

LIRT Top 20 Articles

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Archambault, S. G. (2018). Developing a Community of Online Research Assignments. *Portal: Libraries & the Academy*, 18(3), 451–471. <https://doi.org/10.1353/pla.2018.0028>

In this case study, Archambault documents the development of an open educational resource (OER) repository designed to support instruction librarians working at the undergraduate and graduate levels. CORA (Community of Online Research Assignments) provides access to a database of information literacy and research assignments that is searchable by IL concept, discipline, ability level, and keyword.

Institutions considering similar projects will find the excellent overview of common concerns useful. Positioned against past and current repositories, the author details the project, including developing the prototype and implementing extensive user testing. Results of the user testing were incorporated into the current iteration of CORA. Several sections of the article, notably the discussion of benefits and barriers, may be useful to anyone who seeks to encourage librarian and faculty use of OER.

The author successfully justifies the need for such repositories among teaching librarians. The clear and detailed documentation of the project will be useful to others seeking to implement or assess a similar project. The resource itself is a treasure trove of practical, well-thought-out assignments. CORA can be found at www.projectcora.org. DR

Baker, L. (2018). Extending our reach: Using day camps at academic library makerspaces to include homeschoolers. *In the Library with the Lead Pipe*. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2018/day-camps-makerspaces-homeschoolers/>

This article describes a series of day camps offered by the makerspace at Abilene Christian University that successfully engaged the homeschool community. The author outlines how the maker day camps are structured. She discusses the successes and failures in reaching out to the local community, and what they discovered about the special needs and interest

of the homeschoolers. Some of the characteristics and special needs include their culture of sharing, their specialized, but very effective, communication channels, their need for open source/open access tools, and finally their need for social interaction. With this understanding, the librarians incorporate these findings into the outreach and camp activities, which has proved successful in reaching their local homeschool community. The author also shares how they evaluated the program, and further discusses the results in four areas: outreach effectiveness, proof of educational benefit, strategic positioning, and long-term learning outcomes. This article provides helpful resources for librarians who are interested in developing programs and workshops in their makerspace, and/or are interested in developing innovative outreach programs to the local community. YH

Barefoot, M. R. (2018). Identifying information need through storytelling. *Reference Services Review*, 46(2), 251–263. <https://doi.org/10.1108/RSR-02-2018-0009>

In this article, Barefoot utilizes a case study to explore how librarians can connect critical information literacy and multicultural learning through problem-based learning techniques. Barefoot designed an information literacy activity where students analyze stories from the website *Humans of New York* to evaluate real world examples of information needs and barriers to information access across cultures. To emphasize the value of this activity, Barefoot has compiled an extensive literature review that delves into the value of the ACRL Framework for Information Literacy for Higher Education, problem-based learning, storytelling, and multicultural learning. Through her analysis of other studies, she makes a clear argument that students will be engaged in information literacy if librarians can tie their instruction to student's empathy and creativity by using problem-based learning and storytelling. This article illustrates how librarians can design information literacy activities that push students to question how they view their own information needs and how their needs differ from people across the world. EL

Bluemle, S. R. (2018). Post-facts: Information literacy and authority after the 2016 election. *Portal: Libraries & the Academy*, 18(2), 265–282. <https://doi.org/10.1353/pla.2018.0015>

In this persuasive and well-written article, Bluemle argues that, in light of the recent phenomenon of post-facts politics, librarians must reconsider how they teach source evaluation. The author dissects and critiques “Authority is Constructed and Contextual” from the ACRL Framework for Information Literacy for Higher Education, and concludes that the authority frame does not adequately address information literacy instruction in the current post-facts climate. Bluemle points out that this frame does not clearly define authority, while at the same time it assumes a shared understanding of the characteristics of an authority. Add to this, the eroding trust in what most academic librarians would consider legitimate authorities, and you begin to see where the current authority frame, as written, falls short. Bluemle concludes with several possible remedies for instruction librarians to consider as well as a promise for a future article to expand on these remedies. DR

Carlozzi, M. J. (2018). They found it--now do they bother? An analysis of first-year synthesis. *College & Research Libraries*, 79(5). <https://doi.org/10.5860/crl.79.5.659>

