



LIRT PLANNING RETREAT

A LIRT Planning Retreat was held on Friday, January 5th in Chicago. LIRT officers, committee chairs and Long Range Planning Committee members attended the day-long retreat. Dr. John Tyson, University Librarian, University of Richmond was the facilitator.

The retreat was designed to assess current goals and plan future directions for LIRT. Important issues identified prior to the retreat included: defining LIRT's strategic role in the movement toward information literacy; broadening LIRT's membership to include more school, special and public librarians; improving communication within the LIRT organization. Several other issues had also been identified and more were brought up during the course of the day.

Dr. Patricia Breivik, Director of Auraria Library, Denver, Colorado, gave the keynote address on the topic of information literacy. Dr. Breivik chaired the ALA Presidential Committee on Information Literacy which produced a significant report on the subject. She encouraged librarians to be "catalysts for change" in educational reform and to reach out to constituencies beyond their own libraries. Her presentation was followed by a panel composed of a school, a special and a public librarian. Each of these librarians shared their individual perspective on library instructional issues and involvement in the LIRT organization.

Much of the day was spent in large and small group brainstorming sessions. We identified issues, set priorities, problem-solved and developed action plans. Dr. Tyson led the participants through several directed activities including a review of the current mission statement. Groups ended the day by developing a list of suggested action plans which could be followed to help us achieve our goals.

PRESIDENT'S MESSAGE

by Fay Golden

We have all survived a busy Midwinter with better weather than anyone could have expected. The all day Retreat that the Steering Committee attended proved extremely productive. Many issues were discussed and a few of the ideas suggested will be put into practice immediately. One very important resolve is to find mechanisms to communicate more frequently and more thoroughly with the membership. A large group of active and involved people will keep our organization strong, enabling us to fulfill our mission better.

To that end, I urge you to read your newsletter carefully and to fill out the volunteer form for committee membership. LIRT committee chairs are sincerely interested in involving more people, especially those from public, school, and special libraries.

Do attend the program at the summer conference. It should provide the audience with an opportunity to learn about the capabilities of hypermedia. It will be on Sunday at 9:30 AM, with the first few minutes used as a membership meeting; the location will be announced later. Bring your friends and colleagues.

Additional priorities discussed included: the

continued on page 2

Inside

LIRT Election Slate	4
Asking More Questions	6
by Libble Brooks	
ALA Activities Related to Library Instruction	8
by Kristin Ramsdell	
Tailoring BI For College Students	13
by Susan Gangl	

And Lots More!

role of the Graduate Library School in the LIRT organization; the importance of the growth of the Affiliates structure; the importance of effective communication between LIRT and the ALA organization.

The Long Range Planning Committee which coordinated the retreat was charged with compiling and disseminating the information. This document will be made available to all interested LIRT members.

Reported by Louise Greenfield, LIRT President-Elect

DEADLINES!

If you have articles or news items and announcements to publish in the LIRT News, please note the following deadline:

Issue	Copy Deadline
June 1990	April 13, 1990

Send all copy to the LIRT News editor. All copy must be received by this date. For information or an "author information sheet" contact the LIRT News editor (1989-1990):

Linda Richardson
University Libraries
Reference Dept.
Virginia Tech
Blacksburg, VA 24061

NOTES FROM THE EDITOR

The Newsletter Committee had a productive meeting at Midwinter. We are always in need of well-written, concise articles on library instruction topics, especially from the state and local levels and from all types of libraries. If you know of an interesting project or topic, please share your information and write an article for the LIRT Newsletter. If you are interested in being a reporter, please send articles to me: Linda Richardson, University Libraries, Reference Dept., Virginia Tech, Blacksburg, VA 24061.

FAX: 703-231-9263

E-mail: LINDRICH @ VTVM1

Phone: 703-231-7994

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: Linda Richardson
University Libraries
Reference Dept.
Virginia Tech
Blacksburg, VA 24061

Contributions to be considered for the June 1990 issue must be sent to the editor by April 13, 1990.

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

All material in the LIRT News is subject to copyright by ALA. Material may be photocopies for the non-commercial purpose of scientific or educational advancement.

© American Library Association, 1990

Attention all LIRT members!

The affiliates committee is planning to contact each state library association in order to identify state LIRT groups or other organizations that work with library/bibliographic instruction. A directory of these groups will be compiled. Do you know of a group? Please contact one of us if you do!

Phil Powell
College of Charleston Library
Charleston, SC 29424
wk phone: 803-792-5530
FAX: 803-792-8019

or

Susan Ellsbury
Mitchell Memorial Library
P.O. Box 5408
Mississippi State University
Mississippi State, MS 39762
wk phone: 602-325-7677
FAX: 601-325-3560

ALA

FRONT ROW
CENTER

IN
CHICAGO

Library Instruction Round Table

Invites You to go out for a

BITE with LIRT

Chicago, Illinois

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 midwinter conference in Chicago, 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.

