

LIRT News

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LIRT's Top Twenty for 2001

By the Continuing Education Committee: Susan Bissett, Doreen Harwood, Jonathan Helmke, Chair, James Millhorn; Frances Nadeau; Elizabeth Walker; and Ericka Arvidson Raber.

ACRL Instruction Section. "Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians." *College & Research Library News* 62.4 (April 2001): 416- 428.

This article contains the model statement adopted by the Instruction Section of ACRL, along with an introduction approved by the ACRL Board of Directors and a note by Carla List. The model statement is one of the very most basic documents that every instruction librarian should be familiar with. It is meant to be used in conjunction with the Competency Standards, approved in 2000. Where the Competency standards describe the broader goals that characterize Information Literacy, the model statement breaks down these ideas into performance indicators and lists possible specific instructional outcomes – different ways a class might demonstrate mastery of the broader goal. Instruction librarians can use these performance indicators and instructional objectives, not only to focus their teaching more tightly on the concepts of Information Literacy, but more importantly, to begin conversations with faculty about how to accomplish the broader goals, within the scope and limits of a given class. As one of the basic professional documents of the Instruction Librarian, this is a must read.

Albrecht, Karl. "The True Information Survival Skills." *Training & Development* 55.2 (Feb. 2001): 24-30.

This is an interesting article from a futurist about the information age. The author scrutinizes three assumptions about the information age: The Internet will change everything and everybody, eventually, all human beings will be connected, and people will have to learn a completely new way of thinking. Then the author states what skills are needed for next century: (1) Interpersonal effectiveness, (2) Filtering: the ability to see through the clutter, (3) Propaganda resistance, (4) Breadth of knowledge, (5) Tolerance for ambiguity, and (6) Intellectual courage. One interesting section of the article talks about the digital pecking order: infophiles and infophobes. The author states that the majority of the population are infophobes.

Cottrell, Janet R.; Eisenberg, Michael B. "Applying an Information Problem-Solving Model to Academic Reference Work: Findings and Implications." *College & Research Libraries* 62.4 (July 2001): 334-347.

Findings of a study indicate that the Eisenberg-Berkowitz Information Problem-Solving model (Big 6) can be a useful tool for the reference process. The model keeps the reference process on track by providing a useful checklist for determining where a student is in the research process, for assuring no steps in the Big 6 are missed, and for giving advice. However, before students can perform all of the model's steps in the library, other resources need to be present and effectively supported such as application software, laser-quality printers, multimedia production and effective writing.

Davis, Jean J.; Szymczak, Victoria.; Topulos, Katherine. "Perspectives on Teaching Foreign and International Legal Research." *Legal Reference Services Quarterly* 19.3/ 4 (15 Feb. 2001): 55-69.

The authors present a valuable overview of problems encountered teaching international legal research in various formats in a semester course. They suggest resources to use for beginning to teach international and foreign legal research and provide effective teaching techniques and class activities that made their classes successful.

Davis, Philip; Cohen, Suzanne. "The Effect of the Web on Undergraduate Citation Behavior 1996-1999. An analysis of undergraduate term papers in microeconomics." *Journal of the American Society for Information Science and Technology* 52.4 (2001): 309-314.

Davis and Cohen collected 68 undergraduate student microeconomic term papers from 1996 and 69 from 1999 and extracted the bibliographies. These were coded as book, journal, magazine, newspaper, Web, other, or unidentifiable. Web source citations were verified online to see if they still existed and were classed as: found directly, not found directly but found elsewhere, found after correcting a typographical error, and not found (after a site and Google search). The average number of citations increased from 11.6 in 1996 to 11.9 in 1999. The mean number of journals and magazines did not change significantly. Overall median citations increased from 10 to 12. Book citations dropped from 30% to 19%, Web citation went from 9% to 21%, and newspapers increased from 7% to 16%. There was a significant decline in the use of books and journals in favor of the use of newspapers and magazines interpreted as a decline in the use of scholarly materials. For 1999 URLs, 55% went directly to a cited document, 19% were found elsewhere, and 10% contained errors. 16%

were not found. Of the 1996 citations only 18% of the URLs still led directly to the cited document, 26% were found elsewhere, 3% had errors and 53% could not be found. The authors believe stricter guidelines for acceptable citations are called for, as is the creation of scholarly portals, and increased instruction on resource evaluation.

