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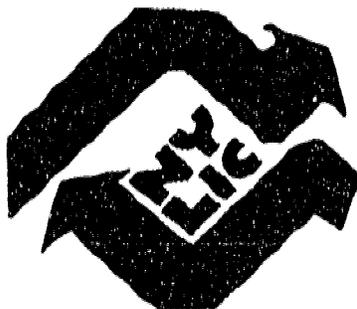
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ABSTRACT This package of instructional materials was designed to give workshop participants a practical experience with specific problems or situations, as well as criteria to use when developing written material for a variety of library instruction situations. Content consists of guidelines for developing written materials, some design and printing considerations for any type of written material for such instruction, and seven exercises, each prefaced by procedures and guidelines for handling the situation. The exercises include a self-guided tour, point of use guides, newsletter and news release, library bookmarks, printed materials for classroom use, study guides and tests, exercises, and worksheets. The specific objectives of this workshop are to enable the user to recognize and understand effective and noneffective printed instructional material, recognize and understand how to design these specific types of printed materials, and identify appropriate printed media for various institutional activities. (Author/CWM)

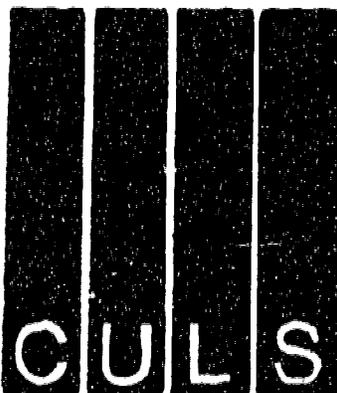
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**DEVELOPING
PRINTED
MATERIAL
FOR
LIBRARY
INSTRUCTION**



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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM"

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DEVELOPING PRINTED MATERIAL
For
LIBRARY INSTRUCTION

October 16, 1976
Lake Placid, New York
Annual NYLA Meeting

sponsored by

CULS - College and University Section of NYLA
and
NYLIC - New York Library Instruction Clearinghouse

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DESCRIPTION OF WORKSHOP

Background

"Developing Printed Material for Library Instruction" has been designed to give workshop participants a practical experience with specific problems or situations. This workshop will discuss criteria to use when developing written material for a variety of library instruction situations.

Specifically, the workshop will be concerned with the actual content of the written material and the physical appearance of the material. The participants will experience a project or "problem" in a small group and then exchange ideas as a large group.

Objectives

The specific objectives of this workshop are:

- To recognize and understand effective and noneffective printed instructional material.
- To recognize and understand how to design these specific types of printed materials, including: point-of-use guides, study guides, self-guided library tours, printed material for library lectures, library bookmarks, library newsletters, library news releases, and library exercises.
- To be able to identify appropriate printed media for various instruction activities.

NOTE: These objectives are similar to those of the meeting, Writing Objectives for Bibliographic Instruction in Academic Libraries, sponsored by the Midwest Federation of Library Associations held in Detroit on October 1-2, 1975.

Workshop Package

To help the participants meet the specific objectives of the workshop, this package includes:

- Several guidelines for all workshop groups to consider when developing written material for library instruction, regardless of type.
- Some design and printing thoughts to consider for any type of written material for library instruction.
- Seven specific problems or exercises, each prefaced by procedures and guidelines to consider when handling that particular situation.

Workshop Procedure

1. workshop participants will be divided into a maximum of 7 groups.
2. Each group will be assigned a problem from the 7 problems included in this package.
3. Each group will be provided with markers and newsprint paper with which to "mock up" a solution to its problem.
4. Following the printed guidelines (general and specific) included in the workshop package, each group will solve its problem in roughly one hour.
5. Each small group will then present its solution (via the group's reporter) to the rest of the workshop participants for comments, critique and a general exchange of ideas.

DESIGN AND PRINTING THOUGHTS

A major consideration for librarians preparing printed library materials is how the actual production including design and printing will occur.

