LIBRARY INSTRUCTION ROUND TABLE NEWS

June, 1989 volume 11, issue number 4
issn 0270-6792

LIRT'S top twenty for 1989

An annotated bibliography prepared by the Continuing Education Committee, Library Instruction Round Table.

Bechtel, Joan. "Developing and Using the Online Catalog to Teach Critical Thinking." *Information Technology and Libraries*, 7 (March 1988) : 30-40.

Describes an online catalog which forces students to make informed choices throughout the search process. Teaching the use of this catalog focuses on the critical thinking process necessary for formulating and researching a topic.

Bodi, Sonia. "Critical Thinking and Bibliographic Instruction: The Relationship." *Journal of Academic Librarianship*, 14 (July 1988) : 150-153.

Argues that there is no uniformly accepted definition of critical thinking. The ability to think critically may involve four developmental stages. Discusses implications for user education and teacher training.

Callison, Daniel, and Ann Daniels. "Introducing End-User Software for Enhancing Student Online Searching." *School Library Media Quarterly*, 16 (Spring 1988) : 173-181.

Describes a project at Carmel (Indiana) High School to teach students end-user searching on WilSearch. Includes student worksheets and logs.

Currie, Margaret and Dallas McLean-Howe. "Bibliographic Instruction for the Print-Handicapped." *College & Research Libraries News*, (Nov 1988) : 672-674.

Reports on the successful outcome at the University of Toronto Libraries in setting up library visits and instructional sessions for the print-handicapped.

Engeldinger, Eugene A. "Bibliographic Instruction and Critical Thinking: The Contribution of the Annotated Bibliography." *RQ*, 28 (Winter 1988) : 195-202.

BI librarians can teach college students to evaluate materials in the library and have a responsibility to do so. This paper gives nine points that students can use to evaluate the materials they read.

Engeldinger, Eugene A. "Teaching Only the Essentials - The Thirty Minute Stand." *Reference Services Review*, 16 (1988) : 47-50, 96.

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President's column

Annual Conference promises something for everyone

By Tobeylynn Birch

I'm very excited about all of LIRT's plans for the 1989 ALA Annual Conference in Dallas this month. All of our committees have been hard at work to bring you a variety of activities, both educational and pleasurable. If you are attending Annual Conference this year, you might want to look into some of the following:

If you have ever questioned whether you are teaching the right concepts at the right time and in the right formats, you should attend our program on **"CRITICAL THINKING AND LIBRARY INSTRUCTION," Sunday, June 25, 9:30am - 12:30pm.**

If you use computers to produce library instruction materials and want to share your successes and failures with other librarians, set aside **Monday morning 9 - 11am**, for the **LIRT COMPUTER APPLICATIONS COMMITTEE'S DISCUSSION FORUM**. You should also make time to stop by the **LIRT booth in the exhibits area** to see what CAI programs we're demonstrating this year.

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.

Editor:Emily Okada, UGLS, Main Library W121, Indiana University, Bloomington, IN 47405

Contributions to be considered for the September 1989 issue must be submitted by July 8, 1989 to:
Linda Richardson
University Libraries Reference Dept.
Virginia Tech
Blacksburg, VA 24061

Send Claims to Jeniece Guy, American Library Association, 50 East Huron Street, Chicago, IL 60611.

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If you would like to become more active in ALA and LIRT, please do not hesitate to attend any of our committee meetings. **Saturday morning's all-committee meeting, which begins at 8:00am**, is a good place to see all that we have to offer you and where your talents might best be used. We are always looking for volunteers to bring new ideas and energy to our committees.

And if all you want is a friendly face or a stimulating conversation, stop by the **LIRT BOOTH**. Our volunteer staffers will welcome you. There may even be a space open at one of our five **"BITES"** (in case you haven't signed up ahead of time).

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Notes from the Editor

If all has gone according to our well laid plans, you are reading this issue of the *LIRT News* at least a week before the Annual Conference. Even so, you may not be able to meet the deadlines on the booth staff and program facilitator volunteer forms (p. 10 & 11), and on the Bite reservation form (p. 8). Each activity's organizer has provided her telephone number on the forms. They all encourage you to call them if you didn't send in the forms when they first appeared in the March issue and still want to sign up.

