DOCUMENT RESUME

ABSTRACT
              Although multimedia centers routinely coexist with
community college libraries, media use in library instruction has
been limited, a surprising fact in view of rapidly expanding
enrollments. This study documents current practices in five Southern
California community college libraries, and proposes and outlines a
videotape for effective instruction in library skills. The proposed
videotape has been produced by students at Saddleback College
(California), providing both a high level of library learning for
participants in the project and a flexible teaching aid now in use at
the college. The study includes summaries of librarians' responses
and sample forms for use with the videotape. (Author)

California State College at Fullerton

LIBRARY INSTRUCTION IN THE COMMUNITY COLLEGE:

TOWARD INNOVATIVE LIBRARIANSHIP

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Library Science

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PREFACE

The result of the investigation represented here was originally intended to provide only a paper. However, as the gathered information began to suggest principles for forming an effective program, actually producing a video-tape became the primary goal. Using available equipment and turning a classroom into a studio, planning sessions began and student actors were recruited and rehearsed. The enthusiasm of Arlene Moore, Librarian, the audio visual expertise of Larry Keith and four indefatigable English 1A students pushed the project through to completion. The videotape proposed in this paper is now in use for library instruction at Saddleback College, Mission Viejo.

CONTENTS

LIBRARY ORIENTATION AND INSTRUCTION IN THE LITERATURE

The Library and the Community/Junior College Curriculum

Chabot Junior College has increased student library use by
locating an architecturally distinguished (the building is round)
library facility at the hub of campus activity adjacent to the
student center.[1] Cypress College has located the Business Divi-
sion offices and lounge, the "Andrew Carnegie House,"[2] on the
second floor of its library building making the library complex
a center for both formal and informal student activity. Just
as the community college library has opened up to student acti-
vities of various kinds and openly sought increased student use,
so has the community college library become more involved with
curriculum matters.

> . . . from its position of isolation
> the library has been moving steadily
> into the curriculum and instruction-
> al program, and simultaneously, the
> curriculum and instructional program
> have (sic) been moving into the
> library.[3]

California community college librarians now have faculty
status. The Head Librarian often has administrative rank and

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[1] William B. Hicks, "Center of the Campus: Chabot College
Library," Junior College Journal, XXXVII (November, 1966), pp. 38-40.

[2] The House concept at Cypress College involves grouping to-
gether student services that relate to a particular major. The
Business major is the largest declared major on the Cypress campus.

[3] James W. Reynolds, The Comprehensive Junior College Curri-
culum (Berkeley: McCutchan Publishing Corporation, 1969), p. 164.

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is a member of the curriculum committee on the campus.[4] This

organizational fact seems at first to assure an instructional

function for the librarian which investigation reveals as more

apparent than real. A partial explanation for this contradic-

tion lies in the nature of community college courses.

> The fusion of the library with the
> curriculum and with the instruction-
> al program may be seen to concern iden-
> tity with the course structure and
> with the students as they are enrolled
> in courses. For this reason, its iden-
> tity will be only nominal with students
> enrolled in courses in which there is
> little need for using the library.[5]

Such non-library related courses comprise the majority of

the courses offered at a community college. Richard Hostrop

found at College of the Desert that 45% (72) of the courses

accounted for no library loans at all and that, conversely, less

than 4% (5) of the courses accounted for nearly 80% of the loans.[6]

Patricia Knapp in her study of Knox College, a four year, liberal

arts college, notes that 25% of the courses in the college did

not generate library use at all, but that library use was dir-

ectly connected with about one-third of the courses offered.[7]

She identifies two major limiting factors, both operative in the

community college: class level and class size. These factors

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[4]Richard C. Richardson, "Needed: New Directions in Admin-
istration," Junior College Journal, XL (March 1970), pp. 20-21.

[5]Reynolds, Curriculum, p. 167.

[6]Richard C. Hostrop, Teaching and the Community College Library
(Connecticutt: The Shoe String Press, Inc., 1968), p. 75.

[7]Patricia Knapp, College Teaching and the College Library, ACRL
Monograph, No. 23 (Chicago: American Library Association, 1959), p. 76.

overlap. "When large classes are introductory courses, the mastery of basic content may be a primary objective."[8] The result is a class limited to textbook use.

