LIRT Top 20 Articles

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Angell, K., & Tewell, E. (2017). Teaching and un-teaching source evaluation: Questioning authority in information literacy instruction. *Communications in Information Literacy, 11*(1), 95-121.

This article presents a case study of instruction design and assessment of library instruction at a mid-sized urban university that encourages critical source evaluation and the questioning of authority. Angell and Tewell developed two lesson plans with the goal of helping the students and instructor consider how authority operates in the classroom and aiding students in reflecting on the role of authority in information resources. The authors collected and evaluated 148 student-generated artifacts (activity sheets). Assessment of these artifacts identified four key themes: 1) application of conventional evaluative criteria such as being a peer-reviewed article or a government source; 2) student questioning of the usefulness and trustworthiness of Wikipedia; 3) student reliance on disciplinary or professional expertise; and 4) acceptance of trustworthiness. The authors also identified several subthemes dependent on the activity. Angell and Tewell provide recommendations based on the assessment data that can influence future practice in regards to teaching evaluation of authority in the information literacy classroom. The article also provides appendices with sample student worksheets and a student survey, useful for professionals who wish to adapt their instruction to incorporate similar activities in their own practice. KVM

Badia, G. (2017). Combining critical reflection and action research to improve pedagogy. *portal: Libraries and the Academy, 17*(4), 695-720.

Using a set of three extensive case studies, Badia's article successfully challenges instruction librarians to improve their teaching through the application of critical reflection and action research. In the first section, the author overviews the concepts of critical reflection and action research. More specifically, Badia presents the four lenses of Stephen Brookfield's critical reflection model and connects each lens to various assessment methods relevant to library instruction. In the second section, Badia

integrates a selection of these critical reflection assessment methods into three library instruction case studies using the action research model. The three case studies are varied in population served, scope of the project, and overall learning objectives, and Badia clearly details the steps taken in each case. Instruction librarians reading the article will gain a thorough understanding of the models of critical reflection and action research, the steps required to implement these models to improve instruction, and the benefit of applying these models in their teaching practice. AS

Black, E. L., & Murphy, S. A. (2017). The Out Loud assignment: Articulating library contributions to first-year student success. *The Journal of Academic Librarianship, 43*(5), 409-416. https://doi.org/10.1016/j.acalib.2017.06.008

In this article, the authors study the impact of the Out Loud assignment on students enrolled at Ohio State University's main campus and regional campuses. This assignment (which is delivered via the learning management system) has been designed to help students make the transition to college. Academic counselors have the option of incorporating this assignment into a one-credit orientation course. The assignment includes three modules: Self Awareness, Campus Information, and Research. Scenarios and quizzes are incorporated into modules as tools to encourage student reflection. The authors find that the assignment has a greater impact on students enrolled at the regional campuses. Although the authors use two standard metrics (GPA and student retention) for assessment purposes, they conclude that these metrics might not be the best indicators of student success. They conclude that there is a need for "other indicators which may better locally articulate library contributions to student success." DZ

Bunner, T. (2017). When we listen: Using student voices to design culturally responsive and just schools. *Knowledge Quest, 45*(3), 38-45.

Teresa Bunner, as a new teacher, found it was initially difficult to connect with the students in her high school classroom – particularly the African American and Latino males. She therefore felt fortunate to find a means for weakening this disconnect: culturally responsive pedagogy. This concept, originally formulated by Gloria Ladson-Billings, posits that through honoring and validating the experiences, frames of reference, and cultural practices of students of color, education becomes more relevant and meaningful for all students. Bunner collaborated with two colleagues to present a selected group of students with research-based culturally responsive teaching strategies. Of these, the students identified six that were then used to inform the professional development that teachers in her district underwent, and the strategies were foundational in creating the kinds of learning environments desired. Such environments are increasingly imperative, as it is predicted that Latino, African American, and Asian students will soon outnumber non-Hispanic whites. The six concepts build on each other: visibility, proximity, connecting to students' lives, engaging students' cultures, addressing race, and connecting to the larger world and

students' future selves. Reflecting on one way the cultural responsive teaching approach has impacted her, Bunner describes how in times past she would have said that when she looked over her classroom, she didn't see color, rather she simply saw a group of students. She now recognizes that such "color-blindness" removes a positive racial identification, diminishing the strengths of that culture which, in turn, negatively impacts resilience and achievement. In her concluding thoughts, Bunner says, "If we ignore these ways [culturally responsive pedagogy methods] to make all of our students feel valued, engaged, and empowered, the consequences are too grave." A "Reflect On Your Own Practice" page provides a wonderful resource for librarians interested in practicing the cultural proficiency Bunner discusses. PCJ

