

President's Column

"...the coming together of librarians..."

Tobeylynn Birch, President 1988-89

When I was young I used to go to the little branch library near my home to check out books to read. Like many girls, I liked the horse books best, but stories about dogs and cats would also do. I never used the card catalog (probably didn't even know it existed) because I knew where all the animal books were shelved. Once I had read all the books on those shelves I stopped going to the library because I didn't realize there were other treasures on other library shelves.

As I got older, I didn't learn much more about libraries. My high school probably had a fairly good one, but there was little encouragement to use it. We didn't have a study hall period for regular use of the library, and I can remember only once going into the library as a class to look at the news magazines to find information for term papers. As a freshman in college, the first time I entered the campus library I was so intimidated I walked right back out again and successfully avoided the library for almost my entire first year. Eventually I found my way around the library, but it wasn't until I went to library school that I learned how much I had missed.

So now I am downright evangelical about teaching others how to access the wealth of resources held in libraries. I am particularly concerned that instruction in the use of libraries begin early and continue in a logical progression throughout one's development. The skills and content taught should not only be appropriate to the age and need of the individual, but should also lay a good foundation for later learning. To do this, librarians from all types of libraries need to work together. Librarians serving young children in school or public libraries cannot only teach skills specific to their libraries but must

teach skills and concepts that can be generalized to other library situations. College librarians need to know what groundwork has been laid in high school so they don't bore freshman students with too much repetition or jump beyond an 18 year old's comprehension. College librarians may also want to communicate with corporate librarians to determine what graduating seniors need to know as they enter the workforce.

Developing a progressive library instruction model will take time. Many of us are still learning how to teach library skills and wondering if we do it well or if it really works, but if we work together we can learn from each other what works and the conditions under which it works (or doesn't work). This is where LIRT plays an important role. LIRT is the only national library instruction group whose mission is to involve librarians from all types of libraries. LIRT is the group through which we can find ways to communicate and cooperate. For instance, in 1988 LIRT sponsored two discussion forums on cooperative library instruction. The response to these forums was so positive and the need to share problems and solutions felt so strongly that LIRT is looking into creating a more permanent discussion group on this topic.

To be effective in this role, LIRT needs to make sure that its membership is representative of all type of libraries. To this end we are developing a survey that will be sent to all LIRT

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Notes From the Editor

We're still experimenting with software...and in the last issue the last line of Thelma Tate's article was reformatted out. Thelma graciously accepted the editor's apologies. The end of her article should have read: "Special Thanks go to all of the officers, committee and task force chairs and members. Their contributions resulted in a very successful year."

There are several forms in this issue: the LIRT committee volunteer form, the Continuing Education Committee's BI survey form, and the Bites With LIRT sign up form. Tear these out or photocopy them, fill them out and send them in; get involved with LIRT activities!

President, continued

members. This survey will allow us to determine percentages of members employed in academic, school, public, and special libraries and then begin to develop appropriate ways to recruit members from underrepresented types of libraries. We may be able to pinpoint reasons for underrepresentation: Do public librarians not join LIRT because they don't realize that they are involved in library instruction? Are school librarians not active because they can't get away or can't afford to attend conferences? These are questions that we hope to be able to answer so LIRT can continue to be the coming together of librarians who care passionately about helping individuals use libraries in their pursuit of lifelong learning.

LIRT NEWS is published quarterly (March, June, September, and December) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

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Contributions to be considered for the March, 1989 issue should be sent to the editor by January 20, 1989.

Send claims to Jeniece Guy, American Library Assoc., 50 East Huron Street, Chicago, IL 60611.

