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ABSTRACT

This annual report describes the first year progress of a National Endowment for the Humanities and Council for Library Resources grant funded project for the integration of the teaching of library use into courses in the humanities. The program has experienced a shift away from early efforts to offer specialized instruction in a variety of courses and course sections in the humanities toward development, over several years, of instruction on two levels. The first involves integration of instruction into an English composition course, proceeding to a second level that will involve instructional components keyed to selected courses in the major and minor sequences of various academic departments in the humanities, emphasizing the bibliography and literature of the particular humanities discipline. Two essential factors will determine future prospects for bibliographic instruction at Ball State University: one is the willingness and ability of the department of library service to produce and use various media methods for instruction; the other is the department's success in organizing its range of instruction and orientation activities, especially the CLRI program and the present general instruction service, into a cohesive and unified program. (Author/RAA)

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FIRST ANNUAL PROGRESS REPORT
ON THE
COURSE-RELATED LIBRARY INSTRUCTION PROGRAM
UNDER THE GRANT FROM
NATIONAL ENDOWMENT FOR THE HUMANITIES
AND THE
COUNCIL ON LIBRARY RESOURCES

FOR THE YEAR
SEPTEMBER 1, 1978 - AUGUST 31, 1979

BALL STATE UNIVERSITY
DEPARTMENT OF LIBRARY SERVICE
MUNCIE, INDIANA 47306

Ray R. Suput
Project Director

Thomas J. Moore
Library Instruction Coordinator

NEH/CLR GRANT NUMBER: EH-28970-78-51

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I. INTRODUCTION

The general aim of library instruction at Ball State University is the cultivation of an awareness of library resources and their effective use among the students, faculty, and staff of the University. The grant-funded Course-Related Library Instruction Program is one of the ways in which the Department of Library Service is endeavoring to provide instruction to the University community. A major intention of the CRLI Program is to integrate the teaching of library use into courses in the humanities. Moreover, the program seeks to serve as an impetus for the creation of library orientation and instruction approaches that can be used widely by the Department in its other instructional activities.

The Office of Library Instruction began operation in September 1978 as the implementing unit within the Department of Library Service for the CRLI Program. In addition, the Office assumed responsibility for coordinating the previously existing instructional sessions scheduled for faculty on a call-in basis. During the period of grant-funding, the Library Instruction Coordinator reports, as Head of the Office, to the University Librarian, who is also Project Director for the grant. (For additional details about the composition and related activities of the Office of Library Instruction, see Appendix I, "Office of Library Instruction Annual Report, 1978-1979".)

As originally conceived in the grant proposal, the Course-Related Instruction Program at Ball State would offer a highly customized instruction in library use to students in a variety of

courses in or related to the humanities. The model for this approach was, of course, the successful program at Earlham College. In fact a project conducted at Ball State during Spring 1978 closely approximated for several courses the kind of instruction available at Earlham. (More information on this project is presented in the Preliminary Progress Report, 1978-1979). While intensive instruction, distributed over a range of courses and tailored to student needs for specific library assignments, has had beneficial results in small institutions such as Earlham, it became apparent quite soon that the size of Ball State, with an enrollment of 17,000 students, would require a much more focused approach.

Therefore, the activities of the Ball State program during academic year 1978-1979 represent a gradual re-directing of emphasis away from the integrating of bibliographic instruction into many different humanities courses, and toward a systematic building of bibliographic instruction components for a few selected courses on two distinct levels. Current plans are for concentrating during the next year at least on the development of an instructional package for the basic course English 104, Composition 2. A second level of instruction might be initiated within the next two years by beginning the blending of carefully-wrought instruction in the bibliography of the various humanities disciplines into several clearly identified courses in the major and minor sequences of humanities departments. Organizing the foci of the CRLI Program in this way appears sound for both academic and practical reasons.

While the program engaged in substantial instruction during 1978-1979, the essential progress during this period was in the area of establishing a firm and fruitful direction for the next two years. In addition, significant advances were made in developing instructional materials and methods not used previously at Ball State University.

II. SUMMARY OF ACTIVITIES: SEPTEMBER 1978-AUGUST 1979

During 1978-1979 the Course-Related Library Instruction Program provided intensive bibliographic instruction to twenty-four participating courses and course sections over three academic quarters. These courses were offered through English, History, and Journalism departments. (A list of participating courses appears in Appendix I). Twenty-four course faculty members participated, all of whom were volunteers. While the program emphasis has always been the instruction of undergraduates, in several cases--notably Journalism--graduate courses were involved. In total, about 500 students received instruction based on the course-related approach.

During Fall and Winter quarters especially, course instructors were matched with a library instructor, who was the Library Instruction Coordinator, the Library Instruction Librarian, or a volunteer from among the Library Service faculty. Together the course instructor and the library instructor determined the amount and kind of instruction and the instructional schedule for the term. These decisions were based, of course, on the course subject and on the library-oriented assignments planned by the course instructor. In most cases the assignments were a library research paper or a significant report originating from a survey of the literature. In some instances in which a library-related assignment had not been devised already, the library instructor and the professor collaboratively developed an assignment, or a series of assignments, that would engage the course's students in potentially valuable library research.

