Each year the Continuing Education Committee of the Library Instruction Round Table of the American Library Association selects the top 20 journal articles and publications for the previous year. This collection presents these bibliographies for nine years from 1985 to 1993. Each bibliography is annotated and offers a sampling of the 20 best or most informative publications relating to library instruction or library user education for the previous year. Publications represent instruction in academic, public, school, and special libraries. Topics of the selected publications include the following areas: instructional methods and design; learning theory; application of technology to library instruction; user behavior; training of library professionals; and the evaluation of bibliographic instruction librarians and programs. An author index is provided. (The combined bibliographies contain 180 items.) (JLB)
Top Twenty Bibliographies

compiled by the

Continuing Education Committee

of the Library Instruction Round Table

of the American Library Association
LIRT'S TOP TWENTY BIBLIOGRAPHIES, 1985-1993

Each year the Continuing Education Committee of the Library Instruction Round Table of the American Library Association selects the top twenty journal articles and publications for the previous year. Each bibliography is annotated and offers a sampling of the twenty best or most informative publications relating to library instruction or library user education for the previous year.

Publications represent instruction in all types of libraries -- academic, school, public and special. Topics of the selected publications include the following areas: instructional methods and design, learning theory, application of technology to library instruction, user behavior, training of library professionals, and the evaluation of bibliographic instruction librarians and programs. The Top Twenty bibliographies are published annually in the following year's June issue of the LIRT newsletter, "Library Instruction Round Table News."

LIRT's Continuing Education Committee is made up of library professionals from across the country, representing academic, public and school library media centers.

LIRT'S MISSION STATEMENT

To provide a forum for discussion of activities, programs and problems of instruction in the use of libraries; to contribute to the education and training of librarians for library instruction; to promote instruction in the use of libraries as an essential service, and to serve as a channel of communication on library instruction between the ALA divisions, ALA and ACRL committees, state clearinghouses, Project LOEX, other organizations concerned with instruction in the use of libraries, and members of the Association.

The CJCLS BI Committee responds to Tom Eadie's article "Immodest Proposals" (LJ, October 15, 1990). Due to the diversity of the student population in community colleges, bibliographic instruction programs are essential.


This article reviews the literature on the burnout phenomenon, and discusses how many BI librarians fit the classic burnout pattern common to the "helping professions." The author offers the following coping strategies: setting realistic goals, adjusting workloads, and increasing rewards and recognition.


Bowers and Cunning provide an informative article that describes a library tour instruction package developed by librarians at Boulder Public Library. The tour package involves training library volunteers to act as guides on walking tours through a newly expanded public library facility.


This article presents the findings of a study that compares the effectiveness of four methods used to teach students to search PsychLit on CD-ROM. The methods compared are: 1) lecture/demonstration, 2) lecture/demonstration using LCD, 3) video, 4) computer based tutorial.


Ellis examines a different method of research, the grounded theory approach, for investigating complex human behavior. He applies this methodology to information-seeking behavior of academic researchers.


The papers in this volume are based on presentations at the fifth annual Earlham College-Eckerd College Bibliographic Instruction Conference. Farber describes the BI program at Earlham and presents his case for BI in the learning/teaching process. In addition, a wide variety of projects for the sciences, social sciences and literature are identified. Many of these projects may serve as alternatives to the traditional term paper. Multiple viewpoints, teaching faculty, students, administrators, and collection developers, are included.

The authors clarify how developing information literacy competencies for students at a metropolitan university can assist both in marketing library instruction to faculty and in developing curriculum in academic units. Future plans are also specified.


Jacobson and Jacobson discuss several learning theories (Transforming Mental Models, Cognitive Flexibility Theory, and Situated Cognition) and their applicability to instruction in database searching for high school students. Common themes from these theories include: the active role of the learner in constructing knowledge; the importance of knowledge-based learning; and the importance of expert knowledge and performance as a model for novice database searchers. The authors present one possibility for instructional design based on these theories.


The author explores process models of information seeking, rather than information-as-product models, as another way to view information use and library instruction. She advocates moving the emphasis from the right answer to finding the right question. In addition, she offers suggestions on strengthening the human aspect of reference service.


Kuhlthau describes a study that investigated both problems and success factors in implementing a process approach to learning information skills in school library media programs. The process approach involves not only locating information, but developing skills for interpreting and using information from a variety of sources. (See also the author's book, *Seeking Meaning: A Process Approach to Library and Information Services*. Norwood, NJ.: Ablex, 1993.)


