

LIRT News

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LIRT's Top Twenty for 2000

By the Continuing Education Committee, Susan Bissett, Doreen Harwood, Jonathan Helmke, Jim Millhorn, Chair, Frances Nadeau, and Elizabeth E. Walker.

Allan, George. "The Art of Learning with Difficulty." *College & Undergraduate Libraries* 6.2 (2000): 5-23.

Penned by a retired philosophy professor, this article offers an excellent, thought-provoking examination of the pedagogical principles underlying all serious inquiry. Allan's range of reference is extraordinary in that not only does he invoke philosophical immortals such as Plato and Aristotle, but also employs analogies to the piano and football to make his arguments. He makes it clear that many of our current problems are in fact perennial issues. As librarians and faculty, we are all concerned that students have more than a rudimentary knowledge of locating information, and that they cultivate a habit of leaving no stone unturned. In other words, educators should strive to instill an element of artistry and aesthetic pleasure into inquiry. This is an inspiring article for all teaching librarians.

Ark, Connie E. "A Comparison of Information Literacy Goals, Skills and Standards of Student Learning." *Ohio Media Spectrum* 51.4 (Winter 2000): 11-15.

In the light of current efforts aimed at establishing national education goals and standard measures for individual competencies, the author makes a strong

lecture to situational or experiential learning. After describing the six principles of creating a seamless learning culture (SLC), the author describes models initiated by a number of academic libraries so as to "reach students when and where they are situated for learning." The University of Pennsylvania trained upper-class students as peer assistants, who

After summarizing several definitions of "inquiry," Pappas reports that inquiry learning engages the student and utilizes questioning techniques that are fostered by coaching from the teacher or school library media specialist. The inquiry environment is open and flexible, with the student accessing primary resources and interviewing people. Management of the inquiry environment requires collaboration between teacher and school library media specialist to teach students to gather and use information; to engage in questioning and reflection; to work with others in groups; to plan their learning experiences; and to engage in assessment. For each of these management tasks, Pappas cites models. Finally, the author acknowledges the difficulty in changing from traditional approach to inquiry learning and suggests beginning with one curriculum unit

Potter, Theodore A. "A New Twist on an Old Plot: Legal Research is a Strategy, Not a Format". *Law Library Journal* 92.3 (Summer 2000): 287-94.

The author argues that owing to the omnipresence of computers in legal research that law students should first be introduced to online resources, and

Government Information: An International Review of Policy, Issues and Resources 27.3 (May 2000): 325-343.

This is an excellent inquiry into a rarely covered subject, European Union (EU) depository collections. The article examines the use of instruction in publicizing this often neglected collection. Fifty-five EU depositories were surveyed about their bibliographic instruction offerings, the use of the collection, the EU reference collection, and other promotional efforts. The majority of respondents claimed the most important concept they taught was the structure and function of the EU including the legislative process, and the history and nature of documents. Other respondents indicated they often spent valuable time teaching basic research skills, and hence had to gloss over key concepts. Overall, the librarians highlighted the difficulties of teaching and promoting this valuable albeit complex resource.

Wien, Charlotte. "Teaching Online Information Retrieval to Students at Two Danish Universities." *Aslib Proceedings* 52.1 (January 2000): 39-47.

With the addition of a new school of journalism, librarians and faculty at the University of Southern Denmark knew that their students should have training that incorporated information research concepts and skills. In designing the