LIRT's Top Twenty for 1992

An annotated bibliography prepared by the following members of the Library Instruction Round Table's Continuing Education Committee: Suzanne Holler, Editor; Scott Davis, Committee Chair; Craig Gibson; Lorna Lueck; Susan Paznekas; Libby Pollard; John Spencer; and Thomas Zogg.

Affleck, Mary Ann. ''Bibliographic Instruction in Community Colleges: Current Practice and the New Standards." *Research Strategies*. 10 (Winter 1992): 24·33.

> Reports survey findings about the types of bibliographic instruction programs offered at 120 two-year college libraries. Results identify how current instructional programs at such institutions meet the 1990 ALA Standards for Community, Junior, and Technical College Learning Resources Programs.

Arp, Lori and Gerald (Jay) Schafer. "Connecting Bibliographic Instruction and Collection Development: A Management Plan." *RQ*, 31 (Spring 1992): 398-406.

> Describes a joint project for collecting and analyzing data for bibliographic instruction and collection development programs. Utilizing data on patron information needs, collection use, and discipline-specific research methodology helps centralize planning and management decisions in both areas. Examples of subject area information packages are provided as appendices.

Bergman, Emily and Lill Maman. "Aims of User Education: Special Library Results." *Special Libraries* 83 (Summer 1992): 156-160.

> Details findings specific to user education in special libraries as identified by a LIRT Research Committee survey. Results indicate that enabling people to refine and articulate information needs is the most important conceptual aspect of library instruction in special libraries.

Bodi, Sonia. "Collaborating with Faculty in 1_'eaching Critical Thinking: The Role of the Librarian," *Research Strategies*, 10 (Spring 1992): 69- 76.

> Examines the need for information evaluation and describes two models for stages of research and the place for library instruction on critical thinking in each. Also focuses on practical ways to build faculty-librarian collaboration for including critical thinking as a component of research and cites two cases from North Park College in Chicago where such partnerships exist.

Drueke, Jeanetta. "Active Learning in the University Library Instruction Classroom." *Research Strategies*, 10 (Spring 1992):77·83.

Presents ways to incorporate active learning methods in library instruction classes using case examples from the University of Nebraska. Includes a list of active learning techniques which can be useful in one-shot library instruction sessions.

Eisenberg, Michael B., and Michael K. Brown. "Current Themes Regarding Library and Information Skills Instruction: Research Supporting and Research Lacking." *School Library Media Quarterly*, 20 (Winter 1992): 103·110.

Discusses beliefs .held about the value of library media instruction programs, their nature and scope, the integrated approach to teaching library skills, and alternative methodologies. Contending that research "must confirm or refute conventional understandings," the article reviews the research in support of or the paucity of substantiation for widely held assumptions and analyzes the implications for research arid practice.

Farmer, D. W. and Terrence F. Mech, eds. Information Literacy: Developing Students as Independent Learners. *New Directions for Higher Education* no. 78. San Francisco: Jessey-Bass Publishers, 1992.

Collects a wide range of articles on the concept of information literacy. Focuses on its links with curriculum reform, accreditation, diversity and cultural pluralism, the "electronic library," and resource-based learning in general.

Feinberg Richard and Christine King. "Performance Evaluation in Bibliographic Instruction Workshop Courses: Assessing What Students Do As a Measure of What They Know." *Reference Services Review*, 20 (Summer 1992): 75-80.

Relates how bibliographic instruction is offered at SUNY Stony Brook: students first read workbook chapters and review practice questions, then attend workshops led by a librarian, where practicum tests and learning evaluation take place. Compared with traditional bibliographic instruction lectures or tours, this program affords a more individualized learning situation for students and an alternative for librarians who prefer one-on-one interaction with students.

Fister, Barbara. "The Research Processes of Undergraduate Students ". *The Journal of Academic Librarianship*, 18 (July 1992): 163·169.

Examines an interview study designed to compare how undergraduates who have successfully completed research assignments actually went about the research process, as opposed to how instruction librarians tend to teach the process. Includes recommendations for library instruction.

Harris, Roma. "Bibliographic Instruction: The Views of Academic, Special, and Public Librarians." *College & Research Libraries*, 53 (May 1992): 249-256.