The authors discuss the benefits gained from peer coaching, and describe procedures for developing such a program. They emphasize the need for voluntary participation, confidentiality, mutual trust, and non-evaluative feedback.


OPACs are becoming increasingly sophisticated in search capabilities while transaction logs show users tend towards basic commands and single indexes. This article suggests that BI librarians would benefit users more by concentrating on improving system design rather than instruction. The authors make recommendations on how to deal with users' difficulty in reformulating unsuccessful searches.

McKinzie questions the use of the term bibliographic instruction. He asks librarians to find a better way to express how we work with patrons. He suggests that teaching research skills, showing patrons how to get information, is more appropriate.


This article is based on the authors' address at the BIS program, ALA 1992 Annual Conference. They present a new paradigm of Bibliographical Instruction Design that offers a more holistic perspective, combining instructional design and a system approach. They argue for integrated objectives in library instruction incorporating the affective, cognitive, and sensimotor domains. The authors include a classification of information literacy skills.


The authors present the results of surveys administered before and after a library instruction session for students in an undergraduate course on business strategy. The surveys assessed library-use anxiety, ability to use library resources and satisfaction with library instruction.


This article describes the University of Central Florida's participation in a structured support program, two one-hour sessions, for freshmen athletes "to afford them the opportunity to succeed equally in both the sports arena and the academic arena." The program includes critical thinking, selecting research topics, and a hands-on activity using printed and computerized indexes.


The authors identified 84 proficiencies and then surveyed instructional librarians on where the proficiencies were acquired. In addition, the instructional librarians were asked where they would prefer to acquire the skills. A chart of the 25 most important proficiencies is included. The authors report that skills are overwhelmingly learned on-the-job, self-taught, or through other formal education. Only two of the proficiencies were primarily acquired in library school.


Warmkessel and Carothers discuss collaborative or cooperative learning and its use in school and academic libraries to improve the effectiveness of library instruction. Using a strategy known as "pairing", the authors introduced undergraduates to electronic database searching on CD-ROM. Advantages of using pairing, such as developing a friendly environment for students to contribute without pressure, are detailed.

Westbrook examines and synthesizes developments in research on user needs. She discusses how various theories view the user, information/knowledge, and using information/knowledge. In addition, she comments on areas of consensus among researchers and future research needs.


The authors trace the development of one institution's bibliographic instruction program and the instructional facilities needed to support it. They take into account factors such as changing curricula, growing numbers of students reached, and the impact of library automation. They also describe a model lab facility that permits the demonstration of OPACs, CD-ROMs, and Internet resources, as well as hands-on practice.
LIRTS 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.


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.


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.


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.


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.


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.

Discusses four major themes or assumptions about library and information skills instruction in library media programs and reviews research supporting these themes or evidence on the lack of such research.


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.


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 affords a more individualized learning situation for students and an alternative for librarians who prefer one-on-one interaction with students.


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.


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."


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.

Analyzes nonlibrary 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.


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.


Maintains that an introductory library skills class should not try to turn students into "minilibrarians." 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."


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.


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.


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.

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.


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 use the librarian as an information intermediary.
LIRT'S TOP TWENTY FOR 1991


A thought provoking planning document in outline form, with each point being a question. Conceptualized and compiled over three years, the authors make a valid claim when they state: "It is a testament to the good conceptual bones of this document that it has managed to effectively weather the dramatic shifts in online tides since its conception."


Describes course-integrated legal research instruction for undergraduates which includes a conceptual framework for teaching legal research and related critical thinking skills. Two library presentations are described, from an initial basic legal research session to a session on reading and evaluating judicial opinions.


Considers how information literacy can become integrated into the curriculum. Suggests that a series of successive learning experiences from elementary school to adulthood would aid in such implementation and provides a model of competencies that would be included in information literacy instruction.


A philosophical examination of the role of the school information center in helping students "to live on their own horizons, explore their own questions, and use information in the contexts of their own lives." (p. 217)


A Teaching model which helps end-users develop procedural and conceptual skills for database searching, and presents evaluation as the basis for improving end-user searching. Emphasis is placed on evaluating search results, rather than on simply learning how to perform a computer search.


Offers both a review of the literature on patrons' views of the necessity for library instruction and the findings from a recent survey of public library patrons' attitudes toward instruction in its various formats. While the findings were mixed, the survey and procedures would serve libraries well if considering similar undertakings.

A holistic article on providing individual BI to graduate students. Methodical explanation of project execution, evaluation, and conclusions addresses all details, including sensitivity to the orientation need of the participating librarians (subject specialists).


