

# INDIANA LIBRARIES



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# Indiana Libraries Volume 16, Number 1

Guest Editors of this issue:  
Emily M. Okada  
and the Steering Committee of the  
Bibliographic Instruction/User Education Section,  
Indiana Library Federation

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## Introduction to this Issue

by

*Emily M. Okada, MSLS*

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When the Steering Committee of the Indiana Library Federation (ILF) Bibliographic Instruction/User Education (BIUE) Section volunteered to serve as "guest editor" for this issue of *Indiana Libraries*, we didn't know what we were getting into. They appointed me the coordinator of the project, and I began my collaboration with Judy Dye, the "real" editor.

What we got into was a stimulating project that revealed a wide range of librarians in Indiana who are teaching all kinds of "library skills," to all kinds of "library users." Business people, senior citizens, college students — everybody wants to learn about the new information resources available in "their" library. That library may be the public library, the college library or the library at work (what librarians have always called a "special" library). People want to know what's going on there and librarians have answered that question in different ways, many of those ways described in the articles in this issue.

Although the Internet and the World Wide Web receive the most attention, if you read closely and between the lines of each article in this issue, you'll see that basic library research skills and information seeking strategies provide the foundation for all of our instruction undertakings. Members of the BIUE Steering Committee(s) over the years have recognized this (see Arena Steven's article in this issue). BIUE's thanks go to the current incarnation of the BIUE Steering Committee, a group of hardworking dedicated librarians who wrote many of the articles in this issue and who solicited articles from their colleagues.

### **BIUE Steering Committee Members**

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# The Bibliographic Instruction/ User Education Section of the Indiana Library Federation

by  
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Teaching people how to use the library involves a lot of work. When I became an instruction librarian, I had no idea what was involved. I only knew that *it was vitally important to me that students knew how to use the library efficiently!* Back then, there were no classes in library school that taught the specifics of "library instruction." Librarians relied heavily on national and state professional organizations for help. So when I was contacted to support the establishment of a discussion group that would focus on library instruction, I didn't hesitate to put my name on the petition.

As the ILF (Indiana Library Federation) Bibliographic Instruction/ User Education (BIUE) Section prepares to enter its tenth year of activity, I asked Mary Popp, one of the founders of BIUE to reminisce....

## Ten Years Young

The ILF Bibliographic Instruction/User Education Section will soon be ten years old! It was begun by Emily Okada and Mary Pagliero Popp with a 1987 petition. The group began its life as a discussion group in early 1988. Its first Steering Committee meeting was held on June 24, 1988 and included membership from public and academic libraries statewide as well as from the Indiana State Library. The group began with four goals:

1. To increase awareness of user education as an essential library service and to play an active role in the development of ILF policies promoting user education.
2. To provide a forum for broad discussion of user education issues within Indiana libraries.
3. To provide opportunities in which library workers from all types of libraries and from throughout the State of Indiana can share user education ideas, materials, and solutions.

4. To help practitioners develop, improve, and promote user education by providing information, skills, and tools.

As one of its major methods of meeting these goals, the BIUE Section has developed a history of distinguished programs at annual ILF conferences. BIUE sponsored one of the first ILF programs about the Internet in 1993. It was called "Is Your Node Clogged?" and featured noted author Jean Armour Polly. Other important programs included a 1994 preconference on the "Internet in Indiana Now" (with ILF's Indiana Academic Library Association as co-sponsor) and a 1995 preconference on "Applying Basic Instruction Techniques to Electronic Resources" (again with the Indiana Academic Library Association) featuring Trish Ridgeway, who spoke about active learning techniques. Recently the group sponsored a 1997 series of Talk Tables about such instructional issues as: motivating students, information literacy credit courses, database dependency, print and electronic handouts, Internet use policies, and the evaluation of data on the Internet. BIUE also recognized the need for providing information about basic teaching/learning techniques and other instructional issues librarians must consider. Conference programs such as "Accommodating Learning Styles: Engaging the Minds of Learners" (1996), "Making the Connection: Librarians and Information Literacy" (1991), "Libraries as Equalizers: Information Literacy for a Diverse Society" (1990), and "Library Users = Information Consumers (1989), are examples of how the section has met its stated goals.

In addition, BIUE keeps its members informed by distributing occasional "member updates." Besides providing information about the section's projects, the updates include practical information, such as an Internet bibliography in 1993.

The Steering Committee has been working in recent years to define minimum competencies for library use/information literacy in Indiana (see Dennis Krep's article in this issue of *Indiana Libraries*). This work has been undertaken with the leadership of an extremely committed Steering Committee, led by chairpersons from around the state: Emily Okada (Indiana University-Bloomington), Marsha Miller (Indiana State University), Janet Meek (formerly Indiana University-Bloomington), Arena Stevens (Indiana University-Northwest), Carol Abell (West Lafayette Public Library), Sally Jo Milne (Goshen College), Jill Hobgood (St. Mary's College), and Rosanne Cordell (Indiana University-South Bend).



## The Future

Although more and more conference programs, listservs, Websites, and publications are now available for the instruction librarian, teaching library skills still involves a lot of work! Computers and the Internet have made our work easier *and* harder! There are new things to learn (and teach) everyday! And BIUE will continue to provide Indiana librarians forums in which to share ideas, discuss issues, and learn new techniques to promote information literacy among the citizens of the state.

Now I find myself at the end of a two year "stint" as co-chair of the BIUE Steering Committee. As a charter member of the group, I can look back at the activities that Mary Popp describes above, reflect on the commitment shown by Steering Committee members over the last ten years, and anticipate the exciting projects we'll undertake in the next ten years!

## *Introduction to Library Research: Instruction Video*

by  
*The Indiana University Libraries  
Bloomington, Indiana*

The Indiana University Libraries have produced a video that will provide a step-by-step guide to locating periodical articles using electronic indexes. The intended audience is the beginning researcher; whether in an academic, public, or school library setting. The video will be especially useful to undergraduate and graduate students as an introduction or a review, and to public and school library users who are researching topics. An experienced instruction librarian uses graphics and other visual support to take the viewer through the process of performing library research. She explains how to:

- Plan a search
- Perform a search
- Locate articles
- Evaluate results

The video may be used:

- By librarians
- By faculty in a classroom setting
- By individual researchers or users, as a stand alone instructional tool

The package includes an easy to understand thirty-minute VHS video and a supplemental materials packet. The materials packet contains detailed information on the processes involved in searching electronic periodical indexes. That information also serves as a document that users can keep and refer to in the future. Practice exercises included are designed to be used along with the video and will help users retain the information they learn.

The advantage of a video is that it may be watched at the viewer's convenience, and parts of it may be revisited at any time. Thus it can be especially useful as a review before embarking on research projects. *Introduction to Library Research* will be available in the winter of 1997. More information may be obtained beforehand by writing the Library Enterprise Office, C-2 Main Library, Indiana University, Bloomington, IN 47405.

## Information Literacy: The Search for Practices and Policies

by

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With the ever-increasing amount of information now available in a variety of formats, librarians and library organizations have become more compelled to develop guidelines or standards which define skills essential for consumers of information to efficiently and effectively utilize this information. Around 1992, members of the Indiana Library Federation's Bibliographic Instruction/User Education (BIUE) section became interested in developing criteria and coming up with a working definition of information literacy which might be used in Indiana. The BIUE Steering Committee appointed and charged a working group to address this. After determining desired skills and competencies, the working group re-evaluated its charge and examined practical means of meeting it. As of 1997, this group's charge has narrowed slightly, to investigate what other state agencies and organizations have done regarding making formal statements or documents on information literacy standards, goals, and objectives.

The working group conducted electronic surveys (through BI-L, an electronic listserv pertinent to library instruction issues) to solicit information regarding other state's policies. So far, the committee has gathered formal policy statements from the following organizations:

- Michigan Library Association—Bibliographic Instruction Roundtable
- Maryland Library Association—The Task Force on State Guidelines for Bibliographic Instruction
- The Community College System of New York
- Wisconsin Association of Academic Librarians—Education and Library Use Committee

The working group also examined pertinent documents from various groups in Washington state and California. In addition, the *Model Statement of Objectives for Academic Bibliographic Instruction* prepared by the Association of College and Research Libraries Bibliographic Instruction Section (ACRL/BIS,) Task Force on Model Statement of Objectives (1987) was consulted.



Although the term "information literacy" is often politicized, it appears to be the predominantly used term. Many institutions are beginning to examine the need for some sort of standards or guidelines regarding what skills students and general library users require to effectively and efficiently utilize available information. Much of the early dialogue regarding information literacy appears to have emanated from institutions of higher education, or organizations with connections to that community (e.g. academic library divisions of state or national organizations).

When developing policies, guidelines, or standards of proficiency regarding information literacy, the ACRL/BIS *Model Statement of Objectives...* serves as a good model. While more detailed than some institutions may require, the *Statement* provides a solid framework of desired skills for library users. It includes general and terminal objectives in four areas:

- How information is identified and defined by experts
- How information sources are structured
- How information sources are intellectually accessed by users
- How information sources are physically organized and accessed

Upon examining each of the previously mentioned formal policy statements, similarities and differences became apparent. Regardless of the "publisher," each document identified certain goals and objectives to achieve particular levels of proficiency. For example, each document included statements addressing library users' ability to identify and define a need for information. This generally includes identifying major topics and disciplines involved, formulating appropriate questions and search strategies, and determining the appropriate "type" of information needed (e.g. popular/scholarly, contemporary/retrospective, quick facts, reference sources, in-depth information from books, magazine or journal articles, etc.). In addition, these documents mentioned skills related to library users' ability to *use* library tools and resources. Skills range from being able to select appropriate subject/key words, to understanding the physical arrangement of materials, to the ability to use appropriate electronic databases. The documents also include objectives which focus on the ability to critically analyze and evaluate information for its authority, content, and general appropriateness.

The Indiana Library Federation's Bibliographic Instruction/User Education section will continue examining information literacy policies and standards, as well as monitoring pertinent discussions of information literacy issues. We are also involved in the process of actively forming connections with persons involved in information literacy issues who represent public

libraries, school libraries/media centers, and the Department of Public Instruction in Indiana. Hopefully these connections will provide further insight into information literacy activities and policies as they pertain to libraries in the state of Indiana.

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**Sources consulted:**

Carr, Jo Ann, ed. *Minimum Library Use Skills: Standards, Test, and Bibliography*. Compiled by the Wisconsin Association of Academic Librarians Education and Library Use Committee. Education Resources Information Center (ERIC) ED 263 926. 1984.

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Michigan Library Association—Bibliographic Instruction Roundtable. **The Premier Project: Promoting Research Education in Michigan: In-Service Educational Resources**. *Project Report*. 1996.

*Model Statement of Objectives for Bibliographic Instruction.* Prepared by the Maryland Library Association, Academic and Research Libraries Division and Bibliographic Instruction Interest Group—Task Force on State Guidelines for Bibliographic Instruction. 1991.

*Model Statement of Objectives for Academic Bibliographic Instruction: Draft Revision.* Prepared by the ACRL/BIS Task Force on Model Statement of Objectives. 1987.

*Recommended Library Skills and Competencies for Graduates of Community Colleges in New York State.* Prepared by special task force. 1987.



## **Hands off my Hands-on: The Trials and Tribulations of Adding an Electronic Classroom to Your Library Instruction Program**

*by*

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We've all spent the last ten years or so dreaming about it, and now some of us have achieved it. In the spring of 1995, Indiana State University's (ISU) Library Instruction and Orientation Program was enhanced by the opening of an electronic classroom/lab adjacent to a regular classroom. Converted from a smoking room, the electronic classroom is a rectangular room with one glassed wall on a corridor. Three rows of computer terminals with their own printers and an instructor's cart with a complete projection set-up face a wall with a chalkboard, pull-down screen, and a desk and handout rack. Two Macintoshes and eighteen PCs (one an ADA-approved workstation) currently provide access to the library network and Windows 3.1 applications. (Windows 95 will be installed over summer 1997). The room is used for classroom instruction and hands-on practice, campus workshops, and library staff training. During some semesters, open lab hours are available.

The impetus for getting the lab came from a sudden awareness of the AT&T Equipment Donation Program. As with so many grant announcements, there was an extremely limited amount of time in which to prepare the mammoth amount of documentation needed to submit the information. More information about the project parameters appears at the end of this article. The grant was not funded, however the dean of libraries and the university administration committed adequate funds for the lab to become a reality. It became an official part of the instructional program during the summer of 1995.

This article shares some of the more interesting, significant, fun, and sometimes painful things that we have observed in our own lab situation, or heard from others. I'd like to especially acknowledge Melissa Muth's and Cathy Salyers' presentations at the 1997 Indiana Library Federation Annual Conference (see source list at end of this article) and the many colleagues who have shared similar experiences via the listservs BI-L and NETTRAIN-L.