This paper presents a research study of an embedded librarianship program at a Northeastern, four-year public university. The literature review reveals mixed results in

regards to the effectiveness of embedded librarianship versus the one-shot session, making it difficult to determine the effectiveness of librarian-faculty partnerships. The literature also acknowledges that teaching roles and instructional methods for addressing critical thinking and writing synthesis beyond the first-year English courses are ambiguous. This paper addresses whether students' IL skills improved as a result of a new instructional model of embedded librarianship. In this new model, the library and English department worked collaboratively to develop library instruction that would directly support writing assignments. Within English 102, the required first-year writing course, five lecturers taught both a control (traditional one-shot session) and an experimental (embedded) course. The instructors taught from a standardized curriculum to ensure consistency. This study assessed two student learning outcomes: A) did students find peer-reviewed sources and B) were students able to synthesize class readings and outside peer-reviewed sources. Assessment showed that while the IL embedded librarian sections achieved success in helping improve students' ability to navigate the library's databases to find scholarly resources, students still struggled with synthesizing outside sources into their papers. AC

Carter, S., Koopmans, H., & Whiteside, A. (2018). Crossing the studio art threshold: Information literacy and creative populations. *Communications in Information Literacy*, 12(1), 36–55. <https://doi.org/10.5860/crl.79.5.659>

While there are many articles that have critiqued the ACRL Framework for Information Literacy for Higher Education (Framework) and Information Literacy Competency Standards for Higher Education (Standards) over the years, the Carter, Koopmans and Whiteside provide a unique perspective through an analytical literature review related to the studio arts. The authors discuss how the Framework has moved the dial from the prescriptive nature of the Standards to allow for more flexibility and interpretation to help students through the liminal spaces of their disciplines. As they state, “creating and doing, a part of the research process that has traditionally been less of a focus of information literacy instruction compared to finding and evaluating.” This article illustrates how the studio and performance arts often do not conduct research in a typical library setting using articles, books, and reports. Librarians would benefit from incorporating discussions and activities around creating and doing, such as self-reflection exercises and writing gallery publications, criticism, and grant applications. The authors pull together several examples for various frames and explain how they could be interpreted in the visual arts and redefine the Framework. This document would serve as a strong basis for new librarians to the arts, but also serves as a call to adapt and expand the Framework to the creative arts. KLM

Flierl, M., Bonem, E., Maybee, C., & Fundator, R. (2018). Information literacy supporting student motivation and performance: Course-level analyses. *Library & Information Science Research*, 40(1), 30–37. <https://doi.org/10.1016/j.lisr.2018.03.001>

This article describes the results of a large-scale study exploring the relationships between information literacy, student academic performance, and student motivation in the context of disciplinary courses. Data were gathered from over 3,000 students at a public research university through an end-of-semester survey that asked questions about learning climate, basic psychological needs, student motivation, and perceptions of relevance of course content to future careers. Instructors also completed a survey indicating how often students in their courses were expected to use information in various ways, including posing

questions or problems, accessing information outside of assigned readings, evaluating sources, synthesizing information and communicating results, and applying the conventions of attribution. The responses to these surveys were analyzed in conjunction with student course grades to determine the relationships between information engagement and use, and student motivation and achievement. The results suggest a positive relationship between students synthesizing and communicating information throughout the term and student perceptions of autonomy and motivation. Therefore, instruction librarians should encourage disciplinary instructors to design and create many opportunities for students to engage in higher-order skills, such as synthesizing and communicating information, throughout the term. These results suggest that the benefits for students gained from these types of learning opportunities include higher academic achievement and greater motivation to learn disciplinary content presented in their courses.

It can be challenging for instruction librarians to create sustained collaborations with instructors beyond the one-shot instruction session. The results from this study make a compelling case for why collaborating with disciplinary instructors on course design—such as working together to design meaningful assignments throughout the term—can provide benefits for students in gaining information literacy skills, as well as helping them engage more deeply with course content. MH

Gammons, R. W., Carroll, A. J., & Carpenter, L. I. (2018). "I never knew I could be a teacher": A student-centered MLIS fellowship for future teacher-librarians. *Portal: Libraries & the Academy*, 18(2), 331–362. <https://doi.org/10.1353/pla.2018.0019>

After recognizing a need for MLIS students to gain meaningful and authentic instruction experience, the authors of this article created a Research and Teaching Fellowship (RTF) program at the University of Maryland Libraries. The three-semester program, developed in collaboration with the UMD iSchool, provides MLIS students with opportunities to gain experience in instruction, reference, and research. This article describes the structure of the program and assessment of its impact.

