

meant something in the context in which it would be used. For every source of information we would now have a handy frame of reference to inquire, "Is this CRAAP?" With a minimal amount of tinkering the old handout was revised and resurrected as the CRAAP Test (Appendix A, or http://www.csuchico.edu/lins/handouts/eval_websites.pdf).

Since that time I have used the CRAAP acronym and handout not only in the workshop that first sparked the idea but in the first-year experience class I teach each fall, and casually, in passing, to wake up my fifty minute one shot classes. B.C. (Before CRAAP), in my first-year experience course, I would always have at least one class devoted to evaluating information. I would distribute and review the old evaluation handout in class, accompanied by a PowerPoint presentation with a slide for each criterion and the requisite questions listed below the criterion. The class would then break into groups and engage in an activity where each group reviewed and ranked articles and web sites for their usefulness in answering a given research question. After earnestly and diligently applying the criteria from their handout to the items being evaluated they would almost always come up with the correct answers, proving once and for all that information literacy was within their grasp. Questions based on what they had learned in the lecture and from the handouts would always be included on the exam covering the information literacy unit, but typically when I would ask them to list the evaluation criteria, two out of five was about the best I could expect.

Although my approach to teaching the evaluation of information A.C. (After CRAAP) is not much different, I find that the acronym helps capture the students' attention during the lecture, while also providing me the opportunity to use more amusing graphics in my PowerPoint presentation and have more fun lecturing. More importantly, their ability to remember the evaluation criteria on tests has improved dramatically.

Following is my favorite story concerning the CRAAP test. Last semester I passed out the CRAAP handout in preparation for our discussion about evaluating information. One student, after studying the sheet intently for a few moments, got a puzzled and then concerned look on his face and said to me in a hushed voice as I passed by, "Did you know this spells CRAAP?"

Library Services for International Students

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International students are often some of the heaviest library users, and if treated well, can be strong library supporters long after they have graduated and returned to their home countries. Librarians, on the other hand, have often been puzzled over meeting the needs of this group, because it is so heterogeneous. Some international students were trained in English-medium schools, while some are still struggling to master English. Some are experienced with American-style libraries, others have extensively used different library systems, and some have had no library experience. International students tend to be web-savvy (in fact, prospective students may first contact the library over the web even before they have moved to the U.S.), but have had no experience with online catalogs. Each brings different cultural baggage concerning asking for help, evaluating and citing sources, etc. With such a mixture, how can a library offer appropriate assistance?

Many libraries do not offer special services for international students, assuming that they will select the instruction, reference or other help from the same set as all the other students. Other libraries offer a starting point or welcome message for international students, which point to general instruction services. Only a small number of libraries offer assistance that is focused on the special needs of international students.

I am just beginning a research project on library service to international students. I have gathered a set of examples of how libraries present their services to international students on the Web. I offer it here in the hopes that it will be useful to librarians planning similar programs. Further examples from other libraries are welcomed. (lklopfer@emich.edu).

Sites that mention the library on web pages for international students.

The Imperial College (Britain) mentions the library as the first item on its general information guide, but gives no contact information. http://www.ic.ac.uk/publications/welcome_ic/life.htm

Ohio State University Library (USA)'s general help pages include a glossary of library terms. <http://library.osu.edu/sites/guides/liblanggd.html>

Library Services for International Students, continued

Presbyterian Ladies College (Australia) holds a library orientation day, and lists international student comments on its web page. <http://www.plc.vic.edu.au/Library/istud/intst.htm>

Library FAQ and instruction pages for international students

University of Alabama has a special liaison for international students

<http://www.lib.ua.edu/international/>

Bournemouth University Library (Britain) offers a library FAQ page for international students with links to university-wide resources. <http://www.bournemouth.ac.uk/library/using/international.html>

Community College of Spokane (USA) offers a set of links to outside web pages of interest to international students. <http://www.scc.spokane.edu/lrc/library/hot/interstu.htm>

North Harris College Library (USA) offers a resource guide for ESL students that includes links to international newspapers and other resources. <http://nhclibrary.nhmccd.edu/research/subject/eslint.html>

University of Cincinnati Libraries (USA) offers an welcoming guide to the library with an overview of what to expect, instruction pages, contact information and a glossary of library terms. <http://www.libraries.uc.edu/help/international/international/>

University of Wisconsin Stout (USA) offers a library welcome, overview and guide with a short glossary of library terms <http://www.uwstout.edu/lib/services/intlstu.htm>

Valparaiso University's Moellering Library (USA) offers a library guide for international students and a glossary. <http://www.valpo.edu/library/ref/intl.html>
<http://www.valpo.edu/library/jargon.html>

Rutgers University offers a complete help page with a glossary for international students.

http://www.libraries.rutgers.edu/rul/lib_servs/intl_students.shtml

http://www.libraries.rutgers.edu/rul/lib_servs/intl_students_terms.shtml

Libraries offering information in other languages

Baruch College's Newman Library (USA) has an international students services page that offers a virtual tour in nine languages as well as links to international news sources, foreign language materials and library services. http://newman.baruch.cuny.edu/services/inter_services.htm

Jönköping University Library (Sweden) offers the entire site, including subject guides and the catalog, in English and Swedish. <http://www.bibl.hj.se/eng/>

Kobe University Library (Japan) offers a library guide as well as a library front page in English <http://www.lib.kobe-u.ac.jp/e-use.html>

Personalized library services for international students

Buffalo State's Butler Library (USA) offers a special reading area for international students decorated with artifacts and flags to celebrate global diversity on campus. <http://www.buffalostate.edu/library/tour/int.html>

University of Newcastle Library (Australia) offers a personal liaison as well as online guides tailored to international students. <http://www.newcastle.edu.au/services/library/international/info.html>

University of South Australia (Australia) offers a buddy system and information pages in five Asian languages <http://www.library.unisa.edu.au/services/international/interstudent.asp>

University of Tasmania (Australia) offers a personal liaison and a FAQ list. <http://www.utas.edu.au/library/libserv/users/intstu.html>