LIRT'S TOP TWENTY FOR 1989

An Annotated Bibliography Prepared by the Continuing Education Committee

Baker, Betsy. "Bibliographic Instruction: Building the Librarian/Faculty Partnership." *The Reference Librarian* 24 (1989):311-328.
Stresses integrating instruction into the research process and cooperation between faculty, librarians, and students. Defines the faculty's function as course planning, the librarians' role as that of facilitating research objectives, and the students' role as learners.

Benefiel, Candace R., and Joe Jaros. "Microcomputer Software for Bibliographic Instruction Statistics." *College and Research Libraries News* 50 (October 1989):801-805.
Describes how an academic library streamlined its procedures for keeping BI records using spreadsheet software. Besides making record keeping easier, statistical and graphic results can be used to evaluate existing programs, plan for future ones, and justify needs to administrators.

Bevilacqua, Ann F. "Hypertext: Behind the Hype." *American Libraries* 20 (February 1989):158-62.
Provides a brief introduction to one of BI's hottest topics, hypertext. Provides concise background on the development of hypertext and identifies current applications, its limitations, as well as the future implications for libraries.

Blystone, Robert. "Enhancing Science Courses with BI: Three Approaches." *Research Strategies* 7 (Spring 1989):55-60.
A non-librarian describes three research assignments he gives to his science students to get them to use the library. Explains what he hopes his students will get out of the work and what he learns from students regarding the assignments.

Bracken, James K., and John Mark Tucker. "Characteristics of the Journal Literature of Bibliographic Instruction." *College & Research Libraries* 50 (November 1989):665-673.
Analyzes 187 articles on BI published in thirteen core library science journals. Finds that librarians cite publications from library literature three times as frequently as they cite publications from other disciplines.

Caren, Loretta. "Bibliographic Instruction for New Technology: 'Library Connections' Seminar at the Rochester Institute of Technology." *Library Trends* 37 (Winter 1989):366-73.
Stresses the growing need to emphasize instruction in the new technologies rather than the use of library resources and traditional finding tools. Describes seminars on usage of CD-ROMs, remote access to the online catalog, electronic mail, online ordering, FAX, ILL, and future technologies.

Donegan, Patricia Morris, Ralph E. Domas, and John R. Deosdade. "The Comparable Effects of Term Paper Counseling and Group Instruction Sessions." *College & Research Libraries* 50 (March 1989):195-205.
Describes a study to determine whether individualized term paper counseling sessions conveyed information for immediate recall better than group instruction sessions. Pre-test and post-test results revealed no significant differences between the two instructional methods.

INSIDE

NOTES FROM THE EDITOR

This is the last issue of the **LIRT Newsletter** that I will be editing.
The editor for the 1990-91 Newsletter will be:

Sue Kopp
Education Library
Washington State University
Pullman, Washington 99164-2112

Thanks to all of you for making my job interesting and easy, by
submitting timely, informative articles and news items. I hope you
will continue to be supportive of our Newsletter. Best wishes to
Sue as she begins a busy year as **LIRT Newsletter** editor.

Call for Information Literacy Articles

Barbara Ford, ACRL President-Elect, has declared Information
Literacy to be the theme of her ACRL presidential term. Individu-
als are invited to submit articles on this topic for a series that will
appear in **College & Research Library News** in 1990-1991. Topics
that articles might address include information lit-
eracy and social issues, lifelong learning, consumer
literacy, political literacy, or information literacy
and the curriculum. For further information on this
series, contact Trish Ridgeway, Van Pelt Library,
University of Pennsylvania, (215) 898-8118 or
Gemma Devinney, State University of Buffalo,
(716) 636-2818, both of whom are members of the
ACRL President's 1991 Program Planning Com-
mittee.

Submit articles to George Eberhardt, Editor,
College & Research Library News,
ACRL/ALA, 50 E. Huron St., Chicago, IL
60611-2795, (312) 944-6780.