Glassman, J. A., & Worsham, D. M. (2017). Digital research notebook: A simple tool for reflective learning. *Reference Services Review, 45*(2), 179-200. https://doi.org/10.1108/RSR-10-2016-0063

Two librarians from the University of California, Los Angeles collaborated on the development of a simple, adaptable, and scalable instructional tool that can be used to guide students through the research and writing process. Its purpose is to facilitate "higher order learning" by providing students the opportunity to reflect on their research process. This tool, which uses Google Docs for hosting and sharing, has been named a "digital research notebook" by the authors. The authors provide two versions of the notebook (with Creative Commons licenses) and demonstrate how these online modules can be used in one-shot classes or embedded in course- integrated-instruction. An assessment of this approach by the authors finds that the research notebook frees up time for deeper learning, and that both faculty and students are receptive to the tool. DZ

Holliday, W. (2017). Frame works: Using metaphor in theory and practice in information literacy. *Communications in Information Literacy, 11*(1), 4-20.

This article invites us to approach the discourse on information literacy in higher education by using metaphor as a reflective and analytical tool to better understand our teaching practice. The author's discussion of metaphor is influenced by the work of Lakoff and Johnson, which posits that metaphors structure our thinking and therefore govern our actions; they constrain some actions and make others possible. One general example the author provides is the metaphor of learning as the depositing of information in a person's head versus learning as creating a toolbox. More specifically, she focuses on the discourse of the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education and to a lesser extent on its Information Literacy Competency Standards for Higher Education. She illustrates the discussion with ideas that emerged from her conference presentations on metaphor. For example, "framework" might evoke the image of a building frame or it might evoke the image of a skeleton. The author also discusses metaphoric entailments, that is, features that are a consequence of the original metaphor, and the ways metaphors can

break, that is, lose their usefulness in explaining a phenomenon; both provide additional insights into the ways we think about our work. Going beyond information literacy, the author additionally examines metaphors used in the field of composition that may be useful in thinking about our information literacy instruction. In sum, the use of metaphors is a playful and engaging approach with the potential of generating new insights, both conceptual and practical, into our teaching practice. EH

Hurley, D. A., & Potter, R. (2017). Teaching with the Framework: A Cephalonian approach. *Reference Services Review, 45*(1), 117-130. https://doi.org/10.1108/RSR-07-2016-0044

Hurley and Potter's article presents a case study on how teaching librarians restructured a traditional one-shot library instruction session using the Cephalonian method, which involves distributing pre-printed questions for students to ask during the session. This new approach to library one-shot instruction allowed the authors to focus on engaging their students in the broader concepts of the ACRL Framework for Information Literacy in Higher Education rather than more narrowly focusing on library policies and resources. Using the Cephalonian method, the authors developed a flexible and spontaneous one-shot session that blends discussion of higher concepts and hands-on searching activities. For readers new to the Cephalonian approach, the article includes a thorough literature review of this technique in library instruction and also a detailed guide as to how the authors developed and implemented the Cephalonian approach into a 50-70 minute English composition one-shot library session. Although Hurley and Potter focus on engaging students in just one of the ACRL frames, "information creation as process," readers can easily see how this approach could be adapted to multiple frames and in a variety of contexts at their own institutions. AS

Kong, N. N., Bynum, C., Johnson, C., Sdunzik, J., & Qin, X. (2017). Spatial information literacy for digital humanities: The case study of leveraging geospatial information for African American history education. *College & Undergraduate Libraries, 24*(2-4), 376-392. https://doi.org/10.1080/10691316.2017.1329044