Send this form to:
Norma J. Carmack
Trinity University Library
715 Stadium Drive
San Antonio, Texas 78284
(512) 736-7345
(Deadline is June 8, 1990)

Name: _____

Institution: _____

Mailing Address: _____

Phone: _____

Are you a LIRT member:

My preference is:

- ☐ Lunch Sat. 23 June 12:30pm
☐ Dinner Sun. 24 June 6:30pm
☐ Lunch Mon. 25 June 12:30pm
☐ Dinner Mon. 25 June 6:30pm

CANDIDATES FOR LIRT OFFICES 1990-1991

The Elections/Nominations Committee is pleased to announce the slate of candidates for LIRT offices in the upcoming election. The tradition of rotation in leadership of the organization by types of libraries was maintained in our selection of nominees. Candidates for Vice-President/President-Elect are school/special librarians, those for Secretary are academic librarians, and nominees for Treasurer are public librarians. All LIRT members are urged to express their wishes by voting when the ALA ballots are distributed.

VICE-PRESIDENT/PRESIDENT-ELECT

J. RANDOLPH CALL manages OCLC's Retrospective Conversion Strategic Services and TECHPRO Products. He has served as project manager for OCLC's Implementation of AACR2 and resulting databases, and has authored publications in both OCLC's Technical Bulletins and ALA RTSD Newsletter. Previously at Knoxville College, he taught the library orientation modules in the core curriculum, an introduction to the library course, and authored the Knoxville College Library Handbook. He has served LIRT in a wide range of positions, including that of chairperson of the Fifteenth Anniversary Task Force Publications Subcommittee, 1989-; Chairperson, Handbook Publication Task Force, 1986-1989 that coordinated the publication of the LIRT Handbook currently in press; Chairperson, 1984 LIRT Conference Program Committee; and Chairperson, Public Relations/Membership Committee, 1978-1979. He has served as a member of the Elections/Nominations Committee, the Organization and Bylaws Committee and the Long Range Planning Committee. In addition, he is an active member of RTSD, serving as chair of the Audio-Visual Committee 1976-1980.

CANDIDATE STATEMENT OF CONCERNS: LIRT is an energetic, enthusiastic organization: one of ALA's best at getting things done. Our mission, involving librarians and exploring instruction issues from all types of libraries, is so large we are still working to reach our potential after nearly fifteen years of continuous growth. I believe LIRT's next vice-president/president elect's biggest challenge will be continuing implementation of the priorities set by Midwinter's Planning Retreat. First priority is expanding to include more school, special and public librarians. Reaching, recruiting and retaining librarians who frequently are not ALA members and rarely attend ALA conventions while also fulfilling our responsibilities to ALA presents an enormous opportunity. It requires creativity and adaptability both organizationally through committees and (to a lesser, but no less important extent) programmatically through our newsletter, conference program(s) and other publications. I think the next few years will be stimulating! I welcome this opportunity to run for office.

DIANNE C. LANGLOIS directs the Andrew Mellon Library in Choate Rosemary Hall at Wallingford, Connecticut. She has served LIRT as a member of the Public Relations/Membership Committee, 1986-1987; the Elections/Nominations Committee, 1989-1990; a member of

the LIRT Handbook Committee, 1986 and Co-Author of the School Section of the LIRT Handbook that is currently in press. She teaches courses on Library Instruction and/or Managing Libraries with Computers at the Taft Educational Center, 1981-; and is Editor of the Newsletter of the Association of Independent School Librarians, 1987-1989. She has served as Recording Secretary for AASL/NPSS, 1982-1983; and Coordinator of BLISS Clearinghouse (Bibliographic and Library Instruction in Secondary Schools), 1978-present.

CANDIDATE STATEMENT OF CONCERNS: LIRT was founded with the unique vision that librarians from all types of libraries who are committed to their users, had a great deal to share and learn from one another. This concept must be continually supported by outreach to both members and nonmembers. The library environment is rapidly being changed by new technologies. As this technology is implemented, librarians must rededicate themselves to making the tools of information access comprehensible to all users. The need for imaginative and effective forms of instruction, both formal and informal, is even more critical in the electronic library. Technology will be of little benefit to patrons, if instructional programs and schemes are not a key element in automation planning.

SECRETARY

DEBORAH L. SCHAEFFER coordinated Library Public Information at California State University in Los Angeles. She has contributed significantly to LIRT and ALA through her planning support and Coordinator of BITE WITH LIRT, Public Relations/Membership Committee, 1986-1990; JMRT COGNOTES Committee 1986-1990; Editor COGNOTES, 1989-1990; Assistant Editor, COGNOTES, 1988-1989; Editor, American Indian Libraries Newsletter, 1978 to present.