Twelve articles that focus on helping library users achieve information literacy, i.e., an understanding of how knowledge is organized and of how to find and use information. "These authors' perspectives offer ambitious, innovative ideas which challenge the currently accepted notions about the appropriate scope and outcome of user education."


Succinct article which explains idea, method, and conclusion of project to lessen library research/writing anxiety among first-year students. With results that reiterate student need for BI as a longitudinal process. Includes a BI manual that was designed by the librarian with faculty input, and received positive student response.


A study of the information-retrieval process used by twenty-three New Zealand sixth-grade children and the cognitive difficulties they encountered as they progressed from generating research questions on a topic to locating information in books. Findings suggest the need for students to be taught metacognitive strategies and critical thinking skills in conjunction with library research activities.


Addresses information literacy from the standpoint of critical evaluation techniques which aid students in determining which of their CD-ROM search citations are appropriate and useful. Recommends a two-tiered instructional model to provide students with criteria for evaluating CD-ROM search citations, and for understanding the interrelationships between print and computerized indexes.


Well-researched opinion piece on the glaring style weakness of BI: unintentional but extreme susceptibility to dullness. Metaphor use as a solution is discussed with a review of literature and existing applications in various academic subjects. Very insightful parallel between BI and reference books as candidates for stylistic input runs through this article. Obvious metaphor of BI librarian as teacher is parting thought of author's conclusion.

Discusses using liquid crystal display (LCD) panels in training/instruction sessions, offers buying tips, and includes two batch file programs that will allow formatting and displaying downloaded screens from online and CD-ROM systems. These useful programs will help create canned demos for those expected and unexpected times when live demos are not possible.


Assesses the value of CD-ROM technology in the wide array of tools and services libraries offer, as one unique tool which must be related to other library resources. Integrating CD-ROM instruction with standard user education methods, for example, including descriptions and presentations on CD-ROM products, raises questions about the content of basic skills programs.


Discusses a flexible method of teaching basic library skills involving dissection of the finished paper, its footnotes and sections of text, than relating the sources cited to the overall information-gathering process used by the writer.


Advocates in-house training for bibliographic instruction both as preparation for novice teachers and as continuing education for current practitioners. Provides goals, objectives, and a checklist for such a program; discusses trainer/trainee interaction; describes three existing programs; and lists further resources, both print and organizational, useful in planning or implementing such a program.


Outlines the experiences undertaken in designing Project FORE-Focus on Research and Evaluation, a hypermedia program developed at Utah State University. A good article for those planning a similar project, includes examples of the graphics and text used throughout the program.


Examines the trends in the field of academic librarianship in such areas as strategic planning, the future of librarianship, and technology and the impact of these trends on the relationship of the library to the teaching-learning process.


Discusses the principles of training, pointing out the similarities between librarians and trainers, and how librarians can successfully use training techniques in their library instruction presentations.
Wesley, Threasa. 'Teaching Library Research: Are We Preparing Students for Effective Information Use?''

Covers why and how teacher-librarians should be concentrating on conceptual, decision-making skills rather than on mechanical, use-of-library skills in library instructional programs. Ideas presented are useful for all levels of library instruction from elementary-secondary school through college.
Bell, Steven J. "Using the 'Live Demo'." Online, 14(May 1990):38-42.

Discusses live demonstrations of online searching during instructional sessions. Highlights advantages for doing so and provides helpful planning advice, from equipment availability to classroom techniques to troubleshooting hints.


Bessler argues that academic libraries should stop trying to teach patrons what they think is good for them, and focus more effort on listening to what patrons want from the library. Six librarians respond to Bessler's argument in short opinion articles that follow.


A discussion of learning styles and a practical explanation of how David Kolb's experimental learning model is applied in Bl at North Park College.


Describes an experiment that examined the relationship between successful searching of databases on CD-ROM by undergraduate students, and the various types of instruction provided by the library staff.


Interesting in that it not only offers an outline for course-integrated BI, but it does it within the framework of a medical program, a specialized discipline in which BI seems to be getting a firm hold.


A provocative article. included in the list for its subject coverage, which argues that conventional reference services better serve students than bibliographic instruction.


Describes a study by the authors of card and online catalog use by fourth, sixth and eighth graders at the Downers Grove Public Library. Includes the impediments students encounter in using each type of catalog and suggestions for changes in software design and library instruction.

Argues that BI should be the teaching of research as a "creative act of construction" not just a gathering of information. Fister shows how collaborative learning fits in with this paradigm and gives specific examples of learning activities.


