Rebecca A. Pappert. A Course and Syllabus Review of ALA-Accredited Master's Programs: Focus on Education for Library Instruction. A Master's Paper for the M.S. in L.S. degree. November, 2005. 36 pages. Advisor: Deborah Barreau

This study follows a historical trend of assessing ALA-accredited library school curricula for the presence of coursework related to library instruction. A web review was conducted, analyzing class offerings for courses focused on library instruction. Course syllabi were also assessed for indications of particular topic areas including: classroom management, understanding student perspectives, ability to apply information literacy competencies, development of instructional materials, assessment of student learning, collegial partnerships and leadership skills. Results indicate that more than 60% of professional library schools offer a full-semester course related to library instruction. While theory, practice and evaluation of library instruction are widely taught, syllabi analysis indicates a need for students to obtain actual teaching experience through practicums or field experience. It is also evident that greater emphasis needs to be placed on the formation of collegial partnerships and leadership in the classroom.

Headings:

    Library instruction

    Curricula

    Library schools

    Professional education

A COURSE AND SYLLABUS REVIEW OF ALA-ACCREDITED MASTER'S
PROGRAMS: FOCUS ON EDUCATION FOR LIBRARY INSTRUCTION

by
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A Master's paper submitted to the faculty
of the School of Information and Library Science
of the University of North Carolina at Chapel Hill
in partial fulfillment of the requirements
for the degree of Master of Science in
Library Science.

Chapel Hill, North Carolina

November, 2005

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INTRODUCTION

> Initiates, conducts, and assesses course-related library instruction and other instructional activities . . . participate in the design, implementation, and assessment of a systematic information literacy program that incorporates the teaching of the effective location, evaluation and ethical use of information (Science Reference Librarian position announcement, Smith College, July 2005).

Reference librarians in today's academic libraries fill many varied roles. While providing reference services, outreach and committee support on campus is expected, one of the librarian's primary roles is to teach and instruct patrons in a variety of ways. This may include one-on-one consultations, single-session courses on a particular resource, or curriculum integrated instruction in cooperation with faculty. The above excerpt from an entry level job announcement is the rule, rather than the exception, in 2005. This is supported by a 2001 study which indicates that all job advertisements in the 1990's for academic reference librarians included a component of instruction (Lynch & Smith, 2001). Similarly, Avery and Ketchner found that 53% of surveyed employers considered bibliographic instruction skills significantly important in the hiring decision (1996). It is apparent that library instruction experience is an attractive and essential part of the reference librarian's skill set.

A logical question arises: how are new librarians trained to fill this teaching role in the academic setting? For more than two decades, there has been a discussion in the literature of how best to prepare new librarians for this teaching role. Studies have focused on the competencies needed to fulfill the teaching role, the librarians'

perceptions of their own skills, and areas in which librarians feel they should have received education regarding library instruction (Mandernack, 1990; Powell & Creth, 1986; Shonrock & Mulder, 1993). Additional studies have monitored the course availability of education for instruction librarians (Dyer, 1978; Galloway, 1976; Larson & Meltzer, 1987; Pastine & Seibert, 1980; Sullivan, 1997; Westbrook, 1999). While there has been a steady increase in the number of courses available to students, the most recent survey reported only 54.2 % of professional programs offering a dedicated course on the subject. The majority of the studies indicate that the training is sorely needed for librarians to be comfortable, confident and proficient in their teaching roles. As the information world gets more expansive and libraries are faced with an even greater need for educating patrons, the question of training is still relevant and necessary.

Some of the most insightful descriptions regarding the need for education of library instruction skills have come from new professionals. In 1981, Christine Stewart, a recent library school graduate, recounts her experience with teaching college freshman as a graduate student in an instruction program at the University of Kentucky (Stewart, 1981). While Stewart felt that teaching was precious time taken away from her reference duties, she soon found significant value in her experiences in the classroom. She recognized that her time allowed her to reach students in a different way and change any preconceptions about libraries in general. Stewart also experienced a synergy between teaching reference resources and learning about them more thoroughly through her teaching. Finally, her experience with teaching sharpened her communication and interviewing skills, allowing her to better understand and get to know the library patrons (Stewart, 1981). In a 1986 reexamination of the topic, now Christine Stewart Sherratt,

sagely advises that, "instruction in user education should be provided formally in the library school curriculum" (Stewart Sherratt, 1987, p. 195). She continues that while courses outside the library school curriculum in education, psychology and other related disciplines are useful for learning teaching skills, they do not discuss education in, "the framework or foundation for librarianship" (Stewart Sherratt, 1987, p. 195).

Other new professionals have echoed this sentiment (Meulemans & Brown, 2001; Russell & Hensley, 1989). Meulemans and Brown were immersed in teaching through a semester-long course on information literacy to students in a classroom environment. By providing instruction at the college level, they formed a knowledge base of the process and organization of teaching, and also gained an understanding of the students' needs through their practice. Presented in their case study, Meulemans and Brown suggest a curriculum change to include a teaching practicum, as well as key skills which they believe are necessary to provide effective instruction (2001).

Through the many studies which have analyzed the training and educational needs of instruction librarians, it is clear there is a consensus that education theory, in addition to application through practice, is an essential component to comfort and preparedness in the workplace. Because instruction is an integral part of all reference librarian job responsibilities, there is a continued need to monitor and analyze the courses offered, and to determine if the curriculum is changing with the needs of the reference profession.