In addition to these course assignments, most of the classes were required to complete various short exercises created by the program for the purpose of reinforcing the group instruction in library use knowledge and skills. Some exercises were also intended, as in the case of search strategy worksheets, to assist the students practically in organizing their individual information searches for the course papers or reports. Marking of program-related exercises and worksheets was handled by the library instructor, and course instructors were strongly encouraged to grade these assignments. It was felt by the library instructors that grading would provide added stimulation to the student for responding seriously to the library instruction and for regarding it as integral to the course. Since course instructors had complete discretion in the matter of grading, determination of grade weight for program-generated assignments varied from course to course.

Aside from the unusual degree of cooperation between course instructors and librarians, the content and methods of the instruction, especially during Fall and Winter, closely resembled the lecture-based instruction common both to the bibliographic instruction movement and to higher education in general. While the number of sessions was not constant for every course, most courses had three or four class periods of library instruction. These sessions took place in Bracken Library and in the course classroom as appropriate. Some class time was also used for filling out student library surveys and student evaluation forms relating to the instruction.

Since English 104, Composition 2 was the course most frequently instructed during 1978-1979, represented by ten sections, instruction offered to it in Fall and Winter probably typifies instruction in the CRLI Program last year.

Before coming to the library as a group for the first time, English 104 students completed a brief library use survey and a simple library quiz based on one in use at Earlham College. These devices allowed the library instructor to estimate class use and knowledge of the library. (Copies are presented in Appendices II and III.) A series of instructional sessions followed: 1) introduction to the CRLI Program and orientation tour of the library; 2) instruction in the use of the card catalog and basic periodical indexes; and 3) presentation of a search strategy model keyed to the library information requirements of the research paper. Except for the library tour, these lecture presentations were illustrated by the use of overhead transparencies, as well as by printed materials such as bibliographies and search strategy diagrams. In most instances, instructional materials were created by the Office of Library Instruction, with assistance on transparencies from Library Service's Division of Educational Resources.

During the period following formal instruction, when students were working on the search strategy worksheets and the research paper, they were encouraged to consult with their course's library instructor for assistance as needed. Toward the end of the academic term, and after students had submitted their research papers to their professors for marking, students completed a form seeking their evaluation of the bibliographic instruction. (Student

evaluation forms were designed and used over the course of the year. For a copy of one form used, and a summary of responses to selected questions on it and on the library use survey, refer to Appendices IV and V.)

While instruction was distinct in various ways for each CRLI course, at least some aspects were similar to the pattern quickly established for English 104. In general, these were library tours and lectures on card catalog and periodical use, as well as on the idea of search strategy. Except for within English 104, there was considerable variation, however, in the selection of reference sources and search examples presented to the different courses. Because the subjects ranged from Journalism Research Methods to Roman History, it was necessary, of course, to prepare separate bibliographies and customized search strategy models for each class.

Even within English 104, instructional emphasis depended on the interests of faculty members and on their specific assignments to the students. For example, while all English 104 sections did a research paper, the precise character of this paper and the topic areas allowable for selection by students differed widely. While one instructor invited students to choose paper topics freely, another instructor required all papers to be on American drama. Still another English 104 instructor specified "modern disasters" as the general topic for the class. As much as possible, library instructors attempted to adjust elements of the instruction accordingly.

In a few courses--notably U.S. History, Urban History, and Social Studies Methods-- the library instructor provided a library tour and one lecture covering basic information sources, and then arranged for more detailed presentations to be made by librarians from several specialized service areas in Bracken Library. Examples of such service areas are Government Publications, the Delaware County Archives, and the Division of Educational Resources. As a consequence, the original library instructor assumed a quasi-managerial role toward the class; he coordinated the specialized sessions, developed and marked the exercises, and supervised the collection of student surveys and evaluation forms.

During the course of Fall and Winter terms, and into the Spring, it became increasingly evident that the Course-Related Library Instruction Program needed to concentrate its attention on a limited area, rather than to continue diffusing its resources over a range of courses on several different levels. Although the program had offered specialized instruction to several hundred students, and had expanded by quanta the possibilities of faculty-librarian collaboration at Ball State University, the weaknesses were apparent.

- 1) Highly-tailored, multi-session instruction consumes vast amounts of professional time. As originally conceived, the program was to rely quite heavily on Library Service faculty volunteers. The needed investment of time was certain to depress growth potential, since eventually this would make participation in instruction costly for individual librarians.
- 2) Under the original approach, only a small proportion of Ball State students could be instructed.

- 3) Many of the instructional materials produced were overly specialized and not flexible enough for repeated use in varied contexts.
- 4) There was a heavy reliance on lecture presentations. A mixture of instructional modes was desirable to heighten student interest and learning.
- 5) It was difficult, if not impossible, to prepare instructional objectives for a program serving such diverse courses. This meant that efforts to design a useful evaluation system were likely to achieve only marginal success at best.
- 6) Ultimately it did not seem possible that the current activities would be capable of transformation into a coherent program of permanent services for the students and faculty of Ball State University.

