



Textbooks for Teaching

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To cite this article: Francesca Allegri (1990) Textbooks for Teaching, Medical Reference Services Quarterly, 9:3, 63-66, DOI: [10.1300/J115v09n03_07](https://doi.org/10.1300/J115v09n03_07)

To link to this article: http://dx.doi.org/10.1300/J115v09n03_07



Published online: 26 Oct 2008.



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INFORMATION MANAGEMENT EDUCATION

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INTRODUCTION

In a previous column (*MRSQ* v. 8, no. 4, Winter 1989), I introduced several resources for teaching that have proven extremely useful over the past few years. In this column, I would like to add those texts that have served as reference sources. Although not used as heavily as the items on the prior list, these have answered questions or inspired ideas to help solve a particular instructional problem. This is a partial list and will be completed in a future column.

TEXTS

Adams, Mignon S., and Morris, Jacquelyn M. *Teaching Library Skills for Academic Credit*. Phoenix, AZ: Oryx Press, 1985. 211 p.

The emphasis of this book is on bibliographic instruction taught as a primary part of another course or as a separate course. In either case, the authors make a strong case for the students obtaining credit for the course, as this "legitimizes learning." The book is essentially divided into two parts: a theory and practice section and a section of case studies. The first section provides a rationale for the separate library course and describes establishing and planning

the course, developing materials, teaching, and evaluation. A brief list for further reading, usually two or three items, follows each of these chapters with a one- or two-sentence annotation for each citation. The second part of the book devotes approximately the same number of pages to eighteen case studies of courses taught across the country. The courses represent a broad range of audience levels, disciplines, and types of instruction. There are examples of both elective and required courses, and the strengths and weaknesses of each program are highlighted. The book also contains a seventy-six-item annotated bibliography divided by topics such as "Philosophy of and Rationale for Credit Courses," "Evaluation of Credit Courses," and "Course Materials: Subject." In addition, at least a dozen workbooks for students are annotated and the appendix contains useful "tricks of the trade" such as how to set the tone of the course on the first day. This text's usefulness lies in its concentration on the credit course as a mode of instruction.

Rice, James. *Teaching Library Use: A Guide for Library Instruction*. Westport, CT: Greenwood Press, 1981. 169 p.

Rice divides the content of his book into strategies for library orientation, library instruction, and bibliographic instruction. The distinction between the latter two are that library instruction concentrates on the use of a particular tool or service whereas bibliographic instruction is more conceptual, concentrating on search strategy, organization of the literature, and so forth. For each of these three levels of instruction, the author stresses a hands-on approach and use of a variety of instructional techniques. The book is particularly strong on non-print materials and, although dated, can be used as a source of ideas or leads to existing resources. A chapter is devoted to testing and evaluation, distinguishing between the two methods and clearly defining concepts such as validity and reliability. This chapter also discusses using instruments available commercially and from other libraries, as well as devising one's own. A unique feature of this text is the chapter, "Library Instruction through the Library's Design," which gives helpful tips on directional sign systems, accessibility, and attractiveness. Extensive lists of references follow each of the chapters. Six appendices cover top-

ics such as annual conferences on library orientation, sources of commercial audiovisuals, and a research agenda for bibliographic instruction. Although older, the value of this text lies in its concise presentation of fundamentals of design, planning, testing, and evaluation. The section on library orientation is particularly good on objectives and what not to teach. The book also provides a state-of-the-art at the time of publication, although I suspect it was ahead of its time in some areas.

Roberts, Anne F., and Blandy, Susan G. *Library Instruction for Librarians*. 2d rev. ed. Englewood, CO: Libraries Unlimited, Inc., 1989. 257 p.

Five chapters form the core of this text and cover the topics, "Deciding on a Program," "Choosing Formats," "Teaching and Library Instruction," "Keeping Instruction Going," and "Shaping Instruction for Special Needs." These are preceded by two chapters which briefly present the history of library instruction, a state-of-the-art, library school education in this area, and organizations and clearinghouses. The table of contents lists the subtopics covered in each chapter which helps clarify the ambiguous headings. Within the text itself, each subtopic is followed by suggested assignments and readings since one of the authors' intents is to provide a textbook for a library instruction course. Four appendices round out the book. One appendix includes twelve checklists for organizing and managing a program. These checklists cover aspects such as student needs assessment, faculty interest, and administrative support. Another appendix lists the proficiencies and competencies librarians and others involved in library instruction should possess. A twenty-two page annotated bibliography is divided into books and journal articles "you should know about." The strength of this text is the numerous figures and actual examples presented to illustrate the topics. It provides many ideas for new approaches as well as fundamentals of design and administration.

Theories of Bibliographic Education: Designs for Teaching. Edited by Cerise Oberman and Katina Strauch. New York: R.R. Bowker Co., 1982. 233 p.

In nine essays, this text presents theories of information structure and education principles that have a bearing on bibliographic education. As the editors state, the coverage is not comprehensive but rather a sampling of the diversity of thought in this area. Where possible, the individual authors of the essays have included concrete examples to illustrate their points. Some representative essay titles include "Do Metaphors Make Good Sense in Teaching Research Strategy?" and "Teaching Information Structure: Turning Dependent Researchers into Self-Teachers." The text also includes a selective bibliography and a list briefly describing the contributing authors. This is a different sort of text from the other three on this list. It is really a book to provide a framework for the more practical tips contained in the other three. As I understand it, the hope is that instruction librarians will base their programs upon a well-thought-out theoretical framework. This will then guide them to develop goals and objectives for the overall, as well as individual, program and assist them in selecting particular instructional techniques. I have found the essay, "Guided Design: Teaching Library Research as Problem-Solving," particularly useful in this way.

All four of these texts have indexes which help in locating specific information, supporting their use as reference tools for instruction.

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