The following study revisits the question of which American Library Association (ALA)-accredited library schools are providing instructional education for professional library students. This study further analyzes available course syllabi in an effort to better understand the curriculum. Guidelines outlined by Meulemans and Brown (2001) are

largely considered due to their experience with the application of practical experience and knowledge of theoretical principles in library instruction. A thorough web review was conducted to determine which schools currently have a full semester course geared toward library instruction. Available syllabi were then analyzed for the presence of essential topics and skills including: classroom management, understanding student perspectives, ability to apply information literacy competencies, development of instructional materials, assessment of student learning, collegial partnerships and leadership skills. The goal of this study is to determine the current state of courses focused on instruction in the library and information science curriculum. The analysis of syllabi content identifies possible areas of development for the library instruction curriculum.

LITERATURE REVIEW

The instruction of users is described in many different ways. Library instruction, user education, bibliographic instruction and information literacy are all terms for the process of educating users of library services. In a historical discussion on the topic, Salony adopted the following definition of library instruction:

> It is the systematic nature of the effort to teach something—a set of principles or search strategies relating to the library, its collections or services—using predetermined methods in order to accomplish a pre-defined set of objectives (1995).

Library instruction has a rich history beginning in the 1800's. From the credit courses in the 19th century on bibliography, to the grassroots movement in the 1960's, librarians have been strong proponents for educating their users about the library and its services (Salony, 1995). The literature is also dense with discussions on the best way to provide

education to users. The types of library instruction can vary widely from a large, one-time course, to credit courses on information literacy, to intimate instruction in small groups. With the increase in information, as well as the ease with which information is obtained through the Internet, librarians are faced with increasing challenges to assist users in recognizing their needs, gathering information and subsequently using that information wisely. It is essential that librarians not only understand what their users need, but also how to effectively convey the information to a wide diversity of clientele.

The Association of College and Research Libraries (ACRL) provides a "Bibliographic Instruction Bibliography" on its Instructional Section website, which focuses on the historical perspectives of bibliographic instruction, as well as the newer concept of information literacy (American Library Association, 2005b). While these resources provide an interesting basis for instructional techniques, nearly all the cited papers were published in the 1980's and early 1990's before technology became prevalent in the library environment. More recent literature indicates that the information age is cause for an even greater need in the instruction provided by libraries (Estrin, 1998). Not only do patrons have to wade through vast amounts of information available on the Internet, but they must also learn to use the electronic resources. Newton and Dixon (1999), point out that user instruction adds value to library use by providing a core service to educate patrons to not only find, but to evaluate information available to them through the Internet. Instead of thinking of instruction as something limited to classroom interactions, Estrin suggests that instruction can happen at all service points in the library (1998).

Peacock discusses that the role of the academic librarian should go beyond information provider to become more like faculty to be truly involved in all aspects of the education process (Peacock, 2001). The author argues that librarians have moved beyond the training roles that are stereotypical, to a more formal educational process which would give the librarians an educational and instructional understanding of what is involved in academics (Peacock, 2001). This would allow librarians not only to be more cognizant and involved in the teaching faculty environment, but would let them be more respected among their faculty peers.

Professional organizations have integrated instruction as part of their guidelines and competencies in the past decade, indicating that teaching skills are essential to the success of librarians in many different library environments. The Special Libraries Association, a largely patron-focused organization, has integrated instruction into their professional competencies by stating in section 1.4, that librarians should "[provide] excellent instruction and support for library and information service users" (June 2003). Not only do the competencies indicate that librarians should assist in the instruction of patrons, but that they should develop the course materials, as well as stay current with the latest trends in instructional and training techniques (Special Libraries Association, June 2003).

In June 2003, ACRL ratified guidelines for "Instruction Programs in Academic Libraries." The preamble of this document begins,

> Academic libraries work together with other members of their institutional communities to participate in, support, and achieve the educational mission of their institutions by teaching the core competencies of information literacy (American Library Association, 2003).

Similar to the opinion of Peacock (2001), this document strives to form a partnership between academic and research libraries with their parent institutions. Focal points in the guidelines include:

- Maintaining a mission statement for the instruction program;
- Defining program content, structure and evaluation;
- Having library staff with instructional knowledge, experience and expertise; and,
- Supporting the instructional programs with appropriate facilities, financial support and professional development opportunities (American Library Association, 2003).

Lastly, ALA has included library instruction as a part of the core competencies for all librarians. The First Congress on Professional Education (April 30-May 1, 1999) focused on the education of librarians during their first professional degree. In the draft statement of the Task Force for Core Competencies, instruction and literacy of users is prominently included. This document describes, in detail, the ways that librarians can connect users with information. Communication is the key to providing these tailored services:

> Understanding the customer's information needs and matching customer needs to relevant information has become complex and requires collaborative problem-solving paired with accessible and innovative instruction programs (American Library Association, 2005a).

The draft statement continues with a dedication to thoroughly learning and understanding user needs, and then addressing these needs through the instruction services that the library provides. The following points are reminders for the dedication to users' knowledge and literacy when obtaining information from the library:

- Apply different learning theories and methodologies;
- Assess learning needs;
- Design and develop educational/instructional programs appropriate to the identified needs;
- Select appropriate delivery methods;
- Demonstrate effective presentation skills using appropriate technologies; and,
- Continuously evaluate learning and revise programs as appropriate (American Library Association, 2005a).

These core concepts are timeless in their approach to the education of our patrons. Emphasis is placed on the ability of reference librarians to consider the various education needs and learning styles of all patrons in the community, as well as to ensure effective and appropriate dissemination of information. These are the foundations of reference librarianship.

The prevalence with which instruction is focused upon in the literature, as well as in the current issues of professional organizations indicates a real need to ensure that new reference librarians are receiving the appropriate education to fulfill these high expectations of meeting information needs through instruction. If there is such a great interest by academics, as well as library professional organizations, why is teaching and instruction not an essential part of the library science curriculum? Several reasons have been cited for the lack of inclusion of dedicated library instruction courses in the professional library science curriculum (Brundin, 1985; Larson & Meltzer, 1987; Mandernack, 1990):

- Reluctance to cross over into the field of professional education and pedagogy;
- Lack of expertise or inability among library school faculty to teach a course;
- Because most students would enter the course with limited knowledge, the scope of the course would most likely be too broad;
- Disagreement on the material to be covered;
- Perception of a lack of demand from students; and,
- Topics adequately integrated into other courses.