1990 ALA Annual Conference - Chicago
SCHEDULE OF LIRT MEETINGS AND EVENTS

Friday, June 22

8:00 pm - 10:00 pm	Steering Committee

Saturday, June 23

8:30 am - 12:30 pm	LIRT All Committee Meeting
12:30 pm	BITE WITH LIRT
2:00 pm - 4:00 pm	1990 Program Committee
	Continuing Education Committee
	1990 Election/Nomination Committee
	15th Anniversary Task Force
8:00 pm - 10:00 pm	Executive Board

Sunday, June 24

9:30 am - 12:30 pm	**LIRT PROGRAM-BEYOND THE DRAWING BOARD: USING HYPERMEDIA IN LIBRARIES**
2:00 pm -4:00 pm	Publications Committee
4:30 pm - 5:30 pm	Roundtable Coordinating Committee
6:30 pm	BITE WITH LIRT

Monday, June 25

8:00 am - 9:00 am	15th Anniversary Task Force
9:00 am - 11:00 am	Affiliates Committee
	Discussion Forum
11:30 am - 12:30 pm	PR/Membership Committee
12:30 pm	BITE WITH LIRT
2:00 pm - 4:00 pm	1990 Program Committee
	1990 Election/Nomination Committee
	Long Range Planning Committee
	1991 Program Committee
4:30 pm - 5:30 pm	1991 Election/Nomination Committee
6:30 pm	BITE WITH LIRT

Tuesday, June 26

9:00 am - 11:00 am	Organization & Bylaws Committee
9:30 am - 11:00 am	Liaison Committee
2:00 pm - 5:30 pm	Steering Committee
8:00 pm - 10:00 pm	Executive Board

Please Note: Room assignments were not available at press time, consult your Conference Program for meeting & program sites and for any last-minute changes.

The LIRT Library Instruction Manual

Edited by May Brottman and Mary Loe

Created by the Library Instruction Round Table from a grant, the World Book-American Library Association Goals Award, this handbook and training manual was developed for librarians in all types of libraries who want to develop a library instruction program in their institutions. It considers the role of instruction in the use of libraries and the role of the librarian as instructor, and it delineates the steps and provides the necessary guidelines for involving staff, faculty, administrators, students, and other library users in the design of an instruction program.

Chapters cover school media centers, academic libraries (graduate, four-year, and two-year), public libraries, and special libraries. Librarians from these different types of libraries were surveyed regarding their needs and/or the problems encountered in developing library use instruction programs. Each overview discusses goals and objectives, program development, selection of instructional modes, as well as such practical concerns as staffing, budget, public relations, and program support.

Publication date: April 1990   vii, 125p.   8½ x 11 paper   ISBN 0-87287-664-0
$23.50 U.S.; $28.00 elsewhere

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WRITING UP YOUR RESEARCH RESULTS

by Emily Bergman
California School of Professional Psychology

This article is the fifth in a series being written by members of the LIRT Research Committee.

In the past five articles, the actual research process has been described. Now, it is time to write about that research. Whether the research report is intended for presentation to your director or for publication, the format will be similar. Because the LIRT Research Committee is more interested in the dissemination of research to a large audience, this article will concentrate on the writing of a research results report with publication as its goal.

The report should include, in sections, the steps taken to fulfill the research goals. Each of the sections need not be long, but it is necessary that all areas be covered. If the article will be short, a paragraph or two would be sufficient; if it is a long and detailed article, some sections will need to be lengthened. Nevertheless, all areas must be covered.

The first step is to define the problem or research question. This would include an introduction to the hypothesis(es) that is being studied and a definition of terms to help the reader with the rest of the report.

The next section should contain a description of any other research done in this area. This literature review lets the reader know how the research relates to other work in the field, and, along with the introduction, prepares the reader to better understand the description of your research and the rationale behind it.

The third section describes the methodology of the research: how subjects were chosen, what tools were used, how they were developed, and what schedule was followed in doing the actual research. This section will allow the reader to judge the validity of the research.

These first three sections can be written before the research is undertaken. Because the hypothesis, the literature review, and the methodology are all preparatory work, writing these sections before setting the research in motion will help to better prepare for that process.

Once the data has been received and any statistics run on it, the results and discussion can be written. This section should simply describe the statistics. Depending on the length of the article, either only the most pertinent and interesting results or a full description may be included. Either way, any statistics that relate to the hypothesis(es) should be reported.

Along with the results there should be an explanation of the types of statistics used, whether they are an actual count, an average of data or more complicated multivariate statistics. Whatever is used, let the reader know the method used to achieve each result reported. Interpretation is not necessary at this point, and should be saved for the discussion section.

In some ways, the discussion should be the easiest to write. The data has been collected and the results have been analyzed. By now, the significance of the research should be evident. This is also the time when creativity will be called upon to help describe not only what the results show but what they predict. For example, if the results of a study show that certain concepts are learned in group instruction and other concepts are learned in individual instruction, what predictions can be made about the mode of instruction in different situations.

The discussion should also encompass any limitations in the study, such as subject characteristics (only freshmen surveyed, or executives, or children who come to Saturday story hour) or mode of administration or format (interviews or questionnaires) that would influence generalizability. In addition, suggestions for further study, and how the reader might go forward with what has already been done, should be included.

