



School

Public

Special

Academic

LIBRARY INSTRUCTION ROUND TABLE NEWS

volume 13 no. 4

June 1991

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LIRT'S TOP TWENTY FOR 1990

An annotated bibliography prepared by the Library Instruction Round Table's Continuing Education Committee, Sally Lyon, editor: Scott Davis, Valerie Feinman, Craig Gibson, Suzanne Holler, Rebecca Jackson, Chris Nolan, and Trish Ridgeway, Committee Chair.

Bell, Steven J. "Using the 'Live Demo'." *Online*, 14(May 1990):38-42.

Discusses live demonstrations of online searching during instructional sessions. Highlights advantages for doing so and provides helpful planning advice, from equipment availability to classroom techniques to troubleshooting hints.

Bessler, Joanne and others. "Do Library Patrons Know What's Good for Them?" *The Journal of Academic Librarianship*, 16(May 1990):76-85.

Bessler argues that academic libraries should stop trying to teach patrons what they think is good for them, and focus more effort on listening to what patrons want from the library. Six librarians respond to Bessler's argument in short opinion articles that follow.

Bodi, Sonia. "Teaching Effectiveness and Bibliographic Instruction: The Relevance of Learning Styles." *College & Research Libraries*, 51(March 1990):113-19.

A discussion of learning styles and a practical explanation of how David Kolb's experiential learning model is applied in BI at North Park College.

Bostian, Rebecca, and Ann Robbins. "Effective Instruction for Searching CD-ROM Indexes." *Laserdisk Professional*, 3(January 1990):14-17.

Describes an experiment that examined the relationship between successful searching of databases on CD-ROM by undergraduate students, and the various types of instruction provided by the library staff.

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President's Message

Louise Greenfield, U. of Arizona

This month the U. of Arizona Library will host a meeting designed to promote dialogue among U of A librarians and the librarians in public and private secondary schools in the Tucson community. Librarians, teachers and administrators are encouraged to attend.

During the planning for this forum, we discussed questions we had for one another. What computer skills do you expect entering university Freshman to have mastered? Describe a typical day in the life of a high school librarian. What type of library-related projects do high school teachers assign their classes? What is the University's policy in providing instruction to high school students? What percentage of your graduating seniors attend college? Who are your students?

The more we talked during the planning process, the more, we realized, we had to learn about and from each other. Many recent articles have talked about the need for university, college, community college and school librarians to form partnerships. This same need has been identified for special and public librarians as well. It is becoming especially important as we prepare users for

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**And More
Annual Conference
Information!**

A Fond Farewell

Sue Kopp, Newsletter Editor

With this issue of the Newsletter, my year as editor is complete. Many thanks to Emily Okada, production editor, for the great layouts. The Newsletter looks terrific. Thanks also to the Newsletter Committee: Bescye Burnett, Marianna Fitzgerald, Susan Gangl, Chestalene Pintozi, Ruth Rutledge, Kwasi Sarkodie-Mensah, and John Van Balen. The Committee has contributed energy and enthusiasm as well as manuscripts. Continuing success is wished to Kwasi who will be editor next year.

Others who deserve acknowledgement are the LIRT Committee Chairs and Officers. They have made considerable contributions to the Newsletter and have been mindful of deadlines. Finally, many thanks to Louise Greenfield, President of LIRT. Her support, suggestions, and encouragement have been greatly appreciated.

LIRT is a very special group of people, I look forward to a continuing relationship!

Library Instruction Round Table News

Volume 14 (Sept. 1991, Dec. 1991, Mar. 1992, June 1992)

Send inquiries and submissions to:

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curious? see page 11...



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Production Editor: Emily M. Okada
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LIRT SCHEDULE FOR ANNUAL CONFERENCE

Atlanta, Georgia

Friday June 28, 1991

8pm	-	10pm	Steering Committee
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Saturday June 29, 1991

8am	-	12:30pm	All Committee Meeting
12:30pm	-	2pm	BITE with LIRT
2 pm	-	4 pm	1991 Program Committee
2 pm	-	4 pm	Continuing Education Committee
2 pm	-	4 pm	15th Anniversary Task Force
2 pm	-	4 pm	Elections/Nominations, 1991 Committee
4:15 pm	-	5:45 pm	Opening General Session (no conflict)
5:30 pm	-	8 pm	BITE with LIRT
8 pm	-	10 pm	Executive Board

