

LIRT News

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LIRT's Top Twenty for 1991

An annotated bibliography prepared by the following members of the Library Instruction Round Table's Continuing Education Committee: Sally Lyon, editor, Craig Gibson, Committee Chair, Suzanne Holler, Trish Ridgeway, John Spencer and Thomas Zogg.

ACRL Bibliographic Instruction Section, Emerging Technologies in Instruction Committee. "Teaching Methods for End User Searching: A Checklist for Planning." *College & Research Libraries News* 52 (July/August 1991):431-436.

A thought provoking planning document in outline form, with each point being a question. Conceptualized and compiled over three years, the authors make a valid claim when they state: "It is a testament to the good conceptual bones of this document that it has managed to effectively weather the dramatic shifts in online tides since its conception.

Bartolo, Laura M. "A Conceptual Framework for Teaching Legal Research to Undergraduates." *Research Strategies* 9 (Winter 1991):16-24.

Describes course-integrated legal research instruction for undergraduates which includes a conceptual framework for teaching legal research and related critical thinking skills. Two library presentations are described, from an initial basic legal research session to a session on reading and evaluating judicial opinions

Bjorner, Susan N. "The Information Literacy Curriculum-A Working Model," *latul Quarterly* 5, no.2(1991): 150- 160.

Considers how information literacy can become integrated into the curriculum. Suggests that a series of successive learning experiences from elementary school to adulthood would aid in such implementation and provides a model of competencies that would be included in information literacy instruction.

Carr, David. "Living on One's Own Horizons: Cultural Institutions, School Libraries, and Lifelong Learning." *School Library Media Quarterly* 19 (Summer 1991):217- 222.

A philosophical examination of the role of the school information center in helping students "to live on their own horizons, explore their own questions, and use information in the contexts of their own lives." (p. 217)

Cheney, Debora. "Evaluation-Based Training: Improving • the Quality of End-User Searching." *Journal of Academic Librarianship* 17 (July 1991):152-155.

A Teaching model which helps end-users develop procedural and conceptual skills for database searching, and presents evaluation as the basis for improving

end-user searching. Emphasis is placed on evaluating search results, rather than on simply learning how to perform a computer search.

Diehl, Susan J., and Terry L. Weech. "Library Use Instruction in the Public Library: A Survey of User Preferences." *Research Strategies* 9 (Winter 1991):25-40.

Offers both a review of the literature on patrons' views of the necessity for library instruction and the findings from a recent survey of public library patrons' attitudes toward instruction in its various formats. While the findings were mixed, the survey and procedures would serve libraries well if considering similar undertakings.

Gratch, Bonnie G. and Charlene C. York. "Personalized Research Consultation Services for Graduate Students: Building a Program Based on Research Findings," *Research Strategies* 9 (Winter 1991):4-15.

A holistic article on providing individual BI to graduate students. Methodical explanation of project execution, evaluation, and conclusions addresses all details, including sensitivity to the orientation need of the participating librarians (subject specialists).

Huston, Mary M., Issue editor, "Toward Information Literacy -Innovative Perspectives for the 1990s." *Library Trends* 39 (Winter 1991):18.

Twelve articles that focus on helping library users achieve information literacy, i.e., an understanding of how knowledge is organized and of how to find and use information. "These authors' perspectives offer ambitious, innovative ideas which challenge the currently accepted notions about the appropriate scope and outcome of user education."

Leighton, Gordon B. and Marsha C. Markham. "Attitudes of College Freshman Towards Bibliographic Instruction," *College & Research Libraries News* 52 (January 1991):36-38.

Succinct article which explains idea, method, and conclusion of project to lessen library research/writing anxiety among first year students. With results that reiterate student need for BI as a longitudinal process. Includes a BI manual that was designed by the librarian with faculty input, and received positive student response.

Moore, Penelope A., and Alison St. George. "Children as Information Seekers; The Cognitive Demands of Books and Library Systems," *School Library Media Quarterly* 19 (Spring 1991): 161-168.

A study of the information-retrieval process used by twenty-three New Zealand sixth-grade children and the cognitive difficulties they encountered as they progressed from generating research questions on a topic to locating information

in books. Findings suggest the need for students to be taught metacognitive strategies and critical thinking skills in conjunction with library research activities.

