



# Library instruction and information literacy 2009

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## Abstract

**Purpose** – The purpose of this paper is to provide a selected bibliography of recent resources on library instruction and information literacy.

**Design/methodology/approach** – The paper introduces and annotates periodical articles, monographs, and audiovisual material examining library instruction and information literacy.

**Findings** – The paper provides information about each source, discusses the characteristics of current scholarship, and describes sources that contain unique scholarly contributions and quality reproductions.

**Originality/value** – The information may be used by librarians and interested parties as a quick reference to literature on library instruction and information literacy.

**Keywords** Information literacy, Library studies, Libraries

**Paper type** Literature review

This year's bibliography has a number of firsts as the increasingly diverse body of literature on information literacy and library instruction continues to evolve. For the first time, articles from the recently established *Journal of Information Literacy* have been included. Published by the Chartered Institute of Library and Information Professionals (CLIP) in the United Kingdom since 2007 and indexed for the first time this year, this journal "is an international, peer-reviewed, academic journal that aims to investigate information literacy (IL) within a wide range of settings". Along with *Communications in Information Literacy*, another open-access journal, there should be plenty of venues for continued and concentrated discussion of IL issues. Another first is the inclusion of a blog entry (Donovan, 2009) that was found in one of the library literature indexes, perhaps reflecting a growing acceptance of more informal means of scholarly communication within the library profession.

Another change of note is the inclusion of a wider variety of articles representing a more global IL perspective. Articles this year detail IL efforts in Nigeria, Slovenia, South Africa, Malawi, Ghana, Kenya, Jordan, Greece, Lebanon, Italy, Romania, Pakistan, China, Brazil, as well as Great Britain, Australia, New Zealand, India, and Canada. This diversity is welcome; it allows librarians to be aware of new approaches that can enrich their practice as well as to appreciate the challenges faced by those trying to advance IL instruction in the developing world.

Significant books published this year include *Framing Library Instruction* (Budd, 2009); *Information Literacy Landscapes* (Lloyd, 2009), *Teaching Generation M* (Cvetkovic and Lackie, 2009), *Information Obesity* (Whitworth, 2009), *Teaching Literary Research* (Johnson and Harris, 2009), and *Library Rx: Measuring and Treating Library Anxiety: A Research Study* (Malvasi *et al.*, 2009). This year also included the publication of the 2nd edition of the key book for IL practitioners in all settings,



*Information Literacy Instruction* (Grassian and Kaplowitz, 2009). *Framing Library Instruction* takes a respectfully critical look at the ACRL IL Standards, as do some of the essays in *Teaching Literary Research* and an article published by O'Connor (2009) among others. These critical examinations of the Standards seem to indicate a willingness to explore IL in more progressive ways that will hopefully provide a broader, more inclusive vision of IL instruction.

Articles about collaboration with teachers, faculty, other campus units or outside agencies dominated the literature this year. Approximately 20 percent of this year's articles dealt with some aspect of collaboration. One area that seemed particularly dominant was collaboration with writing instructors at the university level. Barratt (2009) describes a project analyzing student papers using a web-accessible XML database which allowed researchers to see the results of IL instruction on the sources students used, while Jacobs and Jacobs examined the similarities between teaching composition and teaching research (2009). This focus on collaboration represents the recognition on the part of IL practitioners that IL cannot move forward without broad participation.

Another theme was the resurgence of interest in tutorials. These 56 articles encompassed surveys of tutorials on academic library web sites (Yang, 2009), creating on-the-fly screencast tutorials for both patrons and library staff (Brown-Sica *et al.*, 2009), and screencasting as a reference tool (Carr and Ly, 2009). Approximately 36 articles mentioned or examined the connection between critical thinking and IL, while 12 articles discussed some aspect of gaming.

The report published by the Project for Information Literacy (Head and Eisenberg, 2009) is important for practitioners interested in learning what students actually do when they engage in library research. Another article that examines actual student perception and behavior in relation to IL is Gross and Latham (2009). These publications are among several that are seeking to understand students' perspectives and opinions of the research process.

For school media librarians, there were a number of articles that focused on the *Standards for the Twenty-first Century Learner* recently published by the American Association of School Librarians. The literature for special libraries includes a double issue focusing on the teaching of legal research in *Legal Reference Services Quarterly* and medical librarians reporting on their efforts to include Web 2.0 and social media into their instruction programs in order to provide a more engaging learning experience for their students (see Table I).

Type of library	Number of 2008 publications	Number of 2009 publications	Difference
Academic	291	274	-17
Public	8	10	+2
School	123	107	-16
Special	22	51	+29
All types	73	68	-5
Total	517	510	-7

Table I.

