## PRESIDENT'S MESSAGE

*FAY GOLDEN, President 1989-90*

About fifteen years ago, our city dedicated a new civic center which includes not only the county office buildings, but also a theatre complex with a large hall for symphony, ballet and opera performances, a medium-sized theatre for plays and films, and a small experimental theatre. During the planning for the cultural complex, there was concern expressed about community acceptance and use of the theatres, especially the one to be used by the local symphony orchestra. One of the members of the citizens' committee claimed that the people involved in running the halls would need to combat the "Tiffany Complex", the feeling of large numbers of the public that there was nothing there that they could identify with. To some extent, libraries have the same problem. People are afraid that they are not sophisticated enough to use the library. They are afraid that they will look foolish if they do not instantly know how to find anything they need without help. Sitting at the reference desk in a public library, a librarian becomes aware of this when patrons would rather be hopeless and lost than ask for help, or if they do work up nerve to ask, apologize with statements like, "It's been years since I was in here." Or others say, "I used to know where it was."

User education is everyone's responsibility in every kind of library. That is why LIRT is so important. We must work together to help our publics feel comfortable and knowledgeable, not helpless and intimidated in our facilities. And we need to do this in a changing cultural and technical environment. The Steering Committee will meet early in the Midwinter Conference to examine where we stand in our five year plan in relation to the changing conditions of our world. We will be making sure that the round table is heading in the direction we have to follow. Reports to the whole membership will follow. Watch this space.

## DESKTOP PUBLISHING DISCUSSION FORUM AT MIDWINTER

**Sponsored by the LIRT Computer Applications Committee**

**A discussion forum on the topic of desktop publishing will be held during ALA Midwinter in Chicago on Sunday, January 7, 1990 from 9 a.m. to 11 a.m.** Check at the Conference for location.

Following the tradition of the previous two discussion forums, participants will break into various groups focusing on desktop publishing packages such as Ventura Publishing, PageMaker, and WordPerfect. Each group will be led by knowledgeable discussion leaders who are currently using these techniques in library instruction programs. Come share your frustrations, achievements, and questions with other librarians eager to learn!

Participants in previous forums have suggested the establishment of an ongoing discussion group on computer applications in library instruction. A meeting on this issue will precede the forum.

Contact Person:

Chuck Dintrone, Coordinator of Library Instruction
San Diego State University Library
San Diego, CA  92182-0511
(619) 594-4303

## Inside

# INFORMATION LITERACY OR BIBLIOGRAPHIC INSTRUCTION: SEMANTICS OR PHILOSOPHY?

*by Beth Woodard, ACRL BIS Continuing Education Committee*

Information Literacy" is the hottest new phrase in librarianship. Just what does the term mean, why are people talking about it, and what implication does it have for bibliographic instruction? The American Library Association Presidential Committee on Information Literacy Final Report defines information literate people as those who are "able to locate, evaluate, and use effectively the needed information....Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand." This 1989 report, available from the ALA office, also lists sources of further information on information literacy.

Librarians who teach the use of the library have varying viewpoints on how this affects bibliographic instruction. Some view information literacy as a new concept, a completely different approach to user education in content, format, technique, focus and emphasis. They claim that traditional bibliographic instruction programs do not address the invisible college, the research and publication process, and the whole range of issues dealing with production, distribution, access, evaluation, and management of information. Those taking this view claim that bibliographic instruction is still largely synonymous with short-range, library-bound, print-based instruction and that information literacy is a whole new philosophy that embraces the new electronic age.

Others maintain that this is merely a difference in semantics, that information literacy is just another way to describe what we are already doing. Bibliographic instruction tries to convey concepts which transcend the format or medium, imparting approaches and ideas which can be used life-long, not merely with a single source and in a single context. The research processes that are being taught incorporate new technologies as they are introduced. Those taking this view point out that critical thinking skills are already included in bibliographic instruction programs around the country.

The ACRL BIS Continuing Education Committee is sponsoring a discussion forum entitled, "Information Literacy Or Bibliographic Instruction: Semantics or Philosophy?" at the Midwinter Meeting in Chicago, January 1990. Lori Arp, Pat Breivik, Joan Ormondroyd and Hannelore Rader will briefly present four viewpoints on the topic that will lead to an informal participatory discussion. Come prepared to voice your questions and concerns in what promises to be a lively and enlightening session. The forum is tentatively scheduled for Sunday, January 7, 1990, from 4:30 - 5:30 p.m..