As the digital humanities continue to grow and evolve, librarians are discovering new opportunities for integrating information literacy into the digital humanities curriculum. This case study documents how an academic librarian and history and education faculty collaborated in the design and delivery of digital humanities training for school teachers as part of a National Endowment for the Humanities summer institute. The objective of the institute was to help the participants improve their content knowledge of African American studies, hone their information literacy skills, and develop effective pedagogical practices for using digital tools in the classroom. After a brief overview of the institute, the authors focus their discussion on the five library workshops that they developed. These workshops introduced spatial data and geographic information systems (GIS) as a method for engaging students in inquiry-based learning, and improving their critical and spatial thinking skills within the context of the African American studies curriculum. After highlighting the positive impact that the workshops

had on participants' content knowledge, cultural competence, information literacy skills, digital literacy, and teaching practices, the authors examine how the ACRL Framework informed their learning outcomes and enhanced workshop design. The flexibility of the Framework's core concepts fostered cross-disciplinary collaborations by creating space for the librarian and faculty members to experiment with new approaches to using spatial information and GIS tools to teach content knowledge and information literacy skills. As digital scholarship grows and multimodal artifacts replace traditional classroom assignments, librarians are uniquely positioned to help both faculty and students develop the knowledge practices and dispositions necessary to fully participate in the information creation process and contribute to the scholarly conversation. This case study, with its focus on spatial data, technology, and digital artifacts, provides an excellent, and unique, example of effectively embedding information literacy within the curriculum. Motivated librarians will be inspired to recreate the workshops. This article also illustrates that academic librarians can broaden their reach by creating and implementing professional development opportunities for K-12 teachers. AMS

Markless, S., & Streatfield, D. (2017). How can you tell if it's working? Recent developments in impact evaluation and their implications for information literacy practice. *Journal of Information Literacy, 11*(1), 106-119. https://doi.org/10.11645/11.1.2201

Markless and Streatfield examine the progress of impact evaluation in libraries over the past ten years. The authors define impact evaluation as "evaluating any effect of the service (or of an event or initiative) that contributes to change to an individual, group or community." The article highlights various trends in impact evaluation and information literacy such as moving towards engagement with user experiences, developing more inclusive evaluations, re-purposing existing data to make it meet current needs, and collecting stories as part of impact evaluation.

Throughout the article, the authors discuss how each of the trends will affect the information literacy community. Additionally, Markless and Streatfield put forward multiple questions for the reader to consider. The authors do not have answers to the questions, but they are valuable because it will make the reader think about how he/she might change the way data is gathered and used in the library. Anyone who is involved in data gathering and analysis for outreach or information literacy will find this article useful. AB

McClellan, S., Detmering, R., Martinez, G., & Johnson, A. M. (2017). Raising the library's impact factor: A case study in scholarly publishing literacy for graduate students. *portal: Libraries and the Academy, 17*(3), 543-568. https://doi.org/10.1353/pla.2017.0034

This article about creating a publishing academy for graduate students is a must-read for any academic librarian working with this student population. Their article outlines a collaborative and multi-session approach of filling an unmet need of graduate students in gaining publishing skills prior to graduation. The authors portray the development

(including partners and class topics), the implementation, the assessment, and the second iteration of the publishing academy at the University of Louisville in Kentucky. While the multi-session format used by the authors may not be appropriate for every institution, McClellan et al. demonstrate the need for library instruction on this topic, and readers will be able to speculate how aspects of this successful program could be adapted to fit their own institution. In addition to demonstrating the impact of the publishing academy, the authors also provide a table mapping the ACRL Framework for Information Literacy for Higher Education thresholds and knowledge activities to specific publishing topics. Likewise, the authors' literature review highlights a variety of library programming efforts dedicated to enhancing the publication skills of graduate students. AS

Pashia, A. (2017). Examining structural oppression as a component of information literacy: A call for librarians to support #BlackLivesMatter through our teaching. *Journal of Information Literacy, 11*(2), 86-104. https://doi.org/10.11645/11.2.2245

This article is a call for librarians to address structural inequalities by adopting a critical information literacy approach to instruction. The author begins by providing an overview of the ways libraries are not—and have never been—neutral, and how their processes and resources have long sustained inequality. Specifically, the author describes the ways in which whiteness is a dominant ideology, especially in academic settings, pointing to how this often plays out in libraries. The ways libraries categorize and organize resources, hire employees, and talk about systems of scholarly communication reinforce oppressive structures.