### Academic libraries

*Adeyemon, E. (2009), "Integrating digital literacies into outreach services for underserved youth populations", The Reference Librarian, Vol. 50 No. 1, pp. 85-98*  
Includes an in-depth description of the how the Case Western Libraries worked with 7th graders from the Cleveland Arts School on a year-long effort to help the students' progress in information, media, and technology literacy. While the effort was successful on an individual level, lack of funding and teachers' reluctance to take time away from core curriculum made the effort unable to be scaled up to all students in the school.

*Adolphus, M. (2009), "Making best use of VLEs", Library & Information Update, Vol. 8 No. 3, pp. 45-7*

Comments on the use of virtual learning environments such as Blackboard and Moodle in academic libraries in the United Kingdom. Highlighting the role of teacher/librarian collaboration in maximizing the potential of these online environments, the author demonstrates that libraries are utilizing them effectively to promote services, teach IL, and provide enhanced access to their collections.

*Adolphus, M. (2009), "Using the web to teach information literacy", Online, Vol. 33 No. 4, pp. 20-5*

Provides an overview of online IL tutorials developed by various academic institutions. The author focuses on both pedagogical approaches and technological tools, explaining how libraries are using games, podcasts, and other kinds of tutorials to make the learning process more dynamic and adaptable.

*Aguilar, P. and Keating, K. (2009), "Satellite outreach services program to under-represented students: being in their space, not on MySpace", Reference Librarian, Vol. 50 No. 1, pp. 14-28*

University of New Mexico libraries staffed a satellite outreach service (SOS) in the foyer of the multicultural student services center. Although the service was mostly used for directional information, unanticipated benefits included teaching opportunities with students, increased visibility, communication, and partnerships with the multicultural service centers staff.

*Alexander, R.C. (2009), "Political literacy as information literacy", Communications in Information Literacy, Vol. 3 No. 1, pp. 9-13*

Emphasizes the fundamental relationship between IL and political literacy, arguing that these concepts should be integrated in the curriculum to improve academic performance and foster civic participation. The author, a political science professor describes the IL focus of his institution's quality enhancement plan and explains how he has implemented IL-related assignments in a survey course on American government.

*Amalahu, C. and Laoye, O.A. (2009), "Higher education and information literacy: a case study of Tai Solarin University of Education", Library Philosophy & Practice, Vol. 11 No. 1, pp. 1-7*

Reports on a survey of library and "e-learning" users at a Nigerian university. Responses to the survey, which focused primarily on users' information needs in relation to internet technology, indicated that the university should emphasize IL to a greater extent in its curriculum and provide better access to online resources.

*Ancelet, L., Fisher, L. and Spies, T. (2009), "Translating an academic library into Second Life", Texas Library Journal, Vol. 85 No. 2, pp. 52-4*

Describes Texas State University's efforts to offer library services in Second Life. They began with an experimental reference desk with limited hours and expanded to include some special collections and specialized reference. Future plans include adding tutorials and streaming video and creating a presence for the cataloging department.

*Archer, J., Hanlon, A.M. and Levine, J.A. (2009), "Investigating primary source literacy", Journal of Academic Librarianship, Vol. 35 No. 5, pp. 410-20*

A study examined students' research skills after using a primary source research guide. Students displayed a poor understanding of primary sources and were unaware of finding aids and tools for archival collections. The study revealed students need additional instruction to locate primary source materials. Special collections librarians should seek instructional opportunities to promote effective use of their collections.

*Arif, M. and Kanwal, S. (2009), "Acceptance of digital library among female students and effects of limited access of digital library on their performance in research work: a case of International Islamic University", International Information and Library Review, Vol. 41 No. 3, pp. 122-8*

Survey of 315 MA and PhD female students at the International Islamic University (Pakistan) indicated that while they made frequent use of the digital library resources, many felt that along with infrastructure issues (frequent electricity outages, etc.) they needed IL training. Authors recommend offering an IL program for new students and also training workshops on use of the digital library.

*Armstrong, A.R. (2009), "Student perceptions of federated searching vs single database searching", Reference Services Review, Vol. 37 No. 3, pp. 291-303*

First-year English students were asked to participate in a research experience comparing a federated search tool (WebFeat) to a multidisciplinary database (Ebsco Academic Search Premier). Of 31 students, 51.6 percent felt they got more relevant results from the federated search tool, and 48 percent indicated that they altered their search strategy between the two tools. The author contends that many students struggled with keyword choice no matter which tool they used.