It's been an interesting year for me serving as *LIRT News* editor, I've worked with and gotten to know some great people. I'd like to acknowledge the 1988-89 LIRT Newsletter Committee: Linda Richardson (Virginia Tech), Elizabeth Dailey (Onondaga Co.(NY) Public Library), Susan Gangl (Univ. of Minnesota) and Sue Kopp (Washington State Univ.); without their hard work none of the issues would have made it on time. Thanks also should go to Chere Elliot and Jeniece Guy at ALA for their support.

Linda Richardson at Virginia Tech (see the masthead on this page for her address) will take over as Editor and Committee Chair for 1989-90.

1989 ALA ANNUAL CONFERENCE - DALLAS

SCHEDULE OF LIRT MEETINGS AND EVENTS

Friday, June 23

8:00 - 10:00pm	Steering Committee Meeting

Saturday, June 24

8:00am - 12:30pm	All Committee Meeting
12:30pm	Bite with LIRT
2:00 - 4:00pm	1989 Conference Program Committee
	Continuting Education Committee
	Election/Nominations (1989) Committee
6:30pm	Bite with LIRT
8:00 - 10:00pm	Executive Board

Sunday, June 25

9:30 - 10:00am	Membership Meeting
10:00am - 12:30pm	**LIRT PROGRAM - THINK ABOUT IT!: CRITICAL THINKING AND LIBRARY INSTRUCTION**
2:00 - 4:00pm	Organization & Bylaws Committee
	Publications Committee
2:30 - 5:30pm	15th Anniversary Task Force
6:30pm	Bite with LIRT

Monday, June 26

9:00 - 11:00am	**LIRT DISCUSSION FORUM ON COMPUTER APPLICATIONS**
	Affiliates Committee
9:30am - 12:30pm	Public Relations/Membership Committee
11:30am - 12:30pm	15th Anniversary Task Force
12:30pm	Bite with LIRT
2:00 - 4:00pm	1989 Conference Program Committee
	Election/Nominations (1989) Committee
	Long-Range Planning Committee
4:30 - 5:30pm	1990 Conference Program Committee
6:30pm	Bite with LIRT

Tuesday, June 27

9:00 - 11:00am	Election/Nominations (1990) Committee
9:30am - 12:30pm	Liaison Committee
2:00 - 5:30pm	Steering Committee
8:00 - 10:00pm	Executive Board

Please Note: Room Assignments were not available at press time, consult your Conference Program for meeting & program sites.

Research Methods and Library Instruction

By Susan J. Arrington
Enoch Pratt Free Library

This article is the third in a series being written by members of the LIRT Research Committee.

In the last installment of this series, selecting a topic for research was discussed. We will now move on to the next step: selecting the research method that will provide the data and/or information you need. Choosing the appropriate research method will help you get the results you want.

What is a Research Method?

Research methods are tools and techniques used to elicit or gather information. There are as many different types of research methods as there are types of information or data. Two or more methods can be used together to explore different aspects of the same topic. In this article, we will discuss three commonly used methods and how they can be applied to library research.

The Literature Search

Once you identify a subject you are interested in, it is most helpful to determine what research may have already been done on that topic. This prevents you from "re-inventing the wheel." The best way to identify prior research is to use an automated system such as DIALOG or BRS to search the published literature. This literature search can be helpful in one of three ways:

1. If research on your topic has been done and the results answer all or most of your questions, you can either modify your research plan or move right on to application of the results to problem solving or program planning; either way, your quest for TRUTH will be shortened;
2. If research on your topic has been done, but does not achieve the results you desire, you can analyze the approach taken by prior researchers, learn from their failures and successes in order to conduct your research so that you achieve your goals;
3. If no research has been done on your topic, you are free to devise your own plan and proceed with your project.

Regardless of the outcome, you cannot go wrong with a literature search!

