

**INFORMATION LITERACY**  
**LAYING THE FOUNDATIONS**  
**LACUNY INSTITUTE 2000**

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# INFORMATION LITERACY: LAYIN

## LACUNY INSTITUTE

LACUNY INSTITUTE 2000

## INFORMATION LITERACY: LAYING THE FOUNDATIONS

Friday, May 19, 2000  
Baruch College  
151 East 25th St.  
New York, NY

### [NEW! INSTITUTE PRESENTATIONS ONLINE](#)

The Library Association of the City University of New York held its 2000 Institute on May 19. The links below will take you to details about the program, its participants, and related information, including an [evaluation](#) by the attendees.

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**PRESENTATIONS**

**Keynote Address: Conceptualizing Information Literacy**

[Conceptualizing Information Literacy](#)

Keynote address by Patricia Iannuzzi from the University of California, Berkeley, delivered at the Baruch College Newman Library on May 19, 2000.

**Panel: Partnership with Faculty/ Building Institutional Support**

**Information Literacy, the University at Albany, and SUNY**

[Information Literacy, the University at Albany, and SUNY](#)

by Trudi Jacobson from the University at Albany.

**Panel: Assessment and Information Literacy**

**Information Literacy, Learning Outcomes, and Authentic Assessment**

[Information Literacy, Learning Outcomes, and Authentic Assessment](#)

by Patricia Iannuzzi of the University of California at Berkeley

**Assessment and Information Literacy: Background and a Story**

[Assessment and Information Literacy](#)

by Terry Mech from King's College

**Information and Literacy Assessment**

[Information Literacy Assessment](#)

by Carol Wright from Penn State University

## Discussion Groups

### **Blackboard Course Information**

[Blackboard Course Information](#)

Barbara Feknous, CUNY/Baruch

### **Development Web-Based Tutorials**

[Developing Web-based Tutorials](#)

Gloria Meisel and Veronica Kenausis, SUNY/Westchester Community College; Linda Roccas (coordinator), CUNY/Staten Island

### **Pre-college Outreach**

[Pre-college Outreach](#)

A description of the discussion and info on the group participants. Group participants are:

Beth Evans, Brooklyn College; Rebecca Albrecht, Motorola Library, Pace University; Yvonne Bennett, Medgar Evers College; Debbie Cestone, Pelham Memorial High School / Pelham Middle School; Diane DeVeaux, Hunter College High School; Louise Fluk, Fiorello H. La Guardia Community College; Allan Mirwis, Kingsborough Community College; Peggy Perrin, New York Law School; MaryAnn Ryer, Raritan Valley Community College; Patricia Sarles, Canarsie High School

### **Conceptualizing Distance Learning & Information Literacy**

[Conceptualizing Distance Learning & Info Literacy](#)

by Marianne Buehler from Rochester Institute of Technology

## **Endnote: Looking to the Future**

[Looking to the Future](#)

by Sharon Bonk from Queens College, CUNY

## **Poster Sessions**

### **Integrating the Knowledge Maze into Shaping a Life**

Leslie Murtha and Lisa Vecchioli, Rutgers University

The real test of the usefulness and effectiveness of a tutorial is in its use by the intended audience. Thus, ensuring that students and faculty use a new tool is an important factor in its success. We will present information

on how the Rutgers University Libraries online tutorial, Knowledge Maze, was integrated into the Douglass College mission course for first-year students, Shaping a Life. We will discuss the information literacy component of Shaping a Life, the development and features of knowledge Maze, and the way in which both components came together in the Shaping a Life curriculum.

### **Information Technology Literacy: Laying the Technical Foundation for Information Fluency**

Annmarie B. Singh, Hofstra University

Given the ubiquity of information, technology, and information technology in all aspects of contemporary American society, it is imperative that students acquire core information and technology competencies that will serve them not only during their educational careers, but throughout their entire lives. It is becoming apparent to us (librarians and information literacy educators) that the skills and competencies required of an individual to achieve information literacy are experiential, conceptual, and intellectual. Acquisition of these skills requires new cognitive abilities and infrastructures of students so that they not only function, but perform in the higher education environment fluently. I will present two cognitive models of an information researcher and outline comprehensive technical skills that when combined, will afford a new model of the information fluent student who will be better equipped to meet and exceed the current information literacy standards as established by ACRL in January 2000.

### **The Evolution of an Information Literacy Course**

Susan Rubin, Manhattanville College

The history of the Manhattanville College Library's Information Literacy course will be displayed from its inception, as Library Skills, to its current content. Information Literacy: Critical Skills for a Changing World (LIS1001), a one-credit course, is a graduation requirement with a registration of approximately 300 students per semester. It is taken the same semester as Writing and Research, a required English course, and students research the same topic for both courses. This approach provides a concrete need for students to learn the research tools, evaluation techniques, and technological skills being taught. Details of the current syllabus will be provided.

### **Syllabus Fall 2000**

[MS Word File](#)

### **The Evolution of an Information Literacy Course**

Visit the LIS 1001 Information Literacy Course at  
Manhattanville College at:

<http://www.mville.edu/library/LIS1001/Index.htm>

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## INSTITUTE EVALUATION RESULTS

**Thirty-two CUNY librarians and thirty-six non-CUNY librarians who attended the May 19, 2000, LACUNY Institute were kind enough to complete evaluation surveys about the Institute. The results are compiled below.**

The first part of the evaluation asked the attendees to rate five questions on a scale of 5 (highest) to 1 (lowest).

**Average responses of CUNY librarians**

1. Did the program offer what you expected?--4.69
2. Did the program increase your understanding of information literacy?--4.22
3. Was the format of the program (simultaneous panels, discussion groups, poster sessions, and vendor demonstrations) suitable?--3.84
4. Were the facilities suitable?--4.72
5. Was it easy to find your way to Baruch?--4.66

Total average response--4.43

**Average responses of non-CUNY librarians**

1. Did the program offer what you expected?--4.33
2. Did the program increase your understanding of information literacy?--4.36
3. Was the format of the program (simultaneous panels, discussion groups, poster sessions, and vendor demonstrations) suitable?--3.83
4. Were the facilities suitable?--4.72
5. Was it easy to find your way to Baruch?--4.53

Total average response--4.36

**Average responses of all attendees**

1. Did the program offer what you expected?--4.50
2. Did the program increase your understanding of information literacy?--4.29
3. Was the format of the program (simultaneous panels, discussion groups, poster sessions, and vendor demonstrations) suitable?--3.84
4. Were the facilities suitable?--4.72
5. Was it easy to find your way to Baruch?--4.59

Total average response--4.39

Attendees were also asked to respond to the following four questions.

## A. What was the most interesting or helpful part of the program?

### Responses by CUNY librarians

"High-quality content."

"The variety of approaches and viewpoints presented." "First-rate speakers."

"The knowledge of the speakers. They knew their topics, had experience, and could verbalize it."

"I learned so much I can't begin to say. The horror stories about tutorials were very important to hear."

"Meeting the authors of articles on information literacy and hearing the experiences of those in the field."

"Having speakers making great inroads in information literacy."

"Patricia Iannuzzi's insights and enthusiasm."

"Ms. Iannuzzi is an excellent speaker."

"Iannuzzi's great organization."

"Panels, with time for questions."

"Various discussions on assessment."

"Partnerships with faculty panel."

"Kyzyl Fenno-Smith [partnerships panel] presented a fresh, original point of view."

"Terry Mech [assessment panel]: "A very good example of what sounds like a good college with an established, successful program."

"Interactive panel discussions and poster sessions."

"The discussion groups were by far the best part of the Institute and provided good, practical information."

"Blackboard demonstration."

"Sharon Bonk's wrapup."

"Poster sessions."

"Moderators were very effective and schedule was adhered to."

"Handouts."

"Bibliography."

"Talking to other librarians."

"Tie-in with education associations/experts."

"Using the Web as an informational tool has been very beneficial."

**Responses by non-CUNY librarians** "The combination of presentation formats (keynote, group discussions, panels, poster sessions) which evoked a good exchange of ideas."

"Throughout the sessions, a variety of models were highlighted. The dialogue that resulted from the comparisons of approaches was thoughtprovoking."

"Overview of information literacy and assessment."

"The concrete examples of how information literacy courses have been built or progressed at different schools."

"Patricia Iannuzzi was the best speaker I have heard on the topic of information literacy

in a long time. She covered all the bases."

"Patricia Iannuzzi is a gold mine of information on information literacy and assessment and a great speaker."

"Particularly impressed by the keynote address. Very informative and thoughtful."

"Keynote speaker was excellent and easy to understand. Having her PowerPoint presentation on the Web so that we can get it ourselves. Practical yet scholarly."

"Keynote address: interesting ideas raised; wasn't 'same old, same old.'"

"Patricia Iannuzzi and poster sessions."

"Both panel discussions had excellent presenters."

"Panel on assessment: received some good ideas."

"Kyzyl Fenno-Smith's talk."

"Web-based tutorials discussion group."

"Found it all excellent."

## **B. What was the least effective part of the program?**

**Responses by CUNY librarians** "The format of the program. I would have preferred to be able to go to all the sessions."

"So much going on simultaneously, it was hard to choose."

"Wish that I could have attended more sessions. I hope other colleagues will share their experiences."

"Too much overlap with some of the presentations."

"Poster sessions at the same time as panel presentations."

"Overly theoretical treatment of assessment. Librarians seem to have accepted the rationale for assessment. We need more help on how to do it and long-range studies of its effectiveness in improving learning."

"Discussions theoretical. Concrete examples would be helpful."

"Would like more communication or follow up with participants/attendees."

"More handouts needed. Too bad lights had to be dimmed for PowerPoint presentations."

"Long lunch hour. You should hand out sandwiches and feed us in a half hour and do more program."

"There was no 'least effective' part for me. There is always the regret of not being able to attend something being held concurrently."

"Nothing can be called 'least effective.' Program was totally on target."

**Responses by non-CUNY librarians** "Should have had presentation on the actual design of an information literacy course. What would the course content look like?"

"It was difficult to choose which program to attend. More time!"

"Too many activities running simultaneously."

"Panel moderators' introductions could have been shorter."

"Question-and-answer sessions."

"Poster sessions and vendors only because there was not enough time to spend in that area."

"The posters were interesting, but the area was crowded, making them difficult to see."

"Hard to see the poster sessions."

"The exhibits were not pertinent to my discipline: business."

"It was all effective."

"All were good."

### **C. What should LACUNY do to improve future programs?**

**Responses of CUNY librarians** "Only two things at once. More free time for casual discussions."

"Don't have panels at the same time as discussion sessions. We should all be able to attend the sessions."

"Invite faculty members (chairpersons), especially if the topic involves curriculum enhancement for students."

"More workshops for faculty development, including non-librarians."

"Make more realistic, concrete for CUNY librarians. Nothing in keynote or panels dealt with the woefully unprepared CUNY students. No concrete information on how to make them literate."

"Tape all simultaneous sessions for those who haven't mastered the art of being in two places at the same time."

"Microphone in audience for question-and-answer sessions."

"Note paper in the program packet."

"Start later. End earlier. Provide lunch with only half-hour break."

"Shorten the day. It was very difficult to sit still and be attentive from nine till 4:15."

"Having the poster sessions was wonderful. Participants were able to share what they are doing and create a dialogue with others."

"Keep building on past Institutes and involve, like this Institute, new staff who have technological skills."

"Continue to offer relevant, timely programs like this one."

"This was one of the best."

"I believe that this was well coordinated. I am not sure that it's so simple. It probably depends on the Institute topic."

"Program great boost to CUNY image. Well run, facilities great, program on major topic."

"The programs get better every year. Last year's and this year's have been excellent."

"This was an excellent program. Just keep doing what you are doing."

"Over the past few years, you have done very well indeed. Keep these planning people."

**Responses of non-CUNY librarians** "More practical. More activities. Why do we sit and listen and sit? Let's put it into practice if it really is transferable."

"Keep the talks shorter. Some speakers gave too much historical information."

"Require handouts. Leave more time between sessions."

"More time for poster sessions and vendors."

"Offer fewer simultaneous events. Schedule a separate time for poster sessions and vendors that doesn't conflict with other events."

"Cut down the long lunch break. It was a waste of time."

"Publicize it more outside New York City."

"Very well orchestrated."

"Keep it going."

"You are doing just fine."

"CUNY did an excellent job with this Institute. Keep up the good work."

"Give us sunshine at lunchtime."

#### **D. Do you have any suggestions for future Institute topics?**

**Responses of CUNY librarians** "Library services for diverse users. Can CUNY libraries meet all the subject needs of its students and faculty? What is our responsibility to meet faculty needs for their resources?"

"Social issues and libraries: what is our role in handling topics that are controversial?"

"Management structure in academic libraries and how faculty status works within this."

"The librarian as researcher/scholar. Is the subject bibliographer still the most desirable to hire? Do librarians study library issues?"

"Following up on today, visual information."

"Distance learning or panels of employers/special librarians on what skills people need on their first jobs, what they find lacking, and what training their companies offer."

"How to involve teaching faculty in library."

"Librarian-faculty relationship."

"Library funding: what to do when you have no budget."

"Quality of research published by librarians, how to make it better, and what topics are underresearched."

"Migration issues related to change in online catalog."

"Simply stress the Internet and new computer-based technologies at every Institute."

"Information literacy and distance education."

"Philosophy of reference service."

"Have an information literacy II. This is a topic that needs more exploration and discussion."

"If we're serious about information literacy, we'll be working on this for at least another year. Perhaps the senior colleges can work on defining higher level competencies and how they're taught or how the competencies are taught in different disciplines. I'd like to see some sessions on the wide variety of learning styles and strategies which work with each."

**Responses of non-CUNY librarians** "Learning theory. What is the current thinking about how people learn and how does it apply to library programs? Effective assessment techniques of student learning."

"Integration of evidence-based methodology into the curriculum (as opposed to research) through collaboration of librarians and faculty."

"Conducting research on students/patrons/end-users. Research without a surfboard. Research without books."

"Faculty development."

"Multiculturalism."

"Technology and librarianship."

"Distance education."

"The future of the physical library."

"Global education via the Web."

"Leadership, supervision, and accreditation."

"Document delivery/interlibrary loan issues."  
"Time-management techniques."  
"The future of information."  
"More in-depth examination of information literacy."

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**Friday, May 19, 2000**  
**Baruch College, 151 East 25th St., New York, NY**

### Program Schedule

<b>8:30-9:00</b>	<b>Coffee and Registration</b>
<b>9:00-9:30</b>	<b>Welcome</b> Baruch College Chief Librarian Arthur Downing LACUNY Vice President/President Elect Lucinda Zoe, CUNY/Baruch  <b>Overview of Institute</b> Institute Co-chair Michael Adams, CUNY/Graduate Center
<b>9:30-10:30</b>	<b>Keynote Address: Conceptualizing Information Literacy</b> <a href="#">Patricia Iannuzzi</a> , University of California, Berkeley  <a href="#">presentation</a>
<b>10:30-12:30</b>	<b>Coffee, Poster Sessions, Vendor Demonstrations</b>

11:00-12:30	<p align="center"><b>Panel: Partnerships with Faculty/Building Institutional Support</b></p> <p><a href="#">Larry Berk</a>, SUNY/Ulster Community College          Kyzyl Fenno-Smith, CUNY/Baruch  <a href="#">Trudi Jacobson</a>, SUNY/Albany ■ <a href="#">presentation</a>          Mariana Regalado (moderator and Institute Co-chair), CUNY/Brooklyn</p>
11:00-12:30	<p align="center"><b>Discussion Groups</b></p> <p>A. Blackboard Course Information: Barbara Feknous, CUNY/Baruch ■ <a href="#">presentation</a>          B. Developing Web-based Tutorials: Gloria Meisel and Veronica Kenausis, SUNY/Westchester Community College; Linda Roccas (coordinator), CUNY/Staten Island ■ <a href="#">presentation</a>          C. Pre-college Outreach: Beth Evans (coordinator), CUNY/Brooklyn ■ <a href="#">presentation</a></p>
12:30-2:00	<p align="center"><b>Lunch</b></p>
2:00-4:00	<p align="center"><b>Coffee</b></p> <p align="center"><b>Poster Sessions</b> ■ <a href="#">presentations</a>  <a href="#">Vendor Demonstrations</a></p>
2:00-3:30	<p align="center"><b>Discussion Groups</b></p> <p>A. Blackboard Course Information: Barbara Feknous, CUNY/Baruch ■ <a href="#">presentation</a>          B. Distance Learning: <a href="#">Marianne Buehler</a>, Rochester Institute of Technology          ■ <a href="#">presentation</a>          C. Information Literacy Efforts at CUNY: Rhonda Johnson (coordinator), CUNY/Staten Island</p>
2:30-4:00	<p align="center"><b>Panel: Assessment and Information Literacy</b></p> <p><a href="#">Patricia Iannuzzi</a>, University of California, Berkeley ■ <a href="#">presentation</a>  <a href="#">Terry Mech</a>, King's College ■ <a href="#">presentation</a>  <a href="#">Carol Wright</a>, Pennsylvania State University ■ <a href="#">presentation</a>  <a href="#">Anita Ondrusek</a> (moderator), CUNY/Hunter</p>
4:00-4:15	<p align="center"><b>Endnote: Looking to the Future</b></p> <p>Sharon Bonk, CUNY/Queens ■ <a href="#">presentation</a></p>

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*\* will be exhibiting at the Institute*

Vendors: If you are interested in displaying your product at the LACUNY Institute 2000, please visit the [vendor area of this website](#). A form for vendor registration is provided.

If you have any additional questions, please contact Monica Berger at [mberger@nyctc.cuny.edu](mailto:mberger@nyctc.cuny.edu) or 718 260-5488.

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PLANNING COMMITTEE**

Michael Adams, Graduate Center,  
co-chair  
[madams@gc.cuny.edu](mailto:madams@gc.cuny.edu)  
212-817-7055

Mariana Regalado, Brooklyn, co-  
chair  
[regalado@brooklyn.cuny.edu](mailto:regalado@brooklyn.cuny.edu)  
718-951-5510

Monica Berger, NY Tech  
[mberger@nytc.cuny.edu](mailto:mberger@nytc.cuny.edu)  
718-260-5488

Christine Bruzzese, Queensborough  
[chbqb@cunyvm.cuny.edu](mailto:chbqb@cunyvm.cuny.edu)  
718-631-6241

Suzanne Crow, Hunter  
[scrow@hejira.hunter.cuny.edu](mailto:scrow@hejira.hunter.cuny.edu)  
212-481-5117

Diane DiMartino, Baruch  
[diane\\_dimartino@baruch.cuny.edu](mailto:diane_dimartino@baruch.cuny.edu)  
212-802-2412

Anita Ondrusek, Hunter  
[aondruse@shiuva.hunter.cuny.edu](mailto:aondruse@shiuva.hunter.cuny.edu)  
212-772-4181

Rita Ormsby, Baruch  
[rita\\_ormsby@baruch.cuny.edu](mailto:rita_ormsby@baruch.cuny.edu)  
212 802-2410

Luis Ramos, LaGuardia  
[rllrg@cunyvm.cuny.edu](mailto:rllrg@cunyvm.cuny.edu)  
718-482-5441

Linda Roccas, Staten Island  
[ljsi@cunyvm.cuny.edu](mailto:ljsi@cunyvm.cuny.edu)  
718-982-3917

Susan Voge, Lehman  
[savlc@cunyvm.cuny.edu](mailto:savlc@cunyvm.cuny.edu)  
718-960-7765

Micaela (Mike) Waldman, Baruch  
[micaela\\_waldman@baruch.cuny.edu](mailto:micaela_waldman@baruch.cuny.edu)  
212-802-2362

Clay Williams, Hunter

Kathy Killoran, John Jay  
[kbjj@cunyvm.cuny.edu](mailto:kbjj@cunyvm.cuny.edu)  
212-237-8263

Maria Kiriakova, John Jay  
[mkiriakova@jjay.cuny.edu](mailto:mkiriakova@jjay.cuny.edu)  
212-237-8260

[clwillia@hejira.hunter.cuny.edu](mailto:clwillia@hejira.hunter.cuny.edu)  
212-772-4137

Lucinda Zoe, Baruch  
[lrzbb@cunyvm.cuny.edu](mailto:lrzbb@cunyvm.cuny.edu)  
212 802-2414

**Institute Bibliography Committee**  
Jane Devine, LaGuardia  
Louise Fluk, LaGuardia  
Francine Egger-Sider, LaGuardia  
Linda Roccas, Staten Island

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### **INFORMATION LITERACY AND LIBRARY INSTRUCTION LINKS**

Updated March 16, 2000

[ARCL Internet Education Project](#)

[Assessment in Library and Information Literacy Instruction](#) (Univ. of Nevada, Reno)

[Bibliographic Instruction Program Evaluation](#) (Berea College)

[Bibliographic Instruction Resources on the Internet](#) (Teaching Library, Univ. of California, Berkeley)

[California Clearinghouse on Library Instruction, South](#)

[Computer Classroom and Laboratory Design: Bibliography](#) (Univ. of North Carolina)

[Creating a Web-based Tutorial for Electronic Databases](#) (Brooklyn College Library)

[Digital Literacy Checklist](#) (Univ. of Washington)

[Directory of Online Resources for Information Literacy](#) (Univ. of South Florida)

[Evaluation Criteria for Good Web-Based Library Instruction](#) (ACRL Instruction Section)

[Evaluation of Library Instruction Bibliography](#) (Library Instruction Round Table)

[Evaluation with a Small "e": Practical Methods that Work](#) (library instruction evaluation; ACRL/New England Bibliographic Instruction Committee)

[The Good, the Bad, and the Ugly; or, Why It's a Good Idea to Evaluate Web Sources](#) (New Mexico State Univ.)