CANDIDATE STATEMENT OF CONCERNS: When I joined ALA on becoming an academic librarian in 1985, I was baffled by the size and structure of the organization. At conference that year I attended a "BITE WITH LIRT" and met enthusiastic and friendly LIRT members who encouraged me to become involved with the Round Table. I did volunteer and have been active in the Public Relation/Membership Committee for four years. I feel LIRT needs to be proactive and continue to encourage individuals to become involved in our committees and activities. I would like to see a concentrated effort to recruit more public, school and

special librarians to our ranks. Although library instruction is different for each type of library, sharing ideas and successful programs is an important benefit to all LIRT members. I feel LIRT is both a good place to begin one's ALA activities and also a means of staying on the forefront of library instruction.

RAE M. HAWS is Head of the Bibliographic Instruction Department in the Iowa State University Parks Library at Ames. She Co-Chaired the LIRT Continuing Education Committee, 1986-1988 that published Case Studies in Library Instruction 1987; helped collect information for the Speaker Database at LOEX, and created bibliographies on the "Top Twenty BI Articles" of each year. She has served ALA in a variety of roles, including membership on the ACRL-BIS Task Force for Needs Assessment of a BIS Librarian's Handbook, 1989-1990; together with colleagues, wrote a successful grant funded by the University to test four methods of evaluation of their BI Program (1989); together with colleagues, surveyed the Iowa State University faculty regarding its attitudes towards required library instruction course. the results were positive and gave support for continuing the course. A brief description of the project was published in C & RL News.

CANDIDATE STATEMENT OF CONCERNS: For the past seven years, I have been an instruction librarian in a large land grant university. Before that I was an elementary school librarian, and before that a high school Social Studies teacher. At all levels I have found the need exists for teaching students how to get the most out of the libraries that serve them. I believe this is being done, but more joint planning is needed to insure that each level builds on what was taught in the level before. I believe LIRT is uniquely organized for encouraging and facilitating this cooperation. Because public and special librarians are also LIRT members this organization is the teaching force for life-long library use. It is important that LIRT continues to bring all instruction librarians together to work toward common goals.

TREASURER

TIMOTHY P. GRIMES is Adult Services Specialist in the Loving Branch of Ann Arbor Public Library. He has served LIRT as Treasurer, 1987-1988 during the difficult period when ALA completely changed the budgeting process and terminology. He balanced older methods of accounting with newer procedures to produce organized budget statements that could easily be understood by the LIRT Executive Board and the Steering Committee. In addition, he has served as LIRT Secretary, 1989-1990; Representative to ALA's Planning and Budget Assembly, 1988-1989; and Member of the Research Committee 1986-1987. He is an active member of RASD, serving on the Adult Library Materials Committee. **CANDIDATE STATEMENT OF CONCERNS:** With new technology, expanded indexes and multiples of resources, it

is easy for patrons to be set adrift in a vast sea of confusing information. We, as intelligent and creative professionals, must not let our patrons be lost because our resources have become too complex.

I have worked in several varied library settings - the highly technological University of Michigan Graduate Library; the busy, metropolitan Detroit Public Library and currently I serve as an Adult Services Specialist in the Ann Arbor Public Library system. My clients have included doctoral candidates, adult basic readers, business professionals and the unemployed. Members of each of these groups have come to the library confused and lost; each of these groups could benefit from quality library instruction programs.

LIRT's mission - to represent all types of libraries and promote lifelong learning by developing competent library and information use through library instruction - is a noble one. LIRT recognizes that Information Literacy is an important part of all libraries and the varied communities they serve, and that library instruction is the key. With LIRT's continued leadership, we can develop intelligent, focused library instruction programs that will make our institutions less overwhelmingly complex and more user-friendly and efficient.

CAROL BATES PENKA is a reference librarian in the Reference Library of the University of Illinois at Urbana-Champaign. She is currently serving as acting User Education Coordinator of Central Public Services. She has been Treasurer of LIRT (1985-1986) and Editor of LIRT News (1982-1983). Her LIRT committee work includes service on the LIRT Affiliates Committee (1984-1987), Long Range Planning Committee (1983-1985, 1989-1991), and Publications Committee (1981-1984). She is currently serving on the ALA User Instruction for Information Literacy, Research Subcommittee (1988-1990). She is Past-President of the Illinois Library Association and Technical Services Section. **CANDIDATE STATEMENT OF CONCERNS:** LIRT offers outstanding programs and services to its members because of its excellent management of resources -- both fiscal and human. The treasurer manages and tracks the fiscal resources. The treasurer also works with ALA Fiscal Services to insure continuity and accuracy of financial reports. Knowing how much money we have and can expect to earn through book sales, etc., enables the LIRT leadership to plan effectively.