Therefore, the absence of substantial numbers of library-related courses threatens to compromise the progress represented by the librarians' hard won faculty status and influence in curriculum planning. The community college librarian faces an even greater problem in developing active and efficient use of the collection than does his colleague in the liberal arts college because of the narrower instructional base for use of the library. It is apparent that the librarian must consider both student and faculty needs to overcome the bias against general use of the collection that is built into the community college. In fact, though the student must be reached, it begins to look as though the librarian might more profitably concentrate on motivating the faculty to generate use of the library collection in connection with course work.

Instructional Alternatives Available to the Librarian

Students may be reached with several kinds of programs. The traditional library orientation is technical and general, possibly involving a tour during a general college orientation week program. Library instruction is more detailed, done with smaller groups in a class setting, and very often connected with a research assignment or term paper. At least one community college offers

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[8]Ibid., pp. 77-78.

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a one unit course in bibliography and research methods which involves intensive work with research tools during a full semester.[9] Most often, however, the instruction is done by the librarian who appears, books in hand, as a guest lecturer for an hour in the classroom.[10]

Similarily there are several avenues through which the librarian might provide encouragement for the faculty to use the collection in their teaching. The librarian might run a general faculty orientation at the beginning of the academic year in which services available to the faculty are detailed and the strengths of the collection highlighted. Second, he might do resource work with individual instructors, consulting on instructional components of specific courses. The Head Librarian might also plan basic programs around library materials with the department chairmen, an activity which could have far reaching results.

All of the above alternatives call for an energetic leadership on the part of the librarian who must present himself as a resource person for both faculty and students. A 1968 study of undergraduate and junior college libraries done for the Office of Education endorses this function for the librarian.

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[9]Robert R. Carter, "Learning to Look It Up!" California Librarian, XXX (January, 1969), pp. 53-55.

[10]Helen Rippier Wheeler, The Community College Library: A Plan For Action (Connecticutt: The Shoe String Press, Inc., 1965), p. 36.

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> Responsibility for making instruction
> in the use of the library an integral
> part of the curriculum lies with the
> faculty, but clearly the librarian
> should initiate the program. [11]

Once the librarian is involved in developing courses and

course assignments that involve the library, he can begin to

earn "a share in the responsibility for what happens to a stu-

dent in college"[12] as well as the respect of his faculty col-

leagues. Thus the initiation of an instructional program in

library use becomes an integrating force on the campus and the

beginning of faculty acceptance of librarians as full colleagues.[13]

Effectiveness in Library Instruction

An effective program of library instruction incorporates

three basic features: it is closely connected with the curri-

culum; it is evaluated in light of student feedback;[14] it in-

volves teaching discrimination among research tools.[15]

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[11]Nelson Associates, Inc., Undergraduate and Junior College Libraries in the United States (New York: Nelson Associates, Inc., 1968), p. 53.

[12]Patricia B. Knapp, "Involving the Library in an Integrated Learning Environment," in Dan Bergen and E. D. Duryea, Libraries and the College Climate of Learning (Syracuse: Syracuse University Press, 1966), p. 33.

[13]Ibid.

[14]Wheeler, Community College Library, p. 83.

[15]Knapp, College Teaching, pp. 71-72.

> If extensive use of the library is
> strongly connected with content
> courses, the student is more like-
> ly to develop a general attitude
> of appreciation and interest in
> making use of the literature.[16]

Note that the general positive attitude that the librarian desires

to inculcate among the students results from specific content

oriented experiences with the literature, not the reverse. The

general orientation experience is not adequate to produce pro-

ductive student attitudes toward library materials. Only cur-

riculum centered library instruction will produce the benefits

that the dynamic and expanding community college demands.

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[16]Nelson Associates, Inc., Junior College Libraries, p. 53.

CURRENT PRACTICE IN SEVERAL COMMUNITY COLLEGES IN SOUTHERN CALIFORNIA

Method and Goals

Five community colleges are represented in the survey of
library practice and librarian attitudes with regard to orienta-
tion and instruction in library use. Information was gathered dur-
ing a focused interview with a librarian; responses were cap-
tured as Yes or No answers to fifteen specific questions about
the program but digressions were encouraged and noted. Any and
all printed materials were also solicited. (For a summary of the
results and a sample questionaire, see Appendix I.)

