Resources for Teaching

INTRODUCTION

In the past few years, I have come to depend on several resources to which I turn, time and again, when teaching a session or managing an instructional program. Needless to say, colleagues are an additional and frequently-used resource. What follows are other types of sources: clearinghouses, professional organizations, and publications. I would be happy to hear from you on what you have found useful and report comments on, and additions to, this list in a future column.

CLEARINGHOUSES

Library Orientation-Instruction Exchange Clearinghouse (LOEX)

This national clearinghouse collects instructional materials from all types of libraries and lends them to members at no additional charge. A membership/subscription costs $50.00 per year and provides borrowing privileges, information and referral services on speakers and programs across the country, and a quarterly newsletter. The newsletter contains notices of new materials received by the clearinghouse, meeting announcements and reports, news, requests for materials from readers, and new books and articles in the area of user education. LOEX also sponsors an annual meeting with a limited number of participants. The small size and practical nature of the meetings make them an excellent setting for networking. At least twenty health sciences libraries regularly submit materials to LOEX, and I have also found materials on personal filing systems, end user searching, and similar topics from other types of libraries to be very useful.

There are regional clearinghouses across the country, as well, e.g., the California Library Instruction Clearinghouse (CCLI) South Depository, and LOEX can be contacted for information on these: LOEX Clearinghouse, University Library, Eastern Michigan University, Ypsilanti, MI 48197 (313) 487-0168.

CONTINUING EDUCATION

MLA CE 875 Teaching: Strategies and Tactics for Medical Librarians

This two-day course was taught by Elaine Weiss, EdD and Neal Whitman, EdD when I took it in 1987. Currently, it is listed as NP 089 Teaching Strategies for the Medical Librarian. This was one of the better CE courses I have attended. The instructors used the techniques they were discussing to teach the class and learning was a very active process. The syllabus was well-organized and useful as a reference manual after the class. The course, as it was designed in 1987, would serve as an introduction to many

basic educational concepts or a refresher for the battle-weary. Contact the Medical Library Association for further information on current costs and instructor.

PROFESSIONAL ORGANIZATIONS

ACRL Bibliographic Instruction Section (ACRL/BIS)

BIS is one of the sections of the Association of College and Research Libraries, a Division of the American Library Association. As such, its membership is drawn from academic libraries. This group has just completed a major model statement of bibliographic instruction objectives which has been accepted by ACRL. A new BIS ad hoc committee will be disseminating information about the objectives and how to implement them in a practical way. Another BIS committee, Computer Concerns, has hosted small discussion groups at annual ALA meetings on topics such as hypertext. The BIS CE Committee is developing videos to help train library instruction staff. Past projects of the Section have included a handbook on methods to evaluate library instruction. The Section publishes a newsletter twice a year and membership is 3,500. BIS programs' in the next years will focus on reaching remote users and applications of the model statement of objectives. Contact: ACRW BIS, American Library Association, 50 East Huron Street, Chicago, IL 60611.

ALA Library Instruction Round Table (LIRT)

This group has no formal connection with ACRL/BIS, but the groups try to work jointly on projects and avoid overlap. LIRT has a broader focus, trying to meet the needs of all types of libraries. Membership ranges from 1,000 to 1,200. This group has just completed a library instruction handbook which will contain chapters on how to plan a bibliographic instruction program and services in different types of libraries. It is scheduled for publication by Libraries Unlimited in Summer 1989. The LIRT Computer Applications Committee is completing work on two directories of library instruction computer software, one for commercial software and one for software produced by librarians. The Research Committee is conducting a survey of goals of user education in all types of libraries. Another LIRT committee is facilitating development and networking of local library instruction groups. The group publishes a quarterly newsletter. Contact: Staff Liaison for LIRT, American Library Association, 50 East Huron Street, Chicago, IL 60611 (312) 944- 6780.