## Part I: Building the Lab

### Architect? We don't need no stinking architect

If you're really lucky, you're helping plan a brand new library and can get the specifications just right. In fact, instead of just one computer lab, you may even be planning more than one. However, most people will have to plan with the current space/time continuum and use a particular room in a particular location. The most important rule about the planning process is: if an architect is going to be involved, get a hold of the architect as soon as possible. As too many libraries have discovered the hard way, architects love to build libraries — all that space! However, they don't really understand them. I hate to say this, but you'll have to fight for practicality over creativity, perhaps harder than you've ever imagined. Keep talking to the architects and don't assume that your plans/specifications/needs/desires will make it to the final blueprint. And even if they do, don't assume they'll stay there. Once you're done waylaying the architects, turn yourself into the unofficial construction foreperson. Visit your site every day. One Hoosier librarian discovered that half of her workstations were being installed to face *away* from the front of the classroom.

### Plugs? You need plugs?

If the room has electrical outlets on the walls, you'll need them in the floors, and vice versa. According to Cathy Salyers, if you're adding electrical access, keep these things in mind:

- Access boxes should be flush to the floor and positioned properly for your furniture.
- When possible, have separate power distribution from other parts of the building.
- Use enough circuits to prevent overloading.
- Be certain that the wiring conduit is large enough to handle additional wiring.
- Check for proper grounding.

### What do you mean the printer doesn't fit on the printer stand?

If you're lucky enough be able to include all new equipment when you get your new lab, you'll be able to coordinate. If you have to use your current equipment or furniture, try to leave room in the plan for possible changes in the future. Start working on a gradual phase-in plan for everything you currently use. Often the computers will be factored into the general library or campus plan but too often the desks, chairs, printer stands, window

treatments, etc. are neglected. If you don't get them during the first year's planning process, update the information and submit the next year.

If each terminal has its own printer, you'll need to become adept at changing the paper from both front and back. There will always be one piece of the printer in your hand when you are finished, but the printer will be just fine. If there is a laser printer in the room, you'll have to have very clear instructions as to when and how to print (free or "copicard"). If possible, be sure people can't delete each others jobs in the printer queue. Have tissues available and maybe a few extra discs.

### **Lights, Camera, Wake Up!**

It is essential that the room have as much lighting control as possible. A simple on/off switch for the entire room is unacceptable and can be downright painful. If you are used to dealing with a semi-darkened classroom, then you'll be able to anticipate the needs of the lab. Optimally, having control of individual banks of lights is best. For some reason dimmer switches were not an option for ISU; however, our classroom and the lab can both become three-quarters dark. This works best with our classroom. The lighting in the lab, with its rectangular shape and one glass wall is less than perfect, and getting more ambient light from the corridor makes it even harder to see screen images from the perimeter terminals. Consideration has been given to covering part of the glass, but aesthetically the situation has no good solution. If there are other computer classrooms/labs on campus that have situations you can check, by all means do so. If there is no current configuration you like, you'll at least know what to tell the designers to try to avoid. Have light switches or controls in as many places as you can, so that you're always ready to dim the lights. Besides, in two years you may decide to turn the entire lab 180° and you'll be ready! P.S. Get the biggest monitor screen you possibly can (trust me).

### **Rows or Clusters; Chairs or Stools**

Traditionally, until recently, computer lab workstations were placed in rows, just like desks, or around the room, or both. Places like the University of Washington (see websites <http://www.washington.edu/uwired/> and <http://spap.cac.washington.edu/project/uwiredequip/>) have spearheaded the concept of the "collaboratory" arrangement, placing computers in clusters so that students can work together. Indeed, in the public terminal areas, students are often seen spontaneously combining into collaborative groups. Perhaps you should always factor in two chairs per public workstation. If there is room now and if your current furniture allows it, you might want to

experiment with that concept. Try to have enough individual workstations for ten to twenty-five people, with additional seating. We rescued some reference index stools from central storage, and it's one of the best things we ever did! (It also helps tired librarians.) During hands-on sessions, you may need to plan on the help of an extra librarian or an experienced support staff or student. If you have three or four lab sessions in a day and you do them all solo, you'll be amazed at how tired you are.

Always get chairs with wheels. Supplement with stools or other unobtrusive items. Be sure you can squeeze behind the student, the stool, the bulging knapsack, etc. without de-wiring the next row's cabling with your posterior.

## Part II: Using the Lab

The minute your lab is up and running, people will sniff it out and want to use it for their own nefarious purposes. If you are the instructional scheduler, you must maintain the integrity of your lab by having a "use policy" in place immediately, if not sooner. Will you turn the lab on automatically every day? Will the first librarian using the lab turn on the equipment? Who will turn it off? Who will get the blame when all the monitors burn out at once? Be sure to have written instructions for handling basic problems. Organize training sessions for all librarians and others who might find themselves experiencing a problem in the lab, and have no one to run to. Assume that each librarian will come up with at least one unique problem during the early days of operation.

### Things I've Seen People Do with a Mouse (that I'm sure are illegal in several southern states)

I used computers in the pre-mouse era and was able to smoothly transit into the mouse generation. I didn't realize that this was not an intuitive skill for everyone. Hopefully over the next ten years or so this problem will go away, but there are still a lot of people who are new to computers in general, and new to mice. Or they are Mac users and have awful problems with the PC mouse. The story of people picking up a mouse and pointing it at the screen like a Star Trek phaser has a basis. I've seen people grab the mouse and shove it right off the mouse pad, saying, "I can never get these things to work." I've seen them push and push the right mouse button while simultaneously shoving, sort of the point and zip method, all the while you're [patiently?] saying, "*with the left mouse button, point and click...no, point and then click, no, point, DON'T MOVE THE MOUSE, now click, okay, let's start again....*" Conversely, there is the problem of people who can use



to the mouse with no problem except that they won't let go! They use it with Windows, they use it with Netscape, but you have to tell them over and over again that they have to put the mouse down and go back to the keyboard to use the online catalog and non-Windows CD-ROMs.

### **Headphones as Pacifiers**

Here's a fascinating sociological phenomenon: each terminal in the lab is equipped with headphones for use with the multimedia resources. However, so many of today's students are used to wearing headphones that they come into the lab, sit down and automatically put them on, even though they're only going to use the online catalog. When you explain that they don't need them, they shrug and keep them on anyway. Sound barrier? Alienation? Pacifier? Political statement?

### **Software, Ssoftware**

How much? Which? Who buys? Who installs? Who troubleshoots? Who maintains? Who reconfigures? Networked or terminal specific? Temporary/test or permanent?

As soon as planning begins for the classroom, if not sooner, start working on software with the appropriate campus people. If you have technical/systems support within your existing library or information services structure, this will greatly simplify things. If this will be the first time you actually have to talk to computing people, they are especially amenable to donuts and other forms of friendly bribery. This may also be a chance to add software.

It is necessary to set up parameters for restocking the lab, (i.e., printer ribbons, paper, etc.), and that also means someone has to budget for it all. Who will be responsible on a daily/weekly/quarterly basis? Will storage space for supplies be included in the room and will they be securable? Be hard-line about knowing who is installing what software and when.

### **To Lecture or Not to Lecture, That is the Question**

Let me be clear — adding the lab has been an excellent enhancement to the program. Students are increasingly getting used to lab time and will passively submit to doing exercises in class that they might have protested as homework in the past. Some instructors are willing to schedule an additional class session for librarian-guided, hands-on time at the time the students need to find their resources. Fifty-minute sessions that try to combine lecture and hands-on time are pushing it, so in ISU's case, that means that our Monday/Wednesday/Friday sessions tend to be problematic. However Tuesday/

Thursday sessions meet for seventy-five minutes. That is enough time to make lab use a standard part of freshman composition classes that require an online catalog exercise during one session and an index exercise in the second. Experience indicates that spending at least twenty minutes in the lab is a good average, and at least thirty if the Internet is involved.

Having the lab has been a boon for meeting with high school students. They come expecting to find out how to use the entire library, search for materials, and leave in two to four hours. Before we had the lab, the students were basically turned loose following their classroom lecture demonstration. Now they simply move into the lab and get immediate and intense assistance. They are highly motivated to find materials and thus ask a lot of questions, print off their citations, and go forth. Usually about thirty minutes to an hour of lab time saves untold hours and frustration.

I prefer to do a classroom and lab combination session whenever possible, even if we're only in the classroom for ten to fifteen minutes. It allows the group to focus on the speaker. There are times when a lab-only lecture followed by hands-on session is appropriate either because of scheduling, or because an individual librarian's teaching style dictates this. Having an instructor's cart rather than a console that is locked into place has turned out to be beneficial, because not only can we move it around the lab, we can use it elsewhere in a larger meeting room. Having full projection capability in the lab is essential. If possible, have everything that is available from the classroom console (if you have one) also available on the lab console.

A small number of instructors are overexcited about the possibility of using a lab, and they denigrate the need for any lecture/demo component on the part of the librarian. This may become something that we will have to fight harder to overcome in the future. Some of my most difficult classes have been Internet workshops for public school teachers. Currently, Internet access is very slowly becoming available in the local schools. Teachers and administrators have been coming to the ISU Library for the past two years to receive Internet training. Behavior that they would never tolerate in their classroom occurs when *they* are the students. Like the doctor who is the worst sort of patient, the teachers won't leave the keyboard alone, and they'll start talking while the demo is still going on. The librarian doesn't want to dampen the enthusiasm, but unless you have a fool-proof mechanism for keeping busy hands off the keyboard, you'll have to insist on some classroom time. Respect for the instruction librarian's instructional design must be part of the program.

In extreme cases someone might insist on a lab-only session. If you as the librarian insist otherwise, you may lose the session or have to present your case to an administrator. Often the instructor is overestimating their students' computer skills and experience. Have all of your arguments and philosophies in place. Too often, the librarian/scheduler hears from an instructor, "I don't want to give up more class time." Work on increasing the understanding of the course-integrated approach as well as fighting the "[more] technology always/automatically makes instruction better" syndrome. When scheduling instructional sessions, if there is even the remotest chance that you might decide to use the lab instead of just the classroom, go ahead and schedule both. A general awareness campaign before the fact is also handy. Witness the following message I sent to the coordinator of the Freshman Writing Program in the English Department:

*Subject: Library Instruction Lab Usage, Spring 96*  
*Date sent: Tue, 16 Jan 1996 14:55:41*  
*Rob: We're already getting scheduling from the Eng*  
*105 TA's (yea!) but here is some info for you*  
*to pass on to everyone:*

*M-W-F classes and the library instruction lab: If instructors would like hands-on lab time, they will need to schedule a 3rd session, following the LUIS and WILI sessions. This session could immediately follow the first two and be an opportunity for the students to work on the LUIS/WILI exercises, or it could be scheduled later in the semester right when the students are ready to buckle down and work on their research topic.*

*T-TH classes: There should be enough time to lecture and then go into the lab for 15-20 minutes, therefore, a 3rd session would not need to be scheduled, but can be at the instructor's discretion.*

*Open Lab Hours: It is our goal to have open lab hours for a minimum of 15 hours per week, beginning the week of Jan 22 — the open lab hours will vary from week to week and will be announced in a variety of ways. I plan on an e-mail distribution list for academic dept. chairs and assorted others, such as you! The lab schedule will ideally be posted each Friday for the following week. The lab will be staffed by various library staff. Lab use and assistance is limited to LIBNET (i.e., no e-mail, gaming, etc.). Students can get help*

*with their LUIS/WILI exercises, research topics, or just use the lab because the public terminals are full.*

*As usual, please encourage the TAs to contact us with questions regarding the lab or anything else related to library instruction.*

This is just one example of pro-active communication. The teaching assistants for English and communications receive more information during their general orientation sessions and/or when they schedule their sessions.

Extra note: If you have a classroom and the only option is to convert the classroom into a lab, you'll have to insist on software that allows you control of the room. (Contact Melissa Muth regarding *Extron*)

### **Open Lab Hours**

Can the library's program support open lab hours? Will the lab provide only access to library resources? Will it provide access to students doing e-mail and word processing? Who will staff the lab? Who will train the lab assistants? What level of training is necessary? Will the lab have a bouncer for those students who insist on trying to reconfigure the hard drive or read their e-mail during your fascinating lecture on the online catalog?

### **Part III: So Anyway (Conclusion)**

A survey of the current availability, design, use, and policies of Indiana libraries with electronic classrooms falls outside the parameters of this article but would prove enlightening. If you can't determine what configuration a library has from visiting its web site, contact the instruction or reference departments and ask.