"Faculty-Librarian Partnerships." *Reference Services Review* 29.2 (2001), entire issue.

This special thematic issue from *Reference Services Review* is highlighting a current topic talked about among librarians. Faculty-Librarian Partnerships. The topics include: (1) Faculty-librarian collaboration in Mexican and Australian Libraries, (2) Campus-wide partnerships through Teaching, Learning, and Technology Roundtables, (3) Using inquiry methods to foster information literacy partnerships, (4) Faculty librarian collaboration for nursing information literacy using a tiered approach, (5) Building partnerships in liberal arts teaching, (6) Collaboration between liaisons, faculty, and students to create a web research guide, and (7) Collaboration between a marketing faculty member and a documents to create a workshop about international marketing resources.

Farmer, Lesley S. Johnson. "Building Information Literacy through a Whole School Reform Approach." *Knowledge Quest* 29.3 (Jan/Feb 2001): 20-24.

Farmer discusses how the faculty, librarians, and students at Redwood High School in California acknowledged a problem with research and analysis skills. A group of all three populations was formed to "improve student information literacy competence through" a combination of developing research and evaluative skills, sharing information and "incorporating technology into the literacy process". Using the information literacy standards set down by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT), current skills were assessed by observing classes and evaluating assignments and papers. All parties took new responsibility for the skills and participated in in-service trainings (faculty) and skills workshops and new types of assignments (students). Studies have shown the improvement in student work.

Gerdy, Kristin B. "Making the Connection: Learning Style Theory and the Legal Research Curriculum." *Legal Reference Services Quarterly* 19.3/ 4 (2001): 71-93.

Gerdy emphasizes early in the article the importance of instructors/ librarians understanding what learning styles are and how to vary your teaching to different styles. With each discussion of different styles/theories, Gerdy gives concrete examples of how to apply legal research assignments and lectures to students

with those needs. She covers the four steps of andragogy, instructional preferences (visual, tactile/kinesthetic, verbal, and Kolb's information processing model).

Hull, Tracy L.; Lawton, Kelly Ann. "The Development of a First-Year Student Library Instruction Program at Duke University." *The Reference Librarian*. 73 (2001): 323-336.

The article charts the progress of a cooperative venture between Duke's Lilly Library and the freshmen writing program. In the course of five years the program was revamped continuously. Initially starting as a one-shot lecture and workbook program the class advanced to two sessions with an increasing emphasis on hands-on learning and also an increasing reliance on electronic formats. The authors offer a solid account of how to launch a successful program. It is also instructive to examine the superb workbook that accompanies the course. The workbook is located at: <<http://lib.duke.edu/libguide>>

Ireland, La Verne H. *The Impact of School Library Services on Student Academic Achievement. An Annotated Bibliography* (2001). ED450807.

This is a useful bibliography for the school librarian to call upon whenever they feel under duress. The one hundred twenty-nine articles, books and dissertations document the positive impact of school libraries. The author has used a broad canvas in collecting resources, and the coverage ranges from 1953 to 2000.

Manuel, Kate. "Science and Information Literacy on the Internet: Using the ACRL and Project 2061 Standards to Create a Science Web Page Evaluation Tool." *Issues in Science & Technology Librarianship*. 30 (Spring 2001). Available at: <<http://www.library.ucsb.edu/istl/01-spring/conf1.html>>

This article is a brief summary of a conference report. The value is in the links to AAAS science literacy "Project 2061" at the ACRL "Information Literacy Competency Standards for Higher Education" at <http://www.project206.org> and finally the actual ACRL conference presentation by Aimee Lynn German and Laura M. Bartolo. The presenters describe their research project to evaluate Web sites using their evaluation tool. They include a summary of the literature search, copy of the Web page evaluation tool, and statistical analysis of the data. They summarize that "one way to promote information and science literacy in the classroom is using the standards created by recognized research institutions such as ACRL and AAAS as a way to measure the quality of a Web site."