The lack of courses providing appropriate education for library instruction in the library science curriculum spawned several surveys since the 1970's. Galloway (1976) conducted the first survey, and found that of the 55 ALA-accredited library schools in the United States, only four offered a dedicated course on library instruction. Dyer (1978) conducted a similar study, and found that of the schools that responded to the survey (26

out of a possible 63), 3 offered a course on bibliographic instruction. Fourteen of the 26 respondents indicated that bibliographic instruction was integrated into other parts of the curriculum. Dyer also noted that the emphasis of bibliographic instruction was placed on schools with strong programs in school media (1978).

The Education for Bibliographic Instruction Committee conducted a more comprehensive survey in 1979 (Pastine & Seibert, 1980). This study focused not only on ALA-accredited programs, but also on member institutions of the Association for American Library Schools. Sixty-eight of the 100 surveys were returned. Eleven schools indicated the implementation of a course on bibliographic instruction. Reasons cited for the absence of a separate course included, material integrated into related courses, lack of interest by students, unavailability of faculty, and that a course in bibliographic instruction was too specialized (Pastine & Seibert, 1980).

Larson and Meltzer (1987), conducted a course survey in three phases. In 1983, they first collected syllabi from schools with a separate instruction course. In 1984, they collected syllabi from schools where bibliographic instruction was discussed as a topic or unit as part of a related course. And in 1985, the syllabi from the previous years were updated for accuracy. The findings indicate that 26% of respondents (8 of 30) offered a separate course in bibliographic instruction. Sullivan's 1996 survey indicated that 19 of the 48 schools surveyed had a course dedicated to library instruction (Sullivan, 1997).

The most recent survey found 26 of the 48 ALA-accredited library schools offered a focused course in library instruction (Westbrook, 1999). This was the first time that more than half of the ALA-accredited library schools supported education for library instruction.

Despite the apparent increasing trend in course offerings as described by Sullivan (1997) and Westbrook (1999), this increase was still not reaching all new librarians. Shonrock and Mulder describe the proficiencies critical to the work of instruction librarians in their 1993 study, where they examined the importance of 84 bibliographic instruction skills across 13 categories (Shonrock & Mulder, 1993). Participants were asked to identify skills most important for bibliographic instruction. Some of the general categories within the top 25 most important proficiencies include the application of skills (ability to design the curriculum for the goal; ability to determine a reasonable amount and level of information to be presented in a lesson plan), teaching/communication skills (ability to organize and structure ideas logically; ability to deliver lectures, vary pace and tone, use eye contact, use appropriate gestures, and so forth), and the ability to create assignments (ability to construct assignments which reinforce learning in a lesson plan). The least important skills were in the areas of research, evaluation and budgeting abilities. The second phase of the study took the results of the first phase and had respondents indicate where they obtained the skills for each of the top 25 proficiencies, and then had them indicate where they think they should have acquired the proficiencies. Eighteen of the top 25 proficiencies were learned primarily by on-the-job training or by self-teaching. Participants indicated that their first choice for acquiring 13 of the top 25 proficiencies would have been in library school. Instructional methods and curriculum design were two of the proficiencies with the greatest disparity in the percent of individuals who acquired the skills in library school (3% and 3%, respectively), and the percent that thought the skills should have been taught in library school (45% and 52%,

respectively). The results of this study indicate a clear need for instruction theory and practice to be an essential component of the curriculum for instruction librarians.

Likewise, Meulemans and Brown indicate a need for instruction librarians to have similar skills and proficiencies (2001). As graduate students at the University of Hawaii, Meulemans and Brown participated as instructors in a full-semester information literacy course for freshman (LIS 100). They taught two 75-minute sessions per week, over the course of a 15-week semester. While each of them also took a class on bibliographic instruction as part of their library school curriculum in the fall of 2001 (LIS 665), they each taught LIS 100 during the spring semester of 2001, before acquiring any theoretical knowledge. Their paper summarizes their experiences as new instructors, and describes the skills they acquired as part of their practicum in LIS 100, in combination with their subsequent coursework of LIS 665.

Through their experience teaching LIS 100, Meulemans and Brown were allowed to develop their teaching skills, in a safe, collaborative atmosphere. By feeling challenged, occasionally unprepared and dealing head-on with issues in the classroom, they were able to invent their teaching styles and methodologies, adapting with the changing needs of the students. What allowed their experience to be so significant was the extended teaching practicum, giving them a chance to work with the students, followed by the integration of aspects from their own theoretical coursework. Issues such as classroom management and knowledge of instructional methods gave Meulemans and Brown deep insight into the student perspective, allowing them to manipulate their teaching styles to meet the needs of the students. The authors describe their experience teaching as the, "defining experience of graduate school" (Meulemans & Brown, 2001, p.

261). Their experience allowed them to thoroughly explore and analyze the teaching

interactions. Through this analysis, they created a suggested curriculum described in

their case study. By truly focusing on issues in the classroom and theory behind

instruction, Meulemans and Brown entered the workforce well prepared to take on the

roles of instructor and educator. Because these new librarians taught a full-length

information literacy course, as well as received theoretical education in user education,

their case study serves as a baseline for the types of concepts most important for success

in user education.

METHODS

An analysis of courses focused on library instruction was conducted of the 56

ALA-accredited master's programs in North America. Each school's website was

searched for information of formal courses on either information literacy or library

instruction. All course descriptions for each school were read to ensure a thorough

assessment of course offerings. Those courses which fit the criteria of an information

literacy or user education class were noted by the course number. Courses were deemed

relevant if the course description described practical applications of instruction and

information literacy.

