

LIRT News

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LIRT's Top Twenty for 2001

By the Continuing Education Committee: Susan Bissett, Doreen Harwood, Jonathan Helmke, Chair, James Millhorn; Frances Nadeau; Elizabeth Walker; and Ericka Arvidson Raber.

ACRL Instruction Section. "Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians." *College & Research Library News* 62.4

were not found. Of the 1996 citations only 18% of the URLs still led directly to the cited document, 26% were found elsewhere, 3% had errors and 53% could not be found. The authors believe stricter guidelines for acceptable citations are called for, as is the creation of scholarly portals, and increased instruction on resource evaluation.

"Faculty-Librarian Partnerships." *Reference Services Review* 29.2 (2001), entire issue.

This special thematic issue from *Reference Services Review* is highlighting a current topic talked about among librarians. Faculty-Librarian Partnerships. The topics include: (1) Faculty-librarian collaboration in Mexican and Australian Libraries, (2) Campus-wide partnerships through Teaching, Learning, and Technology Roundtables, (3) Using inquiry methods to foster information literacy partnerships, (4) Faculty librarian collaboration for nursing information literacy using a tiered approach, (5) Building partnerships in liberal arts teaching, (6) Collaboration between liaisons, faculty, and students to create a web research guide, and (7) Collaboration between a marketing faculty member and a documents to create a workshop about international marketing resources.

Farmer, Lesley S. Johnson. "Building Information Literacy through a Whole School Reform Approach." *Knowledge Quest* 29.3 (Jan/Feb 2001): 20-24.

Farmer discusses how the faculty, librarians, and students at Redwood High School in California acknowledged a problem with research and analysis skills. A group of all three populations was formed to "improve student information literacy competence through" a combination of developing research and evaluative skills, sharing information and "incorporating technology into the literacy process". Using the information literacy standards set down by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT), current skills were assessed by observing classes and evaluating assignments and papers. All parties took new responsibility for the skills and participated in in-service trainings (faculty) and skills workshops and new types of assignments (students). Studies have shown the improvement in student work.

Gerdy, Kristin B. "Making the Connection: Learning Style Theory and the Legal Research Curriculum." *Legal Reference Services Quarterly* 19.3/ 4 (2001): 71-93.

Gerdy emphasizes early in the article the importance of instructors/ librarians understanding what learning styles are and how to vary your teaching to different styles. With each discussion of different styles/theories, Gerdy gives concrete examples of how to apply legal research assignments and lectures to students

with those needs. She covers the four steps of andragogy, instructional preferences (visual, tactile/kinesthetic, verbal, and Kolb's information processing model).

Hull, Tracy L.; Lawton, Kelly Ann. "The Development of a First-Year Student Library Instruction Program at Duke University." *The Reference Librarian*. 73 (2001): 323-336.

The article charts the progress of a cooperative venture between Duke's Lilly Library and the freshmen writing program. In the course of five years the program was revamped continuously. Initially starting as a one-shot lecture and workbook program the class advanced to two sessions with an increasing emphasis on hands-on learning and also an increasing reliance on electronic formats. The authors offer a solid account of how to launch a successful program. It is also instructive to examine the superb workbook that accompanies the course. The workbook is located at:<<http://lib.duke.edu/libguide>>

Ireland, La Verne H. *The Impact of School Library Services on Student Academic Achievement. An Annotated Bibliography* (2001). ED450807.

This is a useful bibliography for the school librarian to call upon whenever they feel under duress. The one hundred twenty-

Maughan, Patricia Davitt. "Assessing Information Literacy Among Undergraduates: A Discussion of the Literature and the University of California-Berkeley Assessment Experience." *College & Research Libraries* 62.1 (Jan. 2001): 71-85.

Author reviews literature of the recommendations and standards for developing information literacy beginning in 1974 with Paul Zurkowski in order to develop a questionnaire that would measure information literacy competencies of graduating seniors. Charts and narrative explain the results of the questionnaire that was administered in 1994, 1995 and 1999. Overall conclusion is that students believe they know more about accessing information than they demonstrate on a multiple-choice questionnaire.

Michel, Stephanie. "What Do They Really Think? Assessing Student and Faculty Perspectives of a Web-Based Tutorial to Library Research at Radford University." *College & Research Libraries* 62.4 (July 2001): 317-332.

The author did a study of a web based tutorial from Radford University. Twelve sections of English 102 sections were surveyed, including the faculty. Results showed that students were positive towards the online tutorial. The author reports that "study indicated that students and faculty were not strongly in favor

(2001): 391- 407. Available at:

<http://muse.jhu.edu/journals/portal_libraries_and_the_academy/v001/1.4ragains.html>

This article presents a successful information literacy pilot project at the University of Nevada, Reno, in the spring of 2000. The author reviews the planning and implementation process, student/faculty assessment, and future plans to promote information literacy. The key component for the project's success was the commitment of the faculty members involved in the project. The author notes that "wide acceptance of information literacy can be a long-term process, one that requires librarians and instructional computing staff to form lasting and supportive relationships with undergraduate faculty."

Sears, Dennis S. "The Teaching of First-Year Legal Research Revisited: a Review and Synthesis of Methodologies at Brigham Young University." *Legal Reference Services Quarterly* 19.3/4 (2001): 5-26.

The author looks at the evolution of the BYU Law Libraries' Instruction Program concerning first-year law students. The author constructs a literature review to support the current instruction program and its effectiveness. The literature review contains information on the two different styles of teaching methodologies concerning legal research: 1) problem-solving and 2) bibliographic detail. In the conclusion, the author describes a three-pronged approach. Very informative article from a legal library standpoint.

Sutherland, Naomi R., Winters, C. M. "The A, B, Z's of Bibliographic Instruction: Using Real-Life Analogies to Foster Understanding." *The Reference Librarian*. 73 (2001): 293-308.

This article discusses the role of analogies in bibliographic instruction and how they are effective. Examples are given how analogies are used in bibliographic instruction.

Valentine, Barbara. "The legitimate effort in research papers: Student commitment versus faculty expectations." *The Journal of Academic Librarianship* 27.2 (Mar. 2001): 107-115.

The author looks at the research process from the view on how students complete a research project and their views on the assignment. This article is interesting because it looks at the various expectations of the students and faculty concerning research assignments. The author also looks at how the library can help be an intermediary between the teaching faculty and students.

Ward, Duane. "The Future of Information Literacy." *C&RL News* 62.9 (Oct. 2001): 922-950.

This well-written article talks about the relationship between information literacy skills and complex issues involving our world and the students' lives. The author talks about an innovative program where students will be using information literacy skills to solve a community problems.