I would welcome the opportunity to serve LIRT once again on the LIRT Executive Board as Treasurer. I believe my knowledge of the structure of ALA and LIRT will help make the Treasurer effective immediately upon taking office.



ASKING MORE QUESTIONS

THE DISCUSSION AND ANALYSIS OF RESEARCH RESULTS

by Libbie Brooks

University of Georgia

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

When doing research on library instruction, we begin with a question that we want answered. As we work through that question by defining it carefully, selecting an instrument by which to measure it, and collecting and tabulating the data received in response to the instrument, we come to the point of discussing and analyzing research results, a point where we need to ask more questions. In fact, while doing research, we need to cultivate an attitude of continual questioning -- questioning the instrument, the results, ourselves, and the original question.

This fall I found myself in the role of the questioner, as I worked through a section of the research results for the "Aims of User Education" survey the Research Committee sent out last year. I was supposed to begin by describing the results, but I soon found myself doing some analysis as well, at least in my mind if not on paper. I was working on a section about conceptual aspects underlying libraries' approaches to user education. To be honest, I dreaded sitting down to do it, but when I did, I quickly began to enjoy myself. It took a lot of concentration to read through those cross-tabulated results and make sense of them, but as I began to discover certain patterns emerging, I became rather excited.

Here are a few suggestions to aid you in writing discussions and analyses:

* Be clear first about the distinction between description and discussion/analysis. In the descriptive section of a research report you state the results clearly and objectively. In the discussion/analysis section you write about the significance of the results, why they may have turned out the way they did.

* When writing the discussion and analysis section of the report, include only the most important relationships and results and state that that is what you are doing. The report should be a distillation of the most important things you have learned. In my analysis, for example, I saw much stronger relationships between type of library and conceptual aspects underlying approach to user education than between size of library and conceptual aspects. In my report I would want to emphasize those stronger relationships.

* As results come in and are tabulated and cross-tabulated, it is easy to get excited, seeing certain relationships and significant numbers and all sorts of new directions to follow. At this stage of research, however, it is important not to forget the original question and goal for your investigation. Make them your baseline. Try to focus on them as you discuss and analyze the

results, while at the same time jotting down new ideas and questions that come to you. You can delve into the new ideas and questions later; for now you can list and briefly describe them as part of your analysis. I was surprised to see that I came up with eight further questions about conceptual aspects of user education in analyzing our results, but I tried to focus on the original goal of our survey.

* While discussing results, it is also easy to see exactly what you want to see. If you thought from the beginning that the question would be answered in a certain way, you might assume that that is exactly what the numbers are telling you. Look hard at those numbers. Question yourself and the results. Be aware of mental blocks you might have.

* Discussion of results is actually a section of a research report or article, but also think of it in more literal terms: actually discuss your results with a select number of people. That is one way to sidestep mental blocks. If you are working in a group, solicit opinions and thoughts from other group members, but also ask a trusted colleague who is not part of the project. As it says in *Proverbs*, "As iron sharpens iron, so one person sharpens another." Others may notice relationships you have completely failed to see. They offer other perspectives and interests which may highlight areas that you would have ignored.

* Consider borrowing an idea from qualitative researchers, who use metaphor and analogy to help them understand results. Michael Quinn Patton writes in his book *Creative Evaluation*, "Evaluators [or researchers] are highly familiar with statistical comparisons, but metaphorical comparisons can be no less powerful. Metaphors, similes, and analogies help us make connections between seemingly unconnected things, thereby opening up new possibilities by unveiling what had been undetected." For our survey results, the LIRT Research Committee used statistical comparisons, but in trying to look more closely at two of the conceptual aspects underlying libraries' approaches to user education we could have used analogy: encouraging development of search strategies as a conceptual aspect of user education is like Theory X management, while enabling people to refine and articulate their information needs is like Theory Y management. Exploring this analogy may help us more clearly define the uses of these two conceptual approaches to user education.

* If the results seem unclear to you and others who have taken time to look at and think about them, be honest about it when writing the analysis. Do not try to make something out of what

is unclear, but conjecture about possible reasons for the lack of clearcut answers. The absence of clarity may actually provide some insights for you.

Now you should be ready to write your report or article. The discussion and analysis of your results, along with a thorough description of the original research project, will help those who read the report to think through the original research question, the issues involved, the methods used, and the problems encountered. They may then be able to build upon your work.