All of this sets the stage for why it is important for librarians to apply critical approaches and theoretical perspectives to their instructional practice. Specifically, the author describes how these issues are discussed in a for-credit, semester-long information literacy course focused on the Black Lives Matter movement. One of the main goals of the course is for students to critically examine political, cultural, and social aspects of information. For example, students examine how social structures and systemic racism impact the scholarly record and how we determine who is an authority on a given subject. They then look at what other factors may contribute to someone being an authority on a topic or event. The students also explore alternative media in order to explore a diversity of perspectives that may not be accounted for in mainstream media. Finally, they examine the impact of algorithmic bias on searching and the ways algorithms work to uphold biases. The knowledge gained from this class helps students examine and "challenge implicit biases and structures of oppression."

While this article describes a semester-long course, many of the ideas, questions, and strategies can be applied in other workshop or instruction settings. Strategies for reflective personal development and further reading for instructors are also presented. MH

Raven, M., & Rodrigues, D. (2017). A course of our own: Taking an information literacy credit course from inception to reality. *Partnership: The Canadian Journal of Library and Information Practice and Research, 12*(1). https://doi.org/10.21083/partnership.v12i1.3907

Raven and Rodrigues offer readers a fresh perspective on the development of a credit-bearing information literacy course. Unlike most articles on the topic, which focus on design, theory, and curriculum, this essay brings to light the practicalities and mechanics of developing and implementing a credit course. Using clear, detailed explanations, the authors provide a blueprint for librarians interested in creating a course of their own. They begin their narrative by emphasizing the importance of engaging with librarians, library administration, and the campus community in order to build interest and garner support. The authors explain their approach to sharing their plans with stakeholders and gathering useful feedback to guide their design. In their discussion of strategies for introducing their plans to the campus, Raven and Rodrigues include a helpful list of campus departments and groups to consult during the development process. Librarians unfamiliar with course proposal procedures will find the detailed outline of the approval process quite informative. The final, and most enlightening, section of the article addresses two issues that receive little attention in the literature: contract negotiation and redistributing workloads to accommodate new teaching responsibilities. The authors conclude by reflecting on how teaching a credit-bearing IL course has enriched their professional growth and increased the library's visibility as a teaching unit. AMS

Rempel, H. G., & Deitering, A. M. (2017). Sparking curiosity – Librarians' role in encouraging exploration. *In the Library with the Lead Pipe*. Retrieved from http://www.inthelibrarywiththeleadpipe.org/2017/sparking-curiosity/

This article describes the strategies that librarians at Oregon State University (OSU) use to encourage curiosity in students enrolled in first-year composition courses. OSU librarians have a long history of working with this population. They have been involved with the first-year composition curriculum for almost two decades. OSU librarians revamped their approach after they assessed essays completed by first-year composition students. They found that these papers were "lifeless" and that students showed little curiosity about the research process. The first step toward sparking curiosity was the creation of a small qualitative study of these students. OSU librarians administered a curiosity self-assessment test, interviewed students, and analyzed graded work. Librarians shared their findings (as well as knowledge about curiosity gleaned from a literature review) with first-year composition instructors. Librarians stressed the importance of language. For example, they encouraged instructors to use the following terms when discussing the research process: "curiosity," "exploration," and "learning." As a result of this research, OSU librarians now focus their efforts on teaching the instructors. Rather than delivering one-shot instruction sessions to first-year composition students, they are embedded in the required course for new first-year

composition instructors. Additionally, the first-year composition curriculum has evolved so the emphasis is on incorporating curiosity throughout the research process. A rhetorical analysis paper that encourages exploratory research has replaced the traditional argument paper. DZ

Russell, J. E., & Hensley, M. K. (2017). Beyond buttonology: Digital humanities, digital pedagogy, and the ACRL Framework. *College & Research Libraries News, 78*(11), 588-600. Retrieved from https://crln.acrl.org/index.php/crlnews/article/view/16833/18427

