A bibliographic instruction program for Gordon Junior College

Rosalind Lucile Underwood

Atlanta University

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A BIBLIOGRAPHIC INSTRUCTION PROGRAM
FOR GORDON JUNIOR COLLEGE

A THESIS
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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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SPECIALIST IN LIBRARY SERVICE

BY

ROSALIND LUCILE UNDERWOOD

ATLANTA, GEORGIA
AUGUST, 1980
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INTRODUCTION
INTRODUCTION

Is library instruction in colleges an outmoded program? Do the students of the 80's need such a program? If so, what types of library instruction programs can be offered? What guidelines should be utilized in developing these programs? Finally, once a program has been selected, how does one sell it to the students, faculty and administration?

These questions come to mind and are of paramount importance when one considers developing a library orientation/bibliographic instruction program. These basic questions should be answered before any type of instructional program is planned or implemented on any level, whether it is an elementary or high school, junior college, college, or university.

The literature that addresses these basic questions has been reviewed and the findings are presented in Part I of this paper. Included in this section are definitions of terms that will be used throughout the paper.

Teaching methods and formats of library orientation/bibliographic instruction programs are also discussed in Part I. The methods discussed in this section are included because they appeared in the literature most frequently.
A description of each method is given, including the advantages and disadvantages of the method.

A library instruction program for students at Gordon Junior College is selected and described in Part II. Although the instructional program was designed specifically for Gordon Junior College, the basic outline of procedures is suitable for use by any kind of library.

Before attempting to plan a bibliographic instruction program, one needs to get a general overview of the process. As a means to accomplish this end, there is a Bibliography of Suggested Readings in the Appendix.
PART I. GENERAL CONSIDERATIONS
CHAPTER I

BIBLIOGRAPHIC INSTRUCTION

Definitions

The terms library orientation and library instruction (or bibliographic instruction) are sometimes used synonymously to include all efforts to acquaint a student or user with the library, its resources, and their utilization. But usually, library orientation is understood as the activity designed to familiarize the user with the physical plant— with the location of facilities and resources. Library instruction is information given in some detail concerning the availability and use of specific library resources— the card catalog, indexes, bibliographies.

Although many librarians understand the difference between library orientation and library instruction, we are still living with some librarians who believe that all freshmen can be taught all they need to know about using the library during orientation. In an article that appeared in the July/October 1971 Drexel Library Quarterly,

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Millicent Palmer called this "The Ghost of Library Instruction Past."

3 She reported that such a ghost was the greatest single problem she encountered while trying to develop an adequate instructional program for upperclassmen at Southern Illinois University. She stated that, "The image of library instruction as a single, massive inoculation of freshmen against all further needs for information-search knowledge appears to consciously or subconsciously condition the thinking of most faculty and students." 4

The author of this paper is aware of the difference between library orientation and library instruction or bibliographic instruction, but will use these terms synonymously and interchangeably; however, when necessary, will differentiate between the terms.

Assessment of Need

Is there a need for library orientation or bibliographic instruction? To answer this question, it is necessary to consider the idea of whether college students really need to use the library. Rosenblum states that, "Much as educators may deny or librarians deplore the fact,


4 Ibid.
a large number of college students simply do not need to use the library." User studies repeatedly reveal that one can do quite well as an undergraduate without ever consulting a reference book.

A study carried out at Chalmers University of Technology Library, Gothenburg, seems to support Rosenblum's assertion. The study was on the needs of users as perceived by students, academic staff, library staff, administrative staff, and industrial engineers and librarians in industrial concerns. The results of this study are presented in Exhibit 1.

As can be seen, there were considerable differences between perceived needs for the use of the library and therefore, the need for library education, as observed by the different groups.

In theory, all groups were cognizant of the need to use the library. This points to the need for library orientation and instruction. Goggin feels that programs of library instruction should be based on the following assumptions: (1) that students need information in order to successfully complete their college education; (2) that the

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6 Ibid., p. 236.

### EXHIBIT 1
**Needs of Library Users As Perceived By Different Groups**

<table>
<thead>
<tr>
<th>GROUP</th>
<th>THEORY</th>
<th>PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>Not much reason to use library in first two years. Library-useful as</td>
<td>Little use of library for optional studies or borrowing. Unaware of</td>
</tr>
<tr>
<td></td>
<td>source of material for study projects: literature seminars</td>
<td>tools for information retrieval. Library used in connection with study</td>
</tr>
<tr>
<td></td>
<td>&amp; undergraduate projects.</td>
<td>projects.</td>
</tr>
<tr>
<td>Postgraduates</td>
<td>Have experienced problems of information retrieval.</td>
<td>Make greater use of library than undergraduates. More aware of tools</td>
</tr>
<tr>
<td></td>
<td>Interested in learning how to carry out information searches.</td>
<td>for information retrieval.</td>
</tr>
<tr>
<td>Academic staff</td>
<td>Students use of library 'desirable' as source of information.</td>
<td>Few teachers actively promote the use of the library in connection</td>
</tr>
<tr>
<td></td>
<td>Prepared to encourage library use (but not at expense of own courses).</td>
<td>with studies. Lack of time for additional material.</td>
</tr>
<tr>
<td>Library staff</td>
<td>Library information resources should be of great value for the students.</td>
<td>Lack of contact with academic staff. Difficulties in knowing courses</td>
</tr>
<tr>
<td></td>
<td>Students should learn how to use the tools at the library.</td>
<td>are planned &amp; therefore what information students are likely to</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>Library resources should be maximally utilized.</td>
<td>require.</td>
</tr>
<tr>
<td>Industrial engineers &amp;</td>
<td>Library and instruction in use should be project-linked.</td>
<td>No money provided for instruction in how to use. (This changed to</td>
</tr>
<tr>
<td>librarians in industrial concerns</td>
<td></td>
<td>money provided for BI).</td>
</tr>
</tbody>
</table>

library can best satisfy their information needs; (3) that information is so packaged and stored in libraries that few people can find the information they need without some instruction; and (4) that when users learn how to locate information for one need, they will be able to apply the same or similar strategy to find other information when the need arises.  