*Atwood, T.A. and Crosetto, A. (2009), "How to address 'I've already written my paper, now I just need to find some sources': teaching personal voice through library instruction", College and Undergraduate Libraries, Vol. 16 No. 4, pp. 322-8*

Discusses common problems with how some students understand and carry out the research process, including their lack of engagement with the scholarly conversation

and their lack of critical scrutiny of sources. Envisioning such concerns as relevant to both librarians and composition instructors, the authors recommend a collaborative, sequential approach to teaching research that helps students develop “scholarly identity” over time.

*Badke, W. (2009), “Professors and personal information literacy”, Online, Vol. 33 No. 1, pp. 47-9*

Argues that many faculty members have been unable to keep up with rapid developments in the world of information and therefore have inadequate IL skills for carrying out their own research projects. Calls for an increased emphasis on IL in professional development for faculty and describes such a session that took place at his university.

*Badke, W. (2009), “Ramping up the one-shot”, Online, Vol. 33 No. 2, pp. 47-9*

Discusses the implementation of a standardized online tutorial for library orientation in all sections of a 100-level English course at Trinity Western University. Argues that the tutorial provides students with the same basic awareness of library resources that they would gain from traditional one-shot sessions, which fail to achieve what are ultimately unrealistic learning objectives.

*Badke, W. (2009), “How we failed the Net Generation”, Online, Vol. 33 No. 4, pp. 47-9*

Argues that academic libraries represent an “alien culture” to Net Gen students. To address the concern that these students often lack the ability to assess information sources in terms of quality, the author suggests that librarians consider in a deeper way the fundamental changes to the information universe brought about by the web, focus on IL as a more central component of education, and act as IL advocates to educators outside librarianship.

*Badke, W. (2009), “Media, ICT, and information literacy”, Online, Vol. 33 No. 5, pp. 47-9*

Argues that distinct educational initiatives for IL, media literacy, and information and communication technologies should be combined into a single “uniliteracy” effort, which may have greater potential to effect curricular change. Suggests that IL be the centralizing force within this unifying process and offers strategies for beginning the transition.

*Badke, W. (2009), “The great research disaster”, Online, Vol. 33 No. 6, pp. 48-50*

Describes a scenario where a student might use Google Scholar and Google Books to complete the requirements of a research paper. Rather than simply teaching procedures for becoming information literate, librarians need to help students understand that research can be fun because it can involve “grappling deeply with issues and open questions”.

*Banas, J.R. (2009), “Borrowing from health communications to motivate students to learn information literacy skills”, Community and Junior College Libraries, Vol. 15 No. 2, pp. 65-82*

Instructor used the concept of tailoring (designing a lesson that incorporates assessed learner characteristics) to create different introductions for a web-based web

evaluation tutorial. Using the Online Motivation Questionnaire, results showed students had significantly higher levels of task attractiveness and task relevancy before completing the tutorial but only higher task attractiveness afterwards. The author urges further research to find how tailoring affects learning.

*Barker, E. (2009), "Making a difference to the K-12 community: how a university library reaches out", Louisiana Libraries, Vol. 72 No. 2, pp. 21-3*

Librarians at the University of Texas at Arlington found incoming freshman were often unfamiliar with databases and unable to read citations. Barker describes an outreach program in collaboration with high schools to prepare prospective students for the transition to using a university library.

*Baro, E.E. and Fyneman, B. (2009), "Information literacy among undergraduate students in Niger Delta University", Electronic Library, Vol. 27 No. 4, pp. 659-75*

A study of 350 students in four social science disciplines revealed that they used citation chaining, searching the card catalog, and asking librarians for help as means of obtaining the information. There were differences between the genders in the awareness of information resources and the search strategies employed. Authors recommend curriculum-integrated IL instruction and that librarians should also be teaching these concepts during one-shot IL sessions.

*Barratt, C.C., Nielsen, K., Desmet, K. and Balthazor, R. (2009), "Collaboration is key: librarians and composition instructors analyze student research and writing", portal: Libraries and the Academy, Vol. 9 No. 1, pp. 37-56*

At the University of Georgia, first-year composition students upload their papers into a web-accessible database. Data showed that web sites comprised 51 percent of citations, articles 25 percent, and books 20 percent. The only overall effect of library instruction was that students substituted articles for books and in four case study classes/assignments neither a good assignment nor a library instruction session alone guarantees high quality research and papers.

*Benjes-Small, C., Dorner, J.L. and Schroeder, R. (2009), "Surveying libraries to identify best practices for a menu approach for library instruction requests", Communications in Information Literacy, Vol. 3 No. 1, pp. 31-44*

Reports on a survey and web analysis examining how "menus" of potential instruction topics are utilized to meet the time constraints of one-shot sessions and optimize the learning experience. The authors argue that such menus can foster communication with teaching faculty and perhaps facilitate more effective approaches to library instruction.