In this article, Russell and Hensley discuss the gap in the digital humanities literature describing how to engage in digital humanities instruction in a way that moves beyond buttonology and fosters critical thinking. The authors describe buttonology as "software training that surveys different features of an interface in an introductory manner." Often, instruction in the digital humanities is focused on how to navigate a particular tool and where to click within an interface, leaving out conversations about how and why we use particular tools to engage in critical thinking in the research process. In other words, digital pedagogy should have more influence on digital humanities instruction. The authors point to two learning theories described in the ACRL Framework that librarians can draw upon when designing digital humanities instruction: liminal space and metacognition. After briefly describing each of these concepts, Russell and Hensley outline specific strategies for helping students through the liminal state and for fostering metacognition in digital humanities instruction. Because the focus on digital humanities instruction has largely been based on practical, tool-based approaches, these strategies help fill the gap by providing concrete ways to focus on deeper concepts and critical thinking in instruction. This does not mean totally abandoning tutorials, workshops, or other tool-focused approaches. Rather, the authors provide ways to integrate critical thinking while also teaching how to use a tool, allowing for a more robust learning experience. While the focus of this article is on digital humanities instruction, the strategies presented are beneficial to anyone engaging in information literacy instruction of any type. A few of the strategies described include recognizing liminality in order to anticipate difficulties and regularly checking in with learners, modeling the metacognitive process during instruction, and asking learners to specifically define what is difficult to them during the process of instruction. MH

Saunders, L. (2017). Connecting information literacy and social justice: Why and how. *Communications in Information Literacy, 11*(1), 55-75.

This paper argues that information literacy instruction is intrinsic to social justice. The author posits that information access is a human right, which libraries can support through providing physical access, supporting social access, and teaching information literacy. Saunders provides a brief history of how libraries and their various associations support information literacy as a human right before arguing that the profession needs to critically assess how current systems and knowledge practices reflect biases and assumptions that need to be challenged. Ultimately, this article examines and critiques

the ACRL Framework for Information Literacy for Higher Education, arguing that the framework does not go far enough in regards to information social justice. The author presents a draft of a new frame for consideration, one that that defines information social justice, and outlines knowledge practices and dispositions. KVM

Stivers, J. (2017). #MdlPWriters: Fourteen powerful voices. *Knowledge Quest, 45*(3), 28-37.

This article describes the preparation for and impact of a week-long Writer-in-Residence with Matt de la Pena at a public alternative middle school in North Carolina. Stivers, the school librarian, advocates for visiting authors to reflect the diverse cultures and experiences of students.

The author outlines how de la Pena's writings were incorporated across the curriculum, even though only fourteen students would be deeply engaged with him during the week-long workshop. Books were purchased for all of the students to keep the author's visit student-centered and not highlight economic inequalities. Additional texts by de la Pena were selected for whole-class instruction across the core curriculum based on themes and genres of interest to students.

For the week-long workshop, students were selected based on interest, not school performance or reading level. Stivers administered a survey to all seventh- and eighth-grade students, and based on the results, created two groups of students who would participate in the workshop with de la Pena. To create a sense of community, the author created the hashtag, #MdlPwriters, and encouraged students to use it to connect with each other and with de la Pena.

This article highlights the impact that an author visit, having high expectations, and believing in student abilities can have on students. The practical information offered by Stivers makes this an article that is applicable for school librarians as well as academic librarians working with students in a writing program. AB

Stonebraker, I., Maxwell, C., Garcia, K., & Jerrit, J. (2017). Realizing critical business information literacy: Opportunities, definitions, and best practices. *Journal of Business & Finance Librarianship, 22*(2), 135-148. https://doi.org/10.1080/08963568.2017.1288519

In this article, the authors draw on the literature and on their experiences as critical educators in the business classroom to define an approach they call critical business information literacy (or CBIL); that is, the application of social justice to business information literacy. As they point out, business education rarely figures into discussions of critical information literacy and social justice, although business is one of the most popular majors in the United States. This article, then, provides a unique and much needed perspective. The authors argue for the importance of CBIL in creating ethical and socially responsible business graduates. At the same time, they acknowledge issues with reconciling social justice and the neoliberal nature of business education. In

situating their work, the authors review the literature in three areas—critical information literacy; business information literacy; and critical management studies— and propose CBIL as a way to bridge the gap between these areas in the business classroom. Three case studies serve as best practice examples of how CBIL concepts may be applied. Topics covered in these case studies range from instructional design for one-shot sessions to broader partnerships with business schools to involvement in service learning. The authors' intent with this article is to open up discussion around social justice and CBIL approaches with business librarians and business educators. EH