Drawing similar conclusions as to why library instruction is needed, Dillion writes that a college or university should accept three basic premises concerning library learning: (1) that library resources are a vital component in the educational process and as such adequate collections are necessary as curriculum programs are initiated; (2) that library resources should reflect a multimedia approach to learning and therefore, include both print and non-print material; and (3) that library competence is a valid objective of liberal education and as such the library has a responsibility to teach this competence.  

Melum gives yet another reason why library instruction is needed. "The phenomenal increase in source materials and their indexes, new methods of bibliographic con- 


\[\text{Howard W. Dillion, "Organizing the Academic Library for Instruction," Journal of Academic Librarianship 1 (September 1974): 4-7.}\]
trol and the introduction of new media of communication, the increased emphasis on individual study, the widespread adoption of the Library of Congress classification system—these factors confuse and bewilder many students to the point where they avoid the library, totally unaware of the wealth of materials which could be of interest to them."¹⁰ Thus, the need for library orientation and bibliographic instruction increases as methods change.

The general consensus expressed by these and other authors writing in the literature, is that there is a definite need for library orientation and bibliographic instruction in the academic library. Having established the need for library instruction programs in the academic library, a look at the problems and benefits of establishing such programs are appropriate for discussion.

Problems In Developing Library Instruction Programs

The task of creating an efficient library instruction program is indeed not without very real problems for academic libraries. Passarelli states these in very concise terms and refers to these problems as external and internal constraints. They are: the size of the student body, the curriculum, the administration's views, staff activity and

¹⁰Melum, p. 59.

Size of Student Body. Most institutions mention the size of the student population as a major problem. There is no question that Gordon Junior College, with something over 1,500 students and four librarians, can reach more of the student body in class-related instruction sessions than can the four librarians at Michigan State's undergraduate library, with 35,000 students. Student populations of 18,000 to 30,000 undergraduates are characteristic of institutions with separate undergraduate libraries. There appears to be no correlation between the degree of activity in developing course-related instruction and size of student body. Several examples are cited to support this statement. However, the size of the student population may require new approaches to class-related instruction, but it is not a decisive factor in determining whether the library will enter into such activity.\footnote{Ibid.}

Curriculum. The nature of the undergraduate curriculum presents difficulties also. An increase in flexibility in the undergraduate curriculum and the introduction of new courses and majors, the products of educational reform,
have implications for the undergraduate library's instructional activity. Curriculum flexibility does not appear to be an inhibiting factor for libraries initiating course-related instruction, except in making it more difficult to identify key courses. Instruction in such courses is often nontraditional in mode and inhibited at the outset by a lack of appropriate materials.13

The Administration's Views. Two elements are to be considered here: the library administration and the college administration. The college administration may be relatively unconscious of or insensitive to the unique qualities of the library. This becomes a problem when the library staff is reduced to a skeleton level with little or no thought. This happens because the administration has no expectation that instructional services are to be offered. If the library administration does not recognize the peculiar capabilities of the library, but sees it primarily as a study hall, the library's chances for survival, to say nothing of effectiveness are greatly reduced.14

Boisse offers some interesting comments on selling instruction to the college or library administration:

Selling instruction to your library's administration may present a challenge. Library directors of the past have been primarily collection builders. Many of them

13 Ibid., pp. 124-125.
14 Ibid., p. 125.
really do not really understand public services apart from the traditional reference and interlibrary loan activities. Reference service has not been a glamour item in the library's bag of activities. Academics are programmed to oh! and ah! when one says, "We now have two million volumes." They don't get excited about other library statistics. Library administrators do, however, like to hear good things about the library. Selling instruction to your library administration is very closely related to selling it to the college or university administration. As you work at awakening the interest of your library administration, it will in turn work at piquing the interest of the institutional administration.

It may sound trite to say that much of what you do to sell your program can be summed up in one word—communication. Inform your library administration of your program. Develop a clear, concise blueprint for your instruction program. Be prepared to explain it and even to defend it. College and university library administrators must be skeptical. They cannot glibly accept every proposal that comes across their desks. It is their responsibility to ask questions and to expect justification. So, be prepared.15

Staff Activity and Attitudes. Certain staff characteristics may affect a library's success in initiating instruction programs. One characteristic that clearly does is the commitment and enthusiasm of individual staff members. The quality of programs developed depends on the resourcefulness and originality of the entire staff. The chances for success are greatly increased when library staff members are recruited with this goal in view.16

Faculty Response. Faculty attitudes are cited as a major problem in developing instructional programs at a

16 Passarelli, p. 125.
number of institutions. Faculty members comprise a group whose importance to the success of the program cannot be overemphasized. Classroom faculty rarely consider librarians colleagues even at institutions where the latter enjoy faculty status and rank. They must be convinced that librarians can contribute to the instructional process in a meaningful way. In short, they must come to view the librarian's role as a largely instructional one. Composition teachers teach composition; music teachers teach music; and librarians teach library use. This concept can be sold, and it needs to be if we are to serve the undergraduate's complex informational needs.