### **Source List and Acknowledgments**

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<http://alexia.lis.uiuc.edu/~janicke/Abstracts.html>

*Stanford University's Meyer Library Flexible Class-Lab.*

<http://www-leland.stanford.edu/group/ct/flexlab.html>

*University of Oregon's Knight Library Electronic Classrooms*

<http://libweb.uoregon.edu/instruct/classrooms.html>

Muth, Melissa (00Muth@bsu.edu) and Cathy Salyers (cathys@saintjoe.edu). *Electronic Classrooms: Putting Together the Pieces*. [A presentation given at the Indiana Library Federation Conference, 1997.] Indianapolis, IN



# Computing for Seniors at the Brownsburg Public Library

by

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Think of how often an interaction between an older library patron and a computer results in the comment "I hate these things," or "I wish I knew how to use computers." At the Brownsburg Public Library, we are providing computer literacy classes for this particular segment of our clientele, and we're hearing more positive comments!

## Inspiration and Getting Started

In June 1996, I attended a workshop on programming at the American Library Association Annual Conference in New York. A librarian from the Arlington Heights Public Library (Arlington Heights, IL) discussed the wide variety of library programs about computers that they offered patrons. I began to think about new and interesting programs we could offer to our patrons at the Brownsburg Public Library to promote computer literacy.

To test the waters and see if programs of this nature would be of interest to our patrons, I created a few lesson plans and publicized a new series of programs, "Computing for Seniors" in the library's fall newsletter. The first class was held in September 1996, and its goal was to provide individualized computer instruction to seniors who are interested in adapting to computer technology.

We are fortunate in the Brownsburg community to have seniors who are either very computer literate or are very interested in learning about computers. In observing seniors in other computer classes, I realized that most seniors learn to use computers at a different rate than other adults, mainly because personal computers were not a part of their learning or career experiences. Like any age group, seniors can also become easily intimidated in a class full of people and are reluctant to ask questions. Too often, we all, seniors included, mistakenly assume that everyone else must know more about computing than we do, especially if they are younger or appear to be more experienced, so we don't ask what we think may be a "stupid ques-

tion." The Computing for Seniors class removes this impediment to learning. Individuals of similar age usually have similar questions and experiences with computers. The class also goes a long way to make the participants feel more comfortable about asking whatever questions they may have.

The book *Young @ Heart: Computing for Seniors* by Mary Furlong and Stefan B. Lipson (McGraw-Hill, 1996) provided me with a name for the program. It was also a valuable source for lesson ideas and a contact to "Seniornet," an organization that provides in-depth computer instruction for seniors. (Seniornet's website is <http://www.seniornet.org>).

### What We Do

The Computing for Seniors class is limited to ten participants per session, and always meets the last Wednesday of every month at 10:00 a.m. Class size is kept small to encourage the free flow of questions and comments as class progresses. It also ensures that everyone's individual situation and questions are addressed. Class structure is casual. I always bring at least one computer into the room to demonstrate the different tips and techniques that we discuss. For example, when the Windows Operating Systems was the topic, I used two computers to show the differences between Windows 3.1 and Windows 95. The lecture portion of the class lasts no more than thirty minutes. This allows plenty of time for questions, yet keeps the entire class session within a one-hour period.

It is important that this class reflects the needs and interests of participants. To achieve this objective, participants select the topic we will discuss the following month. Given the influx of new members, we have repeated previous topics. Surprisingly, this has not been a problem. Although we may have discussed a particular topic just a few months ago, everyone shows up and appreciates the refresher.

Each participant is given a course packet of handouts at each session so that they will have information to refer to when they try the lessons at home. Course packets include a glossary of terms for that month's particular topic, step-by-step guides on the topic, tips and techniques for successful computer use, and an evaluation form. Comments from evaluation forms are important because they let me know if the class is meeting the needs and expectations of the participants. The evaluations also provide possible topic suggestions for future classes. Class topics have included computer basics, the Windows Operating Systems, the Internet, financial software packages, and word processing. We repeated the computer basics and Windows Operating Systems classes for the benefit of new class members.

## The Future

I will continue to host Computing for Seniors classes as long as interested seniors attend and suggest topics for future sessions. My intent is that Computing for Seniors becomes a computer forum and support group for seniors interested in learning how to effectively use the computer as an electronic tool.

As I mentioned earlier, we have a number of seniors in the Brownsburg community that possess extensive computer skills. I would like these individuals to conduct some class sessions to share their experiences and expertise, and to show class members that other seniors have successfully mastered computers.

We hope to acquire funding to purchase a projection device that will make the computer demonstrations easier to view. I would like to take this idea even further and offer more hands on work in each class session.

We have laid the foundation to provide Brownsburg area seniors with the opportunity to become computer literate. The class has also provided an appropriate starting point to create special computer classes for other groups.

Computers for Seniors has succeeded beyond my wildest expectations. A regular group of eight to ten participants attends every session. These seniors are eager and enthusiastic students. They seem so appreciative that someone is willing to take the time to work with them and treat their questions with respect. After the first session, the participants seemed comfortable about asking questions and sharing their frustrating and fun experiences.

The instructor's patience and ability to explain how to accomplish computer tasks in clear and precise terms are necessities for classes of this nature. I must admit that this is my favorite program. I look forward to the sessions each month because I learn so much from them. It is also a joy to work with a group that truly enjoys the topics and interactions with other class members. I encourage other libraries to start their own Computing for Seniors group. It can be a rewarding experience and provide a unique service to your community.

## Highway Guide: Teaching Internet Skills

by

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No doubt about it, library users are feeling the weight and stress of information overload. In addition to the sheer enormity of the amount of information "out there," the tools used to archive, categorize, and access information are becoming increasingly complex. No group understands this overload better than those of us who work in libraries. Like our users, we struggle daily to keep up with our reading, wade through all our e-mail, and identify and learn to use new sources of information, and new access tools. Unlike our users, however, we are obligated by *definition*, to provide what I call "information guidance" — the best access to quality information. Library staff members must proactively rise to the challenge and must provide guidance through the information glut. I watch the users in our library. What do they state that they need? What do they need that they do not know they need? How can we use new technologies to improve their access to information? How can we best point them toward the most accurate, timely, and useful information? As the complexity of the tools increases, the need for training in the use of the tools increases. If we are to guide, we must educate. In the case of the library where I work, the Clarian Health Partners Medical Library, we are part of the Educational Services Department, and so, specifically charged with educating users.

The most wondrous, dynamic, and chaotic information source and access tool presently before us is the Internet. As the Internet becomes *the* communication tool, *the* publishing medium, *the* most omnipresent connection to information, we in libraries must attempt to find our way through and in it; and as we navigate, we must educate our users. These thoughts, this sense of obligation together with inquiries from users (and, I'm told, my unending and often irritating exuberance — the gee-whiz-this-is-cool! factor) led me to begin Internet training sessions. I worked my way around the Internet, became more and more familiar with its idiosyncrasies — I gained context — until I felt comfortable enough to explain what I knew. Once I felt I had a grip on the tool, I decided to go to work on training others. In this article, I will describe my Internet training sessions, the environment and



experiences, and provide pointers to some of the most helpful resources I know of in the field. I'm sure you know that your Information Superhighway mileage may differ, but here are some points of reference.

### **The Setting**

Since my classes take place in a medical setting, my class participant base includes physicians, nurses, patient educators, medical students, residents, business staff, and "special" audiences (for instance, people from the legal department, and students from the physician assistants program). In our library, we are very fortunate to have a state-of-the-art computer classroom (well, okay, one year past state-of-the-art). The Lee Hanson Computer Classroom is intended to seat a maximum of twelve students with each participant sitting at a workstation. One additional PC is for the instructor. The room is arranged classroom-style, with three long tables holding four workstations each, and the instructor's station at the front of the room. A ceiling-mounted video projector is connected to the instructor's monitor, so participants can follow along closely with every keystroke performed by the instructor. The instructor's screen is projected behind the instructor onto a switched screen. The thirteen PCs in the classroom are all Compaq Prolineas: 486/66 upgraded to 16MG of RAM. All are connected to the Internet via Clarian's leased lines, a wonderful T1 connection. All stations are networked to a Hewlett Packard laser printer. For my Internet classes, I use the following software (much of it dictated by company standards): Windows 3.1, Microsoft PowerPoint 4.0, Microsoft Mail 3.2, and Netscape Navigator 3.0. I am in the midst of switching to Windows95, Office95, Netscape Navigator 3.01, and Microsoft Exchange for e-mail; but these changes will not fundamentally effect the structure or flow of my classes. The classroom also has one telephone, and two more are available at the Circulation Desk in the library. Having a phone in the classroom is absolutely necessary for a healthcare environment; staff must be able to easily respond to pages. A large bookcase and a lockable cabinet store instructor materials. Refreshments are served at each class. Coffee, sodas, cookies, and brownies, etc., are happily received by class members. Participants are allowed to carry refreshments to their workstations, and I haven't yet had anyone dump a Pepsi on a CPU. Restrooms and a water fountain are located in the library.

### **Preparation**

My classes consist of a mixture of lectures, slide presentations, question and answer periods, and hands-on practice. I strongly recommend that, if at all possible, you provide your students with some hands-on time so they may immediately employ their new-found skills. This capitalizes on their

enthusiasm in class and gives them real-world experience in a familiar environment where help is available. Note well that no Internet trainer should go on without a backup plan. Internet connections can fail just when you need them most. The NETTRAIN mailing list (details below) is full of horror stories of dropped connections, hardware, software, and equipment failures. The NETTRAIN list also provides occasional discussions of backup plans and other presentation tips. My backup plan for a lost Internet connection is to use a PowerPoint presentation made entirely of Web screen captures. I copied screen prints to the Windows Clipboard (when you are looking at the desired Web page, depress the *Print Scrn* key). I then pasted each Clipboard image into a PowerPoint slide. I have not had to use my backup presentation, but keep it updated for that time when our connection drops out from under me five minutes before class starts.

One hour before each class, I make sure that all the classroom PCs are booted correctly, and that the chairs, mice, etc. are arranged suitably. I turn on the video projector, make sure it is correctly aligned, launch a PowerPoint slide that welcomes participants to class, launch Netscape Navigator at the instructor's station (to cache pages), and distribute a handbook at each station. Each participant is given a course handbook containing the notes from all the PowerPoint slides I present in class, printouts of some of the library's intranet pages, resource lists I've developed (e.g., the best Websites for nurses), copies of some pages from Arlene Rinaldi's excellent "The Net: User Guidelines and Netiquette" (<http://www.fau.edu/rinaldi/net/index.htm>), Esther Grassian's guide to evaluating Internet resources, "Thinking Critically About World Wide Web Resources" (<http://www.library.ucla.edu/libraries/college/instruct/critical.htm>), a list of the books and journals the library owns regarding the Internet, a bibliography I created of articles about medicine and the Internet, a detailed step-by-step guide to sending Internet e-mail using Microsoft Mail, a list of the names, phone numbers, and Web addresses of some local Internet service providers, a handout on the procedure for gaining Internet access at their work desktop, and the Internet Literacy Consultants' great Internet glossary: "ILC Glossary of Internet Terms" (<http://www.matisse.net/files/glossary.html>). I created an eye-catching cover for the handbook using Microsoft Publisher, and I print the covers in color and collate the handouts in a binder with a clear plastic cover. I separately provide each participant with a list of the URLs of humorous Websites, a set of optional exercises to test skills taught in the class, and an evaluation form to fill out and give to me at the end of class. I only make enough handbooks for each class, as the information contained in the handbooks needs to be updated before each class. This forces me to

constantly re-evaluate the information I pass on to participants, as the classes are taught once or twice a month.

## Content

My Internet classes focus on e-mail and the World Wide Web, with mention made and brief descriptions of other applications (Telnet, Usenet, File Transfer Protocol, Internet Relay Chat, and Gopher). Each class is four hours long: three hours are spent on my presentation; the final hour is spent allowing the participants to surf and e-mail hands-on at their own pace, with me circulating and providing help. At the beginning of each class, I introduce myself and describe how the class will go. I do not ask the participants to introduce themselves, but I do ask for a show of hands on a couple questions that help me gauge the group's knowledge level. Internet training is complicated by the fact that students come to class with widely varying levels of knowledge and experience. I require that participants in my classes are familiar with Windows and know how to use a mouse. I do not require any Internet experience. This seems, currently, to be the best starting place. You'll have to work hard to speak to those with experience without alienating those who have none. My best advice on this is to carefully gauge each class individually — assume nothing about them, and query them as to their experience. I had heard that in training, each group of class members is different. After teaching these classes for over a year, I am still amazed at how true this is. Each group responds differently to my presentation of slides, lecture, and demonstrative stories. Groups laugh in different places; some groups ask two hours worth of questions, and some are content to listen relatively quietly. I have had groups that wanted to spend over an hour asking questions, many regarding their personal Internet accounts and difficulties, and I have had groups that ask only questions that are relevant to the immediate material.

