



construction of the library lab. The lab is heavily utilized and has been a great investment in furthering information literacy. It is a complement to what school media centers were offering.

Bruce, C. "Workplace Experiences of Information Literacy." *International Journal of Information Management* 19.1 (1999): 33-47.

The seven faces of information literacy in the workplace are discussed here. Gives definitions with examples and is most interesting for the quotes from "real" people.

Callison, D. "Key Words in Instruction Analysis." *School Library Media Activities Monthly* 15.8 (1999): 37

electronic sources of information has resulted in widespread success. It is a fitting historical accounting, crucial to our field.

Fourie, Ina. "The Use of CAI for Distance Teaching in the Formulation of Search Strategies." *Mousaion* 17.1 (1999): 48-75.

Computer-assisted instruction has proved to be an effective method of teaching in Library and Information Science practices such as online searching and end-user instruction. The emphasis on the Internet and lifelong learning skills stresses the need for training. This describes how the University of South Africa designed CAI tutorials for distance teaching in searching strategies.

Gresham, K. "Experiential Learning Theory, Library Instruction, and the Electronic Classroom." *Colorado Libraries* 25.1 (1999): 28-31.

Academic librarians' methods of designing and providing library instruction have changed a great deal in the last 10 years due to "wired classrooms" and networked student workstations. Article focuses on Kolb's theory of experiential learning and its implications in the electronic classroom.

Johnson, D. "A Curriculum Built Not to Last (Creating a New Information Skills Curriculum At Mankato Area Public Schools)." *School Library Journal* 45.4 (1999): 26-29.

Media specialists in a elementary school district created an information-literacy curriculum. They determined that students learn best when skills are taught as part of the classroom's content areas (rather than isolated in the school library). Minnesota passed standards requiring students to be information and computer literate in order to graduate. A nine-step process is delineated and specific learning outcomes are outlined for grades K-6.

Kamhi-Stein, L. and Stein, A. "Teaching Information Competency as a Third Language." *Reference & User Services Quarterly* 38.2 (1999): 173- 179.

Many librarians teach students for whom English is a second language. A model for teaching these students is presented together with the principles underlying the model, its implementation, and its application to broader contexts. They find that the challenges posed by teaching library concepts and practices to ESL students shed light throughout the whole continuum of library instruction. Close collaboration between librarian and teacher is emphasized.

Leckie, G. and Fullerton, A. "Information Literacy in Science and Engineering Undergraduate Education: Faculty Attitudes and Pedagogical Practices (at the University of Waterloo and the University of Western Ontario)." *College & Research Libraries* 60.1 (1999): 9-29.

In-depth research article about information literacy in science and engineering undergraduates at a Canadian University. The research tool used was a survey

investigating faculty perceptions of their students' information literacy skill vs. their own pedagogical practices related to such skills. The article concludes with suggestions for the design of library instruction for science and engineering students.

Meyen, E. and Tanqe, P. and Lian, C. "Developing Online Instruction: Partnership Between Instructors and Technical Developers." *Journal of Special Education Technology* 14.1 (1999): 18-31.

Instruction via the Internet is becoming the educational delivery mode of .choice. It is accessible to many working adults, and to others who need to "hook up" during nontraditional times. These authors address the challenge of distance education provision of services. They investigate the question whether educators who possess the curriculum knowledge, will also have the technical skills and capabilities to place instruction online. This team process included journals of their observations. Recommends a team approach between instructional and technical developers.

Minkel, W. "Five Librarians, One 50-Foot Phone Cord and a Whole lot of Chutzpah." *School Library Journal* 45.3 (1999): 108-110.

This excellent article is about how one public library formed a partnership with a public school to teach students some of the important services that the public library offers. The article talks about the successes and what they have learned during the process. This

Most research on library and information skills instruction has focused more on content and student outcomes than on the presentation methods that motivate students to learn. This article describes a study designed to identify motivational strategies being used. Results indicate that library media specialists use attention-focusing strategies, middle school media specialists use more strategies than on the elementary level, and extrinsic motivators are more common than intrinsic.

Shirato, Linda: guest editor. "Special Issue: A LOEX 25-year Retrospective." RSR: *Reference Services Review* 27. 3 (1999): (entire special issue).

The entire issue of this path-breaking journal dedicated to bibliographic instruction and latter-day information literacy is worthy of note. A select list of authors including Evan Farber, Hannelore Rader, Carol Tenopir, Linda Shirato herself, and others who have played a leading role in bibliographic instruction, reflect and reprise on what has been accomplished and the many changes that have taken place in the field over the last quarter century. The issue features fifteen articles devoted to divergent areas of bibliographic instruction activity. The articles furnish not only a road map of the past, but also offer state-of-the-art reviews of current practice.

Author L. Hardesty wrote "Reflections on 25 Years of Library Instruction: Have We Made Progress?" which offers a thought-provoking look at the status of library instruction on campuses yesterday and today. J. Nims contributed, "Marketing Library Instruction Services: Changes and Trends" which focuses on responding to user needs. H. Rader wrote "The Learning Environment-Then and Now" which is a great overview of instruction during the last 30 years. T. Kirk contributed an excellent article, "Course-related Bibliographic Instruction in the 1990's, a history of the library instruction back 25 years. L. Shirato wrote "A LOEX 25- year Retrospective" which is invaluable for an historical perspective. Entire Online Issue

SLMR *Online*. 2 (1999) 24 November. <<http://www.ala.org/aasl.SLMR/>>

Authors contributing to this online journal were chosen as an aggregate because so many were pertinent and of high quality. M. A. Fitzgerald contributes "Evaluating Information: An Information Literacy Challenge." C. Gordon writes "Students as Authentic Researchers: A New Prescription for the High School Research Assignment."