Some preliminary production thoughts might be:

- Cost to library or institution.
- Are there in-house facilities for production?
- How often will the material need up-dating?
- If there is an in-house print shop or duplicating service, are there people to help with design planning?
- It is worthwhile to develop a good working relationship with the print shop or other publication professionals at your institution.

When the librarian alone or with professional assistance is planning printed material, some further aspects of design and production to consider are:

- Type of Reproduction
 - Spirit duplicating
 - Mimeograph
 - Electrostatic copying
 - Offset
- Format of Material
 - Size of Paper
 - One sheet or more, folded, stapled etc.
 - Both sides (then can't be used for scrap)
 - 3-hole punch
- Paper
 - Weight
 - Texture
 - Color
- Print Elements
 - Size
 - Varied type styles
 - Color of ink
- Illustrations
 - Graphics, photographs, drawings
 - Headlines, library logos
- Preparation of Original
 - Typing
 - Good spacing
 - Paste-up
 - Proof read
 - Reduction or enlargement possibilities
 - Include name of librarian, library, and date everything
 - Copyright with © might be appropriate

GENERAL GUIDELINES
FOR ALL SMALL WORKSHOP GROUPS

1. Read the specific guidelines for your group's problem which is included in the workshop package.
2. Be sure you understand the problem before you attempt a solution.
3. Appoint someone in the group to report back to the entire workshop with the group's solution. This reporter should:
 - a) Note any problems and/or observations encountered when solving the problem in the small group.
 - b) Be prepared to defend the group's solutions and decisions to the rest of the workshop. (i.e. Why did the group chose to do what it did with the problem!)
4. Identify the audience for whom the material is being written.
5. Determine the objectives or purpose of the printed material you are preparing. Consider under what conditions or circumstances you would use this particular material.
6. Consider specifically what the material will say. Provide a rough outline of the information to be included.
7. After studying the Design and Printing Thoughts included in this package, consider the following about the layout and/or appearance of your material:
 - a) What type of paper will you use?
 - b) What size paper?
 - c) What color paper?
 - d) What format/layout/spacing?
 - e) How will the material be printed?
8. Consider where and/or how your material will be displayed and/or distributed. Will this play a role in your planning?
9. Work as quickly as possible - One hour is not very much time!
10. Remember: As you work out your solution, think why you are making the decisions you are making. You should be able to defend your solution to the rest of the workshop.

PROCEDURES,
GUIDELINES
&
WORKSHOP PROBLEMS

SELF-GUIDED LIBRARY TOUR

Procedure

A self-guided library tour or walking tour is often a useful way to introduce users to essential library facilities and services. Since it is a do-it-yourself project, usually for a newcomer to the library, it is wise to make the explanatory material attractive, concise and as uncomplicated as possible. The tour should be designed so that it requires a short time to take and may be started at any point to cover specific areas of the library.

Guidelines

1. Library areas to be included:
Choose only those areas that you wish to highlight and which are generally open for public use, including non-library areas, restrooms etc.
2. Format:
The walking tour guide should be physically easy to handle while moving about. The type face should be well spaced and distinctive. Consider paper size and printing reduction.
3. Directions:
Avoid complicated directions which may confuse or discourage the user. Write instructions in a logical order, perhaps using a map or floor-plan with numbers on the map corresponding to the text. Pick library "landmarks" as reference points. This often allows the user to start at any point more easily. When preparing a walking tour, you often discover where signs are needed.
4. Walk-through:
Be sure to test your self-guided tour by actually walking it through and by having someone unfamiliar with the library test the tour and time it.

SELF-GUIDED LIBRARY TOURWORKSHOP PROBLEM

Prepare a self-guided walking tour for the Monroe Community College Library using the guidelines provided. Use the floor plan and library guide provided to outline the tour.

