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ABSTRACT

This paper presents a plan for implementing bibliographic instruction at Moraine Valley Community College in Palos Hills, Illinois. The definition and purpose of bibliographic instruction are reviewed, educational strategies in bibliographic instruction are discussed, and an implementation proposal is presented. The proposal describes three phases of implementation, including (1) research strategy workshops and the production of printed library guides, (2) the development of printed guides to key resources, and (3) specific course-related activities. Curriculum development and faculty participation are among the topics addressed in the proposal, and means for evaluating the bibliographic instruction program are summarized. Appended to the paper is a copy of the survey instrument used to solicit opinions on bibliographic instruction from 115 Moraine Valley Community College faculty members. Responses to the survey are tabulated on the survey form. (Author/JL)

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BIBLIOGRAPHIC INSTRUCTION AT
MORAINE VALLEY COMMUNITY COLLEGE:
A POSITION PAPER

by

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BIBLIOGRAPHIC INSTRUCTION AT
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Submitted by Larry A. Miller, Vicky R. Smith, Elizabeth A. Teo

I. PURPOSE AND DEFINITIONS

The Carnegie Commission on Higher Education in the book Reform on Campus makes this affirmation:

- Knowledge has increased enormously. The new wealth of knowledge means not only that no person can possibly comprehend it all but also that it can hardly be wisely sampled during a student's career. A problem thus arises over what an educated person can and should know about society and self, and how best to make this knowledge available. The teaching of existing knowledge, in any event, becomes comparatively less essential to the task of higher education and the imparting of skills for continuing self-education comparatively more, particularly in independent study and through the library.¹
(emphasis added)

This appeal for the "imparting of skills for continued self-education" is echoed in the institutional purpose found in the Moraine Valley Community College catalog. The catalog states that Moraine is committed to excellence in higher education and "...offers opportunities for all of post-secondary education age to obtain knowledge and skills required to fulfill their personal goals." Bibliographic instruction is one avenue for teaching the skills of self-education in the accomplishment of personal and education goals. Instruction in these skills is central to the concept of bibliographic instruction set forth in this position paper.

Bibliographic instruction is composed of a host of skills categorized within three general areas. First is the ability to find one's way around a learning resources center/library. Another more complex skill is how to technically survey material in order to ascertain at a glance what information it covers.

¹Carnegie Commission on Higher Education. Reform on Campus: Changing Students, Changing Academic Programs (New York: McGraw-Hill, 1972) pp. 23-24.

Finally, the most complex skill is the strategy involved in the mapping out of a plan for identifying resources (personal, institutional, printed, non-printed, etc.) useful in investigating a research topic/informational need.

Bibliographic instruction skills are vital for both class assignments and personal development. Class-related assignments most often provide the impetus for developing bibliographic skills. The teacher and the assignments he/she makes prompt the students to search for materials/information. In observations of students using the LRC, it is apparent there is a void in their knowledge of the skills needed to pursue their quests.

A partnership between the classroom instructor and the Learning Resources Center (LRC) staff would provide the basis for planning, designing and implementing a bibliographic instruction program which would benefit the student and assist the teacher in his/her instructional objectives. This approach to meeting the identified needs would build upon methods presently employed by instructors and the LRC staff at Moraine Valley Community College. As a result, the student would more effectively find resources and complete assignments while the instructor would be able to more efficiently utilize his/her teaching time. As a collateral benefit, the student would acquire the skills of systematic information-seeking for lifelong self-development.

II. STRATEGIES OF BIBLIOGRAPHIC INSTRUCTION

The LRC, aware of the potential importance of bibliographic instruction for Moraine Valley Community College's educational mission, sought the views of

teaching faculty through a questionnaire, "Bibliographic Instruction Needs and Methods." Appendix A of this paper contains a copy of the questionnaire. One-hundred and fifteen faculty responded to the questionnaire during March, 1979. Their responses were compiled by the Office of Institutional Research as a "Research Note" which appears in Appendix B.

A careful analysis of the faculty responses reveals significant information on preferred strategies of bibliographic instruction. Taken together, course groups displayed broad consensus, with minor variations in emphasis between specific course groups. Five or more course groups indicated strong or moderate need for four new approaches. Those were: 1) printed guides for students (i.e. how to do research in a subject) 2) printed guides to key resources in a program area, 3) printed bibliographies of key resources for a specific course, and 4) workshops for students on research strategy using actual assignments.

In addition, other approaches received strong support from specific course groups. Included among these were a checklist of steps in a research strategy plan, printed "quick tips" on specific topics, "point of use" instructional materials placed near resources, a scale model of the LRC, and a self-paced unit on research strategy.

Strategies for directional assistance, including printed maps of LRC areas and walking/tour orientations for students, also received substantial support. As the LRC presently offers these approaches, the questionnaire constituted an implicit endorsement for their continuation.

Based upon a review of the survey outcomes, it becomes apparent that an expanded bibliographic instruction program concentrating on printed research guides, research strategy workshops, resources guides, and bibliographies would meet the needs of a wide range of students/faculty. A flexible interpretation of these four areas is possible, although a generalized format could be developed by a teacher/LRC staff team. Using this format, methods for specific instructors or course groups would be tailored to the subject matter and user's level of knowledge.

In addition to the results reported above, a student survey, to be completed during the 1979-80 year, will add the students' perception of their needs to the final determination of the bibliographic instruction program.

III. IMPLEMENTATION PROPOSAL

The implementation of an expanded program of bibliographic instruction at Moraine Valley could proceed in three major stages of development. Each phase would build upon the skills acquired by students in the previous phase. Each phase would call for teamwork between LRC staff and teaching faculty.