Discusses qualitative assessment of user education as a valid alternative to statistical evaluation. Suggests specific methods and processes; interviewing, observing, collecting descriptive data, with inductive analysis of the data gathered, that will make qualitative evaluation relatively rigorous.


A review of the literature on library instruction services for the last 30 years.


A study of Wisconsin librarians finds that they have not had sufficient training for BI. The author makes suggestions for methods based on what librarians favor for continuing education in BI. The questionnaire used is appended.


Describes a survey taken at The Citadel, seen as a first step toward more collaborative librarian/faculty programs, designed to determine the perception and use of library instruction by the teaching faculty. Provides a literature review of faculty attitudes towards library instruction, methodological overview (including the questionnaire), and analysis of survey results.


Although much of this is information BI librarians are already promoting, this might be a good article to share with upper-level library administrators, faculty, and college or university administrators.


Discusses the broadest possible application of learning principles to bibliographic instruction. The authors see motivation, responding, and reinforcement as necessary conditions for effective learning. Both reinforcement and self-regulatory behavior are key factors in creating positive attitudes and outcomes for patrons.

Reports the findings of a survey that points out the shortcomings in professional education and administrative support for BI, as well as the problems faced by BI librarians.


An argument for the use of collaborative learning in BI. Methods are discussed and specific applications are given. Sheridan also considers special needs students.


An argument for teaching evaluation of sources as part of BI. Totten offers several definitions of critical thinking. Finally, she gives an example of how evaluation is taught to students at Indiana University Southeast.


Gives 12 situational characteristics that favor computer-assisted instruction application in organizations.


Provides an in-depth examination and review of "Research Assistant", a HyperCard stack designed to provide computer-assisted instruction for the research process (as opposed to library orientation). Looks at the program both pedagogically and technically, and raises some interesting questions about the role of technology in library instruction.


Reports on the results of a survey of 38 librarians, who had experience in training CD-ROM end-users, to determine the most effective way to train patrons in the use of CD-ROMs. Covers a wide range of CD-ROM related instructional issues.
LIRTS TOP TWENTY FOR 1989


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.


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.


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.


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.


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.


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.


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.

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.


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.


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.


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.


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.


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.


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.

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.


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.


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.


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.


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.


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.
LIRTS TOP TWENTY FOR 1988


Describes an online catalog which forces students to make informed choices throughout the search process. Teaching the use of this catalog focuses on the critical thinking process necessary for formulating and researching a topic.


Argues that there is no uniformly accepted definition of critical thinking. The ability to think critically may involve four developmental stages. Discusses implications for user education and teacher training.


Describes a project at Carmel (Indiana) High School to teach students end-user searching on WilSearch. Includes student worksheets and logs.


Reports on the successful outcome at the University of Toronto Libraries in setting up library visits and instructional sessions for the print-handicapped.


BI librarians can teach college students to evaluate materials in the library and have a responsibility to do so. This paper gives nine points that students can use to evaluate the materials they read.


Engeldinger describes the approach to BI used at his library: a thirty-minute lecture followed by a twenty-minute exercise. Content emphasis is on searching the catalog and periodical indexes by keyword and by controlled vocabulary.


Theorizes on the future role of library literacy and library instruction in the year 2000. Envisions an innovative library with different media but still having the same messages to impart -- education and training of its users.
The authors argue that in teaching, librarians should concentrate on a small number of short-term competencies needed for an immediate library assignment, using a combination of brief lectures and active student involvement.


Reports on a study of the information-seeking behavior of users of several automated reference sources. A model for library user education that considers automated information retrieval is presented.


Description of a program at the Deerfield (Illinois) Public Library to provide library instruction to a junior high school class in cooperation with the teacher and the school library.


Reviews educational literature on the critical thinking/problem solving approach to learning. Summarizes two activities designed to teach critical thinking and research skills in the context of social studies classes in fifth and sixth grades.


Describes a program designed to teach critical thinking skills. Evaluation showed that students receiving classroom presentation scored higher on a post test than students using the computer-assisted instruction although CAI was the preferred mode.


Examines the response of academic libraries to A Nation at Risk and other reports that followed it. Includes articles from Ohio State University and Washington State University.


Discusses library anxiety among college undergraduates in the context of students' previous library experiences. Describes a program to deal with it.


Describes two CAI tutorials developed at Purdue University which teach use of periodical indexes/how to locate journals and use of an online catalog.

The 14th annual review of library instruction literature.