[Guidelines for Instruction Programs in Academic Libraries](#) (ACRL Instruction Section)

[How Can Library and Information Professionals Prepare for Their Teaching Role in the 21st Century](#) (ACRL Instruction Section)

[How to Build Librarian/ Instructional Faculty Collaborative Partnerships](#) (1997 ALA poster session)

[IDEALL Approach to Learning Development: A Model for Fostering Improved Literacy and Learning Outcomes for Students](#) (presented at 1998 Australian Association for Research in Education conference)

[If You Teach It, Will They Learn?: Information Literacy and Reference Services in a College Library](#) (article from Computers in Libraries)

[Information Competence Sites on the Web](#) (California Polytechnic Univ.)

[Information Literacy](#) (Florida International Univ.)

[Information Literacy: A Position Paper on Information Problem Solving](#) (American Association of School Librarians)

[Information Literacy and the Technological Transformation of Higher Education](#) (ACRL Instruction Section Think Tank III)

[Information Literacy Competency Standards for Higher Education](#) (Association of College and Research Libraries)

[Information Literacy Courses](#) (SUNY Council of Library Directors Information Literacy Initiative)

[Information Literacy Links](#) (California State Univ., San Marcos)

[Information Literacy Sites](#) (College & Research Libraries News)

[Instruction Section](#) (ACRL)

[Institute for Information Literacy](#) (ACRL)

[Learning to Teach: Resource List and Tips Sheet](#) (ACRL Instruction Section)

[Lesson Learned: Exemplary Practices in Teaching Web Evaluation](#) (New Mexico State Univ.)

[Library Instruction Evaluation Form](#) (Virginia Commonwealth Univ.)

[Library Instruction Programs](#) (New Mexico State Univ.)

[Library Instruction Resources on the Web](#) (New England Bibliographic Instruction Committee)

[Library Instruction Round Table](#) (ALA)

[Library Instruction Tutorials](#) (Library Instruction Round Table)

[Library User Education and Teaching Information Literacy Sites](#)

[LOEX Clearinghouse for Library Instruction](#)

[Model Statement of Objectives for Bibliographic Instruction](#) (Maryland Library Association)

[National Forum on Information Literacy](#)

[Powerful Learning, Powerful Partnerships: Educating the University Community in a Dynamic Information Environment](#) (Univ. of Iowa Libraries symposium announcement)

[Programs, Projects, and Initiatives Concerning Information Literacy in Higher Education](#) (extensive international links; Univ. of South Florida)

[Resources for Designing Library Electronic Classrooms](#) (MC Journal: The Journal of Academic Media Librarianship)

[Some Links to Assist in Thinking about Information Literacy](#) (Washington and Lee

Univ.)

[Standards and Competencies for Students](#) (Univ. of Louisville)

[A Study of Undergraduate Information Literacy and Skills: The Inclusion of Information Literacy and Skills in the Undergraduate Curriculum](#) (presented at 1999 International Federation of Library Associations and Institutions conference)

[Teaching and Learning Information Literacy Skills: Textbooks for Students and Instruction Librarians](#) (Instruction Section, Association of College and Research Libraries)

[Teaching End Users to Search Faster and Smarter on the Web](#) (article from Cyberpulse)

[Web-Based Instruction Resource Center](#) (Rutgers Univ.)

Click [here](#) for examples of library Web sites devoted to instructing patrons.

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### PAST INSTITUTES

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- 1998: Retooling, Retraining, Revitalizing: Transforming Ourselves for the Future
- 1997: Copyright
- 1996: The Professional Status of Librarians in a Rapidly Changing World
- 1995: Electronic Resource Sharing: An Overview with Hands-On Experience
- 1994: Future Shock: The Impact of Technologies on Library Information Services
- 1993: Visions and Values: Crosscurrents in Academic Librarianship
- 1992: not held
- 1991: Collection Development: Survival Tactics in an Age of Less
- 1990: Instructional Perspectives
- 1989: not held
- 1988: International Students and the Library
- 1987: Access or Censorship?: Libraries and Pornography
- 1986: Shrinking World, Exploding Information: Library Interior Design for Effective Service
- 1985: The Beautiful and the Practical
- 1984: not held
- 1983: Partners in Education: New Roles for the Academic Librarian
- 1982: not held
- 1981: Managing to Survive/Succeed
- 1980: Libraries and Librarians in the '80s: Challenge and Change
- 1979: The Information Industry and the Library: Competition or Cooperation
- 1978: Libraries On Line
- 1977: Libraries and Librarians: The Next Generation
- 1976: New Realities in Librarianship
- 1975: The Library as Consumer
- 1974: Publishing: Alternatives and Economics
- 1973: Media Integration in Academic Libraries
- 1972: Management, Instruction, and Technology in the Academic Library
- 1971: The Academic Librarian

1970: Libraries for the '70s  
1969: A New College Student  
1968: New Directions for CUNY Librarians  
1967: not held  
1966: not held  
1965: not held  
1964: Reference Services for Foreign Area Studies  
1963: Latin American Studies and the American College Library  
1962: not held  
1961: not held  
1960: Area Studies and the College Library  
1959: not held  
1958: not held  
1957: The Educational Role of the Library  
1956: The Subject Division College Library

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LACUNY INSTITUTE 2000

**INFORMATION LITERACY:  
LAYING THE FOUNDATIONS**

**INFORMATION LITERACY: LAYING THE FOUNDATIONS**  
**A Selective Bibliography**

**compiled in conjunction with LACUNY Institute 2000**

**Prepared by the LACUNY Institute 2000 Bibliography Committee:**

compiled by Jane Devine, LaGuardia and Louise Fluk, LaGuardia  
edited by Francine Egger-Sider, LaGuardia

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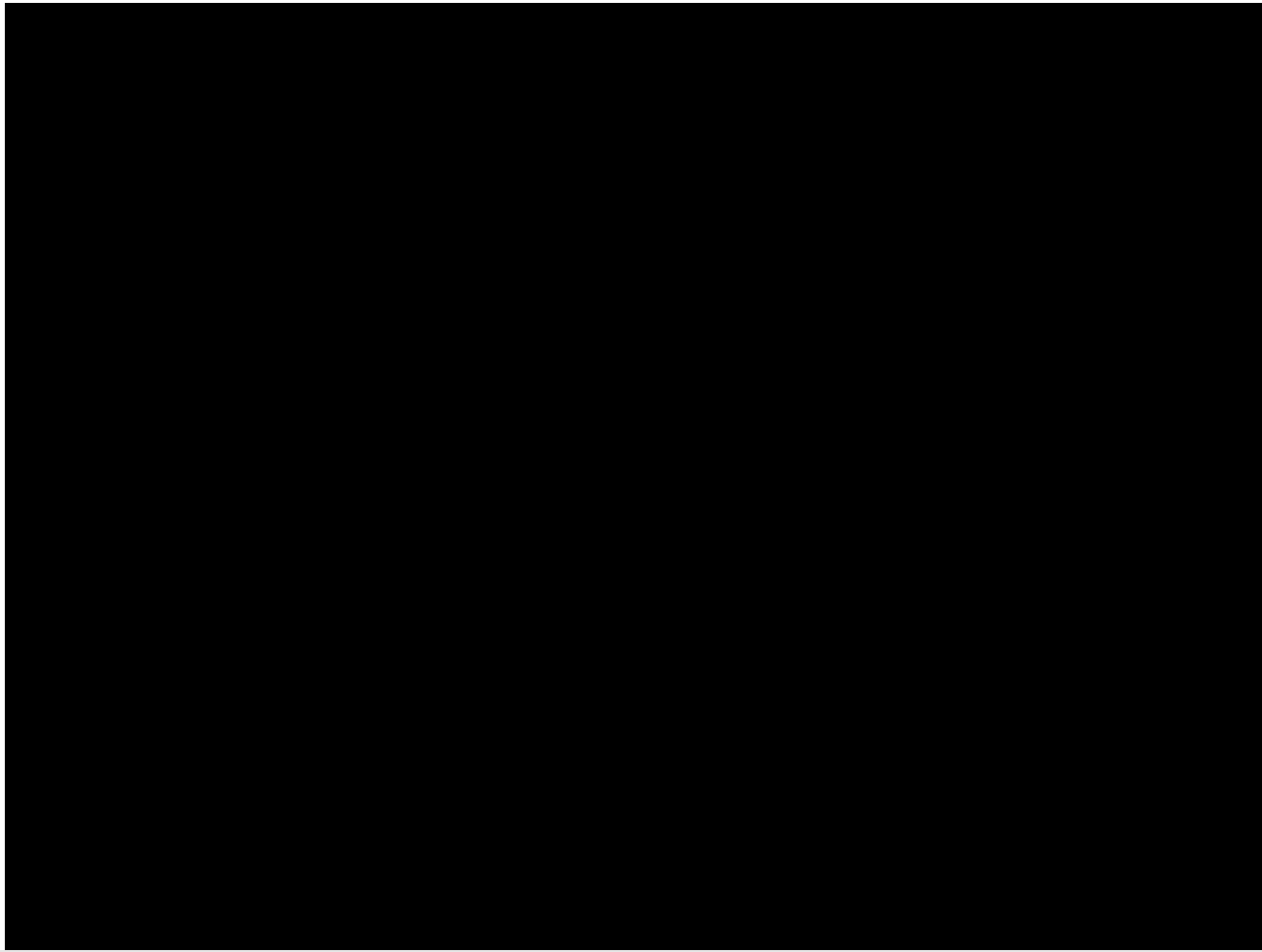
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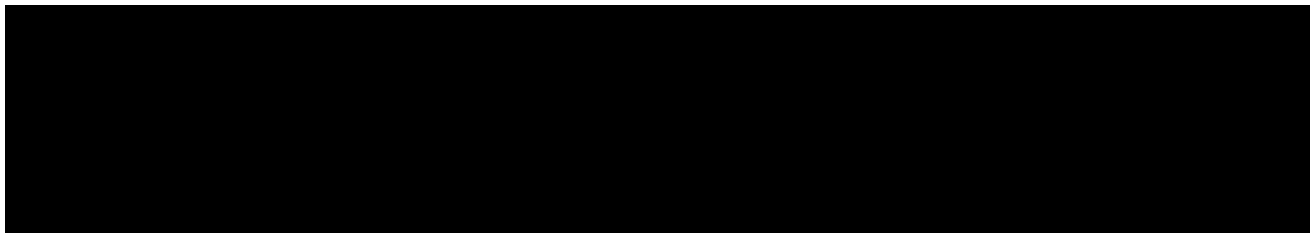
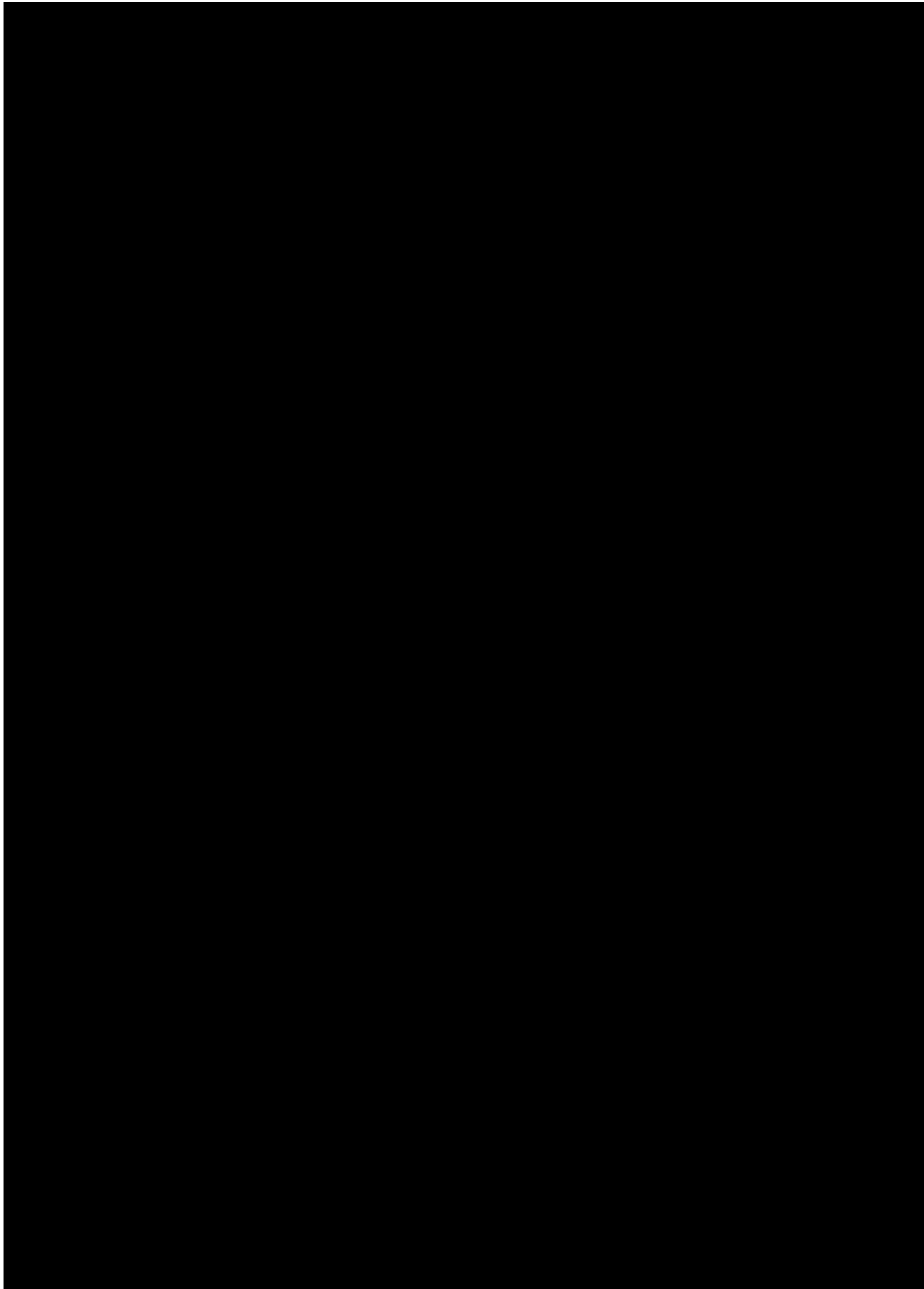
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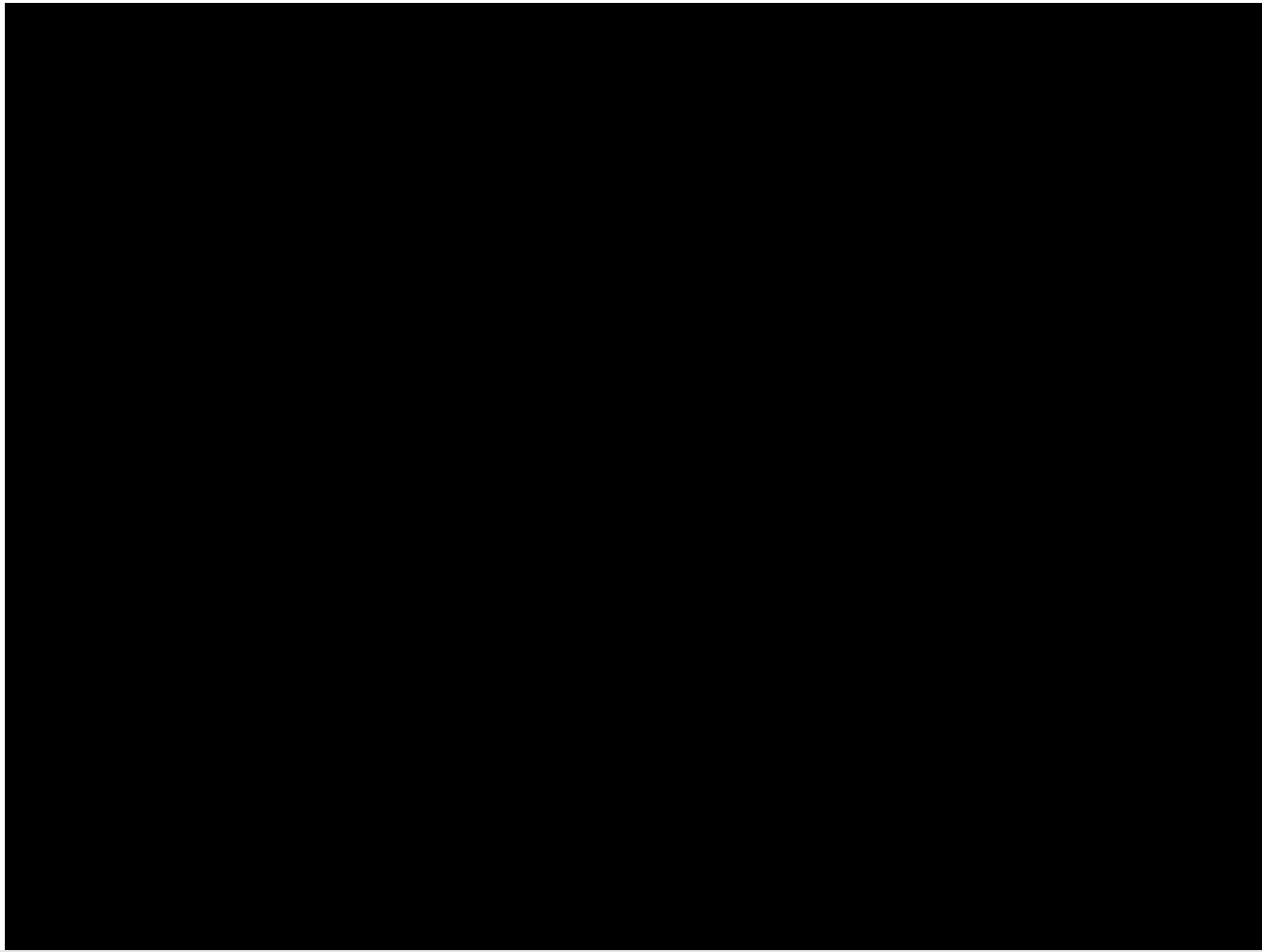
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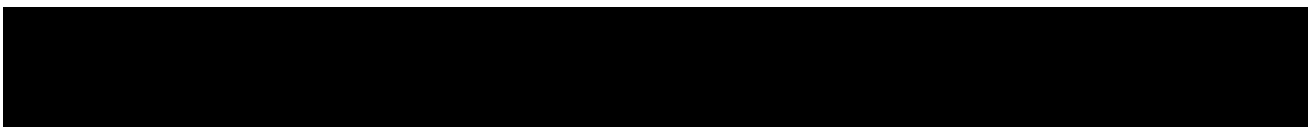
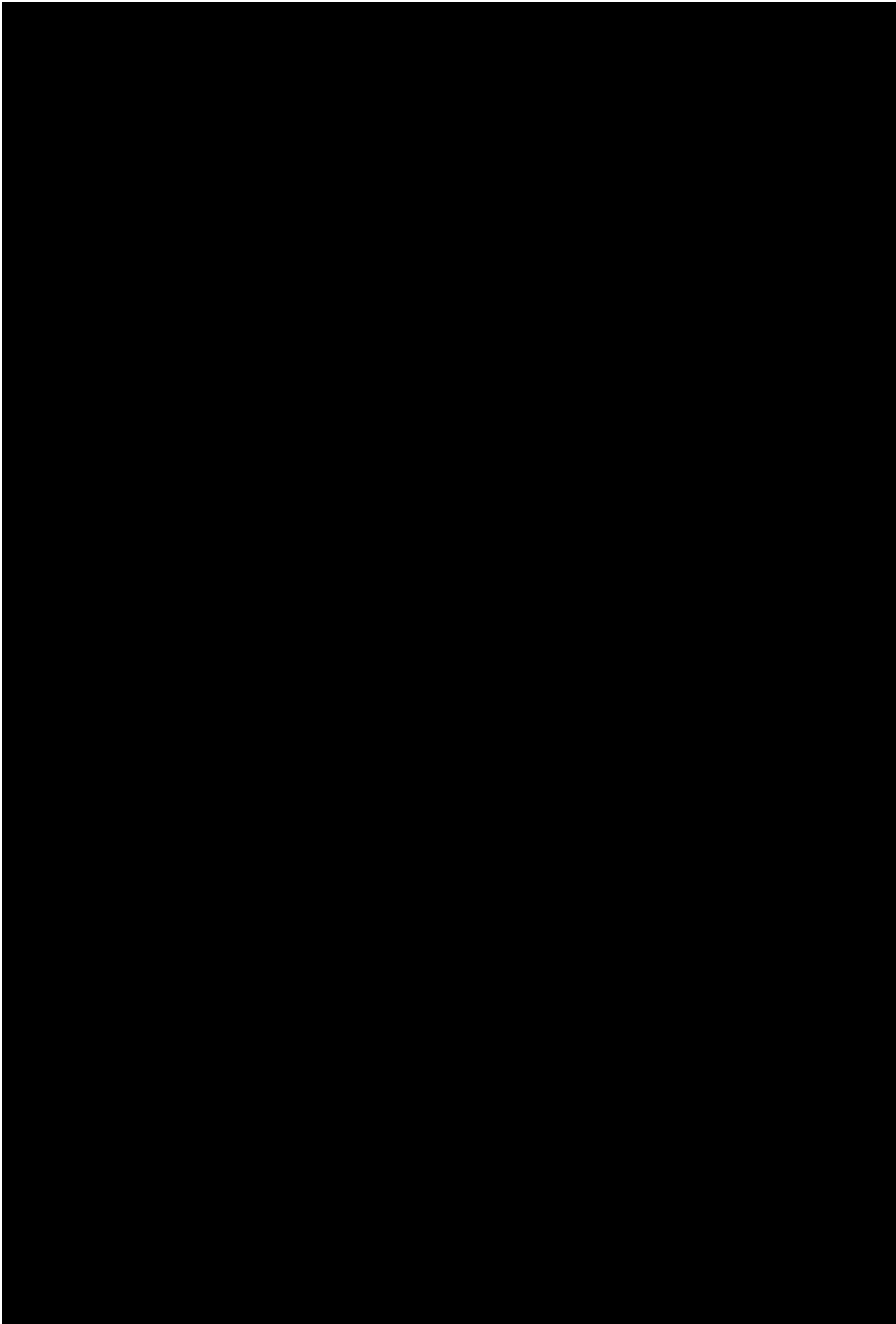
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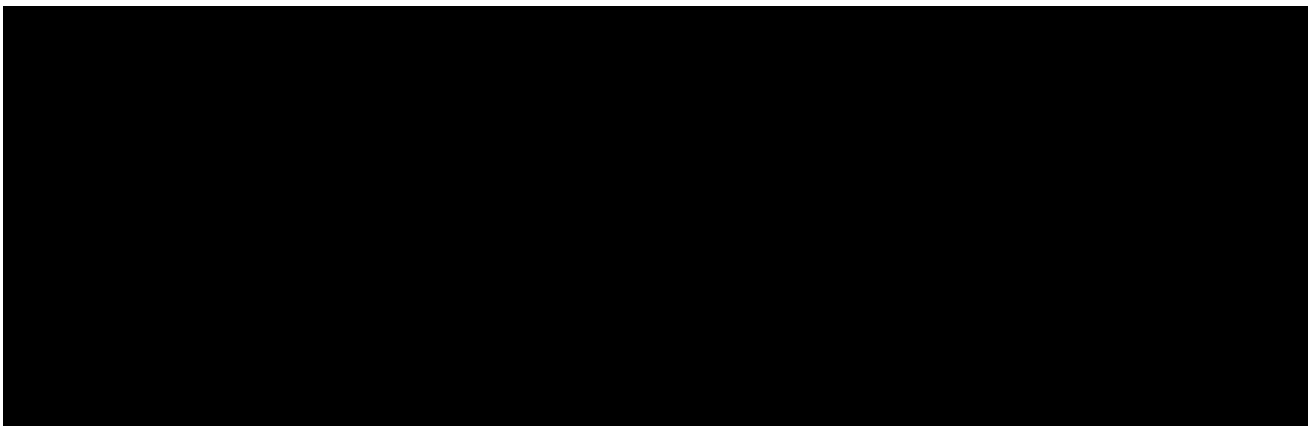
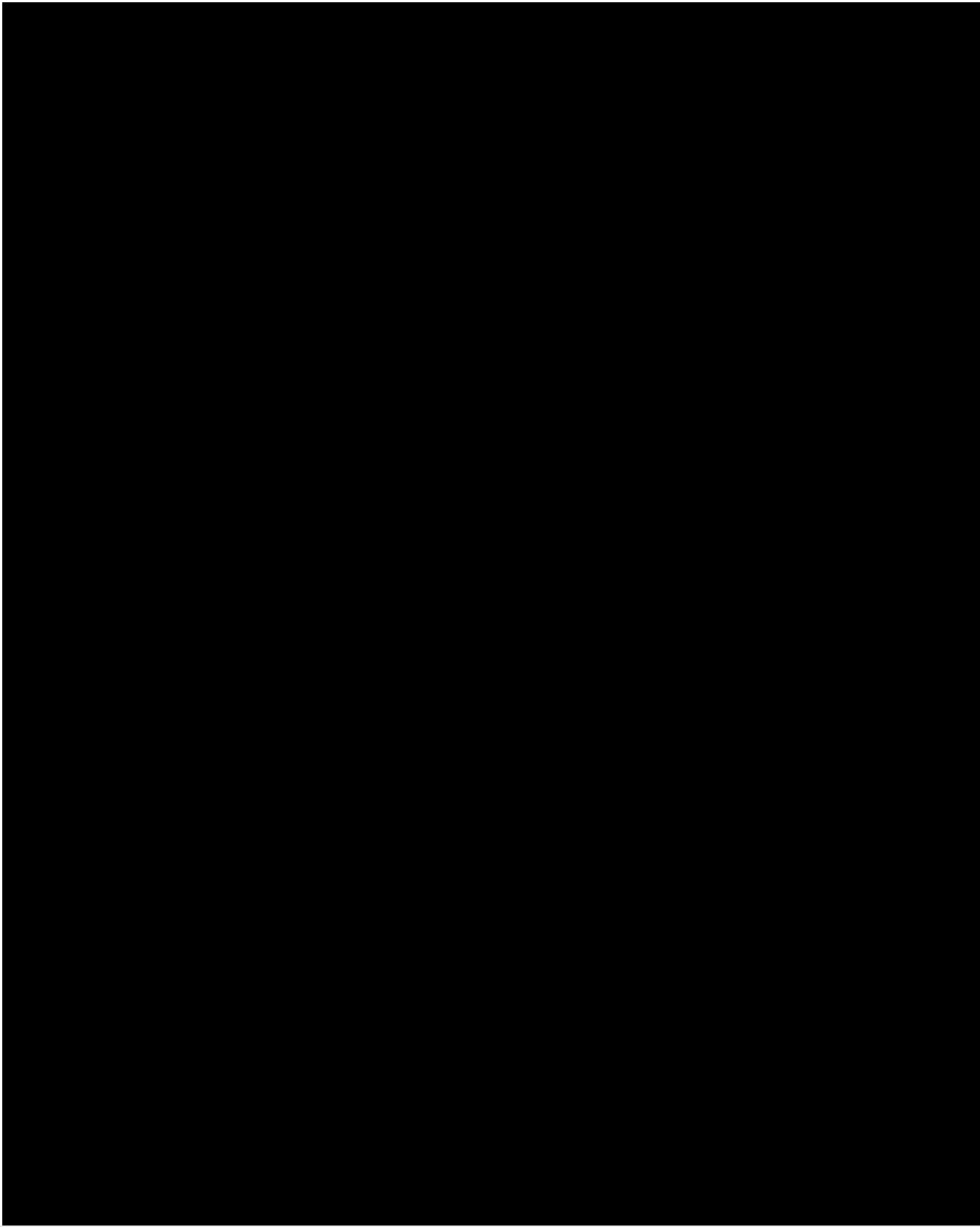