National Society for Performance and Instruction (NSPI)

This group has a broad membership which includes 4,000 trainers, educators, instructional designers, and others from corporate and academic settings. There are fifty-three local chapters. The society emphasizes performance analysis and development and system development and implementation. Examples of programs offered by the chapter in my area include organizational design and how instructional design relates to it, applications of teleclass technology, Macintosh hypercard possibilities and opportunities, electronic publishing, visual considerations for screen design, and videodisc production. The society produces the journal, *Performance & Instruction Journal*, an annual membership directory, and holds an annual conference. Membership dues to the national association are $80.00. Local chapter dues are less, and you may join these without being a member of the national society. Contact: 1126 16th Street, N.W., Suite 102, Washington, DC 20036 (202) 861-0777.

Public Services Section/Medical Library Association: Information Management Education Special Interest Group

Two co-coordinators within the Public Services Section spearhead activities such as collecting news briefs related to user education for the Section newsletter and organizing programs at the MLA annual meetings. The programs have been well-attended and a good forum for informal exchange of information. This is a relatively new special interest group and will undoubtedly develop other services for members of the Section. Contact the current chair of the Public Services Section listed in the *MLA Directory*.

PUBLICATIONS

Krathwohl, David R.; Bloom, Benjamin S.; and Masia, Bertram B. *Taxonomy of Educational Objectives; the Classification of Educational Goals, Handbook II: Affective Domain*. New York: David McKay Company, Inc., 1964.

This is the second volume of two. Further information on this set is provided below. This handbook provides a hierarchical ordering of objectives which deal with feelings and emotions such as belief, appreciation, and interest. The text provides examples and test items for five affective categories: receiving, responding, valuing, organization, and characterization by a value or value complex. A condensed version of the hierarchy of objectives appears in the appendix.

McKeachie, Wilbert J. *Teaching Tips: A Guidebook for the Beginning College Teacher*. 8th ed. Lexington, MA: D.C. Heath and Company, 1986.

This is an easy to read and concise guide. Its broad coverage of practical information for teachers and its organization and format make it useful as a reference manual. The sections of particular interest to me have been on meeting a class for the first time, organizing effective discussions, and how to deal with large classes. The author also provides lists for further reading for each topic.

Reference Services Review. Ann Arbor, MI: Pierian Press, 1972-. Quarterly.

Each year the second (summer) issue contains a bibliography of items published the previous year on user instruction in all types of libraries and for all levels of users. The list has been published the last fifteen years and usually runs about ten pages. Most items are annotated and are arranged by type of library. The bibliography is preceded by a brief paragraph of statistics on the level of publishing about the different types of library instruction. The categories of most interest to health sciences librarians are "academic" and "special."

Research Strategies. Ann Arbor, MI: Mountainside Publishing, Inc., 1983-. Quarterly.

This journal is entirely devoted to library instruction. Four or five articles per issue address teaching a particular subject or a particular audience, or using an instructional format. Articles are also published

related to management of instructional programs, e.g., dealing with burnout of bibliographic instruction staff. Most issues include an article labeled, "Teaching Tough Stuff," which deals with an instructional challenge such as finding conference proceedings. Each issue also contains book reviews and columns of opinion and exchange of information.

Taxonomy of Educational Objectives; the Classification of Educational Goals, Handbook I: Cognitive Domain. Edited by Bloom, Benjamin S., et al. New York: Longmans, Green and Co., 1956.

This text provides a hierarchical ordering of objectives dealing with intellectual outcomes such as knowledge, comprehension, and analysis. Examples of objectives and test items are provided for six categories of objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation. This is the first volume of two which set out to provide a common terminology for educators as well as guidance in planning educational activities and evaluating participants' performance. The condensed version of the hierarchy which appears in the appendix has been particularly helpful. Even though this publication is over thirty years old, references to it and use of the taxonomy still appear in publications of this decade.

Zemke, Ron, and Zemke, Susan. "30 Things We Know for Sure about Adult Learning." *Training/The Magazine of Human Resources Development* 18 (June 1981):45-46,48-49,52.

This concise article summarizes important points in three categories: motivation, curriculum design, and working with adults in the classroom. For example, under curriculum design the point is made that "fast-paced, complex or unusual learning tasks interfere with the learning of the concepts or data they are intended to teach or illustrate." In each section of the article, brief references are made to the researchers upon whose work the points are based, and a ten-item resource list is included.

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