Woxland, C. M., Cochran, D., Davis, E. L., & Lundstrom, K. (2017). Communal and student-centered: Teaching information creation as a process with mobile technologies. *Reference Services Review, 45*(1), 79-99. https://doi.org/10.1108/RSR-03-2016-0023

In this case study, Woxlund et al. offer a new approach to teaching the ACRL Framework's threshold concept "information creation as a process." They describe their method for teaching this way as a decentralized approach, and employ iPads and Google Docs to this end. The motives behind this innovation were to increase student engagement and to assist students in recognizing their own agency as creators of information. The authors investigated how using the new communal and student-centered instruction method to teach two sections of an English 2010 did or did not increase engagement and comprehension of the class content. To measure the success of their goal, the librarians utilized: classroom observers; pre- and post-tests; a worksheet, completed during the class; and a brief survey on attitudes about the use of the iPads. Variation between the two sections was attributed to a factor that confounds any type of library instruction—unique classroom culture and dynamics. Nevertheless, the researchers conclude that as new approaches to teaching the relatively new Framework emerge, "the role of technology in fostering this innovation will be increasingly important in engaging students and contributing to student learning." PCJ

Xu, L., & Gil, N. (2017). Librarians as co-teachers and curators: Integrating information literacy in a studio art course at a liberal arts college. *Art Documentation: Journal of the Art Libraries Society of North America, 36*(1), 122-136. https://doi.org/10.1086/691376

The authors set out to integrate information literacy and visual literacy into a studio art course by collaborating with faculty to incorporate these into course goals and assignments. They designed three artist research projects, which were scaffolded from note-taking to a blog post and finally a report out on visual literacy components of context, media, and form. They took an innovative approach to the assignments, for example incorporating role-playing around exhibition catalog writing, artists' statements, and as an art critic, while also still expecting the students to incorporate at least three sources into their finished products. The librarians addressed the ACRL frame "scholarship as conversation," including difficult conversations around copyright and fair use in the art world. In addition, the library introduced students to artists' books in the special collection, and displayed the students' final projects in the library. Assessment

done throughout the course reviewed the students' products and evaluated their use of resources, incorporation of images, and progression of learning through the assignments. While constraints include course enrollment, time commitment, and workload, this collaboration has led to other opportunities across campus. This article provides an excellent, well-defined, and thought-through model for art librarians to adapt to their local institutions, along with fodder for any librarian who wishes to incorporate information literacy into a non-research-based course. KLM

Yu, S. H. (2017). Just curious: How can academic libraries incite curiosity to promote science literacy? *Partnership: The Canadian Journal of Library and Information Practice and Research, 12*(1). https://doi.org/10.21083/partnership.v12i1.3954

In this article, Yu draws parallels between the ACRL frame "research as inquiry" and scientific inquiry, and links both to the need to incite curiosity in students. The article discusses three pedagogical methods that stimulate scientific literacy through curiosity:

1) Reflection through "bad science." In this method, students review a clinical trial or data manipulation using various sources. Students are asked to look at a news story and original research and reflect on the lifecycle of information, evaluation of information, funding, science communication, and more.

2) Science Cafe. In this method, the general public gets engaged with scientific and technological topics through interaction with experts in an informal location. Librarians can use this technique to showcase graduate students' work and highlight how their curiosity informed their research questions.

3) Integrated science program (iSci). This involves embedding librarians into the curriculum and scaffolding information literacy/scientific literacy sessions throughout the academic career. The McMaster University example provided includes a peer-reviewed journal and student-run symposium the final year.

Curiosity or inquiry-driven research allows students and library staff to focus on the "why" and not get hung-up on the "how," thereby integrating information literacy into the scientific exploration. KLM