Nash, Stan, and Myoung Chung Wilson. "Value-Added Bibliographic Instruction: Teaching Students to Find the Right Citations." *Reference Services Review* 19 (Spring 1991):67-92.

Addresses information literacy from the standpoint of critical evaluation techniques which aid students in determining which of their CD-ROM search citations are appropriate and useful. Recommends a two-tiered instructional model to provide students with criteria for evaluating CD-ROM search citations, and for understanding the interrelationships between print and computerized indexes.

Nibley, Elizabeth, "The Use of Metaphor in Bibliographic Instruction". in "Library Literacy" column, *RQ* 30 (Spring 1991):343-347.

Well-researched opinion piece on the glaring style weakness of BI: unintentional but extreme susceptibility to dullness. Metaphor use as a solution is discussed with a review of literature and existing applications in various academic subjects. Very insightful parallel between BI and reference books as candidates for stylistic input runs through this article. Obvious metaphor of BI librarian as teacher is parting thought of author's conclusion.

Nielsen, Brian. "The 'SHOW' Along With the 'TELL'; How to Liven Up Presentations with New Technology" in "*PC Monitor*" column; *Online* 15 (January 1991):78-81.

Discusses using liquid crystal display (LCD) panels in training! instruction sessions, offers buying tips, and includes two batch file programs that will allow formatting and displaying downloaded screens from online and CD-ROM systems. These useful programs will help create canned demos for those expected and unexpected times when live demos are not possible.

Nipp, Deanna. "Back to Basics: Integrating CD-ROM Instruction with Standard User Education." *Research Strategies* 9 (Winter 1991):41-47.

Assesses the value of CD-ROM technology in the wide array of tools and services libraries offer, as one unique tool which must be related to other library resources. Integrating CD-ROM instruction with standard user education methods, for example, including descriptions and presentations on CD-ROM products, raises questions about the content of basic skills programs.

O'Hanlon, Nancy. "Begin at the End: A Model for Research Skills Instruction." *Research Strategies* 9 (Summer 1991):116- 123.

Discusses a flexible method of teaching basic library skills involving dissection of the finished paper, its footnotes and sections of text, than relating the sources cited to the overall information-gathering process used by the writer.

Petrowski, Mary Jane, and Elizabeth A. Wilson. "Avoiding Horror in the Classroom: In-House Training for Bibliographic Instruction." *Illinois Libraries* 73 (February 1991):180-186.

Advocates in-house training for bibliographic instruction both as preparation for novice teachers and as continuing education for current practitioners. Provides goals, objectives, and a checklist for such a program; discusses trainer/trainee interaction; describes three existing programs; and lists further resources, both print and organizational, useful in planning or implementing such a program.

Piette, Mary I. and Nathan M. Smith, Jr. "Hypermedia and Library Instruction: The Challenge of Design." *Reference Services Review* 19 (Winter 1991):13-20.

Outlines the experiences undertaken in designing Project FORE-Focus on Research and Evaluation, a hypermedia program developed at Utah State University. A good article for those planning a similar project, includes examples of the graphics and text used throughout the program.

Reichel, Mary. "Refocusing and Library Instruction," In "Library Literacy" column, *RQ* 30 (Summer 1991):497- 501.

Examines the trends in the field of academic librarianship in such areas as strategic planning, the future of librarianship, and technology and the impact of these trends on the relationship of the library to the teaching-learning process.

Warnken, Paula N. and Victoria L. Young. "Application of Training Principles and Techniques for Successful Library Instruction." *Reference Services Review* 19 (Winter 1991):91- 96.

Discusses the principles of training, pointing out the similarities between librarians and trainers, and how librarians can successfully use training techniques in their library instruction presentations.

Wesley, Threasa. "Teaching Library Research: Are We Preparing Students for Effective Information Use?" *Emergency Librarian* 18 (January-February 1991):23-30.

Covers why and how teacher-librarians should be concentrating on conceptual, decision-making skills rather than on mechanical, use-of-library skills in library instructional programs. Ideas presented are useful for all levels of library instruction from elementary-secondary school through college.

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 *Reference Services Review*. Her latest bibliography is in the Winter 1991 issue.