TOWARDS DESIGNING A LIBRARY RESEARCH INSTRUCTION PROGRAM FOR ENGLISH 10 (COLLEGE ENGLISH) AT THE UNIVERSITY OF THE PHILIPPINES DILIMAN

Gianina Angela Celine O. Cabanilla
University Research Associate 2 and Lecturer
UP School of Library and Information Studies

Abstract

Based on the Grounded theory methodology created by Strauss and Corbin (1998), this qualitative study examines the teaching strategies and library research experiences through a series of interviews with English 10 teachers, English 10 students, and University Library main library reference librarians at the University of the Philippines at Diliman. This paper reports on the results of this study that begins a conversation about how these results might shape collaborations between librarians and English 10 teachers.

Introduction

Information literacy, which generally has been used to discuss knowledge and comfort with information technology, arose as a broader concept that could address the need for students to be able to navigate all forms of information, whether bits or books. In 2000, the Association of College and Research Libraries (ACRL) provided a definition for the new concept in their Competency Standards. Information literacy is not only the set of abilities that allowed an individual to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information," but it also "forms the basis for lifelong learning. Moreover, it enables learners to master content and extend their investigations, and thus become more self-directed and assume greater control over their learning" (pp. 2-3). Librarians as a whole have clearly embraced the related concepts of library instruction and information literacy. A great deal has been written on both, and library literature is full of articles that provide definitions, call for change, and describe implementation programs. So how is a library instruction program implemented? Many libraries have written about their own library instruction programs, and most follow one of two models: either the library instruction is integrated into another class, or it is offered separately as its own credit-bearing class. Integrated library instruction is first defined as having three major characteristics: instruction is delivered within subject-specific classes already in the curriculum and faculty must be at least minimally involved in the library instruction process (because librarians are delivering instruction to their existing classes), and instruction is delivered to a group of students at once. The integrated model can exist within an entire series of classes, as it is in the English 10 subject at the University of the Philippines at Diliman, or the library instruction could be woven into just one class. While individual integrated library instruction programs can vary, all

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

39

share some advantages. Librarians are able to reach a large number of students at once, students are often more motivated to learn the material so that they can accomplish the work of their course, and the roles and missions of the librarians and the academic library achieve a higher profile on campus. In an integrated model, librarians must deal with students of variable library knowledge, because students in any given class may or may not have had previous library instruction sessions with other classes. The transference of library knowledge can similarly be a problem, because students may not return for further library instruction sessions with future classes in a different subject, and it would be impossible for a librarian to give students the skills they need to conduct library research across a number of disciplines in just one session. Finally, the most important factor bearing on the library instruction's success is faculty involvement, which can take many forms, from the librarian "babysitting" the class to the librarian and faculty member working together to design assignments that can teach and enforce library skills to a curricular end.

Methods of Investigation

Students' use of library resources and their information retrieval for academic purposes has been the subject of a number of studies (Bamba, 1976; De Ocampo, 2004; Destreza, 2002; Legaspi, 2007; Ramos, 2010; Riñon, 1994; Samson, 2010; Sy, 2005;). Given this information, it is safe to assume that the issue is crucial in the development of library services, particularly to improve access to information. Some studies have focused on faculty and librarian attitudes towards one another and towards library instruction (Flores, 1980; Mangorac, 1982; Visperas, 2002) and on the pedagogical effectiveness of formulating a workable design program for the improvement of library orientation/instruction for student learning (Baltazar, 1996; Cayabyab, 1976). Looking at current practices allows librarians at the University of the Philippines Diliman to see deficits, successes and, most importantly, opportunities both in library instruction programs and in faculty–librarian collaboration. Although the studies have investigated (albeit to a limited extent) information literacy and library instruction, library perceptions, reference services, and students' library practices, the research base needs to be broadened and continued as designing library research instruction programs as a field evolves and universities change through reform movements. Moreover, the studies bring to light several methodological issues that should be considered in future research into this topic. Because of this connection, extending the methodological issues proved an excellent way to explore the following questions framing the study:

- What are the learning goals essential for the development of a library research instruction program for English 10?