Admitted fellows begin the three-semester program in the spring of their first year of their MLIS program. The fellows are paid and work approximately five hours per week during the academic year. Over the course of the fellowship, participants engage in experiences, discussions, and reflections focused on teaching, reference, and research skills. The scaffolded program provides an introduction to trends in academic libraries and information literacy instruction in the first semester. In the following two semesters, fellows take the lead on instruction sessions and conduct an independent assessment project. Fellows are accepted into the program in cohorts, which creates a community of practice and provides opportunities for peer mentorship from one cohort to the next.

In order to assess the effectiveness of RTF, the authors examined themes present in fellows' reflections and survey responses, along with focus group data from both fellows and library mentors. Additionally, fellows' first and final teaching reflections were scored against a rubric based on ACRL's "Roles and Strengths of Teaching Librarians" to identify growth in skills, abilities, and attitudes. Results suggest the RTF structure was beneficial in helping fellows grow in perceived self-efficacy and teacher identity, as well as in their understanding of academic librarianship more broadly. Additionally, all fellows included in the study obtained job offers around the time of graduation, suggesting that participation in the program provided the relevant experience necessary to be successful in the job market. This article also describes the ways in which they are able to improve upon the program in

the future based on the program assessment and outlines several considerations for those thinking of instituting a similar program. MH

Garrison, K. L., FitzGerald, L., & Sheerman, A. (2018). "Just let me go at it": Exploring students' use and perceptions of Guided Inquiry. *School Library Research*, 21. Retrieved from <https://eric.ed.gov/?id=EJ1182159>

This study builds upon the researchers' previous work to examine student perceptions of the Guided Inquiry (GI) process, a research-based information literacy model. Based in the context of Year 9 students in an Australian independent private school, the participants' beliefs and opinions were gathered throughout a ten-week GI unit to investigate implications for teaching, particularly in terms of the units' pace, students' comfort with personal choice, and effects on motivation and engagement. The paper provides an overview of the Guided Inquiry Design pedagogy and its connection to Carol Kuhlthau's Information Search Process model as well as a detailed description of the instructional scenario, which is further documented with instructional materials in the appendices. The mixed-method approach of this study lends itself to a multi-faceted understanding, with the use of student process journals, surveys, focus group interviews, and analysis of students' final research products leading to both qualitative and quantitative results. Further, the school librarian who led the project is one of the researchers, providing an evidence for practice foundation that grounds the work in professional experience. Results are supported by ample quotations from the students and findings are clearly connected to their implications for practice with GI process teaching methods. MK

Gascó-Hernández, M., Martin, E. G., Reggi, L., Pyo, S., & Luna-Reyes, L. F. (2018). Promoting the use of open government data: Cases of training and engagement. *Government Information Quarterly*, 35(2), 233–242. <https://doi.org/10.1016/j.giq.2018.01.003>

Countries around the world have implemented open government data (OGD) repositories to increase public accessibility to government information, yet research suggests that citizen engagement remains relatively low. This article argues that user's lack of technical skills and knowledge presents significant barriers to access. Through case study analysis of OGD training interventions in three countries, this article sheds light on the challenges these programs face and offers preliminary suggestions for effective training strategies based on the results. The strength of this research lies in its comparison of three very diverse training initiatives that differ in terms of scope, audience, design, and intended outcome: an embedded unit within a Master's of Public Administration program in the U.S., a civil society initiative to track public spending in Italy, and an open data initiative that tailors trainings to numerous audiences and organizations in Spain. Despite the cases' differences, concise comparisons are drawn wherever possible to provide compelling implications for future instructional programs. This study offers important international perspectives to the growing body of empirical research on information literacy initiatives for public data and governmental organizations. MK

Gruber, A. M. (2018). Real-world research: A qualitative study of faculty perceptions of the library's role in service-learning. *Portal: Libraries and the Academy*, 18(4), 671–692. <https://doi.org/10.1353/pla.2018.0040>