The Case Study

The case study provides a detailed and substantial account of one person's or group's history with reference to some specific characteristic. An in-depth examination of a library's circulation statistics or children's programs might be employed to tell us something about how that library operates and what one of these characteristics tells us about that library as a whole.

In the special libraries section of LIRT's *Library Instruction Handbook*, Emily Bergman and I presented case studies of two special libraries and their approach to library instruction. These in-depth descriptions provided concrete examples and practical applications, complementing the theory portion of the text.

The Survey

A survey is an information gathering tool which can take two forms--a questionnaire or an interview. If a survey is self-administered, e.g. mailed out and returned to the researcher, it is considered a questionnaire. A survey that is completed by the researcher in a face-to-face meeting with the respondent is an interview.

Recently, our library installed a CD-ROM version of the statewide (Maryland) catalog in our public subject departments. We have included some instructions on the terminals and would like to have input from users when making future revisions. To gather this input, we could interview the users as they are using the terminals or we could ask users to sign a register with their name and address and send them a survey.

Sampling

When studying a specific characteristic of a group, it is not always possible to survey each individual member of that group. In these cases, researchers use a technique known as sampling. There are many types of sampling, but the one that is most commonly known is random sampling. A random sample is a type of probability sample whose criteria are that every member of a group has a chance of being selected and that the probability of selection is unknown.

Sampling could be employed in the survey described above. The random sampling method could be used by selecting the first respondant (a CD-ROM user) at random and then choosing a set number (eg: every fourth user) for each respondant after that. Another kind of sampling would be to choose a "typical week" and to use statistics/information gathered from respondants (all users) during that week as the research data.

For More Information

This article provides only a brief introduction to three of the many research methods that can be applied to library instruction research. Two sources you may find useful are:

Hakim, Catherine. *Research Design*. London, Allen and Unwin, 1987.

Kane, Eileen. *Doing Your Own Research*. New York, Marion Boyars, 1985.

In the next segment of this series, you will learn how to tabulate your results and do statistical analyses. In the meantime, sampling anyone?

MIDWINTER Discussion Forum a success!

By Chuck Dintrone, LIRT Publicity Coordinator
San Diego State University

The Computer Applications Committee of LIRT sponsored a Discussion Forum at ALA Midwinter in Washington, D.C. About fifty people attended. The meeting, held January 8, broke into smaller groups dealing with various topics, such as hypertext, computer assisted instruction, online catalog instruction, and desktop publishing.

Discussion about various programs and ideas was lively. Interest was expressed in holding a similar session at the Annual Conference in Dallas.

LIRT Discussion Forum

Hypertext! CAI and BI!

Exchange ideas, learn about library instruction programs and computer applications at other libraries, explore new approaches and philosophies.

Attend the Discussion Forum sponsored by the LIRT Computer Applications Committee.

Monday, June 26, 1989
9am - 11am

Please check the official Conference Program for location.

LIRT's Top 20

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Engeldinger describes the approach to BI used at his library: a thiry-minute lecture followed by a twenty-minute exercise. Content emphasis is on searching the catalog and periodical indexes by keyword and by controlled vocabulary.

Fatzer, Jill. "Library Literacy." *RQ*, 27 (Summer 1988) : 484-487.

Theorizes on the future role of library literacy and library instruction in the year 2000. Envisions an innovative library with different media but still having the same messages to impart -- education and training of its users.

Feinberg, Richard and Christine King. "Short Term Library Skill Competencies: Arguing for the Achievable." *College and Research Libraries*, 49 (Jan 1988) : 24-28.

The authors argue that in teaching, librarians should concentrate on a small number of short-term competencies needed for an immediate library assignment, using a combination of brief lectures and active student involvement.

Gratch, Bonnie G. "Rethinking Instructional Assumptions in an Age of Computerized Information Access." *Research Strategies*, 6 (Winter 1988) : 4-7.

Reports on a study of the information-seeking behavior of users of several automated reference sources. A model for library user educaton that considers automated information retrieval is presented.

