LIBRARY INSTRUCTION ROUND TABLE NEWS

September 1989, volume 12, issue number 1
issn 0270-6792

Past President's Report

Tobeylynn Birch, LIRT President, 1988-1989

Being president of the Library Instruction Round Table this past year was such a pleasure and an honor for me. Not only did I have a great group of officers and committee chairs to work with, but I had the opportunity to lead an organization in which I believe strongly. I belong to and am active in LIRT rather than the Bibliographic Instruction Section of ACRL because I believe that library instruction is important for everyone, not just the graduate students with whom I work. Because LIRT's mission is to advocate library instruction as a means for developing competent library and information use as a part of lifelong learning, our committees try to focus their attention on activities and projects that will meet the needs of librarians in all types of libraries. The annual reports in this issue of *LIRT News* will give you an idea of some of these activities.

I am particularly proud of the program that LIRT sponsored at ALA Annual Conference in Dallas this year. When I first appointed Madeline Copp chair of the 1989 Conference Program Committee, I told her that I wanted to see a program that could provide a basis for the integration of library instruction programs across all ages. We decided that something on developmental stages and critical thinking could be addressed to librarians in all types of libraries and was of current interest. I could not have imagined a better realization of my dream program. Madeline and her committee pulled together a panel of speakers who were able to provide a fascinating, cohesive overview and some practical applications of critical thinking and library instruction from middle school through graduate school. We had an overflow audience of around 400 librarians, representing all types of libraries, who stayed throughout the program. Everyone felt they had learned a lot, but what was most striking was that many academic librarians told me and others afterwards that they felt they had learned the most from Virginia Rankin, a middle-school librarian. This underscores what most of us in LIRT believe. We have so much we can learn from each other that it is imperative that elementary and secondary school, college and university, public, and special librarians have some place where they can share their thoughts and experiences on library instruction. LIRT is that place, and I am thrilled that I have had a part in providing some of those opportunities.

THINK ABOUT IT!

CRITICAL THINKING AND LIBRARY INSTRUCTION: 1989 LIRT CONFERENCE PROGRAM

Lorna Lueck
California State University, Dominguez Hills

The 1989 LIRT Conference Program featured six excellent speakers who discussed critical thinking from a variety of perspectives and provided ideas and suggestions for incorporating critical thinking skills into library instruction.

The first speaker, Dr. Judith Burroughs-Keith, Assistant Professor of Clinical Psychiatry and Pediatrics at the University of Texas Southwestern Medical Center, provided a framework for the program by describing four theoretical models (Erickson, Piaget, Guilford, and Sternberg) relevant to understanding children's thinking and reasoning skills. Using these models as a foundation, she examined the characteristics and needs of children at three developmental stages and related these needs to library resources.

The four year old child, according to Dr. Burroughs-Keith, has a strong need to integrate images with words. Children also need the opportunity for divergent thinking -- to create or fantasize. At this age, the library's picture books are excellent sources for satisfying children's creative needs. At age nine, children need to combine symbolic and semantic thinking skills. They are learning to think logically and are often enthralled by the library's mystery collection. Finally, by age fourteen and above, young

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1990 LIRT Annual Conference Program

Hypertext and its applications will be the focus of the 1990 LIRT Program in Chicago. Speakers will present an overview and history of hypertext, as well as discuss how to get started. Its various uses in a variety of library settings will also be discussed.

The presentations will be followed by breakout sessions which will feature demonstrations of specific hypertext applications. There will be opportunity for questions and discussion.

For information or input, please contact Kathy Kaya, Montana State University Libraries, Bozeman, Montana 59717. Phone: 406/994-5312.

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

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Contributions to be considered for the December 1989 issue must be sent to the editor by Oct. 18, 1989. 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 photocopied for non-commercial purpose of scientific or educational advancement.

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DEADLINES!