## SuperCatalog:
## Service Implications of Locally-Mounted Databases

Midwinter Discussion Forum
sponsored by:
ACRL-BIS Computer Concerns Committee
RASD-MARS Direct Patron Access Committee
RASD Catalog Use Committee

### Sunday   January 7, 1990
### 2:00 - 4:00 pm

speakers:
**Clifford Lynch**, Director
University of California Division of Library Automation
on technical and Software considerations
**Nancy Evans**, Data & Information Services Manager
Carnegie Mellon University
on database selection
**Susan Varca**, Head of Instructional & Information Services
Hayden Library, Arizona State University
on instructional issues
**Daniel Barr**, Head, Information &Reference Department
Penrose Public Library, Pike's Peak Library District
on non-bibliographic databases

# LIBRARY INSTRUCTION ROUND TABLE
## ALA MIDWINTER SCHEDULE OF LIRT MEETINGS
### JANUARY 5-9, 1990
### CHICAGO, ILLINOIS

**Friday, January 5**

| | | | | | |
|---|---|---|---|---|---|
| 9:00 | am | - | 5:00 | pm | Steering Committee Strategic Planning Summit |
| 9:30 | am | - | 12:30 | pm | IULC Research Task Force |
| 8:00 | pm | - | 10:00 | pm | Steering Committee Meeting |

**Saturday, January 6**

| | | | | | |
|---|---|---|---|---|---|
| 8:00 | am | - | 12:30 | pm | ALL COMMITTEES MEETING |
| 11:30 | am | - | 12:30 | pm | IULC |
| 12:30 | pm | | | | LIRT BITE Lunch *City Tavern* |
| 2:00 | pm | - | 4:00 | pm | Continuing Education Committee |
| 2:00 | pm | - | 4:00 | pm | Elections/Nominations Committee (closed) |
| 4:30 | pm | - | 5:30 | pm | 15th Anniversary Task Force |
| 8:00 | pm | - | 10:00 | pm | Executive Board |

**Sunday, January 7**

| | | | | | |
|---|---|---|---|---|---|
| 9:00 | am | - | 11:00 | am | LIRT DISCUSSION FORUM (Desktop Publishing) |
| 11:30 | am | - | 12:30 | pm | Publications Committee |
| 2:00 | pm | - | 4:00 | pm | 1991 Program Committee |
| 2:00 | pm | - | 5:30 | pm | 15th Anniversary Task Force |
| 6:30 | pm | | | | LIRT BITE Dinner *Schedule Item* |

**Monday, Jaunary 8**

| | | | | | |
|---|---|---|---|---|---|
| 9:00 | am | - | 11:00 | am | Organization & Bylaws Committee |
| 9:30 | am | - | 12:30 | pm | Affiliates Committee |
| 11:30 | am | - | 12:30 | pm | Public Relations/Membership Committee |
| 11:30 | am | - | 12:30 | pm | Elections/Nominations Committee (closed) |
| 12:30 | pm | | | | LIRT BITE Lunch *Miller's Pub* |
| 2:00 | pm | - | 4:00 | pm | Long Range PLanning Committee |
| 2:00 | pm | - | 5:30 | pm | IULC |
| 4:30 | pm | - | 5:30 | pm | Liaison Committee |

**Tuesday, January 9**

| | | | | | |
|---|---|---|---|---|---|
| 8:30 | am | - | 12:30 | pm | Steering Committee |
| 2:00 | pm | - | 4:00 | pm | Executive Board |

# REPORTING RESEARCH RESULTS

*This article is part of the series being written by members of the LIRT Research Committee*

Previous articles have discussed types of research, the selection and definition of a research topic, and examples of research methods. This article will address the results of one's research. It will not be concerned with statistical analysis of results, for that is to be considered a separate task, and will be the focus of a future column.

After conducting a survey, or administering a test or performing a series of interviews, one has obtained data, or results. Whether or not these results are significant is not readily apparent. That is to be determined in two stages: first, by the examination of the results and then by conducting statistical analysis of the results.