The first phase could consist of implementation of the research strategy work-

shops and the printed guides to research. These two approaches appear to fall together logically, as they both center on search strategy concepts. They both build on the directional instructions (maps, orientation and tours), which are presently offered by the LRC. Moreover, as the use of a well-formulated search strategy, whether it is implicit or explicit, is fundamental to efficient information gathering, these approaches would provide the theoretical base to develop other approaches such as bibliographies. It is the research strategy components of bibliographic instruction that most directly relate to student "skills of continuing self-education" urged by the Carnegie Commission on Higher Education.

The development of a general working model for the research strategy workshops and guide might come first, followed by development of specific subject workshops and guides. The LRC staff sought to relate the development of general research workshops and printed guides to the needs of actual courses by examining Moraine course outlines. The course outlines revealed that research assignments fall within a number of courses including Psychology 111, Biology 212, Business 130 and 132, History 198, etc. However, the greatest emphasis on a general research assignment came in Communications 101, which listed "the research paper with documentation" as a major concept. The Communications 111 course outline also refers to "writing short reports". Thus it appears that the development of a pilot research workshop and research guide within the context of those Com 101 and 111 courses whose instructors would find it useful would be a logical approach. The fact that the Com/Lit faculty considered the research strategy workshops (92%) and the printed guides to research (100%) relevant to their needs constitutes an additional reason for taking this approach to developing the general workshop and research guide.

The use of research strategy workshops and guides in these communications courses would have the advantage of reaching all Moraine students who must enroll in Com 101 or Com 111 to graduate. Since the research assignment in Com 101 and 111 is usually presented at a general level, research workshops and guides designed for that level would offer basic practice in research strategy. The student would then be able to build upon the knowledge when research guides and workshops in specific disciplines would be undertaken.

The standards of sound curricular development as stated by the noted educator Ralph Tyler should be applied to the implementation of the workshops and research guides. The planning, which could be started jointly by the LRC and volunteer faculty as a pilot project, can proceed from an initial statement of objectives to a consideration of the education experiences which would teach these objectives. From there the curriculum design should focus on ways of organizing the educational experiences, evaluation, and revision based upon the evaluation results.²

The involvement of interested faculty from all course groups would be important during the development of the pilot research strategy workshop and guide. This involvement is necessary to enable faculty to offer input on objectives, learning experiences, and applications to specific disciplines. In addition, faculty need to be kept informed of ongoing developments. Although a pilot project would fall within volunteer Com 101 and 111 sections involvement from this broad spectrum of course group members would characterize bibliographic instruction from its inception. At the same time, a smaller working group could best tackle the nitty-gritty tasks of planning.

²Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: University of Chicago Press, 1949) p. 1.

For these purposes, a two-tiered committee structure seems workable. The broader, advisory committee would consist of the LRC Task Group, which is composed of one member from each course group. These faculty would offer ideas, set general parameters for the smaller working committee, and serve as the communication vehicle to the faculty as a whole. This advisory committee may meet monthly or more often as needs arise. The smaller working committee, composed of perhaps three teaching faculty and two LRC staff, would be most directly involved with the actual planning. At peak times they might confer two or more times a week, involving a substantial commitment of time and thought. The LRC Associate Dean would steer both the LRC Task Group and the bibliographic instruction working committee. The working committee might aim for implementing a pilot research strategy workshop and guide during the Spring 1980 semester.

Consideration of materials and human resources should enter into the planning. The tools, such as indexes, catalogs, bibliographies, books, magazines, newspapers, audiovisuals and pamphlets, which are needed to provide practice in research workshops already exist in relative strength in the LRC collection. Costs for paper and printing, or duplicating would not be high on a per student basis. Arrangements of physical space, be it a room within the LRC, a regular classroom, or other locales can be flexible depending on the scheduling of workshops. Use of a room in the LRC would provide optimum access to the tools for research practice during workshops, but the normal classroom setting may be feasible for some workshops as well.

While the implementation of the workshops and printed research guides would not be costly in material terms, it would call for working time from LRC staff and participating faculty to undertake the planning, actual instruction, and evaluation. Here again options exist. Partial reallocation of work assignments for LRC staff, and overload or release time for teaching faculty are possible arrangements.

Further expansion into specific subject workshops and guides based on the working models developed for the general research workshops and guides would logically follow. Again, a partnership between LRC staff and teachers within course groups would be essential for the success of such bibliographic instruction. Course groups which have research assignments in their course content would be likely candidates. These might include, but would not be limited to, the business, fine arts, health sciences, industrial technology, natural sciences, public services, and social sciences course groups. The basic principles of search strategy developed in the general workshops and research guides should be applied on a more advanced level to the specific research techniques and resources for these subjects.

The second phase of implementation should concentrate on printed guides to key resources and bibliographies. Because these approaches rely on search strategies to arrive at lists of specific key resources and titles, they follow as logical derivatives.

The third phase of the bibliographic instruction program might consist of the remaining approaches endorsed by specific course groups. These would include checklists of steps in a research strategy plan, "quick-tips", point-of-use instructional materials, self-paced units, and a scale model of the LRC. Depending on need, these approaches could be developed along with the first and second phases. Additional guidance on the order of implementing these methods might well come from the proposed survey of student's bibliographic instruction needs.

IV. EVALUATION

Although evaluation is the fourth and last section of this paper, this is not meant to imply that the value placed on evaluation is low. Quite the opposite is true; evaluation is believed to be so important to the bibliographic instruction that it should be integrated into every facet of the program. An integrated program in evaluation could consist of four major types: 1) context, 2) input, 3) process, and 4) product. These types are described by Daniel Stufflebeam in Educational Evaluation and Decision-making.³ Each is important to decision-making and the success of the bibliographic instruction program.