The purpose of the survey was to determine the facts about
orientation and instruction in library use as practiced in order
to distinguish possible trends among the responses of those who
face the daily challenge of running a library on a community
college campus. The interviewer hoped also to discern what atti-
tudes evidenced by the librarian might have formed the program.
Particular attention was paid to the question of whether librarian
enthusiasm or lack of same might take the place of a formal pro-
gram or always accompany such a program. For this purpose the
informal aspects of the interviews were most illuminating. The
problem of validating the judgment made by the librarian with
respect to the questions is not considered crucial because the

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very attitudes of the librarian are in part the subject of the
study. It should be added that in every case the librarians were
enthusiastic in their response and generous with their time.

Summary and Analysis of the Response

All of the librarians interviewed state that they run formal
programs of instruction in library use, yet only one (Mount San
Antonio College) is library initiated. In all other cases the
program is initiated by instructor request (or counselor request
at Cypress College). The programs routinely exclude the night or
extension student, although in two cases the librarian indicated
that arrangements could be made for a librarian to lecture in the
evening (a procedure that is discouraged because of salary cost).
Three of the five programs are conducted in the library itself but
only one involves a library tour, and that because of lack of class-
room facilities within the library. All the librarians agreed that
the tour was impractical because of the necessarily large groups
involved.

All but one of the programs is based on enrollment in some
class, and that one (again Mount San Antonio College) includes
the entire freshman class in a yearly general orientation. None
of the programs currently require student response to a worksheet
or test and only one program is available to an individual student.
upon request. (Individual help at the reference or circulation
desk is, of course, always available.) The classes most often
contacted by the librarian are in the English and Psychology de-
partments. The librarians also mentioned Home Economics and

Business courses as frequent users of the program.

Questioned as to whether there was subject content to the program in addition to instruction in techniques, the librarians answered in the negative nine out of fifteen times. Mount San Antonio College answered with a consistent "yes" that the program was indeed a "book talk," and both instruction and curriculum related. Fullerton Junior College and Golden West College librarians both replied with mixed responses that though the program did not involve a "book talk," it was curriculum related. Fullerton indicated that the program was instructional, Golden West that their program was not.

Mount San Antonio College and Cypress College librarians have automated their programs by using audio-visual media -- in each case a cordinated slide and tape recording presentation. Mount Sac's program has general content with emphasis on a mood-evoking super-tour of the facility, while the presentation at Cypress, although based on a tour format, focuses on detailed examination of the research apparatus -- how to use the Card Catalog and the Reader's Guide to Periodical Literature in particular. The other three colleges use no audio-visual media in addition to the printed word.

Although three librarians out of five held that the program they run is effective with students who use it, only one feels that the program brings a significant number of student users into the library who might otherwise not use the library at all.

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Of the three positive responses on the effectiveness of the program, one was based on student feedback, one on the use of a range of materials from the collection and one on response to the automated program itself. Only Golden West College solicited student evaluation regarding the program.

The Head Librarian is involved in instruction in library use at only one school, Golden West College. At three of the five schools the Reference Librarian presents the program, the exceptions being the automated programs at Mount San Antonio College and Cypress College. In every case but that of Mount Sac, where the Audio-visual Librarian produces the program, the Reference Librarian prepares the materials for presentaion.

Strengths of the Programs

At each school the interview revealed particualr circumstances which had molded the programs there. Several programs exhibited unique strengths as a result of these circumstances.

Golden West College is handicapped in library-use instruction by not having a library classroom in which to address classes. For this reason a tour of the library reference area is used for library instruction. The program is instructor initiated and the library staff has therefore to wait to be called upon. These two conditions are generally thought to handicap the effectiveness of a program, yet the reference staff has given as many as fifty-one orientation tours in six school months, each tour designed to suit a particular class assignment. Classes ranged

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from English through Landscape Maintenance and included nine dif-
ferent departments. The Head Librarian has done three things
which have apparently resulted in this increased contact between
librarians and students. Each librarian is assigned to a divi-
sion for a year; the librarians in turn encourage the instruc-
tors, in their own division meetings, to inform them of refer-
ence assignments so that the presentations can be relevant; fin-
ally, the teachers are asked to solicit feedback from the students
and pass it on to the library staff. The keystone of the program
seems to be wide contact with the faculty and the resulting class
and assignment connected library instruction.