In this article, only the reporting of quantitative research has been described. Qualitative or theoretical research can be quite different, incorporating simply extensions of the first two sections, the statement of the issue and the review of the literature. Whatever the research, colleagues in the field want to know about it. The research of others encourages us to learn better instruction techniques.

The final article in this series will address getting published. Now that the research has been implemented and documented, it is time for it to be shared among fellow librarians.

EXPERT SYSTEMS - A SELECTED READING LIST

by Sally Jacobs and Anne Lynch. Computer Applications Committee

"An expert system is a computer-based system that uses knowledge, facts, and reasoning techniques to solve problems that normally require the abilities of human experts." -- from **Building Expert Systems: A Tutorial** by James Martin and Steven Oxman. *Englewood Cliffs, New Jersey: Prentice Hall; 1988: 14.*

From the growing body of literature on expert systems applications in libraries, the following is a sampling of non-technical introductory articles for persons wanting to increase their understanding of expert systems.

Aluri, Rao and Riggs, Don, eds. *Expert Systems in Libraries.* Norwood, New Jersey: Ablex; 1990.
Articles include an overview, reference systems, intelligent computer-assisted instruction, and applications in documents, cataloging, online searching and indexing.

Anderson, P.F. "Expert Systems, Expertise, and the Library and Information Professions." *Library and Information Science Research* 10(4): 367-88. 1988.
Reviews the use of artificial intelligence research techniques to create library tools. Areas discussed include cataloging, indexing, database searching, reference services, user interfaces, and search strategies.

Bailey, Charles W.; Fadell, Jeff; Myers, Judy E. and Wilson, Thomas C. "The Index Expert System: A Knowledge-Based System to Assist Users in Index Selection." *RSR: Reference Services Review* 17 (Winter): 19-28, 1989.
Describes an expert system being developed by the University of Houston Libraries.

Borko, Harold. "Expert Systems and Library Information Science." Special Issue. *Information Processing and Management: An International Journal* 23:2, 1987.
Seven articles discuss applications and potential impact of expert systems in document handling and retrieval, cataloging, and library education

Hayes-Rote, F. "Expert Systems," in *Encyclopedia of Artificial Intelligence* ed. by Stuart C. Shapiro. New York: John Wiley and Sons; 1987: 287-298.
Survey article of what an expert system is.

O'Neill, Margaret and Morris, Anne. "The Contribution of Library and Information Science to Expert System Development." *The Electronic Library* 7(5): 295-300, 1989.
Surveys expert systems developers in the United Kingdom, then discusses the skills which library and information science professionals have contributed to the development of expert systems. Provides some background on the experience and skills of developers and the future potential of expert systems for libraries and LIS professionals.

Park, Ok-choon. "Functional Characteristics of Intelligent Computer-Assisted Instruction: Intelligent Features." *Educational Technology* 28(6):7-14, 1988.
Provides a more sophisticated discussion of six features which distinguish intelligent computer-assisted instruction programs from most conventional computer-based instruction packages. Among these features are the system's ability to customize instruction based on the learner's needs and to monitor and improve its own teaching performance.

Richardson, John. "Toward an Expert System for Reference Service: A Research Agenda for the 1990's." *College and Research Libraries* 50: 231-48, March, 1989.
Evaluates existing expert systems for reference service and discusses research needed to further the development of such systems.

Riggs, Donald. "Productivity Increases in Public Services: Are Expert Systems the Answer?" *Journal of Library Administration* 9(4): 89-99, 1988.
Discusses what expert systems are and the ways in which the productivity of library public services could be improved by using them. Focuses on reference and bibliographic instruction applications.

Roysdon, Christine and White, Howard D., Eds. "Expert Systems in Reference Services." *Reference Librarian* 23, 1989.
Eleven articles introduce expert systems applications in reference services. Topics include several expert system prototypes, suggested applications for remedying inadequacies of current online library systems and aid for selection of online databases by end-users.

Vickery, Alina and Brooks, Helen. "Expert Systems and Their Applications in LIS." *Online Review* 11(3): 149-65. 1987.
Describes the components of expert systems and reviews work being done on expert systems by library information systems developers.

WORLD BOOK-ALA GOAL AWARD

We are proud to announce that LIRT has received one of the 1990 World Book-ALA Goal Awards in response to a proposal submitted by Tobeylynn Birch, immediate past president of LIRT. The $5,000 award will support the production of a videotape of Virginia Rankin demonstrating her pre-search process with students at the Tillicum Middle School in Washington State. Rankin was a speaker at the 1989 LIRT conference program in Dallas. The response to her presentation of pre-search concepts was so great that LIRT wanted to find a way to capture the process to share with librarians who were unable to attend the program. We expect the videotape to be available for purchase by Spring 1991. If this tape sells well, LIRT may use the proceeds to fund the production of other videotapes relevant to library instruction.