Context evaluation would be the first method to be used in the program. It serves to inventory the setting and at the same time, to identify unmet needs. By identifying needs which exist, a program which systematically seeks to meet these needs can be planned. The LRC has already identified the unmet needs in bibliographic instruction through the questionnaire entitled the "Bibliographic Instruction Needs and Methods". By considering the needs

³Stufflebeam, Daniel L., ed. Educational Evaluation and Decision-Making. Peacock pub., 1971.

identified in the questionnaire it is possible to write goals and objectives upon which to build a bibliographic instruction program. (The questionnaire and its results are found in Appendices A & B of this paper.)

After determining the goals and objectives of the program, methods for accomplishing them can be enumerated by using the second type of evaluation -- input evaluation. Input evaluation is used to identify the strategies for achieving the program's objectives and the design for implementing these strategies. Many of the strategies to be used in the proposed bibliographic instruction program at MVCC have already been identified in the questionnaire referred to earlier. Additional influence in determining strategies used in accomplishing the program's goals can be obtained from meetings with course group members and comments from the LRC staff based on their observations of students. Once the strategies are identified they can then be implemented.

It is the implementation of these strategies of instruction which brings us to the third type of evaluation, namely, process evaluation. This type of evaluation would examine the process used in bibliographic instruction. For example it would be possible to see which teaching methods best lend themselves to bibliographic instruction. Group lecture might be found to be less successful than one-to-one "hands-on" workshops as a process (or method) for bibliographic instruction. The order of presenting material could also be studied. The order to be followed in teaching research strategies could be examined which would indicate whether teaching a general search strategy before teaching the specialized subject search is more effective than another teaching order.

Process evaluation will be useful in pointing out the kinds of problems found in implementation so that modifications can take place as the program proceeds.

Product evaluation, the fourth type, would measure the attainments of students at the end of a bibliographic instruction unit or program. The use of pre- and post-tests for comparison is a commonly used example of this method. Consideration should also be given to following the students' progress after they leave MVCC. The results of the product evaluations would help determine the extent that bibliographic instruction aids students in pursuing lifelong self-education. Since it is a major thesis of this paper that bibliographic instruction is a basic survival skill, "hard" statistical data addressing this test would be a desirable outcome of this program.

In summary, evaluation should be systemically interwoven into the fabric of bibliographic instruction. This can be accomplished by using context, input, process, and product evaluation. The effect of doing so will be twofold. It will provide needed information which will promote effective decision making and it will be possible to see what actually is done and how well it is done.

V. CONCLUSION

This paper, developed in response to the expressed needs of the teaching faculty and the observed skills of the students using the LRC, proposes a carefully planned, logically sequenced pattern for bibliographic instruction. The bibliographic instruction program presented here was designed to meet the continuing lifelong learning needs of students attending Moraine Valley Community College with skills that can be used in their self-educational pursuits.

APPENDIX A

Bibliographic Instruction Needs and Methods 1979

The LRC staff is considering an expansion of bibliographic instruction; that is, instruction in efficient means of finding information for course related assignments and individual research needs on the job. This program will need your input and cooperation. Please help us in our development of the program by completing this questionnaire.

A. GENERAL INFORMATION

1. Your major teaching area at MVCC:
 - a. Business related
 - b. Communications
 - c. Fine Arts
 - d. Health Science
 - e. Industrial Technology
 - f. Mathematics
 - g. Natural Science
 - h. Physical Science
 - i. Public Service
 - j. Social Science
 - k. Other (Please, specify):
2. Faculty status:
 - a. Full-time
 - b. Part-time

Listed below are some of the methods and programs that might be used in bibliographic instruction, grouped under three major headings. Circle the response that best describes your interest in each. Use the following key:

Interest or Need

- a = Strong
- b = Moderate
- c = Low
- d = None
- e = Not Applicable

B. MAJOR BIBLIOGRAPHIC TOPICS

Research Strategies for Finding Information--the process of planning approaches for finding information. Example: Information for term papers, finding answers to research questions, etc.

- a b c d e 3. Workshop on research strategy for faculty
- a b c d e 4. Workshop on research strategy for students using actual assignments
- a b c d e 5. Workshop for faculty on how to incorporate research strategy concepts into classroom instruction
- a b c d e 6. Printed guides for students (i.e., "How to do research in...[a subject]")
- a b c d e 7. Self-paced unit in research strategy approaches for students
- a b c d e 8. Unit/module on research strategies as part of an existing course
- a b c d e 9. Check-list of steps in a research strategy plan for students

(Over, please)

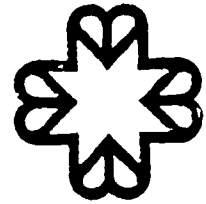
How to Use the Library--the process of identifying specific materials once a research strategy has been developed.

- a b c d e 10. Self-paced unit for students
- a b c d e 11. Workshop to help faculty develop a unit for their course
- a b c d e 12. Module in existing course taught by LRC faculty
- a b c d e 13. Module in existing course taught by non-LRC faculty
- a b c d e 14. Credit course taught by LRC faculty
- a b c d e 15. Credit course taught by non-LRC faculty
- a b c d e 16. Printed "quick tips" on specific topics
- a b c d e 17. Non-credit course taught by LRC faculty
- a b c d e 18. Non-credit course taught by non-LRC faculty
- a b c d e 19. "Point of use" instructional materials placed near resources
- a b c d e 20. Printed guides to key resources in a program area, e.g., Leisure Services, Data Processing
- a b c d e 21. Printed bibliographies of key resources for a specific course
- a b c d e 22. Workshops for faculty on locating materials in general.
- a b c d e 23. Workshop for faculty on locating materials for a specific subject area

Directional Assistance within the MVCC LRC--the method used to help people find the physical resource needed.