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MIDWINTER 1989

LIRT SCHEDULE OF MEETINGS

Friday, January 6

2:00-5:30 pm

IULC Task Force

8:00-10:00 pm

LIRT Steering Committee

Saturday, January 7

8:00-11:00 am

LIRT All Committee meeting

11:30 am - 12:30 pm

LIRT 1990 Conference Program Committee
LIRT Research Committee
Instruction in the Use of Libraries Committee (IULC)

12:30 pm+

"BITE WITH LIRT"

2:00 - 4:00 pm

LIRT Elections/Nominations Committee
LIRT 1989 Conference Program Committee
ALA Planning & Budget Assembly
LIRT Continuing Education Committee

8:00-10:00 pm

LIRT Executive Board

Sunday, January 8

9:00-11:00 am

LIRT DISCUSSION FORUM ON COMPUTER APPLICATIONS

2:00-4:00 pm

LIRT 1990 Conference Program Committee
LIRT Affiliates Committee

2:00-5:30 pm

LIRT Organizations & Bylaws Committee

4:30-5:30 pm

Round Table Coordinating Committee

6:30 pm+

"BITE WITH LIRT"

Monday, January 9

9:00-11:00 am

LIRT Elections/Nominations Committee

9:30 am - 12:30 pm

LIRT Public Relations/Membership Committee
LIRT Long-Range Planning Committee

12:30pm+

"BITE WITH LIRT"

2:00-4:00 pm

LIRT Publications Committee
LIRT 1989 Conference Program Committee

2:00-5:30 pm

IULC

8:00-10:00 pm

LIRT Liaison Committee

Tuesday, January 10

8:30 am - 12:30 pm

LIRT Steering Committee

2:00 - 4:00 pm

LIRT Executive Board

Committee Descriptions

(or Who Does What & Which One Should I Join?)

Computer Applications

Identifies and promotes the use of computer applications that assist in library instruction: maintains CAI software listings. Establish and maintain a clearinghouse for software. Maintains liaison with ALA committees and groups with similar interests.

Conference Program

Plans the programs sponsored by LIRT for each annual summer ALA Conference. Locates outside funding. Makes arrangements for speakers, rooms, handouts & activities during the program.

Continuing Education

Conducts research and develops plans, materials and directories to further the education and help meet the information needs of librarians engaged in library instruction.

Elections/Nominations

Prepares slate of candidates for LIRT offices and maintains records of procedures, candidates and election results.

Liaison

Members attend and make reports to LIRT Steering Committee about meetings of LIRT and other committees within ALA involved in library instruction activities. Develops a composite list of all instruction related programs and meetings at ALA Midwinter and Annual Conferences; list is distributed to all conference attendees.

Long Range Planning

Develops short and long range plans for LIRT. Develops and implements planning and evaluation operations for the activities of the LIRT.

Newsletter

Responsible for preparing and distributing the Round Table's newsletter.

Organization and Bylaws

Responsible for reviewing, revising, updating the organizational manual; for recommending

to the Executive Board and to members the establishment, functions & discontinuance of committees and task forces; for maintaining the LIRT Constitution and Bylaws and for recommending amendments to that document; for reporting on proposals for amendments to the Constitution & Bylaws referred to the Committee.

Public Relations/Membership

Publicizes LIRT's purposes, activities, and image. Promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth and a program in which instruction practitioners meet for a meal and discussion during the annual ALA conference.

Publications

Responsible for overseeing the editing, production and distribution of LIRT publications (excluding the LIRT newsletter). Establish, maintain & disseminate the LIRT Publications Guidelines. Solicit ideas for publications, advise as to the appropriate means for publication.

Research

Identifies, reviews, disseminates information about in-depth, state-of-the-art research about library instruction for all types of libraries. Pinpoints areas where further investigation is needed with a view toward the development of research proposals.

LIBRARY INSTRUCTION ROUND TABLE COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form ^{before May 31, 1989} ~~before May 31, 1989~~ and mail it to the Vice President / President-Elect of LIRT:

Fay Golden
Liverpool Public Library
Tulip & 2nd Streets
Liverpool, NY 13088

Name and Title: _____

Institutional Address:

Home Address:

(star * preferred mailing address)

Date of Application: _____

LIRT COMMITTEE PREFERENCES: (Use the numbers 1-9 to indicate order of preference, with 1 being the most preferred). If you are willing to serve as recorder for this group, follow your number preference with the letter "R". *Please refer to LIRT News Dec 1998 for committee descriptions.*

- ☐ Computer Applications
- ☐ Conference Program
- ☐ Continuing Education
- ☐ Elections/Nominations
- ☐ Liaison
- ☐ Long-Range Planning