Sunday June 30, 1991

9:30 am	-	12:30pm	LIRT Program and Membership
2 pm	-	4 pm	Publications Committee
2 pm	-	4 pm	1991 Program Committee
5:30 pm	-	8 pm	BITE with LIRT

Monday July 1, 1991

8 am	-	10 am	15th Anniversary Task Force
9 am	-	11 am	Affiliates Committee
11:30 am	-	12:30 pm	PR/Membership Committee
12:30pm	-	2 pm	BITE with LIRT
2 pm	-	4 pm	Long Range Planning Committee
4:30 pm	-	5:30 pm	Elections/Nominations, 1992 Committee
5:30 pm	-	8 pm	BITE with LIRT
8 pm	-	10 pm	Membership I (no conflict)

Tuesday July 2, 1991

9 am	-	11 am	Organization & Bylaws Committee
9 am	-	11 am	1992 Program Committee
9:30 am	-	11 am	Liaison Committee
2 pm	-	5:30 pm	Steering Committee
8 pm	-	10 pm	Executive Board

Wednesday July 3, 1991

9 am	-	12 noon	Membership II (no conflict)
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Fister, Barbara. "Teaching Research as a Social Act: Collaborative Learning and the Library." *RQ*, 29(Summer 1990):505-509.

Argues that BI should be the teaching of research as a "creative act of construction" not just a gathering of information. Fister shows how collaborative learning fits in with this paradigm and gives specific examples of learning activities.

Frick, Elizabeth. "Qualitative Evaluation of User Education Programs: The Best Choice?" *Research Strategies*, 8(Winter 1990):3-13.

Discusses qualitative assessment of user education as a valid alternative to statistical evaluation. Suggests specific methods and processes; interviewing, observing, collecting descriptive data, with inductive analysis of the data gathered, that will make qualitative evaluation relatively rigorous.

George, Mary W. "Instructional Services." *Academic Libraries: Research Perspectives*. Mary Jo Lynch, editor. Chicago: American Library Association, 1990, pp. 106-142.

A review of the literature on library instruction services for the last 30 years.

Mandernack, Scott. "An Assessment of Education and Training Needs for Bibliographic Instruction Librarians." *Journal of Education for Library and Information Science*, 30(Winter 1990):193-205.

A study of Wisconsin librarians finds that they have not had sufficient training for BI. The author makes suggestions for methods based on what librarians favor for continuing education in BI. The questionnaire used is appended.

Maynard, J. Edmund. "A Case Study of Faculty Attitudes Towards Library Instruction: The Citadel Experience." *Reference Services Review*, 18(Summer 1990):67-76.

Describes a survey taken at The Citadel, seen as a first step toward more collaborative librarian/faculty programs, designed to determine the perception and use of library instruction by the teaching faculty. Provides a literature review of faculty attitudes towards library instruction, methodological overview (including the questionnaire), and analysis of survey results.

Moran, Barbara B. "Increasing Active Learning in Undergraduate Education." *College & Research Library News*, 51(June 1990):511-514.

Although much of this is information BI librarians are already promoting, this might be a good article to share with upper-level library administrators, faculty, and college or university administrators.

Nahl-Jakobovits, Diane, and Lean A. Jakobovits. "Learning Principles and the Library Environment." *Research Strategies*, 8(1990):74-81.

Discusses the broadest possible application of learning principles to bibliographic instruction. The authors see motivation, responding, and reinforcement as necessary conditions for effective learning. Both reinforcement and self-regulatory behavior are key factors in creating positive attitudes and outcomes for patrons.

next page please

Patterson, Charles D. and Donna W. Howell, "Library User Education: Assessing the Attitudes of Those Who Teach." *RQ*, 29(Summer 1990):513-524.

Reports the findings of a survey that points out the shortcomings in professional education and administrative support for BI, as well as the problems faced by BI librarians.

Sheridan, Jean. "The Reflective Librarian: Some Observations on Bibliographic Instruction in the Academic Library." *Journal of Academic Librarianship*, 16(March 1990):22-26.

An argument for the use of collaborative learning in BI. Methods are discussed and specific applications are given. Sheridan also considers special needs students.

Totten, Nancy Thomas. "Teaching Students to Evaluate Information: A Justification." *RQ*, 29(Spring 1990):348-354.

An argument for teaching evaluation of sources as part of BI. Totten offers several definitions of critical thinking. Finally, she gives an example of how evaluation is taught to students at Indiana University Southeast.