I begin with a PowerPoint slide show, discussing what the Internet is and is not, a bit of the history of the Internet, and the Internet governing bodies. I discuss Internet applications in overview, including one slide each on File Transfer Protocol and Usenet. This section takes about thirty minutes, including questions.

I then proceed to a lecture and slides on Internet e-mail, explaining the structure of e-mail addresses, the advantages and disadvantages of using e-mail, and a short listing of emoticons and commonly used acronyms. After the lecture and slides, I turn up the lights and have participants launch Microsoft Mail. I walk them through the steps of sending an Internet e-mail



message (They send them to my personal e-mail account). After they have sent their messages, I talk for about five minutes on what happened to the e-mail message they just composed and sent — from the click on the *send* key to my receipt of the message in my personal account. After answering questions, I show a few slides about Internet mailing lists. I explain what they are, how to find relevant ones, how to subscribe, and discuss mailing list “netiquette.” The e-mail and mailing list section takes about forty-five minutes.

After a fifteen minute break, I go on to the next section: a discussion of the World Wide Web. I define common terms (“browser”, “hypertext”, etc.) and break down a URL (Uniform Resource Locator) into its parts, explaining each. Using the library’s home page, I demonstrate the concept of hypertext and explain and demonstrate all Netscape Navigator buttons and locational and navigational fields. I discuss searching for information on the Web, provide a list of search engine URLs, and discuss the concept of search engines and indexes. We spend a good ten minutes discussing the need for critically evaluating Web information. The accuracy of information is critical in our medical setting, and I take care to show suspicious or sloppy pages versus well-done, peer-reviewed ones. I provide participants with a copy of Esther Grassian’s excellent guide to evaluating Internet resources, “Thinking Critically About World Wide Web Resources” (<http://www.library.ucla.edu/libraries/college/instruct/critical.htm>), and discuss her recommendations. I then instruct participants to launch the Netscape Navigator. I have them bounce around in the library pages, learning to use the links and the software features. I then direct them to Infoseek (<http://www.infoseek.com>), have them search for their names and addresses in the Infoseek directories, and then have them find maps to their homes. I do this flashy exercise early in order to hold their attention. You will find that as soon as they are asked (or before!) to launch a browser, participants who have just a bit of experience may take off, happily and obliviously surfing as you speak. I do not take this behavior personally, I have decided to look at it as a different learning style, they are eager, independent learners. My job is to facilitate their learning, not rein it in, so I let the few who want to take off....if they need help, they will let me know. They will also usually offer to help the person next to them if that person is having trouble. After a few more similar, fun exercises, I show the participants around the library pages, encouraging them to use them as a starting point to their Web travels when they are back in their offices. I introduce Yahoo! and work my way down its levels, searching on a topic suggested by a class member. I then look for the same topic by entering the appropriate keywords in Yahoo!’s search field. I



then demonstrate some of the best Web collections of medical information. I discuss and demonstrate using search engines, noting that all engines will deliver different results, and noting that search engines search databases of Websites, not Websites themselves. I stress that all in all, searching the Web is a pretty sloppy endeavor, but one that is improving every day. The discussion on the World Wide Web takes about one and a half hours.

The final hour of class is used for participants to surf the Web and send Internet e-mail at their own pace. I circulate during this period, answering questions, but not directing. I encourage people to print anything they like, and send e-mail to anyone whose address they may know. Not surprisingly, someone always get a browser error message (e.g., "File not found" or "DNS error) during this time. I don't worry when a participant hits a Web site that results in an error message or problem; these irritants are a reality and users need to know how to interpret and handle them when they occur. In this final hour, some of the more reticent people will ask their questions. Be sure to be available to them in this less intimidating forum.

I always mention, at least twice in every class, that the library has eleven public stations with Web access. I tell participants that they need only double-click on an icon that says "Net Access" and the Netscape Navigator is launched — no logging in, no passwords. "Home" is set to the library's home page, which they are familiar with by the end of class. The library pages were written by me to promote the library and its services, and deliberately to support my Internet training classes. Most of my class handouts are posted on our intranet site, as is additional Internet help. Any participant who does not have Internet access at their office or at home can feel connected — they may use the library's PCs to connect. These stations are available on a first-come, first-serve basis and are very popular.

As the class winds down, I also point out the fact that no pornography jumped out at them in these hours and liken pornography on the Internet to adult bookstores — if you want it, you can find its location and go there — the information is not pushed to you. Many, many participants have expressed at this point that they had been afraid of what they might see, so I continue to make this point in each class. Finally, I ask them all to fill out an evaluation form, and I indicate why I ask for this. I am constantly revising the course and need and appreciate their input. The comments from participants have been overall extremely favorable. They are grateful for clarification of many Internet-related issues, especially those that are frustrating while using their personal accounts.

## Publicity & Registration

I advertise my classes by writing articles, including class schedules, for the Clarian paper, *The Clarian*. I post and regularly update the class schedule on the library's intranet pages and I place signs in conspicuous places in the library (the Circulation Desk, the Reference area, etc.). Word of your classes will also spread significantly by word of mouth.

I require that participants register beforehand. I place registration forms (created in Microsoft Publisher) in conspicuous locations in the library. Inquiries about the classes are directed to me, and I then fax a registration form to those who inquire (and a map to the library). Registration forms are faxed or interoffice-mailed back to me. I also receive registrations via e-mail. I require that participants be familiar with Windows, but no Internet experience is required. The classes are now free. We initially charged \$100 to physicians (for their Continuing Medical Education credit) and \$50 to others. When the library moved under the auspices of the Educational Services Department, we lowered the fee to \$10 per person. The \$10 fee was an attempt to recover costs and to reduce the no-show rate. We recently decided to stop charging for the classes, because tracking the payments proved more trouble than it was worth. It did not reduce the no-show rate significantly and added to the burden on our Accounts Payable Department. Internet classes are a great PR tool for libraries, nothing packs users in like offering training in and access to the Internet.

## Conclusion

I have been teaching Internet classes for over a year now, and I have seen a very clear shift during that time. When I first began the classes, I was asked every imaginable how-to question about Internet access; I was asked to define the Internet (as opposed to America Online, for instance), and I was asked to clarify the difference between the Web and the Internet. I still answer many specific questions about access, but see that the participants now have a clearer sense of what the Internet is. The emphasis for these users is "okay, I'm on — now where do I go? How do I find the information I need?" Accordingly, I've shifted my game plan for the classes by including more tips, advice, and caveats on searching. In the next year, I plan to take my Internet classes in a new direction. I've decided to offer classes adjusted to specific areas; I will offer to do sessions specifically geared toward specialties such as an Internet class for pathologists, pediatrics staff, etc.

Internet training has taught me to think more confidently on my feet. No one can possibly know everything about the Internet, but we as trainers

should know where to begin to look for the answer to every question (this is a skill where library staff shine). The one constant regarding the Internet is change, so Internet training is not for the faint of heart. It requires people skills, technical skills, a love of the dynamic Internet beast, and a commitment to knowledge sharing. My aim in offering these classes has been to give participants a general sense of context for the Internet, then a set of beginning skills to use e-mail and the Web. I guide them toward the best sites, explain why they are the best sites, and counsel them to keep using a critical eye when judging Internet information. No communication source and tool packs the immediacy, the fun, the potential, (and the sheer confusion) of the Internet. When I watch participants surf the Web on their own at the end of class and hear their unselfconscious, enthusiastic remarks such as ("wow!" "I didn't know this was here!" "I didn't know you could do that!" "Hey, look at this!"), I feel I've helped them with a skills jump-start, guided them toward the best sites the source has to offer, and supported their access needs. I've set them on their way to using a most powerful information tool and source. And that's my job, after all.

### **Recommended Steps in Implementing Internet Training Sessions**

1. Consider the need for training. Does the demand exist?
2. Establish the training goals. Are you teaching participants to use software (browser, e-mail, etc.)? Are you directing participants to specific Internet sites? Are you recommending certain sites? Are you trying to educate users about the Internet as a whole or just give them a jump-start that allows them to pursue their interests on their own?
3. Identify the audience and their needs. How will they use the Internet? What are their current skills? What are their time restrictions — can they make a half-day class, or will a couple hours taken on the run be the best they can manage?
4. Identify an instructor and consider any additional training that person may need. Look carefully at the impact of undertaking Internet training on his/her current duties.
5. Identify and reserve adequate classroom space. Install necessary software, bookmarks, etc.
6. Create the class structure. What subjects will you cover and how much time do you want to devote to each? What combination of lecture, handouts, slide presentations, hands-on time will you use?
7. Identify materials and Internet sites you will use. Print and collate the handbooks, handouts, and other materials.

8. Teach the class to a test audience — library staff, a parallel department, or your library committee. Solicit their honest and detailed feedback.
9. Refine the course. Consider how the test class went, incorporate the feedback of the test class participants.
10. Decide upon a registration procedure. How will participants register? Will you charge a fee? If a fee is charged, what will it be? Will the proceeds be used for cost-recovery or for profit for your library?
11. Publicize your class. Write an article to be published in your library's and/or your company's newsletter, place signs about the class conspicuously in your library, consider broadcast e-mail and voice-mail, approach department heads and train department by department.
12. Give your first class and solicit feedback.
13. Refine again.

### OngoingTasks

1. Surf the Web to stay abreast of new sites that fall within the scope of your classes. Keep URLs used in class development and actual training current.
2. Network with other Internet trainers. Subscribe to relevant Internet mailing lists (see the following set of recommended lists). Attend conferences such as Internet World (see <http://events.internet.com/>) and Internet Librarian (see <http://www.infotoday.com/internet/internet.htm>). Sit in on the classes of other Internet trainers to obtain ideas and identify gaps in your courses. Join professional groups such as The Internet Society (see <http://www.isoc.org/>).
3. Read the literature to stay on top of software, hardware, and Internet developments (see the following list of recommended journals).
4. Stay informed on the status of Internet/intranet technology and plans at your institution. Keep your ears open, make contacts in your Information Services Department, ask questions.
5. Continue aggressively publicizing your classes. Put your class schedule in your company's newsletter, send broadcast e-mails to potential participants. Put your class schedule on your Website.
6. Refine, refine, refine your class. Realize it is a dynamic critter that needs care and attention. Consider the changing composition and needs of your audience. Ask participants in your classes to fill out evaluation forms and implement any suggestions that are repeated. Consider the rapidly evolving capabilities of the Internet and any Internet-related controversies of the day.



## **Recommended Internet Mailing Lists for Internet Training and Internet Current Awareness**

(Information in quotations is taken from Websites with information on respective lists)

### **NETTRAIN**

“NETTRAIN is intended to serve two purposes: (1) to be a forum or clearinghouse for the exchange of information, advice, and resources for the purpose of training others in the use of the Internet; and (2) to provide a medium for wide-ranging discussion of practical, theoretical, and philosophical issues regarding training in the use of the worldwide Internet.”

Subscribe address: [listserv@listserv.acsu.buffalo.edu](mailto:listserv@listserv.acsu.buffalo.edu). In the body of your e-mail, type “subscribe nettrain <your first name> <your last name>” (do not use the quotations).

More information and archives at <http://www.fau.edu/rinaldi/nettrain/nettrain.html>. NETTRAIN is also a Usenet group: [bit.listserv.nettrain](mailto:bit.listserv.nettrain)

### **NET-HAPPENINGS**

“Net-happenings is a service of InterNIC Information and Education Services, the Net Scout project, and the list moderator, Gleason Sackman. The purpose of the list is to distribute to the Internet community announcements of interest to network staffers and end users.”

Subscribe address: [listserv@lists.internic.net](mailto:listserv@lists.internic.net). In the body of your e-mail, type “subscribe net-happenings <your first name> <your last name>” (do not use the quotations).

More information and archives at <http://www.gi.net/NET/>. Net-happenings is also a Usenet group: [comp.internet.net-happenings](mailto:comp.internet.net-happenings)

### ***The Scout Report* (a weekly electronic newsletter)**

“*The Scout Report* is a weekly publication of the Internet Scout Project at the University of Wisconsin - Madison. It is provided as a fast, convenient way to stay informed of valuable resources on the Internet. Its purpose is to combine in one place new and newly discovered Internet resources and network tools, especially those of interest to our primary audience, researchers and educators. The service is designed for “Internauts” who want their Internet announcements selectively filtered and summarized once each week.”

Subscribe address: [majordomo@dstest.internic.net](mailto:majordomo@dstest.internic.net). In the body of your e-mail, type "subscribe scout-report" (do not use the quotations). More information and archives at [http://rs.internic.net/scout\\_report-index.html](http://rs.internic.net/scout_report-index.html)

### **ILA-L**

The mission of the Internet Library Association is "to educate, inform, support, and unite librarians and information specialists world-wide on the Internet. The ILA will give these "netizens" a place to discuss and develop guidelines, rules, and regulations of librarianship and Internet-use for the present and the future with no physical boundaries."

