LIRT's Top Twenty For 1996

By the Continuing Education Committee, Marilee Birchfield, Chair

Branch, Katherine, and Debra Gilchrist. "Library Instruction and Information Literacy in Community and Technical Colleges." RQ 35 (Summer 1996): 476-483.

Providing a clear and comprehensive overview, this article traces historical trends in the instruction in community and technical colleges and describes their unique challenges of diversity in the student body and commitment to the mission of teaching.


Describes the planning and outcome of training provided by academic librarians to K-12 media specialists and teachers. Ends with advice based on their experience.


Reviews Perry's developmental model and the implications for library instruction. Describes the library instruction components a college offered during the first year of a planned four-year program and reports on pre- and post-test scores.


Describes collaborative efforts between the library and the university placement office at DePaul University which has resulted in students' increased use of library resources in preparing for the job market.


Describes an assignment used in a graduate interdisciplinary course which provides the students with an overview of research tools in an interactive way.


Describes the use of librarians and nonlibrarian faculty as facilitators in a case study approach to introducing medical students to the library.


Describes an information literacy component co-designed by nursing faculty and a librarian, and the multiple methods used to evaluate this component of the curriculum.


This study investigates how students and teachers define research and how the purpose and requirements of research assignments are interpreted by each group. The study also addresses student feelings and reactions to the research process.

Supporting the premise that Internet instruction and traditional library instruction are more similar than different, this article discusses teaching strategies, tool-based instruction, teaching styles, team teaching, evaluation, and even what not to teach, based on workshops for undergraduate students and library staff at the University of Wisconsin-Madison.


The article discusses the discrepancies between the faculty’s expert model for research and the information gathering behavior of undergraduates. The author recommends a stratified approach to typical research paper assignments and advises librarians of possible roles in communicating with faculty members.


Based on the premise that college graduates must be information literate, this article, focusing specifically on music students, examines the four elements of an information-gathering process that are included in ACRL’s "Model Statement of Objectives for Academic Bibliographic Instruction."


Identifies obstacles to teaching and learning in a computer-equipped classroom and the distraction of this environment to the teaching of critical thinking skills. Approaches and strategies to de-emphasize the mechanical aspects of the system interface and refocus on critical thinking are presented.


Reports the results of an experiment designed to test secondary students’ ability to interpret and construct search statements. Reviews related research on problems encountered by novice searchers; influences of language ability, affect, and gender differences; and effectiveness of point-of-use written instructions. Concludes with implications for online instruction.


A thought-provoking piece on the changing and unchanging mission of instruction librarians in the digital age.


Describes an undergraduate education course team taught by a librarian and faculty member which integrates instruction in library research and field research to help address the disparate use of theoretical research by teachers.


This is a brief article describing the creation of the virtual pathfinder at the University of New Brunswick. In creating the programs for the Pathfinder, a script was set up to send search statements to the gateway from hypertext links in documents, allowing pathfinders to be created as requested by the user.


Practical advice for anyone using or contemplating using presentation software for instruction.


Presents an overview of the history of instruction in school library media programs from 1950 to the present along with the
developing roles of the school library media specialist.


Reports on a survey/interview study of librarians from community colleges and four-year institutions in New York state. Investigation found community college librarians generally based BI on short-term goals while librarians at four-year institutions planned programs around long-range goals.


Describes a three-part lesson plan used to teach users how to evaluate Web resources. Additional information is available from following the Wolfgram Memorial Library link on the Widener University Web page (http://www.widener.edu).

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