- ☐ Newsletter
- ☐ Organization/Bylaws
- ☐ PR/Membership
- ☐ Publications
- ☐ Research
- ☐ Other/Ad Hoc

CAN YOU REGULARLY ATTEND LIRT MEETINGS AT THE ALA MIDWINTER AND ANNUAL CONFERENCES? ☐ yes ☐ no

PLEASE ATTACH A SEPARATE SHEET LISTING COMMITTEES OR OFFICES (IF ANY) PREVIOUSLY HELD IN LIRT, ALA OR STATE/REGIONAL ASSOCIATIONS, WITH YEARS OF SERVICE.

CHICAGO (Annual Conference 1990) and ATLANTA (Annual Conference 1991) area librarians! Check here to volunteer to help provide local arrangements support for the Public Relations/Membership Committee and the Program Committee: _____

Me? Do Research?

By Emily Bergman

California School of Professional Psychology

(This article is the first in a series being written by members of the LIRT Research Committee)

We are all interested and involved in library instruction. Most of us simply do what has been done before or what we found works through trial and error. Few have actually done research to create an instruction program. However, research is more than just a way to improve services, design a program, or provide justification to administration for economic or programmatic support; its goal is also to find TRUTH.

Assumptions abound, but until they are put in the form of hypotheses and tested, they remain just that. Research has often shown our assumptions to be unfounded, though the excitement lies in finding significance in our hypotheses. Sometimes we do not even start off with any assumptions; we are simply interested in knowing something. Looking for something, waiting for the outcome of research, and anticipating finding a great TRUTH can be thrilling.

Research allows us to generalize from data. Rarely is an entire population used; a sample is formed, and the TRUTHS that are found are then applied to the rest of the population. For example, the LIRT Research Committee is currently involved in a project to determine how different kinds of libraries do library instruction. Obviously not all libraries can be surveyed, so the Committee sent questionnaires to a cross-section of types of libraries and geographical areas. From the sample, a generalization will be made to all libraries.

Though at first thought, generalizing a TRUTH from a sample may seem not only contradictory but also to limit individual differences, generalization is always the outcome of social science research. Just as instruction cannot be planned to meet each individual need, library research uses statistics to determine comparisons, correlations, and variations of a sample population. The individual is never forgotten, and in fact research itself reminds us of the multitude of human differences, but generalization allows decisions and predictions to be made.

One of the purposes of research is prediction. By looking at the data, which is a description of the past and present, the researcher uses the information to determine future events. By knowing what

sources are used, librarians can know which of those sources need to be taught. By knowing particular library use behaviors, librarians can decide what library philosophy needs to be emphasized in an instruction session. The ability to predict takes research beyond just evaluating current programs to planning in totally unexpected directions.

Bibliographic instruction is ripe for research. After years of being a second thought in the reference department, instruction is receiving support, and after years of being relegated to classroom presentations in schools and colleges, other forms of instruction in other kinds of libraries are being recognized. Studying what users need to know and how to teach it, what they remember and how to encourage retention, and what other libraries are doing and why are just some of the topics begging to be researched.

Now that you are excited about beginning some research project, the Research Committee will provide you with a series of brief articles about the necessary steps to do it. We hope to see research come from LIRT members, and since one of the articles will be on publishing, we look forward to reading the results.

Evaluating Library Research: A Bibliography

By Mary Noel Gouke
Ohio State University

The items in this bibliography have been selected with a view to aiding practitioners and others to evaluate library research. Some items provide an overview of library research, others deal with the critical reading, interpretation and application of such research.

It is important for the future of libraries that practitioners and others be able to understand and interpret research results. Lacking this kind of knowledge, our options as librarians will be restricted either to ignoring most library research as impractical or to indiscriminately selecting and applying whatever research happens our way. The sources listed here should help the reader broaden his or her understanding of library research. They should also aid in developing the critical judgement needed to evaluate the quality and applicability of research findings in light of the reader's own situation. Such knowledge should point the way toward solution of library problems by better utilization of available research.

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Bonzi, Susan. "Characteristics of a Literature as Predictors of Relatedness Between Cited and Citing Works." **Journal of the American Society for Information Science**, 33 (July 1982) p.208.