Funding. Since inadequate funding is one of the librarian's most common complaints in explaining inactivity, the effect of special funding sources on library instruction activity merits consideration. Many institutions have special funds reserved for innovative educational programs. The resourceful library will seek to identify such sources and work actively for a share to support its instructional efforts. Another source of funds is through administrative channels. For example, many colleges and universities are actively committed to the encouragement of minority student applicants through special admissions policies. These stu-

17 Boisse, p. 82.

dents often receive extra orientation and tutorial assistance during the first year. The library can often tap funds allocated to the administrative office or department that is charged with academic services to these students, to offer a well-planned program for these students.\textsuperscript{19}

\textbf{Benefits of Library Instruction Programs}

The importance of working to develop library instruction programs within the curriculum cannot be overstated. These programs, when carefully planned and implemented, would seem to provide the most efficient and attractive type of library instruction in terms of real student needs. They offer the additional benefits to the library of: (1) increasing faculty-library communication; (2) legitimizing the librarian as a participant in the instructional process; and (3) affecting the curriculum itself by reforming teaching methods.\textsuperscript{20}

In addition to the benefits listed above, library instruction is going to: (1) reduce student frustration and generate a new base of support; (2) generate more and better use of the collection; (3) equip students with lifelong basic research skills that they can then use in whatever profession they choose to pursue; (4) make new faculty

\textsuperscript{19} Passarelli, pp. 126-127.

\textsuperscript{20} Ibid., p. 121.
friends for the library and solidify old friendships; and
(5) help move the library more into the instructional main-
stream of the institution.21

The potential payoff for the library and staff that
cares about user education is tremendous and the price that
must be paid to provide a successful instructional program
is "worth its weight in gold."

**Guidelines for Bibliographic Instruction Programs**

The Bibliographic Instruction Task Force of the
Association of College and Research Libraries (now the ACRL
Bibliographic Instruction Section) developed "Guidelines for
Bibliographic Instruction in Academic Libraries," which were
approved as policy by the ACRL Board of Directors on January
31, 1977, "in order to assist college and university librar-
ies in planning and evaluation of effective programs to in-
struct members of the academic community in the identifica-
tion and use of information resources."22 (See Exhibit 2
for the Guidelines.)

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21Boisse, p. 85.
The college and university library performs a unique and indispensable function in the educational process. It bears the central responsibility for developing the college and university library collections; for extending bibliographic control over these collections; for instructing students formally and informally; and for advising faculty and scholars in the use of these collections.

In order to assist college and university libraries in the planning and evaluation of effective programs to instruct members of the academic community in the identification and use of information resources, the following guidelines for bibliographic instruction in academic libraries are suggested:

The library should:
(1) assess the needs of its academic community for orientation to the library's facilities and services, and for instruction in the use of the library's collections and bibliographic structure;
(2) prepare a written profile of the community's information needs;
(3) develop a written statement of objectives of bibliographic instruction which:
  (a) includes immediate and long-range goals with projected timetables for implementation;
  (b) is directed to specific identified needs within the academic community, and permits various methods of instruction for all segments of the academic community who have a need to use library resources and services;
  (c) outlines methods by which progress toward the attainment of instructional objectives can be measured. Methodology must provide for measures of learning, attitude and cost;
(4) provide continuing financial support for bibliographic instruction,
  (a) clearly identifiable within the library's budget program and statements;
  (b) sufficient to provide the professional and supportive staff, equipment, materials and facilities necessary to attain the delineated objectives.
(5) employ librarians and other qualified staff to plan, implement and evaluate the program,
(a) inclusive of persons with training in:
various academic disciplines, the identifi-
cation and use of library resources, teach-
ing skills, preparation and use of evalu-
tive instruments, clerical skills;
(b) in sufficient numbers necessary to attain
the delineated objectives;
(c) clearly identifiable and of a status similar
to persons responsible for planning, imple-
menting and evaluating the other major func-
tions of the library.
(6) provide facilities, equipment and materials
(a) to accommodate the preparation of instruc-
tional materials and the preparation of
various modes of instruction (individual,
small or large group, lecture, discussion,
media, etc.);
(b) of sufficient size, number and scope to
accommodate the attainment of the delineated
objectives.
(7) involve the academic community in the formula-
tion of objective and the evaluation of their
attainment.
(8) evaluate regularly the effectiveness of the in-
structional program, and demonstrate substantial
attainment of written objectives.

Source: Bibliographic Task Force of ACRL. "Guidelines for

Stoffle recommends another set of guidelines, of a
more general nature:

(1) The need for instruction should be assessed by
reviewing the curriculum, monitoring the types
of reference questions received, discussing stu-
dent library needs with the faculty, etc.;

(2) the goals and objectives of the proposed program
should be set;

(3) programs which will meet the selected goals and
objectives should be planned;

(4) faculty whose courses will be involved with the
program should be contacted and presented with
concrete plans for instruction;
(5) plans should be revised, as appropriate, in accordance with faculty suggestions;

(6) actual instructional materials should be prepared and follow-up procedures planned;

(7) the availability of the program should be publicized; and

(8) the actual program should be initiated.\textsuperscript{23}

Any college library contemplating the creation of a library instruction program, or the adaptation of an existing one, should be at least aware of these guidelines. Any operable system which encompasses workable means to meet the goals and objectives included in these guidelines will almost certainly be well directed toward meeting the needs of the vast majority of today's college students, irrespective of whether they begin their collegiate experience in a two-year or a four-year institution.

CHAPTER II

METHODS OF INSTRUCTION

An examination of the literature shows that no one particular method can or will solve all instructional problems; however, one's choice of methods should depend upon a combination of factors: the particular target group, the particular aspect of the subject, and even the particular group of librarians involved. Cammack goes on to say that, "Each situation needs to be independently appraised, with the appraiser keeping in mind the characteristics, advantages, and disadvantages of each method." The methods of instruction found to be used most often in academic libraries consisted of library tours, lectures, non-print media presentations, printed media presentations, individualized instruction, and separate courses. The following comments or considerations may be of some benefit in determining a proper approach.

