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Association of College and Research Libraries (ACRL). Community and Junior College Libraries Section (CJCLS). Bibliographic Instruction Committee. "Immodest Rebuttal: A Community College Perspective," *Research Strategies*, 11 (Spring 1993): 100-105.

The CJCLS BI Committee responds to Tom Eadie's article "Immodest Proposals" (*Library Journal*, October 15, 1990). Due to the diversity of the student population in community colleges, bibliographic instruction programs are essential.

Becker, Karen A. "The Characteristics of Bibliographic Burnout." *RQ*, 32 (Spring 1993): 346-357.

This article reviews the literature on the burnout phenomenon and discusses how many BI librarians fit the classic burnout pattern common to the "helping professions." The author offers the following coping strategies: setting realistic goals, adjusting workloads, and increasing rewards and recognition.

Bowers, John Waite and Catherine C. Cuning. "Passages, Contrived Corridors; Mobilizing Volunteers for a Public Library Tour," *Public libraries*, 32 (May/June 1993): 143-147.

Bowers and Cuning provide an informative article that describes a library tour instruction package developed by librarians at Boulder Public Library. The tour package involves training library volunteers to act as guides on walking tours through a newly expanded public library facility.

Davis, Dorothy F. "A Comparison of Bibliographic Instruction in Relation to the Causes and Symptoms of Instruction Methods on CD-ROM Databases." *Research Strategies*, 11 (Summer 1993): 156-163.

This article presents the findings of a study that compares the effectiveness of four methods used to teach students to search PsycLit on CD-ROM. The methods compared are: 1) lecture/demonstration, 2) lecture/demonstration using LCD, 3) video, 4) computer-based tutorial

Ellis, David. "Modeling the Information-Seeking Patterns of Academic Researchers: A Grounded Theory Approach." *The Library Quarterly*, 63 (October 1993): 469-486.

Ellis examines a different method of research, the grounded theory approach, for investigating complex human behavior. He applies this methodology to information seeking behavior of academic researchers.

Hardesty, Larry, Jamie Hastreiter and David Henderson. *Bibliographic Instruction in Practice: A Tribute to the Legacy of Evan Ira Farber*. Ann Arbor: Pierian Press, 1993.

The papers in this volume are based on presentations at the fifth annual Earlham College-Eckerd College Bibliographic Instruction Conference. Farber describes the BI program at Earlham and presents his case for BI in the learning/teaching process. In addition, a wide variety of projects for the sciences, social sciences and literature are identified. Many of these projects may serve as alternatives to the traditional term paper. Multiple viewpoints from teaching faculty, students, administrators, and collection development persons are included.

Isbell, Dennis and Carol Hammond. "Information Literacy' Competencies." *College and Research Libraries News*, 54 (June 1993): 325-327.

The authors clarify how developing information literacy competencies for students at a metropolitan university can assist both in marketing library instruction to faculty and in developing curriculum in academic units. Future plans are also specified.

Jacobson, Frances F. and Michael J. Jacobson. "Representative Cognitive Learning Theories and BI: A Case Study of End-User Searching." *Research Strategies*, 11 (Summer 1993): 124-137.

Jacobson and Jacobson discuss several learning theories (Transforming Mental Models, Cognitive Flexibility Theory, and Situated Cognition) and their applicability to instruction in database searching for high school students. Common themes from these theories include: the active role of the learner in constructing knowledge; the importance of knowledge-based learning; and the importance of expert knowledge and performance as a model for novice database searchers. The authors present one possibility for instructional design based on these theories.

Keefer, Jane. "The Hungry Rat Syndrome: Library Anxiety, Information Literacy, and the Academic Reference Process." *RQ*, 32 (Spring 1993): 333-339.

The author explores process models of information seeking rather than information-as-product models, as another way to view information use and library instruction. She advocates moving the emphasis from the right answer to

finding the right question. In addition, she offers suggestions on strengthening the human aspect of reference service.

Kuhlthau, Carol C. "Implementing a Process Approach to Information Skills: A Study Identifying Indicators of Success in Library Media Programs". *School Library Media Quarterly*, (Fall 1993): 11-18.

Kuhlthau describes a study that investigated both problems and success factors in implementing a process approach to learning information skills in school library media programs. The process approach involves not only locating information, but developing skills for interpreting and using information from a variety of sources. (See also the author's book, *Seeking Meaning: A Process Approach to Library and Information Services*. Norwood, NJ.: Ablex, 1993.)

Levene, Lee-Allison and Polly Frank. "Peer Coaching: Professional Growth and Development for Instruction Librarians." *Reference Services Review*, 21 (Fall 1993): 35-42.