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

Issue	Copy Deadline
December 1989	October 18, 1989
March 1990	January 17, 1990
June 1990	April 13, 1990

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

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LIRT Committee and Task Force Notes

Annual Reports 1989

Affiliates Committee
The Committee has been working toward establishing the LIRT Affiliates Information Network (LAIN), which focuses on both information gathering and sharing. This year Committee members working within their state assignments have been identifying potential LIRT affiliates, working with the revised procedures for data gathering, and strengthening continued contact. LAIN information packets have been sent to all interested organizations. At the summer conference we will have progress reports from committee members on the implementation of the procedures. We will assess the effectiveness of our mentoring and data gathering activities. We are continuing to explore software programs and procedures for compiling the LAIN data.

Computer Applications Committee
A grant proposal for computer equipment was submitted by the Committee for Apple Computer's ALOT (Apple Library of Tomorrow) program. Although the grant was not awarded, writing the proposal helped the Committee to formulate some important projects. A subcommittee on online catalog instruction was formed and will send out a questionnaire to determine how libraries handle the teaching of online catalog use. **Microcomputer Programs for Library Instruction: Publishers' Software** was completed and submitted to ALA for printing. The companion volume with CAI listings for public, school, college, and university libraries was reformatted and a proposal for publication will be presented at Annual Conference. The Committee sponsored the first discussion forum on computer applications for library instruction at Midwinter; fifty people attended and expressed interest in an ongoing discussion group. A second discussion forum is scheduled for Annual Conference. Other activities include developing guidelines for the Committee's involvement in desktop publishing and working with the 1990 Conference Program Committee to present a program on computer applications for library instruction.

1989 Conference Program Committee
The Committee has been preparing for the ALA Annual Conference in Dallas. The title of the program is "Think About It!: Critical Thinking and Library Instruction." The program, designed to help librarians understand the development of critical thinking as it relates to library instruction, will assist librarians in the formulation of appropriate library instruction activities for users at various levels of development. Six speakers will address major issues and offer practical approaches. To conclude the program, individual discussion groups will form to share experience and ideas. The Committee also produced a flyer and a fan to promote LIRT and the 1989 program.

1990 Conference Program Committee
The committee began plans to cooperate with the Computer Applications Committee to present a program on the use of computers in library instruction at the 1990 Annual Conference in Chicago.

Continuing Education
At Midwinter, four major projects were discussed: the LIRT Top Twenty articles in library instruction, for publication in the June 1989 issue of *LIRT News* ;items for the conference program bibliography on critical thinking and a corresponding review article to be published in the *LIRT News* following the conference in Dallas; formation of a subcommittee to determine the feasibility of the Committee initiating activities for librarians unable to attend ALA conferences; and consideration of the possibility of a new case studies book, this one possibly dealing with evaluation of BI or rejuvenating BI programs. In Dallas the Committee will begin the process of gathering citations for next year's Top Twenty and program bibliographies.

Elections/Nominations
The Committee developed a slate of candidates for election to LIRT offices for 1989-90. To assist the Vice-President/President-Elect in the appointment of Committee members, we obtained a current LIRT membership list and wrote to the school and public librarians in the conference cities of the next two ALA annual conferences. The Committee also worked on developing guidelines for the newly formed Past-Presidents' Council and "How to Run for ALA Council" fact sheet. We continue to support and work on a leadership plan for LIRT.

Handbook Publication Task Force
This Task Force spent 1989-90 facilitating editorial revision of the Handbook. LIRT's Handbook Committee completed revisions and changes requested by Libraries Unlimited. After the Task Force resolved the issue of who would copy edit, Libraries Unlimited received the revised Handbook manuscript in Spring. That manuscript went to copy editing in May; Libraries Unlimited projects publication in late November.

Long--Range Planning Committee
The Committee is planning an all-day session for Midwinter in Chicago to review the progress of the Round Table since the last long-range planning workshop and to develop guidelines for the following five years.

Newsletter Committee
The Committee put out four newsletters. Although the Editor was still responsible for gathering, soliciting, and editing material, layout and production of camera-ready copy was contracted to an outside source. A proposal for the establishment of a production editor within the Committee was explored and is likely to be implemented on an experimental basis during 1989-90. The Committee laid the groundwork for more formal assignments to members, specifically reviewing journals for information about BI activities around the country that could be reported in *LIRT News*. The Committee also hopes to identify individuals interested in serving as regional reporters for the newsletter.