Tours

Lynch tells us that too often librarians feel a

\footnote{F. M. Cammack, Harri DeCosin, and Norman Roberts, Community College Library Instruction: Training for Self-Reliance in Basic Library Use (Hamden, Connecticut: Linnet Books, 1979), p. 65.}
brief tour is a sufficient introduction to the library, therefore cramming into users' heads all kinds of information while they are in a walk through the building. A much more realistic view of the library tour would be to see it as simply a means of introducing users to a complex physical structure with a collection of material organized for their use and a staff ready and willing to offer many services.25

The increasing number of users and the complexity of library buildings have brought about new methods of library tours.

Self-Guided Tours. One of the new methods being used is the self-guided tour, either in audiocassettes or printed leaflets. This type of program has the advantage of allowing the student to pace himself and to become as involved in learning about the library as he wishes. Wiggins gives at least four advantages of the tour on cassette: (1) a taped tour can be an effective, yet inexpensive, way to introduce 4000 or more students a year to a large library complex; (2) cassette players are inexpensive as compared to other mediums; (3) cassette tapes can be easily and quickly updated by either splicing or making a new master; and (4) minimal personnel are needed for distributing

Another form of tour discussed is the self-guided tour using printed leaflets. Miriam Dudley offers this favorable comment:

Several institutions report having developed successful printed, self-guided tours; and these do have the very decided advantage of walking the student through the building at his own pace.... A well-written, self-guided tour can be warm and welcoming and can introduce some of the more obvious uses of the most obvious reference tools, as well as their locations. This method provides an active role for the user and is one of the most attractive aspects of the technique.

Armchair Tours. Some librarians have abandoned the physical aspect of a tour altogether and prefer to present slide presentations, or films, or videotapes to help users become familiar with the library. Lynch tells us that this form of tour is known as the "armchair" tour.

Phipps concludes: "While the tour has generally been rated ineffective as an instructional device in teaching the use of the card catalog, reference books, periodical indexes, and the like, it has been fairly effective in fa-

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28 Lynch, p. 265.
miliarizing students with locations of departments and services."

Lectures

Another popular form of library instruction in academic libraries is the library lecture. Goggin tells us that this may be a single lecture to a class on resources in a subject field, which is most common, or it may be combined as a part of the first year English course with faculty and librarian sharing the teaching programs. She tells us that the most effective programs have been found to be those developed by faculty and librarians together, for this approach relates the ability to use the library with the academic program. It is felt that a program relating to students when they begin their major fields of study is a more relevant time for the lecture because it is at this time that students need to know how to access the resources in their subject field. The lecture will help to provide the resources most needed by the students for their respected assignments and should be planned to reach the largest number of majors in a subject field.\(^{30}\)

On the other hand, there are serious limitations or


\(^{30}\)Goggin, pp. 104-111.
disadvantages associated with lecture programs. According to Hernon, these are: (1) Lectures do not reach all students needing instruction; (2) students encounter too much material in one session; (3) the sources discussed are not handled or used until a later date; (4) lectures cannot always be related to specific classroom needs; (5) students do not see the value of the presentation; (6) insufficient time is allotted for the presentation; and (7) students assume that the library can be mastered through the lecture.31

Hernon tells us that most librarians do not feel that rapport is necessarily increased by their lecturing outside the library building. Convenience, class size, shelving and the amount of material to be taken to a class should determine whether lectures will be given in the library or in the classroom.32

Hernon goes on to say that student interest in lectures vary in accordance with the class level, attitude of the instructor toward the library and the assignment of specific library projects that are to be graded. Instructional materials are an asset to the lecture.33

33 Ibid., p. 16.
Non-Print Media

Any type of audiovisual is considered non-print media, and could be one of the following: slide/tape, filmstrip, film, videotape, or programmed instruction.

During recent years, there has been an increasing interest in the use of audiovisual media. In considering the choice of media to be used, one should consider the type of information conveyed, the cost of production, ease of display and ease of updating.³⁴

Slide/Tape. Among the most popular audiovisual formats is the slide/tape presentation, which consists of 35mm slides synchronized with a taped narration. There are certain problems or disadvantages of the slide/tape format: (1) must be high quality; (2) requires many technical skills; (3) equipment is expensive and requires expert maintenance; (4) is time consuming to prepare initially; and (5) needs considerable space, outlets, and special lighting.³⁵

Although the slide/tape presentation has certain disadvantages, it appears to be a suitable medium for conveying the type of information used in library instruction. Students appear to react positively to this medium.


Fjallbrant lists the following advantages of slide/tape productions:

1. Flexibility. Slide/tape productions can be used for both group teaching, as for example as in illustration of a lecture or seminar, or for individual tuition, as in preparation for a course or for repetition.

2. Constant availability. The use of the material does not depend on the presence of a lecturer or librarian. It can be used by the student, when the need arises.

3. The presentation of the material is not complicated. The slide/tape material is easy to project and easy to store.

4. Speed of presentation can be controlled—either by the lecturer in group instruction, or by the individual student.

5. Costs of production are relatively low.

6. It is easy to update slide/tape material.\(^{36}\)

Fjallbrant goes on to say that slide/tape productions, which enable color to be shown, but not motion, are particularly suitable for use in bibliographic instruction programs. They can be used in a variety of ways, combined with other methods of instruction, such as lectures and programmed learning.\(^{37}\)

\(^{36}\)Ibid., p. 260.