Turner, Ann. "Computer Assisted Instruction in Academic Libraries." *Journal of Academic Librarianship*, 15(January 1990):352-354.

Gives 12 situational characteristics that favor computer-assisted instruction application in organizations.

Welsch, Erwin K., and Abigail Loomis. "Research Assistant: A Hyper-Card Approach to Library Instruction." *OCLC Micro*, 6(April 1990):20-25.

Provides an in-depth examination and review of "Research Assistant", a HyperCard stack designed to provide computer-assisted instruction for the research process (as opposed to library orientation). Looks at the program both pedagogically and technically, and raises some interesting questions about the role of technology in library instruction.

Whitaker, Cathy Seitz. "Pile-Up at the Reference Desk: Teaching Users to Use CD-ROMs." *The Laserdisk Professional*, 3(March 1990):30-34.

Reports on the results of a survey of 38 librarians, who had experience in training CD-ROM end-users, to determine the most effective way to train patrons in the use of CD-ROMs. Covers a wide range of CD-ROM related instructional issues.

Note: Readers interested in the literature of library instruction are reminded that Hannelore B. Rader continues to edit an annual bibliography of library orientation and instruction literature, which appears in *RSR (Reference Services Review)*. Her latest bibliography is in the Winter 1990 issue.

Member A'LIRT

-Gwen Arthur, Temple University

As star of LIRT's soon-to-be-released video on teaching critical thinking, Virginia Rankin will soon become a familiar face to a wide spectrum of ALA members. The "rough-cut" of the LIRT production was screened at the LIRT All-Committee Meeting at the ALA Midwinter Conference. Producer Tobeylynn Birch forecasts that the video will be available at the ALA Conference in Atlanta this summer. Many ALA members may already be familiar with Virginia's ideas through her publications in *School Library Journal*, *The Book Report*, and *Appraisal*.

Virginia has been Teacher Librarian at Tillicum Middle School in Bellevue, Washington for three years. She serves about 600 students, grades 6-8, from a variety of ethnic backgrounds. Her library's collection consists of 10,000 books, and as she says, has gone "electronic" with an online catalog and a growing software collection, including CD-ROM encyclopedias. Of course, the most distinctive element of Virginia's work with the students at Tillicum is her teaching of library research as a thinking process with an emphasis on planning, question-forming, and making choices. She also has developed an extensive storytelling program where she both tells stories and trains students to tell stories. Recently she has focused on a cooperative planning program with teachers which has involved almost every teacher in the school.

Virginia has come a long way since graduating from Cornell and receiving her Master of Education from Boston University. Her first professional position was at Richmond Middle School in Hanover, New Hampshire where she was selected a Vermont Outstanding Teacher in 1982 (she was in an interstate school district). She first became involved with the teaching of critical thinking skills when she developed a plan with one of her fellow teachers in Bellevue to teach these skills as part of library research. Those who are interested in learning more about her teaching program can watch for her LIRT video or read her article "One Route to Critical Thinking" in the January 1988 issue of *School Library Journal*.

Commenting on her experience making the LIRT video, Virginia said that it was a great learning experience for her. As useful as writing and speaking about her teaching are in spreading the news of her programs, she thinks that the presence of real, live students on LIRT's videotape brings her ideas powerfully to life. She's looking forward to the video's completion and anticipating its usefulness in communicating her ideas about teaching critical thinking skills via library research.

Study Skills Teaching Program

LIRT is co-sponsoring the program of the Education and Behavioral Sciences Section (EBSS) of ACRL. This program is entitled "Teaching Study Skills: The High School to College Experience." The program is scheduled for **Monday, July 1, from 9:30 to 11:30 a.m.** (check the conference program for location). Questions to be addressed include: Are librarians teaching study skills and, if so, how? What is the role of school and academic librarians in preparing students for college?

Speakers are **Dr. John Gardner**, Director of the National Center for the Study of the Freshman Year Experience, University of South Carolina; **Dr. Bonnie Armbruster**, Director of the Center for the Study of Reading University of Illinois; and **Dr. Carol Kuhlthau**, Director of Educational Media Services Programs, Rutgers University.

A panel of librarians, representing the co-sponsors, will react. The panel includes **Nancy O'Brien** (EBSS), University of Illinois; **Denise Dwyer** (LIRT), Kenwood Academy in Chicago; **Bonnie Gratch** (ACRL-BIS), Bowling Green State University; **Paula Montgomery** (AASL), *School Library Media Activities Monthly*.