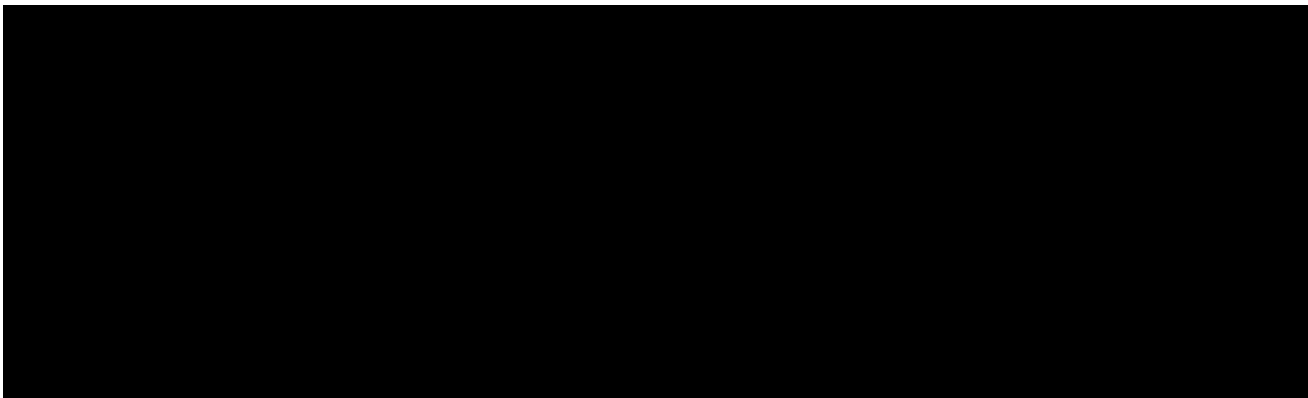
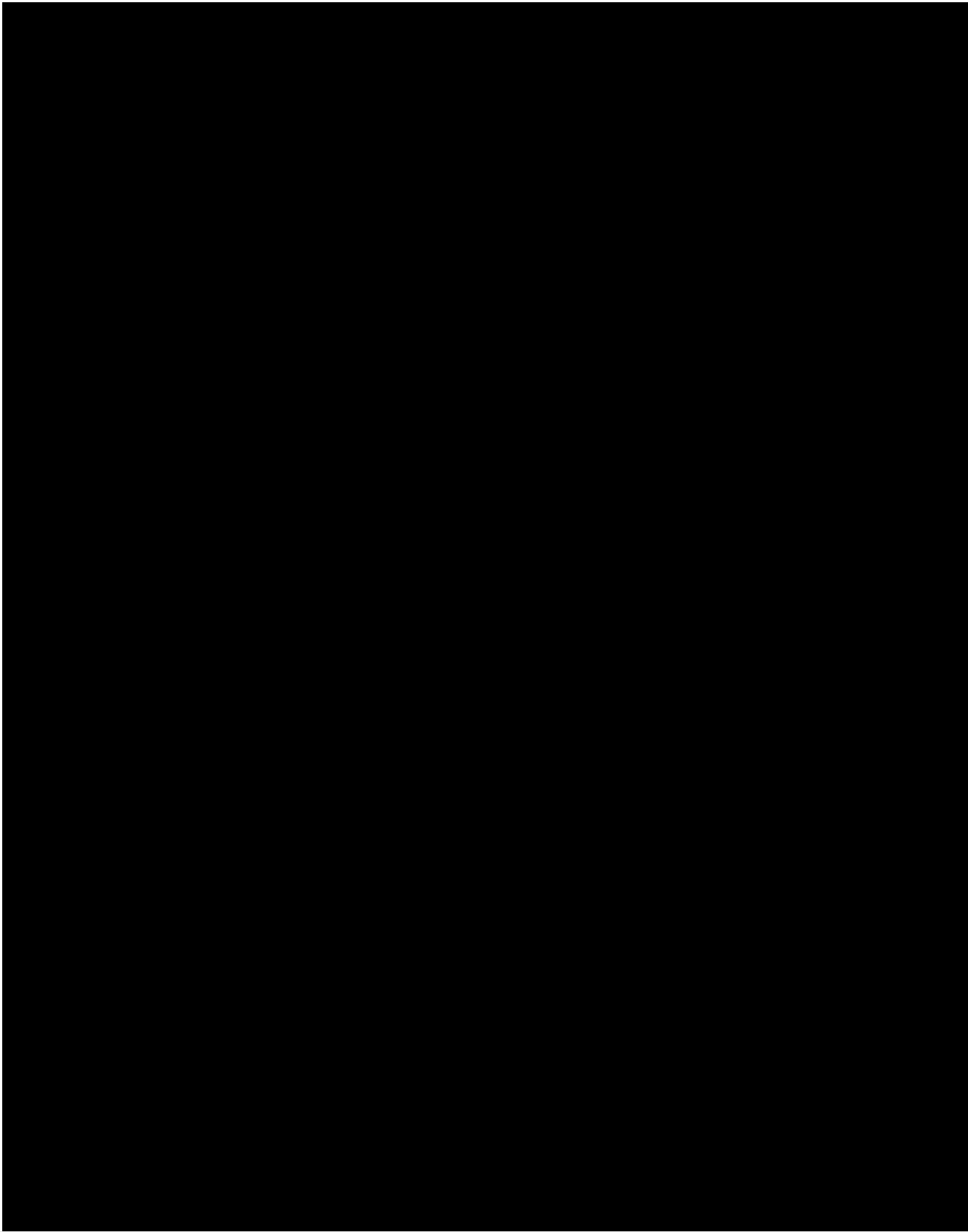














# A Sampling of WEB TUTORIALS

Collected for the LACUNY Institute 2000  
"INFORMATION LITERACY: LAYING THE FOUNDATIONS"  
<http://lacuny.cuny.edu/institute/2000//foundations.html>

[Compiled by Prof. Linda Roccas](#)  
[College of Staten Island Library](#)

<http://www.library.csi.cuny.edu/roccos/lacuny/webtutorials.html>

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## GENERAL INFORMATION LITERACY

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### **Go for the Gold from James Madison University**

<http://library.jmu.edu/library/gold/modules.htm>

From the web page: "Go for the Gold is a set of Web-based instructional modules designed by the Carrier Library reference staff to introduce students to the services and collections in Carrier Library and to teach students basic information-seeking skills.

The new competency-based General Education (GENED) program requires students to meet objectives relating to information-seeking and technology skills. Go for the Gold can be used by students in GENED courses or by anyone else who wants to learn how to find information in the library, in databases, or on the Internet.

The 8 modules in Go for the Gold contain exercises that students may complete online. The exercises are composed of multiple choice questions students may answer by reading the modules and searching appropriate databases. After completing the exercises, they will submit their responses and receive feedback on their performance. Students who wish to improve their score may study the content of the module, redo the questions they missed, and resubmit their responses."

---

### **Web Tutorials from George Mason University**

<http://library.gmu.edu/training/webtut/main.html>

From the web page: "Welcome to the George Mason University Libraries' Web Tutorial. This tutorial consists of four modules, designed to help you learn the skills you'll need to do research throughout your college career and beyond!"

The modules are: 1 -- How a database works and the basics of searching; 2 -- How to use the library catalog; 3 -- Finding articles using a database; 4 -- Doing research on the WWW

---

## **Library Research Skills from Grand Valley State University**

<http://www.gvsu.edu/library/webtutor/title&tc.htm>

From the web page: "One of the goals of the GVSU Library is to help students become information literate -- i.e., acquire information skills for lifelong learning. The information literate person is one who is able to find, evaluate, and use information effectively. The American Library Association in its brochure Information Literacy: Critical Skills for a Changing World (1994) states:"

"In practical terms information literacy means

understanding the organization of information  
understanding information technology  
evaluating information critically  
using information in problem solving and decision making."

The goals of this tutorial are to help students

1. choose, develop, and implement a research strategy to meet their information needs;
2. locate the resources necessary to meet those needs;
3. evaluate the information found.

---

## **Research Tutorial from Griffiths University Library, Queensland, Australia**

<http://www4.gu.edu.au/shr/lrt/>

From Rae-Anne Locke (to BI-L): "contains 7 modules, which generally reflects the cognitive approach to assignments eg. analysing the topic; deciding on the type of information that is needed; introduction to the concept of databases; using both the text and web-based library catalogue and one of the more commonly used services Webspirs; an introduction to the World Wide Web and evaluation of resources.

Some of the modules contain Practice Sessions and each module has an assessment component. If the student completes their details at the front of the screen, their results are recorded on an Excel spreadsheet. Alternately, they can print a certificate with their results on it.

About 95% of all our first year students have to complete the Library Research Tutorial as a mandatory part of one of their subjects. You will need to

download Shockwave to complete the simulations and assessment. At the bottom of the front page is a "Software required" link to do this."

Information from Rae-Anne Locke, Griffith University Library, [R.Locke@mailbox.gu.edu.au](mailto:R.Locke@mailbox.gu.edu.au)

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### **Get Ready Tutorial for Information Technology from University of Oregon**

<http://libweb.uoregon.edu/getready/handson/>

From the web page: "Welcome! This World Wide Web document (more familiarly, "web page") is our front door. It's an on-line tutorial to introduce "Get Ready" participants to computer tools and resources at the University of Oregon. You can work through any of the sections below, or start with a self-assessment (a "quiz") to see which sections will be most useful for you."

The tutorial has several parts that cover basic computer literacy subjects that college freshmen should obtain such as e-mail, World Wide Web, Janus the UO Library online information system, and the campus computing environment.

The self-assessment quiz provides immediate answers to correct responses from questions about all of the above components and has some funny choices to test your alertness factor, such as "a software package is: a cushion you can buy for a computer to protect it."

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### **Information Literacy Tutorial from Minneapolis Comm. & Technical College**

<http://www.mctc.mnscu.edu/academicAffairs/library/tutorials/infolit/index.html>

From Ann Ryan (BI-L): "We have a required 1-credit course at Minneapolis Community and Technical College on Information Literacy and Research Skills that includes a competency exam. Students also have the option of credit-by-exam if they feel they can learn the required skills from the online tutorial or feel they have already mastered the skills. The exam is usually administered as a take-home final with approximately 10 days to complete it."