*Bent, M. and Stockdale, E. (2009), "Integrating information literacy as a habit of learning – assessing the impact of a thread of IL through the curriculum", Journal of Information Literacy, Vol. 3 No. 1, pp. 43-57*

To evaluate a variety of pilot programs, Newcastle University librarians used self-assessment to gauge students' IL skills. They contend self-assessment motivates students to improve their IL skills and better engages them in the learning process.



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*Blummer, B. (2009), "Providing library instruction to graduate students: a review of the literature", Public Services Quarterly, Vol. 5 No. 1, pp. 15-39*

Follows the progression of IL instruction offered to graduate students since 1958. Until the late 1980s, traditional methods were employed, mainly focusing on print resources. Since the 1990s, IL instruction increased considerably with the availability of electronic resources. Since 2000, IL has centered around new methods to foster lifetime learning, rather than just focusing on a single class.

*Blummer, B.A. and Kritskaya, O. (2009), "Best practices for creating an online tutorial: a literature review", Journal of Web Librarianship, Vol. 3 No. 3, pp. 199-216*

Discusses the major factors associated with the development of successful "digital learning objects" for IL instruction, based on an examination of online tutorial projects at various institutions. Authors suggest that librarians focus on intended learning objectives, educational standards, collaborative relationships, and other specific areas when designing tutorials.

*Bodemer, B., Brown, K. and Crowther, J. (2009), "Eyes wide open", Public Services Quarterly, Vol. 5 No. 2, pp. 148-54*

Three LIS students at the University of Hawaii-Manoa give their insight on public service in academic settings. Observations of LIS programs found insufficient training for library instruction, implying IL is undervalued in the library world. Another observation was that instructor support of the librarian is crucial for IL sessions to be successful.

*Bolton, T., Pugliese, T. and Singleton-Jackson, J. (2009), "Advancing the promotion of information literacy through peer-led learning", Communications in Information Literacy, Vol. 3 No. 1, pp. 20-30*

Describes the implementation and evolution of a peer-mentoring program in which senior undergraduates provide guidance to first-years students in an introductory course. The authors focus primarily on the mentors' role in helping students complete a complex research project, citing survey data that demonstrate the program's positive influence on student learning and success.

*Bonnici, L.J., Subramaniam, M.M. and Burnett, K. (2009), "Everything old is new again: the evolution of library and information science education from LIS to iField", Journal of Education for Library and Information Science, Vol. 50 No. 4, pp. 263-74*  
Examines whether the iSchools Caucus' iField is a progression of the LIS field or the beginning of a new discipline. The analysis found that a paradigm shift is occurring due to the advanced technological refocusing of the programs, causing the schools to shift from a narrow to a broader focus over time.

*Booth, A. (2009), "A bridge too far? Stepping stones for evidence based practice in an academic context", New Review of Academic Librarianship, Vol. 15 No. 1, pp. 3-34*

Surveys and offers commentary on the professional literature of evidence-based library and information practice (EBLIP), focusing on studies published since 2003. The author identifies key trends in areas such as information retrieval and reflective

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assessment, championing numerous success stories but arguing that many educational and cultural challenges persist in relation to EBLIP.

*Borg, M. and Stretton, E. (2009), "My students and other animals. Or a vulture, an orb weaver spider, a giant panda and 900 undergraduate business students", Journal of Information Literacy, Vol. 3 No. 1, pp. 19-30*

Article describes an IL course for undergraduate business students at Sheffield Hallam University. The class employed an active learning approach to help students evaluate information sources and hone their information seeking behaviors. Authors hope the class can be expanded and improved based on feedback received.

*Bowers, C.V.M., Chew, B., Bowers, M.R., Ford, C.E., Smith, C. and Herrington, C. (2009), "Interdisciplinary synergy: a partnership between business and library faculty and its effects on students' information literacy", Journal of Business and Finance Librarianship, Vol. 14 No. 2, pp. 110-27*

Describes the collaborative design and implementation by business and library faculty of a new research component in an introductory business class at Birmingham-Southern College. Based primarily on survey results, the authors argue that this collaborative effort contributed positively to student perceptions of their skills in a variety of areas associated with IL, including research and writing.

*Boyle, S. (2009), "Scanning, tailoring and promoting information literacy support – another string to the liaison librarian's bow", SCONUL Focus, No. 46, pp. 71-7*

Urges liaison librarians to scan the education horizon by reading disciplinary teaching journals, IL journals, and reports published by higher education organizations. They should apply what they learn by tailoring IL sessions to faculty needs and reflect changes in the curriculum. Also suggests how to promote the changes one has made.

