This annotated list of 23 journal articles and documents provided focuses on faculty-librarian collaboration in bibliographic instruction (BI) at academic libraries. Topics include the following: BI for developmental and English-as-a-Second-Language (ESL) students; faculty and librarian collaboration on the design of BI assignments; the teaching of critical thinking skills with course-integrated BI; a BI program based on an experiential learning theory; a library reading project in which ESL students gained library skills while completing a research assignment; the incorporation of active learning techniques with BI; librarian and teacher collaboration in the development of an interdisciplinary course; the combination of lectures and library resources use as a means to increase student confidence; transferable methods for teaching the research process; team-teaching experiences with BI and basic writing classes; librarians pairing up to provide BI; the need for improved communication between faculty and librarians; cognitive development research studies; strategies for reducing students' anxiety over library research; library instruction in a writing program; learning theories useful for increasing effectiveness of BI; methods for establishing librarian-faculty partnerships; an overview of the collaborative learning method of teaching; BI in a developmental studies program; librarian-faculty cooperation for English 101; a library instruction program for academically varied students; and the incorporation of collaborative learning strategies into a library instruction program. (AEF)
LIBRARIAN-TEACHER PARTNERSHIPS: AN ANNOTATED BIBLIOGRAPHY

The following annotated list of materials focuses on faculty-librarian collaboration in bibliographic instruction at academic libraries. Topics include: promoting active learning, designing effective BI assignments, differences in student learning styles, and BI for nontraditional students.

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Describes a bibliographic instruction program for developmental and ESL students at the University of Illinois. Librarians worked with faculty to develop research topics and design instruction to provide successful library experiences for students. Both faculty and librarians felt this program helped improve students' research skills to levels of the mainstream student population.


Discusses how the librarians at Hudson Valley Community College work with faculty to incorporate the teaching of library skills into the general education curriculum. Faculty and librarians collaborate on collection development and the design of BI assignments. Examples of assignments are included.


Argues for the need to include the teaching of critical thinking skills with course-integrated bibliographic instruction. Provides examples of ways to work with faculty to enhance students' critical thinking abilities.


Describes the bibliographic instruction program at North Park College, which is based on David Kolb's experiential learning theory. This program made use of a variety of teaching methods which allowed different types of learners to have successful library experiences.


Describes a library reading project in which ESL students gained library skills while completing a research assignment. Students worked together in small groups and received hands-on instruction with library resources. The authors felt this project was a successful learning experience which stimulated students to seek out reading materials beyond their ESL textbooks.


Describes BI sessions designed by the librarians at the University of Nebraska and outlines methods of incorporating active learning techniques with bibliographic instruction. Faculty felt that these sessions resulted in an improvement in the quality of student research projects.

Discusses a project at Washington State University in which librarians participated with faculty in the development of an interdisciplinary course which included a library component. The librarians' contributions helped to promote the inclusion of bibliographic instruction in the core curriculum.


The authors, reference librarians at the State University of New York, Stony Brook, use brief lectures combined with hands-on use of library resources to increase student confidence in library use and fulfill immediate information needs. They feel this approach is more realistic than expecting students to master long-term library competencies.


Discusses methods for teaching the research process which are transferable to any subject. Presents ideas for classroom preparation, basic search strategies, and library exercises for the evaluation of sources.


The authors, a librarian and a developmental writing instructor at Ausberg College, discuss their team-teaching experiences with bibliographic instruction and basic writing classes. Hands-on use of resources and collaborative learning increased students' confidence levels in using the library.


The authors, reference librarians at the University of California, Santa Barbara Library, describe their team-teaching approach to bibliographic instruction. Librarians work in pairs to prepare and conduct instruction sessions for undergraduate students. This approach has improved the quality of instruction sessions and provided librarians with valuable teaching experiences.


The authors feel that composition faculty and librarians must improve communication with each other about the structure of student research projects and goals in bibliographic education. They found that process-directed research encourages discovery and is more successful than goal-directed assignments.

This article provides an overview of several cognitive development research studies. Discusses how both faculty and librarians are more effective when they consider differences among students cognitive abilities and learning styles in the planning of instruction and assignments.


Describes strategies for reducing students' anxiety over library research. Notes the importance of working with faculty to design assignments that promote success in library use.


Discusses the introduction of library instruction into the writing program at the University of Tennessee at Chattanooga. Traditional methods of assigning research papers were abandoned in favor of process-oriented research. This required changes in the presentation of library instruction and collaboration between composition teachers and librarians.


Discusses several learning theories which can be useful in increasing the effectiveness of bibliographic instruction programs. These theories address the different ways in which students process information and their individual ways of learning.


Payne, coordinator of Bibliographic Instruction at Arkansas State University, suggests that with good faculty-librarian cooperation and communication even one-shot BI sessions can be effective. He feels that faculty should teach students how to select and narrow topics prior to BI sessions and relevant assignments which reinforce library skills should immediately follow.


Describes methods for establishing librarian-faculty partnerships. Also provides examples of library research projects, from Lincoln Land Community College's BI program for both general education and discipline-oriented classes.

Provides an overview of the collaborative learning method of teaching. Sheridan feels that librarians must incorporate these strategies into bibliographic instruction in order to best serve patrons. She provides several successful examples which were used in BI sessions at the College of Continuing Education Library, University of Rhode Island. These methods also effectively serve the special learning needs of nontraditional students.


Discusses a project in which a library skills course was paired with a composition course at St. Cloud University. Includes useful ideas for teaching library skills to remedial students and for fostering library-faculty partnerships.


Describes how librarians at Washington State University worked with English 101 faculty to design a wide range of library assignments that were tied to course objectives. Includes examples of assignments.


Describes a project at Miami-Dade Community College in which a library instruction program was developed with the intention of providing services to an academically varied student population. Librarians worked with faculty in designing assignments that were matched to the academic levels of their students. Special emphasis was placed on BI for those students who were deficient in basic skills.


Discusses how collaborative learning strategies can be incorporated into a library instruction program. Describes a successful project at Millersville University Library, in which undergraduates worked with a partner while learning how to use the ERIC CD-ROM index. The authors concluded that working in teams helped students to overcome anxiety about using computerized library resources.