Results can be considered straightforward answers; they are the quantitative data from which you hope to draw sound inferences and perhaps use as the foundation for future program planning. Assuming that one had carefully thought out the intent of the research and worked to create questions which were direct and answer categories that permitted for clear choices, an evaluation of the results should be able to provide the explanations and directions you are seeking.

For example, suppose you had been involved in providing instruction about abstracts and indexes to freshman students who were enrolled in a two-semester writing course. The purpose of your series of lectures was to enlighten these students about secondary sources they could use to identify materials for their required papers. The objective of your research project was to measure the effect of a series of library instruction lectures. The data was to be collected via the administration of a pre-test in advance of the first lecture, and a post-test at the end of the second semester. As you compile the test answers you are compiling your results. You have, in effect, gathered data from a distinct population on their depth of knowledge and related practice in regards to a well-defined field.

Now is the time to refer back to your original purpose for conducting the survey, the tests, and the tool that was used to generate your data. Perhaps you had chosen to state your topic as a thesis question, such as "Does a series of b.i. lectures have an effect upon freshmen students' use of secondary sources?" You may choose to compare and contrast the pretest answers to the post-test answers in a straightforward manner. Your approach may resemble the following:

### Questions On Knowledge About Various Abstracts and Indices

| | | Pre-Test | Post-Test |
|---|---|---|---|
| All Students | (50) | 53 | 78 |
| English Major | (42) | 65 | 85 |
| Other Majors | (8) | 45 | 73 |

What are the results? Well, the post-test numbers indicate that the average student has increased his knowledge level since the beginning of the first semester. Furthermore, one set of students (non-majors) has seemed to benefit from the instruction more than another (English majors).

## LIMITATIONS OF RESULTS

The examination of results may reveal that there were characteristics you had not thought to include on your research instrument or have not yet drawn out of your data. Try to keep focused on the purpose of the research at hand; many times the examination of results will uncover other issues of interest, but they may be tangential and distract you from your original intent.

Your results are limited by the characteristics of the subjects that you chose to record and the queries you asked of them. For example, if you don't obtain identifying data such as the sex or race of the subjects, you will not have the option of examining whether there exists a difference in the initial levels of knowledge between sexual or racial or cultural groups and whether that disparity can be lessened via instruction.

Don't be discouraged if you sense that there were areas you should have included in your survey, or questions you ought to have worded in a different manner. Most survey instruments are improved after one or more test runs. Test runs are conducted not to gather data about subjects, but rather to review any weaknesses or gaps in the research instrument before those weaknesses affect one's data. The examination of your results thus serves a dual purpose: the validating of your research method as well as answering your research inquiries.

# MEMBER A'LIRT PROFILES LORI SMITH THORNTON

*By Alan Wallace, University of Tennesee Knoxwille*

Prior to accepting her new position at Florida State University, Lori Smith Thornton was instrumental in the comprehensive library instruction program at the University of Tennessee at Martin. Lori was a major influence in increasing the quality of library literacy for the many students who had the privilege to attend one of her numerous instructional classes or seminars.

The University of Tennessee at Martin (UTM) is located in the extreme northwest section of the state in a decidedly rural setting. UTM is primarily an undergraduate institution serving over 5,000 students, most of whom come from either Memphis or small towns of west Tennessee. The BI program reaches over 1300 students or nearly 26% of the institution's total population each year. This figure excludes the 850 students who attend freshman orientation. In addition to coordinating the library's instructional programs and teaching 64% of library instruction classes, Lori was head of the library's circulation department.

In her first year at UTM, Lori personally contacted the majority of instructional faculty to both introduce herself and promote the library's instructional programs. This initial 'foot in the door' created many new opportunities to provide library instruction for classes which previously had never benefitted from instruction. Proof that her faculty contact efforts have paid off is seen in both the great number of classes taught as well as the high percentage of students reached.