Added to these weaknesses was another important consideration; this involved the relationship between CRLI and other instruction occurring within the Department of Library Service. Alongside the new program's activities, the Department of Library Service continues to offer instruction based on faculty request to a myriad of courses on all levels. While these sessions are now coordinated through the Office of Library Instruction, requiring serious quantities of time from the Library Instruction Coordinator and the Library Instruction Librarian, actual teaching is done by librarians on assignment in Bracken Library's several service areas. Although instruction through this general service is not as intensive as in CRLI, the volume of activity is great. Also, probably due to the publicity accorded the CRLI Program, the number of general sessions conducted at least doubled during 1978-1979 over the previous year. (See Appendix I for statistics.)

By mid-Winter of last year it had become obvious that the program needed to identify a direction containing opportunities for relieving some of the instruction demands being made on the general service. It was recognized that a chance existed for the CRLI Program to devise instructional methods and to develop a support system for increasing the effectiveness and the efficiency of the general service. Furthermore, the success of bibliographic instruction at Ball State appeared to be bound inextricably to the growth of strong, supportive links between CRLI and the general service, and eventually to the combining of the two services into a unified instructional program.

By March 1979 it was determined conclusively that the program would emphasize instruction for English 104 during the next year at least. Aside from the influence of previous experiences with this course, the decision came as a result of discussions by the program staff with the faculty of the various divisions of the Department of Library Service, the CRLI Task Force (membership of this group is identified in Appendix I), and several leading faculty members from the Department of English. Embodied in this decision was an agreement to widen the dimensions of the program; rather than intensively instruct small groups of students within sometimes very specialized courses, the program would create a system for delivering basic bibliographic instruction to a large number of students. Since multi-section English 104 is a course required for most undergraduates, the annual enrollment is several thousand students. Prospects for the extensive popularity of such a project within Library Service and English were good.

There is little doubt that English 104 is the best course in which to introduce systematic, course-related instruction on a wide-scale basis. For the English 104 student, who is typically but not exclusively a freshman or sophomore, such instruction should create a foundation of general library knowledge easily transferrable to other courses and capable of development as interests and information needs increase. For the program it is now hoped that a bibliographic instruction component for English 104 would form a nucleus around which a design, in the near future, additional components targeted toward a few specific courses in the humanities and oriented toward the disciplinary literatures.

Another reason for choosing English 104 is its potential for serving as a bridge between CRLI and the general instruction service. Because of the course's research paper requirement, requests for the instruction of English 104 sections comprise an important segment of total general instruction requests. During Winter 1978, for example, English 104 accounted for almost exactly one-half of the sessions conducted. Therefore, providing a predictable, efficient, and good quality instructional program for this course should also reduce some of the pressure on public services librarians for instruction under the general service.

Because the decision to alter program direction was made after planning for the Spring quarter had already begun, several courses besides English 104 were instructed in Spring according to the practices of Fall and Winter. Nevertheless, program attention in the Spring was centered on creating a new approach

to English 104, one that would eventually serve many course sections. The Library Instruction Coordinator and Library Instruction Librarian were aided in this planning task by Dr. Frances M. Rippy, Professor of English, who was funded by the grant one-third of the time during the Spring. Dr. Rippy had been involved in the experimental project of Spring 1978, and she had been a participating faculty member in CRLI during Winter 1978-1979.

The instruction of several English 104 sections during the Spring term consisted of the following:

- 1) Students completed the "Library Use Survey" and a library pre-quiz in the classroom.
- 2) Two days later the class was taken on a library tour, after which specially prepared booklets on card catalog and periodical use were assigned for reading.
- 3) Several days later a card catalog and periodical laboratory session was held for the class in the library. Students worked on individualized exercises.
- 4) After about two days laboratory exercises were returned and discussed. A library instructor lectured on search strategy, and a search strategy worksheet was assigned. This worksheet emphasized guided research on the students' actual paper topics.
- 5) Search worksheets were marked and returned to students, who were then encouraged to consult with library instructors regarding their worksheets and paper topics.
- 6) After papers were submitted to the course instructor, students completed evaluation questionnaires.

The Spring instruction represents several important changes over instruction in previous terms. Library instructors comprised a team instead of being matched individually with each section,

and all sections received standardized instruction on a pre-determined schedule. Lecturing was de-emphasised; much basic information was communicated through printed materials. It was found that the library laboratory was an especially important innovation. Students responded favorably to the opportunity for practical experiences in the library under the guidance of library instructors and the course instructor. In addition, the library lab created an opportunity for every student to request reference assistance from the instructors. Such experience is potentially valuable in encouraging inexperienced students to seek reference aid during subsequent library use.