Research is cyclical. What you find in trying to answer one question may lead you and others back to the beginning of the research cycle to redefine your original problem and/or to answer further questions that came up during the first go-round. As you start into another round of research, remember to keep asking questions.

Adams, James L. Conceptual Blockbusting). 3rd ed. Reading, MA: Addison-Wesley, 1986.

Patton, Michael Quinn. Creative Evaluation. 2nd ed. Newbury Park, CA: Sage Publications, 1987.

Rickards, Tudor. Problem-solving through Creative Analysis. New York: John Wiley & Sons, 1974.

Van Gundy, Arthur B. Techniques of Structure Problem Solving. New York: Van Nostrand Reinhold, 1981.

Case Studies in Library Instruction

Revised Edition

A LIRT Publication for...

School

Public Libraries

Academic Libraries

*Topics include: Instruction for end-user searching , online catalogs,
non-traditional and foreign students,
the first class , planning for library instruction*

*Each case study includes questions for further discussion
and a bibliography of readings.*

Only \$7.00

Send your check to :

ALA Office for Library Personnel Resources

50 East Huron Street

Chicago, IL 60611

ALA ACTIVITIES RELATED TO LIBRARY INSTRUCTION

by KRISTIN RAMSDELL
California State University -- Hayward

Twice a year, at Midwinter and at Annual, the members of ALA's LIRT Liaison Committee disperse themselves among the myriad committees, programs, and discussion groups related to library instruction for the purpose of noting trends and new directions within the field. At this year's Midwinter Conference in Chicago, an increased committee membership enabled the Committee to attend more than 30 sessions. Highlights are as follows:

- * Technology as it relates to library instruction is still of great interest. The 1990 LIRT program will deal with expert systems and the 1991 ACRL BIS program will discuss technology as a barrier.
- * "Information Literacy" is the new buzz word. It was heard in a variety of committee meetings and discussion groups, including, of course, the BIS discussion forum "Information Literacy or BI: Semantics or Philosophy."
- * Multicultural issues continue to be of interest. The 1991 LIRT program and the BIS Pre-Conference are each dealing with different aspects of this topic.
- * The theme for the 1992 Fifteenth Anniversary of ACRL-BIS and LIRT is "Information for a New Age."
- * ALA's Instruction in Use of Libraries Committee (IUL) has changed its name to the User Instruction for Information Literacy Committee (UIIL). They continue to work on their policy statement and monitor ALA's BI activities.
- * Various groups concerned with library instruction issues are discussing representation at the Second White House Conference on Library and Information Services in 1991.
- * ALSC/YASD are planning a 1991 program -- "The Library as Laboratory." The focus will be on instruction.
- * BIS plans a teleconference of their 1990 program on the Model Statement for April 1991. They are currently seeking funding.
- * "Bibliographic Competencies for Education Students (1981) is being rewritten by the EBSS BI for Educators Committee.

DESKTOP PUBLISHING FORUM

Submitted by Chuck Dintrone, Computer Applications Committee.

The LIRT Discussion Forum, held on Sunday, January 7, focussed on desktop publishing. About forty people in four groups discussed using various programs to make newsletters, handouts, bibliographies, etc. The groups, centered on desktop publishing packages, were Ventura, Pagemaker, Macintosh, and WordPerfect. It was pointed out that Ventura is expensive and has a high learning curve and should mostly be used for publishing books and extremely high quality newsletters. The other packages can do just as well for the types of materials most often produced by library instruction offices, items which are usually needed on short notice and often have to be updated. It was also the consensus that the type of desktop publishing package one uses and the computer (IBM or Macintosh) used is less important than the peripheral equipment such as scanners or laser printers one has. Unless graphics are important, most IBM packages (with a choice of fonts) can do as well as Macintosh. It was also pointed out that graphics designers should be consulted for tips on the best way to present the material.

This was the third and last discussion forum to be held by the Computer Applications Committee and the last one by LIRT, unless someone forms a discussion group. A reminder - anyone can ask to convene a discussion group by contacting the LIRT President, Fay Golden, Liverpool Public Library, 310 Tulip Street, Liverpool, NY 13088.

LIRT COMMITTEE REPORTS -- MIDWINTER CONFERENCE 1990

CONTINUING EDUCATION

Discussed the selection of the LIRT "Top Twenty" bibliography and the 1990 annual conference program on hypertext and hypermedia bibliography. The group agreed to compile a directory of library instruction speakers who have given presentations and made preliminary plans for case study topics/issues to be included in a new book on the evaluation of library instruction librarians and programs. Members decided to publish a review article on "Hypertext and BI" for the (und)LIRT Newsletter(und) after the annual conference.