\(^{37}\)Ibid.
Filmstrips possess many of the advantages of the slide/tape presentation, but they have a number of disadvantages: The pre-set sequence compels the pictures to be shown in a given order. They are easily damaged—by scratching or heat, and difficult to repair. They are difficult to update. In fact, when one frame is outdated, then the whole filmstrip must be remade.\textsuperscript{38}

Films can convey motion and color; however, in library instruction, one seldom has the need for conveying motion, and the use of moving images may well prove a distraction, rather than enhancing the learning effect.\textsuperscript{39}

Videotapes, like films, can be used to convey motion and color. They possess one advantage over film material—it is possible to reuse the material, thereby making updating less expensive. One of the problems facing libraries, in the use of video material, has been the lack of standardization between different systems. There are two types of TV-cassette systems, for play-back alone, and systems for both recording and play-back. If standardization were possible, it would be easier to concentrate on the production of a high quality product. This method allows for careful preparation of material, can be used many times, and can be played on internal TV systems.\textsuperscript{40}

\textsuperscript{38}Ibid.

\textsuperscript{39}Ibid.

\textsuperscript{40}Ibid., p. 261.
Programmed Instruction. Cammack states that, "The advantages of individual pacing, active participation of the student, and receipt of immediate reinforcement, as well as a thorough evaluation by the developer of the complete instructional program, all contribute toward making programmed instruction not only a viable but a preferred method of library instruction."\(^{41}\)

Teaching machines for programmed instruction have the advantage of being able to present quality visuals in color. Some disadvantages are that only one student at a time can be accommodated, danger of loss, mechanical difficulties, and high initial expense. Although cost is a prime consideration with computer-based teaching systems, they have many advantages: (1) More versatility and flexibility than other types of teaching machines; (2) the learning sequence is carefully controlled by the computer; (3) every response is judged immediately for accuracy; and (4) a complete record of student learning responses is tabulated by the computer for further analysis. There are also disadvantages: (1) necessity for initial operational instructions; (2) mechanical breakdowns of terminal equipment; (3) computer "downtime," (4) time-sharing problem; and (5) high cost.\(^{42}\)

\(^{41}\)Cammack, DeCosin, Roberts, p. 66.

\(^{42}\)Ibid., pp. 66-67.
Printed Media

Subject bibliographies, handbooks, handouts, self-instructional brochures are all printed media. McCormick tells us that most libraries feel that these tools make an important and vital contribution to the education of the user.43 These tools have many advantages: (1) They reach a wide audience; (2) are easily updated; (3) good public relations; (4) can be retained and used repeatedly; (5) allow selective reading for specific needs; (6) relatively inexpensive to produce; and (7) user does not have to ask for help.44

On the other hand, there are specific disadvantages: (1) Require frequent revision; (2) hard to convey transferability to other topics or disciplines; (3) difficult to evaluate effectiveness; (4) time consuming to prepare initially; and (5) might not be used.45

Even if not used as the sole method of instruction, printed media can be used in conjunction with other methods.

Individualized Instruction

Convinced that the best instruction is still that


44 Ibid.

45 ACRL, Bibliographic Instruction Section, Policy and Planning Committee, Bibliographic Instruction Handbook (Chicago: ALA, 1979), p. 49.
given to individuals when each recognizes his or her need, librarians have been seeking ways to provide this type of opportunity especially for the large numbers of students found on university campuses. The "Library Resources Day" at the University of Michigan, the "Solution Sessions" at Pennsylvania State University and the "Term Paper Clinics" at the University of Pittsburgh and the University of Colorado are examples of some of the efforts to provide individual assistance.

Computer-assisted instruction (CAI) has been tried as an individualized learning-teaching mode and has presented a successful way of providing a number of learning packages on a variety of subjects. The University of Denver Libraries have been experimenting with this since 1971 as Culkin describes the project in her article, "Computer-Assisted Instruction in Library Use." Lois Hansen evaluates the computer-assisted instruction by attempting to answer whether the CAI system achieved its intended purpose.

From Project Intrex Model Library Program at M. I. T. has emanated audiovisual programs, each limited to instructing the user on how to use one single reference source and each located beside the tool to be explained. Slide/tape


47 Ibid.
instruction for Engineering Index and audio programs are available to assist students after they have selected the resources they need to use.

Librarians should recognize that the library's graphic program and its publications, such as the library handbook and individual leaflets, are essentially tools for individual instruction. Specialized bibliographies and subject guides to the literature, such as the M. I. T. Library Pathfinders, form a highly useful educational function within the university library's total instructional plan.

Courses

The final method of library instruction to be discussed is the separate course which Goggin described as a course in "Bibliography," or "How to Use the Library." The course may be offered for credit or non-credit. It may generally include lectures with an assignment being the completion of a bibliography on a topic. The major advantages of formal instruction are: (1) Permits discussion of type of tool, search strategy, library as system; (2) evaluation is easily incorporated; (3) can be tailored to user's needs; (4) excellent PR; (5) librarian is visible in the

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49 Goggin, p. 108.
academic community.  

The major disadvantage to such a program is expressed as being it reaches a relatively small number of students in proportion to the investment of the librarian's time. Rader gives a more in depth look by stating that some of the problems which may be encountered are that most courses are elective and possibly because of this a small percentage of students are reached. Administrative cooperation would be needed to enforce such a course as a requirement to grant academic credit and provide for additional personnel.  

Rader gives some helpful hints for course planners which consist of the following: (1) Course should be administered by one or more librarians; (2) course should be well advertised on campus; (3) objectives should be clearly stated and communicated to the students; (4) a variety of materials should be used; (5) course should be taught as much as possible on the basis of the individual student's needs; (6) instruction on each reference tool should be followed by practical application of it by the student.  

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50 ACRL. Bibliographic Instruction Handbook, p. 54.  