Eaton, Gale. "What the Public Children's Librarian Needs to Know about Locational Skills Instruction in Elementary Schools." *Journal of Youth Services in Libraries* 2 (Summer 1989):357-66.
Reviews research on children's locational skills and their sequence as outlined in textbooks, curriculum guides, and state guidelines. Finds little research on the effectiveness of instruction in locational skills or the transfer of information skills for use in other libraries.

Frick, Elizabeth. "Theories of Learning and Their Impact on OPAC Instruction." *Research Strategies* 7 (Spring 1989):67-78.
Discusses four major areas of learning theory and relates them to the design of OPAC instructional systems. Provides a thorough review of the literature regarding bibliographic instruction and learning theory.

Hooten, Patricia A. "Online Catalogs: Will They Improve Children's Access?" *Journal of Youth Services in Libraries* 2 (Spring 1989):267-72.
States that online catalogs in public libraries require intellectual skills which children may not have learned. Concludes that children find these catalogs difficult to use. Suggests ways to make screens more understandable and recommends cooperation among school and public librarians.

Huston, Mary M. "Search Theory and Instruction for End Users of Online Bibliographic Information Retrieval Systems: A Literature Review." *Research Strategies* 7 (Winter 1989):14-32.
Provides an extensive review of the literature of how people search information retrieval systems and how to train people to search Examines existing research models, bibliographic models, search curriculum, and commercially available education sources.

Kuhlthau, Carol C. "Information Search Process: A Summary of Research and Implications for School Library Media Programs." *School Library Media Quarterly* 18 (Fall 1989):19-25.
Summarizes five studies on students' perspectives of information seeking in response to a research assignment. Finds that the typical search process has six stages, including feelings, thoughts, and actions. Identifies areas needing further research.

Mensching, Teresa B. "Trends in Bibliographic Instruction in the Se: A Comparison of Data from Two Surveys." *Research Strategies* 7 (Winter 1989):4-13.
Reports results of the 1987 LOEX national survey. Compares data from the 1987 survey to the results of a similar survey conducted by LOEX in 1979. Concludes with several important questions for future bibliographic instruction research.

Naismith, Rachael, and Joan Stein. "Library Jargon: Student Comprehension of Technical Language Used by Librarians." *College & Research Libraries* 50 (September 1989):543-52.
Results of a study reveal that freshmen college students' failed to comprehend the meaning of library jargon used by librarians approximately half of the time. Offers librarians a list of options for improving communication.

Shedlock, James, and Edward W. Tawyea. "Library Orientation on Videotape: Production Planning, and Administrative Support." *Medical Reference Services Quarterly* 8 (Summer 1989):15-24.
Discusses the advantages of an orientation videotape for incoming students and new faculty at the Northwestern University Medical Library. Describes phases of production planning: outlining topics, drafting scripts, matching video sequences, and actual taping of video, voice, and music.

Tiefel, Virginia. "Evaluating a Library User Education Program: A Decade of Experience." *College & Research Libraries* 50 (March 1989):249-59.
Discusses the impact of library instruction on student attitudes and learning in the Ohio State University's Library Instruction Program (LIP). Contains a wealth of practical information about things to keep in mind when evaluating academic BI programs.

Wesson, Caren L., and Margaret Keefe. "Teaching Library Skills to Special Education Students." *School Library Media Quarterly* 17 (Winter 1989):71-77.
Provides a model for teaching library skills to mainstreamed, handicapped students. Recommends a team approach involving school library media specialists and special education teachers who develop a program determining students' skill levels, set objectives, provide instruction, and monitor progress.

Whitlatch, Jo Bell. "Unobtrusive Studies and the Quality of Academic Library Reference Services." *College & Research Libraries* 50 (March 1989):181-19.
Reports empirical data from a recent study regarding unobtrusive studies. Suggests that further unobtrusive studies be delayed until test questions representing all types of queries and measures of performance which supplement the correct fill rate are developed.

Wood, Elizabeth H. "Teaching Reprint File Management: Basic Principles and Software Programs." *RSR Reference Services Review* 17 (Summer 1989):13-16,62.
Describes a popular series of workshops offered by a medical library on personal file management. Content of the lectures includes both the theoretical principles of classifying personal files and evaluation of various software packages designed for this purpose.