At Orange Coast College library instruction emphasizes con-
tent, subject related materials, rather than focusing exclusive-
ly on research technique. The Instructional Materials Librarian
has prepared, and keeps current, three types of instructional
materials: current subject bibliographies, descriptions of ref-
erence works, and a hybrid listing of selected reference works
with information on particular subjects, e.g. drugs, enviornmental
problems. The success of this program rests on acquainting the
students with the librarians and expanding the range of materials
used by the students by emphasizing subjects and not just apparatus.

The two schools which have automated their library-use
instruction programs have done so in response to administrative
programs which confront the library staff with large numbers of
students at one time for orientation. At Cypress College every
freshman takes an eight week college orientation course of which

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the automated library orientation is a part. The result is a kind of library instruction without the walls based on the slogan "Let the counselors do it." The eighty slide presentation narrated by a tape recording takes forty minutes to view and concentrates on teaching how to use the research tools of the library. It has the advantage of being available for individual viewing in the library, should anyone ask. The presentation is widely viewed and professionally done. There is no objective measure of its effectiveness available.

Mount San Antonio College has also automated in response to the pressure of numbers but without attention to detailed instruction in research technique. The Mount Sac program seeks to entertain and "turn on" the hordes with a multi-media, multi-screen production that more sets a mood than instructs in technique. Although the orientation is required of all incoming freshman, the drop-out rate is considerable and the staff rates the film as ineffective while still enthusiastically endorsing the concept. The production demonstrates cooperation with the audio-visual resource person and unlimited potential for improved and updated presentations.

TOWARD A CURRICULUM RELATED PROGRAM OF INSTRUCTION IN LIBRARY USE

Some Conclusions With Which To Begin

Although all of the librarians felt an obligation to give an orientation to the library user, enthusiasm for the program was not evidenced unless the librarian also had a clear conception of how the program supported the philosophy of the library toward its student constituency. Without a clear vision of purpose the librarians reflected pessimism as to the potential number of library users in the student population and discouragement about the actual number of students it is possible to reach in the exploding school population. Librarians who could reflect student feedback and student contact were best able to discuss the effectiveness of their programs. A sense of instructional purpose and student feedback at least encourages the librarian.

In no case did a program make use of an exam or worksheet of any kind. The general attitude of the librarians was that the students would not take a test seriously, this circumstance having been the basis for dropping a test in one case. By eliminating the concept of a test or worksheet the librarians have reduced contact between themselves and the students and between the students and the material. Where teachers sent students on library

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assignments there were worksheets of all descriptions in abundance.
Although librarians have been sensitive to student reaction in
this matter, they have also sacrificed a tool for evaluating stu-
dent response and the effectiveness of the program. This may
also indicate a lack of confidence in the instructional role on
the part of the librarian. Perhaps use of programmed materials
could restore student interaction with the content of the pre-
sentations and help the librarians regain an instructional stance
toward their subject.

According to the responses recorded, automated programs have
been used to cope with rapid increase in numbers of students and
the demand for repeated lectures by the staff in a general pro-
gram. The automated programs either 1) institutional ed the
library tour and lecture explanation of the catalog and Reader's
Guide or 2) abandoned content for the impressionistic media-
centered presentation of the library facility. In either case
the amount of instructional information transferred might reason-
ably be considered low. In both cases the automated presentation
intervened between student and librarian and little or no feed-
back was reported. We may conclude that although the automated
program frees the librarian from repetitive lecturing and enables
him to cope with the numbers challenge it may also cut him off
from the instructional function. The automated program must be
used to provide instruction and not merely general orientation.

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An Outline

Videotape provides a flexible medium for instruction in library use, especially if the librarian can secure the cooperation of an audio-visual resource person with whom to develop production methods. The following outline for a script to teach library use features students only, though the script is not student written. The videotape is to be used with a student workbook which includes 1) duplicated materials used in the video presentation, 2) an evaluation sheet to be returned later to the librarian, 3) a programmed worksheet to be completed by the students during the presentation. It is assumed that the videotape would be used in a class setting preliminary to a research assignment and that it is an introductory discussion. The script maintains the polite fiction that the experiences were actually undertaken by the student actors and is thus slightly contrived. The experiences discussed, however, are realistic, being archetypal to the experience of all researchers.