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Grazier, Margaret Hayes. "Critically Reading and Applying Research in School Library Media Centers." **School Library Media Quarterly**, 10 (Winter 1982) P.135.

Kamil, Michael L., Judith A. Langer, and Timothy Shanahan. **Understanding Reading and Writing Research**. Newton, MA, Allyn and Bacon, Inc., 1985.

Kehler, D. **Problems in Literary Research: A Guide to Selected Reference Works**. 3rd Rev. Ed. Metuchen, NJ, Scarecrow Press, 1981

Katz, Ruth M. "Dissertation Review: Research in Library Science Reflected in the Core Journal of the Profession." **Library Research**, 2 (Fall 1980), p.269.

Lenox, Mary F. "The Importance of Using Research for Decision Making." **Top of the News**, 42 (Spring 1985) p.301.

Mancall, J.C. "Evaluating Research: A Critical Consumer Approach." **Top of the News**, 42 (Fall 1985) p.101.

Martyn, John and Blaise Cronin. "Assessing the Impact and Benefits of Information and Library Research." **Journal of Documentation**, 39 (September 1983) p.171.

Nagazanbara Rao, Dittakavi. **Research Methodology in Library and Information Science: A Selected Bibliography**. Montecello, IL, Vance Bibliographies, 1984.

Natoli, Joseph P. "Qualitative Methods and a Phenomenological Perspective in Library Research." ERIC Document 174-225, 1976.

Nour, Martynonne M. "A Quantitative Analysis of the Research Articles Published in Core Library Journals of 1980." **Library and Information Science Research**, 7 (July-September 1985) p.7.

Nowark, Mary Jane. "How to Read Research Critically." **Information and Referral**, 3 (Winter 1981) p.67.

Onadiran, G.T. "Checklist for Evaluating Library Science Research." **Library Science With a Start of Documentation**, 7 (September 1980) p.55.

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Peritz, B.C. "Citation Characteristics in Library Science: Some Further Results from a Bibliometric Survey." **Library Research**, 3 (Spring 1981) p.47.

Swanson, Rowena Weiss. "Performing Evaluation Studies in Information Science." **Journal of the American Society for Information Science**, 26 (May-June 1975) p.140.

Wallace, D.P. "The Use of Statistical Methods in Library and Information Science." **Journal of the American Society for Information Science**, 36 (November 1985) p.402.

Member-A-Lirt

by Kathleen Kie, OHIONET

Instruction Coordinator Initiates Bibliographic Instruction Program at Loyola University of Chicago

Tara Lynn Fulton, Reference Instruction Librarian at Loyola University of Chicago, has been instrumental in establishing a bibliographic instruction program at the Lake Shore and downtown Chicago campuses of Loyola University.

Initially, Ms Fulton's major focus was to encourage more freshman English instructors to participate in the program and to provide more options for the English 101 instruction package, thus making it more flexible and adaptable to different levels of student expertise. Three options were developed for the basic composition class: the first option included a tour of the library with an explanation of the mechanics of the card catalog and H.W. Wilson periodical indexes; the second option, a tour of the library and discussion of various library resources; the third option, a lecture on how to plan library research. Exercises were developed for the different levels of library expertise found in the student body. Exercises for the first option concentrated on basic skills development, the second option, more advanced location and selections skills, and the third, the development of

a research strategy. The faculty member and the librarian work together in preparing the best methods of presentation for a particular class. Because of the flexible nature of the program, an extensive in-service program has also been developed to inform the faculty members of the different bibliographic instruction options that are available. Often an instructor may choose a different option for each class to be taught.

Coordinating instruction in the use of the new online catalog at Loyola University has been the focus of Ms Fulton's attention over the past several months. In addition to the structured presentations within the bibliographic instruction package described above, an information desk, staffed during peak hours, has been established to provide assistance to users of the new online system. As enhancements, such as boolean searching capabilities, are added to the online system, more extensive workshops will be developed.

For more information on these programs, Tara Lynn Fulton may be contacted at the Cudahy Library, Loyola University of Chicago, Chicago, Illinois.