Since the experience of the Spring had proven especially promising for the advent of a highly successful English 104 project, the Library Instruction Coordinator and the Library Instruction Librarian began preparations for Fall 1979 during the Summer. With the valuable help of Dr. Rippey and Dr. Frank Sparzo, Coordinator of University Evaluation, and through consultation with Dr. Daryl Adrian, Chairman of the Department of English, they prepared a document entitled "Draft Instructional Objectives for English 104" (Appendix VI). It was closely patterned on the "Toward Guidelines for Bibliographic Instruction in Academic Libraries" written by the Association of College and Research Libraries Bibliographic Instruction Task Force (College and Research Library News, no. 5, May 1975:137-139, 169-171.) Using the draft objectives as a guide, the instructional materials devised hurriedly in March were thoroughly revised or rewritten, and additional printed materials were created. These will form the basis for instruction in 1979-1980.

In addition to the preparation of materials for English 104, the Office of Library Instruction began work during the Summer on an eight-page map and guide to Bracken Library. The Office was assisted by graphic artists from the Division of Educational Resources. The need for such a guide had been cited on numerous occasions by librarians, faculty, and students. The map and guide will be printed for availability during the early Fall.

During the Summer important progress was made in acquiring more workspace for the Office of Library Instruction and in establishing it as a visibly important service unit in the department. In July the Office moved from two small and widely separated rooms to a cluster of three rooms offering more space, privacy, and-- at the same time--fairly convenient access for faculty, students and other librarians. This move had an immediate positive effect on the efficiency of Office operations.

In concluding this summary of activities during 1978-1979, it should be noted that travel opportunities afforded by the NEH/CLR grant have contributed significantly to the growth of Ball State's CRLI Program. In March the Coordinator attended the Second Southeastern Conference on Approaches to Bibliographic Instruction in Charleston, South Carolina. In April Dr. Rippe accompanied the program staff to Indiana University-Purdue University at Fort Wayne for discussions about that institution's exemplary program of instruction for introductory English. Also, the Coordinator and Library Instruction Librarian visited Eastern Michigan University for the Ninth Annual LOEX Conference. Ideas and information received on these occasions have been integrated fruitfully into program planning and instructional materials.

III. PROJECTED ACTIVITIES: SEPTEMBER 1979-AUGUST 1980

The primary objectives for activities in 1979-1980 will be the refining of English 104 project methods, and evaluation processes, and the studying of means to enable expansion of the service to many course sections. No other courses will be taught through the CRLI Program.

Plans for the Fall academic quarter call for approximately 12-15 sections of English 104 to participate. Dr. Rippey will continue to assist the program in planning and also in the selecting of course sections for participation. The projected activities of instruction are essentially similar to those of the Spring: library tour, quiz, lab session, lecture presentation, and personal consultations with library instructors. But there have been some important additions: expanded and better quality materials, a more structured approach to communicating with English faculty through planned group meetings at the beginning of and mid-way through the term, and a tightened instructional schedule aimed at increasing student motivation and interest. Also, a number of Library Service faculty volunteers will be enlisted to assist with the lab sessions. Since the sessions require no preparation by volunteers, little difficulty is anticipated in recruiting a sufficient number for the Fall. It is the program's particular intention to involve technical service librarians if possible; it is felt that this kind of public service work will be quite satisfying and only minimally time-consuming.

According to tentative plans for Winter quarter, 20-25 course sections will receive instruction. In order to offer instruction to two or three times this number during Winter quarters of future years, it is obvious that some streamlining of the instruction, and increased use of audiovisual media, will need to occur. During the Winter term a printed, self-guided,-- and possibly interactive--library tour will probably be used experimentally with some sections. This would allow self-paced learning, eliminate the noise and distractions to patrons caused by touring groups, reduce the amount of lecturing by librarians, and--since the tour would be completed outside of class time--recover one class period available in the course. Also, a printed tour could, if desired, be converted to an audio-cassette tour at a later time. Not to be overlooked, however, is the realistic prospect that a self-guided tour will increase activity at public service counters in the building. Assuming success similar to that in other institutions (for example, at the University of Texas at Austin), as early as Spring 1980 the library tour for English 104 might be phased-out.

Another efficiency being considered strongly is the videotaping of the search strategy lecture comprising the final library session in the package. Aside from important savings of Library Service faculty time, there are at least two other advantages. The most significant is assurance that a standardized and good quality lecture would be delivered to all sections instructed. Second, a video lecture could be used flexibly. Viewings by groups in the library or in the course classroom, or to individuals in the library, would be possible. Despite these advantages, several other considerations

will need to be treated. These include the devising of means to ensure all students adequate opportunity to ask questions about the lecture and to receive knowledgeable answers. Also, use of the videotaped lecture, and especially in several settings, will require attention to the management and distribution of the videotapes and equipment. Nevertheless, the capacity of video to provide information to large numbers of students makes the medium especially suitable for lecture-type communications. There is no doubt that increasing reliance on media is required for effective bibliographic instruction to be made widely available at Ball State University in the future.