- What suggestions from English 10 teachers, students, and reference librarians could be used in order to improve library instruction for English 10 students as well as in designing future library research instructional modules?

To investigate these questions, the initial step in evaluating the current library instruction program's effectiveness was to receive feedback from the groups involved. Because each of these groups had different insights to offer, they each received a different interview

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

40

schedule.

Interview Instrument

An interview guide was developed by the researcher in relation to the Information Literacy Competency Standards for Higher Education obtained from ACRL (2000). Part I sought to determine the stakeholders' profile and demographics. Part II asked the interviewees to evaluate the library instruction session, give suggestions for its improvement, elaborate on their experiences as an English 10 teacher or as a reference librarian concerning their experience interacting with English 10 students, and give opinions on the library research skills they believe English 10 undergraduates should possess and its relation to the Information Literacy Competency Standards for Higher Education.

Participants

Ten members of the DECL (Department of English and Comparative Literature) faculty (66.67%), namely two professors, two assistant professors, five instructors, and one lecturer participated in the study. Two of the ten had required their students to attend a library instruction session at some point in the semester. One-hundred and eighteen students (41.40%) participated in the research. Fifty-two of these students attended a library research instruction session in 2nd Semester, AY 2010-2011, and the remaining sixty-six were not mandated by their teachers to attend, but were required to use the University library within the semester extensively in their courses. The third group of research participants included reference librarians in the University Library. Overall, approximately 60% of the University Library's reference librarians were interviewed.

Data

Viewpoint of English 10 Teachers

After talking to ten teachers at the University of the Philippines Diliman and reviewing the information gathered, the teachers believe that student research writing ability varies across the campus. The interview results indicated that many teachers use research writing extensively in their courses, and that they considered their assignments and strategies appropriate and successful in achieving their goals. The study also revealed that some teachers give little or no library instruction requirements but require students to use the University library extensively in their classes. Their reasons for doing so were varied. The most common explanation was a lack of time for course requirements. The ordinary interview from the ACRL area was the teachers' lack of knowledge concerning the use of ACRL standards as a learning and thinking tool for the research writing process. Most were comfortable with the standard research paper, or the case study type of writing assignments, but few used ACRL related methods or practices. Some performance indicators were not part of their teaching repertoire. Some teachers reported that they have not fully adopted some of the said indicators in their teaching strategies. In addition, they discussed their understanding of and observations on student perceptions of information literacy concepts and also provided their recommendations for the library instruction program

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

41

of the University Library. Similarly, they also found something notable in the standards which they considered worthy of adding in their classes. Two teachers also suggested the creation of a standardized library research instruction module that could be used in the course. The interview results lead to a discussion to what skills they believe are crucial for students that could result in the development of a suggested module that highlights what the teachers see as important in English 10 research writing.

Viewpoint of English 10 Students

All fifty-two students (those required by two professors to undergo a library research instruction session) were asked to evaluate the library research instruction developed by general reference librarians at the University library, and to comment on the instruction (see Table 1). The survey used a 5-point scale, with SD (or 1) representing "strongly disagree" and SA (5) representing "strongly agree." Many students commented that the material was covered so quickly that they were unable to absorb it for later use. Students also expressed frustration on the lack of hands-on time and interactivity in the library sessions. Most English 10 students were aware of the benefits offered from the library instruction, such as increasing awareness of the number of sources available and the knowledge and theory behind the whole searching process. Students come to the library session with varying skill levels, causing difficulties for librarians, who then must decide whether to teach introductory skills or cover advanced material. Four scenarios explain the variety of skill levels in English 10 students. First, some students have attended course-integrated library instruction in their unit libraries, and others have written research papers that have given them experience with the library's research tools. Second, transfer students (shiftees from non University of the Philippines System schools) lack formal experience with library research. Third, students acquire and retain different skills over the course of their time at the university. Some students, for example, were exposed to general search tools as freshmen, but have neglected or forgotten their skills. Finally, pre-college experience varies - a student who studied in an international school commented that some students might not have the same experience with computers or libraries as their counterparts.