The authors discuss the benefits gained from peer coaching, and describe procedures for developing such a program. They emphasize the need for voluntary participation, confidentiality, mutuality and trust between coaches and partners, and non-evaluative feedback.

Millsap, Larry and Terry Ellen Ferl. "Search Patterns of Remote Users: An Analysis of OPAC Transaction Logs." *Information Technology and Libraries*, 12 (September 1993): 321-343.

OPACs are becoming increasingly sophisticated in search capabilities while transaction logs show users tend towards basic commands and single indexes. This article suggests that BI librarians would benefit users more by concentrating on improving system design rather than instruction. The authors make recommendations on how to deal with users' difficulty in reformulating unsuccessful searches.

McKinzie, Steve. "Bibliographic Instruction or Research: What's in a Name?" *College & Research Libraries News*, 54 (June 1993): 336-37.

McKinzie questions the use of the term bibliographic instruction. He asks librarians to find a better way to express how we work with patrons. He suggests that teaching research skills, showing patrons how to get information, is more appropriate.

Nahl-Jakobovits, Diane and Leon A. Jakobovits. "Bibliographic Instructional Design for Information Literacy." *Research Strategies*, 11 (Spring 1993): 73-88.

This article is based on the authors' address at the BIS program, ALA 1992 Annual Conference. They present a new paradigm of Bibliographical Instruction Design that offers a more holistic perspective, combining instructional design and, a system approach. They argue for integrated objectives in library instruction incorporating the affective, cognitive, and sensorimotor domains. The authors include a classification of information literacy skills.

Prince, William W. and others. "Project-Focused Library Instruction in Business Strategy Courses." *Journal of Education for Business*, 68 (Jan-Feb 1993): 179-83.

The authors present the results of surveys administered before and after a library instruction session for students in an undergraduate course on business strategy. The surveys assessed library-use anxiety, ability to use library resources and satisfaction with library instruction.

Ruscella, Phyllis L. "Scoring: Bibliographic Instruction Helps Freshman Athletes Compete in the Academic League." *Journal of Academic Librarianship*, 19 (September 1993): 232-236.

This article describes the University of Central Florida's participation in a structured support program, two one hour sessions for freshmen athletes "to afford them the opportunity to succeed equally in both the sports arena and the academic arena." The program includes critical thinking, selecting research topics, and a hands-on activity using printed and computerized indexes.

Shonrock, Diana and Craig Mulder. "Instruction Librarians Acquiring the Proficiencies Critical to Their Work." *College & Research Libraries*, S4 (March 1993): 137-149.

The authors identified 84 proficiencies and then surveyed instructional librarians on where the proficiencies were acquired. In addition, the instructional librarians were asked where they would prefer to acquire the skills. A chart of the 25 most important proficiencies is included. The authors report that skills are overwhelmingly learned on-the-job, self-taught, or through other formal education. Only two of the proficiencies were primarily acquired in library school.

Warmkessel, Marjorie Markoff and Frances M. Carothers. "Collaborative Learning and Bibliographic Instruction." *The Journal of Academic Librarianship*, 19 (March 1993): 4-7.

Warmkessel and Carothers discuss collaborative or cooperative learning and its use in school and academic libraries to improve the effectiveness of library instruction. Using a strategy known as "pairing", the authors introduced undergraduates to electronic database searching on CD-ROM. Advantages of using pairing, such as developing a friendly environment for students to contribute without pressure, are detailed.

Westbrook, Lynn. "User Needs: A Synthesis and Analysis of Current Theories for the Practitioner." *RQ*, 32 (Summer 1993): 541-549.

Westbrook examines and synthesizes developments in research on user needs. She discusses how various theories view the user, information/knowledge, and using information/knowledge. In addition, she comments on areas of consensus among researchers and future research needs.

Wiggins, Marvin E. and Donald H. Howard. "Developing Support Facilities for BYU's Bibliographic Instruction Program. *Journal of Academic Librarianship*, 19 (July 1993): 144-148.

The authors trace the development of one institution's bibliographic instruction program and the instructional facilities needed to support it. They take into account factors such as changing curricula, growing numbers of students reached, and the impact of library automation. They also describe a model lab facility that permits the demonstration of OPACs, CDROMs, and Internet resources, as well as hands-on practice.

This annotated bibliography was prepared by the Library Instruction Round Table's Continuing Education Committee, Barbara Conant, editor; Marilee Birchfield, Jody Bales Foote, Craig Gibson, Grace Jackson-Brown, Lorna Lueck, Libby Pollard and John Spencer, Committee Chair.