Subscribe address: [majordomo@usm.edu](mailto:majordomo@usm.edu). In the body of your e-mail, type "subscribe ila-l" (do not use the quotations). More information at <http://www-org.usm.edu/~ila/>

### **NETLIBS**

Discusses issues regarding the use and the provision of access to the Internet in libraries.

Subscribe address: [maillserv@qut.edu.au](mailto:maillserv@qut.edu.au). In the body of your e-mail, type "subscribe netlibs" (do not use the quotations).

### **DIGLIB**

"This the Digital Libraries Research mailing list running on the LISTSERV of the National Library of Canada."

Subscribe address: [listserv@infoserv.nlc-bnc.ca](mailto:listserv@infoserv.nlc-bnc.ca). In the body of your e-mail, type "subscribe diglib <your first name> <your last name>" (do not use the quotations). More information and archives at <http://www.nlc-bnc.ca/cgi-bin/ifla-lwgate/DIGLIB/>

### **NET-ANNOUNCE**

"The purpose of Net Announce is to provide a forum for promoting awareness of events, resources and information relating to the Internet. Appropriate postings include announcements of upcoming events, new web sites and other Internet resources, and updates about new content at existing resources."

Subscribe address: [nalist@erspros.com](mailto:nalist@erspros.com). In the body of your e-mail, type "subscribe" (do not use the quotations). More information and archived at <http://www.erspros.com/net-announce/>.

### Recommended Journals

*On the Internet* (published by the Internet Society)

*Internet World*

*NetGuide*

*Yahoo! Internet Life*

*Info to Go: Navigating the Internet*

*Cyberskeptic's Guide to Internet Research*

*Inside the Internet*

*Smart Computing* (formerly PC Novice)

See Hope Tillman's "Periodicals Devoted to the Internet" at <http://www.tiac.net/users/hope/intbib2.html#periodicals>

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## **Websites With Information for Internet Trainers**

Internet Training and Tutorials

<http://lcweb.loc.gov/global/internet/training.html>

Internet Engineering Task Force Training Materials Catalogue

<http://www.trainmat.ietf.org/catalogue.html>

NETTRAIN Frequently Asked Questions (FAQ) List

<http://www.fau.edu/rinaldi/nettrain/nettrain.html>



Periodicals Devoted to the Internet

<http://www.tiac.net/users/hope/intbib2.html#periodicals>

Internet Books

<http://www.tiac.net/users/hope/intbib2.html#books>

Unofficial Internet Book List

<http://www.northcoast.com/savetz/booklist/>

B. Tudin Information Technologies

<http://www.btudin-infotech.com/>

Walt Howe's Internet Training Center

<http://world.std.com/~walthowe/>

"Training the Internet Trainer: Toward a Systematic Approach"

<http://www.cais.com/makulow/t3.html>

Internet Society Papers and Presentations Index

<http://info.isoc.org/papers/index.html>

BCK2SKOL Lessons

<http://web.csd.sc.edu/bck2skol/fall/fall.html>

Internet Literacy Consultants: Glossary of Internet Terms

<http://matisse.net/files/glossary.html>

InterNIC 15 Minute Series: Tools for the Internet Trainer

<http://rs.internic.net/nic-support/15min>

ACRL/CNI Internet Education Project Home

<http://www.cwru.edu/orgs/cni/base/acrlcni.html>

The Internet Library Association

<http://www-org/usm.edu/~ila/>

American Society for Training and Development

<http://www.astd.org/>

## **Purdue University's Management and Economics Library Educates All Undergraduate Students**

*by*

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Until recently, the user instruction program of Purdue University's Management and Economics (M&E) Library was concentrated almost completely in two areas: (1) first week student orientation sessions, and (2) occasional lectures to subject-specific courses. This approach was not completely unsuccessful, the library reached a total of more than 2,400 students campus-wide during the 1996-97 academic year. The orientation sessions, however, often presented problems. The students were given too much information before they were ready to use it, and the research strategies that were taught appeared to be forgotten by the time they were needed. Also, the subject-specific lectures during courses reached only a fraction of the entire student population that needed instruction. The spring 1997 semester brought about a significant change in this approach to teaching information research skills and familiarity with library resources to undergraduate students in Purdue's School of Management.

The 2,000 undergraduate students in the School of Management are divided into two divisions, lower and upper. The upper division courses are reserved for those students who have successfully completed a set of prerequisite courses without dropping below a minimum grade level. Completion of these courses usually occurs during the second semester of the students' sophomore year.

Historically, students of the School of Management have been required to take MGMT 301, a course exploring careers in business, interviewing skills, resume writing, and other related topics. During the fall 1996 semester, the MGMT 301 course was completely redesigned by the School of Management. While this was happening, the Purdue Libraries Curriculum Committee was developing a three-tiered program for user instruction designed to reach Purdue students at all academic levels. At the beginner level, students learn how to formulate a topic into searchable parts and gain an understanding of how information is organized. The intermediate level expands this general understanding of information organization into a subject-specific arena. The advanced level culminates with detailed instruction on finding subject-specific information from both inside and outside of the Purdue Libraries.

The redesign of MGMT 301 coincided with the introduction of the library's curriculum in the fall of 1996. With this curriculum in hand, the M&E Library faculty petitioned the School of Management's Undergraduate Curriculum Committee to have library user instruction included in the redesigned MGMT 301 course. This request was well received, and library user instruction was made one of three required modules in the course and scheduled for the sixth week of class. Drawing upon the library's three-tiered curriculum model, we incorporated the beginner and intermediate levels of instruction into the M&E Library's module for the MGMT 301 course.

The library module for MGMT 301 included five parts:

1. Completion of PLUTO (Purdue Libraries Universal Tutorial Online). This interactive Internet-based program, <http://thorplus.lib.purdue.edu/tutorials>, teaches the basics of Boolean searching and where to locate information within Purdue's departmental and school library system. It electronically tracks the progress of the student and records when the program has been successfully completed. This program was to be completed before the week of class assigned to the library module.
2. In-class lecture about the resources of the M&E Library.
3. Hands-on database instruction in the M&E Library.
4. Completion of an assignment requiring use of both print and electronic resources.
5. Module evaluation by the students.

The PLUTO program instructions were distributed by the class coordinators, and the requirements of the library's component were outlined during a class period early in the semester. The PLUTO part of the library's module went relatively smoothly, and by the time the week of our module arrived, more than 80% of the class had completed the PLUTO program.

In previous semesters, the MGMT 301 course had been required for graduation from the School of Management, but not necessarily before advancing to the undergraduate upper division which, as identified earlier, usually occurs during the second semester of the sophomore year. Consequently, there were almost 500 students during the Spring 1997 semester who were required to take MGMT 301. (In future classes, there should be no more than about 200 per semester.) These 500 students were divided into four sections, and Brent Mai, Coordinator of User Instruction, went to each of these four class periods at the beginning of the library module week.

Drawing from the course's historic focus on careers, we decided to use the search for company information as the focus for developing search strategies and identifying specific resources. During the class periods, Mai defined the difference between publicly-held and privately-held companies, introduced the students to the documents publicly-held companies must file with the Securities and Exchange Commission (SEC), and discussed the Standard Industrial Classification (SIC) Code structure as a way to identify companies within an industry. PowerPoint slides were used during the classroom presentations. Mai also distributed annotated bibliographies of resources available for searching for public and/or private company information and for searching for companies by industry.

Hands-on lab sessions were held later that same week. The M&E Library computer instruction area includes fifteen workstations that have access to the M&E Library's building-wide CD-ROM network. Earlier in the semester, the students had been asked to sign-up for the library's lab sessions, with no more than thirty students in each of twenty-three lab sessions. Beginning immediately following the final classroom presentation, one-hour hands-on computer instruction was conducted by Mai or Judy Nixon, director of the M&E Library, in the library on the hour, every hour, from 3:00 p.m. one afternoon through 9:00 that evening, all day the next day from 9:00 a.m. to 9:00 p.m., and from 9:00 a.m. to 3:00 p.m. the following day.

The hands-on instruction picked up electronically where the PLUTO program had ended. The PLUTO program introduced the concepts of Bool-



ean searching and proximity indicators. The library's lab sessions advanced those skills by searching for specific kinds of information in several different databases: *ABI/Inform*, *BusinessDateline*, *F&S Index*, and *Compact D/SEC*. The general nature of business information included in *ABI/Inform* was discussed, the regional focus of *BusinessDateline* was demonstrated, the product and industry-specific nature of many of the *F&S Index* publications was displayed, and the statistical components of *Compact D/SEC* were identified. Throughout the hands-on lab sessions, the various primarily print resources examined during the classroom sessions were re-introduced and compared, noting similar and different kinds and amounts of information when compared to the electronic databases being examined.

At the conclusion of each of these training sessions, the students were given a homework assignment which was to be completed and returned to the class coordinators office within two weeks. The assignment asked them to identify the SIC Code for a specific industry; identify the five largest publicly held companies (in terms of annual sales) within the U.S. segment of that industry; identify the largest privately held company within that same industry; locate and photocopy the cover of the annual report for one of the above identified companies; identify the CEO or president of the same company; uncover how much this executive was being paid; and locate, mark, and download an article or abstract on a given current business topic from one of the databases on the library's CD-ROM network.

The students could use any combination of print or electronic resource to answer the questions. However, the sources used were to be identified. The best sources for this type of information had been identified several times during the classroom instruction and lab sessions. Using a variety of SIC Codes and current business topics, sixty-three different assignments were possible, thus minimizing the opportunity for students to share their answers.

The final component of the library's module was the course evaluation. The library's module did not have an independent evaluation, but was included in the general course evaluation with open-ended questions relating specifically to the library's module. Results of this evaluation were rather unexpected. The hands-on labs and the homework assignment received the most positive feedback from the students. The PLUTO program received the highest *negative* evaluation, with many students claiming that it was a complete waste of time. Many students indicated that the classroom lecture could be easily combined into a slightly longer hands-on lab session rather than

having two separate class periods. Further evaluation of the students responses will be done, but this last suggestion about combining the classroom and lab sessions has already been implemented for the fall 1997 class.

As a required component of the MGMT 301 course, it was necessary to monitor the progress of each student through the library's sessions. Completion of the PLUTO program was electronically monitored, attendance was taken at each of the classroom and lab sessions, and the homework assignment and course evaluations were submitted to the course coordinator.

In general, the library module was successful in its attempt to introduce a broad group of students in the School of Management to outlining exactly what information they need to know when presented with a business-type question and what are some of the basic resources that may be helpful in answering the question. By the end of the spring 1998 semester, all upper division students in the School of Management will be required to have taken MGMT 301 with its mandatory library module. The M&E Library will have then successfully completed across-the-board instruction for the minimum information strategy competencies identified by the Purdue Libraries Curriculum Committee at the beginning and intermediate levels. Course and assignment-specific user instruction opportunities are already available in the School of Management for teaching at the advanced level. These opportunities will continue to be developed and expanded.

# **Instructional Partnerships: Team Teaching Global Politics and the Web:<sup>1</sup>**

*by*

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## **Introduction**

Since its beginnings in the 1960s, the bibliographic instruction program at Earlham College has facilitated strong instructional partnerships between teaching faculty and librarians. Given the growth in information sources available via the Internet, these partnerships now extend beyond the realm of traditional library instruction. One example of how this has evolved at Earlham is the two-year partnership of these authors, who have been part of a team that teaches political science students to create World Wide Web (WWW) pages reflecting topical research and analysis. Successful instructional partnerships are critical to the success of this endeavor.

This article describes and evaluates how an assignment that uses the WWW to research and present a global problem was team-taught during the spring 1997 semester, paying particular attention to the instructional partnerships, and their advantages and problems. Reasons for the success of the team teaching methods are discussed.

## **The Assignment and Its Context**

The assignment is given in "Politics 17, the Politics of Global Problems," an introductory course that counts toward general education distribution or the political science major. This course has been part of the Earlham curriculum for nearly twenty years, and has always required that students research and analyze a current international problem. The course is quite popular, especially among first-year students, and tends to have large attendance by Earlham standards. Currently, enrollment is capped at forty.

In the past two years, the assignment has required students to form small groups around particular global problems such as environmental decline, ethnic conflict, or population issues. Using library and Internet resources, the groups research the issue and analyze the response of international organizations. The students then create a WWW page to present their findings.