Maughan, Patricia Davitt. "Assessing Information Literacy Among Undergraduates: A Discussion of the Literature and the University of California-Berkeley Assessment Experience." *College & Research Libraries* 62.1 (Jan. 2001): 71-85.

Author reviews literature of the recommendations and standards for developing information literacy beginning in 1974 with Paul Zurkowski in order to develop a questionnaire that would measure information literacy competencies of graduating seniors. Charts and narrative explain the results of the questionnaire that was administered in 1994, 1995 and 1999. Overall conclusion is that students believe they know more about accessing information than they demonstrate on a multiple-choice questionnaire.

Michel, Stephanie. "What Do They Really Think? Assessing Student and Faculty Perspectives of a Web-Based Tutorial to Library Research at Radford University." *College & Research Libraries* 62.4 (July 2001): 317-332.

The author did a study of a web based tutorial from Radford University. Twelve sections of English 102 sections were surveyed, including the faculty. Results showed that students were positive towards the online tutorial. The author reports that "study indicated that students and faculty were not strongly in favor of using the tutorial to replace traditional library instruction".

Moyer, Susan L.; Small, Ruth V. "Building a Motivation Toolkit for Teaching Information Literacy." *Knowledge Quest* 29.3 (Jan./Feb. 2001): 28-32.

The authors build on the current information problem solving models to help students be motivated, stimulate intellectual curiosity, and develop self-confidence during the information seeking process. They used the Small and Arnone's Motivation Overlay. They gave specific lessons in which the Motivation Overlay was used.

Rabine, Julie; Cardwell, Catherine. "Start Making Sense: Practical Approaches to Outcomes Assessment for Libraries." *Research Strategies* 17.4 (2000): 319-335.

In response to academic libraries' need to document student achievement, Rabine and Cardwell offer some practical approaches to assessment in the real-life situations of one-shot instructional sessions. The authors share advice and two assessment tools that have worked well for them: "a brief survey given to a large number of students and an in-depth, multipart tool used with a number of library instruction sessions."

Ragains, Patrick. "Infusing Information Literacy into the Core Curriculum: A Pilot Project at the University of Nevada, Reno." *Portal: Libraries and the Academy* 1.4

(2001): 391- 407. Available at:

<http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v001/1.4ragains.html>

This article presents a successful information literacy pilot project at the University of Nevada, Reno, in the spring of 2000. The author reviews the planning and implementation process, student/faculty assessment, and future plans to promote information literacy. The key component for the project's success was the commitment of the faculty members involved in the project. The author notes that "wide acceptance of information literacy can be a long-term process, one that requires librarians and instructional computing staff to form lasting and supportive relationships with undergraduate faculty."

Sears, Dennis S. "The Teaching of First-Year Legal Research Revisited: a Review and Synthesis of Methodologies at Brigham Young University." *Legal Reference Services Quarterly* 19.3/4 (2001): 5-26.

The author looks at the evolution of the BYU Law Libraries' Instruction Program concerning first-year law students. The author constructs a literature review to support the current instruction program and its effectiveness. The literature review contains information on the two different styles of teaching methodologies concerning legal research: 1) problem-solving and 2) bibliographic detail. In the conclusion, the author describes a three-pronged approach. Very informative article from a legal library standpoint.

Sutherland, Naomi R., Winters, C. M. "The A, B, Z's of Bibliographic Instruction: Using Real-Life Analogies to Foster Understanding." *The Reference Librarian*. 73 (2001): 293-308.

This article discusses the role of analogies in bibliographic instruction and how they are effective. Examples are given how analogies are used in bibliographic instruction.

Valentine, Barbara. "The legitimate effort in research papers: Student commitment versus faculty expectations." *The Journal of Academic Librarianship* 27.2 (Mar. 2001): 107-115.

The author looks at the research process from the view on how students complete a research project and their views on the assignment. This article is interesting because it looks at the various expectations of the students and faculty concerning research assignments. The author also looks at how the library can help be an intermediary between the teaching faculty and students.

Ward, Duane. "The Future of Information Literacy." *C&RL News* 62.9 (Oct. 2001): 922-950.

This well-written article talks about the relationship between information literacy skills and complex issues involving our world and the students' lives. The author talks about an innovative program where students will be using information literacy skills to solve a community problems.