Zachert, Martha Jane K. "The Information Manager as Provider of Educational Services." *Special Libraries* 80 (Summer 1989):192-96.
Analyzes trends in user education in special libraries, specifically law, health sciences, and corporate libraries. Lists questions librarians should ask before deciding to offer services, including those related to need, goals, cost, quality, and benefits.

Also see Hannelore Rader's annual review of library instruction literature in *RSR Reference Services Review* and LIRT's program bibliography, "Hypertext and Bibliographic Instruction," which will be distributed at the ALA summer conference.

MEMBER A'LIRT PROFILES MARILEE BIRCHFIELD

by Alan Wallace
University of Tennessee, Knoxville

Marilee Birchfield has served as the Instructional Services Librarian for Northwestern University in Evanston, Illinois since October of 1989. In her current position, she is working within the Reference Department of the main library focusing her efforts on instructional activities. She is pleased to be part of the reference department as she believes that user education and reference services are closely aligned. In addition, by working within the reference department, she has a chance to continue to hone her own reference skills.

Marilee finds Northwestern to be a very supportive climate (both within reference and library-wide) for further development in the broad areas of library instruction. She believes a big part of her job will be tapping the strengths and the expertise of the various librarians involved in user education. Northwestern is currently in an enviable position for further development in user education. Prior to Marilee's arrival, the University had a task force look at the undergraduate experience. The Library was mentioned as part of the undergraduate experience, and they (the Library) are using that to their advantage to help advance various library services. A separate library task force on user education recommended that a standing committee be formed on user education, a goal Marilee both supports and is hopeful will become a reality in the near future. The same committee helped establish some general areas of concern to guide the present development of library instruction. Northwestern is currently moving to strengthen an already strong program and Marilee is an integral part of this evolution.

Marilee has been involved in library instruction since she was a graduate student at the University of Washington. While at UW, she had an opportunity to work as a graduate assistant in the Reference Department of the Undergraduate Library. In this capacity, she was very involved in the support areas of the library's extensive undergraduate library instruction program. In addition to her work experience, Marilee studied under Randy Hensley in UW's well-known BIBLIOLAB program, which consists of a three quarter length class in both the theoretical and practical foundations of library instruction. This experience included actually teaching a number of undergraduate library instruction classes.

Marilee's first professional appointment was as User Education Librarian in the Ohio State University Libraries in Columbus, a position she held until her move to Northwestern. During her stay at Columbus she was actively involved in all areas of their nationally known programs for instruction. Marilee believes her most enjoyable experience was helping librarians with varying experience in user education to develop further their own classroom skills. She feels strongly that everyone with an interest in teaching has something to contribute to the development of a successful program. At OSU, she worked closely with a program called the Teaching-Mentoring Program, which is based on peer review of one's classroom instruction.

Marilee is a librarian committed to growth and development of user education services in libraries of all types. Judging from her accomplishments thus far into her career, we can expect to hear much from her in the future.

HELP IS NEEDED TO STAFF THE LIRT BOOTH AT ALA-CHICAGO

The Membership/Public Relations Committee of the Library Instruction Round Table will again have an exhibit booth at the ALA conference. We need volunteers to staff the booth and distribute information about LIRT and our activities.

If you can contribute a couple of hours of your time, you will have an opportunity to meet colleaagues and exchange ideas about LIRT and library instruction in general. You do not need to be a member of LIRT to participate.

If you can help, fill out this form and mail to:

Barbara Burns
Crown Point Community Library
214 South Court Street
Crown Point, IN   46307
· Phone: 219-663-0270

--Please reply by June 11, 1990

Name_____Telephone_____ _____

Institution_____

Address_____

_____

Indicate your first and second choice for scheduling by placing the numbers 1 and 2 in the appropriate blanks. You will be contacted prior to the conference regarding your schedule.

	9-11am	11am-1pm	1-3pm	3-5pm	No Pref.
Saturday, June 23	____	____	____	____	____
Sunday, June 24	____	____	____	____	____
Monday, June 25	____	____	____	____	____
Tuesday, June 26	____	____	____	**	____

**exhibits close at 3pm on Tuesday

Have you staffed the LIRT booth before? YES____   NO____

BEYOND THE DRAWING BOARD
USING HYPERMEDIA IN LIBRARIES

SUNDAY, 24 JUNE 1990
9:30am - 12:30pm
In Chicago

Ching-chih Chen
Simmons College Graduate School of Library and Information Science

Followed by "breakout sessions" for demonstrations of programs currently being used or developed in different libraries in a variety of library settings

(Check the conference program for location)

Library Instruction Round Table News

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

ADDRESS CORRECTION REQUESTED