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LIBRARY INSTRUCTION ROUND TABLE NEWS

Past President's Report

Two years ago, when I learned that I was to be the President-elect of LIRT, I had little idea of what was in store for me or for LIRT, but I feel privileged to have had the opportunity to serve at such an important time in our round table's development. The first year was one of introspection, of redefinition, of planning, of redirection. It was dominated by a Long-Range Planning Preconference at Midwinter 1985 and the adoption of a new Mission Statement and Organizational Goals at our last Annual Meeting. This document plus its supporting objectives and activities have guided our work since its approval at our membership meeting last summer.

It was important to change the direction of LIRT after that necessary period of introspection, and it has been my goal this year to emphasize communication and outreach. 1985-86 has been a year of intense and outward-directed activity for LIRT.

Much of our organizational time and energy this year was consumed by the creation of the handbook and manual made possible by the first World Book/ALA Goals Award ever won by a round table. The ad hoc Goals Award Committee and a number of our standing committees worked throughout the year to produce the handbook and to prepare the pre-conference workshop and conference program which tested and critiqued the draft publication. The **LIRT Library Instruction Planner Handbook** represents over a year of work by a large number of members and friends of LIRT. It represents communication and outreach in the best sense; we have shared much of what we know about starting a program of library instruction with all who may be interested to learn.

During the Midwinter Conference, LIRT co-sponsored an Open Forum to explore the concepts of information literacy and of learning hierarchies which provide a breakdown of steps involved in seeking information. Our co-sponsor was the ALA standing committee on Instruction in the Use of Libraries; LIRT continues to work for the growth of this group as an effective advocate and co-ordinator of library instruction activities.

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is seeking a date

LIRT Preconference

"Life-Long Learning: Developing Programs in Library Use Instruction" was the topic of a two-day institute sponsored by LIRT for academic, school, public and special librarians. The institute was conducted by members of LIRT's ALA-World Book Goals Award Committee under the direction of May Brottman. The keynote address was given by Patricia Senn Breivik, Director of the Auraria Library.

John Tyson, Institute Coordinator said that 43 participants and 33 staff spent two days of intensive work developing plans for initiating and implementing library instruction programs for specific institutions and a model for training others interested in developing library instruction programs for their own libraries.

The Institute was based on the **LIRT Library Instruction Planner Handbook**. Evaluation of the handbook conducted during the pre-conference will be the basis for a revised handbook.

Recognition and thanks for their efforts are due to the following people: Lois Pausch, Mary Pagliero Popp, Barbara Ford-Foster and Robert Kuhner for the survey to determine librarian's needs.

Authors of the handbook include Julia Gelfand, Thelma Tate, Betsy Elkins, Mary Loe, Sandy Ready, Sharon Stewart, Marvin Wiggins, Cathy Sobol, Kathy Jordan, Mignon Adams, Kathleen Woods, Helen Burns, Marilyn Barr, Elizabeth Dailey, Fran Corcoran, Dianne Langlois, Emily Bergman, Susan Arrington, and Tobeylynn Birch.

Workers on the confernece included J. Randolph Call, Marilyn Segal, Louise Greenfield, Lorrie Logsdon, John Tyson, Dennis Clark Hamilton, Jitka Hurych, Debra Park and William Yount. Special thanks to Patrica Senn Breivik, consultant and pre-confernece keynote speaker.

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LIRT Program at ALA

"You Can Do It: Creating an Action Plan for Library Instruction" was the theme of this year's LIRT Program in New York. Phylliss Rearden, Chair of the Program Committee, introduced the speaker, Mary George, Head of General Reference, Princeton University.

Ms. George opened her address by referring to the recently concluded LIRT pre-conference activities and objectives. At the pre-conference, participants critiqued the handbook that had been compiled during the past year. Ms. George briefly summarized some of the key issues of the pre-conference: What is the appropriate interplay across types of libraries in relation to library instruction? Is it appropriate for school librarians to create needs where they don't exist? What are the pros and cons of working with the establishment in planning programs? She said we now have a great opportunity to get involved with the current emphasis on improving educational quality in the United States.

George said the main issues she wanted to highlight were the kind of **content** in a new library instruction program or in fine-tuning an existing program and appropriate selfishness in library instruction. She explained she is a theorist and likes to plan concepts of instructional programs. In discussing her ideas regarding content, she referred to her diagram of two models of content choice (figure 1).

Model B is applicable to any type of library. In this model, Box 4 includes the expertise, skills and concepts and other similar possibilities. She emphasized that we should be concerned with teaching the nature of tools, not the specific tools themselves. She stressed the idea being able to transfer knowledge about tools and strategies across place and time, for instance, from one type of library to another, or from discipline to discipline. In this context, George mentioned her four NASTIES of teaching library use in reference work: 1. Current, 2. Controversial, 3. Local, 4. Interdisciplinary.