This research article addresses the gap in literature related to faculty perceptions of information literacy instruction in service-learning curriculum. Much of the existing literature on this topic are case studies rather than a research on the topic, which Gruber provides

through a qualitative study of a mid-sized public university with a strong history of service-learning. The study conducted semi-structured in-depth interviews with 12 faculty members from a broad range of disciplines, rank and tenure, who have taught service-learning course(s) in the last academic year. One of the main concerns brought up by faculty was the lack of time and awareness to incorporate library services, as well as gauge student research skill levels. Faculty interviewed expressed unawareness that librarians could assist in teaching how to seek out non-scholarly information, which reveal future opportunities for library-assisted learning for students to gain lifelong information literacy skills. This research also provides a platform for more collaboration between faculty and librarians to better prepare students for information seeking and gathering to solve real-world problems. AC

Guth, L. F., Arnold, J. M., Bielat, V. E., Perez-Stable, M. A., & Meer, P. F. V. (2018). Faculty voices on the framework: Implications for instruction and dialogue. *Portal: Libraries and the Academy*, 18(4), 693–718. <https://doi.org/10.1353/pla.2018.0041>

Guth et al., conducted a survey study to explore teaching faculty's perception regarding the ACRL Framework for Information Literacy for Higher Education bringing teaching faculty voices into the discussion about incorporating the Framework into instruction. They surveyed faculty in different disciplines at Western Michigan University and Wayne State University, two large research institutions, asking them to first rate the importance of information literacy (IL) and Framework concepts to student academic success, and then to comment on the Framework's language by theme and area. Results from 237 participants showed that faculty rate the importance of IL at 4.81 on a sliding scale of 1 to 5 (1=lowest, 5=highest). The survey respondents' individual ratings of the frames, averaged above 4.0 for each. The two highest rated frames were "Research as Inquiry" and "Searching as Strategic Exploration." "Authority Is Constructed and Contextual" averaged the lowest and was the only instance where a significant difference occurred among disciplines. Humanities rated it the highest at 4.40 and STEM the lowest at 3.89. The study shows that when addressing the language of the frames, the concern with jargon and students not understanding was a strong theme through all disciplines. Social science, STEM, and education faculty were the only groups to remark that the frames "made sense" in their disciplines.

The authors suggest that liaison librarians should explore and be sensitive to the perceptions of faculty in their institutions. Librarians need to connect the frames in layman terminology and/or disciplinary language that reflect faculty's concerns regarding their students' IL skills. This article made a valuable contribution by finding disciplinary differences regarding faculty's needs for IL and the Framework. Librarians can use these findings to explore a "common" language for promoting the Framework and to identify areas for instructional collaborations. YH

Hanbidge, A. S., Tin, T., & Sanderson, N. (2018). Information literacy skills on the go: Mobile learning innovation. *Journal of Information Literacy*, 12(1), 118–136. <https://doi.org/10.11645/12.1.2322>

Hanbridge, Tin, and Sanderson at the University of Waterloo located in Canada conducted a mixed-methods study to evaluate their Mobile Information Literacy Tool (MIL), which librarians and faculty collaborated to develop to help meet students just-in-time information needs. The focus of the tool is to develop and improve student's ability to access, evaluate, and use information. 128 undergraduates across the humanities and social sciences participated in the study, which examined the effectiveness of mobile technology in enhancing student's IL skills. The majority of students in the study maintained or increased their knowledge throughout the semester, with first-year students showing the largest increase in IL knowledge. Students in the study had research components in their courses, which allowed them to directly apply the knowledge they learned through the MIL and was seen as a key to success. The lessons viewed the most included finding scholarly articles, citing sources, finding journal articles, and determining if articles are popular or scholarly. Instruction librarians who work with commuter students, nontraditional students, and students in online programs will be particularly interested in this article. The authors discuss challenges, limitations, and future directions for mobile learning tools and resources from a library perspective. MG

Insua, G. M., Lantz, C., and Armstrong, A. (2018). In their own words: Using first-year student research journals to guide information literacy instruction. *portal: Libraries and the Academy* 18(1): 141-161. <http://doi.org/10.1353/pla.2018.0007>

Can giving a voice to how students view the research process inform library instructional practices and partnerships with writing faculty? To explore this question, Insua, Lantz, and Armstrong conducted a qualitative analysis of research journal entries assigned to students in a first-year composition course. Similar to many other academic librarians, the librarians at the University of Illinois at Chicago (UIC) offer one-shot and two-shot instruction sessions for first-year composition courses. As part of a larger study to understand research behavior and perceptions, Insua et al. collaborated with a UIC writing instructor to offer students in four sections of his first-year composition course the opportunity to complete four research journal entries at specific points throughout the course. Prompts within each journal asked students to reflect on topics, such as past research experience, confidence in their research abilities, and challenges they encountered in completing their assigned research paper for the course. The investigators coded all student responses, which were then used to draw conclusions on student research behavior and suggestions for improving library and composition instruction.