*Brabazon, T. (2009), "Fundamentalism of the mind or wagging the long tail?", Libri: International Journal of Libraries and Information Services, Vol. 59 No. 2, pp. 69-77*

Critiques what the author considers simplistic and problematic conceptions of generational difference in regard to how people interact with technology. Discussing the implications of these conceptions in relation to IL and democracy, author argues for more rigorous scholarship and thinking that emphasizes the realities of history and "lived context."

*Brady, L. et al. (2009), "A collaborative approach to information literacy: first-year composition, writing center, and library partnerships at West Virginia University", Composition Forum, Vol. 19, pp. 1-18*

Describes a two-year pilot project in which librarians, composition instructors, and writing tutors implemented a collaborative, process-based approach to the teaching of research and writing in sections of a first-year course for advanced writers. Authors stress the importance of communication and student feedback in the development of this successful project.



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*Brewer, M.M. (2009), "Romanization of Cyrillic script: core competencies and basic research strategies for Slavic students, scholars, and educators", Slavic and East European Information Resources, Vol. 10 No. 2/3, pp. 244-56*

Brewer contends new technologies make understanding of the Romanization of Cyrillic characters crucial in Slavic studies. Successful IL programs should incorporate this key competency and address Romanization when teaching Slavic research.

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*Brewer, M.M. and Zitser, E.A. (2009), "Slavic information literacy: past, present, and future", Slavic and East European Information Resources, Vol. 10 No. 2/3, pp. 117-24*

Article introduces a double special issue of the journal entitled "Slavic Information Literacy: Past, Present, and Future". The authors overview Slavic information sources in libraries, including how technology and world politics have changed the delivery of information instruction and access.

*Brier, D.J. and Lebbin, V.K. (2009), "Perception and use of Powerpoint at library instruction conferences", Reference and User Services Quarterly, Vol. 48 No. 4, pp. 352-61*

Survey of attendees of the LOEX and LOEX-of-the-West conferences in 2006 showed that 73 percent of respondents indicated that they preferred speakers use Powerpoint, 92 percent of those who had presented previously had used Powerpoint, and characteristics of a poor Powerpoint presentation included speaker reading from the slides, overuse of text, text too small, and poor color choice. Author also performed a content analysis of 67 LOEX Powerpoints and provides "guidelines for colleague-centered presentations".

*Brown-Sica, M., Sobel, K. and Pan, D. (2009), "Learning for all: teaching students, faculty, and staff with screencasting", Public Services Quarterly, Vol. 5 No. 2, pp. 81-97*

Authors describe their experience in creating quick, on-demand screencasts using Captiva for a variety of purposes: IL instruction, staff training, and training on specific library applications for both groups. Provides tips on creating screencasts, screencasting resources, marketing and assessment. Urges librarians to worry less about creating perfect screencasts than getting the information out to their user groups.

*Budd, J. (2009), Framing Library Instruction, Association of College and Research Libraries, Chicago, IL*

Proposes to build a "different foundation for instruction" and a "pragmatic program on that foundation" using the idea of phenomenological cognitive action. The book examines the ACRL Standards, the IL classroom, cognition and clear thinking, how phenomenological cognitive action is important not just in library instruction but all campus instruction, and concrete ideas for the content of an IL course.

*Cairns, V. and Dean, T.C. (2009), "Creating a library orientation for the iPod generation", Tennessee Libraries, Vol. 59, available at: [www.tnla.org/displaycommon.cfm?an=1&subarticlenbr=300](http://www.tnla.org/displaycommon.cfm?an=1&subarticlenbr=300)*

University Tennessee, Chattanooga received a grant to buy 25 video iPods which they used to introduce students to the library. Students received a 15-minute face-to-face

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introduction from a librarian, watched a 10-minute library orientation film on an iPod, and took a quiz. Results showed an 80 percent participation rate with most students doing well on the quiz.

*Cannon, K. and Jarson, J. (2009), "Information literacy and writing tutor training at a liberal arts college", Communications in Information Literacy, Vol. 3 No. 1, pp. 45-57*  
Describes a collaborative project at Muhlenberg College in which librarians provide training in relevant IL concepts to undergraduate writing tutors. The authors assert the value of joint efforts between the library and the campus writing center, the benefits of which include productive disciplinary dialogue between IL and composition, as well as the development of new collaborative learning spaces.

*Carlin, J.A. and Damschroder, C.B. (2009), "Beautiful and useful: the book as a learning object: using an honors seminar as a forum to explore information literacy and critical thinking", College and Research Libraries News, Vol. 70 No. 3, pp. 168-83*  
Designed around the theme of the Arts and Crafts movement this course emphasized knowledge integration and experiential learning. IL assignments included the creation of a glossary, a book-making workshop, comparison and contrasting of images, class discussion, a reflective essay, an historical novel about the artist's wife, and an independent research project.