52 Ibid., pp. 282-283.
PART II. PROCEDURAL MANUAL FOR PLANNING A
LIBRARY INSTRUCTION PROGRAM FOR GORDON JUNIOR COLLEGE
CHAPTER III

PRELIMINARY ACTIVITIES

The Policy and Planning Committee of the Bibliographic Instruction Section of the Association of College and Research Libraries suggests that a library interested in planning a bibliographic instruction program, should gather relevant data about its institution and about the information needs of the various groups served by the library in order to develop a meaningful profile. This data should be divided into four sections: (1) The Academic Community—Groups and Programs; (2) Assessment of Need for Bibliographic Instruction; (3) The Academic Library: Existing Resources and Programs; and (4) Reporting and Using Data. The implementation of all the steps suggested would be extremely time-consuming; therefore, "the checklist should serve as a guide and be appropriately adapted for any given institution."  

Academic Community

The academic community in any college is composed of the people connected with the institution and the academic

program. The people can be classified into the following
groups: students, faculty, staff, administrators, and others.
The nature of the academic program encompasses the academic
goals of an institution, the degrees offered, subject areas
covered and emphasized, and the amount of research under-
taken. Part A deals with the academic groups (students and
faculty) and Part B, with the academic programs. 54

A. Groups 55

A profile of information needs should begin with an
understanding of the people and groups who make up the aca-
demic community. Quantitative figures on the size of these
groups will lead to a preliminary understanding of the audi-
ence and their needs. A profile therefore should gather
data on student characteristics and faculty.

Student Characteristics. The enrollment for fall
quarter 1979, was 1502; 855 women and 647 men.

There are over thirty-five Georgia counties repre-
sented in the student body with the following having the
highest representation: Upson, Spalding, Lamar, Monroe,
Pike, and Butts.

Thirty-five percent of the student body is married.
Slightly over 15% of the student body is composed of veter-

54 Ibid. Format adapted from Bibliographic Instruction Handbook.

55 Gordon Junior College Self-Study, Barnesville, Georgia: GJC, 1975; and Interview with James Strickland, Dean, Gordon Junior College, Barnesville, Georgia, 7 April 1980.
ans. The greatest percentage of veterans and married students is to be found in the evening classes.

Since the college has only two dormitories— one for women and one for men— only 11 percent of the student body lives on campus.

A breakdown of the student body into day and evening groups is important if the student personnel and academic needs of each group are to be properly analyzed.

Profile of day students. Eighty-nine percent of the day students are between 17 and 25 years of age, with 86.5% of these in the 17-20 age group. Eighty-four percent commute every day, with 70% commuting between 16 and 45 miles round trip. Sixty-five percent are employed (mainly part-time) while attending school, and that fact in addition to distance of travel were reasons why they participate in so few campus clubs and evening events.

Profile of evening students. The age span among evening students is naturally broader than the one for the day students; however, 66.7% are under age 30 and 10.9% over age of 40.

Fifty-six percent are enrolled in the college career programs and 35% are in the college transfer program.

Seventy-eight percent commute to Gordon classes, with 50% commuting more than 30 miles.

Ninety-five percent are employed (mainly full-time) at the same time they are coming to school. Therefore,
family responsibilities, work, and distance are the major reasons for not attending student activities.

Faculty. The faculty consists of the corps of instruction and the administrative officers. The corps of instruction consists of professors, assistant professors, instructors, and part-time teaching personnel.

Administrative officers having faculty status have all the responsibilities and privileges of faculty members and hold tenure only according to professional rank attained when employed in a full-time teaching capacity.

The 1979-80 faculty consists of forty-eight members; 40 teaching faculty, 3 library faculty, 5 administrative faculty.

Research commitment. Although teaching is considered to be the primary function of a junior college faculty, fourteen members of the faculty and administration have published articles, or books, or a combination of the two.

According to Strickland, the research commitment of the faculty is revealed in two ways: (1) through the faculty's own professional growth and development--for example, more than one-third of the teaching faculty have the doctorate and a large percentage of remaining faculty are working toward the doctorate or another advanced degree; and (2) the amount of library usage that the faculty themselves make as well as the number of library assignments they give to their students.
B. Academic Programs

Curriculum. Gordon Junior College has implemented a comprehensive four-fold academic program in keeping with its community-oriented college status. These programs are Transfer, Career, Special Studies, and Community Services and Continuing Education. The above offer one or more opportunities to all age groups; therefore, Gordon Junior College adheres to the open-door policy of admissions as set forth in Policies of the Board of Regents of the University System of Georgia.

The college offers 39 transfer programs that prepare students in the first two years of the standard baccalaureate degree programs and enable them to transfer this work to any college or university without loss of credit. In addition to the traditional transfer programs, Gordon offers nine career programs which enable the graduate to find immediate employment at the end of two years of study.

There are five major instructional divisions:
(1) Humanities, (2) Mathematics and Natural Sciences,
(3) Social Sciences, (4) Nursing, and (5) Special Studies.
Between the five divisions, a total of 245 courses are offered.

Intellectual Climate of the College. A partial scholastic profile of the 1974 fall quarter student body may be gained from SAT scores outlined as follows:

56 Ibid.
### EXHIBIT 3
SAT— Profile of Student Body
Fall Quarter, 1974

<table>
<thead>
<tr>
<th>SAT Scores</th>
<th>Percentage of the Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-650</td>
<td>26.2% of the student body</td>
</tr>
<tr>
<td>651-900</td>
<td>52.4% of the student body</td>
</tr>
<tr>
<td>901-1300</td>
<td>21.4% of the student body</td>
</tr>
</tbody>
</table>

Note: Although this profile is dated 1974, the percentages have changed very little over the years.

An overwhelming majority of the student body came from consolidated county school systems in the state.