LIAISON COMMITTEE

In addition to its primary function of attending ALA meetings and discussion groups related to library instruction, the Committee also investigated ways of encouraging outreach to non-library groups, such as the National Council of Teachers of English (NCTE). The members will also consider submitting appropriate articles to the LIRT newsletter and encouraging others to do the same.

ORGANIZATION AND BYLAWS

The committee discussed revisions and additions to goals and objectives dealing with organizational structure. Also discussed was the disposition of the new logo, and stationery needs. The organizational notebooks were restructured to allow insertion of more index tabs and suggestions were made about additional material needed in the notebooks. Two new positions within LIRT were discussed, with a recommendation to appoint an archivist this year and to come up with guidelines for the future position of database manager.

PROGRAM COMMITTEE, 1991

The 1991 Program Committee met for the first time at ALA Midwinter in Chicago. During two meetings at the conference, the committee settled on a topic for the program. With much discussion about information literacy, the committee chose to pursue a program on promoting information literacy throughout all types of libraries to a society which has many cultural differences. A working title of, "Cultural Diversity: Strategies for Promoting Information Literacy in a Changing World," was selected. The committee is working on identifying speakers who can address the cultural diversity that now exists in the society as well as the ever changing population of the future and how we can use library instruction to help achieve the goal of an information literate society. The program will be held during the ALA Conference in Atlanta, Georgia on Sunday, June 30, 1991, 9:30am-12:30pm.

PUBLIC RELATIONS/MEMBERSHIP

For the annual conference, arrangements were made to have four BITE meals to organize and staff the LIRT booth, and to develop a promotional flyer of the annual conference LIRT activities. We are working with the 1990 Program Committee to find computer software for the LIRT booth. The committee is seeking corporate support for computer hardware for the LIRT booth. New activities include: creating a new banner for the booth; revising new membership packets and devising a new method for distribution; developing a letter to be sent to members who discontinue membership in LIRT; and developing an attractive membership brochure. We recommended to the Steering Committee that the Public Relations/Membership Committee not be split into two committees.

BEYOND THE DRAWING BOARD:

Using Hypermedia in Libraries

Sunday, June 24, 1990

9:30am - 12:30pm

Chicago

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

The Membership/Public Relations 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 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 colleagues and exchange ideas about LIRT and library instruction in general. You do not need to be a member of LIRT to participate.

If you can help, fill out this form and mail to:

Barbara Burns
Crown Point Community Library
214 South Court Street
Crown Point, IN 46307
Phone: 219-663-0270



--Please reply by May 25, 1990

Name _____ Telephone _____

Institution _____

Address _____

Indicate your first and second choice for scheduling by placing the numbers 1 and 2 in the appropriate blanks. You will be contacted prior to the conference regarding your schedule.

	9-11am	11am-1pm	1-3pm	3-5pm	No Pref.
Saturday, June 23	_____	_____	_____	_____	_____
Sunday, June 24	_____	_____	_____	_____	_____
Monday, June 25	_____	_____	_____	_____	_____
Tuesday, June 26	_____	_____	_____	**	_____

**exhibits close at 3pm on Tuesday

Have you staffed the LIRT booth before? YES _____ NO _____

**CALL FOR LIBRARY INSTRUCTION MATERIALS
TO DISPLAY AT LIRT BOOTH AT
ALA-CHICAGO**



CAI programs
Handouts
Worksheets
Study guides
Course syllabi
Announcements
Brochures
Posters
Evaluation tools

Share your ideas with other librarians. What's old hat to you may inspire others. If you have any library instruction software for IBM or MAC Hypermedia which we can demonstrate, please write or call Jeanne Drewes as soon as possible.

Sample instructional materials from academic, school, public, and special libraries are also needed for display and distribution; such as:

...CAI programs
handouts
study guides
work sheets
syllabi

...brochures
posters
evaluation instruments
announcements
workbooks

CONTACT:

Software copy by May 15th to:

Jeanne Drewes
Mary Washington College Lib.
Fredericksburg, VA 22401
Phone: 703-899-4586

Print materials by June 15th to:

Carol Denner, Director
Lake County Public Library
1919 West 81st Ave.
Merrillville, IN 46410
Phone: 219-769-3541

LIBRARY INSTRUCTION ROUND TABLE COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form and mail it to the Vice-President/President-Elect of LIRT:

Louise Greenfield
274 Barwynne Lane
Philadelphia, PA 19151

NAME and TITLE:

INSTITUTIONAL ADDRESS:
(Star * preferred mailing address)

HOME 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 by the letter "R".)

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

☐ Newsletter
☐ Organization/Bylaws
☐ PR/Membership
☐ Publications
☐ Research
☐ Affiliates (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.