POINT-OF-USE GUIDE

Procedure:

There are a variety of reference sources which lend themselves to the "point-of-use guide" approach such as index and abstract sources, business information services, law services etc.

The purpose of a point-of-use guide to a specific reference source is to help the user gain an understanding of the scope and purpose of the reference source. It should also offer the person a step-by-step approach to locating needed material within the source, whether it be periodical articles, stock quotations, or book reviews. The guide should present the necessary information in as clear and brief a format as possible and should be displayed near the reference source for easy access.

When preparing a number of such guides for your library, it is helpful to keep consistent in format and possibly distinguish individual guides by color or some other means.

Guidelines

1. Briefly define the scope and purpose of the source. Write in language that your users will understand; eliminate library jargon.
2. Publication times:
Include information on how often the source appears, how cumulated, what your library owns, and how often the format changes etc.
3. Sample entry:
Give a clear, well diagrammed example of an entry or entries that demonstrates the basic principles of the source. Avoid trying to include too much.
4. Special features:
Include additional information on locating, if appropriate.

How to use selection within source	Formulas
Personal names	Corporate names
Book reviews	Scientific names
Dissertations	Separate indexes within source
Government documents	
5. Cross references:
Illustrate the use of "see" and "see also" references.
6. Subject list:
If appropriate, show how to use the subject thesaurus or index, or how subjects are arranged categorically.

7. Abbreviations:
Indicate location of tables of abbreviations - e.g. periodical
...title abbreviations.
8. Library locations:
Location of the specific source and also a follow through on
finding the desired indexed materials in your library may be
included.

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POINT-OF-USE GUIDEWORKSHOP PROBLEM

Using the guidelines provided, prepare a guide to the use of one of the sample indexes available to your group.

A Wilson index
Psychological Abstracts
New York Times Index

NEWSLETTER AND NEWS RELEASE

Procedure

Both the library newsletter and the library news release are effective means of communicating with others about the facilities, services and resources of the library. Good public relations are important to every library, whether public, academic or special.

The newsletter or news release may be directed at the library's users, staff, governing authority, general public or any or all of these groups. Always remember the audience for whom you are writing.

Guidelines

Preparing a library newsletter:

1. Format:
Use a standard format with the library's logo or letterhead prominently displayed. Good typing and spacing of items is important. Succinct headlines help.
2. Timing:
Regularly issued newsletters are best and can be kept brief with up-to-date news. Special editions can be used to highlight new services or events. Be sure to always date and number volumes and issues.
3. Content:
The newsletter may include:
 - New services
 - Changes in hours or regulations
 - Special acquisitions
 - Changes in staff
 - Reviews of recent acquisitions
 - Events held in the library
 - Expanded facilities
 - Progress reports
 - Displays and exhibits
4. Photographs and illustrations:
If photos or illustrations can be included in your printing process, they often can enhance a message and enliven the publication. Graphics and photographs should either be good or shouldn't be used. Amature efforts end up lowering the quality of the publication.

Additional Guidelines

Preparing a news release:

A library news release may be sent to the institution's internal publication (house organ, student newspaper, staff newspaper etc.) or to local community newspapers. The general guidelines for preparing a newsletter hold for the news release, but remember the following:

1. What's news:
Release only current news informative to the reader. Make sure the information is accurate and written in newspaper style with the important facts first and the lesser information following for easier editing.
2. Recipient publication:
Know the format required by the editor who receives your news release. Normally, a double-spaced original is required. Include the date you want the information released. Know the requirements for submitting photographs or illustrations. Be sure to include your library's name, appropriate dates, names etc.

Sources:

Much of the above, and additional information, may be found in two publications prepared by the Library Administration Division, American Library Association.

The News Release

Publications...Why, When, For Whom

NEWSLETTER AND NEWS RELEASEWORKSHOP PROBLEM

Using the guidelines provided, outline the format and content for an academic library or public library newsletter to be issued in the fall. Try writing some good headlines and indicate where illustrations etc. would be used.