The author describes a program in which she taught students to think about their own research using a daily journal.


Brief article outlining issues faced by the new instructor of a credit course in bibliographic instruction. Covered are clear course objectives, the components of a theoretical framework, the value of hands-on experience, and realistic expectations.


Describes the planning, production, and use of video in the University of California, San Diego's Undergraduate Library instructional program.


Prepared by the Association of College and Research Libraries, Education and Behavioral Science Section (EBSS). Addresses unique user needs within a traditional BI context. A supplement to the 1984 "BI Tip Sheet for Academic Administrators and Support Staff."
LIRT'S TOP TWENTY FOR 1987


Describes a library instruction program for the upper elementary grades. Students who attain a certain grade on a skills test are a "Library Skill Authority" and are able to grade the work of other students.


Describes research workshops for graduate students at Ohio State University Libraries. Covers the need for the workshops, their intended goals, projected audience, planning, implementation, search strategy, and the evaluation method used.


This comprehensive review article identifies three types of literature: descriptive; research studies; and questionnaire data. Problems associated with the literature are discussed from a variety of perspectives, and emphasis is placed upon neglected aspects of the literature on bibliographic instruction.


Describes using a pre-test survey instrument to measure the level of library literacy of students who will be attending a library lecture. The purpose was to determine what students already know in order to maximize the amount of new material that can be taught during a limited 50 minute class period.


Reports on a research project conducted to explore the effectiveness of computer-assisted instruction for teaching end-user searching in public libraries. Concludes that CAI is an excellent format for introducing basic concepts but it cannot stand alone. Direct assistance with a search is necessary for the casual user.


Describes a course aimed at developing library self-reliance in students. The course was offered through a predominantly Black outreach program at Evergreen State College.


Provides a theoretical scheme to classify user behavior into three domains of library activity, and into three levels of learning. Examples of library behavior in each of the nine zones are given, and advantages for applying the taxonomy are offered.

Suggests that a library instruction program has economic and educational benefits and should be attempted in all kinds of libraries to further facilitate "life long learning." A brief description of library instruction history from the mid-1960's is provided.


Describes a program which introduces freshman students enrolled in a "reading and research" course to end-user searching. The approach to training students, as well as faculty participation in this process are discussed.


Discusses changes in academic libraries resulting from evolving technologies, and the need to train library patrons and staff in the use of electronic information systems. A review of the training literature and the results of three projects for supporting patron use of online systems are reported.


Evaluates several related articles which touch on the librarian's need to communicate the purpose of library research. Encourages the librarian's use of subject expertise in teaching students how to evaluate and apply reference sources.


Surveyed college freshmen enrolled in English composition classes to determine their attitudes toward the lecture-discussion practicum versus the workbook approach to bibliographic instruction. Analysis of responses revealed that students perceive the lecture to be more successful than the workbook.


Provides essays written by leaders in the bibliographic instruction field. Topics included in this monograph are: history; technology; library education; and the future of bibliographic instruction.


Describes the research objectives. rationale, methodology, and findings of a model program examining the need for instruction for online catalog use. The role of the reference librarian in educating users for online catalog use and the impact of online instruction on bibliographic instruction are also explored.

Describes the results of a survey of elementary education faculty concerning their attitudes toward the teacher's role in developing research and library skills instruction among elementary school students. Results show strong support for, but limited implementation of, such training for teachers.


Presents an annotated list of materials dealing with orientation to library facilities and services, instruction in the use of information resources, and computer skills related to retrieving information. The list is arranged by type of library.


Reports on the results of a study that examined the reasons people use academic libraries and the relationship between library use, library instruction, and library success. The conclusions identify services and physical facilities that may increase user success rates in locating materials.


Supports the position that library schools should integrate the preparation of librarians for instructional tasks into the graduate curriculum. Describes a course in which the theory and practice receive equal treatment.


Outlines the advancing technological milieu which will necessitate long range library planning focusing on training students in electronic information retrieval. Includes findings from an environmental scan which suggests the general direction for expanded bibliographic instruction programs.


Provides a detailed guide to a library/information skills curriculum developed in Texas for grades kindergarten through 12. The document was developed in response to requests from librarians and principals for a scope and sequence guide for these skills.

Describes a research project conducted at Northwestern University designed to provide a model of online catalog instruction that could be modified and adopted by other academic libraries.


Provides an overview of what equipment, programs, and information is needed to begin providing online services to high school students and faculty. Encourages the integration of the online search with the instructional process.


Describes a library orientation program as a component of the orientation/acculturation class for international students at North Texas State University. Uses a special team approach involving librarians and English teachers.