Lori's instructional sessions are class specific or course related. Rather than using a 'show and tell' method, Lori emphasizes the research process and critical thinking skills. Her ultimate goal is to make students aware that library research is not static, but a dynamic and changing process, which aids them in developing a strategy for successful location of information for projects. To support her classes at UTM, Lori developed numerous instructional handouts, teaching transparencies, a self-guided library tour, and a series of subject guides to guide students to basic background literature for specific classes. Recently, Lori authored the script for a new slide tape program designed to orient education students to the UTM Library.

Currently Lori's interests lie in developing strategies for teaching students end-user searching techniques, preparing them for the future implementation of CD-ROM technology. She believes that students need to be able to think through the various aspects of their subject in order to successfully conduct a search. As in her instructional classes Lori plans to emphasize the idea of developing a search strategy enabling the student to explore the various aspects of a topic. When the student is comfortable with a topic, she/he will then be more comfortable with using any indexing system - manual or electronic.

Lori believes her presence in the classroom benefits teaching faculty as well as students. Classroom instruction promotes the idea of librarians being centrally involved in the overall educational process. While she was at UTM, Lori presented annual faculty workshops to discuss students' library research needs and how library instruction can facilitate students' academic achievement.

# AIMS OF USER EDUCATION: A NATIONAL SURVEY

*by Marilyn Whitmore*

**The LIRT Research Committee** recently conducted a nationwide study to obtain an objective measure of the purpose and character of formal and informal user education in American libraries. The decision was made to restrict the sample size to 500 libraries divided among five regions of the United States: Northeast; Northwest; Southwest; Southeast; and Central. One hundred twenty-five libraries in each type (academic, public school, and special) were randomly selected to receive the questionnaire; each type was represented by 25 libraries in each region.

**The response rate** by whole number and percentage was as follows:

| | | |
|---|---|---|
| Academic | 81 | 65% |
| Public | 59 | 47% |
| School | 35 | 28% |
| Special | 27 | 22% |
| Total | 202 | 40% |

**Half of the responding libraries** have collections of less than 50,000 volumes; only 17 have more than 1,000,000 volumes and 14 of those are academic and three are public. While only five academic, public, and school libraries have collections totaling less than 5,000, eight of the special libraries do. Thirty-three of the 35 public library collections range between 25,000 and 50,000 volumes.

**The libraries were evenly divided** by thirds into urban, suburban, and rural settings: 175 of the libraries had a user base of 50,000 or less while 60 of those actually had less than 1,000 as the base.

**In question one,** respondents were asked to rate six statements about the purposes of instruction. The statements dealing with creating autonomous library users and more effective library use were top rated by all four groups. Public relations was highly rated by both public and academic librarians, while the enhancement of political support was not particularly important to any group.

**Question two elicited data on the mechanics of instruction.** Patrons are oriented to the library's layout in 198 of all libraries responding; 88 use maps, 134 use signs, 167 use formal or informal individual instruction, 42 have self-guided tours and 134 provide formal tours with 112 of those being given regularly or frequently. More than 80 percent of the academic libraries use both formal tours and individual instruction. Self-guided tours are used by less than 30 percent of the academic, 17 percent of the school, and 15 percent of the special libraries.

**Almost all of the respondents said they provide instruction** for the location of book and non-book materials. Half of the total utilize handouts with academic libraries accounting for 60 percent; special libraries use handouts the least. There is a tendency to rely on signage for the location of books but not for non-book resources. Individualized instruction is used by close to 100 percent of the libraries and formal group instruction by 68 percent. Public libraries indicated formal groups in about half of those responses while the special libraries seldom use group instruction. CAI is used in only 11 cases for the location of books and in six cases for non-book resources.

**Respondents were also asked** if they give instruction in the use of specific reference sources and 192 said "yes". One academic library said "no" while five special libraries, two school, and two public also said "no". Handouts are used by 81 libraries; "no" was the response given by 21 special, 14 school, 47 public, and 29 academic libraries. Signage is used by 44 libraries. Group instruction is used in 122 libraries and individual instruction in 181. Special and public libraries deal with individual instruction rather than groups, while the school and academic libraries tend to lean toward the group setting.

**In recent years, electronic resources** (microforms, non-print media, CD-ROM and online resources) have been proliferating and 125 of the libraries said they teach their patrons how to use them; ten of these are using CAI. One can speculate that the 76 who responded with a "no" did not yet have any available. No special libraries offer formal group instruction in the use of electronic resources but they do give individualized help. Group sessions are given by 46 of the 63 academic libraries

responding and individual instruction is given by 59. Both public and school libraries give more individual help than in the formal group setting.