Organization & Bylaws Committee
The Committee continued its work on updating the Organization Manual and committee notebooks. The Committee revised the "Introduction to the LIRT Manual" to highlight certain pertinent activities for officers and committee chairs. Work-logs were collected from officers and committee chairs to provide data for revisions of the Manual and notebooks. We also prepared guidelines for a LIRT Publicity Coordinator. We prepared a proposed bylaws change, to be submitted to the membership at Annual Conference, which will allow the establishment of discussion groups. We continued work on the development of a LIRT logo.

Public Relations/Membership Committee
The Committee organized and staffed the LIRT Exhibit booth, which exhibited CAI programs and Hypercard programs, submitted by various libraries, on equipment generously provided by Apple, Inc. Also, available at the booth were copies of BI handouts, particularly those on use of CD-ROM. For the first time, LIRT ribbons were produced and distributed at the booth to LIRT members. The Committee organized LIRT Bites at both Midwinter and Annual Conference. Three Member-a-LIRT articles regarding what LIRT members are doing at Northern Illinois University, Loyola University, and LOEX, were submitted to the *LIRT News*. To publicize LIRT events at Annual Conference, we sent over 2400 flyers to librarians and libraries near the conference site and to Texas Library Association members. This year, our Committee targeted library school students for recruitment to the Round Table. We sent LIRT information flyers and membership brochures to over 120 library schools. We also sent 600 LIRT information packets to the Junior Members Round Table to be included in their packet for distribution to their membership, and a member of our Committee will attend their orientation program.

Publications Committee
The Committee worked on: establishing a committee; analyzing the committee charge; offering our services to other committees/individuals within the purview of our charge; disseminating information on the LIRT publications guidelines; meeting with the LIRT staff liaison to discuss potential cooperative efforts; and compiling a list of potential materials to be published under the auspices of LIRT/ALA.

Research Committeee
Several members of the Committee have published short articles on research in the *LIRT News* and others are preparing copy for upcoming issues. It is expected that all aspects of the research process will be briefly covered. Discussion of the results of the Aims of User Education Study consumed a large part of Midwinter meeting. It was decided to have several additional data manipulations run after Marilyn Whitmore had corrected a few coding errors that had been discovered. Committee members selected questions to fully analyze, with the expectation that this task would be accomplished before the Dallas meeting. The decision was made to write a short article on the Aims of User Education Study for the *LIRT News* and then to write and submit a longer article to some other appropriate professional journal.

Desktop Publishing Information Needed

The Computer Applications Committee is compiling information on desktop publishing for library instruction in anticipation of a LIRT Newsletter article. Anyone who has used desktop publishing to prepare handouts, workbooks, transparencies, guides, etc. is encouraged to write to Barbara Hirsh, Haas Library, Western Connecticut State University, Danbury, CT 06810. Please include information on what desktop publishing programs you used, what you did before, ease of use (of the program), the results (impact of product), etc. Please submit your report no later than November 1, 1989.

Conference

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adults are seeking a sense of identity. They are fascinated by abstract reasoning and utopian ideals. They are also developing evaluative reading skills. At this age, the library's science fiction collection provides opportunities for exploring new alternatives to traditional ideals.

Dr. Burroughs-Keith concluded by reminding the audience that all aspects of thinking and learning are critical and by encouraging librarians to continue to provide the resources and instruction necessary to stimulate thinking and reasoning in children, adolescents, and adults.

Virginia Rankin, Librarian at Tillicum Middle School in Bellevue, Washington, followed the theoretical introduction to the program with some practical information on teaching the research process to 6-8 graders. To motivate her students to think critically, Rankin teaches a process called the pre-search. Students make a list of everything they know and don't know about their topic. This list provides a framework for critical thinking by allowing students to relate their topic to prior knowledge. It also eliminates the frustration of not clearly understanding their topic and the tendency to copy everything they find. Following the pre-search, Rankin continues with a search strategy, including how to use encyclopedias, indexes, reference books, etc. She noted that the most important result in teaching thinking skills was the change in her students from a negative attitude to a positive, inquisitive attitude regarding the research process. She concluded by observing that methods or teaching the pre-search are limited only by the librarian's imagination.