Library Instruction Sequence Developed in Conjunction With Freshman English Program at Northern Illinois University

Prior to assuming her current position as Coordinator of Library User Education at the University of Wisconsin, Madison, Abigail Loomis was the Coordinator of Library Instruction at Northern Illinois University in DeKalb. With the cooperation of Professor Rosalie Hewitt, the Director of Freshman English at NIU, she developed a compulsory two-semester sequence of library instruction within the freshman English program. This sequence was the first part of an integrated, graduated instructional program that promoted library literacy as an essential component in a liberal education.

Both the freshman English faculty and the General Reference librarians worked closely together to plan the LI component of the course. Two class periods were designated for library instruction: one for the Fall semester and one for the Spring. The first class presented a general orientation to the library and an introduction to basic types of research tools. By the end of the first semester students were expected to know how to use a periodical index and the subject card catalog and to locate materials identified by these

sources in the library. This session laid the foundation for the second semester class which introduced research strategies to students in a combination lecture/workshop format.

The second class began with a fifteen to twenty minute lecture on various strategies for research. The basic tools introduced during the Fall class were briefly reviewed within the context of the research process. Research topics were sent to the librarian prior to the LI session. She/he used these topics during the lecture to illustrate research techniques. Following this lecture, students were given the opportunity to practice what they learned. They were asked to use the LCSH to find two subject headings related to their topic in order to find books using the card catalog. They also were asked to find two citations using indexes other than the Reader's Guide. All these resources were available in the LI classroom enabling the students to work in a controlled environment. The librarian could work with students individually during the workshop and then use their questions as an opportunity to expand upon points made during the lecture with the class at large. The librarian and the English instructor worked as a team, referring students' questions to each other, depending on whether the question related to library or writing skills.

Seven librarians participated in this program that consisted of 150 sections (approximately 3500 students) each semester. Given that ratio of librarians to classes, burnout was a very real concern. To some extent, the workshop format of the second instructional section helped to alleviate the threat. Although it required a bit more preparation by the librarian for each class, most of the librarians found this second part of the sequence to be more rewarding. The variety of topics and the opportunity to work individually with students who were motivated by a very immediate research need gave the librarians a greater sense of accomplishment.

In her new position at the University of Wisconsin, Ms Loomis is looking forward to working on other library instruction programs that can be positive, worthwhile experiences for both students and librarians. Ms Loomis may be reached at the University of Wisconsin, Reference Department, Memorial Library, Madison, WI 53706.

LOEX LIBRARY INSTRUCTION CONFERENCE

The 17th annual LOEX conference will be held in Ann Arbor, Michigan on May 4 & 5, 1989. The conference, **COPING WITH INFORMATION ILLITERACY: BI FOR THE INFORMATION AGE**, is aimed at reference and instruction librarians concerned about preparing information literate students for the technological age. There will be formal papers, practical working sessions, short instructional presentations and traditional poster sessions. Patricia Senn Breivik, Auraria Libraries in Denver, CO, will be the keynote speaker.

Registration will be \$115 by mail only. Attendance is limited to 150. For a brochure and registration form, contact Teresa Mensching, LOEX Clearinghouse, Eastern Michigan University Library, Ypsilanti, MI 48197; (313) 487-0618

LOEX CALL FOR PAPERS

Abstracts for 20-minute practical instructive sessions and traditional poster sessions are being solicited for the 17th National LOEX Conference to be held May 4-5, 1989. Sessions must emphasize the theme of incorporating information literacy into the BI lecture and curriculum/program.

Guidelines may be obtained from Teresa Mensching, LOEX Clearinghouse, Eastern Michigan University Library, Ypsilanti, MI 48197; (313) 487-0168. Deadline for submission is January 20, 1989.

AMERICAN LIBRARY ASSOCIATION
Library Instruction Round Table/Continuing Education Committee
QUESTIONNAIRE

We are planning on updating our publication *It Really Works!*, which is a directory of successful bibliographic instruction programs and resource people for librarians to use as a networking tool; and to work with LOEX by providing information on this topic for their speaker database. If you would like to be considered for inclusion in the database, or if you know others who should be considered, please complete the following questions.

