Bibliographic  
Instruction Librarians

This 50-page, 8 1/2" by 11" directory consists of four parts. The first part lists workshops and programs, including some details about the objectives, contact people, speakers, and sponsoring organizations. Continuing education courses are in the second section. This is followed by a list of bibliographic instruction sessions that were integral parts of broader professional conferences. The last part is a directory of bibliographic instruction librarians who have been identified as speakers, consultants, authors, instructors, coordinators and/or planners.

*It Really Works!* is available to LIRT members at \$4.00 a copy and to non-LIRT members at \$5.00 a copy. Please make your checks payable to the AMERICAN LIBRARY ASSOCIATION. Please send your check and a self-addressed label to:

Pamela Engelbrecht  
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