Dr. Elspeth Goodin, Director of the Kittatinny Regional High School Library in New Jersey, presented the results of a study she conducted on students making the transition from high school to college. All students involved in the study were given a pretest and a research assignment. The experimental group also participated in a library instruction program, while the control group received no instruction. Results showed that students in the experimental group were more systematic and purposeful in their research, involved the librarian more in their search, produced papers which were judged more acceptable by college faculty, and were more positive in their attitudes toward the research process. Dr. Goodin suggested that more studies need to be done, but that perhaps the most important result of library instruction is that it makes the librarian more approachable.

The next speaker, Nancyanne O'Hanlon, Reference Librarian at Ohio State University (OSU), commented upon the "small bites" approach to teaching critical thinking and research skills. Since OSU is a very large university and does not offer a formal course in library skills, students are introduced to "small bites" or portions of the research process in a required orientation course. A search strategy is presented to each class and a library exercise is assigned which requires students to analyze an editorial and identify additional materials to support or refute the editorial topic. The assignment encourages students to develop the ability to question, analyze, and evaluate the information they find. O'Hanlon also stressed the need for more professional cooperation to identify concerns in teaching and to build and develop programs of library instruction.

Sonia Bodi, Associate Professor and Head Reference Librarian at North Park College and Theological Seminary in Chicago, described how her library has successfully integrated library instruction in three required courses. All freshman English classes, a two-term sophomore course, and an education course are targeted for library instruction. Students in all courses are required to produce an annotated bibliography and/or research paper on a controversial topic. A search strategy lecture is provided for students stressing the importance of reference sources other than the card catalog, such as subject encyclopedias, bibliographies, and book reviews. Students are also encouraged to think critically by questioning the information they find and learning to recognize bias and inaccuracy. In the education course, the instruction librarian and the professor cooperate in staging a debate on a controversial issue as another means of stimulating critical thinking.

The final speaker, Dr. Carol Kuhlthau, Assistant Professor of Library and Information Studies at Rutgers University, presented the results of her studies on the research process. Dr. Kuhlthau determined that the research process has stages similar to the writing process and that many students experience common feelings corresponding the these stages. The first stage, known as "Task," involves comprehending the assignment and preparing to select a topic. At this stage, students are likely to feel apprehension or uncertainty. "Topic Selection" is the second stage in which the students consider their own interests, the assignment requirements, the information available, the amount of time allotted, and/or choosing a topic with potential for success. Students commonly feel confused at the beginning of this stage, elated once the topic is chosen, then anxious about the work still to come. The third stage, "Exploration" requires students to explore the general information available on their topic and focus on a specific aspect. Again, this stage brings on confusion and doubt. "Forming the Focus," the fourth stage in the research process, involves narrowing the topic or developing a thesis statement. Students feel more optimistic and confident at this stage. The fifth stage is "Collecting Information." Specific reference tools can now be related to the narrowed topic and a search strategy mapped out. Students often feel more ownership of their topic and increased interest at this stage. In the final stage, "Search Process," the search strategy is applied to the focused topic. At this point students feel relief and satisfaction. They have conquered the research process!

THANKS!

The 1989 Program Committee would like to thank all the LIRT members who volunteered to be facilitators at the program in Dallas.

CRITICAL THINKING AND BIBLIOGRAPHIC INSTRUCTION: A LITERATURE SURVEY

The LIRT Continuing Education Committee prepared a bibliography for distribution at the 1989 LIRT program in Dallas, "Critical Thinking and Library Instruction." Each committee member suggested titles that could serve either as an introduction to the field of critical thinking or could illustrate how the concept of critical thinking has been incorporated into bibliographic instruction.

What is Critical Thinking?

Robert Ennis, one of the leaders in the critical thinking movement, defines it as "reasonable reflective thinking that is focused on deciding what to believe or do" (in Baron and Sternberg, 1987, p.10), and provides a detailed list of critical thinking goals that can be used in a college course or in the elementary or secondary curriculum.