Many instruction librarians serving first-year students will find the results of this study relevant to their own work, particularly the insights regarding students' reliance on strategies that are familiar to them but perhaps too simplistic for college-level research, their anxiety in finding the elusive *perfect* source, and their struggle to engage with and synthesize academic literature. Readers might even be struck by the similarity of the journal responses quoted throughout the paper to their own student populations. Because of its limited scope, these conclusions are not generalizable to all first-year students nor do the authors claim them to be so. However, the authors' work builds upon and connects to the findings of previous literature and serves as an impetus for librarians to engage in similar action research projects that gain an authentic understanding of their students to improve library instruction. AS

Leebaw, D. (2018). "Is *corporate* a bad word?": The case for business information in liberal arts libraries. *portal: Libraries and the Academy* 18(2): 301 -314.
<http://doi.org/10.1353/pla.2018.0017>

Should instruction librarians integrate specialized sources into their information literacy sessions? Through thoughtful exploration, Leebaw challenges the notion that corporate information sources do not have a place in the general curriculum and instead proposes that librarians, specifically liberal arts librarians, incorporate business sources into their teaching. The ability to critically engage with business information post-graduation can be necessary in one's career and daily life activities. Leebaw demonstrates that introducing sources from the corporate environment might sometimes be better suited to reveal and illuminate components of information literacy than the typical academic scholarly sources relied upon in library instruction sessions.

To emphasize this connection to information literacy, Leebaw deconstructs the ACRL *Framework* to explore how librarians can guide students to interact with each of the six *Frames* using business sources and case studies. For example, asking students to use business or corporate level sources in their research might require students to reconsider how authority is constructed, how information is a commodity, how research is a social process, and how to strategically conduct a search for information not readily accessible through the library. Though Leebaw focuses her discussion on students in liberal arts colleges, these case studies could easily be applied to many different types of institutions and settings. Furthermore, Leebaw considers the reasons business sources might be underutilized by librarians, including lack of funding, unfamiliarity, and even biases. Ultimately, Leebaw challenges librarians to consider why they perhaps inadvertently exclude certain types of sources—such as business, law, government—in their own instruction and how the absence of these sources might affect their students in critically engaging with information. AS

McGeough, R., & Rudick, C. K. (2018). "It was at the library; therefore it must be credible": Mapping patterns of undergraduate heuristic decision-making. *Communication Education*, 67(2), 165–184. <https://doi.org/10.1080/03634523.2017.1409899>

McGeough and Rudick examine the heuristic source evaluation process of students who were searching for evidence to use in a persuasive speech for an introductory communication course. The authors conducted structured interviews with 26 students then transcribed and coded the transcripts. After two cycles of coding and analysis, McGeough and Rudick discovered four themes in how students evaluate sources. The most important factors in determining whether a student selected evidence to include in their speeches were whether a source appealed to authority, to form, to popularity, and/or to a preconceived ideology.

Although this article focuses on students searching for and evaluating sources for a persuasive speech, it does provide insight into the heuristic decision-making process of students in an introductory course. It should make instruction librarians think about their own instruction and how they teach information literacy skills. McGeough and Rudick challenge instructors to be observant of students' decision-making patterns, to utilize multiple library resources and in-class activities to teach information literacy skills, and to make information literacy part of the class curriculum. AB

Miller, S. D. (2018). Diving deep: Reflective questions for identifying tacit disciplinary information literacy knowledge practices, dispositions, and values through the ACRL Framework for Information Literacy. *Journal of Academic Librarianship*, 44(3), 412–418. <https://doi.org/10.1016/j.acalib.2018.02.014>

In this thought-provoking article, Sara D. Miller leads us through deeper conversations about the ACRL Framework for Information Literacy for Higher Education, informed by a series of self-reflective interactions between librarians and disciplinary faculty. The choice to use reflection, as opposed to other methods of data collection, such as interview or survey, I feel is an effective one. By positioning faculty as learners, Miller writes, the conversation can more centrally focus on student outcomes and “bottlenecks”.