Similar to Westbrook (1999), courses were assessed for depth, curricular

integration and focus. Only those courses which were offered for full-credit or the

equivalent of 3+ credit hours were considered. Curricular integration was assessed by

searching the archival course schedules to determine if the course has been offered in the

last 12 months. If courses were not offered in the last 12 months, the spring 2006

schedule was consulted, if available. While courses were not excluded on the basis of their integration status, this information is important for the course analysis. Lastly, courses were assessed for focus. Only those courses which indicated a clear focus for library instruction, information literacy, user education, bibliographic instruction, or other related concept were included. Courses which provided instruction from a narrow focus, such as media handling or systems instruction were noted, but not considered in the final analysis.

For those courses which met the criteria for library instruction, the course name, number, prerequisites, when it was last taught and whether the course was being taught in the classroom or online were noted.   A search was then conducted for course syllabi.

Based on the suggestions by Meulemans and Brown, syllabi were assessed for suggested skills necessary for the successful delivery of library instruction including: classroom management, understanding student perspectives, ability to apply information literacy competencies, development of instructional materials, assessment of student learning, collegial partnerships and leadership skills. The author also included information literacy theory in the assessment to ensure that courses were providing a foundation for the application of information literacy competencies. The syllabi were scored for the presence of the skills by analyzing the goals and objectives, as well as the semester course schedule, if available. Because syllabi vary in detail, much of the assessment was subjective and based on the author's interpretation of syllabus content. Listed in the descriptions below are some examples of terminology used in syllabi to affirm the possibility of the concepts being taught. All cited syllabi can be accessed through the URLs in Appendix C.

Classroom management: Meulemans and Brown describe classroom management as the ability to deal with any number of challenges or problems faced in the classroom environment (2001). This could include equipment malfunctions, to a change in location. Because many of the skills needed to face these challenges are integrated into one's overall education, the author looked for evidence of addressing varying classroom environments. This could be from teaching in a computer environment to mention of varying instruction environments. One example of a positive inclusion is from the University of British Columbia (LIBR 569A) where part of the curriculum includes a comparison and contrasting of, "library instruction programs in school, academic, public and special libraries" (University of British Columbia, 2005).

Student perspectives: While Meulemans and Brown discuss student perspectives in reference to the changes that students experience during their first years of college, the author also chose to include the teaching of diversity as a positive reference to student perspectives. All classroom environments will differ to a certain extent, whether students are freshmen or continuing education students. For the purposes of this study, it was assumed that instructors who can address diversity in the classroom can most likely understand the varying perspectives of a diverse student population.

Information literacy theory: Syllabi were assessed for the mention of information literacy history and theory. One example of a positive reference to information literacy theory is from San Jose State (LIBR 250) to "build a strong understanding of current educational theory and practice, the foundations of curriculum and accountability, the role of collaborative planning, and the principles of information literacy" (San Jose State University, 2005).

Application of information literacy: Courses were assessed for application of information literacy theory through practice. It was noted if students had to give an instruction session, and if they did, was it to their peers or in an actual classroom situation? If no assignment allowed for the practice of information literacy theory by teaching, application of information literacy was not counted.

Development of instruction materials: Instruction materials are any handouts or materials that would be used in a classroom environment. Online tutorials are also included. For instance, at the University of Alberta (LIS 526), one of the teaching assignments includes the preparation of supporting materials, including handouts, to be distributed at the time of the instruction (University of Alberta, 2005). The University of Hawaii (LIS 665) requires students to, "produce and demonstrate user-centered instructional materials" (University of Hawaii, 2004).

Assessment of student learning: Meulemans and Brown indicate that discussion or creation of classroom assignments are the primary means of assessment. The author chooses also to include in this category the assessment of the instructional session. The State University of New York at Albany, for example, includes both "Program Evaluation" as well as "Evaluation of Instruction" as part of the curriculum for ISP 649 (State University of New York Albany, 2005).

*Collegial partnerships***:** While Meulemans and Brown discuss collegial partnerships in the frame of reference of library instructor to library instructor communication, the author will also include discussion of partnerships with faculty. Often, instruction courses are taught during a single session. Librarians must

communicate and work with the lead instructor/faculty member of the course to learn about assignments and goals to tailor the instruction session to the particular class.

*Leadership skills***:** This aspect of Meulemans' and Brown's study is the most difficult to quantify. Often, leadership and management skills are included in the library management course that many schools require. Courses were surveyed for mention of leadership in the classroom environment.

The primary limitation of this content analysis is the subjective nature of defining a course based on the information provided on the website. Each website is extremely different in how the information is organized for public viewing. Some websites are fairly straightforward; whereas, others bury the information in such a way that searching course offerings and class schedules is time-consuming and not necessarily a straightforward process. Because the decision to include a course is largely based on opinion, it is possible that courses may be excluded that could have been appropriate for this study. An effort was made to initially include courses that were peripherally related, and then assess the course more closely during further analysis. Based on previous surveys, it is also apparent that there may be regularly scheduled courses which are considered special topic courses, and therefore, are not listed in the course catalog as independent courses. The author is aware that these courses may have been excluded mistakenly. However, every attempt was made to determine if courses were offered on the subject of library instruction.

The limitation of performing a syllabus content analysis is, again, that much of the analysis is subjective. The actual depth and detail of each syllabus varies widely, and

much of the analysis is based on a single sentence or detail-limited phrases. Also, the author was the only individual scoring syllabi for content, which is a shortfall in the study design. However, all attempts were made to score syllabi equally and consistently throughout the data collection process. Additionally, a syllabus cannot cover or predict all that will be taught or discussed in the classroom situation. The dynamic nature of the classroom cannot be taken into account. Often times professors will bring in special handouts, change assignments or engage the class in discussion which is not planned. The author recognizes that there are potential flaws in the syllabi interpretation. However, reviewing syllabi is meant to gain insight into the curriculum, not castigate courses lacking in detail.