Barry K. Beyer points out that critical thinking is frequently confused with other thinking skills such as problem-solving or decision-making. "Critical thinking is, instead, the process of determining the authenticity, accuracy and worth of information or knowledge claims. It consists of a number of discrete skills, which one can use and is inclined to use, to determine such authenticity, accuracy and worth." (1985, p.276)

In a 1983 **RQ** article Mona McCormick asserts that library instruction should go beyond telling students how to find information by teaching how to evaluate information. She states, "Critical thinking is more than fact-finding; it involves the ability to distinguish fact from fiction, to notice opinion, and actually to think about whether we will accept the 'facts' and agree with the opinions to which they may or may not lead." (p.340)

Stuart Powell considers the research on improving critical thinking in a 1987 literature review. He suggests that further studies are needed in such areas as precisely defining critical thinking skills, determining which intellectual skills can be used in a wide variety of intellectual contexts by students with different learning styles, and developing meaningful ways to measure improvement of critical thinking skills.

Critical Thinking in Higher Education

GENERAL STUDIES -- Reviewing twenty-seven studies on the factors that affect the critical thinking of college students, James H. McMillan (1987) finds college attendance does improve critical thinking but that research findings do not support the use of a particular instructional strategy or course to better critical thinking. McMillan states that most studies do not use true experimental designs and lack a strong theoretical base.

Reflecting another area of controversy in the teaching of college-level critical thinking, a **Chronicle of Higher Education** article (Heller, 1987) reports on a University of Chicago conference. The conference's main theme was that critical thinking should be linked to the content and methods of specific academic disciplines rather than taught in a general critical thinking course. Three 1987 works (DeNitto and Strickland, Meyers, and Stice) offer practical advice on how to teach critical thinking in higher education.

BIBLIOGRAPHIC INSTRUCTION -- Bodi (1988), McCormick (1983), Parson (1984), and Plum (1984) assert that college librarians should be involved in the teaching of critical thinking and provide useful information for its incorporation into instruction programs. However, Feinberg and King (1988) do not feel long-term competencies such as critical thinking can be effectively taught in bibliographic instruction since college students do not use such library skills frequently enough to retain them over a period of time. They advocate, instead, teaching the short-term competencies that are needed for course assignments, such as locating books and periodical articles on a subject.

Taking an opposite tack in a 1980 conference paper, Cerise Oberman-Soroka outlines her use of the learning cycle and guided design teaching techniques in a one-hour library research course to instruct freshman how to function at the formal operational level of reasoning. Engeldinger (1988) and Gerquist (1986) both offer the critical bibliography as an effective method of teaching critical thinking.

Critical Thinking in Elementary and Secondary Education

Two works that review the research in critical thinking instruction and describe successful programs in the schools are **Critical Thinking Skills** a 1985 NEA publication by Heiman and Slomianko, and **Teaching Thinking Skills** edited by Baron and Sternberg (1987). Writing in **English Journal** Stephen Tchudi suggests the ideal critical thinking program is one that is a multi-disciplinary exploration of a wide range of topics, drawing on a "hypertext" of resources including books, mass media, computers, institutions, and fellow citizens. (1988, p.29)

While Tchudi sees English teachers as the primary facilitators of such a program and mentions libraries only as a source of materials, "Educating Students to Think, the Role of the School Media Program," a concept paper written for the National Commission on Libraries and Information Science, asserts that library media specialists, through their role in assisting students to locate, evaluate and use information sources, can also help students develop critical thinking and metacognition skills. The concept paper,

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CRITICAL THINKING

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written by Mancall, Aaron and Walker, is in the Fall 1986 issue of **School Library Media Quarterly** which bears the same title as the concept paper. The rest of the issue includes articles outlining additional research in the area of critical thinking, as well as offering teaching strategies and activities that school media specialists can employ. (**Educating Students**, 1986)

Kay E. Vandergrift (1987) reminds school media specialists that critical analysis skills such as those listed in the NCLIS paper should also be used by students when responding to and making meaning from works of art and literature. She also notes that media specialists must be especially sensitive to their own information-seeking and critical thinking skills if they are to serve as models of thinking behaviors for students. Hiland (1988) and Dehart and Bleeker (1988) further expand on the NCLIS recommendations for teaching thinking skills.