From the web page: "This Tutorial assists students preparing to take the MCTC information literacy competency examination. A person who is information literate understands the following:

The context in which knowledge is produced--including the social, political and economic conditions that shape the production of knowledge

The context in which knowledge is organized--including cataloging and indexing systems and their biases and limitations

How to develop information seeking strategies necessary to access information efficiently and effectively using a variety of sources

How to evaluate information for accuracy, authenticity and bias

How to apply critical thinking skills to integrate new information into one's existing knowledge base

That the free and open communication of ideas is crucial to sustaining a democratic society

---

## **TILT - Texas Information Literacy Tutorial**

<http://tilt.lib.utsystem.edu/>

There is a choice of TILT Lite or Full TILT with all the plugins and fully interactive. Although targeted at the Texas Library system, the modules can be used by any library. The three modules include: selecting, searching, and evaluating.

From the web page: "TILT is an educational Web site designed to introduce you to research sources and skills. The tutorial is organized in three modules which you can complete in any order. Each one should take you 30 minutes. All three modules include:

- an introduction

- a list of key concepts and skills you should learn

- main text

- a quiz

"You can explore other parts of TILT using the blue bars at the top and bottom of the module screens. General tips are available in HELP, explanations of key terms are offered in WORD, a list of the ideas is shown in CONCEPTS, and access to all pages within a module is available through MAP. You can also tell us what you think using INPUT. At the end of each module is a brief quiz, so feel free to take notes if it will help."

---

## **VIRGIL - Virtual Research Guide to Information Literacy**

<http://www.sunywcc.edu/library/tutorial/index11.htm>

From the web page: "This online tutorial will guide you through the steps of completing research for a term paper. Throughout, you will find self-tests and quizzes designed to reinforce your understanding of the process.

Portfolio assignments at the end of each module are to be printed and handed in.

When you complete the tutorial, you will be able to:

- choose a good research topic
- plan and complete research
- document the sources you have found

For more information contact:

Veronica Kenausis, Westchester Community College/SUNY, [veronica.kenausis@sunywcc.edu](mailto:veronica.kenausis@sunywcc.edu)

or

Gloria Meisel, Westchester Community College/SUNY, [gloria.meisel@sunywcc.edu](mailto:gloria.meisel@sunywcc.edu)

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## **Wisconsin Parkside**

<http://www.uwp.edu/library/>

From the web page: "This tutorial is made up of six modules, each followed by a quiz. We encourage you to start at the beginning and work your way through the tutorials, taking the quizzes in order. To advance through the tutorial, click on the right arrow at the bottom of each page."

The Modules are: 1. Beginning your Research; 2. Building Research Skills; 3. Finding Books; 4. Finding Periodical Articles; 5. Searching the Web; 6. Evaluating Sources.

Each section has a Review page, with links to various parts of the module. There is a Quiz Page at the end, which needs a login to use.

Some of the Review topics for the first module are:

- Looking for topics
- Why use books?
- What are reference books for?
- The Encyclopaedia Britannica online

How do you find out which books the Library owns?  
What are periodicals?  
Periodical indexes  
Computer databases

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## FRESHMEN YEAR PROGRAMS

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### Online Research Tutorials from Ball State University

<http://www.bsu.edu/library/services/is/tutorials.html>

English 101 & 103 Tutorial (for credit) includes a basic introduction to WebCat, the online catalog of the Ball State University Libraries and a basic introduction to Periodical Abstracts Fulltext, an online article database.

English 104 & 114 Tutorial (for credit) includes "Doing Research: Search Strategy (Part I)" to be completed **BEFORE** attending the library instruction session and covers basic search techniques for finding information in a wide variety of databases. Complete the quiz to receive credit.

The second tutorial includes "Doing Research: Evaluating Sources (Part II)" and should be completed within a week **AFTER** attending your library session and covers methods of evaluation for both print and electronic resources.

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### Library Resources for First Year Writing Seminars from Boston College

[http://www.bc.edu/bc\\_org/avp/ulib/fws/edteam.html](http://www.bc.edu/bc_org/avp/ulib/fws/edteam.html)

From the web page:

"This page is designed as a resource for students taking EN010, the First-Year Writing Seminar (FWS), a workshop in which each student develops a portfolio of autobiographical and academic writing. Classes meet to discuss the writing process, the relationship between reading and writing, and conventional and innovative ways of doing research. This page will lead you to information that will support FWS projects and subsequent work.

---

## **Information Literacy Tutorials from Brooklyn College**

<http://academic.brooklyn.cuny.edu/library/virtualcollege/info-literacy/Toc.html>

There are many parts to these very extensive tutorials, including: "The Least You Need to Know," "A Close Look At Your Computer," "Your Computer Joins a Network," "Searching the Internet," "Libraries and Information Literacy."

The latter section covers subjects such as:

- To understand why libraries will continue to have a place in an age of electronic information.

- To recognize the different places you can find libraries.

- To discuss the role of the Internet in the Public Library.

- To learn how libraries organize and arrange materials.

- To understand the use of a library Web page.

- To be introduced to the concept of a virtual library.

There is also a section for Pre-Core English, which includes subjects such as: A-Writing vs Speaking: An Overview; B-The Writing Process: Part I- PreWriting Techniques; C-Nuts and Bolts: Parts of Speech; and ends with the important subject: O-Documentation vs. Plagiarism: What is MLA?

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## **Freshman Year Seminar at Carroll College, Wisconsin**

<http://carroll1.cc.edu/~fyscl/>

From the web page: "FYS100L consists of 7 modules that are essentially tutorials on topics related to computing at Carroll College and using computers in general. Each module includes a quiz that you must pass in order to demonstrate your understanding of the important material. You may work in the FYS100L modules and take the quizzes as often as you like. Your quiz results will be automatically recorded. Passing a quiz means getting only one item incorrect. Successful completion of the labs means that you have passed all 7 quizzes."

"In general, each module begins with the most basic information and works towards more advanced topics. This means that if you are already proficient at the basics of some function you may, if you like, skip directly to the advanced information. Remember, however, that ALL material is covered on the quizzes.

"FYS100L also includes optional in-class tutorials that cover the same information contained in the on-line modules. These are 90-minute presentations

that include demonstration of all techniques and procedures and the opportunity to ask questions about anything in the course. You may "drop-in" to these presentations if you like, and attend them all or only those with which you need extra help. Click on the Tutorial Schedule button at the bottom of any page to see the times, locations, and topics for the tutorials."

Information from Janet Price (BI-L), [jprice@carroll1.cc.edu](mailto:jprice@carroll1.cc.edu)

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## **PASSPORT at Northern Arizona University** <http://www.nau.edu/library/lpe/intro/index.html>

From John Doherty (BI-L): "The Passport Experience is very much a pilot project, the first step in our development of a web-based progressive library instruction program. As it stands, it is a basic html and javascript experience, but we have plans to develop it further. Therefore, we'd appreciate your feedback.

The Passport Experience was designed for a Freshman Year Initiative program here at the Northern Arizona University campus. New freshmen can take a one credit elective that introduces them to the various services available on campus. The library is one of the required stops for their "passport".

What we've tried to do with the Library Passport Experience is raise student awareness of what the library offers. It is divided into four sections: an introductory "movie"; an orientation to the building; an orientation to our web services; and a "cohort" experience based on a common reading that all freshmen had to do over the summer that ties everything together."

For more information contact: Kevin Ketchner, [Kevin.Ketchner@nau.edu](mailto:Kevin.Ketchner@nau.edu) or John Doherty, [John.Doherty@nau.edu](mailto:John.Doherty@nau.edu)

---

## **QUEST Tutorial from Villanova**

<http://wwwold.villanova.edu/library/xfile/questx.htm>

From the web page: "This tutorial is designed to take you step by step through a strategy to find and evaluate information on a topic."

The tutorial is a simply designed form. One long page combines text with queries and entry boxes to submit your answers. It covers subjects such as

finding an encyclopedia, finding the book citation information, and finding an article in a database. You are allowed to stop the form and return to it at any point. It is adapted from a tutorial at the University of Dayton: [http://www.udayton.edu/~library/daynet/flyerstutorial\\_au.htm](http://www.udayton.edu/~library/daynet/flyerstutorial_au.htm)

---

## **Library Tutorials from Washington State University**

<http://www.wsulibs.wsu.edu/usered/AML/home.html>

### Using the English 101 Instructional Modules

From the web page: "Each of these three modules is designed to help with a stage in the research process, and each is followed by an activity which should help you apply the information in the module to your own work. Although they are simple to use, you will need to know some basics of web navigation: if you're unfamiliar with links, the Back button, and scrolling, ask someone to explain these to you before you get started."

The tutorial deals with basic issues like: What is Research? with questions such as: In your opinion, does the following statement seem accurate?

Good researchers can uncover all the information they need in one search.  
(Click YES or NO)

---

## **Freshmen Seminar Tutorial from Wisconsin-LaCrosse**

<http://perth.uwlax.edu/murphylibrary/tutorial/>

From the web page: "The authors tried to adhere to the principles of the Wisconsin Association of Academic Librarians' Information Literacy Competencies and Criteria for Academic Libraries in Wisconsin. The tutorial is part of a comprehensive 3-tier approach to providing information literacy tools for UW - La Crosse students.

"This tutorial is made up of six modules. Each one should take about 15 minutes to complete for a total of about one and a half hours. We encourage you to start at the beginning and work your way through, but the modules are accessible in any order."

The modules include: Information Resources; Research Skills; Finding Books; Finding Periodicals; Web Information; and The Lifelong Learner.

From the "Lifelong Learner" page: "We live in an information society, and we will have ongoing information needs for our entire lives. The trick is to be able to answer our information needs as effectively as possible. We don't always need the fastest answer; sometimes we just need the best answer. And, it has come to pass that to get the best information and to get it effectively, we need specific information skills."

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## DATABASE & SUBJECT TUTORIALS

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### History Tutorials from University of Calgary

<http://www.ucalgary.ca/HIST/tutor/>

From the web page: "Welcome to the Home Page of the Applied History Research Group. From this page you have access to a series of interactive teaching modules that have been developed in the Department of History at the University of Calgary. They focus on standard periods and subjects in the Social Sciences, Humanities, General Studies, and Fine Arts.

In addition to several on aspects of Canadian history, there are several tutorials useful for other history programs, as European history, Islamic history, North American populations. The tutorials are simply laid out and contain charts, maps, pictures, and additional information for a range of courses.

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### PsycLit Tutorial from Walden University

<http://www.lib.waldenu.edu/tutorial/welcome.html>

From the web page: "This tutorial is an interactive introduction to the PsycLIT database. In addition to giving you basic information about the database and how to search it, the tutorial will also give you opportunities for hands-on practice. Upon completion of this tutorial, you should:

Know what kind of information you can get out of PsycLIT.

Access the PsycLIT database on the web.

Perform a keyword search to find information on a topic.

Use the PsycLIT thesaurus to find productive terms to use in a search.

Display, print, e-mail, or save citations and abstracts that you have retrieved.

Logoff the database.

---

### **EthnicNewsWatch from Softline**

<http://www.softlineweb.com/softlineweb/ENWTutorial.swf>

From the webpage: "Ethnic NewsWatch is a full-text collection of the newspapers, magazines and journals of the ethnic, minority and native press. A rich collection of articles, editorials, columns, reviews, etc. provide a broad diversity of perspectives and viewpoints -- the other sides of the stories." There are 550,000 articles from over 200 publications from 1990 on. One can choose either an English or Spanish search screens, but the tutorial is in English.

The initial loading of the 220K web page is a bit slow, but thereafter things move along a nice pace. In fact the moving images, chiefly the hand with pointing finger and a text box for explanations, often move themselves along too speedily. However there is a stop/forward/replay bar at the bottom, which allows for control and repeating any part of the tutorial. Pressing the "index" button shows the various parts of the tutorial and highlighting one of the parts, i.e. "sample search," sends the tutorial directly into that section. One can use this effectively in a teaching environment, where stopping to explain various points is critical.

Within the tutorial, effective use is made of highlighting certain parts of the list or record, such as the "Title" field or list and the "Date" field or list. The moving hand points to an element on the screen and the text box explains what to do or what the element is. All in all this is a short (perhaps 10min.), but extremely effective explanation of how to use product.

---

### **PubMed Tutorial from University of Florida Health Science Center**

<http://www.library.health.ufl.edu/pubmed/pubmed2/>

From: Barbara W Francis (to BI-L)

Dear colleagues,

The University of Florida Health Science Center Libraries are pleased to announce the creation of a new web-based tutorial for PubMed (the free, publicly accessible version of the MEDLINE database.) We would like to welcome all of you to try out the tutorial and give us your feedback. There is nothing more

valuable than a constructive evaluation from our fellow librarians! Being brand new, the tutorial probably has a few kinks to work out and of course, as PubMed is always changing, this will be a constant "work in progress".

For more information please contact: Barbara W. Francis [barbara@library.health.ufl.edu](mailto:barbara@library.health.ufl.edu)

---

## Reference Tutorials from Loyola Marymount University

<http://lib.lmu.edu/ref/tutors.htm>

The library's databases open up in one side of the frame page, and the tutorial opens up in the other window, an effective solution to the problem of remembering the tutorial when using the database. The tutorials will work if your library subscribes to the same database, i.e. Lexis-Nexis is the most common choice. Other tutorials require database logins. The library's catalog tutorial is unrestricted.

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# INTERNET SEARCHING

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## Surfing the Internet on the World Wide Web from Cornell

<http://www.mannlib.cornell.edu/workshops/surf/>

Clear text and simple graphics enhance the site without use of java etc.

Workshop Outline consists of the following components:

- 1.What is the Internet
- 2.What is the World Wide Web
- 3.Using Your Browser
- 4.Browsing the Web
- 5.Understanding URLs
- 6.Searching the Web
- 7.Internet Quiz

From the First Section: What is the Internet? "The Internet is composed of millions

of computers and telecommunication systems (copper wires, fiber optics, satellites, etc.) networked together around the world. It is the physical telecommunication system on which data travels. The Internet is not a single network, but a network of networks composed of thousands of individual networks, comprising nearly 5 million computers.

"Its origins lie in a computer network designed by the U.S. military to be so decentralized and redundant that it could withstand nuclear war. The original network, known as ARPANET, served as a foundation for academic, research, and commercial networks that have evolved since the early 1970's."

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## **Principles of Web Searching**

<http://www.mannlib.cornell.edu/workshops/WebSearching/>

From the web page: "This tutorial discusses ways of finding information on the World-Wide Web. It assumes that you have some familiarity with the World-Wide Web and with the operation of Web browsers, such as Netscape. If you are not familiar with these technologies, you might want to look at Surfing the Internet on the World Wide Web, before taking this tutorial.

1. Introduction
2. What Is an Internet Search Engine?
3. Robot-Assembled Databases
4. Human-Selected Databases
5. Metasearch Engines
6. Customizing Search Engines
7. Geographically-focused Databases
8. Evaluating Content on the Internet
9. Further Reading on Search Engines

As in the former Cornell tutorial, simple text and clear diagrams help to explain the activities.

---

## **NET.TUTOR from Ohio State**

<http://gateway.lib.ohio-state.edu/tutor/>

From the web page: "net.TUTOR offers interactive tutorials on basic tools and techniques for becoming an effective Internet researcher. "

"In summer 1996, the Ohio State University Libraries received an Academic Enrichment Grant from the University to support creation and maintenance of an interactive Internet tutorial program.

"The Libraries proposal requested funding for a new professional position to develop and maintain this instructional program. The proposal envisions an interactive instructional resource for teaching Ohio State users to find and effectively utilize the best Internet resources as part of their comprehensive research strategy."

---

### **Web Searching, Sleuthing, and Sifting, from Sage Colleges**

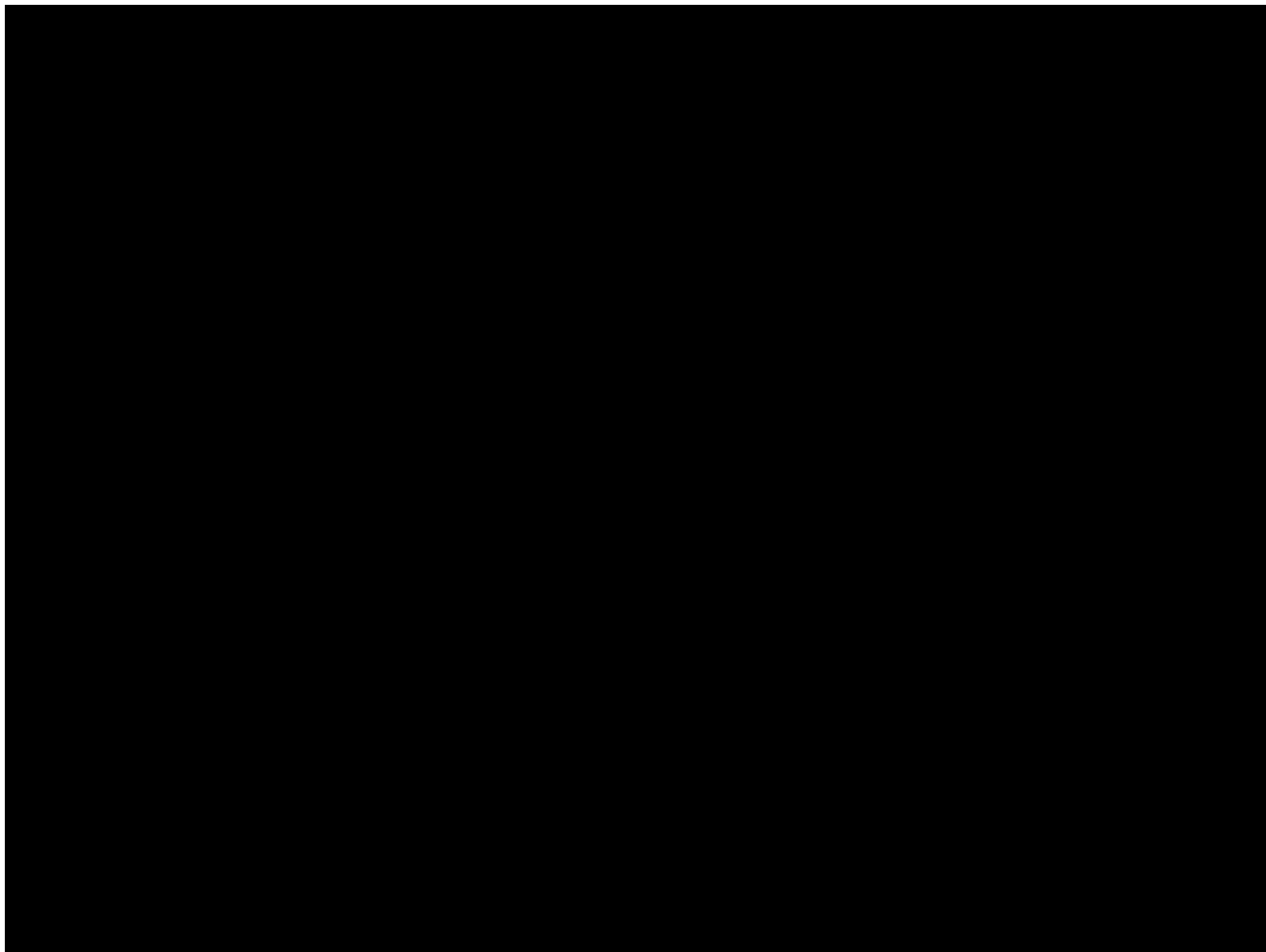
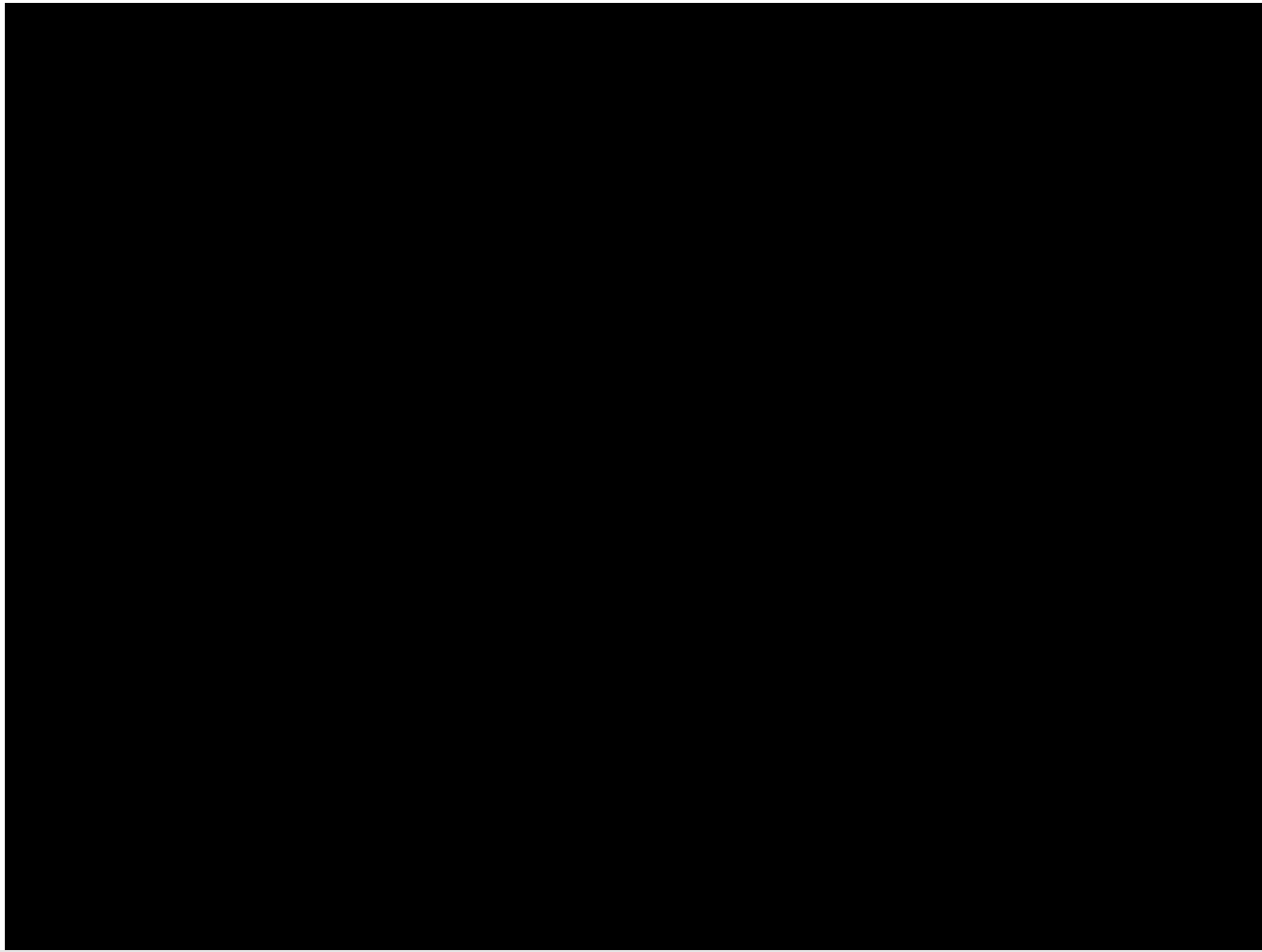
<http://www.angelfire.com/in/virtuallibrarian/syllabus.html>