The information literacy standard questions asked students whether, as a result of the session or using the library, they were able to accomplish any of the outcomes associated with the Standard's performance indicators. In general, the students indicated that they learned more from each session. A notable exception is a particularly strong agreement in the learning outcomes associated with Standard 2, "the information literate student accesses needed information effectively and efficiently" and it may seem that undergraduate students would naturally search for information on electronic databases and other online library technologies; however, their experience with finding information on the Internet may actually hinder their research skills. Students were used to retrieving information instantly through a search engine and may be willing to settle for whatever they are able to find quickly, never considering that everything might not be online, and that everything may not be indexed under the one or two keywords they used.

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

42

Table 1. *Self-Reported Student Assessment on Library Instruction Session*

Question	English 10 under Professor B (n=27)					English 10 under Professor C (n=25)				
	SD	D	N	A	SA	SD	D	N	A	SA
Question #2.1: After this presentation, I feel more knowledgeable & comfortable about using the library	0	10	0	10	7	0	9	0	9	7
Question #2.2: I see the material covered in the sessions as important to my English 10 subject	0	10	0	17	0	0	5	0	20	0
Question #2.3: The pacing of the session was appropriate to the material covered	9	9	0	9	0	6	20	0	5	0
Question #2.4: I know where to go to get further help when I have questions about doing research and using the library	0	7	0	17	3	0	5	0	18	2
Question #3.1: The Reference Librarian presented the material in an organized, easy-to-follow manner	3	9	0	10	5	1	11	0	6	7
Question #3.2: The Reference Librarian explained concepts and answered questions in a clear and concise manner	3	10	0	10	4	2	5	0	18	0
Question #3.3: The Reference Librarian made the research concepts, principles, programs interesting to me	0	11	0	12	4	0	15	0	3	7
Question #3.4: I felt like the Reference Librarian cared about me individually	12	8	0	7	0	8	11	0	2	4

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

<u>Viewpoint of Reference Librarians Providing Instruction to English 10 Students</u>

The University library conducted library instructions in the past, but with limited facilities e.g. a library instruction laboratory. Although these reference librarians assume that the instruction sessions are providing adequate library research instruction for students, at least they are taking students beyond that initial training and providing library research instruction in their given areas. Some see their responsibility to teach students the methods of library research unique to their disciplines, and they try to enhance student learning by improving their library research instruction discussions. The problem that became apparent from the librarians was that although information literacy or information skills training takes place at each of the library instructions, the time made available for such training is often limited or varies according to the perceived needs and desires of departments. Also, the lack of evaluation in library instruction was acknowledged, and a need for better and more comprehensive evaluation of programs was identified. One constraint traditionally identified by librarians who provide instruction is the lack of information on how incoming freshmen understand information – how they get information (Standard one) or how effectively they use it (Standard two). This also makes it difficult to design instruction that would meet student needs. Few processes are in place that attempt to redress this lack of understanding. As outlined in the ACRL standards, the role of information literacy in library instruction has increased, largely in response to technology.

Discussion

The clearest way to report the principal findings of this study is to revisit the three underlying research questions, which is a discussion of implications and recommendations arising from the data.

<u>Research Question Focus 1</u>

The learning goals essential for the development of a library research instruction program for English 10

In terms of user education, the library long-term learning goal is for students to become information-literate. Information literacy allows users to decide when and why they need information; where to find it; and how to evaluate, use and communicate it in an ethical manner. In library research instruction education, the responsibility for learning is shared by the faculty, the library, and the student. For this reason, when the learning goals for each component were defined, it was important to delimit the library's allocation of responsibility. For example, in the researcher's view, faculty and the student are responsible for component 4 (using information in one's academic work). However, the library can also support the student within a process-oriented approach to writing. The learning goals for modules 1 to 5 in Table 2 reflect the library's focus on process oriented writing that stimulates learning, rather than focus on the production of final texts ready for assessment. The content in the library research instruction was designed in accordance with the learning goals described for each of the perceptions of English 10 students, English 10 teachers and UP main library reference librarians exemplified by the overarching themes based on the Information Literacy Competency Standards for Higher Education model (ACRL, 2000).