Another important aspect of the CRLI Program will be addressed closely in 1979-1980: evaluation. With the CRLI Program's present focused approach will also come a greater opportunity to develop instructional evaluation instruments. During 1978-1979 the program's evaluation apparatus was embryonic and consisted almost exclusively of attitudinal questionnaires presented to the students prior to and after instruction. It is hoped that during the Fall, and continued thereafter, progress can be made in the design of achievement measures coinciding with the draft objectives already prepared. Dr. Frank Sparzo has indicated an enthusiastic willingness to continue his review of instructional materials and motivational quizzes and to assist in evaluation efforts.

Probably the greatest single issue affecting the growth of the CRLI Program is its ability to progress in being regarded an integral institutional service. It is hoped that significant headway on this can be achieved during next year. Thus far, the program has operated with staffing from the Office of Library Instruction and from Library

Service faculty volunteers. If the program is to enlarge, and if its services are to become permanent, there must be a strong commitment by the faculty of the department to support its activities and to regard them as essential public services. This probably means that the library's various service areas will be requested to share formally in the program's instruction.

Since teaching pressure exerted on librarians through the general instruction service certainly limits the ability of some public service librarians to assume additional responsibilities, a close look at the organization and methods of the general service ought to be undertaken, in light of CRLI developments, by the department in the coming year. The purpose of this examination during 1979-1980 would be the identification of precise interrelationships between the two services. Ideally such an analysis would result in recommendations for strengthening the ability of the Office of Library Instruction to support all departmental instruction. Furthermore, it is hoped that this study would lead to the initiation of planning for a comprehensive, department-wide instructional program.

IV. SUMMARY

In 1978-1979 the Course-Related Library Instruction Program at Ball State University experienced a shift in direction away from early efforts to offer specialized instruction to a variety of courses and course sections in the humanities, and toward an attempt to develop, over several years, instruction on two levels. The first level consists of basic instruction integrated into the multi-section English 104, Composition 2 course. Program attention was concentrated on this course during the latter part of last year, and this attention will continue to dominate activities in 1979-1980. Depending on the progress rate for the English 104 project, current plans propose the creation of a second instructional level to commence within the next two years. This second stage will involve instructional components keyed to selected courses in the major and minor sequences of various academic departments in the humanities. The instructional components will emphasize the bibliography and literature of the various humanities disciplines.

Two essential factors will determine future prospects for bibliographic instruction at Ball State University. One is the willingness and ability of the Department of Library Service to produce and use various media methods for instruction. And the other is the department's success in organizing its range of instruction and orientation activities, especially the CRLI Program and the present general instruction service, into a cohesive and unified program.

APPENDICES

OFFICE OF LIBRARY INSTRUCTION ANNUAL REPORT, 1978-1979

The Office of Library Instruction

The Office of Library Instruction began operation within the Department of Library Service in September, 1978 for the purpose of coordinating and developing services to instruct Ball State University students in library research methods. The impetus for the creation of the Office was the awarding of a grant to Ball State from the National Endowment for the Humanities and the Council on Library Resources for the establishment of a Course-Related Library Instruction Program. The grant-funding is for three years, beginning with the 1978-1979 academic year. As such the focus of current attention is the CRLI Program, in which the two library instruction faculty, and other Library Service faculty as needed, work closely with faculty in selected humanities departments to integrate the teaching of library use into their courses.

Another significant responsibility of the Office is to coordinate the traditional General Instructions service by interviewing faculty and scheduling instructional sessions to be conducted by librarians from the various divisions of the Department. Also, the Office frequently serves as a liaison between the Department and the University's Handicapped Student Services Office regarding library services and facilities for handicapped patrons.

The staff of the Office of Library Instruction consists of the following: Mr. Thomas J. Moore, Library Instruction Coordinator, who was hired on grant-funding in June 1978; Mrs. Judith G. Koor, Library Instruction Librarian, formerly Periodicals Catalog Librarian, who assumed in September a new faculty position funded by the University; and Mrs. Sarah Wantal, whose half-time secretary position is provided by the grant. In addition, the Office has used

a student assistant approximately half-time during the year. An office adjacent to the Reference Service Counter and an office in the Library's Administrative complex have comprised the physical facilities for this new unit during 1978-1979. (A move to a more efficient setting in a cluster of three rooms on Bracken Library's second floor is planned for Summer 1979).

Activities, 1978-1979

The primary activity of the Office during its first year was to organize the Course-Related Library Instruction Program and to initiate the instruction of students according to the course-related philosophy described generally in the grant proposal. In developing a suitable direction for the project, the Library Instruction Coordinator and the Library Instruction Librarian had the assistance of the Course-Related Library Instruction Task Force. This group has fourteen members and is comprised of a mixture of interested faculty members from the English, History, and Library Service departments, the Director of Instructional Development, the Coordinator of University Evaluations, and two undergraduate students. Its chairman is Dr. Ray R. Suput, CRLI Project Director and University Librarian. Over the course of the academic year, the Task Force met eleven times. In order to provide additional planning support for the program, Dr. Frances M. Rippy, Professor of English, served during the Spring 1979 term as the English Department's Coordinator for CRLI. Her position was funded at one-third time by the grant.