Several people are involved in teaching this ambitious, semester-long assignment. Politics 17 is taught by Associate Professor of Politics B. Wellington Hall, who also designed the assignment.<sup>2</sup> The authors of this article, Francesca Lane Rasmus and Christine M. Larson, worked together to provide bibliographic instruction for traditional print and electronic resources, as well as technical instruction. Others involved in teaching this assignment include a member of the academic computing staff, another librarian, and a student assistant.

### **Teaching the Assignment**

The assignment was introduced to the class early in the semester by Professor Hall, who then helped the students form small groups around particular topics. Students also purchased a workbook put together by Professor Hall that contains scholarly articles on information technology and global issues, as well as several computer exercises to help them create Webpages. The librarians worked with students primarily during four eighty-minute computer lab sessions, held approximately once per month during the course of the semester.

In the first lab session the authors provided bibliographic instruction on library search strategy and traditional resources such as encyclopedias, periodical indexes, and the library catalog. We also covered evaluation of Websites, Web search engines, and the citation of WWW resources.<sup>3</sup> We then introduced Eudora e-mail software and the Netscape WWW browser, taught the students how to download each of these programs from the college server, and covered the basics of using them.

To reinforce the objectives of this first lab session, we asked the students to find a Website, to bookmark it in Netscape, and to write a brief review of the site. They were to evaluate the site in a couple of paragraphs using the five criteria covered in the bibliographic instruction: accuracy, authority, objectivity, currency, and coverage. The students then sent their evaluations, along with the URL (Uniform Resource Locator) of the site, in an e-mail message to Professor Hall.



In the next two lab sessions, the librarians and the professor worked together teaching the class. The second lab session was devoted to teaching HTML (Hypertext Markup Language). Using *SimpleText*, an easy-to-use Macintosh text editor available on the lab computers, students typed out a sample HTML document and learned how to view it through Netscape. Once finished with the sample HTML document, they sent a copy to their professor as an attached document to an e-mail message. In the third lab session several weeks later, the student groups were instructed in the use of FTP (File Transfer Protocol), and practiced transferring their HTML documents to the college's Web server.

During the final lab session, each group presented its WWW project to the entire class. The students' sites usually include a summary and analysis of their topics derived from their own research, as well as graphics, maps, links to other Web sites and documents, acknowledgments, and bibliographies. It is exciting for all of us — the professor, the librarians, and the students — to see our hard work result in quality Webpages that are available to anyone via the Internet. These student projects for the Spring 1997 semester can be viewed at <http://www.earlham.edu/www/polisci/SSem97.html>. Projects from other semesters are located at: <http://www.earlham.edu/www/polisci/polindex.html>.

### **Evaluation of the Assignment**

Having first-year undergraduates present research and analysis via a WWW page may seem like an unusual and ambitious assignment. How well does it work as a teaching tool? After having taught this assignment for three semesters, we have noted a few advantages and disadvantages.

Among the advantages to this assignment is the students' level of motivation. While undergraduates may be bored by, or resistant to, writing a traditional research paper, they are excited about learning to research and create resources on the Web. Over the two years this assignment has been given, we have noticed student attitudes toward learning HTML change considerably. The first time it was taught, students were often resistant to and worried about the technology. Now, students are excited by it. Most come to the assignment with a positive attitude, previous experience, and an eagerness to create Web pages.

Another important advantage in integrating Web use into this particular course is that the students are using and creating a resource that is integral to their research in two distinct ways. First, one of the objectives of the

course is to examine the impact of emerging information technologies on international relations. Second, the assignment requires students to analyze the work of international organizations in dealing with specific world problems. It is necessary that they use the Web to do so, because a small library like ours cannot maintain a comprehensive collection of current and primary resources for all non-governmental organizations (NGOs), the United Nations, and other international organizations. Given that many of these publications are now available on the Internet, the WWW is not only relevant, but is sometimes the best source of current information by or about these organizations.

Students also find great satisfaction in creating a project that is available as a resource for others in the class, and, indeed, the entire online world. In one case, a group of students received e-mail feedback from someone in New Zealand who had found their pages valuable. What is more, the students can use their new information technology skills in other courses and projects.

Of course, in beginning to integrate new technologies into a course, we have had a few problems. Given their enthusiasm for learning HTML, it is no surprise that students would sometimes emphasize technology and Webpage design over content and analysis. Students were also inclined to begin or restrict their research to the WWW, even though the bibliographic instruction noted the value and importance of beginning with print resources. We believe this problem was exacerbated by our attempts to cover too much material in the first lab session. Next time, we will give the bibliographic instruction and the instruction on Eudora and Netscape in separate sessions, making both better learning experiences.

### **The Instructional Partnerships**

There have been several advantages to team teaching this particular assignment. A rather obvious one is that each member of the teaching team, and the students, can benefit from the expertise and skill of each teacher. This has been especially important in this assignment, as it makes highly integrated use of print and electronic information, research skills, analysis, and technological competencies.

We have also found it useful for students, especially first-years students, to develop a working rapport with several resource people. Over the course of the semester, the students learn from the professor, the librarians, the student teaching assistant, and their peers in the research groups. Stu-

dents are more likely to consult one of us, in or out of the classroom, and varying learning styles and needs are more likely to be met.

With several teachers involved, it is possible to swap teaching roles when necessary. For example, when Professor Hall was ill one day, the librarians were able to teach the first eighty-minute lab session alone on just a few hours notice.

The only drawback we experienced in team teaching was that the coordination of several teachers takes a lot of planning and organization, which sometimes breaks down. This happened only once, however, when a computing staff member created a worksheet on a revised lab procedure, but had since lost the original computer file.

### Conclusion

Why has this instructional partnership worked so well? Several factors have contributed to our success. First and foremost, Professor Hall has a history of giving innovative research assignments, and of involving librarians in providing instruction for these. She has also worked hard to coordinate all the teachers involved. Second, the librarians have been willing to teach and work outside our usual roles. In addition to providing bibliographic instruction and reference support, we have taught and answered questions about Eudora, FTP, Netscape, and HTML. These two factors have enabled further development of the mutual trust between the professor and librarians that has its basis in Earlham's course-integrated bibliographic instruction program.

Most importantly, the continuity of our instructional partnerships over several semesters has been extremely valuable. It has facilitated development of the assignment in response to rapidly changing technologies. The ongoing partnerships allow the Politics of Global Problems assignment and the methods of teaching it to evolve through diverse input and feedback.

### End Notes

1. This article is an adaptation from a presentation given at the Indiana Library Federation 1997 Annual Conference, April 30-May 2, in Indianapolis, Indiana. An outline of the presentation and accompanying material is available at <http://www.earlham.edu/www/library/ILF/ilfpage1.htm>.

2. For more information about the course or assignment, contact Professor Hall via e-mail at: [wellingh@earlham.edu](mailto:wellingh@earlham.edu).
3. An HTML copy of the bibliographic instruction handout is available at <http://www.earlham.edu/www.library/ilf/pol17.htm>; a PDF version requiring Adobe's Acrobat Reader is at: <http://www.earlham.edu/www.library/ilf/pol17.pdf>



# Team Teaching a Credit Class

by

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## Introduction

The library instruction program at Indiana University-South Bend (IUSB) is much like programs at most other universities. The freshman study skills class and the freshman writing class have required library components in which the librarians introduce the basics of academic library research. Upper level and graduate classes have instruction only upon the request of the individual instructors. While we occasionally have the luxury of seeing a class two times in a semester, the majority of instruction is "one-shot." We also offer occasional workshops open to any student, and our reference-by-appointment allows more in-depth instruction for an individual. While assessment of our instruction program shows that students do benefit from our efforts, students often ask how they could learn more.

For quite some time we had considered offering a credit course, but we had not been able to free up one individual's time to develop and teach it, and none of the librarians wanted to take on all of the additional work alone. After much discussion, we eventually decided to team teach the course using all of the instruction librarians (who are also most of our reference librarians). In the spring of 1996, we began teaching a one credit-hour course called "Library Resources and Skills" offered through the School of Library and Information Science (SLIS). This article describes the process we used in planning, teaching, and revising the course since its inception.

## Planning the Course

For several years, we have been holding monthly instruction meetings, and we used that forum for all discussions regarding this course. We chose one person to be the lead teacher, but all of us as a team helped develop the course objectives and syllabus and designed the final project. While Rosanne Cordell, Head of Library Instruction, led the discussions and kept us on track throughout the planning, the process was definitely collaborative.

The course is designed to be a general introduction to academic libraries for undergraduate students. It focuses on having students learn

about the resources in the IUSB library, on the Internet, and to develop a logical search strategy. The specific topics that we teach in the course include controlled vocabularies, the online catalog, locating and using print and electronic periodical indexes, MLA and APA style manuals, specialized reference sources, Internet resources, government publications, statistical sources, and how to evaluate sources. It should be obvious that in a one credit-hour course, we just introduce these topics — we do not attempt to cover them in-depth. It's not too different in this respect from the Western Civilization survey classes.

While we spend most of the class time introducing these subjects, we have designed the assignments to allow for hands-on learning. We also provide some lab sessions with guided exercises which are done during class time. The first semester, we had two lab sessions; we now have three. The final project is an annotated bibliography on a subject of the students' choice - we encourage them to choose a topic that they are researching for another class. They are required to have at least fifteen sources in the bibliography including one reference source, four books, five journal articles, two web sites, two government publications, and one other source. The annotations are to be a brief justification for inclusion of the source (e.g., source cited in encyclopedia article; most up-to-date, etc.).

Feng Shan, our lead teacher, has been responsible for teaching about half of the sessions, and the other five instruction librarians divide the remaining sessions. It was fairly easy to divide these, since we work closely together and were aware of each others' interests and expertise.

While we had developed the course together, it was up to each individual to develop their own lesson plans and assignments. Each person is also responsible for grading their own assignments. The lead teacher is responsible for all of the paperwork, the grading of the final project, and being the main contact person for the students.

### **The First Time**

We first offered this course in the spring 1996 semester as an accelerated eight week class. We thought that the students would do better if we met twice a week instead of once, and we also thought that by covering all of the material during the first half of the semester, the students would be prepared to work on any research projects that they might have in other classes.

During that first semester, Shan attended every session to take attendance, answer questions, and to ensure continuity. Since he had been part of the planning and attended the sessions, he also took the responsibility of discussing questions students had regarding corrected assignments. He also developed a Webpage that included the syllabus, the outlines for each lecture, and the assignments. Students found this very useful.

Although it is a 100 level class, we have had students from freshman through senior status. We even had one graduate student that first semester. Each of the six instructors had slightly different experiences with the class that semester. Some thought that the students were attentive and enthusiastic; others found them hostile as soon as class started. This probably was a reflection on the most recent assignment that they had been given. We heard a lot of complaints from students that we were expecting too much work for a one credit-hour course. We heard this throughout the course, and this sentiment came out very strongly in the course evaluations. This perplexed us. We realized that we did make an assignment at almost every class session, but they were given at least a week to complete them, and none of us believed that our assignments should take more than forty-five minutes to an hour, at most. We decided that even though we told the students on the first day that this was an accelerated class and they would have a complete semester's work in half the time, we do not think that they believed us. There are also some students who think that there should not be any homework for a one credit-hour class.

Generally, though, the overall course evaluations were positive. Most students found the class to be quite helpful, and some recommended that it be made a required course. Although a few commented that they felt that there were some inconsistencies in our expectations of the students, more commented that it was valuable to have the team expertise.

### **Revisions**

In fall 1996, we offered the class for the second time. We made a few minor changes in the syllabus and the assignments. We also asked the students to indicate how long they spent on each assignment; we wanted to check our perception against reality. We discovered that most students did not spend more time than we expected, and the few that did, either did not follow instructions or they were just not the best students on campus.

Another change was the way the course was handled. We decided that our lead teacher did not need to attend every session. He still taught half

the sessions and remained in contact with the students via e-mail and office hours, but he felt that he knew what we each of us was doing, we had been through the routine once and we probably didn't need to rely on his presence.

This seemed to work fine for the students, although we were concerned about continuity. The course seemed somewhat disjointed to us. With the exception of the lead teacher, who was able to see the students fairly often, we would go in, teach our session, and leave. It was nothing more than a specialized one-shot bibliographic instruction session for us. This is something that disturbed all of us, but apparently, it did not bother the students. The evaluations were even more positive than the previous semester. We again found that several students mentioned the advantage of having a team of instructors.

While this was somewhat reassuring, we were not satisfied. We thought that we could still serve them better by making some further refinements. The third time we taught the class (spring 1997), we set aside the first ten minutes of each session to discuss the assignment that was being returned that day. This discussion took place with the librarian who had made the presentation and had graded the assignments, which means that we would give the lecture and give the assignment and a week later we were in the classroom again to return the papers and field any questions. This gave us more contact with the students and we found out first-hand what kinds of questions they had about our assignments. The evaluations for this semester were again positive and had even fewer negative comments than in the previous semesters.