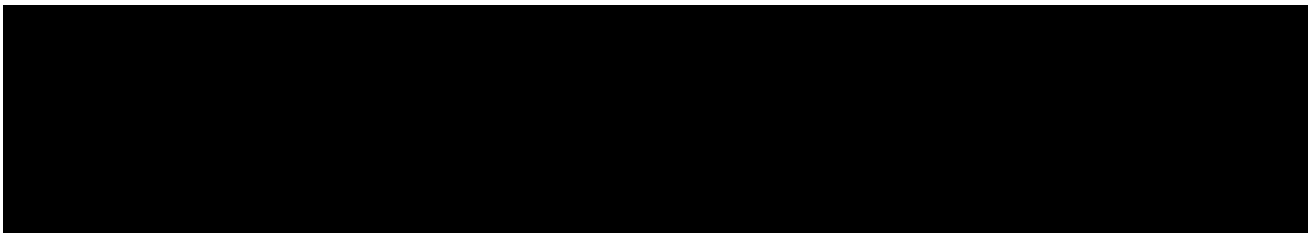
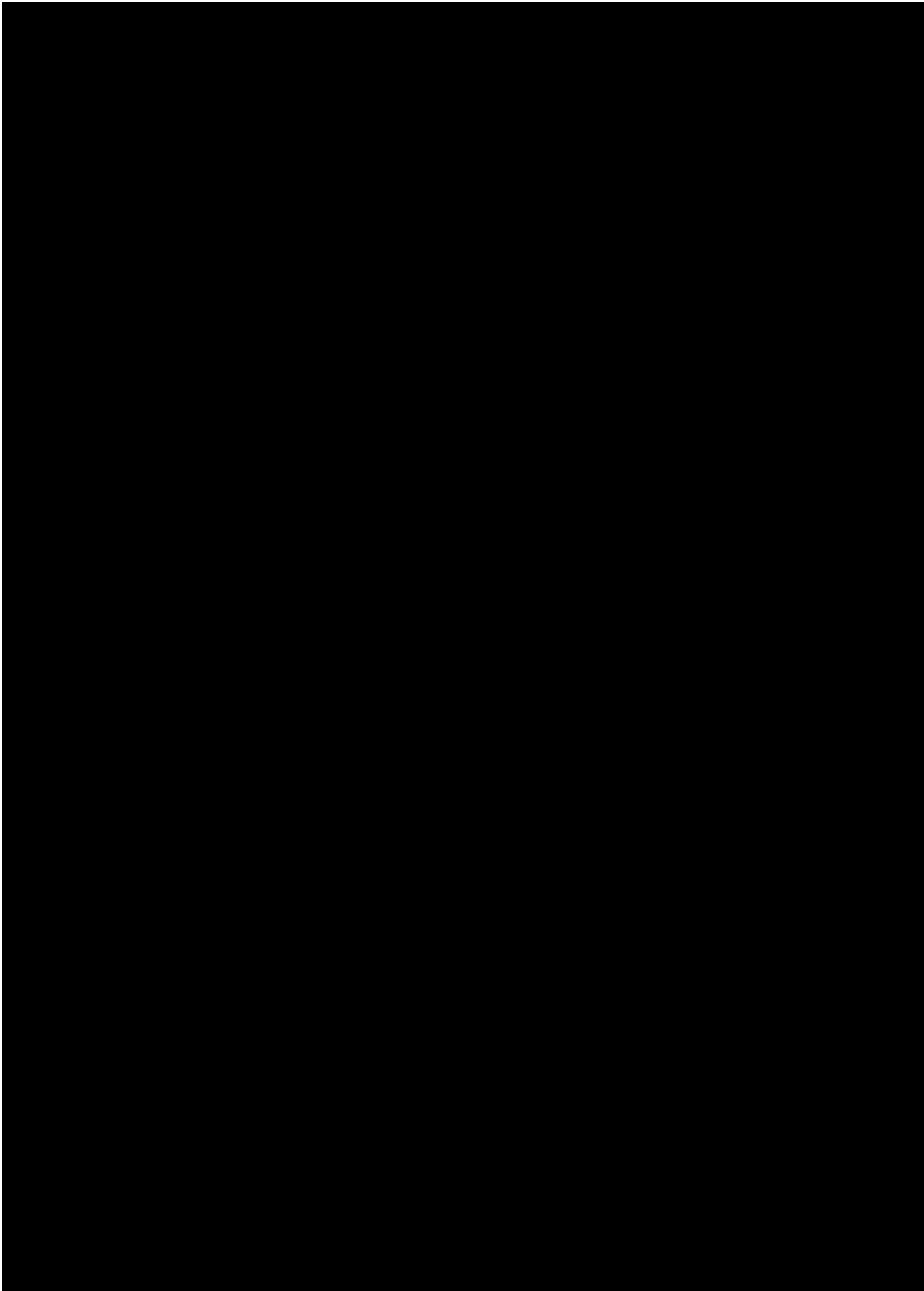
From the web page: "Web Searching, Sleuthing and Sifting" is an introduction to web searching methods and techniques. "Assuming no prior knowledge, the course will explain ways to find what you are \*actually\* looking for, instead of a lot of other "interesting" links. The class includes an overview of the World Wide Web (web), some of the kinds of information for which you can actually search (such as graphics, audio clips, software and interactive tutorials), an overview of different types of searchable web resources (such as indexes, directories), how to use search engines effectively (such as Altavista, Hotbot, Excite) and an overview of multi-search engines (such as Metacrawler, Dogpile). "

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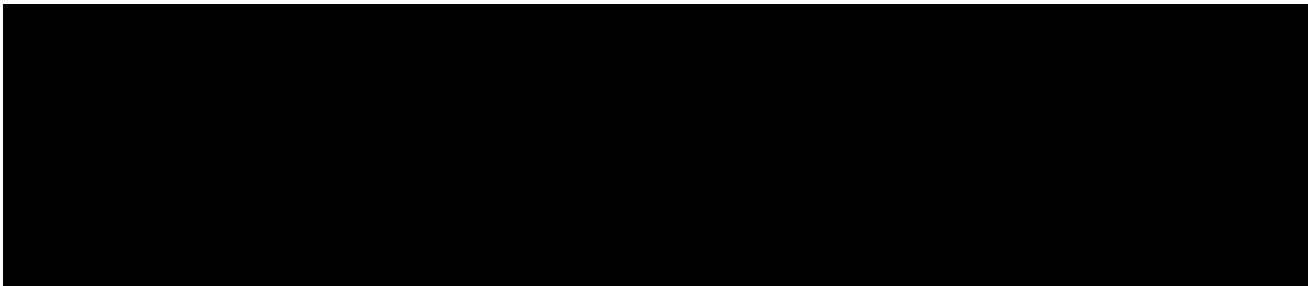
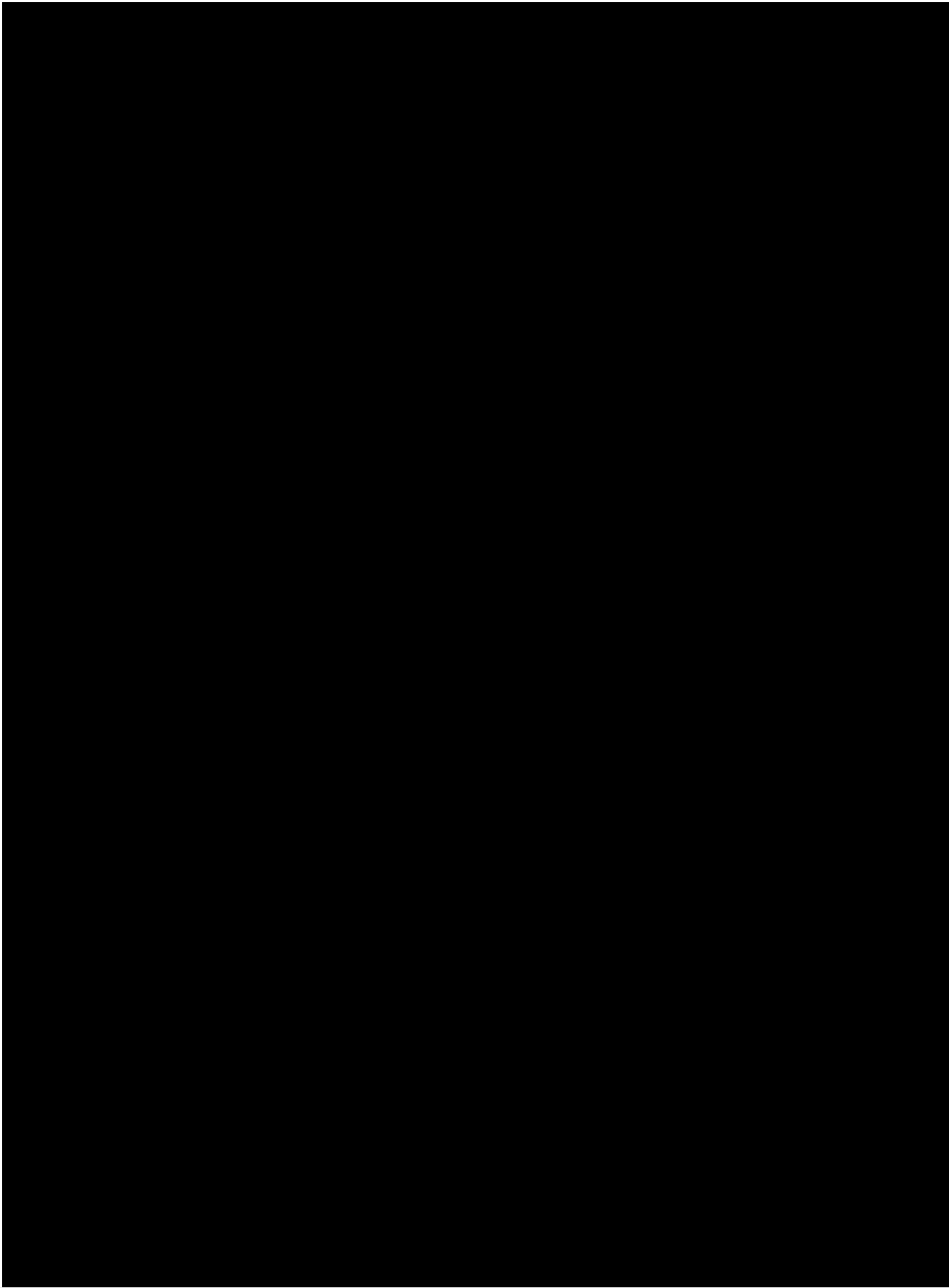
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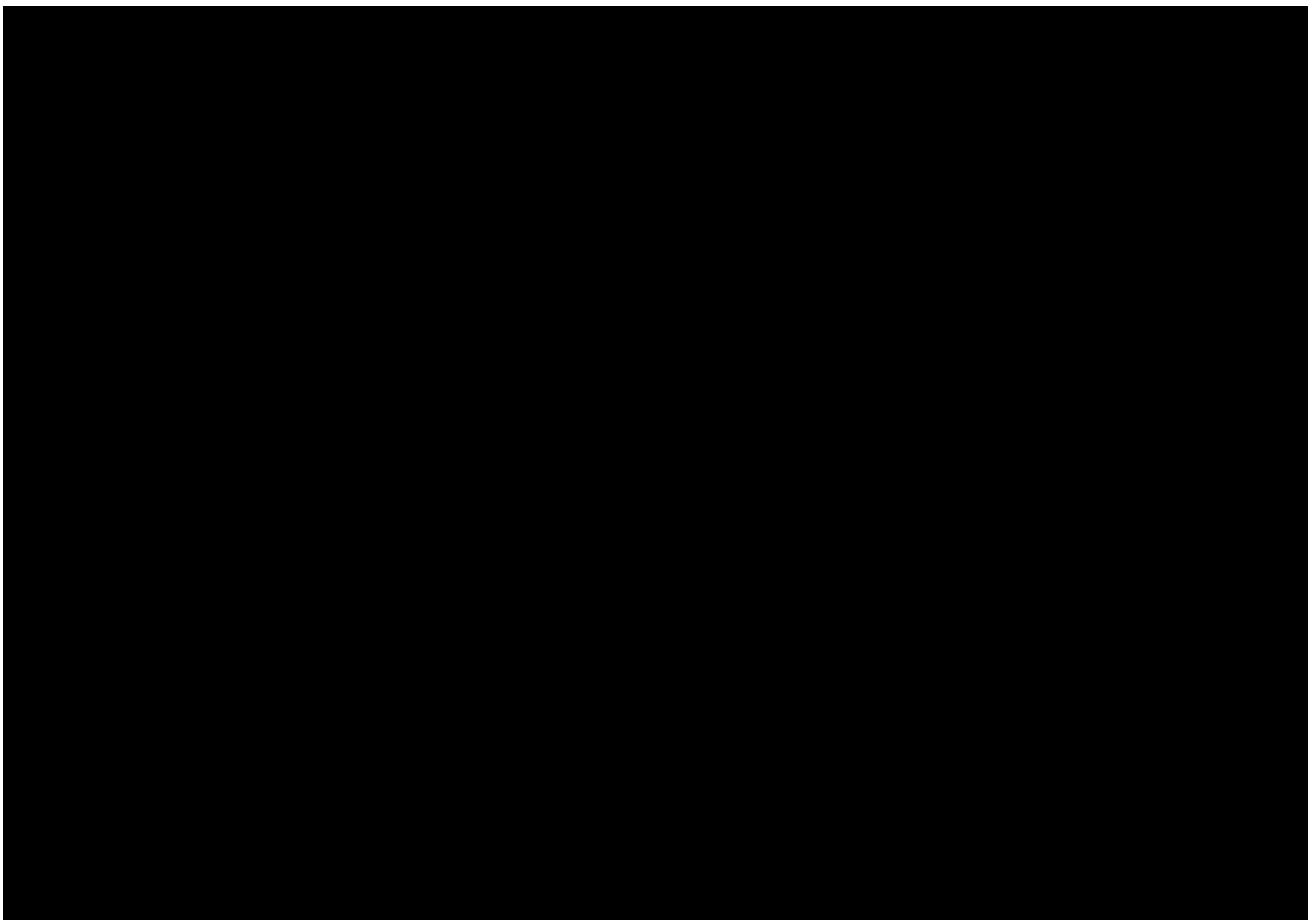
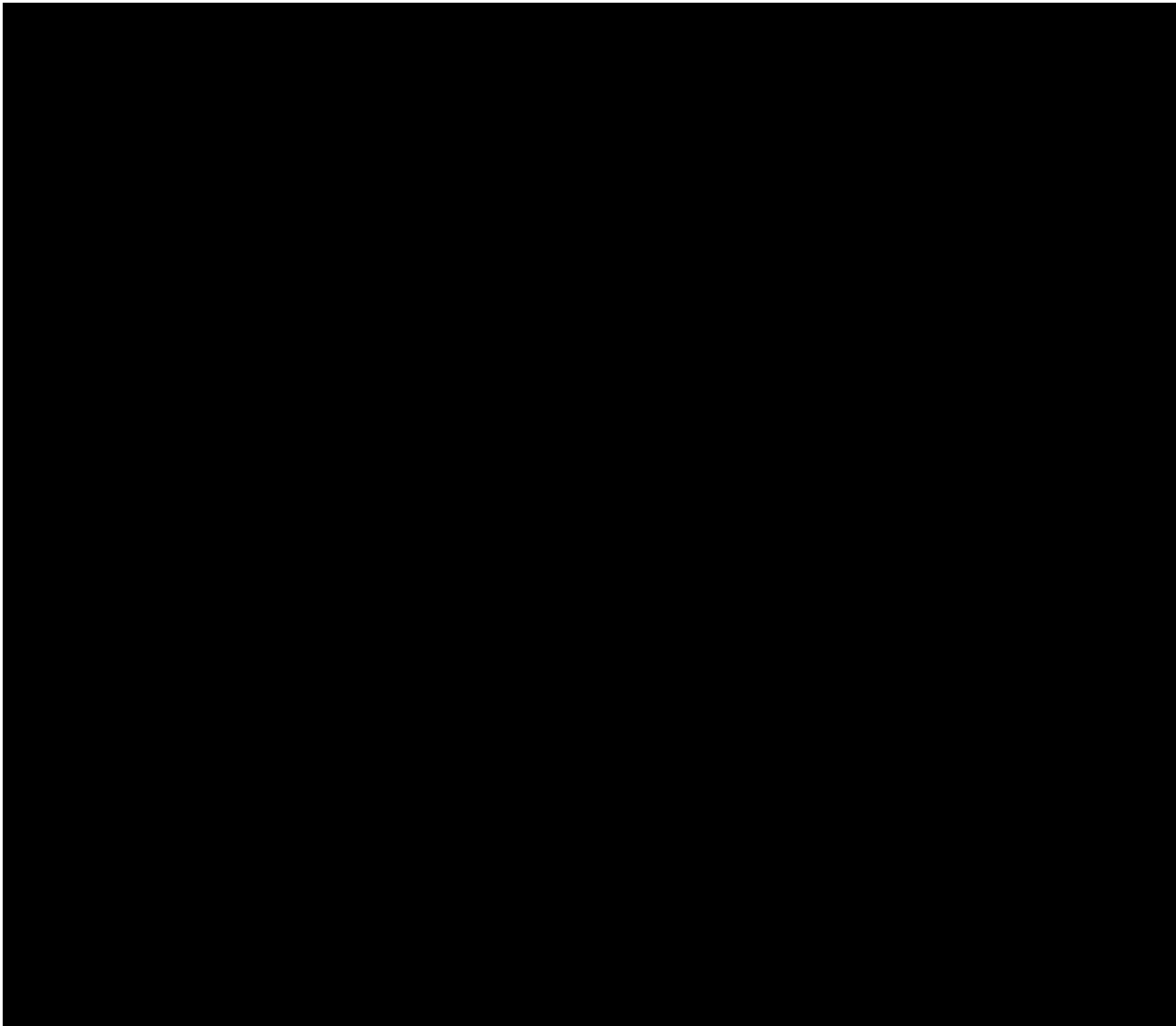
















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## INFORMATION LITERACY: LAYING THE FOUNDATIONS

**PATRICIA IANNUZZI**

■ [keynote presentation](#)

■ [panel presentation](#)

**Patricia Iannuzzi** is Associate University Librarian and Director of the [Doe](#) and [Moffitt](#) Libraries at the [University of California, Berkeley](#). Chair of the Association of College and Research Libraries (ACRL) Task Force on [Information Literacy Competency Standards for Higher Education](#), she is co-chair of the ACRL/ [American Association of School Libraries](#) Task Force on the Educational Role of Libraries, which is developing a "Blueprint for Collaboration" between academic and school libraries. Patricia also serves on the American Library Association President's Special Committee on Information Literacy Community Partnerships. She speaks and publishes on such topics as information literacy and organizational culture, information literacy and faculty development, and information literacy and assessment. Patricia's books include *Teaching Information Literacy Skills*, published by Allyn and Bacon.