Courses and sections of courses participating in the program during the year were drawn from three academic departments: English, History, and Journalism. As much as possible, each course or section received instruction that was tailored to the course assignment and level of student knowledge. The

number of instruction sessions for each class of students ranged between two and four, sometimes with additional classroom sessions partially devoted to introducing students to bibliographic instruction and to administering of evaluation materials. Especially during Spring 1979, the Program experimented with the use of individualized, printed instructional materials for sections of introductory English. This was a largely successful and necessary test of an instruction method potentially capable of serving many students in the future.

As a result of consultations with the Task Force and with Library Service faculty, as well as experience gained through actual instruction, it was determined this year that the Program will focus during 1979-1980 on the designing of quality instruction for English 104, English Composition 2, which will be a vehicle for establishing a foundation of library use knowledge at the early undergraduate level. Later on, instruction keyed to the bibliography of the specific humanities disciplines might be planned for integration with carefully targeted courses in the major/minor sequences of the participating academic departments. If successful, this basic strategy will ensure that course-related library instruction will be offered at several of the most advantageous points in the curriculum.

Besides its work on the Course-Related Library Instruction Program, the Office of Library Instruction devoted considerable effort to another area of major responsibility, the coordinating of the General Instructions service. Prior to the existence of the Office, this function had been handled by the Administrative Assistant to the University Librarian. At the beginning of the year, it appeared reasonable, however, to centralize coordination of instructional services in the new unit. Therefore, during 1978-1979 the Office arranged instruction for numerous undergraduate and graduate courses, as well as scheduled orientation tours or self-tours for many local school groups

and community organizations. Probably because of the publicity accorded the Course-Related Library Instruction Program, the number of sessions requested through the General Instructions service appears to have more than doubled during the past year. Since instruction is an integral function of the Department of Library Service, it is hoped that careful planning during the next year or two will result in an effective articulation of instructional services provided through the Course-Related Library Instruction Program and the General Instructions service. The product would be a comprehensive program of instruction offered to students by the Department.

Because Bracken Library has lacked suitable physical settings for good library instruction, a particularly notable accomplishment during the year has been the creation of an instructional site in the Periodical Reference area and the improvement and expansion of a previously existing instructional site in the Reference area. Each site is located near essential bibliographic resources and possesses a classroom atmosphere needed to stimulate student attention and respect for the value of instruction. These sites are for use by the grant-funded program and also by librarians who teach through the General Instruction service.

Summary

The year 1978-1979 was an important year for instruction in the Department of Library Service. The new Office of Library Instruction began implementation of the Course-Related Library Instruction Program, and it also strengthened the coordination of the currently more active General Instruction service. As a result of these efforts, the potential for a substantial improvement in the quality of library instruction now exists.

Thomas J. Moore
Library Instruction Coordinator
May 17, 1979

COURSE-RELATED LIBRARY INSTRUCTION PROGRAM:
PARTICIPATING COURSES, 1978-1979

Fall 1978

English 104, English Composition 2, 4 sections
History 202, U.S. History: 1829-1900
History 444, Historical Methods and Bibliography
Journalism 402, Press and Society
Journalism 503, Journalism and Society
Journalism 590, Journalism Research Methods
Number of students

189

Winter 1978

English 104, English Composition 2, 3 sections
English 250, English Literature: Beginnings to 1780
History 215, Women in American History
History 462, Roman History
Social Studies 391 (History Department), Social
Studies Methods
Number of students

145

Spring 1979

English 103, English Composition 1, 2 sections
English 104, English Composition 2, 3 sections
English 203, Honors Humanities III
English 230, Advanced Composition and Creative Writing
History 338, U. S. Urban History
Number of students

162

Summary

Total CRLI Courses and Sections
Total Students Receiving CRLI

24

496

GENERAL INSTRUCTION SESSIONS COORDINATED BY
THE OFFICE OF LIBRARY INSTRUCTION, 1978-1979*

Students Instructed

| | |
|--------|------------|
| Fall | 1572 |
| Winter | 1469 |
| Spring | <u>759</u> |

Total

3800

Courses or Sections Instructed

| | |
|--------|-----------|
| Fall | 80 |
| Winter | 78 |
| Spring | <u>42</u> |

Total

200

Distinct Presentations by Area

| | |
|--------------------------|----------|
| Periodical Reference | 145 |
| Reference | 134 |
| Microforms | 95 |
| Government Publications | 16 |
| Educational Resources | 16 |
| Map Collection | 11 |
| Delaware County Archives | 6 |
| Collections Development | 4 |
| Processing | 1 |
| Interlibrary Loan | <u>1</u> |

Total

429

***Note:**

These statistics do not include instructional sessions scheduled independently by various Library Service divisions, departments, or Branch libraries.