RESULTS

Of the 56 ALA-accredited schools in North America, 54 websites were reviewed. Websites for the University of Puerto Rico and the University of Montreal were in Spanish and French, respectively, and were not included in this survey (for a complete list of ALA-accredited schools and their websites, see Appendix A).

Identified courses were classified as either library instruction or school media focused. Because this study is concerned with instruction skills for reference librarians in the academic atmosphere, the distinction of school media specialization is important. Those courses which focus on education in the K-12 atmosphere were not included in the course and syllabus analysis due to inappropriate content for successful instruction in an academic or research library.

Based on course descriptions, thirty-eight schools (70.4 %) offer at least some course (regardless of depth or focus) on library instruction. Fifteen schools (27.8 %) offer at least one course focused on school media education. Between these two groups, there is an overlap of eight schools (14.8%) that offer courses in both bibliographic instruction and school media instruction. Eight schools (14.8%) offer no courses in either bibliographic instruction or school media instruction. The information available from one school was insufficient, and the author was unable to determine if the course should be included. Table 1 summarizes these results.

Table 1. Number of ALA-accredited library schools which offer course work in library instruction.

School Course Characteristics	No. of schools	Percent
Bibliographic instruction only	30	55.6
Bibliographic instruction/School media courses	8	14.8
School media courses only	7	13.0
No course	8	14.8
Unable to get enough information to define course	1	1.9

Of the 38 schools which offered a dedicated course in bibliographic instruction, a total of 36 possible courses from 33 schools (61.1 %) meet the criteria of this study (Appendix B). Classes were disqualified from the study if they are offered for fewer than three credits, courses are focused on instruction from a systems approach or appeared to be teaching practicums/field experiences rather than an actual classroom study, and lastly if a course is awaiting approval. Of the 36 possible courses, only one (University of

Washington) was required for all master's students. In all other cases, library instruction courses were elective.

Of the 36 possible courses, 27 (75.0%) were offered within the past twelve months (calendar year 2005). Two courses will be offered during the Spring 2006 semester (7.7 %), and seven courses have not been offered in the past twelve months (19.4%). Five of the courses are only offered online (14.0 %).

Sixteen of the possible 36 courses (44.4 %) offered syllabi which were analyzed for content related to the curriculum suggested by Meulemans and Brown (2001). All course syllabi surveyed included information literacy theory as part of the initial curriculum.   Application of information theory through classroom teaching experience was represented in all non-online courses (88.0 %).   Classroom management and the discussion of teaching in various learning environments is apparent in 11 of the 16 courses (69.0 %), and diversity issues are represented in 10 courses (63.0 %).   The development of instructional materials and the assessment of student learning are covered in 56.0% and 87.5 % of the courses respectively. Forty-four percent of course syllabi included collegial partnerships as a course topic. Only one course (6.3%) included leadership as an explicit subject in the curriculum. Results are summarized in Table 2.

Table 2. Inclusion of skills outlined by Meulemans and Brown (2001) in library instruction course syllabi. Total number of syllabi surveyed is 16.

Skill	No. of courses	Percent
Classroom management	11	68.8
Student perspectives/Diversity	10	62.5
Information Literacy Theory	16	100.0
Application of information literacy	14	87.5
Development of instruction materials	9	56.3
Assessment of student learning/ evaluation of instruction	14	87.5
Collegial partnerships	7	43.8
Leadership skills	1	6.3

DISCUSSION

This study continues the discussion of the prevalence of course work of library instruction in the professional library school curriculum. Numerous surveys and web reviews have been completed on the topic, but none since 1999. The need for library instruction skills is only increasing in the academic atmosphere since reference and instruction services are closely partnered. Mandernack (1990) found that the most often cited method of obtaining education for instruction was through self-study (52 %), followed by workshops (16 %).   More than half of the study respondents indicated that they did not feel adequately prepared when they first became responsible for bibliographic instruction activities. These statistics are cited widely throughout the literature. Only through continued analysis of the curriculum will change occur,

providing the opportunity for future librarians to obtain the skills they need during their professional education.

It can be argued that many of the skills necessary to teach a class are regular parts of the library school curriculum. For instance, most classes at the University of North Carolina at Chapel Hill require either an individual or group presentation associated with the course requirements. Public speaking is, of course, a skill that is extremely important in the teaching environment. However, students who are not able to take a course which combines the theory, as well as the practice of teaching, are losing half of the information necessary to develop and conduct a comprehensive instruction session.

The results of this study indicate that library schools are indeed responding to the need for education of library instruction. More than 70 % of ALA-accredited library school programs offer some coursework (regardless of depth or focus) on education for library instruction. A closer look at the offerings indicates that 33 of the surveyed schools offer at least one full-semester, focused course on library instruction. This is an increase from the last survey completed by Westbrook (1999). Of the 33, 29 schools are in the United States, indicating an increase from Westbrook's findings of 54.2 % to 60.4% of U.S. programs offering a course in library instruction.