**The questionnaire also asked for ratings** of conceptual aspects underlying a library's approach to user education. The development of search strategy was top rated by the academic, public, and school respondents. The ability of patrons to articulate information needs was important in all libraries but public and special libraries found this aspect most important. Both a critical approach to information sources and patterns of information dissemination within fields were considered somewhat less important in public libraries than in the other types.

**The last item on the questionnaire** asked about the types of professional support librarians would find useful for their library instruction programs. More than 80 percent of the school and academic librarians were interested in the opportunity to interact with other profession-als about their instruction programs while those who do not have students and faculty as their major audience did not indicate the need. Librarians from all four types were interested in the exchange of teaching materials, however, the interest on the part of public and special librarians was somewhat less. Programs on library instruction topics were of interest to 133 of those responding; 92 represented educational environments. Sixty-nine respondents said they had no interest. Few librarians were particularly interested in a survey of the literature.

**All of the responses were cross tabulated by library type** (academic, public, school, special), location (urban, suburban, rural), size of collection, and size of constituency (seven categories ranging from less than 1,000 to more than 1,000,000). However, in the space of this short article, it has not been possible to comment on all the data but rather to concentrate on type of library.

*The current members of the Research Committee, who have been involved in the study are Susan Arrington, Emily Bergman, Libby Brooks, Elizabeth Kenney, Marie Maman, Cindy Schatz, and Marilyn Whitmore*

# IMPLEMENTING CULTURAL DIVERSITY
# THROUGH LIBRARY INSTRUCTION

*Nancy Seale Osborne, Associate Librarian*
*Specialized Instructional Services*

*Michael J. McLane, Associate Librarian*
*Coordinator of Reference & Library Instruction*

*Penfield Library*
*SUNY College at Oswego*
*Oswego, NY 13126*

A recently received *Proposed Five-Year Plan for SUNY Oswego* placed in faculty mailboxes the day before the semester began indicates "that in 1994, 25-30 percent of high school graduates in New York State will be minorities...(and) by the year 2000, one in every three New Yorkers will be Hispanic or non-white." (p.2)

"Assuming," the plan continues, "a constant level of full-time undergraduate enrollment, we must raise the percentage of minority students from 6.5 percent to 12 percent (at SUNY-Oswego) by the end of the 1993-1994 academic year." We must also, it suggests, "increase the number of...students enrolled in international programs." (p.6) The plan also mentions our responsibility to serve the community of which we are a part.

Penfield Library has a well-established history of serving diverse populations. Andrea Wyman's recent article in *Research Strategies: A Journal of Library Instruction* ("BI Vignettes: A Library Instruction Program for Individuals with Inquiring Minds and a Lifetime of Experience," vol. 7, no. 2, Spring 1989, pp. 87-89) describes the delightful experience of working with summer Elderhostel people in a "Let's Be Detectives" library workshop experience. In the Spring of 1989, the library instructional staff presented two half-day programs on "Library Information Retrieval" for gifted and talented fifth grade students in cooperation with the Oswego Area Council for Educational Development, with an emphasis on new technologies in the library.

This past summer, students in the BOCES (Board of Cooperative Educational Services) program for teenage migrant workers attended a session on using the library to prepare for the GED examination. Minority students arriving for summer enrichment sessions spent research time in the library. During our less busy times, Penfield instruction librarians, under the leadership of librarian Mary Bennett, teach college-bound high school students how Penfield can serve to help them write excellent papers on literary criticism and other aspects of the humanities and social studies.

Adult learners/non-traditional students have been served in both instructional and individual tutorial learning sessions. Currently this population, for which time management is mandatory, comprises approximately twenty percent of our student population.

Gay and lesbian students have a small core group, called GALA, the Gay and Lesbian Alliance; one librarian made a presentation last year to the group on "Asking for `Sensitive Materials' at the Information Desk."

Blanche Judd, Assistant to the Director, along with a colleague in the Office of Learning Support Services, Betsy Auleta, has written a grant to provide peer library instruction for and by minority students. As we all know, students often ask each other library-related questions; this would capitalize on that opportunity for providing information in the library.

