

Recommended Readings for Bibliographic Instruction by Sharon Domier, UMass Amherst



In the past librarians asked to do bibliographic instruction were often limited to doing one-shot presentations showing students how to use the library catalog and a couple of the most appropriate indexes. Neither librarian nor student was particularly gratified by the experience, and librarians were rarely acknowledged in textbooks as an integral part of the research process.

BI is no longer about teaching students how to use specific titles or expecting them to memorize the most important research tools in their field. The infusion of computers in schools and libraries gave librarians an opportunity to become more involved in teaching computer skills in addition to library skills. At the same time librarians, particularly school librarians, began to do research on the research process itself and how to integrate the library or media center into that process. BI has metamorphosed into Information Literacy, which in turn has provided a new lease on life to librarians.

To do right by our students, we need to understand each step of the research process and apply resource-based instruction in conjunction with teaching faculty. It isn't enough to show students books or articles in their field. Particularly in the case of students who are learning to do research in a foreign language, they need guidance on how to read and process information. This is where a technique called SQ3R, coined in 1946, can be very helpful. It shows students how to approach an article or book and look at it critically.

To work well with faculty, we need to understand how they see us, what we can do to improve our relationship, and how to collaborate for the sake of the students. Unless faculty respect librarians and understand what we can do for them, we will not make much headway with their students either. Hopefully much of the information that is contained in the books below should be makes sense to you. If you do any teaching already, you will be incorporating these techniques instinctively. If not, here is an opportunity to catch the wave of librarianship that will keep libraries and librarians from being replaced by the Internet.

The following books are simply representative of the wealth of information that is available to librarians wishing to upgrade their teaching skills.

Recommended Readings

Eisenberg, Michael B., and Robert Berkowitz. *Information Problem-Solving: The Big Six Skills Approach to Library and Information Skills Instruction*. Norwood, NJ: Ablex Publishing, 1993.

The Big Six is an information literacy curriculum, which uses an information problem-solving process and set of skills

LaGuardia, Cheryl, et al. *Teaching the New Library*. New York: Neal-Schuman, 1996. ISBN:1555702147

Now a little dated, this is a How-To-Do-It book that looks at everything from new reference desks to teaching in cyberspace. It would serve well as an introductory text for someone wanting to get started in reference work.

Jacobson, Trudi, and Helene C. Williams, eds. *Teaching the New Library to Today's Users: Reaching International, Minority, Senior Citizens, Gay/Lesbian, First-Generation, At-Risk, Graduate and Returning Students, and Distance Learners*. New York: Neal-Schuman, 2000. ISBN:1555703798

This is a very interesting text that looks at the traditionally underserved library users and how to change our instruction programs to better meet their needs. In particular, the sections on international and graduate students are essential reading for all of us.

Young, Rosemary M., and Stephen Harmon. *Working with Faculty to Design Undergraduate Information Literacy Programs*. New York: Neal-Schuman, 1999. ISBN:1555703542

Part of the How-To-Do-It series, this is a very practical guide to setting up an effective liaison program with faculty. It begins with basic definitions of information literacy, goes on to focus groups to determine faculty attitudes and needs, and then offers a number of instruction options to suit the differing needs.

Gradowski, Gail, et al., eds. *Designs for Active Learning: A Sourcebook of Classroom Strategies for Information Education*. Chicago: ACRL, 1998. ISBN: 0838979467

This sourcebook provides real-life examples of library instruction classes taught by librarians in academic libraries and shows how similar concepts can be taught very differently.

Kuhlthau, Carol Collier. *Teaching the Library Research Process*. 2nd ed. Lanham, Maryland: Scarecrow Press, 2002. ISBN: 0810844192

This book is written for librarians who teach high school students. Having said that, it is absolutely applicable to college students as well since many have not been properly trained in the process of undertaking a research project. All librarians need to be familiar with each stage of the research process from conceiving an idea to taking notes and documenting sources, to the final paper.

Duncan, Donna, and Laura Lockhart. *I-Search, You Search, We All Learn to Research*. New York: Neal-Schuman, 2000. ISBN:155570381x

This is a How-To-Do-It book aimed at elementary school students. I-Search is a problem-solving process equally applicable to adults (lifelong learning) as it is to children. Many of the handouts and examples could easily be put into action with language students.

Joyce, Marilyn Z., and Julie I. Tallman. *Making the Writing and Research Connection with the I-Search Process*. New York: Neal-Schuman, 1997.
ISBN:155570252x

Another How-To-Do-It book that is also based on the I-Search methodology, this one is considered itself applicable for K-12. While less fun than the elementary school version, it covers the same material and can easily be adapted for college.

Essential Websites

ACRL Information Literacy Competency Standards for Higher Education.

<http://www.ala.org/acrl/ilintro.html>

Start here by getting the standards and outcomes.

ACRL Information Literacy website

<http://www.csusm.edu/acrl/il/index.html>

Move on to hear to see more practical information, including the Standards Toolkit, to see examples and guidelines on how to use the Standards to develop activities, assignments, full courses, and workshops for teaching others.

NITLE – The National Institute for Technology in Liberal Education

<http://www.nitle.org/>

Techno-pedagogy is the process of incorporating technology seamlessly into the teaching process. Mellon funding for liberal arts colleges has enabled NITLE to set up regional centers and workshops to support techno-pedagogy. At least one of the workshops used triangular collaboration: computer support, librarian, and faculty member.

Technology, a web portal for educators

<http://www.teach-nology.com/>

This is very basic information, but workforms for SQ3R are excellent.

LOEX Clearinghouse for Library Instruction

<http://www.emich.edu/public/loex/loex.html>

LOEX has a long history of a fruitful collaboration between librarians doing instruction. Here you will find practical tips, sample lesson plans, and other information so that you won't have to "recreate the wheel."

50+ Ways to Reach your Faculty

<http://www.louisville.edu/~tholt02/present/acrl2001.html> Poster session

presentation by Terri L. Holtze at the ACRL Conference in Denver, CO March 17, 2001. [accessed 5/9/02]