The analysis of syllabi from 16 courses reintroduces the question of what proficiencies students are being taught, and which are needed to guarantee success in the classroom? All courses surveyed indicate a keen interest in providing education of the core concepts behind learning theory and the historical aspects of library instruction. Similarly, all courses that were not conducted virtually (87.5 %) require students to put theory into practice through providing instructional presentations to their peers. Of the

syllabi surveyed, only one (Rutgers University) required students to teach in an actual classroom situation. Meulemans and Brown found that by understanding the theory behind information literacy, they were better able to assist students by bringing the theoretical foundations to fruition through application (2001). Providing this theoretical point of view on the subject is necessary for professional library school students to understand the importance of education. Lizabeth Wilson indicates as the first objective in her 1987 course description of "Library Use Instruction" that students will, "appreciate the role and impact of bibliographic instruction in libraries and educational settings" (Wilson, 1987, p. 20). Similar to the suggestion of Meulemans and Brown to combine theory and practice, Wilson recommends for future library instruction courses, "That education for bibliographic instruction courses be designed to foster students' understanding of bibliographic instruction theory as well as enhance practical skills and techniques" (Wilson, 1987, p. 23). In Christine Stewart Sherratt's enlightening view of a practiced librarian, she encourages the development of instructional skills through theory and practice, but also including the direct, "exposure and practice in using these skills" (Stewart Sherratt, 1987, p. 195).   Stewart Sherratt suggests becoming involved in practicums, internships or other assistantships which would provide practical experience in front of library patrons.   From the survey conducted, it is apparent that students are not getting enough real, direct experience in teaching. While completing mini-lessons and lectures for classmates is a useful practice, this should not be a substitute for actual teaching experience. Statistics were not collected on field experience or practicum opportunities; however, it was apparent when browsing course catalogs, that these opportunities are available to many library school students.

The development of instructional materials was covered by 56.3 % of the surveyed syllabi either through handouts or preparation of online tutorials. Considering the number of research subject guides and web tutorials provided through online access, the creation of these study materials is an essential skill. Holman (2000) reports that using computer-assisted instruction, such as online tutorials and research guides, has proven to be more effective in some studies of teaching students how to use library services. The library's web presence is one of the primary doors through which patrons obtain information and research help. The inclusion of practical skills in the area of online instruction either through pathfinders, research guides or tutorials should be a priority in the curriculum. The Guidelines for Instruction Programs in Academic Libraries provide a comprehensive list of ways that instruction can occur through a variety of teaching methods.   In addition to the descriptions of individualized instruction, research consultations and traditional group instruction in the classroom atmosphere, the list also includes, "electronic or print instructional aids," as well as, "Web-tutorials and Web-based instruction" (American Library Association, 2003). Because patrons expect to receive information through a variety of outlets when receiving instructional assistance from the library, librarians need to be prepared to participate in all facets of instructional activity.

The assessment of student learning and the evaluation of instruction courses are similar in their efforts to determine if the intended instruction was indeed successful in conveying the appropriate information. Meulemans and Brown used a variety of methods to ensure the students' success in learning. Whether they required written reports or oral presentations, efforts were made to ensure that students were on the right

track academically (Meulemans & Brown, 2001). In Shonrock and Mulder's study of the

library instruction proficiencies, they found that only 2% of respondents acquired

educational assessment skills in library school; whereas, 40% indicated that library

school may be the best venue to learn necessary skills to reinforce their teaching efforts

(1993). In the current study, 87.5 % of the analyzed syllabi mentioned assessment of the

course either through instructional evaluation or student assignments. The actual

application of these evaluation skills is unclear. However, the topic is at least discussed

in the majority of courses surveyed. The importance placed on assessment is also

apparent in the Guidelines for Instruction Programs in Academic Libraries. The

document indicates that the assessment and evaluation of instruction should be closely

monitored to allow for continual improvement. Additionally, it is suggested that

assessment should be coordinated with teaching faculty to insure a sharing of educational

responsibilities (American Library Association, 2003).

The formation of collegial partnerships in the academic atmosphere is critical to a

well-used and well-respected instruction program. In 1987, Patterson indicates that, "it is

then the responsibility of the BI [bibliographic instruction] librarian to work with

individual faculty" (Patterson, 1987, p. 4). This sentiment is apparent in current job

announcements which require outreach ability, particularly in the area of liaison work.

The librarian's role is to work directly with faculty to identify and then convey the best

skills and resources for their students to use. The inclusion of outreach as a desired skill

is an indication that the collegial partnerships are necessary for library instruction

programs to be successful. In the current study, collegial partnerships were covered in

only 43.8 % of the syllabi surveyed. Shonrock and Mulder indicate that only 3 % of

surveyed instruction librarians learned the skills necessary in library school to, "[understand] faculty priorities and value systems in order to promote a bibliographic instruction program;" whereas, 24 % of respondents indicated the desire to learn these skills as part of the library school curriculum (Shonrock & Mulder, 1993, p. 143). Peacock suggests that instruction librarians are positioned as, "advocates of information literacy within the university" (2001, p. 33). She recommends that librarians develop other non-reference skills in the areas of, "communication, conflict resolution, negotiation, organisation (or 'political') awareness and policy development" to become proficient at promoting instruction programs (Peacock, 2001, p. 33). The professionalism with which instruction must be endorsed in the university setting will require librarians to be active in forming relationships and initiating communication.

There is a noticeable deficiency in the current library instruction curriculum of leadership in education. One reason for the omission from library instruction courses is that many library schools require students to take a management class as part of the core curriculum. Sharon Mader notes, however, that, "Instruction librarians have a natural affinity toward leadership positions because the leadership qualities identified are those that instruction librarians generally exhibit or develop in order to be successful at their jobs" (Mader, 1996, p. 2). Because of the various roles that instruction librarians play (communicators, team-builders, innovators and risk-takers), a unit on the leadership roles that are specific to instruction in the library environment could be critical for students new to the profession. By thinking of leadership in a way that is separate from the management roles that many leaders occupy, a new perspective on the library environment is born. Through additional education in leadership, instruction librarians

can learn to be more effective members of the library community, rather than simply efficient at their jobs (Mader, 1996).