Your name: _____
Position/Title: _____ Work phone: _____
Institution: _____ Home phone: _____
Mailing address: _____

-
1. Tell us about your library instruction related publications.

Citation | Publication Date

-
2. Tell us about the library instruction related programs at which you have spoken.
Program Title & Brief Description | Sponsoring Group | Date

-
3. Tell us about other individuals you have heard speak who you would recommend as speakers for library instruction related programs.
Speaker's Name | Address and Phone Number | Program Topic and Date

.....
.....
If you need more space to write, please use the back of this page or provide your own paper. Return the completed questionnaire to:

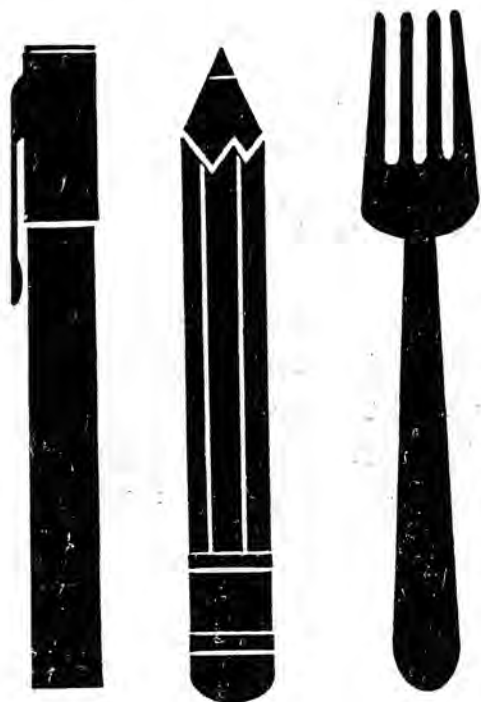
Eileen Liebeskind
NOTIS Systems, Inc.
1007 Church Street
Evanston, IL 60201

as soon as possible.

Thank you for your help!

Library Instruction Round Table
Invites You to go out for a

BITE with LIRT in Washington, D.C.



Here's your chance to talk informally with other librarians interested in library instruction. LIRT is organizing small groups for lunch and dinner at modestly priced restaurants during ALA Midwinter so that we can get to know each other and share ideas and experiences.

Return the reservation form below. You will be notified when and where to meet your group.

LIRT includes librarians from all types of libraries: academic, public, school, and special. You need not be a member of LIRT to participate.

Yes!!! I'd like to go out for a BITE with LIRT!!!

My preference is:

_____ Lunch at 12:30 -- Saturday, January 7, 1989.

_____ Dinner at 6:30 -- Sunday, January 8, 1989.

_____ Lunch at 12:30 -- Monday, January 9, 1989.

Name _____ Phone # _____

Institution _____

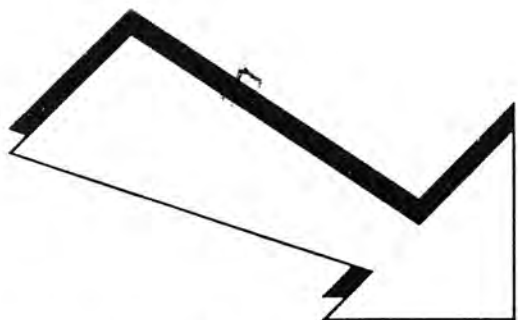
Mailing Address _____

Are you a LIRT member? _____

Please send this form by December 16, 1988 to:

Debby Schaeffer
JFK Memorial Library
California State University, Los Angeles
Los Angeles, CA 90032
(213) 343-3961

11-LIRT News/December 1988



Calling all volunteers!

Attention all Chicago and Atlanta area librarians! LIRT needs local arrangements support for the PublicRelations/Membership Committee and Program Committee for the 1990 and 1991 Annual Conferences. This is a great way to get involved in LIRT activities. We need the talents of school, public, academic, and special librarians! See page five inside this issue to volunteer.

3

FIRST CLASS



LIBRARY INSTRUCTION ROUND TABLE NEWS

c/o Jeniece Guy
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50 E. Huron Street
Chicago, IL 60611

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