Camera techniques are basic, primarily focusing on the student speaker and moving to an overhead projection when illustrative material is being discussed. In effect this technique duplicates a classroom panel discussion for the students who are viewing. It may be shown in a room light enough to take notes.

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RESEARCH METHODS: GETTING INFORMATION OUT OF THE LIBRARY

I Introduction: A student narrator speaks directly to the
   audience from the center of a panel of five students.

   The topic of Library Research Methods doesn't hold much
   interest for a student until he has some research to do
   for a class. At that time it's too late to spend time
   learning basics because the student has a job to do. We'd
   like to talk about some experiences that we have had in
   researching some topics for class projects.

   The workbook you have contains reprints of the material
   we used so you can go over it later if you need to. We
   hope you will take notes by writing down the Subject
   Area and the type of Project and listing the Research
   Tools that we used during our search for information.

   The other panel members are _____, _____,
   _____, _____, and I'm _____.

II Panel Reports: Student actors report case histories of
   research in several subject areas.

     A. Panel Report I

          1. Subject Area: Literature

          2. Project: Oral Report and Paper

          3. Research tools used:

               a. <u>Essay</u> <u>and</u> <u>General</u> <u>Literature</u> <u>Index</u>

               b. Card Catalog

               c. <u>The</u> <u>Reader's</u> <u>Encyclopedia</u> <u>of</u> <u>World</u> <u>Drama</u>

               d. Record List

          4. Topic: Discuss political or popular attitudes
              reflected in Shakespeare's <u>King Lear</u> and show
              how they relate to Elizabethan England.

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B. Panel Report II

    1. Subject Area: Business

    2. Project: Survey

    3. Research tools used:

        a. Reader's Guide to Periodical Literature

        b. Periodicals Shelf List

        c. Psychological Abstracts

        d. Vertical File

    4. Topic: A Survey of Sensitivity Training Methods used in United States Corporations.

C. Panel Report III

    1. Subject Area: Psychology

    2. Project: Panel Discussion

    3. Research tools used:

        a. Reader's Guide to Periodical Literature

        b. Essay and General Literature Index

        c. Psychological Abstracts

        d. Card Catalog, Subject Index: Education

    4. Topic: The effect of wide-spread student demon-strations on intellectual achievement in the colleges.

D. Panel Report IV

    1. Subject Area: Biology

    2. Project: Annotated Bibliography

    3. Research tools used:

   a. <u>Putnam's</u> <u>Medical</u> <u>Dictionary</u>

   b. <u>Reader's</u> <u>Guide</u> <u>to</u> <u>Periodical</u> <u>Literature</u>

   c. <u>Index</u> <u>Medicus</u>

   d. <u>Essay</u> <u>and</u> <u>General</u> <u>Literature</u> <u>Index</u>

  4. Topic: Write a bibliography of current research in diseases of the blood.

III Summary: The student narrator concludes the report. (For Student Worksheet and Evaluation Form, see Appendix II.)

We believe that each of these projects illustrates a similar method, a kind of computer program to release information from the library collection to the re- searched. The method has three steps:

  1. Survey the subject by bibliographic search

  2. Check for the actual holdings of the library

  3. Consult the reference collection.

Here is one possible way to fill in your worksheet. *

If you forget what these titles mean, look through the samples included in the workbook you have been given. Also, we'd appreciate your filling out the evaluation sheet at the end of the workbook -- but do it after you finish some research in the library.

Our program has not been a library orientation -- it will not replace reading the library handbook and actually entering the library to check out a book, record or periodical. Neither is it a course in reference work -- some colleges and universities offer such a course at the graduate level.

This presentation is a summary of some student experiences and presents a method of library research and some tools necessary to make the method work. The test of whether you know this material starts now and lasts throughout your college career.

Use the library soon. *

* A reproduction of a completed student worksheet is shown here.
** Cut to final credit.

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Observations

Once the videotape and accompanying workbook is prepared, instructors can book the unit into their classes whenever appropriate. The librarian can present more specific material to supplement the presentation or even provide an objective quiz for the use of the instructor as follow up. Response to the evaluation sheets could be required by the instructor at the end of the unit or simply solicited at the library desk. In any case, provision for written student feedback would be made.