### **The Future**

Of course, we are never satisfied, and we have already decided to make some changes for next year. The first one is purely logistical. We had offered the course through SLIS, but since that program is closing on our campus, we had to find a new home. The course will be offered through the College of Arts and Sciences. Actually, this may be a positive change for our enrollment. Not too many undergraduates looked at the SLIS listings in the schedule of classes, and our enrollments have been small (ten to fifteen). Perhaps they will increase with the Arts and Sciences listing. We will also offer the course only in the spring semester, instead of fall and spring. We also are going to try spreading it out over the entire semester to see how that will work. While there are still some good reasons to think that meeting two times a week is better, we think that possibly students need more than a few



days to digest what they learn. We also hope that the students will feel less stressed by having only one assignment per week.

We are seriously considering having only two people teach the course instead of six. We could accomplish this by reducing the regular instruction load of these two librarians. We think that it will probably be easier for students to get used to the teaching styles, and it will give the two librarians a chance to get to know the students a little better. It will be an interesting experiment. There may be some drawbacks to this. We believe that it has been positive for the students to become familiar with so many of our reference librarians. Students have commented that since they had been introduced to six librarians throughout the course, they would almost always see a familiar face whenever they were in the reference room. If we decide to have only two instructors, the students will not get to know the rest of reference librarians as well.

Even if we decide to use only two teachers, we all want to have continued input into any changes. We feel that the team approach in developing the course is good, and that six heads are better than one. The students also seemed to think that it was a benefit to have a team of instructors. They probably felt that if one of us were boring, at least we would not be back.

Team planning and team teaching have been good experiences. While certainly one person could develop the course by him/herself, I'm not sure that any of us would have volunteered to do that — it does take a lot of time. But working as a team, we were able to accomplish it with just a few meetings and no one felt a huge increase in the workload. Being able to bounce ideas off each other is another very important benefit to teamwork. It is definitely something that we would encourage others to consider trying.

## **Tippecanoe County Public Library Small Business Breakfast Series: Introducing Library Resources and Services to the Business Community**

*by*

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The Tippecanoe County Public Library (TCPL) has been conducting business breakfasts since 1995. The purposes are two-fold: (1) to publicize and promote the use of TCPL's business collection and pertinent business databases, and (2) to support the library's mission to be "a leader in information resources in Tippecanoe County" by providing free guidance for those interested in starting or developing a small business.

The breakfasts last one hour and are held monthly on Tuesday mornings at 8:00 a.m. A continental breakfast of juice, coffee, and sweet rolls is provided. Press releases and public service announcements are sent at least one week in advance of the first program in the series to the appropriate press agencies. A flyer is developed and is placed in the Reference Department. I arrive by 7:00 a.m. to set up for the 8:00 a.m. breakfast. Coffee is served immediately.

Several modifications were made to the business breakfast's original 1995 format, and by 1997, the series had evolved to include the following programs:

- Introduction To The TCPL Business Collection
- Small Business Development Center
- Legal Aspects Of Small Businesses
- Business Plans
- Business Reference Sources On The Internet

We now invite outside specialists in commercial law and banking to speak on their areas of expertise instead of using TCPL staff, however TCPL employees conduct the programs "Introduction to the TCPL Business Collection" and "Business Reference Sources on the Internet." Programs that had poor attendance in 1995 and 1996 were eliminated from the 1997 schedule.

## **Introduction to the Business Collection**

The "Introduction to the Business Collection" includes discussion of major business reference sources available at TCPL such as the *Thomas Register*, *Hoover's Master List*, the *Rand McNally Commercial Atlas and Marketing Guide*, and others. It also includes discussion, demonstration, and hands-on practice with several business-related databases including the *IAC BusinessFile*, *Compact Disclosure*, and *American Business Disk*. The *IAC BusinessFile* includes access to business articles and company and industry reports. *Compact Disclosure* provides detailed financial information on larger, publicly traded companies that file with the SEC. *American Business Disk* includes over ten million businesses and gives directory-type information such as addresses and phone numbers. It also includes information on company size, credit rating, and SIC codes.

## **Small Business Development Center**

The director of the local Small Business Development Center (SBDC) speaks about how contact with the SBDC can benefit the local business owner. She mentions SBDC educational programs available, and discusses typical pitfalls that business owners might encounter and how to avoid them.

## **Legal Aspects of Small Business**

A local attorney specializing in business law discusses legal issues relating to small businesses. His primary focus is on forms of business ownership, such as what corporate entity to select and why. Forms discussed include general partnerships, limited partnerships, limited liability partnerships, sole proprietorships, "S" corporations, "C" (regular) corporations, and limited liability companies.

## **Business Plans**

A local bank representative who is responsible for evaluating commercial loans shares his expertise. Items covered include the purpose of a business plan (company description; finance, including past financial statements; three-to-ten year projections; break-even analysis; capital spending plans; personal financial statements; description of key personnel and their resumes; and a description of outside consultants such as CPA's and attorneys). Also discussed are how to choose professionals such as attorneys and bankers, and indexing the plan.

### **Business Reference Sources on the Internet**

In 1996 there were two presentations on this program. A Webpage designer from a local computer firm was recruited to speak about what a business presence on the Internet might consist of and what one should consider when going online (page organization, marketing strategy, and updating material). I discussed pertinent Webpages on business topics and how to evaluate the usefulness of business information found on the Internet.

The series has been successful, and we have made significant improvements to it each year. We average about ten people per session, and many of these people choose to attend the entire series. Presenters have been willing to offer these programs without charging a fee, either as a public service, or because it provides them with more exposure for their company and a chance to network.



## Talk Tables

*The Indiana Library Federation Bibliographic Instruction/User Education Section (BIUE) sponsored a "Talk Tables" session at the 1997 ILF Annual Conference (May 1-3, 1997) in Indianapolis entitled "Great Ideas." These informal discussions were freewheeling and lively. Participants traded ideas, problems and solutions, explored issues, and offered each other moral support. Facilitators (members of the BIUE Steering Committee) prepared bibliographies on the discussion topics in advance. They also summarized the discussions. These summaries and bibliographies are presented on the following pages.*

## **Instructional Materials in Print: On Paper or the World Wide Web**

*by*

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Instructional materials in print, whether on paper or on the World Wide Web, are important tools that assist users of library resources in finding the information they need. As library resources are increasingly becoming available in electronic forms and many people are using them from home or office, the need for instructional material is burgeoning. Users need guidance in selecting appropriate resources, designing effective search strategies, and analyzing and improving search results. Remote users face the additional challenge of connecting to electronic resources via disparate hardware and networks.

Print instructional materials can be created for a variety of library goals, including promotion of library tools, as an introduction to services and materials, and to provide an interactive learning experience. The goal or goals that the instructional materials are designed to meet will determine whether they are best delivered on paper or electronically.

The design of a paper handout can be an important instructional strategy that conveys information according to the way the material is organized. Key ideas to remember when creating printed instructional materials include: have definite objectives for the handout; present only as much information as a learner can comfortably process; use simple cues (such as outlines, typeface, illustrations, spacing, boxes) but not too many; use short, concise statements, active present tense verbs, and concrete words; provide an overview and a summary; and give examples.

The World Wide Web holds great promise for instructing library patrons in the use of library resources. As librarians prepare to mount instructional or informational Web sites, the first and most important step is planning. Included in planning is a firm commitment from the library's administrative body for adequate time, skills (i.e., personnel), and resources (i.e., funding). Extensive creativity is not necessary, especially in a first attempt. Instead, find and adapt exemplary sites — with permission from the creators. Leave the HTML mark-up to the technical experts or to a software program, and focus on the concepts. Pay careful attention to the appearance of each page. Seek an uncluttered look, with visual clues to emphasize important points or breaks in content. Limit the amount of material on any one page. Graphics may add pizzazz, but they may also slow the loading enough to discourage potential users. Internal links are essential for leading viewers through the site, but be cautious about over-using external links. Test, test, test the site, and don't be discouraged by negative feedback. Instead, use it to improve the site.

Is a Website the best way to meet the informational and instructional needs of our patrons? The answer is not simple. We must take into consideration ease of access and ease of use, the patron's comfort level and learning style, cost (to the library and to the patron), and the purpose of the material.

Consider the advantages of a Website. It can be updated more frequently and at less cost than paper handouts. It is accessible at any time of day or night and from various workstations. Thus, it is especially beneficial for students in a distance learning situation. Perhaps the greatest benefit of a Website is its interactive nature. It can guide the viewer sequentially or it can permit the viewer to select his or her path to comprehension and mastery of a task. Hypermedia can act as a personal tutor, insisting that the student repeat steps until understanding is achieved.

Paper handouts *also* have advantages. A handout can be picked up and carried to any location and used for instruction in formal and informal

settings without special equipment. It can sit beside the keyboard as a learner attempts to navigate an unfamiliar electronic resource. Materials on a rack in a library are visible and inviting. Printed guides are not at the mercy of different platforms or interfaces. If a patron is already experiencing computer anxiety, telling him or her to "visit our Website" will certainly not reduce the person's anxiety.

How then can we best meet the informational and instructional needs of our patrons? We need to provide both print and electronic handouts. Fortunately, the same creative process can go into either format. What is vital is the recognition that, as more and more resources become available electronically, many of our patrons need more guidance than is presently provided by standard online help screens.

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<http://www.ciolek.com/WWWVL-InfoQuality.html>. Information Quality  
WWW Virtual Library: The Internet Guide to Construction of Quality Online  
Resources

<http://www.library.ucsb.edu/universe/>. Papers from "The Universe at your  
Fingertips," a conference at the University of California, Santa Barbara, on  
using the World Wide Web to provide services.



## Bibliographic Instruction — Credit Courses

by

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Barbara Wittkopf, in a summary of her survey of ARL Libraries ["A Look at the State of BI Credit Courses in ARL-Member Libraries." *Research Strategies* 9 (Fall 1991): 162-163] states that "there has been a positive shift away from library orientation tours and tool-specific instruction toward the development of research skills and strategies." Some academic libraries have offered a credit course in library research skills for years, while others have recently added a course to cope with the need for information literacy education. In addition to decisions about what and how to teach, the procedures for offering such a credit course vary greatly from institution to institution.

Participants in this discussion from Indiana University-Bloomington, Indiana University-South Bend, and Purdue University (IN) all have eight-week one-credit courses that are taught by librarians. Since the libraries do not grant degrees, these courses are offered through entities such as a School of Library and Information Science, College of Arts and Sciences, and School of Liberal Arts. At IU-Bloomington, teaching a credit course is considered as "overload," and librarians are paid additional salary, while at IU-South Bend and Purdue, teaching is considered part of faculty librarians' jobs. All three schools require a final course project, most often an annotated bibliography.

Mary Jane Vakili, in another article ["Revamping a Required BI Course for Adult Students." *Research Strategies* 11 (Winter, 1993) : 24-32] describes how Iowa State University offers a weekend option for their required course for adult students. IU-South Bend is considering offering a similar intensive workshop over two weekends for credit. They have already decided to change their term from eight to sixteen weeks due to students'

concerns about the workload (i.e. their lack of time to complete assignments in too short a time period). IU-South Bend and Purdue are hoping to develop materials that will enable them to offer their courses on an independent study basis. Purdue has a "test-out" option.

Carla List, [in "Branching Out: A Required Library Research Course Targets Disciplines and Programs." *Reference Librarian* 51-52 (1995): 385-398] describes a concept-based course in which some sections are focused on information research in a specific field of study.

A list of basic credit courses in library use (1990-1995) for which syllabi may be borrowed from LOEX is available at <http://www.emich.edu/public/library/credcour.html>.

The syllabus for Information Strategies taught at Purdue University can be viewed at [http://thorplus.lib.purdue.edu/library\\_info/instruction/gsl75/index.html](http://thorplus.lib.purdue.edu/library_info/instruction/gsl75/index.html). Contact Judy Pask ([jmpask@purdue.edu](mailto:jmpask@purdue.edu)) for more information.

The syllabus for Library Skills and Resources offered at Indiana University-South Bend is available at <http://www.iusb.edu/~libg/l161/syllabus.htm>. Contact Rosanne Cordell ([rcordell@vines.iusb.edu](mailto:rcordell@vines.iusb.edu)) for additional information.

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## Controlling the Internet

by

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How can libraries provide Internet access and still maintain the control necessary to prevent abuse?