### **Selected Publications**

"We Are Teaching but Are They Learning: Accountability, Productivity, and Assessment." *Journal of Academic Librarianship*, July 1999.

With Charles T. H. Magrum and Stephen S. Strichart. *Teaching Information Literacy Skills*. Boston: Allyn and Bacon, 1998.

With Charles T. H. Magrum and Stephen S. Strichart. *Teaching Study Skills and Strategies in College*. Boston: Allyn and Bacon, 1998.

"The Reference Librarian as Pattern Maker--the Role of Reference in Consortial Licensing of Electronic Resources." In *Kaleidoscope or Chaos: Papers of the RUSA President's Program: RUSA Occasional Papers*. Chicago: American Library

Association, 1998.

"Faculty Development and Information Literacy: Establishing Campus Partnerships." *RSR: Reference Services Review*, 26, fall/winter 1998.

"Managing Information." In *The Freshman Year: Making the Most of College*. Eds. Glenda Belote and Larry Lunsford. Dubuque, IA: Kendall/Hunt, 1998.

### **Selected Presentations**

With Leora Baron. "The Transformation of Teaching Through Information Literacy Standards for Higher Education." Poster session, American Association of Higher Education (AAHE) National Conference. Anaheim, CA, March 2000.

"Information Literacy Competency Standards in the United States." Workshop, 4th National Information Literacy Conference, University of South Australia, Adelaide, December 1999.

"Information Literacy Initiatives in the United States." Australian Library and Information Association, Reference and Information Services Section, State Library, Sydney, December 1999.

With Donald Farmer. "Information Literacy Competency Standards for Higher Education." AAHE Conference on Quality and Assessment, Denver, June 1999.

"Integrating Information Literacy into Campus Culture." Maryland Library Association Annual Meeting, Hagerstown, MD, May 1999.

"Faculty Development and Information Literacy: Establishing Campus Partnerships." LOEX-of-the-West Meeting, Cedar City, UT, June 1998.

"Assessing Libraries in Support of Campus Missions: The Information Literacy Imperative." AAHE Annual Conference on Assessment and Quality, Miami Beach, FL, July 1997.

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**LARRY BERK**

**Larry Berk** is Director of Library and Information Services at [Ulster County Community College](#). He has been working in information literacy programming for several years, and has led the development of [Ulster's online course](#). Ulster has also developed an information literacy course for use as a template for all SUNY campuses.

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**TRUDI JACOBSON**

■ [presentation](#)

**Trudi E. Jacobson** has been the Coordinator of User Education Programs at the University at Albany since 1990. In addition to teaching numerous user education classes and serving as Project Librarian to Project Renaissance (a first-year experience program), she is leading an effort within the University at Albany libraries to develop an information literacy credit course to fulfill the SUNY Board of Trustees mandate.

Since 1995, she has taught the User Education graduate course at the School of Information Science and Policy at the University at Albany and is also co-teaching an undergraduate course, Introduction to Information Science, this semester. In 1998, she received the School of Information Science and Policy Distinguished Alumni Award from the State University of New York at Albany's Nelson A. Rockefeller College of Public Affairs and Policy.

She has served on the SUNY Council of Library Directors Information Literacy Initiative Committee and the SUNY Council of Library Directors Task Force on Information Skills of Faculty and Students. She was a member of the Editorial Board of *Research Strategies* from 1994-1997 and serves on the Advisory Board of *Urban Library Journal*. She is active in the Association of College and Research Libraries' Instruction Section and has been chair of a number of committees as well as secretary of the section from 1993-1994.

She has written numerous articles about user education in both library and education journals. She frequently gives presentations and workshops on teaching methods, active learning, and critical thinking, most recently at Adelphi University and Brandeis University.

## Selected Publications

### Books in Press:

With Helene C. Williams, eds. *Teaching the New Library to Today's Users: Reaching International, Minority, Senior Citizens, Gay/Lesbian, First Generation, At-Risk, Graduate and Returning Students, and Distance Learners*. New York: Neal-Schuman.

Ed. *Critical Thinking and the Web: Teaching Users to Evaluate Internet Resources*. Pittsburgh: Library Instruction Publications.

### Articles:

With Carol Anne Germain and Sue A. Kaczor, "A Comparison of the Effectiveness of Presentation Formats for Instruction: Teaching First Year Students." *College & Research Libraries*, 61:1, January 2000, 65-72.

With Laura B. Cohen. "Choosing Tools to Search the Web." *The Teaching Professor*, 13:9, November 1999, 1, 4.

With John A. Lehner. "Instructional Opportunities of a Subject-Oriented (Law) Web Page." *Internet Reference Services Quarterly*, 2:3, 1997, 133-142.

With Laura B. Cohen. "Teaching Students to Evaluate Internet Sites." *The Teaching Professor*, 11:7, August/September 1997, 4.

With Peter Wei He. "What Are They Doing With the Internet: A Study of User Information Seeking Behaviors." *Internet Reference Services Quarterly*, 1:1, 1996, 31-51.

With Sue A. Kaczor. "Bibliographic Instruction for the Internet: Implications of an End-User Survey." *Research Strategies*, 14:4, fall 1996, 214-223.

With Janice G. Newkirk. "The Effect of CD-ROM Instruction and Assistance on Search Operator Use." *College & Research Libraries*, 57:1, January 1996, 68-76.

With Beth L. Mark. "Teaching Anxious Students Research Skills for the Electronic Library." *College Teaching*, 43:1, winter 1995, 28-31.

With Beth L. Mark. "Teaching in the Information Age: Active Learning Techniques to Empower Students." *Reference Librarian*, nos. 51/52, 1995, pp. 105-120.

Trudi E. Jacobson. "Multicultural Resources on the Internet: An Introduction." *MultiCultural Review*, 4:1, March 1995, 20-24, 44-49.

With Lynne M. Martin. "Merging Critical Thinking and the Electronic Library: A Visionary Perspective of SuperPAC, an Enhanced OPAC." *Research Strategies*, 11:3, summer 1993, 138-149.

With David A. Tyckoson. "Technology Instruction and Learning Styles." *Education*, 113:3, spring 1993, 356-360.

Trudi E. Jacobson. "All I Need is in the Computer: Reference and Bibliographic Instruction in the Age of CD-ROM." *Reference Librarian*, no. 38, 1992, pp. 221-228.

With John R. Vallely. "A Half-Built Bridge: The Unfinished Work of Bibliographic Instruction." *Journal of Academic Librarianship*, 17:6, January 1992, 359-363.

With Lise Wilson. "A Bibliographic Instruction Program for College Biology Students." *American Biology Teacher*, 53:5, May 1991, 298-300.

With Nancy Niles. "Teaching Critical Thinking in Libraries: A Continuing Education Course." *Research Strategies*, 9:4, fall 1991, 198-201.

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**MARIANNE BUEHLER**

■ [presentation](#)

**Marianne Buehler** is Library Coordinator for [Distance Learning](#) at the [Rochester Institute of Technology](#). She is responsible for marketing and delivery of library resources and services to distance learning faculty and students. Marianne also provides support for courseware products such as Blackboard and First Class, hosts online library instruction chats, acts as a liaison with distance learning faculty and staff, investigates and evaluates new online trends and technologies, and assesses distance learning library services. She is a member of the Electronic Resources Committee of the [ACRL Distance Learning Section](#).

### **Selected Publications**

"Anytime Anywhere Library Science Degree at the University of Arizona." *Technical Services Quarterly*, summer 2000.

"U.S. Federal Government CIOs: Information Technologies' New Managers--Preliminary Findings." *Journal of Government Information*, January/February 2000.

### **Selected Presentations**

"Library Training for Distance Learners." Western New York/Ontario ACRL Fall Conference: Distance Learning and Library Services, Buffalo, October 1999

"Student Needs/Library Opportunities in a Digital Environment." Poster session at ACRL/ALA's "Nothing but Net?: Understanding the Digital Library User," New Orleans, June 1999.

"Unique Information Resources and Library Science Distance Education Opportunity."  
Poster session at ALA, Washington, June 1998.

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**TERRY MECH**

■ [presentation](#)

**Terrence F. Mech** is Vice-President for Information and Instructional Technologies and Director of the Library at King's College, Wilkes-Barre, Pennsylvania. He was Director of the King's College Library for twelve years before being named Vice-President of the newly formed division in 1994. Dr. Mech holds graduate degrees from Pennsylvania State University (higher education, 1994), Clarion State University (library science, 1979), and Illinois State University (sociology, 1978).

His first library job was a National Endowment for the Humanities funded library instruction position. Since then, he has maintained an interest in library instruction and information literacy. The 1992 Jossey-Bass monograph *Information Literacy: Developing Students as Independent Learners*, which he co-edited with D. W. Farmer, received the Publication of the Year Award in 1993 from ACRL's Bibliographic Instruction Section.

Dr. Mech enjoys the research, writing, and publication process and is conducting quantitative research on library anxiety. His experiences as a Middle States Association visitation team member are also a source of professional satisfaction.

### **Selected Publications**

"The Organizational and Historical Context of the Chief Information Officer's Position." In *Books, Bytes, and Bridges: Libraries and Computer Centers in Academic Institutions*. Ed. Larry Hardesty. Chicago: American Library Association, 2000, pp. 26-37.

Review of *First Among Equals: The Role of the Chief Academic Officer* by James

Martin, James E. Samels & Associates. *The Journal of Higher Education*. 70(6): 737-739, November/December 1999.

With Gerard B. McCabe, eds. *Leadership and Academic Librarians*. Westport, CT: Greenwood Press, 1998.

With Charles I. Brooks. "Library Anxiety and Confidence in Using a Library by College Freshmen and Seniors." *Psychological Reports*. 81: 929-930, August, 1997.

"The Managerial Roles of Chief Academic Officers." *The Journal of Higher Education*. 68(3): 282-298, May/June 1997.

### Work in Progress

"Library Anxiety and Learning Styles Among First-Year College Students."

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## INFORMATION LITERACY: LAYING THE FOUNDATIONS

**CAROL WRIGHT**

■ [presentation](#)

Carol Wright is Education/Psychology Librarian at the Pennsylvania State University Libraries with responsibility for education policy studies, higher education, higher education, adult education, instructional design, and psychology. She also serves as the Schreyer Honors College Librarian.

Carol has had a long and continuing commitment to library instruction and information literacy issues both at Penn State and nationally. She has been actively involved in all areas of Penn State's instructional program, most recently as project director for the Libraries' "Information Literacy and You" tutorial. Carol received a grant from Penn State's World Campus/ATT Inovations in Distance Education project to develop library instructional services to distance education students. She also served as the lead librarian for coordinating the delivery of basic library instruction to first-year composition students and for teaching the Internet in partnerships with members of the PSU Center for Academic Computing.

Carol has just returned from sabbatical leave where she studied student use of the Internet. She is active in the American Library Association and received an MLS from Syracuse University and a BS from the State University of New York at Plattsburgh.

### **Selected Publications**

"Information Literacy within the General Education Program: Implications for Distance Education." *Journal of General Education*, 49, spring 2000.

"Reference Services for Higher Education: Instructional Multimedia, Software, Courseware, and Networked Resources." In *The Changing Face of Reference*. Eds.

Dena Hutto and Lynne Stuart. Stamford, CT: JAI Press, 1996.

"Adult Literacy." In *Bridging the Gap: Resolving Polarity in America*. Eds. Nancy Herron and Diane Zabel. Englewood, CO: Libraries Unlimited, 1995.

With Sally Kalin. "A Partnership for Internet Instruction." *Reference Librarian*, fall 1994. (Winner of the ALA Library Instruction Round Table Outstanding Publication of the Year.)

"Application of the Model Statement to a Basic Information Access Skills Program at Penn State University." In *Read This First: An Owner's Guide to the New Model Statement of Objectives for Academic Bibliographic Instruction*. Eds. C. Dusenbury and others. Chicago: Association of College and Research Libraries, American Library Association, 1991.

With Mary Ellen Larson. "Basic Information Access Skills: Curriculum Design Using a Matrix Approach." *Research Strategies*, 8, summer 1990.

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## INFORMATION LITERACY: LAYING THE FOUNDATIONS

**ANITA ONDRUSEK**

**Anita Ondrusek**, Ph.D., is the Science/Reference Librarian at Hunter College. Prior to her Hunter appointment, she coordinated educational services at the State University of New York Health Science Center at Brooklyn and was active in such organizations as AECT, MLA, and HeSCA. Her research interests center upon problem-solving techniques as they apply to learning to search information retrieval systems and information literacy as a vehicle for integrating those problem-solving activities into the curriculum.

### **Recent Publications**

With Jonassen, D. H., and others. "Certainty, Determinism, and Predictability in Theories of Instructional Design: Lessons from Science." *Educational Technology*, January-February 1997, pp. 27-34.

"Video Collection Development in a Health Sciences Setting." In G. L. Handman, ed. *Video Collection Development in Multi-type Libraries*. Greenwood Press, 1994, pp. 85-124.

### **Works in Progress**

"Modeling the Online Searching Process for End Users: A Comparison of Instruction Using Conceptual Models vs. Worked Examples."

With Suzanne Crowe. "The Expanding Domain of Health Content Video Collections." In G. L. Handman, ed. *Video Collection Development in Multi-type Libraries*, 2nd ed. Greenwood Press.

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## LACUNY INSTITUTE 2000 VENDORS

*Welcome to the Vendor Area of the LACUNY Institute 2000 website!*

The Library Association of the City University of New York (LACUNY) hosts an Institute each year that focuses on an issue of interest and import to librarianship. This year's Institute is titled, Information Literacy: Laying the Foundations. The Institute will be held on Friday, May 19, 2000 at the Conference Center. Baruch College is conveniently and centrally located in the Grammercy Park neighborhood of Manhattan.

The Institute is a full-day event that traditionally attracts between 150 and 200 librarians from academic, special, research and public libraries. While most of the librarians come from the tri-state area of New York, New Jersey and Connecticut, the Institute attracts librarians from all over the country and from Canada as well. We expect a good turnout for this year's timely topic of information literacy.

Friends, Supporters and Sponsors will be recognized as financial backers of the Institute in the program and continue to be [listed on this website](#).

Levels of participation are as follows:

- Friend (\$100) will have their literature displayed and distributed on a table at the conference
- Supporters (\$300) are welcome to staff their own table/display
- Sponsors (\$500) are welcome to staff their own table/display with a live Internet connection

Please note that only the first seven Sponsors can be accommodated due to limitations in live Internet access.

The Institute program includes a keynote address, panel discussions, breakout workshops and poster sessions. Presenters will touch upon the teaching of information literacy in collaboration with faculty, distance learning, using Blackboard's CourseInfo for teaching information literacy classes, Web-based tutorials and many more interesting topics.

Time has been scheduled throughout the day to allow participants to visit vendor displays. Vendor displays will be located in the 7th Floor Gallery and Atrium along with the poster sessions and coffee and snack tables. The Gallery and Atrium are directly adjacent to the rooms where the panels and breakout sessions will be held.

If you have any additional questions, please contact Monica Berger at [mberger@nyctc.cuny.edu](mailto:mberger@nyctc.cuny.edu) or 718 260-5488.

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# **INFORMATION LITERACY: LAYING THE FOUNDATIONS**

**A Selective Bibliography compiled in conjunction with LACUNY Institute 2000**

**Compiled by Jane Devine and Francine Egger-Sider**

**Edited by Louise Fluk**

**Fiorello H. LaGuardia Community College**

**THE LIBRARY ASSOCIATION OF THE CITY UNIVERSITY OF NEW YORK**

**2000**

## **INTRODUCTION**

This bibliography is a selected list of materials, print and electronic, on the concept of information literacy and on the challenges of implementing an information literacy program. The literature on information literacy is vast and burgeoning as the information literacy movement begins to make headway in its effort to become part of academic culture. Hence, this bibliography is limited to materials published in the last 10 years, omits most of the extensive literature on practical teaching techniques and most of the materials which are devoted to description of programs or activities at a single educational institution. The items listed here are chiefly conceptual, definitional, organizational—truly about "laying the foundations," the theme of LACUNY Institute 2000 on information literacy. In addition, to complement the panel discussions of the Institute, the compilers have placed materials on "Partnerships with faculty/Collaborations" and "Assessment" in separate sections, although these topics are also referred to in materials listed in other sections of the bibliography.

The main body of the bibliography is preceded by a section of "Core Documents," listed in chronological order to trace the institutional history of the information literacy movement. The final sections list "Resources" for further discussion and reading; key "Organizations"; and important "Projects" implementing librarians' information literacy goals.

We would like to thank the members of the LACUNY Institute Committee for the opportunity to work on this project. We would also like to express appreciation to Chief Librarian Professor Ngozi P. Agbim and all of the staff at the LaGuardia Community College Library for their support and tolerance during the compilation of this bibliography. Many helped us directly and many more took on extra tasks in the Library and made other accommodation to allow us to complete the work.

Jane Devine

Francine Egger-Sider

Louise Fluk

May 2000

## **CORE DOCUMENTS** (in chronological order)

**Association of College and Research Libraries. Bibliographic Instruction Sect. "Model Statement of Objectives for Academic Bibliographic Instruction: Draft Revision." *College & Research Libraries News* 48.5 (1987): 256-261.**

Available: <<http://www.ala.org/acrl/guides/msobi.html>>.

This document is "intended to serve as a statement of general direction for practicing librarians to review when examining current instructional programs or developing the keystones of new programs." It was approved by the Board of Directors of the Association of College and Research Libraries and the American Libraries Association Standards Committee and has not been superseded.

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**American Library Association. Presidential Committee on Information Literacy. *Final Report*. Chicago: Amer. Lib. Assn., 1989.**

Available: <<http://www.ala.org/acrl/nili/ilit1st.html>>.

A foundational document of the information literacy movement, this report provided the first formulation of the widely-used ALA definition of information literacy.