- a b c d e 24. Scale model of LRC
- a b c d e 25. Walking tour/orientation for students presented by LRC faculty
- a b c d e 26. Walking tour/orientation for students presented by non-LRC faculty
- a b c d e 27. Slide/tape presentation
- a b c d e 28. Printed booklets for self-guided tours
- a b c d e 29. Printed maps of LRC areas
- a b c d e 30. Other (Please, specify): _____

THANK YOU FOR YOUR COOPERATION. PLEASE FEEL FREE TO MAKE ANY ADDITIONAL COMMENTS.



Research Note

Re: Bibliographic Instruction Needs and Methods

Date: April 1979

One hundred fifteen faculty members were surveyed regarding their bibliographic instruction needs during the spring 1979 semester. The respondents were from the following teaching areas:

<u>Teaching Area</u>	<u>No.</u>	<u>%</u>
Business related	23	20%
Communications	14	12
Fine Arts	4	4
Health Science	23	20
Industrial Technology	7	6
Mathematics	9	8
Natural Science	7	6
Physical Science	7	6
Public Service	6	5
Social Science	15	13
TOTAL	115	100%

Eighty-four percent of the respondents were full-time faculty members, 3% were part-time faculty members and 13% did not state their faculty status.

Listed below are the rank orderings, based on the average response of the faculty regarding bibliographic instruction. A mean response in the range 3.6-4.0 indicates a strong need, a mean response in the range 2.6-3.5 indicates a moderate need, a mean response in the range 1.6-2.5 represents a low need and finally, a mean response in the 0.5 to 1.5 range indicates no need. The statements are ranked in order of preference for each bibliographic topic.

Research Strategies for Finding Information--the process of planning approaches for finding information. Example: Information for term papers, finding answers to research questions, etc.

Rank	Mean	N	Statement
1	3.3	111	Printed guides for students (i.e., "How to do research in...[a subject]")
2	3.1	109	Workshop on research strategy for students using actual assignments
3	3.0	107	Check-list of steps in a research strategy plan for students
4	2.8	106	Self-paced unit in research strategy approaches for students

Rank	Mean	N	Statement
5.5	2.5	103	Unit/module on research strategies as part of an existing course
5.5	2.5	102	Workshop for faculty on how to incorporate research strategy concepts into classroom instruction
7	2.4	106	Workshop on research strategy for faculty

Of the seven items concerning research strategies for finding information, four were ranked in the moderate need category and three were ranked as having a low need.

How to Use the Library--the process of identifying specific materials once a research strategy has been developed.

Rank	Mean	N	Statement
1.5	3.3	107	Printed guides to key resources in a <u>program</u> area, e.g., Leisure Services, Data Processing
1.5	3.3	107	Printed bibliographies of key resources for a <u>specific course</u>
3	3.1	107	Printed "quick tips" on specific topics
4	3.0	104	"Point of use" instructional materials placed near resources
5	2.8	108	Self-paced unit for students
6	2.5	94	Module in existing course taught by LRC faculty
8	2.3	98	Workshop to help faculty develop a unit for their course
8	2.3	103	Workshops for faculty on locating materials in general
8	2.3	104	Workshop for faculty on locating materials for a specific subject area
10	2.2	94	Non-credit course taught by LRC faculty
11	2.1	94	Credit course taught by LRC faculty
12	2.0	86	Module in existing course taught by non-LRC faculty
13.5	1.8	92	Non-credit course taught by non-LRC faculty
13.5	1.8	88	Credit course taught by non-LRC faculty

Of the fourteen items concerning how to use the library, five were ranked in the moderate need category and nine were ranked as having low need.

Directional Assistance within the MVCC LRC--the method used to help people find the physical resource needed.

Rank	Mean	N	Statement
1	3.3	109	Printed maps of LRC areas
2	3.2	109	Walking tour/orientation for students presented by LRC faculty
4	2.7	103	Scale model of LRC
4	2.7	107	Slide/tape presentation
4	2.7	106	Printed booklets for self-guided tours
6	2.0	95	Walking tour/orientation for students presented by non-LRC faculty

Of the six items concerning directional assistance within the MVCC LRC, five were ranked as moderate need and one item was ranked as having a low need.

The range of ratings was from 1.8 to 3.3. The items having the highest need ranking were: "Printed guides for students (i.e., "How to do research in...[a subject]");" "Printed guides to key resources in a program area, e.g., Leisure Services, Data Processing;" "Printed bibliographies of key resources for a specific course" and "Printed maps of LRC areas."

Other suggestions included:

- LRC faculty assisting in a course unit on LRC research for specific courses.
- Nos. 8-9--much of this is done in COM 101. Nos. 12 & 13, 14 & 15, 17 & 18--together would be good. Nos. 17 & 18--maybe offer one for credit, a mini, non-credit for review.
- No. 4--we do this in COM 101. No. 21--purchase of bibliographies, e.g., Bond's Bibliography of English Literature Bibliographies.
- Library faculty do a consistently excellent job of student orientation and assistance.
- No. 12--very interested. Two new courses, COM 206 and COM 207--Research Public Communication Dix. and Debate. Strategies are an integral part of both courses.
- Tours by student aides with sign up sheets.
- I have always found members of the LRC staff most helpful.
- We need a good standardized approach to the research paper.
- Poorly ventilated. (2)
- Too warm.

The following pages summarize the frequency of answers for each question by major teaching area.

Business-Related

Key: 4 = Strong
3 = Moderate
2 = Low
1 = None
0 = Not Applicable

Research Strategies for Finding Information--the process of planning approaches for finding information. Example: Information for term papers, finding answers to research questions, etc.