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

44

Table 2. *Summary of the learning goals of the Library Research Instruction for English 10 (LRIE)*

Learning Goals	Sub-learning goals
Module 1: Research strategies and focusing a topic to something manageable	1. Identify key words, synonyms in the chosen topic and/or the research question 2. Apply Boolean connectors and truncation to modify their searches in order to improve the results
Module 2: Increasing student awareness and use of electronic resources	1. Access research databases by topic 2. Search for scholarly articles using databases by topic and examine the results 3. Search and organize search results for full text journal articles and manage emails
Module 3: Use of web resources	1. Identify different types of web resources 2. Evaluate information found on web resources (discuss issues of authorship, currency, accuracy, scope and content)
Module 4: Using information ethically	1. Define what constitutes plagiarism and describe UP Diliman's intellectual dishonesty policy 2. Point out the consequences of committing plagiarism

	3. Practice at solving plagiarism scenarios
Module 5: MLA style guide	1. Use quotes effectively and the importance of citations 2. Learn basic rules on formatting fonts, margins, and spacing 3. Write in-text citations, citations for books, book chapters, electronic books, print and electronic journal, magazine, newspaper articles, web pages, blogs, audio, videos, and a reference list

Research Question Focus 2

The changes that could be made to improve library research instruction at UP Diliman

The results of this study provide not only a picture of how library instruction is currently being delivered within the English 10 department at UP Diliman, but it also shows how that instruction is working, and points to opportunities for reference librarians to increase the reach of existing instruction programs. While reference librarians at UP Diliman often note that few English 10 classes schedule sessions with the University library, responses from this interview show that English 10 faculty provide some research instruction to their students (some introduce their students to a number of research materials while some take their students to the library for a session). On a whole, their participation in the interview, at the very least, indicates that they recognize the value of the library and of such instruction. While some responses were given to questions about the library's role on campus and about "information literacy" specifically, the responses indicate that professors in general believe that knowledge of library resources and citation is important for their students. It is particularly positive to see that the rates of instruction increase for those classes in which students are required to complete research projects or papers (a majority of faculty in these classes introduce their students to resources). English 10 faculty also stated that they believe their students should be familiar with library research skills, a number of library resources, even those, like reference materials, that may not have a direct use in their syllabi. While faculty and reference librarians both share an interest in having students become more information literate, it is the reference librarians who must speak to faculty about library research instruction programs in terms of faculty learning goals. It is the faculty that retain the primary teaching role and the primary responsibility for students' educations at the University. While reference librarians often reach students one-on-one at the library, library research instruction cannot be successful without the

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

46

cooperation and support of the faculty.

<u>Research Question Focus 3</u>

The design of a library research instruction module for UP Diliman English 10 students

The module that is provided in this document is directed at providing one professional development alternative to librarians who want to modify their instructional approach. The module's most important feature is its presentation of instructional strategies, which are based on the grounded theory through the experiences and perceptions of English 10 teachers, English 10 students, and UP main library reference librarians, from both a theoretical and applied perspective. The module's model, the ACRL standards one to five aligns with the concepts from the grounded theory. They also align with one of the purposes of the library research that of enriched instruction. The module also contains the necessary instructions that enable librarians to design their own activities in other units of study. The sample activities are immediately usable by the librarian and the strategies may serve as ideas to replicate activities in other units of studies and other content areas of library research instruction. The extended period of time provided by the module parts presents reference librarians the opportunity to offer challenging and enriching instructional activities. These activities, when designed and presented properly, permit deeper connections and understanding of library research instruction for English 10. The tiered modules are important and desirable because of the cognitive operations they require of the students. Librarians charge students to work in these learning situations, enabling them to stretch to find ways other than memorization to retain that knowledge. Finally, each module contains a summary section, additional sample pre-test and post test and answer keys for the activities, a sample evaluation is also given including several sample in-class activities with worksheets and demonstrations. As stated previously in this work, a problem cited by English 10 students who have attended a library research instruction within the 2nd Semester, AY 2010-2011, is that they lack hands-on time and interactivity, and that there were too much information to cover and not enough time. In some instances, a problem cited by UP main library reference librarians is that they also lack time and resources that help them plan and design such desired instruction. The efforts of this work and study are meant to address in some small measure these areas of need. A summary of the content of the Library Research Instruction for English 10 (LRIE) and assessment for students can be found on Table 3.