Many articles describe specific programs for teaching critical thinking through the school media center. Carol Kuhlthau (1987) advocates librarians first become familiar with the stages of children's cognitive development so they can suggest assignments that are appropriate to students' current developmental level. JoAnn Krapp (1988) suggests a critical thinking approach for teaching research skills that is appropriate for fifth and sixth graders. A project designed to teach library and thinking skills to seventh grade students is recounted by Virginia Rankin in a 1988 **School Library Journal** article. Berkowitz and Berkowitz (1987) detail the use of an information analysis sheet to coordinate class subject matter and location skills with higher level thinking skills.

The book, **Brainstorms to Blueprints** is organized around a ten-step research process and provides the creative strategies (brainstorms) and logical processes (blueprints) that will help library media specialists and teacher integrate research as a thinking process into the secondary school curriculum. The authors suggest taxonomies or levels of thought for library research and for reactions to research materials and give examples of assignments for each level. (Stripling and Pitts, 1988)

Critical Thinking and Technology

The committee, in compiling its bibliography, chose just two articles on the use of computers in the teaching of bibliographic instruction and critical thinking--discovering that this is certainly an area ripe for additional study. Joan Bechtel's 1988 article in **Information Technology and Libraries** describes the design of the AutoCat online catalog at Dickinson College as a tool to teach critical thinking in the search for information. The search process requires users to make decisions about appropriate subject terms before citations are shown and to choose useful citations before a call number is displayed.

Madland and Smith (1988) review their research study that asked whether computer-assisted instruction can be used to teach conceptual thinking skills in bibliographic instruction. Although there was not a statistically significant difference between the score of the group receiving conventional classroom instruction and the CAI individuals, both groups indicated a preference for CAI. The authors also feel new methods of CAI must be explored to determine if critical thinking can be taught through computer instruction.

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Trish Ridgeway prepared the literature survey; Chris Nolan edited it. Other committee members who contributed are Elizabeth Dunn, Rebecca Jackson, Eileen Liebeskind, Sally Lyon, Mary Nofsinger, Ross Poli, and Mary Popp.

Handouts for the 1989 LIRT Program:
Think About It!
Critical Thinking and Library Instruction

Many people did not receive handouts at the 1989 LIRT program. If you would like a set of handouts, please write to:

Madeline Copp
Main Library-Reference
University of California
P.O. Box 19557
Irvine, CA 92713

ALA Sessions Related to Library Instruction

Kay A. Cutler
University of Virginia

Socrates stated that all thinking begins with a question. Librarians converged on the Dallas ALA Conference to attend meetings, poster sessions, programs and impromptu gatherings to seek answers to their questions concerning library instruction.

During each ALA Conference, members of the LIRT Liaison Committee attend sessions related to library instruction that are held by the various ALA divisions, sections and roundtables. This year in Dallas, they attended over 20 sessions and then met as a committee to share what they had observed. The chair then orally summarized these reports for LIRT committee chairs and officers during their final meeting in Dallas. Highlights included:

* Students should be taught search strategies. These can vary in complexity with the addition of sources, technology and content.

* Library skills should be integrated into the curriculum in all classes and levels.

* Information literacy should be promoted. This encompasses library literacy and computer literacy.

* Librarians should be alerted that some areas of study, such as Afro-American studies, continue to contend with a shortage of material in the library. It is important for the librarians to teach the students that it may be necessary to go beyond the walls of the library to obtain these sources that were never purchased or indexed or have gone out-of-print.

* Emphasis should be placed on training the trainer to train (teach). Library schools, on-the-job-training, continuing education and workshops will need to contribute to this continual goal.

* Library anxiety may be learning anxiety in disguise.

* HELP screens will take on added importance as libraries move into an automated environment. They must be free of library jargon and provide instructions for procedures such as logging off -- turning off the modem should not be the option selected most often by users to log off.