4 3 2 1 0

2	6	7	7	1	Workshop on research strategy for faculty
6	6	6	4	1	Workshop on research strategy for students using actual assignments
1	6	8	5	2	Workshop for faculty on how to incorporate research strategy concepts into classroom instruction
9	8	3	2	1	Printed guides for students (i.e., "How to do research in...[a subject]")
3	9	5	4	1	Self-paced unit in research strategy approaches for students
1	7	9	3	2	Unit/module on research strategies as part of an existing course
9	4	4	5	1	Check-list of steps in a research strategy plan for students

How to Use the Library--the process of identifying specific materials once a research strategy has been developed.

2	8	6	5	1	Self-paced unit for students
1	5	10	5	2	Workshop to help faculty develop a unit for their course
1	6	7	4	2	Module in existing course taught by LRC faculty
0	3	5	7	5	Module in existing course taught by non-LRC faculty
0	3	9	8	1	Credit course taught by LRC faculty
0	2	9	7	3	Credit course taught by non-LRC faculty
6	11	2	2	1	Printed "quick tips" on specific topics
1	1	8	10	1	Non-credit course taught by LRC faculty
1	1	7	10	2	Non-credit course taught by non-LRC faculty
6	7	2	4	2	"Point of use" instructional materials placed near resources

4 3 2 1 0

- 9 6 2 3 3 Printed guides to key resources in a program area, e.g.,
Leisure Services, Data Processing
- 9 6 4 2 1 Printed bibliographies of key resources for a specific
course
- 3 4 7 6 2 Workshops for faculty on locating materials in general
- 3 5 6 6 2 Workshop for faculty on locating materials for a specific
subject area

Directional Assistance within the MVCC LRC--the method used to help people
find the physical resource needed.

- 2 6 7 4 2 Scale model of LRC
- 5 11 2 3 1 Walking tour/orientation for students presented by LRC
faculty
- 1 4 7 6 3 Walking tour/orientation for students presented by non-LRC
faculty
- 4 7 6 4 1 Slide/tape presentation
- 3 7 7 4 1 Printed booklets for self-guided tours
- 7 8 3 3 1 Printed maps of LRC areas

Communication

Research Strategies for Finding Information--the process of planning ap-
proaches for finding information. Example: Information for term papers,
finding answers to research questions, etc.

4 3 2 1 0

- 2 4 5 1 1 Workshop on research strategy for faculty
- 11 2 0 1 0 Workshop on research strategy for students using actual
assignments
- 5 4 3 1 1 Workshop for faculty on how to incorporate research strategy
concepts into classroom instruction
- 12 2 0 0 0 Printed guides for students (i.e., "How to do research
in...[a subject]")
- 8 4 1 1 0 Self-paced unit in research strategy approaches for students
- 6 4 2 2 0 Unit/module on research strategies as part of an existing
course
- 8 3 2 1 0 Check-list of steps in a research strategy plan for students

How to Use the Library--the process of identifying specific materials once a research strategy has been developed:

<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	
7	3	3	1	0	Self-paced unit for students
4	3	4	2	1	Workshop to help faculty develop a unit for their course
4	7	3	0	0	Module in existing course taught by LRC faculty
1	5	5	1	1	Module in existing course taught by non-LRC faculty
6	1	4	1	1	Credit course taught by LRC faculty
4	1	6	1	1	Credit course taught by non-LRC faculty
8	3	2	1	0	Printed "quick tips" on specific topics
3	3	6	1	0	Non-credit course taught by LRC faculty
2	1	8	1	1	Non-credit course taught by non-LRC faculty
7	5	2	0	0	"Point of use" instructional materials placed near resources
9	5	0	0	0	Printed guides to key resources in a <u>program</u> area, e.g., Leisure Services, Data Processing
9	5	0	0	0	Printed bibliographies of key resources for a <u>specific course</u>
2	4	5	2	1	Workshops for faculty on locating materials in general
1	5	5	2	1	Workshop for faculty on locating materials for a specific subject area

Directional Assistance within the MVCC LRC--the method used to help people find the physical resource needed.

3	5	5	0	1	Scale model of LRC
14	0	0	0	0	Walking tour/orientation for students presented by LRC faculty
2	1	5	4	1	Walking tour/orientation for students presented by non-LRC faculty
5	6	3	0	0	Slide/tape presentation
7	1	6	0	0	Printed booklets for self-guided tours
9	2	3	0	0	Printed maps of LRC areas

Fine Arts

Research Strategies for Finding Information--the process of planning approaches for finding information. Example: Information for term papers, finding answers to research questions, etc.

<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	
0	3	0	1	0	Workshop on research strategy for faculty
3	1	0	0	0	Workshop on research strategy for students using actual assignments



4 3 2 1 0

- 1 3 0 0 0 Workshop for faculty on how to incorporate research strategy concepts into classroom instruction
- 3 0 1 0 0 Printed guides for students (i.e., "How to do research in...[a subject]")
- 3 1 0 0 0 Self-paced unit in research strategy approaches for students
- 3 0 0 1 0 Unit/module on research strategies as part of an existing course
- 3 1 0 0 0 Check-list of steps in a research strategy plan for students

How to Use the Library--the process of identifying specific materials once a research strategy has been developed.

- 4 0 0 0 0 Self-paced unit for students
- 1 1 1 1 0 Workshop to help faculty develop a unit for their course
- 2 1 0 0 1 Module in existing course taught by LRC faculty
- 0 1 1 1 1 Module in existing course taught by non-LRC faculty
- 0 1 1 1 1 Credit course taught by LRC faculty
- 0 1 1 1 1 Credit course taught by non-LRC faculty
- 1 1 1 1 0 Printed "quick tips" on specific topics
- 0 2 1 0 0 Non-credit course taught by LRC faculty
- 0 1 1 1 1 Non-credit course taught by non-LRC faculty
- 3 1 0 0 0 "Point of use" instructional materials placed near resources
- 4 0 0 0 0 Printed guides to key resources in a program area, e.g., Leisure Services, Data Processing
- 2 2 0 0 0 Printed bibliographies of key resources for a specific course
- 0 0 3 1 0 Workshops for faculty on locating materials in general
- 0 1 2 1 0 Workshop for faculty on locating materials for a specific subject area

Directional Assistance within the MVCC LRC--the method used to help people find the physical resource needed.