Table 3. *Library Research Instruction for English 10 (LRIE) Content Overview*

Learning Goals	Activities and Discussions	Assessment
Module 1: Research strategies and focusing a topic to something manageable	1. Introduce the concept of identifying a sample topic. 2. Let the students look at 2	1. In-class exercises during discussions to be evaluated by the reference librarian. If they are off track ask guiding

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

47

Sub-learning goals: 1. Identify key words, synonyms in the chosen topic and/or the research question 2. Apply Boolean connectors and truncation to modify their searches in order to improve the results	sample topics and consider if these topics are too broad or too narrow. 3. Ask students to try evaluating a few topics and determine whether a topic is too narrow, too broad, well focused and manageable. 4. Introduce the concept of identifying the main ideas, synonyms for the main ideas, and truncation to expand search options. 5. Introduce the strategy of adding Boolean connectors to your search.	questions. 2. Sample test at end of session (to be turned in to reference librarian).
Module 2: Increasing student awareness and use of electronic resources **Sub-learning goals:** 1. Access research databases by topic 2. Search for scholarly articles using databases by topic and examine the results 3. Search and organize search results for full text journal articles and manage emails	1. Introduce the concept of searching for information by topic. 2. Demonstrate a University library catalog (iLib) search. 3. Introduce the concept of searching for articles by topic using research databases and electronic resources on the university libraries' home page, locating full text journal articles using a research database Academic OneFile (AOF), and learning how to save and email citations.	In-class exercises during discussions to be evaluated by the reference librarian. If they are off track ask guiding questions.
Module 3: Use of web resources **Sub-learning goals:** 1. Identify different types of	Introduce the concept of the World Wide Web, types of web sites, evaluation challenges of the World Wide Web, World Wide Web first impressions in relation to appearances and	In-class exercises during discussions to be evaluated by the reference librarian. If they are off track ask guiding questions.

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

48

web resources 2. Evaluate information found on web resources (discuss issues of authorship, currency, accuracy, scope and content)	URLs, identifying the site's host or server name, and author qualifications.	
Module 4: Using information ethically **Sub-learning goals:** 1. Define what constitutes plagiarism and describe UP Diliman's intellectual dishonesty policy 2. Point out the consequences of committing plagiarism 3. Practice at solving plagiarism scenarios	Introduce the concept of plagiarism, possible plagiarism consequences, and plagiarism scenarios.	In-class exercises during discussions to be evaluated by the reference librarian. If they are off track ask guiding questions.
Module 5: MLA style guide **Sub-learning goals:** 1. Use quotes effectively and the importance of citations 2. Learn basic rules on formatting fonts, margins, and spacing 3. Write in-text citations, citations for books, book chapters, electronic books, print and electronic journal, magazine, newspaper articles, web pages, blogs, audio, videos, and a reference list	Introduce the concept of quotation and citation importance, quotation and citation usage, using quotes, using block quotes, MLA formatting, in-text citations, and list of works cited.	Sample tests at end of session (to be turned in to reference librarian).

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

Future Research

Research such as this one are important first steps to expanding library research instruction programs because they draw faculty, students and reference librarians into the conversation and assess current faculty, student and reference librarian needs and attitudes. New library research instruction programs should be created with input from faculty and students if they are to gain the support of those stakeholders. Faculty should share how the material covered in the session may have impacted student research quality so that reference librarians can adapt their teaching strategy and content accordingly. Likewise, reference librarians, who are more familiar with the collections, should be able to make suggestions on how assignments can best be completed using the library's resources. If true collaboration is to be achieved, and if faculty are to support more library research instruction, the input from faculty, students and reference librarians is necessary. It can, however, be said, as Thomas (1999) points out, that library instruction and information literacy cannot be taught by librarians or faculty, it must be learned by students through experiences shaped by librarians and faculty because there simply are not enough librarians and faculty to fill the growing learning needs of students.