Box 5 is a factor we usually know little about, but must find out as much as we can. Boxes 1 and 2 focus on events and people that make news, and then how this knowledge or data is created. George concluded the discussion on content by stressing that we should shift our focus from tools to sources and we must examine the content of what we teach along with our objective regularly.

The idea of appropriate selfishness reflects on a librarian's reasons for starting a library instruction program. What are your aims? Why are you doing this? Each person involved in library instruction should have a reason for doing it, according to George. A librarian should also think about how long he/she wants to do it before getting burned out, in order to have sufficient emotional capital and commitment.

After Mary George's inspirational address, May Brottman passed out material on the **LIRT Handbook**. She explained that the project had begun last July and is primarily for those just

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Persons interested in assisting LIRT in activities related to the ALA Annual Conferences in San Francisco (1987) or New Orleans (1988) please contact Marilyn Barr, LIRT President, 730 S. Mt. Pleasant Rd., Philadelphia, PA 19119.

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MODELS FROM LIRT PROGRAM

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USER WITH QUESTION

INFORMATION AS ANSWER

MODEL A

EVENTS
PEOPLE

BOX 1

DATA
NEW KNOWLEDGE
CREATIVE ACTS

BOX 2

INFORMATION SOURCES

BOX 3

LOCATION
&
TOOLS

BOX 4

USER WITH NEED

BOX 5

MODEL B

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Correction

The six-step research strategy referred to in the June 1986 issue of **LIRT News** was developed by Eileen Dubin, Williams Rainey Harper College and May Brottman, Glenbrook High School, prior to the cooperative pilot study described in the column.

LIRT News Deadlines

October 24, 1986

January 23, 1987

April 24, 1987

Committee Reports

Affiliate (ad hoc)

The committee reviewed the results of the survey to identify library instruction related groups and developed plans for follow-up. Criteria were designed for targeting 4 states for development of affiliates. A reception will be held for affiliates and the Steering Committee at Midwinter to share ideas.

Conference Program, 1986

A successful program featuring Mary George, of Princeton University, was developed. See the article this issue for further details.

Conference Program, 1987

The 1987 program is tentatively titled "Hit Them Where They Live". It will be on point-of-use instruction, and feature the on-line public catalog.

Continuing Education

The committee will be updating "It Really Works" this year and preparing a packet of case studies on library instruction for publication. The CE bibliography will also be produced for the LIRT News.

Elections/Nominations

The committee did preliminary work on the slate and planned ways to soliciate nominations from the membership.

Long-Range Planning

The revisions of the Mission Statement were finzalized. LIRT's response to the Strategic Long-Range Plan was considered. The LIRT logo was reviewed again.

Organization and By-laws

The committee proposed four new task forces: Publications/Promotion, Handbook, Computer-Assisted Instruction, and a Tenth Anniversary Celebration Task Force. It will also study a proposal that the Treasurer's term be extended to two years and the addition of members-at-large to the Executive Board.

Public Relations/Membership

The committee reviewed more efficient committee assignments for next year, ways of targeting populations for recruitment, and the LIRT booth and the "Bite with LIRT" program.

Pubications

The committee reviewed the sucess of its first publication "It

END USER SEARCHING OF ONLINE DATATBASES

Compiled by Doris B. Dantin
Middleton Library, LSU
LIRT Research Committee

This is the conclusion of the bibliography begun in the June 1986 issue of the **LIRT News**.

Hunter, Janne A. "When Your Patrons Want to Search--The Library as Advisor to Endusers. A Compendium of Advice and Tips. Online 8.3 (1984):36-41.

An extensive list of guidelines for introducing patrons to doing their own online searches.

Janke, Richard V. "Online After Six: End User Searching Comes of Age." Online 8.6 (1984): 15-28.

Comprehensive analysis of the end user program at the University of Ottawa using BRS/After Dark. Includes bibliography.

____. "Online After Six: The University of Ottawa's Experience with BRS/After Dark." Annual Users Meeting of Bibliographic Retrieval Services, Inc. Papers (8th, Boston, MA 31 Oct. 1983). ERIC ED 241 027.

Reports on the problems that students encountered in the use of the end user service. Difficult areas included use of Boolean logic, questions concerning the scope of the databases, and excessive need for staff help.

____. "Presearch Counseling for Client Searchers (End- users)." Online 9.5 (1985): 13-26.

Compares presearch counseling with the traditional search interview.