Details the educational philosophy and practices of each decade and demonstrates their influences on the growth and development of the librarian's instructional role—a role that has progressed from that of mere provider of reading guidance and cooperation with faculty on curriculum committees to active educator and instructor.


Suggests ways of using questions effectively in the classroom to increase student involvement in library instruction.


Identifies categories of sources used to satisfy these information needs. Empirically establishes significant relationships between the motivating needs and categories of sources used.


Describes program of four workshops developed by bibliographic instruction librarians to enhance the skills of nearly 100 academic library clerical employees.

Discusses a library and study-locational skills review program developed and implemented at a high school in California. The program as presented has value for all high school libraries and could be adapted for use in other library environments.


Survey of nearly fifty libraries to ascertain the types of software being used in academic and school library BI programs. Describes applications of CAI software and suggests how BI programs can utilize this instructional medium.


Presents the goals, content and organization of a workshop designed to train library staff in cross-cultural communication. Addresses language difficulties, cross-cultural adjustment and instructional sessions for international students.


Describes an orientation and network program developed to help foreign students. Staff cultural awareness is also addressed.

Jones, Patrick and Candace E. Morse. "What To Do When the World Book is Missing: A Program of Public Library Instruction for High School Students." RQ 26(Fall 1986): 31-34.

Describes the development of a cooperative venture in which library instruction is given in a high school by public librarians.


Discusses several cooperative programs designed to help students make the transition from high school to college libraries.


Describes a joint effort between school and academic librarians to teach library skills to college-bound high school students in twenty-six counties of Southwest Virginia

Reports that student's initial response to libraries is fear that stems from a feeling of inadequacies in their library skills. Give suggestions on what the library can do to alleviate this anxiety.


Looks at the idiosyncrasies of online catalogs, their implications for instruction and how to keep it all in perspective.


Presents an annotated list of materials published in 1985. Discusses orientation to library facilities and services, instruction in the use of information resources and computer skills related to information gathering. Geared to libraries of all types.


Discusses the unique characteristics and needs of adult students and recommends specific techniques for teaching them.


Discusses motivating adult learners. Concludes that public libraries could market adult learning programs that would increase library services and facilitate lifelong learning among their adult clients.


Provides a plan for teaching elementary school students the use of the library and the acquisition of research skills. Stress is placed on the cooperation of the entire school staff, especially between the librarian and the teacher, who must design developmental learning experiences beginning in the early grades.
LIRT'S TOP TWENTY FOR 1985


Examines reasons for the general scarcity of courses on bibliographic instruction in library school curricula, and recommends possible solutions to the problem. Examines the program at the University of Alberta.


Describes four courses in which high school students were introduced to searching online databases.


Describes seminars developed by the libraries at Pennsylvania State University for faculty and graduate students. Includes sample forms, questionnaires, and course syllabus.


Outlines objectives of instruction programs for librarians teaching patrons to use online systems. Developed by the Direct Patron Access to Computer-Based Reference System Committee of ALA.


Suggest several broad categories of information skills needed by students in grades K-7 and ways in which an instruction curriculum can be designed to meet these needs.


Emphasizing the student's transition from high school to college, this paper discusses several models of high school/college cooperation and reports on several such current projects involving bibliographic instruction.


Discusses the components of a model of user education for library patrons using an online catalog. Components include those related to planning, implementation, and publicizing the OPAC.


Reports the findings of a study of high school seniors involved in library research, and develops a six stage model of the library research process based on these findings.

Examines the role and use of humor in the academic classroom, and its effects on learning and on students' perceptions of instructors.


Contends that microcomputers should be viewed as powerful information management and retrieval tools and that, as such, something that librarians should be vitally involved with. Proposes that an important new role for the instruction librarian will be in teaching microcomputer and information literacy.


Reports the results of a randomized experiment involving sophomore students in five high schools, half of whom received specialized instruction in library use.


Discusses the leadership role played by the library at the Miami-Dade Community College in developing a program to serve academically deficient students. Includes sample handouts and the project proposal.


Reports the results of a study of patterns of communication and information exchange among psychology faculty and graduate students at Georgia State University and discusses the implications for the bibliographic instruction program.


Employs techniques derived from the principles of marketing to an analysis of a case study of a failed bibliographic instruction program in a hypothetical academic library. Suggests ways to utilize a marketing perspective to improve library services.


Outlines a suggested methodology for teaching library research skills to students in grades K-7. Includes sample research strategies.
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