LIBRARY BOOKMARK

Procedure

A library bookmark can be an appropriate handout for your library patrons and can provide helpful information in an attractive and useful way.

Guidelines

1. Information to include:
What is the purpose of your bookmark? Decide what information it will include. Consider library rules and hours, L.C. schedule, library location symbols, "PR" or advertisement for a library service or specific happening. Preparing a bookmark often points out the need for specific signs in your library.
2. Number of different bookmarks:
A series of bookmarks each dealing with a different purpose can be appropriate.
3. Format:
Make the bookmark simple and clean. Avoid trying to include too much. Chose a type style which is easy to read. Use a library logo if there is one. Use a colorful paper and consider an appropriate size. Use both sides of the paper to avoid the bookmark becoming a p-slip. A bookmark should be carefully and well designed. Amature efforts reflect poorly upon the library and useful information may be subsequently overlooked.
4. Distribution:
Pick a central place from which to distribute the bookmark such as the references desk, or circulation area. Match this distribution place to the specific information included on the bookmark.

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LIBRARY BOOKMARKWORKSHOP PROBLEM

Using the guidelines provided, prepare an attractive bookmark or series of bookmarks for a library of your choice. Make this decision based upon the members of your workshop group.

PRINTED MATERIALS FOR CLASSROOM USE

Procedure

When asked as a librarian to give a "library lecture" to a specific class, it is helpful to have printed materials to distribute to the class. What these specific materials include will vary depending upon the size, level of class, and subject matter of the course as well as the amount of time allotted for the lecture.

Guidelines

1. General materials to use:
With the objectives and outline of the lecture in mind, consider what printed materials would be appropriate to accompany this lecture. Don't pick too much material; yet, be sure you include enough basic material, such as handouts on the card catalog, search strategy, library map and other specific library information. Are there basic handouts you can "package" for any class lecture regardless of the topic?
2. Specific materials to use:
Often specific materials should be developed for a particular lecture. Study guides or point-of-use guides or lists of appropriate sources for the class (reference books, indexes and abstracts) could be compiled. Library call numbers and/or locations might be included on these handouts.
3. Notetaking:
Note cards and bibliographic cards (printed p-slips) could be introduced in a class lecture.
4. How to use the materials:
Consider the relationship of the printed materials to the actual lecture. The printed materials taken to a class lecture can serve as supplements to the actual lecture. Transparencies of the handouts or a blackboard may also be used with the lecture. The material distributed could include an outline of the lecture on which students might make additional notes. Some of the printed materials might be used in place of lecturing on a particular aspect of literature searching. Some specific printed material might be distributed only to those requesting them or distributed according to the students' topics (e.g. study guides or pathfinders for particular subjects).

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PRINTED MATERIAL FOR CLASSROOM USEWORKSHOP PROBLEM

You have been asked to give a one-hour lecture to a class of junior psychology majors who must write a paper on some aspect of child psychology. There are fifty people in the class. What printed materials would you consider taking to this class and why? Make a list of the specific types of material you feel would be appropriate. Time permitting, begin to outline what information each specific handout should include. Do not discuss how you would lecture and where etc.; consider only the printed materials and how they would be a part of your presentation.

STUDY GUIDE

Procedure

Study guides are "compact guides to the basic sources of information specific to the user's immediate needs; it is the step-by-step instructional tool that will, if followed, place before the user those items that the most skilled reference librarian would suggest as basic to an initial investigation to the topic." (1)

The purpose of a study guide (sometimes called a research guide, pathfinder or topic tracer) is to clarify a topic and initiate a literature search for the student. Lengthy or complicated bibliographies defeat this purpose. Two pages, with appropriate spacing for highlighting the various parts of the guide seem best. Most students do not like to read solid pages of single-space typing. Adequate explanation or introduction for each section of the study guide and information for locating the material (e.g. call number or location symbol) is always included.