*Carr, A. and Ly, P. (2009), "'More than words': screencasting as a reference tool", Reference Services Review, Vol. 37 No. 4, pp. 408-20*  
Describes the use of on-the-fly screencasting in support of virtual reference. The videos, created by librarians with low-cost screencasting tools, are sent to students to help with in-depth and complex questions. Anecdotal evidence indicates that students find them useful, even as a follow-up to in-person reference encounters.

*Cech, M., Zdravkovska, N. and Kackley, R. (2009), "The pulling power of Marquee courses: the changing curriculum and quality reference services", IATUL Proceedings, pp. 80-6*  
Describes the role of the library in providing library instruction for "Marquee courses", a group of interdisciplinary science and technology classes designed for non-majors. The authors explain how their library has marketed and taught instruction sessions for these classes, which emphasize critical thinking, and they discuss how their library is adapting to the needs of students involved in interdisciplinary research.

*Chan, C. and Cmor, D. (2009), "Blogging toward information literacy: engaging students and facilitating peer learning", Reference Services Review, Vol. 37 No. 4, pp. 395-407*  
Librarians collaborated with a new faculty member to create a "Research Question of the Week" blog where 90 students in were assigned to answer questions. Authors rated the answers as reasonably good and discovered that students did return to the blog and found it useful, although they still did not use it as much as the authors thought they might and they did not seek assistance, even when it was clearly needed.

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*"Changing times: the changing role of assistant librarians in DIT's Aungier St library"* (2009), *SCONUL Focus*, No. 45, pp. 12-15

Since 2004, the author's IL duties have increased, stemming from the creation of an integrated information studies module that focused on teaching library basics such as finding books, using EndNote, and combating plagiarism. These increased IL offerings have also led to increased roles as liaisons with faculty.

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Charnigo, L. (2009), *"Lights! Camera! Action! Producing library instruction video tutorials using Camtasia Studio"*, *Journal of Library and Information Services in Distance Learning*, Vol. 3 No. 1, pp. 23-30

Discusses the pros and cons of using Camtasia Studio, an interactive presentation software. The author found Camtasia particularly useful in creating library-related video and tutorials for distance learning students.

Chen, H.-L. (2009), *"An analysis of undergraduate students' search behaviors in an information literacy class"*, *Journal of Web Librarianship*, Vol. 3 No. 4, pp. 333-47

Chen's study tracked changes in students' searching abilities throughout the semester to determine if they changed or improved their strategies based on the instruction given. Results determined students who were able to create more advanced keyword searches showed more confidence in their searching ability.

Chen, H.-L. and Williams, J.P. (2009), *"Pedagogical design for an online information literacy course: college students' learning experience with multi-modal objects"*, *Canadian Journal of Information and Library Science*, Vol. 33 No. 1/2, pp. 1-37

Reports on a study of student perceptions of "multi-modal media objects" within an upper-division, online course in IL. Based on student feedback collected via seven surveys, the investigators offer several recommendations for enhancing online instruction, focusing primarily on strategies for improving student engagement and addressing the lack of technological expertise among some students.

Chen, H.-L. and Williams, J.P. (2009), *"Use of multi-modal media and tools in an online information literacy course: college students' attitudes and perceptions"*, *Journal of Academic Librarianship*, Vol. 35 No. 1, pp. 14-24

The authors report on a series of surveys that examined student perspectives and satisfaction level regarding a wide variety of communication tools utilized in a 300-level online course in technology and IL at the University of Texas. Findings indicate that students in an online environment benefit from access to a "rich array" of high-quality multimedia content and communication choices.

Chesnut, M.T. (2009), *"Night vision goggles or rose-colored glasses? A unique perspective on training the library graduate assistant in instruction"*, *Southeastern Librarian*, Vol. 57 No. 1, pp. 3-11

By analyzing the IL instruction classes offered by LIS programs in the Southeast, author concluded graduates have little opportunity for practical application of classroom theory. She suggests developing new approaches to increase IL skills, such as seminars and specialized training of library graduate assistants.

Chipeta, G., Jacobs, D. and Mostert, J. (2009), "Teaching and learning of information literacy in some selected institutions of higher learning in KwaZulu-Natal and Malawi", *South African Journal of Library and Information Science*, Vol. 75 No. 1, pp. 46-57  
Using surveys of students ( $n = 287$ ) and interviews with faculty and staff, authors studied IL instruction at three higher education institutions that represented both rural and urban settings. Findings include problems with faculty collaboration, access to computers, and little awareness of formal IL opportunities among the students. Students at one of the institutions where the IL program was not compulsory but was very in-depth demonstrated a higher IL ability as well as more confidence.