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**Dusenbury, Carolyn, et al. *Read This First: An Owner's Guide to the New Model Statement of Objectives for Academic Bibliographic Instruction*. Chicago: Assn. of Coll. and Res. Libraries, 1991.**

After the acceptance of the *Model Statement of Objectives and Guidelines for Bibliographic Instruction* [cited above] in 1988, Cerise Oberman, as Vice-Chair/Chair Elect of the ACRL Bibliographic Instruction Section, appointed a Task Force on Access to the Model Statement. This publication is a result of the work of the Task Force and is a very useful document to demystify the goals of the *Model Statement*.

---

**Bruce, Christine Susan. "Information Literacy Blueprint." Griffith U, Div. of Information Services Home Page. 1994, last modified: 30 Oct. 1996. Griffith U, Div. of Information Services. 10 May 2000.**

<<http://www.gu.edu.au/ins/lils/infolit/blueprint/home.html>>.

This document, "currently under review," provided the theoretical and strategic bases for the establishment of the highly-regarded information literacy program at Griffith University, Brisbane, Australia. [See also *Bruce items on p. 4,5 below.*]

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**Middle States Association of Colleges and Schools. Commission on Higher Education. *Characteristics of Excellence in Higher Education: Standards for Accreditation.* Rev. ed. Philadelphia: Middle States Assn. of Colleges and Schools, 1994.**

This guide for educational institutions applying for accreditation or re-accreditation contains the first statement by an accrediting agency that information literacy is a necessary element of a college education: "Each institution should foster optimal use of its learning resources through strategies designed to help students develop information literacy . . . It is essential to have an active and continuing program of library orientation and instruction . . ." (p. 15).

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**---. *Information Literacy: Lifelong Learning in the Middle States Region: A Summary of Two Symposia.* Philadelphia: Middle States Assn. of Colleges and Schools, 1995.**

In the wake of its 1994 call for all institutions to demonstrate progress toward information literacy programs [*in Characteristics of Excellence, cited above*], the Commission on Higher Education of the Middle States accreditation agency co-sponsored two symposia in 1995 with the National Forum on Information Literacy and the Association of College and Research Libraries. This summary of the discussions at the symposia was published to be a guide for institutions working on information literacy initiatives.

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**Association of College and Research Libraries. Instruction Sect. Instruction Task Force. "Guidelines for Instruction Programs in Academic Libraries." *College & Research Libraries News* 58.4 (1997): 264-266.**

Available: <<http://www.ala.org/acrl/guides/guiis.html>> and: <<http://www.libraries.rutgers.edu/is/publications/guideline.html>>.

Final version as approved by the Association of College and Research Libraries and the American Library Association on July 9, 1996. Includes guidelines for program design, human resources, and

institutional support (facilities, budget, professional development).

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**National Forum on Information Literacy. "A Progress Report on Information Literacy: An Update on the *American Library Association Presidential Committee on Information Literacy Final Report.*" Reports & Programs. Mar. 1998. Natl. Forum on Information Literacy. 11 Apr. 2000.**

**<<http://www.infolit.org/documents/progress.html>>.**

Review of progress made toward each recommendation in the 1989 report of the American Library Association Presidential Committee on Information Literacy [*cited above*]. Includes suggestions for additional initiatives and an excellent annotated bibliography.

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***Information Literacy Standards for Student Learning: Linking the Library Media Program to the Content Areas.* Prepared by the American Association of School Librarians and the Association for Educational Communications and Technology. Chicago: Amer. Lib. Assn.; Washington, DC: Assn. for Educational Communications and Technology, 1998. [*not seen by compilers*]**

The nine AASL/AECT "Information Literacy Standards for Student Learning" were adopted in 1996. Discussion of implementation through collaborations and learning communities may be found on the AASL home page at <[http://www.ala.org/aasl/ip\\_nine.html](http://www.ala.org/aasl/ip_nine.html)>. For a related discussion, see "Pathways to Knowledge" by Violet Harada and Ann Tepe in *Teacher Librarian*, 26:2 (1998), p9+.

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**"Information Literacy: A Position Paper in Information Problem Solving." Developed by Wisconsin Educational Media Association . . . with additional scenarios by Paula Montgomery. 13 Apr. 1999. ED376817. Amer. Assn. of School Librarians. 3 Apr. 2000**

**<[http://www.ala.org/aasl/ps\\_infolit.html](http://www.ala.org/aasl/ps_infolit.html)>.**

This position paper, developed in 1993, makes the proposition that mastering information problem-solving skills will prepare students for an information-based society and workplace. Students will learn these skills with the help of both teachers and librarians if information

literacy is part of core curricula. The paper goes on to define how this process works and suggests

scenarios to illustrate the process. This AASL Position Paper has been adopted by the National Forum for Information Literacy.

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**Association of College and Research Libraries. Task Force on Information Literacy Competency Standards. "Information Literacy Competency Standards for Higher Education: The Final Version, Approved January 2000." *College & Research Libraries News* 61.3 (2000): 207-215.**

Available: <<http://www.ala.org/acrl/ilcomstan.html>>.

Defines five standards and details performance indicators and measurable outcomes for each. Includes history of the standards, bibliography, assessment materials.

## **DEFINING THE CONCEPT/IMPLEMENTING THE PROGRAM**

**Arp, Lori. "Information Literacy or Bibliographic Instruction: Semantics or Philosophy?" *RQ* 30.1 (1990): 46-49.**

Although somewhat dated, this article still seems very relevant as it places the concept of information literacy within a political context, tying it to the literacy movement and making it a link between libraries and the "nonlibrary world."

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**Baker, Betsy, and Mary Ellen Litzinger, eds. *The Evolving Educational Mission of the Library*. Chicago: Assn. of Coll. and Res. Libraries, 1992.**

This volume is the result of a second Think Tank organized by the Bibliographic Instruction Section of ACRL in 1989. (Think Tank I refers to the Preconference on Library Instruction held by the American Library Association Bibliographic Instruction Section in San Francisco in 1981. A collection of papers written by participants in Think Tank I appeared in 1987, entitled *Bibliographic Instruction: The Second Generation* and edited by Constance A. Mellon. (Littleton, CO: Libraries Unlimited)). Three recommendations were endorsed by all participants in Think Tank II: 1. Link BI with information literacy. 2. Strengthen the library education mission. 3. Reward leadership within the profession. Excellent articles by Donald Kenney, Elizabeth Frick, Elizabeth A. Wilson, James Shedlock, Maureen Pastine and Linda Wilson, Hannelore Rader and William Coons, Martha L. Hale, and William Miller.

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**Barclay, Donald, ed. *Teaching Electronic Information Literacy: A How-to-Do-It Manual*. How-to-Do-It-Manuals for Librarians. 53. New York: Neal-Schuman, 1995.**

This manual encompasses how to use technology to teach and how to teach the technology now prevalent in libraries. Each section is written by a different expert in the field.

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**Behrens, Shirley J. "A Conceptual Analysis and Historical Overview of Information Literacy." *College & Research Libraries* 55.4 (1994): 309-322.**

This article undertakes to analyze the expansion of the various definitions of the concept "information literacy" since the 1970's and what the library and information science profession is doing to promote understanding of the importance of information literacy among its new graduates. A thorough, well-documented article.

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**Bjorner, Susan N. "The Information Literacy Curriculum: A Working Model." *Latul Quarterly* 5.2 (1991): 150-160.**

This articles deals with "*what* should be taught, *who* should teach it, *when* and *how* it can be taught." A difficult article to read but a must for instruction librarians who need curriculum models for information literacy across the disciplines.

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**Branch, Katherine, and Debra Gilchrist. "Library Instruction and Information Literacy in Community and Technical Colleges." *RQ* 35.4 (1996): 476-483.**

The authors describe the instruction tradition in community and technical colleges as being exceptionally strong because of their varied student population and their primary mission focused on teaching and learning. A valuable article on the ever expanding role of instruction in community colleges.

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**Branch, Katherine, and Carolyn Dusenbury, eds. *Sourcebook for Bibliographic Instruction*. Chicago: Bibliographic Instruction Section, Assn. of Coll. and Res. Libraries, 1993.**

A working document for new bibliographic instruction librarians. Provides guidance in setting up a bibliographic instruction program, emphasizing learning theories, instructional design, specific teaching methods, and evaluation techniques. Includes articles by Katherine Branch, Lori Arp, Randall Hensley, Mignon Adams, and Esther Grassian with useful bibliographies at the end of each chapter.

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**Breivik, Patricia Senn. *Student Learning in the Information Age*. Amer. Council on Educ./Oryx Press Ser. on Educ. Phoenix, AZ: Amer. Council on Educ./Oryx, 1998.**

This practical book provides the rationale, models, and tools for implementing campus information literacy programs that will make students "independent lifelong learners" through resource-based learning. Breivik gives general and discipline-specific models, discusses the need to "sell" the program and to promote campus-wide collaboration, and addresses assessment issues.

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**Breivik, Patricia Senn, and E. Gordon Gee. *Information Literacy: Revolution in the Library*. Amer. Council on Educ./Macmillan Ser. on Higher Educ. New York: Amer. Council on Educ./Macmillan, 1989.**

Writing primarily for academic administrators, Breivik and Gee emphasize the role of information literacy in lifelong learning. A classic work in the field to this day.

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**Bruce, Christine Susan. "Information Literacy: A Framework for Higher Education." *Australian Library Journal* Aug. 1995: 158-170.**

This excellent articles analyzes the potential outcomes of information literacy education through a careful analysis of the characteristics of an information literate person, the nature of information literacy education, and the role of everyone involved in making students information literate. This theoretical framework is the first part of Bruce's 1994 "Information Literacy Blueprint" of Griffith University, Brisbane, Australia [*cited on p. 1 above, under "Core Documents"*].

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**—. *The Seven Faces of Information Literacy*. Adelaide: Auslib Press, 1997. [*not seen by compilers*]**

A seminal work on information literacy in higher education by the author of the "Information Literacy

Blueprint" of Griffith University, Brisbane, Australia [cited on p. 1 above, under "Core Documents"].

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**Carr, Jo Ann. *Information Literacy and Teacher Education*. ERIC Digest 97-4. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Educ., 1997. ED424231. Available:**

**<<http://www.ericsp.org/digests/teachered.html>>.**

Carr deals with the issues of information literacy for teachers. She argues that teachers cannot adequately prepare their students unless they themselves know how to find and use information.

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**Colwell, Rita. "Beyond Barcodes: Wisdom in the Age of Information." National Science Foundation Office of the Director Home Page. 29 Apr. 1999. Natl. Science Foundation. 3 Apr. 2000**

**<<http://www.nsf.gov/od/lpa/forum/colwell/rc990429npc.htm>>.**

This presentation to the National Press Club by the Director of the National Science Foundation extols the benefits that information technology offers but concludes that true "information empowerment" takes skill, not just technology. Colwell believes that information literacy should be as basic as learning to read.

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**Dewald, Nancy, et al. "Information Literacy at a Distance: Instructional Design Issues." *Journal of Academic Librarianship* 26.1 (2000): 33-44.**

An excellent introduction to the problems of imparting information literacy to distance education students. The authors address the topics of technology as it pertains to distance education, active learning in distance information literacy instruction, and how to assess information literacy outcomes.

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**Eadie, Tom. "Immodest Proposals: User Instruction for Students Does Not Work." *Library Journal* 15 Oct. 1990: 42-45.**

A critical look at "user education." Is it really cost-effective, is it really pedagogically sound, how does it stand up to one-on-one instruction at the reference desk? This thought-provoking article triggered

responses by Fred Roecker of Ohio State University, Barbara K. Stripling, a library media specialist, Michael Gorman, and Hannelore B. Rader. Their responses to Eadie's condemnation of BI can be found in *Research Strategies* 10.3 (1992): 104-121.

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**Eisenberg, Michael B., and Robert E. Berkowitz. *The Big6: The Big6 Skills Information Problem-Solving Approach*. 25 Feb. 2000. 3 Apr. 2000**

<<http://big6.com>>.

This Web site, aimed at educators and administrators alike, describes the components of the "basic 6" model of research (task definition, information seeking strategies, location and access, use of information, synthesis, and evaluation) and how to integrate it into K-12, college, and training curricula to teach information and technology skills.

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**Eisenberg, Michael B., and Doug Johnson. *Computer Skills for Information Problem-Solving: Learning and Teaching Technology in Context*. ERIC Digest ED-IR-96-04. Syracuse, NY: ERIC Clearinghouse on Information & Technology, Syracuse U, 1996. ED392463.**

Available: <[http://ericir.syr.edu/ithome/digests.Digests\\_1996/computerskills.html](http://ericir.syr.edu/ithome/digests.Digests_1996/computerskills.html)>.

The authors suggest a curriculum outline that can incorporate both computer literacy and information literacy skills into one integrated "information problem solving process." This approach requires that librarians, computer teachers, and classroom teachers work together to create lessons that include computer skills, general information skills, and subject area content. The authors rely on the "Big Six Skills" approach developed by Eisenberg and Robert E. Berkowitz [see *Web site cited above*].

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**Engeldinger, Eugene A. "Frustration Management in a Course-Integrated Bibliographic Instruction Program." *RQ* 32.1 (1992): 20-24.**

A very practical article on the pitfalls of establishing bibliographic instruction programs and some clear suggestions and guidelines on developing an instruction philosophy.

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**Ercegovac, Zorana, and Erika Yamasaki. *Information Literacy: Search Strategies, Tools and Resources*. ERIC Digest. Los Angeles: ERIC Clearinghouse for Community Colleges, 1998. ED421178.**

**Available: <<http://www.gseis.ucla.edu/ERIC/digests/dig9808.html>>.**

This article discusses the challenges posed by the development of information literacy programs. Ercegovac has developed a Search Strategies, Tools & Resources (ST&R) program to help students learn to become better information seekers and users.

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**Farmer, D. W., and Terence F. Mech, eds. *Information Literacy: Developing Students as Independent Learners*. New Directions for Higher Educ. 78. San Francisco: Jossey, 1992.**

This collection of essays centers around the concepts of information literacy and resource-based learning to make students lifelong independent learners. Among many impressive contributions, it includes a presentation by Howard Simmons, Executive Director of the Middle States Association of Colleges and Schools, explaining the accreditation agency's position on the importance of information literacy.

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**Hardesty, Larry, Jamie Hastreiter, and David Henderson, eds. *Bibliographic Instruction in Practice: A Tribute to the Legacy of Evan Ira Farber*. Library Orientation Ser. 24. Ann Arbor: Pierian, 1993.**

Under the leadership of Head Librarian Evan Ira Farber, Earlham College in Richmond, Indiana, hosted eight Bibliographic Instruction (BI) conferences between 1977 and 1986. From 1984 to 1992, Eckerd College in St. Petersburg, Florida, hosted five more. This book is based on the 5<sup>th</sup> Earlham College-Eckerd College Bibliographic Instruction conference held in February, 1992 and covers all current aspects of bibliographic instruction. Farber, a pioneer in the field, gave the keynote address, describing the BI program at Earlham College. Other sections include departmental approaches to BI, working with classroom faculty, and an annotated bibliography of selected readings published 1980 to 1992. A very informative addition to the topic of bibliographic instruction.

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**Herrington, Verlene J. "Way Beyond BI: A Look to the Future." *Journal of Academic Librarianship* 24.9 (1998): 381-386.**

Herrington argues that traditional library instruction programs are not effective. In their place should be a new approach which would work in two ways. First, librarians should be involved in designing

systems that are easy to use without instruction. Information literacy skills can then be built into the system along with aids to assist in Boolean searching.

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**Humes, Barbara. *Understanding Information Literacy*. Washington, DC: Office of Educational Research, Natl. Inst. on Postsecondary Educ., Libraries and Lifelong Learning, 1999. ED430577.**

**Available: <<http://www.ed.gov/pubs/UnderLit/index.html>>.**

This U. S. Department of Education publication discusses the importance of information literacy and its implications for education, libraries, the workplace, and society. Print version is a 6-panel, 2-fold brochure.

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**Iannuzzi, Patricia, Charles T. Mangrum, and Stephen S. Strichart. *Teaching Information Literacy Skills*. Boston: Allyn, 1999.**

An extremely useful book for bibliographic instruction librarians. Includes a myriad of ideas, in-class exercises, reproducible activities for active learning in the classroom.

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**Kaufman, Paula T. "Information Incompetence: Are We Neglecting our Duty to American Education?" *Library Journal* 15 Nov. 1992: 37-39.**

An excellent, short plea for the inclusion of information competency in the core curriculum at every level and the need to train future librarians in that area.

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**Kilcullen, Maureen. "Teaching Librarians to Teach: Recommendations on What We Need to Know." *Reference Services Review* 26.2 (1998): 7-18.**

An excellent overview of what librarians new to instruction need to be familiar with. Accompanied by an annotated bibliography.

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**Kirk, Thomas G. "Information Literacy in a Nutshell: Basic Information for Academic Administrators and Faculty." Other Information Literacy Resources. 30 Mar. 2000. Inst. for Information Literacy. 5 Apr. 2000.**

**<<http://www.ala.org/acrl/nili/whatis.html>>**

This publication provides not only a working definition of information literacy but suggests program models, providing links to relevant Web sites.

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**Kuhlthau, Carol Collier. *Teaching the Library Research Process*. 2<sup>nd</sup> ed. Metuchen, NJ: Scarecrow, 1994.**

This book puts into practice Kuhlthau's seven stages of research: initiating a research assignment, selecting a topic, exploring information, formulating a focus, collecting information, preparing to present, assessing the process. Especially suited to library media specialists and secondary school teachers. A very useful book for helping students break down the research process into manageable components.

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**LaGuardia, Cheryl, et al. *Teaching the New Library: A How-To-Do-It Manual for Planning and Designing Instructional Programs*. How-To-Do-It Manuals for Librarians. 70. New York: Neal-Schuman, 1996.**

This book addresses the effects of technology on teaching. It addresses the Who, What, When, Where, How, and Why of teaching. Very practical publication.

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***Learning to Teach: Workshops on Instruction: A Project of the Learning to Teach Task Force*. Chicago: Bibliographic Instruction Section, Assn. of Coll. and Res. Libraries, Amer. Lib. Assn., 1993.**

A training manual on designing, implementing, and evaluating instruction. It includes "...modules that address issues critical to successful classroom instruction." (p. v.) Includes contributions by Esther Grassian, Trudi Jacobson, Joan Kaplowitz, and others. Useful bibliographies at the end of each chapter. A very practical handbook for any librarian who teaches.

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**Martin, Lynne M., ed. *Library Instruction Revisited: Bibliographic Instruction Comes of Age*. New York: Haworth, 1995. Also published as *The Reference Librarian* 51/52 (1995).**

A compilation of articles on bibliographic instruction, with an introduction by the editor and Trudi E. Jacobson. The book builds on two other compilations previously published by Haworth in 1984 and 1989 and a lot of the material reflects upon the changes that the years have brought to BI. There are sections on learning theories, collaboration and cooperation, technology and instruction, diversity and multiculturalism, case studies, and image.

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**McCrank, Lawrence J. "Academic Programs for Information Literacy: Theory and Structure." *RQ* 31.4 (1992): 485-497.**

This article analyzes the development of the concept behind the term, "information literacy." The author then examines the importance of information literacy outside of the confines of the library and the key philosophical and theoretical ingredients for a successful information literacy program. Not an easy article to read but thought-provoking.

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**Oberman, Cerise. "The Institute for Information Literacy: Formal Training Is a Critical Need." *College & Research Libraries News* 59.9 (1998): 703-705.**

**Available: <<http://www.ala.org/acrl/iiltrain.html>>.**

A background article on the formation of the Institute for Information Literacy (IIL) and its first initiatives including its Immersion Program, Web site, and programs on developing institutional strategies and forging community partnerships.

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**---. "Library Instruction: Concepts & Pedagogy in the Electronic Environment." *RQ* 35.3 (1996): 315-323.**

The focus of library instruction in the information society is "informed use and active and appropriate application of information." Oberman adeptly addresses the issues instruction librarians face in this electronic world where, for most students, the computer is the goddess and quantity takes precedence over quality. The overarching message is to teach "discrimination among information," another term for critical thinking skills. An excellent article on the future of library instruction.