Kleiner, Jane P. "User Searching: A Public Access Approach to Search Helper." RQ 24(1985): 442-451.

Analysis of the end user search program at Louisiana State University using Search Helper.

Kupferberg, Natalie. "End-users: How Are They Doing? A Librarian Interviews Six 'Do-it-yourself Searchers.'" Online 10.2 (1986): 24-28.

Results of an interview with a psychologist, an educator, an administrative assistant at a medical college, a chemist, and two labor lawyers. All of them were enthusiastic searchers and felt that they were getting good results.

Levy, Louise R. "Gateway Software: Is It for You?" Online 8.6 (1984): 67-79.

Evaluation of microcomputer software packages that interface between users and bibliographic retrieval systems.

Lucia, Joseph and Christine Roysdon. "Online Searching as an Educational Technology: Teaching Computer-wise End Users." National Online Meeting Proceedings. Medford, NJ: Learned Information, 1984. 187-193.

Report on an online searching for end user workshop given at Lehigh University for graduate students in education.

Lyon, Sally. "End-user Searching of Online Databases: A Selective Annotated Bibliography." Library Hi Tech 2.2 (1984): 47-50.

Bibliography of articles and conference papers published during 1981-84 on cost effectiveness, training and evaluating end user searching.

Mancall, Jacqueline C. "Training Students to Search Online: Rationale, Process, and Implications." Drexel Library Quarterly 20 (1984): 64-84.

Describes the methods used at Drexel University to teach online searching to media specialists.

Marcus, Richard S. and J. Francis Reintjes. "A Translating Computer Interface for End-user Operation of Heterogeneous Retrieval Systems. I. Design." Journal of the American Society for Information Science 32 (1981): 287-303.

Discusses the design and implementation of CONIT, an experimental retrieval system, developed at MIT.

_____. "A Translating Computer Interface for End-user Operation of Heterogeneous Retrieval Systems. II. Evaluations." Journal of the American Society for Information Sciences 32(1981): 303-317.

Evaluation of the use of CONIT as a cost-effective method of teaching online searching to end users.

Martin, J. F. and B.G. Dutton. "Online End-user Training: Experiences in a Large Industrial Organization." Program: Automated Library and Information Systems 19(1985): 351-358.

Description of the program at Imperial Chemical Industries to teach personnel to do their own online searching.

Meadow, Charles T. and others. "A Computer Intermediary for Interactive Database Searching. II. Evaluation." Journal of the American Society for Information Science 33(1982): 357-364.

Evaluation of the Individualized Instruction for Data Access system study that was conducted at Drexel University.

Newman, Linda. "Online Age: Assessment and Directions." Bulletin of the American Society for Information Science 9.6 (1983): 28-29.

Discusses the difference between educating the information professional and training the end user. What does each need to know?

Ojala, Marydee. "End User Searching and Its Implications for Librarians." Special Libraries 76(1985): 93-99.

Discusses end user searching in a corporate setting. Does it enhance or diminish the role of the librarian in the information gathering process?

O'Leary, Mick. "EASYNET--Doing It All for the End-user." Online 9.4 (1985): 106-113.

Analyzes both EASYNET I and EASYNET II and compares the advantages and disadvantages of each.

Pisciotta, Henry, Nancy Evans, and Marilyn Albright. "Search Helper: Sancho Panza or Mephistopheles?" Library Hi Tech 2.3 (1984): 25-32.

Survey of user satisfaction with free searches run by end users on Search Helper. Report on an experiment conducted at Carnegie Mellon Univ.

Quint, Barbara. "Format Searching...A Technique that Helps New End-user Searchers Cover Huge Databases with Simplified Search Strategies." Online 9.3 (1985): 123-128.

Explains the use of format databases for the novice searcher. Lists useful databases for books, journals, and reports.

Slingluff, Deborah, Yvonne Lev, and Andrew Eisan. "An End User Search Service in an Academic Health Sciences Library." Medical Reference Services Quarterly 4 (1985): 11-12.

Relates experiences in developing the end user program at the University of Maryland (Baltimore) using BRS/After Dark.

Smith, Linda C. "Implications of Artificial Intelligence for End-user Use of Online Systems." Online Review 4(1980): 383-391.

Reviews studies demonstrating how artificial intelligence techniques can be applied to the design and development of user-oriented online systems.

Smith, Rita and Linda Phillips. "Search Helper: An Online Service for Under-graduates." Reference Services Review 12.3 (1984): 31-34.

Analysis of the capabilities of Search Helper. Describes both the advantages and disadvantages of the system.

Steffen, Susan Swords. "College Faculty Goes Online: Trainig Faculty to Search in a Liberal Arts College." Online '84 Conference Proceedings. Weston, CT: Online, 1984. 232-238.