Chodock, T. and Dolinger, E. (2009), "Applying universal design to information literacy: teaching students who learn differently at Landmark College", *Reference and User Services Quarterly*, Vol. 49 No. 1, pp. 24-32  
Librarians at Landmark College in VT, "a college for students with learning disabilities or AD/HD", created Universal Design for Information Literacy (UDIL) model, based on the Universal Design for Instruction (UDI) framework. This strategy realizes that there is no average student, or no one single effective way to reach students. Use of the UDIL creates a more comprehensive approach to teaching that encompasses students' individual needs and abilities.

Cochrane, T. (2009), "High order literacy for the twenty-first century – improving the quality of library engagement", *IATUL Proceedings*, pp. 8-12  
Considers the evolving nature of the research environment and the academic library's role, particularly in regard to the teaching of new literacy skills. To address the complex problems associated with technological change, author recommends several strategies, including fostering greater collaboration with information technology groups and pinpointing the most relevant skills for carrying out "computationally intensive research".

Collins, B.L. (2009), "Integrating information literacy skills into academic summer programs for precollege students", *Reference Services Review*, Vol. 37 No. 2, pp. 143-54  
Details an IL program developed by Wake Forest University for visiting K-12 students. Collins argues that summer programs are an excellent way to teach IL skills and showcase the library's services to prospective students.

Connell, V. (2009), "Getting to know the neighbors: library support for study abroad programs", *Library Philosophy and Practice*, Vol. 11 No. 1, pp. 1-12  
Asserts the significance of library services, including IL instruction, in facilitating a high-quality academic experience for students studying abroad. Describes the library's central role in Concordia College's study abroad program, which incorporates in-depth library instruction and relies on extensive collaboration between librarians and teaching faculty.

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Connor, E. (2009), "Perceptions and uses of clicker technology", *Journal of Electronic Resources in Medical Libraries*, Vol. 6 No. 1, pp. 19-32

A study of librarians found that clickers greatly improve class participation, aid in assessment of instruction, and improve knowledge of students' learning styles. The article also outlines pros and cons of using clickers in IL instruction.

Cordes, S. and Clark, B. (2009), "Business process management and the 'new' library instruction", *College and Research Libraries News*, Vol. 70 No. 5, pp. 272-5

Provides an overview of strategies for improving collaboration in library instruction programs, with primary emphasis on technological solutions. The authors highlight potential uses for calendar systems, participatory instructional tools, and online survey forms, but they also stress the role of human interaction in the success of programmatic initiatives.

Costa, C. (2009), "Use of online information resources by RMIT university economics, finance, and marketing students participating in a cooperative education program", *Australian Academic and Research Libraries*, Vol. 40 No. 1, pp. 36-49

Survey of economics/finance and marketing students ( $n = 33$ ) in Australia indicated that almost 38 percent of them would use free internet resources in their research, only 50 percent knew how to contact their library liaison, and 21 percent had not used library databases in the first two years of higher education. Recommends IL training, more efforts in liaison connections, and consideration of smaller business databases or resources in niche areas of business as part of their collection development strategy.

Cousins, J. and Perris, K. (2009), "Supporting research at the faculty of medicine: the development of Imperial College London's Medicine Information Literacy Group", *Journal of Information Literacy*, Vol. 3 No. 1, pp. 60-7

Describes an IL training model created by librarians at Imperial College. The model aids librarians in keeping abreast of current literature, communicating with their faculty, and improving their IL skills.

Cox, C. (2009), "Integrating federated searching into your information literacy curriculum: a how-to guide", *College and Undergraduate Libraries*, Vol. 16 No. 4, pp. 311-21

Discusses the potential effects of federated search products on how students seek information and provides specific strategies for using such products to teach particular IL skills. Sample learning outcomes as well as lessons mapped to ACRL's Information Literacy Competency Standards are included.

Crawford, A. (2009), "Academic liaison librarians – where do we stand? (a personal view)", *SCONUL Focus*, No. 45, pp. 34-7

Crawford recounts her experience as one of two newly created academic liaison librarians at the University of St. Andrews in Scotland. IL instruction was a key component of the new positions. Instruction duties ranged from providing in-depth subject assistance, research training, and programming to teaching new software such as EndNote and Second Life.

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Crosetto, A., Atwood, T.A. and Feinberg, D.E. (2009), "Does out-of-print mean that it's out-of-play?", *Against the Grain*, Vol. 21 No. 5, pp. 28-30

Explores collection development issues with out-of-print items from the perspective of IL librarians at the University of Toledo. Authors address how both students and faculty view out-of-print materials, ultimately arguing that user demand for such materials is generally low, partly because users seek current, immediately available information.