* A line item in the Pennsylvania Governor's budget includes funds for compact disc catalogues for high school libraries.

* Electronic journals are not replacing print journals as some advocates would have librarians believe. Although certain disciplines may opt for this format as it is conducive to their research-publication cycle. Some university libraries are mounting indexes and other databases onto their online catalogues. If remote access is made available to these systems, high school libraries, public libraries and the general public will benefit greatly if they have a computer with a modem.

* A public library in Maryland has installed indexes on compact disc and networked them so that several people can search simultaneously.

* Dr. Chen-chih Chen demonstrated "The First Emperor of China." It applies microcomputer and videodisc technologies to interpret this period. As the audience viewed the program, they had the option of obtaining additional textual information, maps, interviews with a subject expert on chosen topics or any of the 5,000 slides on the system. Bibliographies of various topics were available with the full text retrieval. The viewers could choose the narration of the video to be in English or Chinese!

* Several hypercard programs for end users have been developed to provide library orientation for patrons. These are a big plus for classes that only have one-shot lectures in which orientation and instruction must both be covered.

* Library instruction and orientations are being taught in multiple languages.

* Library instruction and orientations on tape are offered to patrons who are disabled (differently abled).

* The LIRT program speakers addressed the issue of critical thinking skills for all levels of library users, from the infant that attempts to eat the book to the older adult mastering computer catalogues.

LIRT Discussion Groups

The bylaws change allowing dicussion groups was passed at the annual meeting in Dallas. Executive Board approval is needed before a discussion group can be constituted. Requests for establishing a discussion group should be submitted to the LIRT President. Discussion groups must fit within the parameters of LIRT (any aspect of teaching users about the library). The person making the request will be designated coordinator and will need to arrange with the LIRT President for scheduling of meetings.

Because of the need for Executive Board approval, requests must be to the President prior to the next Conference in order to have the discussion group meet at the Conference following that. In other words, requests for discussion groups to meet at Annual must be submitted by Midwinter and vice versa. In order to meet at 1990 Annual, please submit a petition for a discussion group before Midwinter 1990 to Fay Golden, Liverpool Public Library, Tulip & 2nd Streets, Liverpool, NY 13088.

Since no formal discussion group can be set up in time for Midwinter 1990 in Chicago, the Computer Applications Committee will have a third discussion forum. Please look for the announcement regarding this in the next issue of the LIRT News.

LIRT Candidates for ALA Council?

If you are interested in running for ALA Council LIRT will support you. Please let us know your plans as soon as you decide. We are prepared to help you with your petition.

Please send your name to:

Thelma H. Tate, Chariperson
LIRT Elections/Nominations Committee
Douglass College Library
Chapel Drive
New Brunswick, New Jersy 08903
(201) 932-9407

Candidate A'LIRT!

The LIRT Elections/Nominations Committee is seeking a slate of at least two candidates for each office. This year our rotation of officers is School/Special Librarian for Vice-President, Public Librarian for Treasurer, and Academic Librarian for Secretary. If you would like to run for LIRT office or would like to nominate someone, please contact Thelma Tate, Mabel Smith Douglass Library, Douglass College, New Brunswick, New Jersey 08903, (210) 932-9407.

Nominee: _____

Position: _____

Nominated by: _____

Recommended because: _____

_____

Candidates must be current LIRT members and must have served at least one year on a committee or task force of the organization.
Deadline for nomination is November 1, 1989

A Bite with LIRT

The LIRT Public Relations/Membership Committee will host three 'Bite with LIRT' meals during Midwinter 1990 in Chicago. Please join us for one, two or all:

Lunch ..... Saturday ..... 6 January ..... 12:30 p.m.
Dinner ..... Sunday ..... 7 January ..... 6:30 p.m.
Lunch .....Monday ..... 8 January ..... 12:30 p.m.

Send your preferred meal date and time to:

Norma J. Carmack
Trinity University Library
715 Stadium Drive
San Antonio, TX 78284
or call (512) 736-7345

LIBRARY INSTRUCTION ROUND TABLE NEWS

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