Reports on a survey designed to identify the perceptions of academic, special, and public librarians regarding the role of library instruction within traditional

reference services. Results indicate that these three groups hold "very dissimilar views about bibliographic instruction."

Jacobson, Trudi E. "'All I Need Is In the Computer': Reference and Bibliographic Instruction in the Age of CD.ROMs." In *Assessment and Accountability in Reference* York, ed. Susan Griswold Blandy, et al. (Also published as The Reference Librarian, no. 38). Binghamton, N.Y.: The Haworth Press, 1992.

Addresses the need for educating students about the appropriate use of the proliferating CD-ROM products so popular in libraries. Understanding the scope and coverage of CD-ROMs and using critical thinking are increasingly important for students if they are to use these tools intelligently.

Jacobson, Trudi and John Vallely. "A Half-Built Bridge: The Unfinished Work of Bibliographic Instruction." *Journal of Academjc Librarianshjp*, 17 (January 1992): 359-363.

Analyzes non-library journals over a ten-year period, revealing only 74 articles relating to bibliographic instruction, a mere 18 of which were written by faculty. Stresses cooperative efforts with faculty and encourages librarians to continue to forge relationships with their academic colleagues.

LaBaugh, Ross. "BI is a Proper Noun." *Research Strategies*, 10 (Winter 1992): 34-39.

Draws parallels between teaching grammar and teaching library skills (both mechanics) and between learning to write and learning to research (both processes). Asserts that teaching mechanics does not help students understand the processes, and applies this premise to bibliographic instruction.

LaGuardia, Cheryl. "Renegade Library Instruction." *Library Journal*, 17 (October 1, 1992): 51-53.

Maintains that an introductory library skills class should not try to turn students into "mini-librarians." Reports on a syllabus inspired instead by frequent reference questions, with a focus throughout on practical, hands-on group assignments providing "need-to-know basics." One measure of the class' success is faculty perception of it as a "crash library survival course."

Norlin, Dennis A. "We're Not Stupid You Know: Library Services for Adults with Mental Retardation." *Research Strategies*, 10 (Spring 1992): 56-68.

Addresses the unique library instruction needs of mentally retarded individuals, a group often overlooked when adapting services for the physically impaired. Describes a study on the effectiveness of a public library's instruction program for mentally retarded adults. Reminds readers that "the public library is often the single educational resource available to [mentally retarded persons] in the community.

Norton, Melanie J. "Effective Bibliographic Instruction for Deaf and Hearing-Impaired College Students." *Library Trends*, 41 (Summer 1992): 118-125.

Offers an excellent, practical discussion of how academic libraries can meet the challenges of the Americans with Disabilities Act when it comes to bibliographic instruction for hearing-impaired college students. While written from an academic library perspective, many of the recommendations could easily be adapted to other types of libraries.

Rankin, Virginia. "Pre-Search: Intellectual Access to Information." *School Library Journal*. 38 (March 1992): 168-170.

Describes the pre-search process, which provides a framework for junior high school students to explore and refine a topic. This mechanism helps them relate 'research to their prior knowledge of the topic and generate specific questions they want to investigate further.

Reis, Sally M., and Joseph S. Renzulli. "The Library Media Specialist's Role in Teaching Independent Study Skills to High Ability Students." *School Library Media Quarterly*. 21 (Fall 1992): 27-35.

Presents a twelve-step program for library media specialists to use in teaching independent study skills. Focuses on research methodologies that challenge gifted students to create qualitatively different products.

Suale, Mara R. "User Instruction Issues for Databases in the Humanities." *Library Trends*, 40 (Spring 1992): 596-613.

Provides an overview of constraints and opportunities for teaching database searching to humanities scholars. Examines the skepticism with which computers are viewed by humanists, and describes instructional approaches tailored to serve the special needs of the highly individualized and inexact nature of humanities research.

White, Herbert S. "Bibliographic Instruction, Information Literacy, and Information Empowerment." *Library Journal*, 117 (January 1992): 76, 78.

Argues that the label "Bibliographic Instruction" implies training users in rote processes and techniques. Proposes that librarians should instead be educating and empowering users not only to be generally self-sufficient within a library, but also to understand and appreciate when and how to interact with the librarian as an information intermediary.