Kinney, Elaine M. "Thirty Minutes and Counting: A Bibliographic Instruction Program." *Illinois Libraries*, 70 (Jan 1988) : 36-37.

Description of a program at the Deerfield (Illinois) Public Library to provide library instruction to a junior high school class in cooperation with the teacher and the school library.

Krapp, JoAnn Vergona. "Teaching Research Skills: A Critical Thinking Approach." *School Library Journal*, 34 (Jan 1988) : 32-35.

Reviews educational literature on the critical thinking/problem solving approach to learning. Summarizes two activities designed to teach critical thinking and research skills in the context of social studies classes in fifth and sixth grades.

Madland, Denise and Marian A. Smith. "Computer Assisted Instruction for Teaching Conceptual Library Skills to Remedial Students." *Research Strategies*, 6 (Spring 1988) : 52-64.

Describes a program designed to teach critical thinking skills. Evaluation showed that students receiving classroom presentation scored higher on a post test than students using the computer-assisted instruction although CAI was the preferred mode.

Martell, Charles and Jennifer D. Ware. "Hard Facts, Hard Work: Academic Libraries and A Nation at Risk - A Symposium." *Journal of Academic Librarianship*, 14 (May 1988) : 72-81.

Examines the response of academic libraries to A Nation at Risk and other reports that followed it. Includes articles from Ohio State University and Washington State University.

Mellon, Constance A. "Attitudes: The Forgotten Dimension in Library Instruction." *Library Journal*, 113 (Sept 1, 1988): 137-139.

Discusses library anxiety among college undergraduates in the context of students' previous library experiences. Describes a program to deal with it.

Pask, Judith M. "Computer-Assisted Instruction for Basic Library Skills." *Library Software Review*, 7 (January-February 1988) : 6-11.

Describes two CAI tutorials developed at Purdue University which teach use of periodical indexes/how to locate journals and use of an online catalog.

Rader, Hannelore B. "Library Orientation and Instruction - 1987." *RSR Reference Services Review* 16 (1988) : 57-68.

The 14th annual review of library instruction literature.

Rankin, Virginia. "One Route to Critical Thinking." *School Library Journal*, 34 (Jan 1988) : 28-31.

The author describes a program in which she taught students to think about their own research using a daily journal.

Schub, Sue. "Teaching Bibliographic Instruction." *Library Journal*, 113 (Feb 1, 1988): 39-40.

Brief article outlining issues faced by the new instructor of a credit course in bibliographic instruction. Covered are clear course objectives, the components of a theoretical framework, the value of hands-on experience, and realistic expectations.

Smith, Jean. "Teaching Research Skills Using Video: An Undergraduate Library Approach." *RSR Reference Services Review*, 16 (1988) : 109-114.

Describes the planning, production, and use of video in the University of California, San Diego's Undergraduate Library instructional program.

"Teaching Library and Information Retrieval Skills to Academic Administrators and Support Staff." *College and Research Libraries News*, 49 (April 1988) : 217-223.

Prepared by the Association of College and Research Libraries, Education and Behavioral Science Section (EBSS). Addresses unique user needs within a traditional BI context. A supplement to the 1984 "BI Tip Sheet for Academic Administrators and Support Staff."