- 1 2 1 0 0 Scale model of LRC
- 3 1 0 0 0 Walking tour/orientation for students presented by LRC faculty
- 0 1 3 0 0 Walking tour/orientation for students presented by non-LRC faculty
- 2 2 0 0 0 Slide/tape presentation
- 1 2 1 0 0 Printed booklets for self-guided tours
- 2 0 2 0 0 Printed maps of LRC areas

Health Science

Research Strategies for Finding Information--the process of planning approaches for finding information. Example: Information for term papers, finding answers to research questions, etc.

4 3 2 1 0

- 3 8 9 3 0 Workshop on research strategy for faculty
- 9 11 3 0 0 Workshop on research strategy for students using actual assignments
- 4 7 6 5 2 Workshop for faculty on how to incorporate research strategy concepts into classroom instruction
- 15 3 3 1 1 Printed guides for students (i.e., "How to do research in...[a subject]")
- 5 9 5 2 2 Self-paced unit in research strategy approaches for students
- 1 6 10 4 2 Unit/module on research strategies as part of an existing course
- 10 6 4 1 1 Check-list of steps in a research strategy plan for students

How to Use the Library--the process of identifying specific materials once a research strategy has been developed.

- 6 9 4 2 1 Self-paced unit for students
- 4 5 6 4 3 Workshop to help faculty develop a unit for their course
- 3 10 7 2 1 Module in existing course taught by LRC faculty
- 1 7 6 5 2 Module in existing course taught by non-LRC faculty
- 2 10 6 3 2 Credit course taught by LRC faculty
- 0 4 7 7 4 Credit course taught by non-LRC faculty
- 11 9 1 1 0 Printed "quick tips" on specific topics
- 1 11 5 3 2 Non-credit course taught by LRC faculty
- 0 6 7 5 4 Non-credit course taught by non-LRC faculty
- 9 8 1 2 1 "Point of use" instructional materials placed near resources
- 13 3 4 1 1 Printed guides to key resources in a program area, e.g., Leisure Services, Data Processing
- 14 5 1 1 0 Printed bibliographies of key resources for a specific course
- 4 8 3 6 2 Workshops for faculty on locating materials in general
- 5 7 4 5 2 Workshop for faculty on locating materials for a specific subject area

Directional Assistance within the MVCC LRC--the method used to help people find the physical resource needed.

4	3	2	1	0	
7	7	5	3	1	Scale model of LRC
10	9	2	1	1	Walking tour/orientation for students presented by LRC faculty
1	3	11	4	4	Walking tour/orientation for students presented by non-LRC faculty
5	10	5	2	1	Slide/tape presentation
4	9	4	4	2	Printed booklets for self-guided tours
17	2	2	1	1	Printed maps of LRC areas

Industrial Technology

Research Strategies for Finding Information--the process of planning approaches for finding information. Example: Information for term papers, finding answers to research questions, etc.

4	3	2	1	0	
0	4	2	1	0	Workshop on research strategy for faculty
2	3	1	1	0	Workshop on research strategy for students using actual assignments
0	4	3	0	0	Workshop for faculty on how to incorporate research strategy concepts into classroom instruction
6	0	0	1	0	Printed guides for students (i.e., "How to do research in...[a subject]")
4	2	0	1	0	Self-paced unit in research strategy approaches for students
1	4	1	1	0	Unit/module on research strategies as part of an existing course
4	3	0	0	0	Check-list of steps in a research strategy plan for students

How to Use the Library--the process of identifying specific materials once a research strategy has been developed.

3	3	1	0	0	Self-paced unit for students
1	2	3	1	0	Workshop to help faculty develop a unit for their course
0	3	3	0	1	Module in existing course taught by LRC faculty
0	1	3	2	1	Module in existing course taught by non-LRC faculty
0	1	3	1	2	Credit course taught by LRC faculty
0	2	3	1	1	Credit course taught by non-LRC faculty



4 3 2 1 0

3 4 0 0 0 Printed "quick tips" on specific topics
 0 2 3 0 2 Non-credit course taught by LRC faculty
 0 0 4 2 1 Non-credit course taught by non-LRC faculty
 2 3 2 0 0 "Point of use" instructional materials placed near resources
 4 3 0 0 0 Printed guides to key resources in a program area, e.g.,
 Leisure Services, Data Processing
 4 2 1 0 0 Printed bibliographies of key resources for a specific course
 1 3 3 0 0 Workshops for faculty on locating materials in general
 1 2 4 0 0 Workshop for faculty on locating materials for a specific
 subject area

Directional Assistance within the MVCC LRC--the method used to help people find the physical resource needed.

2 5 0 0 0 Scale model of LRC
 4 7 1 0 0 Walking tour/orientation for students presented by LRC faculty
 1 0 2 3 1 Walking tour/orientation for students presented by non-LRC
 faculty
 2 3 2 0 0 Slide/tape presentation
 2 4 1 0 0 Printed booklets for self-guided tours
 5 2 0 0 0 Printed maps of LRC areas

Mathematics

Research Strategies for Finding Information--the process of planning approaches for finding information. Example: Information for term papers, finding answers to research questions, etc.