TAILORING BIBLIOGRAPHIC INSTRUCTION FOR COLLEGE STUDENTS

By Susan Gangl, University of Minnesota

This paper examines the differences in teaching style, techniques and substantive content to be used in bibliographic instruction for lower- and upper-division undergraduates and graduate students.

Lower-Division Undergraduate Students

Lower-division undergraduate students often have low motivation to use libraries. This may stem from low demand from their instructors, from misperceptions about course requirements and/or about library resources, or from fear. Libraries are intimidating to the uninitiated.

One of the most significant accomplishments of bibliographic instruction has been to help people learn how to ask for help at the reference desk. Even a "one-shot" can give students basic information to reduce their fear of the unknown and thus increase their confidence about using the library. Meeting the librarian in the classroom, makes it easier for them to ask for help when they need it. An overview of library systems and strategies assures them that research is indeed a complex process and that asking for help need not be a source of embarrassment.

"Pre-search"

It is also important that we teach people how to prepare for library research; this is what I like to call "Pre-search" strategies. "Pre-search" involves question analysis, including the choice of discipline, and the development of terminology related to the topic. Include basic technical information about using the catalog, a brief introduction to periodical indexes, as well as how to physically locate materials.

Techniques That Work With Undergraduates

For undergraduates, I find the following methods to be effective: 1) conceptualization; 2) simplification and generalization; 3) examples and analogies; 4) repetition and summarization; and 5) relevant humor.

Conceptualization of Pre-search and Search Strategies

The goal of concept-based bibliographic instruc-

tion is to teach students how to transfer problem-solving skills from one learning situation to another. Students do not follow abstract reasoning as readily as they understand concrete examples. The concepts must be clarified with simplification and reinforced by analogies, examples, and repetition.

Simplification

Simple, straightforward language helps undergraduate audiences understand basic concepts underlying the search and pre-search strategy. Question analysis can be called "breaking down the question into its main parts." Geographic limits, interest groups, time period, etc., can be simplified to "who, what, when, where, why and how." When we discuss approaching the topic from a particular discipline, the word "discipline" is a major stumbling block. Try relating the concept to a college "major." Ask them for examples to see if they've understood. A clear understanding of disciplinary approach is essential as long as basic indexes, bibliographies and other key sources are focused in this way.

Generalization

Simplicity works effectively in basic introductory material. Use examples that allow you to generalize about a concept. Using an example that has exceptions to the rule will be confusing for the librarian and for the students. Use examples that work and take students through an entire strategy with a single example so that they can see the differences and similarities in search results. Diane Chambers recommends providing models of the processes you want students to emulate.

Analogies

Relate library research to familiar experiences. Analogies are bridges across the experience gap. Compare the differences between a small school library and a large college library to the transition from a 7-11 store to a large department store. Compare the Library of Congress Headings to the Yellow Pages index.

continued on p. 14

Relevant Humor

Studies by Robert Kaplan, Gregory Pascoe and others have shown that humor relevant to the content improves comprehension and retention. Humor also serves to maintain attention in a subject that does not have much natural appeal for most students.

Graduate Students

Emphasize conceptualization, specialization, and comprehensive coverage with graduate students. Humor is less essential, but is effective if the presenter is comfortable using it.

Conceptualization

Graduate students will enjoy learning more about the concepts behind the process of research, and will not need lengthy discussion of question analysis; in fact, their research questions tend to be narrowly focused.

The methodology of the particular discipline will assist the graduate student in ways to approach and narrow the topic. Discuss the conceptual model of channels of communication that within the specific discipline, and the physical form of the records used most in the discipline, be it government documents, art exhibition catalogs, psychological measurement instruments.

Specialization

Tailor the presentation to their specific interests. Be familiar with primary sources relevant to their discipline, the types of access tools for those sources.

Comprehensiveness

The abundance of specialized reference sources may seem overwhelming to beginning graduate students. Reassure them that the mountain of literature can be reduced to a number of types, and that the types of sources are accessed by a few types of reference tools. Encourage them to master a few major access tools and to then transfer the bibliographic search methods to unfamiliar tools. CD-ROM sources and even fee-based searching, will appeal to most graduate students. Some will be

ready to relinquish all personal responsibility for literature searching to the computer. Make it clear to them what the computer can and cannot do, and what the coverage includes. Comprehensive coverage of a topic is an ideal to strive for, not a reality. Give them a sense of the existing body of literature and ways to access it. As the access to databases is eased by the availability on CD-ROM, and end-user searching grows more common, it is important for the students to be aware of the limits and capabilities of searching databases.

Humor

Graduate students appreciate subtle humor. Relevant humor increases retention and makes the presentation more enjoyable, but it is not needed to stimulate motivation, for graduate students are usually aware of their need to make better use of the library. The methods that are most successful with this group are conceptualization, specialization, comprehensiveness, and a touch of subtle wit if the instructor finds that style compatible with his or her personality.