Describes workshop developed at Saint Xavier College to teach faculty how to do their own online searching on Dialog.

Tegler, Patricia. "End-user Searching." Online Searching: The Basics, Settings, and Management. Ed. Joann H. Lee. Littleton, CO: Libraries Unlimited, 1984. 144-151.

Discusses problems encountered when establishing an end user searching program such as: available software, patron education, and financing the project.

Tzrebistowski, Elaine. "End User Study on BRS/After Dark." RQ 23 (1984): 446-450.

Study to evaluate end user reaction to online database searching. Experiment was conducted at University of Wisconsin-Stout.

Vigil, Peter J. "End-user Training: The Systems Approach." National Online Meeting Proceedings. Medford, NJ: Learned Information, 1984. 419-424.

Description of an end user training program designed to promote strong interest in searching among participants. Stress is on the development of effective search strategies.

Ward, Sandra N. and Laura M. Osegueda. "Teaching University Student End-users about Online Searching." Science and Technology Libraries 5.11 (1984): 17-31.

Instruction in online searching was introduced into several courses at Stanford and San Jose State University. Article reports on successes and problems with the experiment.

COMMITTEE REPORTS (Cont.)

Really Works" and discussed the Continuing Education Committee's plans for a revision. Potential reorganization was also discussed.

Research

The committee will continue providing bibliographies for the **LIRT News** on topics of interest. The committee will also be developing a survey to determine different perceptions of user education.

LIRT PRE-CONFERENCE (Cont.)

May Brottman was project director and Georgeanne Moore was administrative assistant. Both put in many long hours of work to make the pre-conference a success.

Additional information on the Institute and the **LIRT Handbook** may be obtained by writing Marilyn Barr, LIRT President, 730 S. Mt. Pleasant Rd., Philadelphia, PA 19119.

Elizabeth Dailey and Tobeylynn Birch

PAST PRESIDENT'S REPORT (Cont.)

LIRT continued its own process of long-range planning in 1985-86; in addition, the Executive Committee proposed a number of objectives related to library instruction for inclusion in the ALA strategic Long-Range Plan. The ALA committee responded by adding several objectives related to our organizational interests.

The ad hoc Affiliates Committee tackled the difficult task of restructuring the Affiliates Council, an essential part of our goal to extend our services to librarians who cannot often attend national conferences. The committee has been conducting a survey to identify library instruction related groups and has developed plans for follow-up. Six state groups are expected to accept the LIRT offer of charter membership, and the Affiliates Council appears to be a viable organization with a bright future.

The agendas and projects of our standing committees reflected our commitment to our new long-range goals. In this newsletter you will find annual committee reports, which provide a look at the work of these groups, each of which has made important contributions to library instruction and to our round table during the past year. These reports are part of our attempt to communicate with you, and I urge you to write to me or to any other LIRT officer or committee chair with your comments and suggestions. LIRT is an open organization with many opportunities to participate; we invite your active involvement in our work, and we would be happy to share additional information about any of our projects which interest you.

Special thanks are due to all the 1985-86 officers--Marilyn Barr, Tobeylynn Birch, Carol Penka, and Mary Popp--to May Brottman, who initiated the ALA Goals Award proposal and who chaired the ad hoc committee, and to all the other members of the Steering Committee. Many of our committee members have also made important contributions during the past year, and I am grateful to them as well. I have had the privilege of serving with a talented, dedicated group of people who have given the time and have shared their knowledge and expertise. The workload has been enormous, but the accomplishments have been outstanding.

Marilyn Segal, Past President, LIRT

LIRT PROGRAM (Cont.) SEE PAGE 5 FOR MODEL

beginning to do library instruction.

Participants from the pre-conference served as group leaders as the program broke up into small group discussions to share experiences.

Linda Richardson

CANDIDATE A LIRT!

If you would like to run for LIRT office or would like to nominate someone, please contact Mary Pagliero Popp, Undergraduate Library, Indiana University, Bloomington, IN 47405. Phone (812) 335-9857.

NOMINEE

POSITION

NOMINATED BY

RECOMMENDED BECAUSE:

The LIRT Elections Committee is responsible for producing a slate of at least two candidates for each office. this year our rotation of officers is School or Special Librarian for Vice-President; Public Librarian for Secretary and Academic Librarian for Treasurer. Candidates must be current LIRT members and must have served at least one year on a committee or task force of the organization. **Deadline for nominations is NOVEMBER 30, 1986.**

LIBRARY INSTRUCTION ROUND TABLE NEWS

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ADDRESS CORRECTION REQUESTED

