

Library Instruction Round Table

Teaching in an Electronic Classroom

Bibliography

Prepared for the 1999 LIRT Conference Program "Technology in Action: Getting the Most from Your Electronic Classroom"

Boschmann, Erwin.

The Electronic Classroom: A Handbook for Education in the Electronic Environment.
Medford, NJ: Learned Information, Inc., 1995.

An excellent handbook on how technology effects teaching in the classroom in many settings. Gives specific examples of how technology is used in the classroom.

Dickstein, Ruth and Kari Boyd McBride.

"Listserv Lemmings and Fly-brarians on the Wall: A Librarian-Instructor Team Taming the Cyberbeast in the Large Classroom." College & Research Libraries. 59 (January 1998) 10-17.

How a reference librarian and classroom instructor can team up effectively to teach research strategies and critical thinking skills in a large classroom through careful use of a email forum and focused research assignments.

Dowler, Lawrence (ed.).

Gateways to Knowledge: The Role of Academic Libraries in Teaching, Learning and Research. M.I.T. Press, 1997.

The theme of these essays is the impact of technology on libraries and its intersection with teaching and learning. There is not a nay sayer or dissenting voice in the bunch, and all the participants advocate a dynamic teaching landscape focused on multimedia and active learning techniques.

Gresham, Keith.

"Electronic classrooms: linking information concepts to online exploration." RQ 36 (Summer 1997) 514-20.

Set in an electronic classroom, this article discusses how librarians, working within a concept-based tradition, teach information concepts using a variety of cognitive learning

techniques and activities.

Harvey, Carl A.

"Baby bytes: integrating technology into the elementary classroom." School Library Media Activities Monthly 15 :3 (November 1998) 27-8, 50.

Describes the training model used by a school to integrate technology into all classrooms.

Lowry, Anita.

"Gateways to the Classroom." Gateways to knowledge :the role of academic libraries in teaching, learning, and research. Cambridge, Mass.: MIT Press, 1997 199-206.

Focuses on some of the most fundamental elements in the library's evolving role of supporting the use of electronic primary sources for teaching and research.

Navarro, Peter.

"Notes from the Electronic Classroom," Journal of Policy Analysis and Management. 17, 1 (1998): 106-115.

The author describes in a very positive way his experience in conducting an electronic classroom. He notes that this format is especially conducive to self-paced and distance learning students. What comes through clearest is the major investiture of time and resources to build a truly responsive and interactive electronic classroom.

Oberman, Cerise.

"Library Instruction: Concepts and Pedagogy in the Electronic Environment, RQ 35, 3 (Spring 1996): 315-323.

Broad overview of the impact of electronic resources on library instruction. The author fears that people are so enamored of electronics that they overlook many conventional papers sources, which may be more relevant to their information needs. She envisages a situation in which patrons are data rich, but information poor and makes a forceful argument that in order to avoid this scenario librarians must go back to the basics, and teach patrons the core concepts of identifying and evaluating information.

RASD MARS Committee on Education, Training and Support.

"Electronic Information Sources: Guidelines for Training Sessions," RQ 35, 2 (Winter 1995): 187-192.

From the vantage point of 1999, this reads like an opening shot in the struggle to provide adequate instruction for electronic networks and digitized information. The authors distinguish three levels of instruction: 1) basic, 2) advanced, and 3) subject specific. Each of these levels entails general requirements for class size, number of workstations, length of sessions, evaluation, etc.

Salomon, Gavriel and Tamar Almog.

"Educational Psychology and Technology: A Matter of Reciprocal Relations." Teachers College Record 100:2 (Winter 1998) 222-241.

Can technology facilitate the cultivation of students' proclivity for self-regulation and mindful learning? Educational psychology and technology are now engaged in an intensive duet that, if seriously studied, explored, and evaluated, may offer novel and improved instruction.

Sandholtz, Judith Haymore, et al.

Teaching with Technology: Creating Student-Centered Classrooms. New York: Teachers College, Columbia University, 1997.

Focused on public schools and based on the Apple Classrooms of Tomorrow project, this book provides a practical look at how teachers can implement technology in the classroom.

Shneiderman, Ben et al.

"Emergent Patterns of Teaching/Learning in Electronic Classrooms," Educational Technology, Research and Development, 46, 4 (Winter 1998): 23-42.

Although there is no such thing as a generic electronic classroom, three marked trends may be identified: 1) active individual learning; 2) small group collaborative learning; and 3) entire-class collaborative learning. The authors identify active/collaborative learning techniques as allowing for enhanced opportunities for communication and involvement between student and teacher.

Withers, Carol M.

"Being Effective in the Classroom" in Teaching Electronic Information Literacy. New York: Neal-Schuman Publishers, 1995. 23-40.

Planning lessons and teaching techniques are covered in this chapter. An interesting and useful section deals with interaction with students.

Compiled by the LIRT Continuing Education Committee: Janet Sheets, Jim Millhorn, and Jonathan Helmke.