Based on the Pathfinders from Project Intrex M.I.T. study guides augment basic reference service. Librarians can compile study guides when lecturing to a particular class or when a great number of students request information on a given topic. Although the content varies with the topic, most study guides include: a scope note, a list of L.C. subject headings, examples of reference sources, indexes and abstracts appropriate to the topic, and other information sources.

Guidelines

1. Scope note:
Define the topic with a succinct statement. Both the student and the compiler have the parameters of the guide defined. Possible sources for this information are the college catalog (course descriptions) or an encyclopedia article.
2. Library of Congress subject headings:
Use examples of general subject headings, specific subject headings and sub-headings.
3. Reference sources:
List examples of reference books appropriate for the topic. Try to include:
 - A. Subject encyclopedia
 - B. Subject dictionary
 - C. Guide to the literature
 - D. Directory

Handbooks, bibliographies, yearbooks and other types of reference works can be included.

(1) Stevens, C.H. et al

4. Indexes and abstracts:
Include only those indexes and abstracts which contain a substantial number of references on some aspect of the topic.
5. Other sources:
This could include numerous items:
 - Pamphlet file
 - Monographs of importance
 - Leading journals in a particular filed
 - State-of-the-art reviews
 - Conference proceedings

Bibliography:

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STUDY GUIDEWORKSHOP PROBLEM

Using the guidelines provided, prepare a brief study guide (pathfinder, research guide) on the topic environmental law. Outline what this guide will say and how it will look.

LIBRARY EXERCISE

Procedure

A written exercise or worksheet is a common method of offering a student a practical, direct experience in any learning situation. Librarians can utilize this technique in bibliographic instruction. Library exercises or worksheets, while they do require time, give a student more opportunity to learn by doing.

Library exercises can take a variety of forms. They could be a pre-test to determine what a student already knows and where instruction is needed. An exercise can also be a test which would indicate to the librarian (teacher) whether a lecture or some other form of instruction was effective (i.e. has learning taken place?). The exercise could also be a type of programmed learning where the student can use a text or workbook to learn in small steps, progress at the student's own pace and check progress as the exercise advances. The question format may take a variety of forms, such as multiple choice, matching questions, completion questions or questions which require one or two sentence answers.

Library exercises can be of varying lengths as well as varying forms. They can be brief questions requiring the student to master simple tasks (e.g. where are periodicals and how are they arranged in the library). On the other end of the spectrum, an exercise may be a long problem which requires the student to accomplish a greater task, such as the strategy of a literature search. Whatever the form or length of the exercise, the purpose is always to offer the student a direct experience with something, whether it is a concept, knowledge or a specific skill.

Guidelines

1. Have a goal, purpose and specific objective in mind for the exercise. Decide what the exercise is trying to accomplish or teach. This should be clearly stated with the exercise for the student to see.
2. Make the exercise questions simple, meaningful and fitting to the situation. The questions should not be long, but brief and direct. A typical exercise might take the student one hour or less to complete. Be sure all instructions are clear.
3. Structure the task in a logical sequence or pattern. Begin with the simplest questions and build to the more difficult.
4. Only one thing should be taught or tested in each question.
5. Try to make the questions interesting, but not trite.

6. An exercise, once designed, should always be given a trial run to determine how effective it is as well as to see if it is clear etc.
7. If possible, an exercise should have a key or an explanation available for the student to check the completed work.

Note:

These guidelines draw from the material in Cecily Little's "Library Exercise", Writing Objectives for Bibliographic Instruction in Academic Libraries - a gathering sponsored by the Midwest Federation of Library Associations and held in Detroit on October 1-2, 1975.

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LIBRARY EXERCISEWORKSHOP PROBLEM

Using the guidelines provided, design the following:

- A task which would test the student's ability to interpret the parts of a catalog card.
- An exercise which would show that the student has the ability to use a specific index, abstract or reference tool.

Consider the form best suited to the specified task.