As may be deduced from the SAT scores above, approximately 26.2% of the student body fall within the 650 or less bracket which classifies them as potentially deficient in one or more subjects and, therefore, needing enrollment in at least a portion of the Special Studies Program. At the opposite end of the SAT scale 21.4% (901 or better, SAT) of the student body are capable of pursuing exceptional challenges in their academic studies.

One is reminded that each of the Gordon Junior College programs of study carries with it its own unique academic requirements; thus, generalizations based only on SAT scores must be limited.

There are other factors that influence or determine the intellectual climate.

The climate is one in which the academic programs of the college receive primary emphasis. Indicators of this fact are the institutional requirements of: (1) assigning...
library work in every course, (2) passing Regent's Test to graduate, and (3) graduating with at least a 2.0 grade point average.

Other indicators include: (1) The high success rate in students passing the Regent's Test (95% last spring) and the Georgia Board of Nursing Examination (97% last 3 years); (2) the success of some students being examined and gaining admittance to highly selective professional programs, such as: Dental, Medical Technology, and Veterinary Medicine; and (3) performance of students who transfer to other institutions; i.e., on an average, they maintain the same grade point average or better.

Finally, the intellectual climate can be determined by the types of activities provided by the college. These include: (1) the Jasper Dorsey Lecture Series, (2) major military bands, (3) art exhibits, (4) stage plays and broadway musicals presented by students, (5) social activities (dances, concerts, shows, movies) catered to the "taste" of all students, (6) intercollegiate baseball and basketball teams, (7) intramurals for students who do not participate in intercollegiate sports, and (8) social and service organizations. These activities are entertaining, but they also provide students the opportunity to be exposed to the various forms of the arts. Many students would not attend such activities elsewhere if they were not provided by the college.
Assessment of Need for Bibliographic Instruction

To determine the need for bibliographic instruction, one should gather information from the various groups in the academic community. The information should be gathered in a systematic manner by questionnaires, interviews or other means.

To determine the need for bibliographic instruction in the use of the Gordon Junior College Library, a survey will be conducted. The following groups will be surveyed: students, faculty, staff, and librarians. Each group will be surveyed to determine their opinion of the need for bibliographic instruction and the type of bibliographic instruction which would reach the most users.

The Library: Existing Resources and Programs

It is necessary to delineate the instructional program already developed and being maintained in the library. Only after this information is available can a comparison be made of the determined needs and the present situation.

Resources to be considered are: (1) the library staff, (2) the collection, (3) facilities and equipment, and (4) the budget.

Library Staff. The library staff includes 3 professional librarians, 1 audiovisual coordinator, 3 area assistants, and 1 secretary. See Exhibit 4 for responsibilities of each. In addition to the full-time staff,
approximately 15 student assistants are employed by the library. These student assistants work in two areas—Public Services and Technical Services.

**EXHIBIT 4**

Library Staff and Responsibilities

**Head Librarian**

The Head Librarian is responsible for overseeing all library operations and is supervisor of all library personnel.

**Public Services Librarian**

Responsibilities of this librarian cover four categories—reference, periodicals, circulation, and interlibrary loan. In addition to the above responsibilities, this librarian is responsible for library instruction.

**Technical Services Librarian**

The Technical Services Librarian is responsible for selecting, acquiring, cataloging and classifying all materials, both print and non-print. Additionally, this librarian is responsible, in a supervisory capacity, for the production of catalog cards, card catalog maintenance and the processing of materials for circulation.

**Audiovisual Coordinator**

The Audiovisual Coordinator is responsible for two major areas: (1) hardware (equipment) and (2) software (audiovisual materials). Responsibilities under the software area include the rental of films for classroom use, and local production of audiovisual materials. Regarding hardware, the coordinator is responsible for the selection and purchase of equipment, preventive maintenance and minor repair of equipment.

**Area Assistants**

The Public Services Assistant works in the Public Services area of circulation. Duties include supervising circulation, secretarial duties, and etc.

The Technical Services Assistant primarily works in the Technical Services area of acquisition and cataloging. Duties include searching orders, verifying bibliographic...
information, receipt and invoice certification of materials, ordering catalog cards and matching cards and books.

The Audiovisual Assistant is responsible for assisting the Audiovisual Coordinator in the performance of his assigned duties.

Secretary

The Secretary is responsible for all secretarial duties in the Library. Included are receptionist duties, correspondence, receipt and distribution of daily mail, bookkeeping of library financial records, maintenance of library files, and ordering and stocking supplies. More specialized duties include typing of orders for materials as well as typing of library catalog cards.

Student Assistants

Student Assistants are trained by librarians to run the circulation desk, which involves checking books and other materials in and out of the library; checking in periodicals, newspapers and other materials. Other supervised activities performed by student assistants include shelving books and other materials, reading the shelves and processing books and materials for circulation.

Collection. The book collection is of a general nature, including materials in most fields of knowledge. The library's book collection totals more than 40,000 volumes and is classified in accordance with the Library of Congress classification system. The library subscribes to 495 periodicals, both scholarly and popular, and receives others as gifts. Periodical backfiles are available in bound volumes or on microfilm. The library also subscribes to more than 20 newspapers, including local, state, and national papers. Three microfilm reader-printers and one reader are available for using the over 2800 items (reels) on microfilm in the library.
The library has an extensive collection of non-print materials including videotapes, films, filmstrips, cassette tapes, film loops, records, and slides.

Facilities and Equipment. Inside the library, there are study rooms suitable for instruction to small groups and there is one lecture room that can comfortably seat a class of 20-25. For larger classes, conference rooms located in Russell Hall are available for use.

If instruction is to take place only in the library, there are certain areas out on the floors--1st and 2nd--that can seat large or small groups.

There is a coin-operated xerox machine for copying, a thermofax machine and other audiovisual hardware that will satisfy the needs of most users.