AVAILABLE SOON
A NEW PUBLICATION COMMISSIONED BY THE LIRT COMPUTER APPLICATIONS COMMITTEE

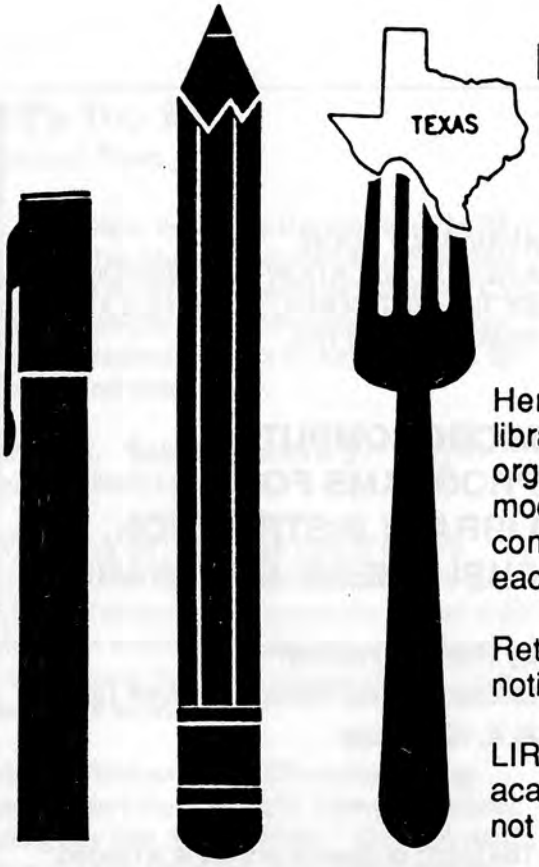
MICROCOMPUTER PROGRAMS FOR LIBRARY INSTRUCTION: PUBLISHERS' SOFTWARE

By Robert A. Kuhner
Chicago, Library Instruction Round Table, ALA, 1988. 20pp

The listing of seventy entries is arranged by title or publisher series with cross references. Each entry, or program, gives a brief synopsis, disk and documentation information, grade level, computer requirements, publisher, price, and order number.

There is a discussion on evaluating software in the introduction. A listing of library instruction software publishers includes addresses, telephone numbers, and brief information about preview and refund policies. There is a subject index.

Price and ordering information will be in the next issue of the *LIRT News*. Check for more information at the LIRT Booth at the Annual Conference in Dallas.



Library Instruction Round Table
Invites You to go out for a

BITE with LIRT

Dallas, Texas

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 the ALA annual conference in Dallas 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.

- - - -

MEMBER A'LIRT:

LOEX provides a wealth of information on library instruction programs

By Kathleen Kie
OHIONET

LOEX, the Library Orientation-Instruction Exchange, is the national clearinghouse for library instruction information and materials. Established in 1972 and housed at Eastern Michigan University in Ypsilanti, Michigan, the organization's main goals are

> to facilitate communication among libraries with instruction programs,
>
> to assist libraries interested in developing such programs,
>
> to aid librarians in their research endeavors.

It is the largest library instruction clearinghouse in the world.

Teresa Mensching, the LOEX coordinator, oversees a collection of more than 38,000 items. Print materials comprise the bulk of this collection. They range from pathfinders, subject guides, workbooks and credit course syllabi to evaluation instruments and more. Non-print materials, such as videotapes, slide/tape presentations and library tours on cassette tape, are available as well. Bibliographic instruction librarians from throughout the United States and Canada donate their materials to LOEX. Ms Mensching catalogs the items for easy retrieval and oversees the lending of them; all items are available for loan on a weekly basis.

Membership in LOEX is by institution and, for the most part, individual members are discouraged. This way, any staff member at an institution who wishes to borrow materials from the clearinghouse may do so. LOEX does offer one free mailing to non-member institutions prior to their membership decision. The LOEX membership is mainly composed of US academic institutions. Several public and school libraries are members and contribute materials to the collection.

In addition to administering the collection and producing a quarterly newsletter, Ms Mensching also coordinates the annual LOEX National Library Instruction Conference. Conference participants are able to discuss various library instruction topics intensively for two days. The registration is usually limited to 150 people to ensure that a workshop-like atmosphere is maintained. The 1989 conference, held on May 4-5, in Ann Arbor, Michigan, had as its theme "Coping with Information Illiteracy: BI for the Information Age."

For more information about LOEX, contact Teresa Mensching by phone at (313) 487-0168 or in writing at:

> The LOEX Clearinghouse
> Eastern Michigan University
> Ypsilanti, Michigan 48197.

