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Bridging the Gap

Request for Accommodation at Walter Gage Complex

The University of British Columbia, Vancouver, BC

Name: _____
First Family

Preferred Mailing Address _____

City Province/State Postal/Zip Country

Telephone _____

ACCOMMODATION**Room Types****Rate/Night**

- Single** with Shared Washroom \$ 33.00
- Single** with Private Washroom* \$ 60.00
- Single/Double Suite** (1 double bed)* \$ 95.00
- Triple Suite** (2 twin beds, 1 double)* \$ 110.00

*(includes TV, telephone, kitchenette and private washroom)

If requesting a Suite, please advise number of people:

Single rooms with shared washroom will be substituted when requests for private washroom suites cannot be accommodated.
 All rates quoted in Canadian funds and are subject to applicable taxes.

PAYMENT INFORMATION

- ▶ Full payment in Canadian funds is due at check-in by cash, travellers' cheques, VISA or MasterCard (no personal cheques).
- ▶ There is no guarantee required for shared washroom accommodation. However, private washroom accommodation must be guaranteed with VISA or MasterCard or with a deposit by bankdraft in Canadian funds for the equivalent of one night.
- ▶ A one-night cancellation charge applies if cancellation in writing is not received 48 hours prior to check-in date.
- ▶ Refunds of deposits will be subject to a \$15.00 administration charge.

VISA MasterCard _____
Credit Card Number Expiry Date: _____
Month/Year

Cardholder's Signature: _____ Date: _____

Please mail or fax this request before June 1, 1997

Reservations Office, UBC Conference Centre
 5961 Student Union Blvd., Vancouver, BC, Canada V6T 2C9
 Tel: (604) 822-1010 Fax: (604) 822-1001

INDICATE IF PREVIOUSLY MAILED OR FAXED Yes No**GROUP CODE: G70705A***(Research Forum continued from page 10)*

Presenter: Dr. Jean Brown (Associate Professor, Faculty of Education, Memorial University of Newfoundland, Canada)

Co-presenter: Dr. Bruce Sheppard (Assistant Professor, Faculty of Education, Memorial University of Newfoundland, Canada)

13:30-14:30

TU-16 Critical Thinking: Tools for Internet Information Evaluation: Misinformation is common on the Internet and poses a critical challenge for online readers. Unfortunately, little is known about the thinking processes of readers as they encounter misinformation. This qualitative research describes specific Internet misinformation problems and presents detailed analyses of misinformation samples. Also, it explores the cognitive processes involved in evaluating information found on the World Wide Web.

Presenter: Mary Ann Fitzgerald (doctoral student, Dept. of Instructional Technology, University of Georgia, USA)

15:00-16:30

TU-18 The Impact of School Library Policy on School Library Programs in Prince Edward Island: This study examined the impact the PEI School Library Policy and its supporting documents had on the development of school library programs in Canada's smallest province. With the research findings and with reflection on the history of school libraries over the past 15 years, the researchers presented 25 Actions touching all aspects of school libraries and all levels of the educational system, and constituting a comprehensive agenda for renewal.

Presenter: Dr. Ray Doiron (Assistant Professor, Dept. of Education, University of Prince Edward Island, Canada)

Co-presenter: Judy Davies (Resource-Based Learning Consultant, Dept. of Education, Prince Edward Island, Canada)

Wednesday, July 9**10:45-11:45**

WE-07 An Interdisciplinary Model for Assessing Learning: The model is based on the Big Six© model for information problem solving developed by Eisenberg and Berkowitz. This paper recounts development of the model, delineates elements of the model, and reveals preliminary findings of the cur-

rent research project which tests the model. The project is partially funded by the American Association of School Librarians/Highsmith Research Award.

Presenter: Dr. Robert Grover (Professor, School of Library and Information Management, Emporia State University, Kansas, USA)

Co-presenter: Dr. Jacqueline Lakin (Information Management Education Program Consultant, Kansas State Board of Education, USA)

Audience: Elementary and secondary school personnel

13:15-14:15**WE-10 The Relationship of School Materials and Resources to Reading Literacy in 32 Countries:**

The IEA Reading Literacy Study involved 32 countries, and while focussing on reading achievement, also administered questionnaires to students, teachers, and school administrators which provided details of school and home resources. This presentation will examine the resource/achievement relationship for the 32 countries in general and provide specific examples for British Columbia, Canada.

Presenter: Dr. Victor Froese (Dept. of Language Education, Faculty of Education, University of British Columbia, Canada)

15:00-16:30**WE-15 Attitudes of Youth Toward Reading Before and After a Motivational Project:**

As part of an evaluation project assessing the impact of a specific reading motivation program in 30 schools (20 elementary, 10 middle), a longitudinal study of student reading attitudes was conducted using the nationally-tested Elementary Reading Attitude Survey instrument. The instrument tested both attitudes toward recreational reading and school reading, and the results have implications for types of reading programs as well as book access and use of libraries.

Presenter: Dr. Shirley Fitzgibbons (Associate Professor, School of Library and Information Science, Indiana University, USA)

Thursday, July 10**09:00-10:00****TH-04 Information Skills: The Reflections and Perceptions of Student Teachers and Related Professionals:**

Based on a Ph.D. project researching the information skills of secondary-level student teachers,

this paper focusses on interviews with (1) professionals who have expectations of student teachers regarding information skills and (2) student teachers reflecting on their own information skills. The data are set within the context of information skills and the present teacher training ethos in Scotland.

Presenter: Kay Wilson (Research Assistant, School of Information and Media, The Robert Gordon University, Scotland)

10:30-11:30**TH-09 Providing Potential for Progress: Learning Support for Students with Special Educational Needs:**

This paper discusses a major British Library-funded research study, Learning Support for Special Educational Needs, which ran from June 1994 to January 1996. The focus was on Year 7 students (12 year-olds) who were on the Special Educational Needs (SEN) register because of learning difficulties. In framing the methodology, account was taken of the need to place school librarianship firmly within its educational context.

Although the findings are specific to the UK situation, the discussion will relate to wider international concerns.

Presenter: Dr. Margaret Kinnell Evans (Professor & Head, Dept. of Information and Library Studies, Loughborough University, UK)

Co-presenter: Dr. Peggy Heeks (Research Fellow, Loughborough University, UK)

Friday, July 11**10:30-11:30****High School to University—What Library Skills Do Students Need?**

Are high schools and universities diverging in the information skills they expect of students? Can the transition from high school to college/university be facilitated? The presenter has worked for the past year on comparing and analyzing the skills required at the two levels and the transition process. High school librarians will gain an insight into what they can do to prepare their final-year students for university and academic librarians will learn what library skills to expect from their first-year students.

Presenter: Eileen Daniel (Reference and Instruction Librarian, York University, Canada)