Budget. Only a small portion of the library budget is spent on the bibliographic instruction program. The little that is spent on the program is for duplicating costs. Bibliographic instruction does not have a line in the budget.

Existing Program. To be considered here are:
(1) staff responsibility, (2) orientation program, and (3) other.

Responsibility. Bibliographic instruction is the responsibility of the Public Services Librarian; however, when needed, other librarians will conduct the program.

Orientation Program. The present program consists of a walk-through tour of the library. The hour long
orientation is catered to first-time users and is a required activity for all English 101 classes. Students are given a handbook and then a tour of the library. Areas covered in the tour include: the card catalog, indexes, reference area, periodicals, audiovisuals, and the circulation system. The tour includes a "how to" session utilizing the above. Students are usually given a library assignment following the orientation. An average of 15 orientations are given each quarter.

Other. Orientation programs can be catered to any discipline. These orientations are given by request. In these orientations, students are introduced to the working tools of the respective discipline. A brief explanation of library services and arrangement is also given.

Reporting and Using Data

The data gathered from the academic community, assessment of need, and existing resources and programs will generate a profile of information needs of the academic community.

This profile should be utilized by the decision makers to begin to develop a bibliographic instruction program appropriate for Gordon Junior College.

The types of decisions based on the profile should include: (1) the goals and objectives for the bibliographic instruction program, (2) target groups and depth of
instruction needed for each target group, (3) method of instruction, (4) resources to be allocated to the program and (5) the initial planning for evaluation of the program.\footnote{ACRL. \textit{Bibliographic Instruction Handbook}, p. 18.}
CHAPTER IV

A BIBLIOGRAPHIC INSTRUCTION PROGRAM FOR
GORDON JUNIOR COLLEGE

Formulation of Goals and
Objectives

In planning bibliographic instruction programs, it
is necessary to define the main goals and specific objec-
tives of the program. The development of a program of
instruction is represented diagrammatically in Exhibit 5.

Lancaster states that:

When concrete and meaningful objectives are adopted
and implemented, evaluation of the resulting services
and products becomes critical. In such a situation,
evaluation of the resulting services closes the loop
and provides feedback on whether or how well the sys-
tem is working. If the results indicate that the
objectives are not being met, one desirable step is
to reexamine the objectives to see if they are real-
istic in terms of the library's resources and total
situation. Any casual attempt at evaluation should
quickly reveal the inadequacies of traditional, super-
ficial, and essentially meaningless objectives. Objec-
tives, to be useful, require evaluation, and the eval-
uaive process needs objectives as its criteria.58

In planning bibliographic instruction programs,
there should also be a well-defined relationship between
the library staff, the faculty, and the students.

58F. W. Lancaster, The Measurement and Evaluation
of Library Services (Washington, D. C.: Information Re-
EXHIBIT 5
Development of a Program of Instruction

- Definition of objectives
  - Choice of methods and media
    - Trial of course
      - Evaluation
        - Should the objectives be changed?
          - Yes
          - Have objectives been achieved?
            - Yes
              - Continue course
            - No
            - No
      - No
    - Yes
  - No

Fjallbrant believes that there is a need for cooperation between library staff, faculty and students in order to decide on the main goals. See Exhibit 6 for relationship between the three groups.

EXHIBIT 6
Relationship between library staff, academic staff and Students in Bibliographic Instruction

Library Staff

--

Academic Staff

--

Students


Fjallbrant goes on to say that:

In many cases the goals envisaged by the three groups do not coincide. Thus, library staff may be primarily concerned with the maximum utilization of the information resources possessed by the library, academic staff with how to teach students how to collect information and assess it critically, whereas students may want to know how to find information, as quickly as possible, in order to pass examinations. The main goals of a program of user instruction should integrate these three different aspects.59

In keeping with these guidelines, an attempt to express the general goals for user education has been made in connection with the development of a bibliographic instruction program at Gordon Junior College, Barnesville, Georgia:

1. To enable the user to understand the channels for information flow in order to become aware of the different ways in which information can be obtained.

2. To enable the user to become aware of the information resources available to them at their own, and other, libraries.

3. To enable the user to learn how to use the various tools available for information searching, in order to be able to obtain information useful to them for their studies and for other work.

4. To create a positive attitude to information searching which will stimulate the user to make use of the resources available at different libraries.60

The terminal objectives, which break down the goals into more specific, meaningful units; and the enabling objectives, which define the specific knowledge or skills which are necessary to achieve the terminal objectives;61 will be written prior to the implementation of the bibliographic instruction program.

Proposals for Method of Instruction at Gordon Junior College

Gordon Junior College will use two levels of instruction. On Level 1, there are two goals: (1) To acquaint interested students with the physical layout and facilities of the library; and (2) to acquaint interested

60 Ibid. Based on goals of user education program at Chalmers University of Technology Library, Gothenburg, Sweden.

students with the library services and resources available for their use. To meet these goals, the staff will develop a self-guided tour and a slide/tape presentation.

The goal for Level II is to teach students enrolled in research or bibliography oriented courses, the bibliography of their discipline and the mechanics of the various search strategies useful in their subject area.

Level I

Library Orientation

A. Program

1. The student with little or no acquaintance with a library needs first to be stimulated to explore and expand his view of the library and its resources. For him I recommend the Student Handbook (see Exhibit 7) which describes briefly and attractively the services and resources which the library offers. This would be distributed outside (also inside) the library (made available in dormitories, Student Center, Counseling Center, etc.) as an inducement to visit and explore.

2. Once in the library, he needs help in orientating himself. Here a self-guided tour following a marked path through the building is recommended. A sheet giving a brief explanation of the major points along the route would be provided. The student could take this tour at a time convenient to him and proceed at