President's column

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In our March newsletter we asked you to vote for two LIRT members who were running for ALA Council: Randy Call and May Brottman. If you remembered to do so when the ballot finally arrived, you only found Randy's name. May Brottman decided not to run for Council this year because if elected she would have been forced to drop several projects in which she is deeply involved. The most important of these is a subcommittee of the ALA Standing Committee on Instruction in the Use of Libraries (IULC). The subcommittee has been proposing to look at the role of libraries in the educational process and has finally been given some funding to begin the search for literature and people researching in this area. An agenda for further research will be developed based on the subcommittee's findings. We wish May well in this and in all of her endeavors and look forward to her subcommitee's reports.

HELP IS NEEDED TO STAFF THE LIRT BOOTH AT ALA-DALLAS

The Public Relations/Membership Committee of the Library Instruction Round Table will again have an exhibit booth at the ALA conference. We need volunteers to staff the booth and to distribute information about LIRT and our activities.

If you can contribute a couple of hours of your time, you will have an opportunity to meet your colleagues and exchange ideas about LIRT and about library instruction in general. You need not be a member of LIRT to participate.

If you can help, fill out the form below and mail it to:

Doris A. Miller
General Reference
145-B Founders Memorial Library
Northern Illinois University
DeKalb, IL 60115

Or, call Doris at: (815) 753-9853

Please reply by June 15, 1989

Name_____Telephone_____

Institution_____

Address_____

_____

Indicate your first and second choices for scheduling by placing the numerals 1 & 2 in the appropriate blanks. You will be contacted prior to the conference regarding your scheduled hours.

	9am-11am	11am-1pm	1pm-3pm	3pm-5pm	No Pref.
Saturday, June 24	____	____	____	____	____
Sunday, June 25	____	____	____	____	____
Monday, June 26	____	____	____	____	____
Tuesday, June 27	____	____	____	**	____

*** exhibits close at 3pm on Tuesday*

Have you staffed the LIRT Booth before? YES____ NO____

CALL FOR FACILITATORS

The 1989 LIRT Program Committee is seeking volunteers to serve as facilitators for the break-out sessions which follow the 1989 program "Think About It!: Critical Thinking and Library Instruction." Break-out sessions will be broken up by age groups of library users. The groups will be divided as follows:

Ages 1 to 8; 9 to 15; 16 to 21; 22+

If you are interested in serving as a facilitator, please contact Emily Bergman. Facilitators will be notified of a short training session to be held sometime prior to the program which will be held from 9:30am to 12:30pm, Sunday, 25 June 1989.

FACILITATOR VOLUNTEER FORM

I am interested in serving as a facilitator for a break-out session following the 1989 LIRT Program in Dallas. I am interested in the following group(s)

_____Ages 1 to 8

_____Ages 9 to 15

_____Ages 16 to 21

_____Ages 22+

Name: _____

Title: _____

Institution: _____

Address: _____

_____

_____

Telephone Number: _____

Mail form to:

Emily Bergman, Assistant Library Director
California School of Professional Psychology
2235 Beverly Boulevard
Los Angeles, California 90057

or call
(213) 483-7034

THINK ABOUT IT!
CRITICAL THINKING AND LIBRARY INSTRUCTION

SUNDAY, 25 JUNE 1989

9:30am - 12:30pm

In Dallas
(check the conference program for location)

- ✓ **What is critical thinking?**
- ✓ **How can critical thinking be incorporated into library instruction?**
- ✓ **Who has tried to apply it to library instruction? How did it work?**

For answers to these questions and for practical ideas to use in your classroom, attend the 1989 LIRT Program

Featuring: Dr. Judy Burroughs-Keith, University of Texas; Carol Kuhlthau, Rutgers University; Virginia Rankin, Tillcum Middle School (WA) ; Elspeth Gooding, Kittatinny Regional High School (NJ); Nancyanne O'Hanlon, Ohio State University; Sonia Bodi, North Park College & Theological Seminary (IL).

Critical thinking and its application in library instruction will be addressed from a variety of perspectives. The program will conclude with break-out sessions to allow individual questions and discussion.

FIRST CLASS

LIBRARY INSTRUCTION ROUND TABLE NEWS

c/o Jeniece Guy
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50 E. Huron Street
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ADDRESS CORRECTION REQUESTED

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