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



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 it to:

Barbara Burns
Crown Point Community Library
214 South Court Street
Crown Point, IN 46307
Phone: 219-633-0270

--Please reply by June 10, 1991

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 29	_____	_____	_____	_____	_____
Sunday, June 30	_____	_____	_____	_____	_____
Monday, July 1	_____	_____	_____	_____	_____
Tuesday, July 2	_____	_____	_____	_____	_____

***exhibits close at 3pm on Tuesday

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

President's Message continued from page 1

an information rich future. In "Bibliographic Instruction: Planning for the Electronic Information Environment" (**College & Research Libraries**, September 1987, pp. 433-453), Harold B. Shill speaks to the need for cooperation among academic, special, public, and school librarians:

Communication with public librarians is vital in preparing students for postcollege information retrieval and in understanding the post-high school information background of many returning, nontraditional students.

An appreciation of change in the information environment, the services provided by special libraries, and the value and ease of access to information for decision making will be particularly useful for both traditional and nontraditional students anticipating careers in these areas. (p. 446)

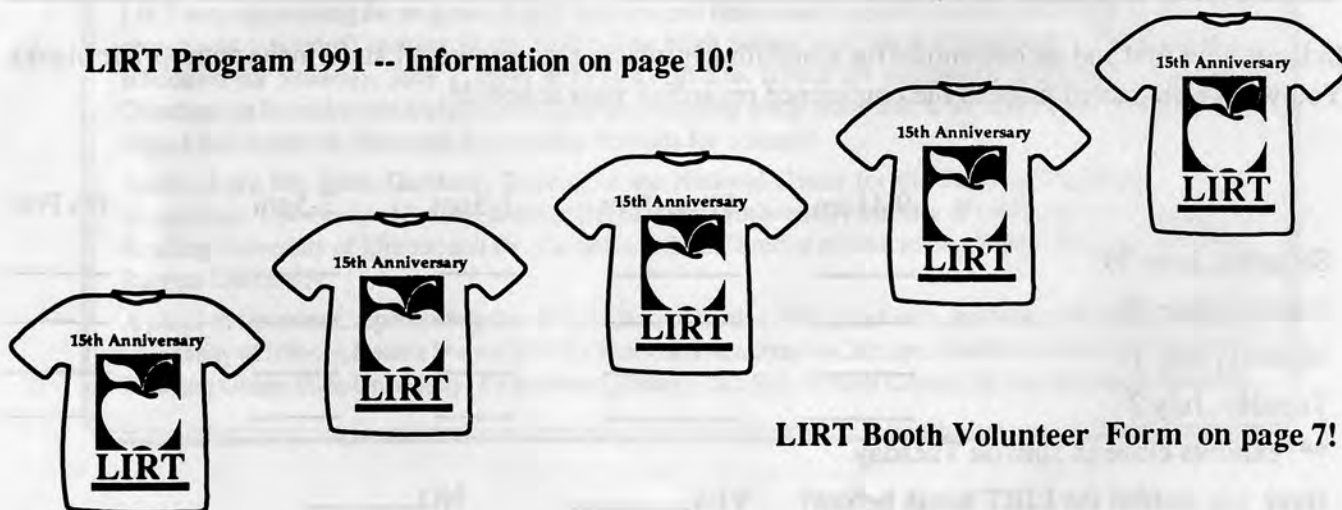
More cooperation and resource sharing may be one of the positive outcomes of budget cuts and retrenchment.

LIRT is an organization which has long recognized the need for such communication, cooperation and commitment. It is the main focus of our mission statement and underlies every one of our goals. LIRT has been strengthened by the participation of librarians from all types of libraries through its membership, its committees, and its leadership. The planning of our projects, our decision making and our outlook are all informed by the view, experiences, knowledge and perspectives of a diverse organization.

A look at the recent membership statistics is revealing. The large majority of our members are from academic libraries. Yes, we do have members from school, public, military, hospital, state agency, corporate and institutional libraries, but not enough of you.

We need to increase the number of school, public and special librarians in LIRT to keep our perspective broad and our organization vital.

LIRT Program 1991 -- Information on page 10!



LIRT Booth Volunteer Form on page 7!

An Opinion

-Marianna Fitzgerald, Pittsburg State U., Pittsburg, KS

White House Conference on Library and Information Services: A Chance for Cooperation Among School, Public and College/University Librarians

As authorized by Public Law 100-382 in 1988, the White House Conference on Library and Information Services II (WHCLIS II) will take place July 9-13. The stated goal is "to develop recommendations for further improvement of library and information services to increase productivity, expand literacy, and strengthen democracy." Most of the states have already had conferences to identify issues for discussion at the national level this summer.

