From the Editor

By Sharon Ladenson   ladenson@mail.lib.msu.edu

LJG: What do you like best about teaching and other parts of your job?

TLM: I enjoy teaching Freshman MUSE and English 1B classes. I also enjoy my work as MUSE Coordinator because I can help

guide the development of a new program (We started in Fall 2002). I enjoy doing assessment as well. I am a member of the Library Assessment Team which is

LIRT's TOP 20 for 2003

Selected and reviewed by the Continuing Education Committee: Tiffany Anderson, Terri Holtze, Camille McCutcheon, Jim Millhorn, Harry Meserve, Frances Nadeau, Ericka Arvidson Raber (Chair), Deva Reddy, and Leslie Sult.

Committee members reviewed over one hundred articles related to information literacy and library instruction. The committee worked to include articles from various library settings.

faculty committed to the writing programs. Elmborg also argues that assessment of WAC programs is best administered, not by standardized tests, but at the local level where data can be used to improve both the writing program and the institution. The author suggests that as librarians develop discipline-based information literacy courses, they should consider incorporating components of WAC programs that have proven to be successful.

Flaspohler, Molly R. "Information Literacy Program Assessment: One Small College Takes the Big Plunge." Reference Services Review 31.2 (2003): 129-140.

This article addresses the problems inherent in assessing the information literacy program at a small college. It compares the formative, "student self-assessment of satisfaction," type of survey with more summative measures of student abilities to do research. Flaspohler proposes an assessment tool combining both formative and summative evaluations in order to test the abilities of first-year students in the context of a first-year "writing and speaking" course. This required working with faculty members to articulate information literacy goals for the course and to assess its success through bibliographic analysis, an Information Literacy questionnaire, and an in-class "start/stop" writing exercise.

Hall, Patrick. "Developing Research Skills in African-American Students: A Case Note." The Journal of Academic Librarianship 29.3 (2003): 182-188.

Hall addresses the special challenges that African American students face in the development of information competence skills at college, highlighting the effects of inadequate pre-college education with regard to research skills, creation of citations and bibliographies, and critical thinking. The article introduces the concept of research mentoring as a necessary element in effective instruction; that the teacher-student interaction is strongly relational as well as content driven. Hall argues that many African American students come from an environment that promotes a cognitive style that is different from mainstream students, more relational and less independent and "objective." It describes how the Research Assistance Program (RAP) helps African American students to develop research, searching, and critical thinking skills.

Halttunen, Kai. "Students' Conceptions of Information Retrieval: Implications for the Design of Learning Environments." Library & Information Science Research 25.3 (2003): 307-332.

Halttunen provides an in-depth examination of the need to consider students' preconceived notions about retrieving information and how to use that consideration when designing library instruction. She conducted a study using student essays and responses to questionnaires to determine different ways that students perceive the information retrieval process. Additionally, Halttunen sets forth five instructional design principles to use in a constructivist approach that will take these different student perceptions into account.

Harris, Frances Jacobson. "Information Literacy in School Libraries: It Takes a Community." Reference & User Services Quarterly 42.3 (2003): 215-223.

This article addresses the special perspectives required of school librarians with regard to developing programs to address Information Literacy skills in grades K-12. Information Literacy at this level is a "teaching transaction," where working with students means primarily defining the information need and only then trying to find the information itself. The article describes the setting for the work of school librarians, the training which they receive, the process of accreditation, and the structure of educational program standards for specific subjects. The author makes the point that information literacy and critical thinking skills have to be integrated into the curriculum at each level of K-12 schools, and they highlight the National Library Power Program (1988-1998) and its role in integrating information competence into school curricula. The conclusion - that "it takes a community" - is a generalized way of indicating the complexity and promise of present efforts to introduce information literacy at pre-college levels of education.

Hinchliffe, Lisa Janicke, et al. "Examining the Context: New Voices Reflect on Information Literacy." Reference & User Services Quarterly 42.4 (2003): 311-317.

After an introduction that briefly examines the concept of "information literacy across the lifespan," Hinchliffe turns to four former students who offer their individual perspectives on information literacy within different library settings. Because each author focuses on a particular context, the reader is exposed to views of information literacy in public, K-12, academic, and special libraries and gains a better sense of the ways that different types of libraries depend on one another to contribute to the development of information literacy skills.

Hricko, Mary. "Using the Invisible Web to Teach Information Literacy." Journal of Library Administration 37.3-4 (2002): 379-86.

Hricko describes her method of using the Invisible Web to teach novice researchers about the organization of information on the Internet. Hricko discusses the strengths of the Invisible Web, and why students need to learn about it. Finally, she outlines each of the five ACRL competency standards for information literacy, and then provides examples for addressing them by teaching aspects of the Invisible Web.

Hurlbert, Janet McNeil, Cathleen R. Savidge, and Georgia R. Laudenslager. "Process-Based Assignments: How Promoting Information Literacy Prevents Plagiarism." College & Undergraduate Libraries 10.1 (2003): 39-51.

The authors argue that the proliferation of information sources has led to a diminution of student research skills. In particular, plagiarism has been on the upswing due to the ease of access to materials, and the ability to quickly cut-and-paste text. This trend can be circumvented by re-emphasis on broadening information literacy skills and by instituting process based assignments. In practice the latter involves doing assignments in stages where there is

repeated evaluation and assessment throughout the course of the project. This naturally involves closer interaction between students and faculty and students and librarians. In other words, this method of conducting research assignments is labor-intensive for all parties. On the other hand, the students are rewarded with a much richer educational and intellectual experience.

Issues in Science & Technology Librarianship no. 37 (2003).

The theme of this issue is information literacy and the sciences. The subjects of the articles range from bioinformatics to engineering to the physical sciences and to distance education. Although each of the articles stands well on its own, the overall impression is that science and technology librarians are engaged in sophisticated and demanding work. In particular, there is a solid agreement that science and technology librarians must impart rigor to

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Library Science – http://etd.ils.unc.edu:8080/dspace/
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If your institution is ready to implement an institutional
repository – whether using DSpace or another system –

Policies + Guidelines: DSpace: MIT Libraries http://

STANDING COMMITTEES

Library Instruction Round Table

Adult Learners - Assists library professionals to understand, find information or promote ideas on learning styles, teaching methods, and training resources most often associated with adult learners.

Conference Program - Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

Continuing Education - Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

Liaison - Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

Long Range Planning - Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by president-elect.

Newsletter - Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

Nominations, Organization & Bylaws - Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment,functions, and discontinuance of committees and task-forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents. Prepares a slate of candidates for LIRT offices and maintains records on procedures, candi-

Please see our online committee volunteer form at

http://www3.baylor.edu/LIRT/ volform.html