Additionally, more detailed videotape presentations could be developed in specific subject areas depending on the demand. Where the basic videotape emphasizes the three general principles of research and illustrates them with subject oriented assignments, additional presentations could teach detailed discriminations among research tools. Although the basic videotape can best be used by instructors in class, it might also be shown at regular intervals within the library at individual student request, especially for extension students. Finally, when the presentation is rendered ineffective by changing student attitudes and current events, the videotape can be reused for an improved and updated presentation.

APPENDIX I

SUMMARY OF RESPONSES

Is your program ...

	Mount San Antonio College		Fullerton Junior College		Cypress College		Golden West College		Orange Coast College	
	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
1. A formal program of instruction in library use?		X		X		X		X		X
2. Conducted in the library?		X	X			X		X		X
3. Based on enrollment in a class?	X			X		X		X		X
4. Available to individual students upon request?	X		X			X	X		X	
5. Including a response to a worksheet of any kind?	X		X		X		X		X	
6. A "book talk"?	X		X		X		X			X
7. Instructional in nature?	X			X	X		X			X
8. Curriculum related?	X			X	X			X		X
9. An audiovisual presentation with other than printed material?		X	X			X	X		X	
10. Automated?		X	X			X	X		X	
11. Effective with students who use it?	X		X			X		X		X
12. Involving large numbers of students otherwise lost to library use?	X		X			X	X		X	
13. Part of a college orientation week?		X	X			X		X		X
14. Presented by the Reference Librarian?	X			X	X			X		X
15. Presented by the Head Librarian?	X		X		X			X	X	
16. Prepared by the Reference Librarian?	X			X	X			X		X

College:_____

Position of person interviewed:

_____

The following questions seek to discover what provisions your library makes for orientation or instruction in library use.

Yes   No

_____|_____ 1. Do you have a formal program for instruction in library use?

_____|_____ 2. Does the program take place in the library?

_____|_____ 3. Is the program based on enrollment in a class?

_____|_____ 4. Is the program available to individual students upon request?

_____|_____ 5. Does the program involve student response to any form of worksheet?

_____|_____ 6. Would you describe your program as a "book talk"?

_____|_____ 7. Would you describe your program as "instructional"?

_____|_____ 8. Would you describe your program as "curriculum related"?

_____|_____ 9. Does your program involve audiovisual presentations other than printed material?

_____|_____ 10. Is the program automated or partially automated?

_____|_____ 11. Do you feel that your program functions effectively with those students who use it?

_____|_____ 12. Do you feel that your program functions well enough to involve a significant number of students who would otherwise not use the library?

_____|_____ 13. Is your program a part of a college orientation week scheduled for incoming full-time students?

_____|_____ 14. Is the Reference Librarian centrally involved in presenting the program?

_____|_____ 15. Is the Head Librarian centrally involved in presenting the program?

_____|_____ 16. Does the Reference Librarian prepare materials for the program?

APPENDIX II

FORMS FOR STUDENT RESPONSE

Worksheet

For your notes, write down the material each student panelist
has used and comment, if you wish, on what he found.

Panel Report I
      Subject Area _____   Project _____
      Research tools used

         1. _____
         2. _____
         3. _____
         4. _____

Panel Report II
      Subject Area _____   Project _____
      Research tools used

         1. _____
         2. _____
         3. _____
         4. _____

Panel Report III
      Subject Area _____   Project _____
      Research tools used

         1. _____
         2. _____
         3. _____
         4. _____

Panel Report IV
      Subject Area _____   Project _____
      Research tools used

         1. _____
         2. _____
         3. _____
         4. _____

Do you see a similar method used by each member of the panel?

Steps in the Research Method:

         1. _____
         2. _____
         3. _____

Questionaire

Please keep this page until you have finished some re-
search in the library, answer the questions and turn
the questionaire into the Reference Librarian.   We
will appreciate your comments and use them to help
future students use the library collection more
efficiently.

The Library Staff

Yes | No

1. Did you learn anything from the videotape that helped
    you in your research? If so, what helped you most?

2. Did you use any reference tools beside the Card Cat-
    alog during your research? What?

3. Did you find enough material in the library collection
    to do your project? What subject are you writing on?

4. Did you discover any material not in the library col-
    lection that you think should be added? What?

5. Can you think of some instruction that would have
    helped you be more efficient in your work? What?

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