Miller takes care to outline prompts for reflection for each of the Framework concepts, along with highlights and observations from her own facilitated discussions at Michigan State University. For a librarian looking to engage with their faculty in regards to the Framework, these prompts can be very helpful in both breaking the ice, and engaging with challenging aspects of disciplinary information literacy. The discussion highlights are insightful, and likely will help others find common threads and themes to weave into their own discussions with faculty at every level. CG

Napier, T., Parrott, J., Presley, E., & Valley, L. (2018). A collaborative, trilateral approach to bridging the information literacy gap in student writing. *College & Research Libraries*, 79(1), 120–145. <https://doi.org/10.5860/crl.79.1.120>

Napier, Parrot, Presley and Valley present us with a case study examining how a trilateral approach to information literacy instruction can provide a more holistic approach to supporting student research in a first-year writing program than the traditional bilateral approach. This case study examines how a partnership between the faculty, library and writing center at Eastern Kentucky University (EKU), led to improvements in first-year student compositions.

The authors provide us with an excellent background on how the traditional bilateral approaches (faculty-library, library-writing center, faculty-writing center) tend to miss out on opportunities to expand student learning in certain areas. For example, at EKU, assessment showed that while students could locate items to include in their work, their synthesis of that work would be incomplete. The trilateral approach allows for each partner to demonstrate their strengths through the provision of scaffolded lessons or workshops. It also demonstrates how the improved communication between each partner can create more positive library experiences for students.

The results from their assessment demonstrate improvement in student performance following the change in format. In consecutive years, the authors reviewed First-Year Writing student essays from both traditional bilateral and trilateral collaboration and found that the students who attended trilateral sessions scored higher in areas pertaining to engagement with and effective use of library sources. In their assessment of their own work, the authors speak to the importance of communication between partners, assessment and reassessment of procedures, and the need for standardized expectations and rubrics/competencies/outcomes. They recognize setting up these partnerships takes a great deal of time and effort, but the data demonstrates the value of this high level of collaboration between services. CG

Tewell, E. C. (2018). The practice and promise of critical information literacy: Academic librarians' involvement in critical library instruction. *College & Research Libraries*, 79(1), 10–34. <https://doi.org/10.5860/crl.79.1.10>

This article shares ways in which critical information literacy has been incorporated into library instruction by academic librarians as well as the challenges and benefits that librarians have experienced when incorporating these critical approaches. This is an important contribution to library literature, as it can often be challenging to translate theory to practice. Through surveys and interviews, Tewell has gathered a variety of examples that can easily be applied by librarians interested in bringing critical approaches to their instruction. This includes ideas on how to apply a critical perspective to class content as well as ways to adopt critical teaching methods in a sustainable way. In addition to surveying and interviewing instruction librarians about ways they have incorporated critical information literacy into library instruction sessions, Eamon also shares the challenges and benefits librarians identified when adopting critical information literacy practices. Though challenges such as lack of time, managing expectations, and institutional barriers are significant, librarians engaged in critical information literacy found substantial benefits such as high engagement, more meaningful instruction, and a sense of community/connection. BF

Thielen, J. (2018). When scholarly publishing goes awry: Educating ourselves and our patrons about retracted articles. *portal: Libraries & the Academy*, 18(1), 183–198. <https://doi.org/10.5860/crl.79.1.10>

This article explores an important but often overlooked aspect of the scholarly communication lifecycle, article retractions. Though librarians are often called upon to teach students about how scholarly work is produced and the peer review process, Thielen argues that less time is spent investigating the prevalence and process for article retractions. Thielen deftly describes the prevalence of retractions in scholarly literature and clarifies that this is an issue that impacts all disciplines—not just the medical literature where retractions have been most frequently discussed. In addition to describing the process behind retractions, Thielen provides helpful tips for librarians on how to search for articles that have been retracted and advocates for teaching about retractions through the lens of the ACRL Framework for Information Literacy for Higher Education via three frames: “Scholarship as Conversation,” “Authority Is Constructed and Contextual,” and “Information Has Value.” Thielen notes that retracted articles can be incorporated into classes when discussing plagiarism, evaluating information, or data management. These topics are relevant and applicable for researchers of any level, from undergraduate and graduate students to faculty. BF