The analysis of library instruction courses and syllabi indicates that critical information is being imparted to new librarians who will be educating and assisting patrons through instruction activities. Students who choose to take a course on library instruction are completing a course with practical teaching experience; however, most do not have the opportunity to deliver to actual patrons. Areas that need improvement are primarily focused on the formation of collegial partnerships and leadership roles within the library environment. The ability to take the lead on new programs and projects, and provide outreach to departments and faculty is an essential requirement in the 21st century academic library. It is the instruction librarian's role to keep programs vibrant and active through continued knowledge of all aspects of education.

The shoes that the instruction librarian must fill are large. The incorporation into the curriculum of ideas outlined by Meulemans and Brown on the theory, development, application, evaluation, outreach and leadership of instructional services is critical to the success of new librarians. Currently, much can be learned from librarians established in active instruction programs. It is only through education, however, that new ideas and the development of critical skills can be formed, giving those new to the library profession a solid, confident footing in today's information world.

CONCLUSION

The ACRL Proficiencies for Instruction Librarians Task Force is currently drafting new guidelines for instruction librarians and other professionals who perform

similar activities and services related to instruction (American Library Association, 2005c). A final document and recommendation for dissemination of the proficiencies were intended to be completed prior to the 2005 ALA Annual Conference. Once they are developed, these guidelines in combination with a close evaluation of the current curriculum, will allow for the appropriate changes for future professional library school students. Decisions can then be made to better ensure that new librarians are entering the workforce with the necessary instruction skills.

The data collected in this study indicate that more professional graduate students than ever before have access to learning the skills necessary to be successful in the instruction environment of most reference librarian positions. A more thorough survey is needed to determine the number of new librarians that are actually attending the courses for credit. Perhaps through additional proficiency surveys, the determination of skills acquired in library school related to instruction can be revisited. Additionally, it should be encouraged when evaluating the instruction curriculum to emphasize the need for practical experience beyond classroom presentations. Working directly with students provides a perspective of the educational process not acquired when simply being evaluated by peers.

Pastine and Siebert indicated in their 1980 article that, "One indicator of the value placed on bibliographic instruction by library schools is the design and implementation of a distinct course on the subject" (Pastine & Seibert, 1980). It is apparent from this study that more emphasis is being placed on instruction. The next step will be to standardize the curriculum and work with the National guidelines to be proposed by ACRL to ensure that all students acquire the skills necessary for success in the instruction environment.

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Appendix A. Listing of ALA-accredited library school programs and current URLs to program websites (last retrieved November 19, 2005).

Catholic University of America	http://slis.cua.edu/
City University of New York, Queens College	http://qcpages.qc.cuny.edu/GSLIS/
Clarion University of Pennsylvania	http://slis.cua.edu/
Dalhousie University	http://sim.management.dal.ca/
Dominican University	http://www.gslis.dom.edu/
Drexel University	http://www.cis.drexel.edu/home/
Emporia State University	http://slim.emporia.edu/
Florida State University	http://ci.fsu.edu/
Indiana University	http://www.slis.indiana.edu/
Kent State University	http://www.slis.kent.edu/
Long Island University	http://cics.cwpost.liu.edu/
Louisiana State University	http://slis.lsu.edu/
McGill University	http://www.gslis.mcgill.ca/
North Carolina Central University	http://www.nccuslis.org/
Pratt Institute	http://www.pratt.edu/sils/
Rutgers University	http://www.scils.rutgers.edu/
San Jose State University	http://slisweb.sjsu.edu/
Simmons College	http://www.simmons.edu/gslis/
Southern Connecticut State University	http://www.southernct.edu/departments/ils/
St. John's University	http://new.stjohns.edu/academics/graduate/liberalarts/departments/library
State University of New York at Albany	http://www.albany.edu/dis/
State University of New York at Buffalo	http://informatics.buffalo.edu/
Syracuse University	http://www.ist.syr.edu/
Texas Woman's University	http://www.twu.edu/cope/slis/
University of Alabama	http://www.slis.ua.edu/
University of Alberta	http://www.slis.ualberta.ca/
University of Arizona	http://www.sir.arizona.edu/
University of British Columbia	http://www.slais.ubc.ca/
University of California at Los Angeles	http://is.gseis.ucla.edu/
University of Denver	http://www.du.edu/LIS/
University of Hawaii	http://www.hawaii.edu/slis/
University of Illinois	http://www.lis.uiuc.edu/
University of Iowa	http://www.uiowa.edu/~libsci/
University of Kentucky	http://www.uky.edu/CIS/SLIS/
University of Maryland	http://www.clis.umd.edu/
University of Michigan	http://www.si.umich.edu/
University of Missouri-Columbia	http://sislt.missouri.edu/
University of Montreal	http://www.ebsi.umontreal.ca/
University of North Carolina at Chapel Hill	http://sils.unc.edu/
University of North Carolina at Greensboro	http://lis.uncg.edu/
University of North Texas	http://www.unt.edu/slis/
University of Oklahoma	http://www.ou.edu/cas/slis/
University of Pittsburgh	http://www.sis.pitt.edu/
University of Puerto Rico	http://egcti.upr.edu/
University of Rhode Island	http://www.uri.edu/artsci/lsc/web/index.htm
University of South Carolina	http://www.libsci.sc.edu/

Appendix A cont. Listing of ALA-accredited library school programs and current URLs to program websites (last retrieved November 19, 2005).

University of South Florida	http://www.cas.usf.edu/lis/
University of Southern Mississippi	http://www.usm.edu/slis/
University of Tennessee	http://www.sis.utk.edu/
University of Texas at Austin	http://www.ischool.utexas.edu/
University of Toronto	http://www.fis.utoronto.ca/index.htm
University of Washington	http://www.ischool.washington.edu/
University of Western Ontario	http://www.fims.uwo.ca/
University of Wisconsin, Madison	http://www.slis.wisc.edu/
University of Wisconsin, Milwaukee	http://www.uwm.edu/Dept/SOIS/
Wayne State University	http://www.lisp.wayne.edu/

Appendix B. Listing of ALA-accredited library school courses with a focus on library instruction. Data include the school, course number, course name, last time the course was taught, whether the course is taught online and if a syllabus could be found.