So, even as this five-year plan appears on our desks, Penfield has a background and framework for a more careful articulation of specialized instructional services. We need to develop established relationships with campus departments, offices, and organizations to discover and serve the specific needs of diverse populations. We also plan to continue our contacts with off-campus organizations in an attempt to meet the library instruction needs of diverse groups in the larger community. We would especially like to hear from other librarians who are launching on or have completed successful instructional programs to enhance and enrich diversity.

"The vision we have articulated," concludes our college's *Five-Year Plan for SUNY-Oswego* is one of a quality institution...expanding multicultural opportunities; enhancing interaction with surrounding communities;... (and) becoming more increasingly sensitive to the cultural, aesthetic, and environmental concerns of its members." (p.12) We feel at Penfield Library that we are up to this challenge, and we would very much like to dialogue with others for whom these goals and aspirations are important.

Reference: *Proposed Five-year Plan for SUNY-Oswego, August 28, 1989. Stephen L. Weber, President, August 28, 1989* .

# Information Literacy Or Bibliographic Instruction:
## Semantics or Philosophy
### Bibliography

*By Beth Woodard*

*For related information please see page 2*

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# Library Instruction Round Table

## Invites You to go out for a

## BITE with LIRT

## Chicago, Illinois

Here's your chance to talk informally with other librarians interested in library instruction. LIRT is organizing small groups for lunch and dinner at modestly priced restaurants during the ALA midwinter conference in Chicago, so that we can get to know each other and share ideas and experiences.

Return the reservation form below. You will be notified when and where to meet your group.

LIRT includes librarians from all types of libraries: academic, public, school, and special. You need not be a member of LIRT to participate.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Send this form to:
Norma J. Carmack
Trinity University Library
715 Stadium Drive
San Antonio, Texas 78284
(512) 736-7345
(Deadline is Nov.30,1989)

Name:
Institution:
Mailing Address: _____
_____
_____

Phone:

My preference is:     Are you a LIRT member:

___ Lunch    Sat. 6    Jan.  12:30pm
___ Dinner   Sun. 7    Jan.  6:30pm
___ Lunch    Mon. 8    Jan.  12:30pm

# LIBRARY INSTRUCTION ROUND TABLE COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form before January 15, 1990 and mail it to the Vice-President/President-Elect of LIRT:

Louise Greenfield
274 Barwynne Lane
Philadelphia, PA 19151


NAME and TITLE:

INSTITUTIONAL ADDRESS:
(Star * preferred mailing address)



HOME ADDRESS:



DATE OF APPLICATION:

LIRT COMMITTEE PREFERENCES: (Use the numbers 1-9 to indicate order of preference, with 1 being the most preferred. If you are willing to serve as recorder for this group, follow your number preference by the letter "R".)

____Computer Applications       ____Newsletter
____Conference Programs         ____Organization/Bylaws
____Continuing Education        ____PR/Membership
____Elections/Nominations       ____Publications
____Liaison                     ____Research
____Long-Range Planning         ____Affiliates (Ad Hoc)

CAN YOU REGULARLY ATTEND LIRT MEETINGS AT THE ALA MIDWINTER AND ANNUAL CONFERENCES? ____YES    ____NO

PLEASE ATTACH A SEPARATE SHEET LISTING COMMITTEES OR OFFICES (IF ANY) PREVIOUSLY HELD IN LIRT, ALA OR STATE/REGIONAL ASSOCIATIONS, WITH YEARS OF SERVICE.

# LIRT DISCUSSION FORUM

## ON

## DESKTOP PUBLISHING

**ALA Midwinter**
**Sunday, January 7, 1990**
**9 am - 11 am**

**Discussion will include popular software packages including:**
**Ventura Publisher, PageMaker & WordPerfect**

**Check the Conference Program for Location**
**See front page this issue of the LIRT News for more information**

## LIBRARY INSTRUCTION ROUND TABLE NEWS

c/o Jeniece Guy
American Library Association
50 E. Huron Street
Chicago, IL 60611

ADDRESS CORRECTION REQUESTED

# FIRST CLASS MAIL