Nearly all libraries that offer Internet access have some kind of Internet use policy, but their policies may differ greatly. Some are highly regulated, some lenient, and some change from day to day to cover situations as they occur. A few academic libraries have use policies that are set by their computing facilities. Actual Internet use policy statements may be found on several web sites listed below:

Useful Resources for Public Libraries

<http://www.molo.lib.oh.us/wnew/refer.htm>

Acceptable Use Policies (*includes templates*)

<http://recall.lib.indiana.edu/~webbook/aups.htm>

K-12 Acceptable Use Policies (*includes templates*)

<http://www.erehwon.com/k12aups/>

Examples of School Acceptable Use Policies

<http://www.trc.org/aup.htm>

Security is a big issue in controlling the Internet. Some software programs (such as *Fortress*) keep people from accessing certain areas. Certain areas can be manually closed to patrons or disabled to thwart hackers. However, it is a challenge to some people to defeat any kind of security measures.



Patron time-limits are usually included in policy statements. Many libraries limit use to one hour or half-an-hour per day. Reservations are taken in advance at some libraries, either days in advance or on the same day. A few libraries actually check-out keyboards to patrons. Other libraries have procedures that a staff member must enter a password before a patron can use the Internet. Some libraries allow people to just sit down and surf.

Community standards may dictate that some libraries use filtering software. Some libraries have found that filtering software does not work.

Privacy is an Internet policy issue. There are privacy screens that allow only the user to see the screen. This prevents several people from crowding around a terminal or possible objections from nearby patrons. However, privacy screens have drawbacks. Some control is lost, and some librarians feel that much can be learned by watching someone more knowledgeable demonstrate at a workstation.

Printing policies vary from library to library. Costs are generally ten cents a page, but color copies can range up to fifty cents a page. One library gives five free sheets to each patron. Patrons who need more, go to the reference desk to buy it. Downloading is permitted in some libraries on the patron's own discs or on discs sold at the reference desk.

Internet training for patrons (Internet 101) may require a lot of staff time. Many training sessions are well attended, but they are difficult to offer because of the time involved and the need to limit the size. Tutorials are helpful. Many colleges offer training to freshmen, but as the Internet becomes more familiar, less training is necessary.

Libraries usually do not offer patrons e-mail or access to chatrooms. Some libraries have patron age limitations in their Internet use policy statement. Parental permission may be either required, or an option.

Problems encountered in controlling the Internet include equipment failure, vandalism (especially of keyboards), pornography, stolen equipment, and hackers. Noise *may* be a problem, but sound cards don't seem to be a necessary feature. Some reference librarians are finding that they are not staffed to provide all the services that Internet use requires.

Internet stations may in time become more commonplace and less of a novelty, however, there are so many options at this time that policies are a necessity at most libraries that need to control the Internet.

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## **Overcoming Resistance: Motivating Students to Join the Information Age**

*by*

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The suggestions gathered from the Talk Table can assist both the public library patron and the academic library student in gaining confidence in using the library. In the discussion, patron resistance was generally seen as anxiety created by inexperience with using libraries. The experience of the participants reflected that when students and patrons become oriented to the library, resistance and hesitation greatly diminish. Ideas offered by the group fell mainly into the categories of library resources and library instruction.

### **Library Resources: Electronic Catalogs and Anxiety**

To alleviate anxiety generated by the library's computerized catalog, the group suggested reminding patrons that all library catalogs (computer or card) allow you to search for books by author, title, and subject. Often, just minimal reassurance that they still know something about libraries will enable students to feel a little less anxious about using new technology.

This same philosophy will also carry over into electronic periodical indexes. Even though the format is new, traditional indexing concepts are still alive and thriving in the nation's libraries. Patrons will still find basic citation information (author, title, publication, volume, date, and page numbers) regardless of whether they are searching print or electronic formats.

Participants mentioned that handouts and guides to using the library resources are an effective way to assist students in using the library. It was generally agreed that often, printed instructions are most effective for those with some prior experience in using library resources while less experienced users need more interaction with and instruction from a librarian.

## Library Instruction

Talk Table participants agreed that the most effective library instruction, whether formal or informal, happens when the library user is actively participating in the process. Whenever possible, the library patron should be the one at the keyboard or the one turning the pages of a print index.

The group shared ideas on ways to involve and engage student participation in instructional activities. Suggestions ranged from guided hands-on practice activities to allowing students some exploring time on a given topic. Additionally, the concept of having students work in groups and then report their findings to their classmates was explored. This practice allows the students themselves to demonstrate to classmates effective skills for using library resources, whether print or electronic. The desired outcome of these instructional methods is for the students to develop more positive attitudes about using the library by being actively involved in the instruction process.

The group concluded that most library users just need a little bit of patience with themselves and some reassurance from a librarian to overcome their resistance to today's library and to become willing participants in the information age.

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## Moving Through the Internet: Teaching Mechanics and Evaluation

by

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The Talk Table group (divided about equally between academic and public librarians) spent a lively time discussing how we might “teach” searching on the Internet. It was noted that especially in the academic setting, no one seems to take the responsibility for teaching students how to use the Internet. Most of the sessions taught in both academic and public library settings have been drop-in classes; however, one member suggested that it was like “teaching Italian in five minutes.” Patrons dropping in for such classes have a range in expertise from needing a basic tutorial on how to use a mouse, to needing more expert help on advanced searching techniques. With the variety of search engines available, emphasis is put on learning to use the “help” screens for each engine. Some public libraries are beginning to use volunteers from the community to help teach, thus relieving pressure on the librarians. A few libraries offer printed help sources for what is covered in class. The use of “bogus” Websites was recommended for helping patrons evaluate information found on the Net. The following bibliography was given to Talk Table participants.

### Teaching the Internet

BI-L (Bibliographic Instruction Listserv)

[listserv@bingymb.cc.binghamton.edu](mailto:listserv@bingymb.cc.binghamton.edu)

Send an e-mail message. Leave the subject line blank. Type *SUBSCRIBE BI-L YourFirstName YourLastName*.

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To subscribe, send an e-mail message. Leave the subject line blank. Type *subscribe net-happenings YourFirstName YourLastName*.

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## Database Dependency

by

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We defined the phenomenon of database dependency as the behavior of a library user to immediately select computerized information resources without considering (1) the appropriateness of the electronic resource to the immediate information need, (2) the quality and accuracy of the information found, and (3) the amount of time it may take to find the information in a database compared to finding a print resource in that library.

The librarians at the Talk Table agreed that patrons seem to accept whatever information they find in an electronic resource even if it takes longer to get the answer, the answer is incomplete, or if the information would have been more easily found in a print reference source. The academic librarians said that they have been seeing this behavior in their libraries for the last several years. The public librarians agreed that this behavior is increasing in their libraries as people are becoming more comfortable with computers.

We discussed key issues surrounding database dependency such as: the traditional professional issue of budget vs. access to information to be used in making materials purchasing decisions regarding electronic and print resources; staff time for training patrons in the use of materials; the librarian's difficulty in determining the user's information need in order to make appropriate referral to resources; and patrons' time and level of willingness to judge the various information resource options and to select the most appropriate tool to obtain quality information.

It was agreed that all librarians should address the "everything is on the Internet" attitude of their patrons by encouraging them to: think about their information seeking strategy; to analyze the quality of the information located; and to be critical users of information resources, both print and electronic. It was suggested that more libraries should have workshops on



how to decide when to use electronic resources as a step beyond the workshops some libraries offer on simply how to use computers. If libraries of all types move toward more instructional programs, we may help more people become life-long learners.

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# Top Ten Things I Didn't Learn in Library School

by

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After graduating from Indiana University's School of Library and Information Science (SLIS) in December of 1995 with my MLS, I began working as the Instructional Services librarian at the University of Southern Indiana (USI) in Evansville, Indiana, in January 1996. Throughout my daily routine, I find myself using many applications, theories, and ideas taught at SLIS. In addition, each day is a learning experience at USI where much of my time is spent interacting with students, librarians, and support staff at the university, as well as staying aware of current trends in technology and instruction.

After one year, I am taking a moment to reflect — and believe me, it is a moment — upon many things not taught or emphasized enough during my graduate school training. Below is a list of ten items in no particular order that I have found challenging during my first year. I hope this list will help prepare future graduates for the challenges and responsibilities that await them once they begin a career as a professional librarian.

## **1. Technology 101**

Tweezers. Yes, that is right, I said tweezers — which can be used to remove paper jams from printers and copy machines. Besides all the marvelous equipment that is available, one needs to know what *type* of tweezers to purchase. My recommendation would be a pointed, sharp pair. On a more serious note, exposure to various hi-tech equipment (besides an overhead projector!) would have been beneficial to me. Currently, I work with an LCD projector and have experimented and researched on my own to find out which type of equipment is best for my instruction environment and why.

## **2. Evaluation Methodologies**

Evaluating a program or class is a challenge when what you have been taught was evaluating reference materials. Every program needs evaluating to decide if the goals and objectives are being met. The planning,

preparing, developing, and reviewing of results is essential to every instruction program. I distribute evaluations at each instruction session. I have learned to expect slow response time and a variety of positive and negative comments. This is just one of several ways to evaluate a program. I encourage future graduates to pick the evaluation methodology that best suits their instruction program.

### **3. How To Write Policies**

Could it be that after a year I still have nothing to say? Almost. I have just completed writing my first official policy for the Instruction Department. Now with the stamp of approval — and yes, everything has to be approved and usually revised several times before it is ready to send out — I can now begin to implement the policy and prepare to revise it.

### **4. How To Supervise Student Workers**

Working with students in a variety of settings is something I enjoy. I hired a student worker in late September to work eleven to fifteen hours a week. Sad to say, this one did not stay. The student quit because the job was too far to travel to; however, the individual was a student at the university...hmmm. I searched for another student and found an excellent worker who very seldom showed up for work. Needless to say, I began searching for the third one. Finally, after many searches, I found a student who not only comes to work, but is an excellent worker (crossing my fingers as I write). Supervising student workers can be a challenging yet rewarding job, when you finally get the right one.

### **5. How To Write An Annual Report**

An employer during the time I was in library school once told me to write down everything that I do throughout the year and keep it. When the time comes to write an annual report for the previous year, all the information I need will be easy to access. I listened to her advice and she was right! However, I still find it challenging to complete an annual report with and adapt these notes into required categories such as professional performance, scholarship, professional activity, and service. So, take my advice and the advice of a former employer — keep track of what you do, with whom you do it, and when and why you do it. By the way, I am completing mine now. Thank goodness for all my notes and the good advice!

### **6. Search Committees**

Recently, I was selected to be a member of a search committee to hire a new librarian at our library. Having recently been an interviewee, I knew



exactly what to expect on that side of an interview situation. However, being one of the search committee members, I was faced with the following: what questions are appropriate, what conversation is "suitable" for meals, and how to evaluate resumes and cover letters. Nevertheless, it was a learning experience that will help me with future prospective candidates for our library.

### **7. Working With Faculty**

Each experience with faculty members will be different in university environments. Many faculty will understand the different components of the library, the importance of library instruction, and the importance of research, based upon their background and experience with libraries. I encourage future graduates to work with faculty members, whether one-to-one or through a department. With support and encouragement for students about the importance of library instruction, the relationships between faculty and librarians will be more successful.

### **8. How To Set-up a Program**

When I began in January 1996, the instruction program was conducted part-time by the Technical Services librarian. She barely had time to revise the program, create handouts, and involve the students in a more active learning approach. Having little experience in this area, I learned to rely on the following to improve and make the instruction program effective: the Bibliographic Instruction Listserv (BI-L), the library staff at USI, and librarians at various other institutions. In addition, I use feedback from colleagues, faculty, and students, and read and study the literature on the topic of bibliographic instruction. I have discovered that setting up a program is trial and error and requires the willingness to experiment in order to involve the students in a more active learning environment.

### **9. How To Teach Effectively — Instructional Ability**

What ideas are necessary to stimulate or enhance active learning techniques? How do you teach students to evaluate material for their research and convince them that everything does not have to be retrieved through a computer? How do you handle classroom discipline? These are the types of questions raised when I began in my current position. With a background in education, I was prepared to handle various discipline problems, maintain classroom control, and teach my subject effectively. Although when the students are not "yours" and you have them for only fifty minutes, it becomes a challenge to convince them of the importance of library instruction and to handle discipline and/or behavior problems which may arise.

## 10. Handouts/Instruction Material Design

How many of us had the opportunity to prepare a handout in library school? I had no previous practice with layout and design for handouts in a university setting. During my graduate studies, I accumulated various handouts, pamphlets, and brochures to have them as examples. Thank goodness for Indiana University Libraries, trips to American Library Association conferences, and visits to other libraries. I was able to use these materials, along with the ones currently available at the USI Library, and format them to fit the needs of our patrons and this library (Note to future graduates: start compiling a folder of various handouts — you will use them!)

Of course, no MLS can provide all the training one needs. Inevitably, there will be on-the-job-training and lifelong learning. A solid MLS program prepared me to know how to proceed on my own and overcome future obstacles during my career as a librarian.

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