LIBRARY INSTRUCTION SURVEY

1. Are you new at Ball State University this year? Yes _____ No _____

What is your Student Status?

Freshman _____

Sophomore _____

Junior _____

Senior _____

Graduate 1st Year _____ 2nd Year _____

2. How often do you use a library to gather information for personal or course needs?

Never _____

Once or twice a year _____

Once a month _____

Once a week _____

Other _____

3. Are you satisfied by your ability to locate needed information in a library?

Yes _____ No _____

4. Have you ever before had instruction in the use of library resources?

Yes _____ No _____

If yes, describe:

5. Do you feel you need instruction or additional instruction in library use?

Yes _____ No _____

If yes, explain what you would most like to learn:

Name _____ Professor _____ Course# _____

A. Directions: This is a reproduction of an actual card from the card catalog. Use this catalog card to answer the questions below.

The last play; the struggle to monopolize the world's energy resources.

HD Ridgeway, James, 1936 -
 9450.5 The last play; the struggle to monopolize
 R5 the world's energy resources. (1st ed.)
 New York, E. P. Dutton, 1973.
 446 p. Illus. 22 cm. \$10.00

Includes bibliographical references.

1. Power resources. I. Title.
 HD9540.5R5 1973 333.8 70-179854
 ISBN 0-525-14355-0 MARC
 Library of Congress 73 (4)

1. Would this card be filed under "H," "L," "R," or "T"? _____
2. How many pages are in this book? _____
3. Can this same card be found in the catalog under the following headings?
 - a. Ridgeway, James. yes _____ no _____
 - b. The struggle to monopolize the world's energy resources? yes _____ no _____
 - c. Power resources. yes _____ no _____
 - d. E. P. Dutton. yes _____ no _____
4. Write the call number of the book. _____

* * * * *

B. Directions: Use this excerpt from the Humanities Index to answer the questions below.

PHILOSOPHY and literature
 Robert Coover, metafiction, and freedom. M.
 Heckard. 20th Cent Lit 22:210-27 My '76
 Wordsworth's preface as literary theory. C.
 Altieri. Criticism 18-122-46 Spr '76
 See also
 Drama-Philosophy
 Literature-Philosophy
 Metaphysical poetry

5. Where in the index would you find the full title of the journal 20th Cent Lit? _____
6. What is the date of the article? _____
7. Who is the author of the article? _____
8. On what pages can it be found? _____
9. In what volume is it? _____
10. Under what subject headings in the Humanities Index will you find similar articles?

STUDENT EVALUATION OF COURSE-RELATED LIBRARY INSTRUCTION

Directions: So that we might evaluate our library instruction program, please respond to all of the following questions by circling the number that best describes your response.

1. The library presentations were clear and understandable.

| | | | |
|----------------------|----------|-------|-------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

2. The presentations were interesting.

| | | | |
|----------------------|----------|-------|-------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

3. The visual aids were helpful in understanding the material.

| | | | |
|----------------------|----------|-------|-------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

4. The printed handouts were helpful in understanding the material.

| | | | |
|----------------------|----------|-------|-------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

5. A. Were exercises and/or worksheets provided to follow-up the instructional sessions? Check (✓): Yes _____ No _____

B. If yes, please respond to this statement: The exercises and/or worksheets were helpful in understanding the material.

| | | | |
|----------------------|----------|-------|-------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

6. The search strategy approach was helpful in locating information.

| | | | |
|----------------------|----------|-------|-------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

7. A. Did you meet with the librarian for individual assistance?

Check (✓): Yes _____ No _____

7. B. If yes, please respond to this statement: The individual assistance was useful.

| | | | |
|----------------------|----------|-------|-------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

8. The library instruction helped with related class assignment(s).

| | | | |
|----------------------|----------|-------|-------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

9. I am more able to use the library for research as a result of library instruction.

| | | | |
|----------------------|----------|-------|-------------------|
| 1 | 2 | 3 | 4 |
| Strongly Disagree | Disagree | Agree | Strongly Agree |

10. Were you present for all the library instruction sessions?

Check (✓): Yes _____ No _____

11. What information given during the library instruction was most useful?

12. What information was least useful?

13. What suggestion(s) would you make to improve the library instruction you received?

CRLI, SPRING 1979: SUMMARY OF EVALUATION STATISTICS

Several evaluation tools were used in conjunction with CRLI courses during Spring 1979. Arranged below are program summaries of responses by students for selected questions on the "Library Instruction Survey" and the "Student Evaluation of CRLI" form. The information is intended to offer only a broad picture of student responses on these questionnaires.

