done by students, in the electronic environment, and the step-by-step, linear teaching of many instruction librarians.

mic Research Culture in Library Instruction   *The Journal of Academic Librarianship* 28.3 (May 2002): 115-121.

In this article, Amanda Cain suggests that leisure, reflection and creativity should be reintroduced to undergraduate students as part of library instruction. Cain laments the lack of leisure for both faculty and students; and she believes that

With this article, Cothey investigates the web-searching behavior of students and how it changes with experience. She gathered data over a10-month period that tracked the web usage of 206 students by keeping a transaction log of all URLs accessed by each of the students. This study had interesting and unexpected results.

University: A Progress Report. *The Journal of Academic Librarianship* 28.1/2 (Jan./March 2002): 26-35.

This article discusses the multi-year assessment of information literacy skills at California State University. Dunn outlines the history of the CSU multi-year assessment plan; defines information competence; describes the three phases of the assessment strategy; and provides her impressions about assessing information competence. In addition to relating what the accomplishments of the project have been so far, Dunn also addresses the future plans of the assessment project and includes represe
and a sample of findings from the preliminary analysis of the data from the second phase.

Journal of Library Administration 36.1/2 (2002): entire issue.

An entire issue of this journal is devoted to the successes and challenges of several, varied information literacy programs in academic libraries. Common themes discussed in the issue include collaboration, assessment, teaching methods, learning styles, and information literacy standards.

College & Research Libraries 63.6 (Nov. 2002): 545-560.

The authors (University of New Mexico) detail a collaborative project between the library and the English department. The goal was to develop a rigorous set of measures in order to assess the move from a tool-oriented instruction session to an information literacy program focused on inquiry and critical thinking skills. Librarians reviewed more than 250 papers covering a span of ten semesters. What they found was that the transition from one teaching platform to another sparked only a slight increase in s
both parties were mildly disappointed with the results, the assessment gave them a positive direction to shoot for and highlighted the common interests of librarians

and English instructors. The assessment also underlined the need for even more intensive collaboration between the departments.

-based Approach to Credit Course Instruction. Library
Reference Services Review 30.1
(2002): 37-42.

Frantz presents a scenario-based approach to a library credit course that integrates into its syllabus real-life situations based on encounters with students at the reference desk. Taught at the University of Oregon, this course, entitled LIB 101   Library Research Methods meets weekly; and library concepts and skills that apply to the real-life scenarios are addressed. Weekly assignments are given to reinforce the scenarios covered during class. In the article, Frantz summarizes ten scenarios used in the credit course and includes advantages and disadvantages of the scenario-based approach along with evaluations from students who had completed the course.

ith a View: Looking at School Library I TJETB646000F0003>3802600440

This article offers a report of a case study supported by a 1999 AASL/Highsmith Research Award. The field-based research focused on the effects of journal

information search process. Journal entries were coded based on their level of cognitive or affective responses.

-based Information
Portal: Libraries and the Academy 2.3 (July 2002): 423-441.

The authors (University of Albany) detail their experience in developing a

success is founded on properly motivating students. Borrowing from the pedagogical theory of John M. Keller, the authors assert that motivation revolves around four key factors (ARCS): attention, relevance, confidence and satisfaction. The body of the article addresses practical ways in which instructors can enhance intrinsic motivation while paying tribute to ARCS.

The Library Quarterly 72.1 (Jan. 2002): 1-26.

This article discusses information literacy as a central purpose for academic librarians, critiques the underlying assumptions of the information literacy model, and suggests that information literacy be re-conceptualized to stress learning and sociotechnical fluency.

Item Response Theory to the Problem of Measurin
College & Research Libraries 63.6 (Nov. 2002): 528-543.

These authors describe developing an assessment instrument designed to link information literacy skills to student learning. After reviewing other tests, the authors developed their own, which they named SAILS (Standardized Assessment of Information Literacy Skills.) In order to create a test credible enough to compete for limited university funding, they involved an expert in testing, reviewed the questions in small groups, and carefully considered the placement of the questions. Although the test itself is not provided, many questions are shared, as is the URL for the SAILS web site.

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Library Trends 51:2 (Fall 2002): entire issue.

These articles examine some of the best practices for teaching information literacy and the assessment strategies used to measure their impact on student learning. Authors from China and South Africa review the latest information literacy initiatives in their respective countries. From the Netherlands, is an article describing the difficulties that mature users encounter with the Internet, even though they are proficient with the subject. The articles describing United States universities focus on the partnerships with subject faculty. In the final article, Rader summarizes information literacy since 1973 and includes URLs for exemplary model programs.

This article offers a model for course-integrated instruction. The idea for the project originated with a professor of zoology (the second author, Professor Miyamoto) who wanted to enhance the research and critical thinking element in an upper-