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Oberman, Cerise, Bonnie Gratch Lindauer, and Betsy Wilson. "Integrating Information Literacy into the Curriculum: How Is Your Library Measuring Up?" *College & Research Libraries News* 59.5 (1998): 347+.

Available: <<http://www.ala.org/acrl/ilitq.html>>.

This summary of a panel presentation at the 1998 conference of the American Association of Higher Education (AAHE) introduces the information literacy IQ test developed by Cerise Oberman and Betsy Wilson to determine an institution's information literacy readiness. The test is available on the Web at: <<http://www.ala.org.acrl/nili/nilihq.html>>.

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Oker-Blom, Teodora. "Integration of Information Skills in Problem Based Curricula." 64<sup>th</sup> IFLA General Conference, August 16 - August 21, 1998, Amsterdam. IFLANET: Intl. Federation of Lib. Associations and Institutions. 5 Apr. 2000.

<<http://ifla.org/IV/ifla64/142-112e.htm>>

The presenter espouses incorporating a system of "problem based learning" into school curricula. She sees this as taking both teachers and librarians beyond teaching the mechanics of information retrieval, from how-to-use sessions on particular indexes and search engines to a real, critical understanding of research and evaluation of materials on the part of the students.

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Plotnick, Eric. *Information Literacy*. ERIC Digest. Syracuse, NY: ERIC Clearinghouse on Information & Technology, Syracuse U, 1999.

Available: <<http://ericir.syr.edu/ithome/digests/infolit.html>>.

The Associate Director of the ERIC Clearinghouse on Information & Technology offers a review of the state of information literacy, including its evolution as a concept, a review of standards that have been developed, and the relationship of information literacy to needed workplace skills. He identifies three themes that predominate in information literacy literature: information literacy is a process, instruction must be integrated into and reinforced by school curricula, and information skills translate into workplace success. This Digest is based on *Information Literacy: Essential Skills for the Information Age*, by Kathleen L. Spitzer, Michael B. Eisenberg, and Carrie A. Lowe [cited below].

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**Rader, Hannelore B. "Information Literacy and the Undergraduate Curriculum." *Library Trends* 44.2 (1995): 270-278.**

An excellent overview of the integration of library instruction and information literacy into the curriculum. Rader provides the conceptual framework for renewed efforts by librarians to initiate information literacy programs at the undergraduate level. She considers new technologies, the movement for improved educational outcomes and the pressure from outside accrediting agencies as encouraging developments enabling librarians to "assume their role in the teaching and learning process."

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**Rettig, James. "The Convergence of the Twain or Titanic Collision? BI and Reference in the 1990s' Sea of Change." *Reference Services Review* 23.1 (1995): 7-20.**

This article discusses the head-on clash between the concept of bibliographic instruction and reference in a very incisive manner: should librarians give information or instruction? Rettig shows that this dichotomy has existed since 1876 and has yet to be resolved. He suggests a list of shared values, a common goal for BI and reference, even a new name for a new form of library service which would no longer divide BI and reference. An excellent addition to the literature on BI.

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**Shapiro, Jeremy J., and Shelley K. Hughes. "Information Literacy as a Liberal Art: Enlightenment Proposals for a New Curriculum." *Educom Review* 31:2 Mar./Apr. 1996.**

<http://www.educause.edu/pub/er/review/reviewarticles/31231.html>

The authors describe the benefits of information literacy as including the ability to think critically in an information society and to see information in its social, cultural and philosophical place in history. They suggest that it be considered a liberal art.

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**Shirato, Linda, ed. *Programs that Work: Papers and Sessions Material Presented at the Twenty-Fourth National LOEX Library Instruction Conference Held in Denton, Texas, 16 to 18 May 1996*. Library Orientation Ser. 28. Ann Arbor: Pierian, 1997.**

The theme question for this LOEX conference was: "What kinds of programs really work?" The keynote address was given by Lizabeth A. Wilson. The conference included a talk by Debra Gilchrist, a panel presentation, and a series of instructive and poster sessions. A great addition to the literature on

information literacy.

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---. "Special Issue: A LOEX 25-year Retrospective." *Reference Services Review* 27.3 (1999): 210-290.

A great collection of papers celebrating 25 years of the Library Orientation and Exchange (LOEX), 1971-1996, and how it became a premier forum for sharing information about library instruction and information literacy. Articles by Linda Shirato, Hannelore B. Rader, Patricia Senn Breivik, Carol Tenopir, Marvin E. Wiggins, Evan Farber, Larry Hardesty, Marilyn Lutzker, and others.

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**Snaveley, Loanne, and Natasha Cooper.** "Competing Agendas in Higher Education: Finding a Place for Information Literacy." *Reference & User Services Quarterly* 37.1 (1997): 53-62.

This article offers "a course-integrated, across-the-curriculum model for information literacy." The obstacles faced in this endeavor are discussed, including collaboration with faculty, convincing the administration, and the need for substantive curricular change.

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---. "The Information Literacy Debate." *Journal of Academic Librarianship* 23.1 (1997): 9-14.

An interesting debate on the phrase, "information literacy," and its relationships to older terms such as library skills, library use, or bibliographic instruction. The article ends with a discussion on whether to return to the old terms, select a new term, or retain "information literacy." The authors argue for retaining "information literacy" and using it "carefully and with clarity."

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**Spitzer, Kathleen L., Michael B. Eisenberg, and Carrie A. Lowe.** *Information Literacy: Essential Skills for the Information Age.* Syracuse, NY: ERIC Clearinghouse on Information & Technology, Syracuse U, 1998.

Traces the history and development of the term "information literacy." Examines the economic perspective of information literacy and its impact on K-12 and higher education. Included in appendices are "The Information Literacy Standards for Student Learning," prepared by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT); the report of the U.S. Department of Labor Secretary's Commission on Achieving Necessary

Skills (SCANS, 1991); a chronology of the development of information literacy; a correlation of information literacy skills with selected national subject matter standards; Dalbotten's correlation of inquiry skills to national content standards; an explanation of rubrics and their application in standards education; and an extensive bibliography. A well-rounded, easy-to-use, comprehensive treatment of information literacy.

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**Vojtek, Bob, and Rosie O'Brien Vojtek. "Flung Into Motion." *Journal of Staff Development* 20:1 (1999): 67-9.**

The authors suggest that at present most teachers "develop project-based learning opportunities for students that are applied rather than incorporated into the curriculum." Educators first need to understand the difference between applied and integrated technology. Then they must learn when a given technology is the most appropriate tool to achieve a desired result. The authors suggest use of standards developed by the NETS Project, the National Education Technology Standards, and the nine information literacy standards adopted by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT).

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**Wilson, Myoung Chung. "To Dissect a Frog or Design an Elephant: Teaching Digital Information Literacy Through the Library Gateway." *INSPEL* 32.3 (1998): 189-195.**

How to teach information literacy in a digital age is the theme of this article. The author reviews the different literacies needed for print and electronic environments, accentuating the ever-increasing need for evaluative skills. Wilson proposes that the library gateway be used as the tool to impart digital literacy. A well-taken approach to information literacy in the Internet age.

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**Zeszotarski, Paula. *Computer Literacy for Community College Students*. ERIC Digest. Los Angeles: ERIC Clearinghouse for Community Colleges, 2000.**

**Available: <<http://www.gseis.ucla.edu/ERIC/digests/dig0001.html>>.**

The author insists that definitions of computer literacy include information literacy. The article discusses incorporating technology into courses and the roles of teaching and library faculty in this process.

## **PARTNERSHIPS WITH FACULTY/COLLABORATIONS**

**Hardesty, Larry. "Faculty Culture and Bibliographic Instruction: An Exploratory Analysis." *Library Trends* 44.2 (1995): 339-367.**

In a wide-ranging review of research in education, sociology, and librarianship, Hardesty analyzes the characteristics of modern faculty culture in the United States as explanations for faculty resistance to bibliographic instruction and negative attitudes toward librarians as teachers. He concludes that better understanding and sensitivity to academic culture will help librarians in their effort to make bibliographic instruction part of that culture.

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**Iannuzzi, Patricia. "Faculty Development and Information Literacy: Establishing Campus Partnerships." *Reference Services Review* 26.3-4 (1998): 97-102+.**

Explores in depth the connections between faculty development and information literacy and addresses the following five topics: information literacy and campus culture, campus initiatives, strategies for partnerships, a faculty development model, and the Florida International University Model for Information Literacy.

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**Leckie, Gloria J. "Desperately Seeking Citations: Uncovering Faculty Assumptions About the Undergraduate Research Process." *Journal of Academic Librarianship* 22.3 (1996): 201-208.**

This excellent article compares the faculty member as an expert in his own field with the novice student who confronts a research paper for the first time in his life. The author goes on to define the role of a research paper from the faculty's point of view and offers suggestions on how problematic assignments could be remedied by offering the students in-class stratified approaches to research, using faculty-librarian partnerships to impart research skills. The author advocates a shift from simple BI to a more curriculum-integrated approach to information literacy.

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**Rader, Hannelore B. "Faculty-Librarian Collaboration in Building the Curriculum for the Millennium: The US Experience." 64<sup>th</sup> IFLA General Conference, August 16 - August 21, 1998, Amsterdam. IFLANET: Intl. Federation of Lib. Associations and Institutions. 22 Apr. 2000.**

<http://ifla.org/IV/ifla64/040-112e.htm>

The presenter discusses the need for librarians to become leaders in the cause of information literacy collaborations with faculty. She sees the teaching of information skills as the contribution that the librarians bring to any such partnership. She lists examples of faculty-librarian collaborations from around the country.

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**Shirato, Linda, ed. *Working with Faculty in the New Electronic Library: Papers and Session Materials Presented at the Nineteenth National LOEX Library Instruction Conference held at Eastern Michigan University, 10 to 11 May 1991, and Related Resource Materials Gathered by the LOEX Clearinghouse*. Library Orientation Ser. 22. Ann Arbor: Pierian, 1992.**

This conference publication includes the keynote address, given by Evan Ira Farber of Earlham College, Richmond, Indiana, and entitled "Teachers as Learners: The Application of BI"; other articles dealing with forging partnerships with faculty and administration; nine instructive sessions; and three poster sessions. A good addition to the literature on bibliographic instruction.

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**Smith, Risa L. "Philosophical Shift: Teach the Faculty to Teach Information Literacy." [1997?] Assn. of Coll. and Res. Libraries. 5 Apr. 2000.**

<http://www.ala.org/acrl/papertxt/d38.txt>.

To facilitate the teaching of information literacy, which is beyond the resources of most academic libraries, librarians should be training faculty to teach information literacy in their courses. The author discusses what would be needed to make this possible.

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**Young, Rosemary M., and Stephen Harmon. *Working with Faculty to Design Undergraduate Information Literacy Programs*. How-To-Do-It Manuals for Librarians. 90. New York: Neal-Schuman, 1999.**

This book is written for librarians who, with the help of committed faculty, will be planning, developing, creating, implementing, administering, and evaluating information literacy programs. An excellent introduction to the literature on course-integrated instruction in which librarians must partner with teaching faculty.

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## **ASSESSMENT**

**Pausch, Lois M., and Mary Pagliero Popp. "Assessment of Information Literacy: Lessons from the Higher Education Assessment Movement." 1997. Assn. of Coll. and Res. Libraries. 10 May 2000.**

**<<http://www.ala.org/acrl/paperhtm/d30.html>>.**

The authors review the growing body of research into assessment techniques in other disciplines to learn what can be adapted to the assessment of librarian's teaching efforts and information literacy programs.

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**Quiñones, Sherri, and Rita Kirshtein. *An Educator's Guide to Evaluating the Use of Technology in Schools and Classrooms*. Prepared for U.S. Dept. of Educ., Office of Educational Res. and Improvement. Washington, DC: GPO, 1998.**

**Available: <<http://www.ed.gov/pubs/EdTechGuide>>.**

This government publication is designed to introduce an evaluation process. While its primary target is K-12, it can also assist higher education efforts.

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**Ragains, Patrick. "Evaluation of Academic Librarians' Instructional Performance: Report of a National Survey." *Research Strategies* 15:3 (1997): 159-175.**

The author discusses the effectiveness of various means of assessing library instruction classes. Included in response to a national survey are student evaluations, tests of students, faculty and peer observations, and other methods. Ragains concludes that little is gained from most of these forms of assessment. He advocates library credit-bearing courses, World Wide Web-based library guides, and other activities that move librarians away from the one-shot library instruction program, as more

profitable ways of fostering information skills and allowing useful assessment of student learning.

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**Shonrock, Diana D., ed. *Evaluating Library Instruction: Sample Questions, Forms, and Strategies for Practical Use*. Chicago: Amer. Lib. Assn., 1996.**

Compiled by the Research Committee of the American Library Association's Library Instruction Round Table (LIRT), this very practical manual covers the evaluation of all elements of library instruction. It includes sample evaluation questions and forms, checklists, a glossary, and a bibliography.

## **RESOURCES / BIBLIOGRAPHIES**

### **BI-L.**

An excellent moderated electronic discussion group about library instruction. Subscribe by contacting [listserv@listserv.byu.edu](mailto:listserv@listserv.byu.edu). Post material at [bi-l@listserv.byu.edu](mailto:bi-l@listserv.byu.edu). Archive available.

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***Directory of Online Resources for Information Literacy (DORIL)*. Ed. Drew Smith. 18 Dec. 1999. School of Lib. and Information Science, U of South Florida, Tampa. 9 Apr. 2000.**

**<<http://www.cas.usf.edu/lis/il>>.**

Well-organized site offering links to information on assessment, conferences, organizations, projects, papers, programs and much more.

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**Grassian, Esther. "Information Literacy Competencies: Selected Items & Efforts." *National Information Literacy Institute (NILI)*. 4 Jan. 1998. Inst. for Information Literacy. 10 Apr. 2000.**

<<http://www.ala.org/acrl/nili/ilcompt.html>>.

Extensive annotated and linked list of information literacy programs, organizational efforts and related literature.

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**Grassian, Esther, and Susan E. Clark. "Information Literacy Sites: Background and Ideas for Program Planning and Development." *College & Research Libraries News* 60:2 (1999): 78-81+.**

Available: <<http://www.ala.org/acrl/refeb99.html>>.

An excellent source of Web sites related to information literacy. Includes guidelines and reports, programs, tutorials, listservs, e-journals, articles, and organizations.

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**Institute for Information Literacy. "Recommended Readings for Librarians New to Instruction." 10 Jan. 2000. Inst. for Information Literacy. 9 Apr. 2000.**

<<http://www.ala.org/acrl/nili/readings.html>>.

An annotated list of readings on information literacy suggested by ILL Advisory Board members and Immersion '99 program faculty.

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**Johnston, Wanda K., et al. "The 'Best' in Bibliographic Instruction." *Community & Junior College Libraries* 8.1 (1995): 103-112.**

Although somewhat dated, this concise bibliography can be very useful to instruction librarians, especially librarians in community colleges. The "Best" is the result of a survey of the Community & Junior College Libraries Section (CJCLS) and Bibliographic Instruction Section (BIS) of the Association of College and Research Libraries, and the Library Instruction Round Table of the American Library Association, during Spring 1993.

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**Jones, Phillip J. *Evaluation of Library Instruction Bibliography*. 28 Jan. 1997. Lib. Instruction Round Table. 10 May 2000.**

<http://diogenes.baylor.edu/Library/LIRT/bieval.html>>.

Bibliography compiled for the 1997 LIRT Conference program, "Focus on the Student: Emphasizing Learning Styles." Includes articles and books published 1993 to 1996.

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**Rader, Hannelore B. "Library Instruction and Information Literacy: 1998." *Reference Services Review* 27.4 (1999): 376-403.**

This excellent yearly annotated bibliography on library instruction has been compiled since 1975 by Hannelore Rader, a well-known practitioner and theoretician of bibliographic instruction/information literacy. The materials are arranged by type of library and then alphabetically by author. An excellent tool for any instruction librarian.

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**Ragains, Patrick. *Assessment in Library and Information Literacy Instruction*. 28 Sept. 1999. U. of Nevada, Reno Libraries. 10 May 2000.**

<http://www.library.unr.edu/~ragains/assess.html#7>>.

A collection of Web links on assessment and testing, including bibliographies, conference presentations, evaluation forms, research, and more.

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**Roccas, Linda. *A Sampling of Web Tutorials Collected for the LACUNY Institute 2000, "Information Literacy: Laying the Foundations."* [n.d.] Lib. Assn. of the City U of New York. 18 April 2000. <http://www.library.csi.cuny.edu/roccos/webtutorials.html>>.**

Annotated listing of links to tutorials in information literacy in general, for freshman year programs, on specific databases and subjects, and on Internet research.

**ORGANIZATIONS**

## **Institute for Information Literacy.**

Home page: <<http://www.ala.org/acrl/nili/nilihp.html>>.

Sponsored by the Association of College and Research Libraries, the Institute has three goals: to foster librarians as effective information literacy teachers, to assist in the development and implementation of information literacy programs, and to work with the education community to forward curriculum development. The Institute's Web site offers access to materials from its programs and links to related information including standards and competency definitions.

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## **Library Instruction Round Table (LIRT).**

<<http://diogenes.baylor.edu/Library/LIRT>>

LIRT is a round table of the American Library Association. Its Web site offers material on instruction as well as information skills, evaluation, and related links.

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## **LOEX Clearinghouse for Library Instruction, Eastern Michigan University Library, Ypsilanti, IL.**

Home page: <<http://www.emich.edu/public/loex/loex.html>>

LOEX was founded in 1971 by librarians at Eastern Michigan University who wanted a forum to share information about their work, then known as "library orientation" (hence **L**ibrary **O**rientation and **E**xchange). In addition to operating as a clearinghouse of information and instructional materials, the organization sponsors an annual conference and publishes a quarterly newsletter. Its Web site offers numerous instructional links and full-text materials.

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## **National Forum on Information Literacy.**

Home page: <<http://www.infolit.org>>.

This coalition of educational, business, and governmental organizations was formed in 1990, in response to the American Library Association Presidential Committee on Information Literacy report of 1989 [*cited on p. 1 above under "Core Documents"*]. Its Web site offers information and documentation about the organization's activities, lesson plans, and related links.

## PROJECTS

**California State University. "CSU Information Competence Project."  
18 Mar. 1999. Kennedy Library, Cal Poly, San Luis Obispo. 16 Apr.  
2000**

**<<http://www.lib.calpoly.edu/infocomp/project/index.html>>.**

A presentation of the California State University system's Information Competence initiative. Web site gives information about the project, begun in 1995, with access to materials that helped define it and document its progress as well as materials developed by the project such as competency statements, web tutorials, and links to related Web sites.

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**Evans, Beth, et al. "Recommendations from the CUNY Librarian  
Participants in the ACRL Institute for Information Literacy Immersion  
'99 for the City University of New York (CUNY) and the Office of  
Library Services." Information Literacy at CUNY. [n.d] Lib. Assn. of  
the City U of New York. 17 Apr. 2000.**

**<<http://lacuny.cuny.edu/links/ilrec>>.**

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**Florida International University Libraries. "Information Literacy at  
FIU." 6 Feb. 2000. 19 Apr. 2000.**

**<<http://www.fiu.edu/~library/ili/index.html>>**

This site provides information about FIU's information literacy initiative, its mission statement, goals, objectives and more. Site also includes "Information Literacy Selective Bibliography," a good selection of related Web links.

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**State University of New York. SUNY Council of Library Directors.  
"SUNY Information Literacy Initiative." 2 Oct. 1997. SUNYConnect. 20  
Apr. 2000.**

<<http://www.sunyconnect.suny.edu/ili>>.

Documents the SUNY-wide initiative, reports, and progress.

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**University of Texas System. Digital Library. "TILT: Texas Information Literacy Tutorial." 14 Jan. 2000. UT System Digital Lib. 8 May 2000.**

<<http://tilt.lib.utsystem.edu>>.

This interactive tutorial was designed to help students research more effectively.