1. Library Instruction Survey

Question 5: "Do you feel you need instruction or additional instruction in library use?"

| | |
|------------------------|-----|
| Number of respondents: | 158 |
| % of "yes" responses: | 74% |

2. Student Evaluation Form

Question 8: "The library instruction helped with related class assignment(s)."

| | | | | |
|--------|-------------------|----------|-------|----------------|
| Scale: | 1 | 2 | 3 | 4 |
| | Strongly Disagree | Disagree | Agree | Strongly Agree |

| | |
|--|-----|
| Number of respondents: | 113 |
| % responding "Agree-Strongly Agree": | 81% |
| % responding "Disagree-Strongly Disagree": | 18% |
| Undecided: | 1% |

Question 9: "I am more able to use the library for research as a result of library instruction."

| | |
|--|-----|
| Number of respondents: | 113 |
| % responding "Agree-Strongly Agree": | 88% |
| % responding "Disagree-Strongly Disagree": | 11% |
| Undecided: | 1% |

INSTRUCTIONAL OBJECTIVES FOR LIBRARY INSTRUCTION
IN ENGLISH 104

General Objective:

After completing the library instruction component of English 104, the student will be able to use Bracken Library's basic resources efficiently and effectively to gather information for a library research paper.

- T1 The student knows the locations of the major services, collections, and facilities of Bracken Library.
- B1 On a map of the library the student can locate key service and collection areas. These include the following:
- a) Reference Service
 - b) Periodical Reference area
 - c) Interlibrary Loan Office
 - d) Reserve Book Counter
 - e) Current Periodicals area
 - f) Periodicals Reserve Counter
 - g) Government Publications Collection
 - h) Microforms Collection
 - i) Division of Educational Resources
 - j) Circulation Counter
- B2 When given a list of essential library services and/or types of resource materials, the student will successfully match, in the vast majority of cases, each item with the appropriate service area or collection (such as indicated under B1 above). (for example, filmstrips are located in the Division of Educational Resources, documents not owned by Ball State can be borrowed from other libraries through the Interlibrary Loan Office, etc.)
- T2 The student recognizes the Library Service faculty and staff, especially public service personnel, as information resources.
- B1 When asked the student will identify the major public service areas where library personnel are available for personalized assistance.
- B2 The student will ask library personnel for assistance when needed, especially while gathering information for the course research paper.
- T3 The student knows how to use holdings records to locate materials in Bracken Library and the branch libraries.
- a. The student can use the Main Card Catalog to locate books and other cataloged materials.

- B1 Given a map of the library, the student will readily identify the location of the Main Card Catalog.
- B2 When shown a sample catalog card, the student will accurately label the following elements in a specified period of time:
- a) author
 - b) title
 - c) subject heading
 - d) place of publication
 - e) date of publication
 - f) bibliographic notes
 - g) tracings
 - h) call number
- B3 When given examples, the student will successfully distinguish in each case between call numbers based on the Dewey Decimal and the Library of Congress classification systems.
- B4 Given a short list of author, title, and subject entries from the card catalog, the student will correctly arrange the items according to card catalog filing order in a specified period of time.
- B5 Given an unfamiliar topic, the student will successfully use the Library of Congress Subject Headings and the Main Card Catalog to identify at least two subject headings for the topic. The subject headings will be verified and judged for accuracy by a librarian.
- B6 When asked, the student will correctly cite at least two or three major categories of materials not listed in the Main Card Catalog. (for example, periodicals and most government publications.)
- b. The student can use the Linedex to identify Ball State periodical holdings.
-
- B1 Given a map of the library, the student will readily indicate the location of the Linedex.
- B2 When presented with a list of periodicals, by using the Linedex the student will determine the availability (including volumes and dates if owned) location (Bracken Library or branch library), and the format (paper or microform) of each title within a predetermined time.
- T4 The student knows how to use several types of reference tools useful for a library research paper in any subject field.
- B1 By using the Main Card Catalog, guides to the literature, and available reference assistance if needed, the student will locate basic reference books (such as general and specialized encyclopedias and dictionaries, bibliographies, and indexes) containing information on the student's research paper topic. This will be accomplished in a specified time period.
- B2 Using a reference source such as a specialized encyclopedia, the student will, in an assigned amount of time, locate an introductory discussion on the paper topic, as well as at least two bibliographic citations.

- B3 Given a list of periodical indexes, the student will select one or two indexes which best cover periodical literature on the research paper topic. Also, from the index(es) the student will identify at least two subject headings pertinent to the topic. A librarian will evaluate this exercise for accuracy.
- B4 When shown an article citation from a periodical index, the student can readily label the following elements:
- a) article title
 - b) author(s)
 - c) periodical title
 - d) volume (and issue number if relevant)
 - e) date
 - f) pages
- T5 The student understands the search strategy concept and uses it to gather information for a library research paper.
- B1 When asked, the student will define search strategy as "an organized plan for conducting a literature search on a specific topic."
- B2 As preparation for the course research paper, the student will use a search strategy model to guide the compilation of a preliminary bibliography on his topic. (The model will include consideration of general and specialized encyclopedias, handbooks, bibliographies, Library of Congress subject headings, and periodical indexes). The application of the search strategy to the topic as represented on the Research Paper Bibliography Worksheet, will be evaluated for completeness by a librarian. In addition the English instructor will assess the quality of the bibliography according to criteria established for the class.