4 3 2 1 0

0 2 2 3 2 Workshop on research strategy for faculty
 1 3 2 1 2 Workshop on research strategy for students using actual assignments
 1 1 1 3 3 Workshop for faculty on how to incorporate research strategy concepts into classroom instruction
 1 3 1 2 2 Printed guides for students (i.e., "How to do research in...[a subject]")
 2 3 1 3 0 Self-paced unit in research strategy approaches for students
 1 1 2 1 4 Unit/module on research strategies as part of an existing course
 1 2 2 1 3 Check-list of steps in a research strategy plan for students

How to Use the Library--the process of identifying specific materials once a research strategy has been developed.

<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	
1	4	1	1	2	Self-paced unit for students
0	0	2	4	3	Workshop to help faculty develop a unit for their course
1	0	2	3	4	Module in existing course taught by LRC faculty
0	0	4	2	3	Module in existing course taught by non-LRC faculty
0	1	2	4	2	Credit course taught by LRC faculty
0	0	2	5	2	Credit course taught by non-LRC faculty
1	2	3	1	2	Printed "quick tips" on specific topics
0	1	2	4	2	Non-credit course taught by LRC faculty
0	0	2	5	2	Non-credit course taught by non-LRC faculty
2	2	3	1	1	"Point of use" instructional materials placed near resources
2	1	3	2	1	Printed guides to key resources in a <u>program</u> area, e.g., Leisure Services, Data Processing
3	1	2	1	2	Printed bibliographies of key resources for a <u>specific course</u>
0	2	1	4	2	Workshops for faculty on locating materials in general
0	1	2	4	2	Workshop for faculty on locating materials for a specific subject area

Directional Assistance within the MVCC LRC--the method used to help people find the physical resource needed.

2	3	2	1	1	Scale model of LRC
2	2	2	2	1	Walking tour/orientation for students presented by LRC faculty
0	1	3	3	2	Walking tour/orientation for students presented by non-LRC faculty
0	4	2	1	2	Slide/tape presentation
1	2	2	2	2	Printed booklets for self-guided tours
2	3	2	1	1	Printed maps of LRC areas

Natural Science

Research Strategies for Finding Information--the process of planning approaches for finding information. Example: Information for term papers, finding answers to research questions, etc.

4 3 2 1 0

- | | | | | | |
|---|---|---|---|---|--|
| 0 | 4 | 1 | 1 | 1 | Workshop on research strategy for faculty |
| 5 | 1 | 0 | 0 | 1 | Workshop on research strategy for students using actual assignments |
| 0 | 5 | 0 | 1 | 1 | Workshop for faculty on how to incorporate research strategy concepts into classroom instruction |
| 6 | 1 | 0 | 0 | 0 | Printed guides for students (i.e., "How to do research in...[a subject]") |
| 1 | 3 | 1 | 0 | 2 | Self-paced unit in research strategy approaches for students |
| 1 | 1 | 3 | 1 | 1 | Unit/module on research strategies as part of an existing course |
| 2 | 2 | 1 | 0 | 2 | Check-list of steps in a research strategy plan for students |

How to Use the Library--the process of identifying specific materials once a research strategy has been developed.

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 0 | 1 | Self-paced unit for students |
| 1 | 1 | 3 | 0 | 2 | Workshop to help faculty develop a unit for their course |
| 0 | 2 | 2 | 0 | 3 | Module in existing course taught by LRC faculty |
| 0 | 0 | 4 | 1 | 2 | Module in existing course taught by non-LRC faculty |
| 0 | 2 | 2 | 1 | 2 | Credit course taught by LRC faculty |
| 0 | 1 | 3 | 1 | 2 | Credit course taught by non-LRC faculty |
| 2 | 3 | 0 | 0 | 2 | Printed "quick tips" on specific topics |
| 1 | 2 | 2 | 0 | 2 | Non-credit course taught by LRC faculty |
| 0 | 1 | 3 | 1 | 2 | Non-credit course taught by non-LRC faculty |
| 1 | 4 | 0 | 0 | 2 | "Point of use" instructional materials placed near resources |
| 3 | 1 | 1 | 0 | 2 | Printed guides to key resources in a <u>program</u> area, e.g., Leisure Services, Data Processing |
| 3 | 1 | 1 | 0 | 2 | Printed bibliographies of key resources for a <u>specific course</u> |
| 0 | 1 | 3 | 1 | 2 | Workshops for faculty on locating materials in general |
| 0 | 3 | 2 | 1 | 1 | Workshop for faculty on locating materials for a specific subject area |

Directional Assistance within the MVCC LRC--the method used to help people find the physical resource needed.

<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	
2	1	1	1	2	Scale model of LRC
1	3	1	0	2	Walking tour/orientation for students presented by LRC faculty
0	0	4	1	2	Walking tour/orientation for students presented by non-LRC faculty
1	3	1	0	2	Slide/tape presentation
1	3	1	0	2	Printed booklets for self-guided tours
1	3	1	0	2	Printed maps of LRC areas

Physical Science

Research Strategies for Finding Information--the process of planning approaches for finding information. Example: Information for term papers, finding answers to research questions, etc.

<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	
0	3	0	2	2	Workshop on research strategy for faculty
2	1	2	2	0	Workshop on research strategy for students using actual assignments
0	1	2	2	2	Workshop for faculty on how to incorporate research strategy concepts into classroom instruction
2	2	2	1	0	Printed guides for students (i.e., "How to do research in...[a subject]")
1	2	2	2	0	Self-paced unit in research strategy approaches for students
1	1	2	3	0	Unit/module on research strategies as part of an existing course
1	1	3	2	0	Check-list of steps in a research strategy plan for students

How to Use the Library--the process of identifying specific materials once a research strategy has been developed.