School	Course#	Course Name	Last taught	Online?	Syllabus?
Catholic University of America	LSC 820	Information Literacy	Fall 2005	No	Yes
Dalhousie University	LIBS 6810	Information Literacy	Fall 2005	No	Yes
Dominican University (Conditional)	LIS 764	Library User Instruction	Spring 2005	No	Yes
Drexel University	INFO 688	Instruction Role for the Information Specialist	Fall 2005	No	No
Florida State University	LIS 5524	Instructional Role of Information Specialist	Spring 2005	Yes	No
Indiana University	L604	Seminar in Education for Librarianship and Information Science	?	?	No
Indiana University	L554	Education for Information Users	Summer 2005	No	Yes
Louisiana State University	7807	Information Literacy Instruction	Fall 2005	No	Yes
Pratt Institute	LIS 673	Library Use Instruction	Fall 2005	No	No
Rutgers University	519	User Instruction	Spring 2005	No	Yes
San Jose State University	LIBR 250	Design and Implementation of Instructional Strategies for Information Professionals	Summer 2005	No	Yes
Simmons College	LIS 408	User Instruction	Fall 2005	No	No
State University of New York, Albany	ISP 649	Information Literacy Instruction: Theory and Techniques	Spring 2005	No	Yes
State University of New York, Buffalo	LIS 523	User Education (Bibliographic Instruction)	Spring 2006	Yes	No
Syracuse University	IST 662	Instructional Strategies and Techniques for Information Professionals	Summer 2005	No	No
University of Alberta	LIS 526	Instructional Strategies for Library and Information Professionals	Fall 2005	No	Yes
University of Arizona	IRLS 552	Instructional Methods for Librarians	?	?	No
University of Arizona	IRLS 585	Information Literacy Instruction	Fall 2005	Yes	Yes

Appendix B cont. Listing of ALA-accredited library school courses with a focus on library instruction. Data include the school, course number, course name, last time the course was taught, whether the course is taught online and if a syllabus could be found.

School	Course#	Course Name	Last taught	Online?	Syllabus?
University of British Columbia	LIBR 569A	Current issues and trends in library services and information science: the instructional role of the librarian	Fall 2005	No	Yes
University of California, Los Angeles	IS 448	Information Literacy: theory and technique	Spring 2005	No	Yes
University of Hawaii	LIS 665	Teaching Information Literacy Technology	Spring 2005	No	Yes
University of Illinois	LIS 458	Instruction and Assistance Systems	Spring 2005	Yes	No
University of Kentucky	LIS 625	Instructional Services	Fall 2005	No	No
University of Maryland	LBSC 702	User Instruction	?	?	No
University of Missouri-Columbia	9452	Library Use Instruction	?	?	No
University of North Carolina at Chapel Hill	INLS 214	User Education	Summer 2005	No	No
University of Oklahoma	LIS 5503	Information Literacy and Instruction	Spring 2005	No	No
University of Pittsburgh	LIS 2850	Library Instruction	?	?	No
University of Rhode Island	LSC 524	Teaching about information: philosophy and methodology	Spring 2006	?	No
University of Rhode Island	LSC 597	Seminar in Information Literacy	?	?	No
University of South Carolina	741	Education Services in Libraries	Fall 2005	Yes	No
University of Tennessee	557	User Instruction	Fall 2005	No	No
University of Texas at Austin	INF 382S	Library Instruction and Information Literacy	Spring 2005	No	Yes
University of Washington	LIS 560	Instructional and Training Strategies for Information Professionals	Fall 2005	No	No
University of Western Ontario	MLIS 570	Instructional Strategies for Information Professionals	Fall 2005	?	Yes
Wayne State University	LIS 7880	Instructional Methods for Librarians	?	?	Yes

Appendix C. Listing of library schools and URLs to course syllabi (last retrieved November 19, 2005).

School	Syllabus URL
Catholic University of America	http://www.cua.edu/syllabi/2005fall/820_Weeks.doc
Dalhousie University	http://www.fims.uwo.ca/mlis/courses/570.htm
Dominican University (Conditional)	http://domin.dom.edu/faculty/adjunct/sbodi/lis764/index.htm
Indiana University	http://www.slis.indiana.edu/syllabi/spring_2005/okada_l554.html
Louisiana State University	http://slis.lsu.edu/syllabi/7807.pdf
Rutgers University	http://www.scils.rutgers.edu/courses/listing.jsp?CID=17%3A610%3A519
San Jose State University	http://slisweb.sjsu.edu/courses/250.loertscher/250su05gs.htm
State University of New York, Albany	http://www.albany.edu/dis/courses/syllabi/syl649_spring05.pdf
University of Alberta	http://www.slis.ualberta.ca/526_outline.htm
University of Arizona	http://www.sir.arizona.edu/syllabi/fall/fl05/585/index.html
University of British Columbia	http://www.slais.ubc.ca/COURSES/syllabi/05-06-wt1/l569a.htm
University of California, Los Angeles	http://is.gseis.ucla.edu/courses/448/448_sp05/448_syllabus_sp05.pdf http://is.gseis.ucla.edu/courses/448/448_sp05/448_desc_sp05.pdf
University of Hawaii	http://www.hawaii.edu/slis/courses/syllabi/665_nahl.pdf
University of Texas, Austin	http://www.gslis.utexas.edu/%7El382l13l/
University of Western Ontario	http://www.fims.uwo.ca/mlis/courses/570.htm
Wayne State University	http://www.lisp.wayne.edu/courses/courseprofiles/LIS 7880.doc