Upper Division Undergraduates

Juniors and seniors are a fairly serious audience, with a higher level of motivation than lower division undergraduates, but with a lower demand for production than the graduate student. It is still important to stress the pre-search strategies of question analysis and development of terminology. Encourage students to be flexible and creative about this step especially. Before they can come to terms with research, they'll need to come to research with terms. The content and methods that are useful with graduate students are useful, in abbreviated form, for upper level undergraduate students.

Bibliography

Chambers, Diane. "Teaching Cognitive skills to Underprepared Students," in Strategies for Active Teaching and Learning: a handbook of teaching strategies, edited by Steven S. Schomburg. Minneapolis: Communication Services, Continuing Education and Extension, University of Minnesota, 1986. pp. 63-67.

continued next page

Gilbert, John. and Nancy Fjallbrant, "Making Library Research Results Pay." Library Management 2:1 (1981).

MacAdam, Patricia. "Humor in the Classroom." College & Research Libraries July, 1985. pp. 327-333.

Hill, Deborah J. Humor in the Classroom: a handbook for teachers (and other entertainers!). Springfield, IL: Thomas, 1988.

McInnis, Raymond. New Perspectives for Reference Service in Academic Libraries. Westport, CT: Greenwood, 1978.

Kaplan, Robert and Gregory Pascoe. "Humorous Lectures and Humorous Examples." Journal of Educational Psychology 69:1 (August, 1977), pp. 61-65.

_____. "Do Metaphors Make Good Sense in Teaching Research Strategy?" in Theories of Bibliographic Education, edited by Cerise Oberman and Katina Strauch. New York: Bowker, 1982.

Keresztesi, Michael. "The Science of Bibliography: Theoretical Implications for Bibliographic Instruction." in Theories of Bibliographic Education. New York: Bowker, 1982.

_____. Theories of Bibliographic Education: designs for teaching. Edited by Cerise Oberman and Katina Strauch. New York: Bowker, 1982.

Kobelski, Pamela and Mary Reichel. "Conceptual Frameworks for Bibliographic Instruction." Journal of Academic Librarianship 7:2 (May, 1981), pp. 73-77.

_____. "Question Analysis and the Learning Cycle." Research Strategies 1:1 (Winter, 1983), pp. 22-30.

ACRL-BIS QUESTIONNAIRE

In 1979, BIS produced the Bibliographic Instruction Handbook which represented guidelines and objectives for implementing BI programs. Though out-of-print, ACRL still receives requests for the handbook. Therefore, the BIS Executive Council created a Task Force to "assess the need for the BIS section to produce a publication to replace the BI Handbook and make a recommendation to the BIS Executive Council at the annual conference, Chicago, 1990."

You can help the Task Force assess this situation by answering these questions:

1. Is there a need for BIS to replace the handbook?
_____ YES _____ NO WHY?
2. If yes, what should be the focus of a new BIS publication?
3. Who would benefit most and why?
4. Have you used the handbook or a similar publication?
_____ YES _____ NO WHY/HOW?

Please respond by April 17, 1990 to: Diane Zwemer, College Library - UCLA, 200B Powell Library Bldg., Los Angeles, CA 90024

LIRT MEMBERS RUNNING FOR ALA COUNCIL

As a Councilor-At-Large, librarians have an opportunity to play significant roles in the governing body of ALA. The Council establishes policies of the Association and delegates to divisions the authority to plan and carry out programs and activities. The Council consists of ALA officers, the ALA Executive Board, a Representative from each division, a representative from each state, and a hundred members-at-large.

Representing all types of libraries, LIRT members are in a pivotal position to make unique contributions to Council by helping to set policies, clarify and address concerns, support the creation of legislation to support libraries, set standards for library, information, and literacy services for the population at large, as well as provide continuing professional education for library and information specialists. Moreover, members of this body play a leading role in the development of libraries worldwide.

The Elections/Nominations Committee is pleased to announce LIRT members who are running for ALA Council in the upcoming election. All of these candidates are very active on committees and in leadership positions in LIRT.

JOHN TYSON, Facilitator for the 1990 LIRT Planning Retreat;
MARILYN WHITMORE, Chairperson of LIRT Research Committee;
FAY GOLDEN, LIRT President;
THELMA TATE, LIRT Past-President.

**We urge all LIRT members to express their wishes
by voting when the ALA ballots are distributed.**

LIBRARY INSTRUCTION ROUND TABLE NEWS

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

NON-PROFIT ORG U.S. POSTAGE PAID CHICAGO, ILLINOIS Permit No. 3226
--

ADDRESS CORRECTION REQUESTED