Conclusions

The study provides insight into how English 10 students acquire and use information, and provides information on what the implications of this are for the UP Diliman University Library, including what might be changed in order to improve library research instruction for English 10 students. The findings of perceptions from English 10 teachers, students, and reference librarians were brought to life through a qualitative analysis of interviews. Hopefully, the LRIE modules will give other librarians ideas on how to incorporate the program into other undergraduate classes, or a model for planning and designing information literacy courses for an undergraduate program or other graduate programs. The following recommendations are also made to help close the disconnect between faculty and librarians.

On the expectations of teachers from librarians

Teachers who have interacted with librarians in different ways (instruction, research, information technology, collections and information services), felt that librarians had a positive impact on them and their students, although large numbers of faculty were unaware of library instruction offered by the University library. The teachers also require more support than ever in keeping up in their subject specialties as new forms of research materials continue to be developed. It would be more efficient, effective and cost-effective for librarians to devote more time to sharing their knowledge and expertise with faculty and working together with them to reach the students than for each to be going his or her own way. Librarians also have to consult teachers regarding the skills at which they felt English 10 students should be proficient. User education of library research instruction and information literacy should focus on what the users need to learn, which requires co-operation with faculty to discover what these needs are. Librarians need to be able to assure teachers that they are teaching students relevant skills. This approach is considered to be the most successful and it can be said that library research

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

50

instruction training should also be related to the degree subject in order that the course seems more relevant and serves a purpose to students. In partnership with classroom faculty, librarians can enhance instruction, research, and service while supporting the eventual transformation of students' learning needs. Some teachers advise that librarians must have pedagogical interactivity that engages the learner with the material in order to practice skills and apply learning in realistic settings. They mentioned that a good instruction, regardless of medium, whether it is course-related or assignment-related, should use active and/or collaborative learning techniques, a variety of media, must have clear objectives, teaches concepts, and should include access to a librarian after the instruction. In faculty-librarian collaboration, librarians continue to provide instruction directly to students while cultivating strong interpersonal and professional relationships with faculty. Librarians could offer faculty workshops (faculty development) and consultation on library services and library instruction and other efforts that establish a closer working relationship with faculty which can make collaborating on library instruction programs simpler.

On the expectations of librarians from teachers

       Much of the results demonstrate a presumed reluctance of faculty to be involved in library instruction programs, from some faculty bluntly stating that few professors know very much about library instruction offered by the University library. Since librarians lament a lack of faculty involvement in these library instruction programs, they also often forget to elicit ideas and input from faculty at the very start, something that might ensure a higher level of support as the library instruction develops. One reference librarian proposes that faculty should adapt to new library resources. It was also discovered that the strongest obstacle to faculty use of electronic information is a lack of knowledge about available resources. Essentially, these findings have implications for students who may look to faculty for research advice and modelling if they are not otherwise provided library instruction. Teachers should also maintain strong relationships with librarians through brainstorming sessions, one-on-one meetings, workshops, newsletters and updates on key resources of interest to individual faculty. Teachers not only teach research skills in an RGEP (Revitalized General Education Program) course required of all students, but they should also work individually with librarians to tailor assignments and instruction sessions. Moreover, faculty should collaborate with librarians to incorporate progressive research skill development into the structure of the course and they should also communicate more frequently with librarians and share a vested interest in the library instruction of the students. This will lead to an environment where librarians feel a sense of achievement in furthering information literacy and library research instruction goals on campus, and faculty will feel empowered to locate, evaluate, and synthesize information in their discipline effectively.

Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

51

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Cabanilla, G.A.C.O. (2012). Towards designing a library research instruction program for English 10 (College English) at the University of the Philippines Diliman. *Journal of Philippine Librarianship*, 32, pp. 39-54.

52

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53

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54