Since April of 1990, **C&RL News** has run a short WHCLIS column each month. In the December 1990 column, the focus was academic libraries' importance and an expression of concern that public and school libraries generally get more attention at the federal level (and thus at WHCLIS II). In the next issue, January 1991, academic librarians were called on to have their voices heard leading up to and during WHCLIS since public and school librarians are likely to out-represent them (as was the case at WHCLIS I). As an academic librarian, I understand these concerns, but as an Instruction Librarian, in particular, I see the opportunities to make this seeming inequity work for mutual benefit.

If public and school librarians are better represented in this instance, then college and university librarians can be discussing with them the ways we can cooperate to benefit our shared patrons and have these issues raised in July. There are research possibilities in the area of transfer of information/library skills from public schools to post-secondary institutions.

Grant proposals to fund such research can be prepared jointly and the research conducted cooperatively between school and college librarians. Where a local college or university library serves to supplement the public library's collection, (or vice versa) more communication could occur to promote better understanding of and service to the shared patrons.

On an instructional level, the connection between area college librarians and the local public school librarians is obvious, but may not be developed to its maximum potential. In rural areas where a college library may be the only information facility of any size within a hundred mile radius, there is clearly an obligation to be accessible and accommodating to the small area schools or public library patrons with limited or nonexistent resources.

There are, not doubt, many instances of long-term cooperation already. In light of the opportunity the WHCLIS II offers however, possibly librarians can make more concerted efforts to build on established relationships, create new ones and together lobby Congress for support in achieving common goals: to increase productivity, expand literacy and strengthen democracy.

Plan for the 21st Century Now!

*The LIRT Program Committee and the Social Responsibilities Round Table invite you to attend
The 1991 Annual LIRT Conference Program*

“Cultural Diversity: Strategies for Promoting Information Literacy in a Changing World.”

On Sunday morning, June 30th, from 9:30-12:30

Come learn about the results of the 1990 Census and the innovative, multi-cultural programming already in place at a variety of institutions.

Keynote address: “The Changing Face of the Nation”

James Wetzel, Chief of the Center of Demographic Studies, U.S. Census Bureau

Panel of five librarians who are currently working with culturally and ethnically diverse populations will describe an overview of information literacy and program development. The panel includes: Edrice Ivory, Librarian, Oxon Hill Branch, Prince Georges County, Maryland; Antoinette Negro, Media Specialist, Quince Orchard High School, Maryland; Kelley McHenry and Jennifer Wu, Instructional Resource Services, Seattle Central Community College; and Vivian Sykes, Multicultural Services and Reference Librarian, U. of California at Santa Cruz.

Break-out sessions will concern material design and acquisition, inter-agency cooperation, staff development, and evaluation techniques.

For more information, contact Program Chair:

Cecilia Stafford, Reference Head

Tulane University,

telephone: 504-865-5605

e-mail: LBRF000@VM.TCS.TULANE.EDU

Fifteenth Anniversary A-LIRT 1991 -92

As a part of its fifteenth anniversary celebration, Library Instruction Round Table (LIRT) is selling custom-printed T-Shirts and Tote Bags.



The T-Shirts are printed with the LIRT logo in red on white 50-50 cotton/polyester and comes in sizes M, L, and XL. They sell for \$6.00 each.



The Tote bags are printed with the LIRT logo in red on heavy weight natural canvas. The carrying straps are red and the logo appears on the outside pocket with a velcro closure. These sturdy and attractive tote bags are available for \$10.00 each.

These special "souvenir" items will be available for sale at the Annual Conference in Atlanta this summer*. Pick up one - *or more* - for yourself and your friends and help get LIRT's anniversary celebration off to a successful start!

* You may also purchase them by contacting Jeniece Guy, ALA Headquarters, 1-800-545-2433

Cultural Diversity: Strategies for Promoting Information Literacy in a Changing World

The demographics are clear; library patrons of the 21st Century will require greater services and broader collections.

Planning for such diverse populations and effectively teaching them information skills will be the theme of the 1991 LIRT Conference Program.

Sunday June 30, 1991 9:30 am - noon

Atlanta

see page 10 of this newsletter issue for more information

Library Instruction Round Table News

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Address Correction Requested

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