2	1	3	1	0	Self-paced unit for students
0	0	2	3	2	Workshop to help faculty develop a unit for their course
0	0	3	2	2	Module in existing course taught by LRC faculty
0	0	3	2	2	Module in existing course taught by non-LRC faculty
0	0	2	3	2	Credit course taught by LRC faculty
0	0	2	3	2	Credit course taught by non-LRC faculty

<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	
2	2	2	1	0	Printed "quick tips" on specific topics
0	1	2	2	2	Non-credit course taught by LRC faculty
0	1	2	2	2	Non-credit course taught by non-LRC faculty
2	3	1	1	0	"Point of use" instructional materials placed near resources
2	2	2	1	0	Printed guides to key resources in a <u>program</u> area, e.g., Leisure Services, Data Processing
2	3	1	1	0	Printed bibliographies of key resources for a <u>specific course</u>
0	1	2	2	2	Workshops for faculty on locating materials in general
0	1	2	2	2	Workshop for faculty on locating materials for a specific subject area

Directional Assistance within the MVCC LRC--the method used to help people find the physical resource needed.

1	3	3	0	0	Scale model of LRC
2	2	2	1	0	Walking tour/orientation for students presented by LRC faculty
1	2	1	3	0	Walking tour/orientation for students presented by non-LRC faculty
1	3	2	1	0	Slide/tape presentation
1	3	3	0	0	Printed booklets for self-guided tours
2	3	2	0	0	Printed maps of LRC areas

Public Service

Research Strategies for Finding Information--the process of planning approaches for finding information. Example: Information for term papers, finding answers to research questions, etc.

<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>	
2	2	1	0	1	Workshop on research strategy for faculty
4	2	0	0	0	Workshop on research strategy for students using actual assignments
0	5	1	0	0	Workshop for faculty on how to incorporate research strategy concepts into classroom instruction
4	1	1	0	0	Printed guides for students (i.e., "How to do research in...[a subject]")
2	3	1	0	0	Self-paced unit in research strategy approaches for students
2	3	1	0	0	Unit/module on research strategies as part of an existing course
1	4	1	0	0	Check-list of steps in a research strategy plan for students

How to Use the Library--the process of identifying specific materials once a research strategy has been developed.

4 3 2 1 0

2 2 2 0 0 Self-paced unit for students
 2 1 2 1 0 Workshop to help faculty develop a unit for their course
 0 4 1 1 0 Module in existing course taught by LRC faculty
 0 3 2 1 0 Module in existing course taught by non-LRC faculty
 0 2 2 1 1 Credit course taught by LRC faculty
 0 0 4 1 1 Credit course taught by non-LRC faculty
 4 0 2 0 0 Printed "quick tips" on specific topics
 0 1 3 2 0 Non-credit course taught by LRC faculty
 0 1 3 0 2 Non-credit course taught by non-LRC faculty
 2 2 0 1 1 "Point of use" instructional materials placed near resources
 4 1 1 0 0 Printed guides to key resources in a program area, e.g.,
 Leisure Services, Data Processing
 5 1 0 0 0 Printed bibliographies of key resources for a specific course
 2 2 1 1 0 Workshops for faculty on locating materials in general
 3 2 1 0 0 Workshop for faculty on locating materials for a specific
 subject area

Directional Assistance within the MVCC LRC--the method used to help people find the physical resource needed.

2 0 2 1 1 Scale model of LRC
 3 3 0 0 0 Walking tour/orientation for students presented by LRC faculty
 0 0 3 1 2 Walking tour/orientation for students presented by non-LRC
 faculty
 1 3 2 0 0 Slide/tape presentation
 0 4 1 1 0 Printed booklets for self-guided tours
 3 3 0 0 0 Printed maps of LRC areas

Social Science

Research Strategies for Finding Information--the process of planning approaches for finding information. Example: Information for term papers, finding answers to research questions, etc.

4	3	2	1	0	
2	6	5	2	0	Workshop on research strategy for faculty
3	9	1	0	2	Workshop on research strategy for students using actual assignments
1	5	5	2	2	Workshop for faculty on how to incorporate research strategy concepts into classroom instruction
9	3	2	1	0	Printed guides for students (i.e., "How to do research in...[a subject]")
4	3	4	4	0	Self-paced unit in research strategy approaches for students
3	4	2	5	1	Unit/module on research strategies as part of an existing course
6	5	3	1	0	Check-list of steps in a research strategy plan for students

How to Use the Library--the process of identifying specific materials once a research strategy has been developed.

3	7	1	4	0	Self-paced unit for students
3	3	4	2	3	Workshop to help faculty develop a unit for their course
1	4	4	2	4	Module in existing course taught by LRC faculty
0	2	3	5	5	Module in existing course taught by non-LRC faculty
2	1	2	6	4	Credit course taught by LRC faculty
0	1	1	7	6	Credit course taught by non-LRC faculty
3	6	2	3	1	Printed "quick tips" on specific topics
6	2	7	4	2	Non-credit course taught by LRC faculty
0	1	5	7	2	Non-credit course taught by non-LRC faculty
5	3	6	1	0	"Point of use" instructional materials placed near resources
9	3	1	2	0	Printed guides to key resources in a <u>program</u> area, e.g., Leisure Services, Data Processing
10	2	0	3	0	Printed bibliographies of key resources for a <u>specific course</u>
2	2	6	5	0	Workshops for faculty on locating materials in general
2	3	5	5	0	Workshop for faculty on locating materials for a specific subject area

Directional Assistance within the MVCC LRC--the method used to help people find the physical resource needed.

4 3 2 1 0

1	4	3	5	2	Scale model of LRC
4	8	2	1	0	Walking tour/orientation for students presented by LRC faculty
1	4	2	6	2	Walking tour/orientation for students presented by non-LRC faculty
1	3	3	7	1	Slide/tape presentation
4	5	2	3	1	Printed booklets for self-guided tours
9	4	0	2	0	Printed maps of LRC areas

MKB/st