Crosthwaite, S. and Johnson, C. (2009), "Supporting your researchers", *Library and Information Update*, pp. 42-4

The librarians at the University of East London received requests from faculty for additional research training. As a result, they decided to sponsor a "Research Support Day" designed only for faculty and PhD students. Based on feedback and observations from their original session, in the future they plan on using better marketing and more instruction planning.

Cvetkovic, V.B. and Lackie, R.J. (2009), *Teaching Generation M: A Handbook for Librarians and Educators*, Neal-Schuman Publishers, New York, NY

Nineteen chapters, written by a variety of librarians, and technologists, which deal with the myths, and realities, of the Millennial Generation. Most authors advocate for a nuanced view of this group who, despite being called "digital natives" are actually quite divided in terms of computer access and IL abilities. Chapters cover topics such as media literacy, information behavior, Google and Wikipedia, gaming, YouTube, mobile technology learning applications, cooperative learning, screencasting, and information ethics.

Dadzie, P.S. (2009), "Information literacy in higher education: overview of initiatives at two Ghanaian universities", *African Journal of Library, Archives and Information Science*, Vol. 19 No. 2, pp. 165-75

Describes various IL efforts, such as library instruction and computer training classes based on interviews with program administrators. Discusses the challenges involved in these IL efforts, including inadequate staffing and limited delivery options, and offers several recommendations for improvement, including the development of a stronger IL curriculum in the University of Ghana's Department of Information Studies.

Dahl, C. (2009), "Undergraduate research in the public domain: the evaluation of non-academic sources online", *Reference Services Review*, Vol. 37 No. 2, pp. 155-63

This study suggests that traditional undergraduate IL instruction focuses mainly on evaluation of scholarly academic resources. These criteria are insufficient to evaluate non-scholarly, public-domain sources often found online. Authors call for librarians to re-examine their instruction and evaluation checklists and develop a new "context-specific" method of evaluating non-traditional, scholarly resources.



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*Davies, L. and Roberts, L. (2009), "Set your library staff free with RFID: a case study from Cardiff University", SCONUL Focus, No. 45, pp. 117-22*

Implementation of Radio Frequency Identification (RFID) made staff more available to support the liaison and information literacy work of their subject librarians. Article details the process of implementation and mentions the positive impact on staff and librarians.

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*Davis, M.G. and Smith, C.E. (2009), "Virtually embedded: library instruction within Second Life", Journal of Library and Information Services in Distance Learning, Vol. 3 No. 3/4, pp. 120-37*

Discusses the experiences of embedded librarians in Second Life for undergraduate English composition classes. The authors found student performance did not increase greatly as a result of the embedded instruction. Suggestions are offered on how to further improve instruction in a virtual environment.

*Deleo, P.A., Eichenholtz, S. and Sosin, A.A. (2009), "Bridging the information literacy gap with clickers", Journal of Academic Librarianship, Vol. 35 No. 5, pp. 438-44*

Report on the use of a Class Performance System (i.e. clickers) in one-shot instruction to determine IL skill level and technological competency among graduate students in an education program. Although findings from a clicker-based pre-test indicated that the students generally lacked appropriate knowledge in these areas, the authors also found that clickers encourage active class participation and provide data that librarians can use to revise their pedagogical strategies on the spot.

*Deyrup, M.M. (2009), "Information literacy: discipline-specific or core competency?", Slavic and East European Information Resources, Vol. 10 No. 2/3, pp. 185-99*

Due to the specific focus of Slavic studies and the uniqueness of Slavic librarianship, author argues that standard IL programs geared towards basic education courses are inadequate for subject intensive IL. Librarians should tailor Slavic studies IL programs to address the specialized needs of users.

*Donald, J. (2009), "Using technology to support faculty and enhance coursework in academic institutions", Texas Library Journal, Vol. 85 No. 4, pp. 129-31*

Based on what Trinity University technology liaison staff have learned from their experiences supporting librarians and faculty with their IL-based accreditation Quality Enhancement Plan, author proposes a formula for librarian-faculty collaborations: the establishing of communication and trust, creating learning outcomes, determining the extent of the new assignment, creating a draft and a sample finished product, creating an assessment tool, designing an instructional session, and finally reflection on the part of all involved.

*Donovan, C. (2009), Sense of Self: Embracing Your Teacher Identity, available at: <http://intheibrarywiththeleadpipe.org/2009/sense-of-self-embracing-your-teacher-identity/>*

Short discussion of how teacher authenticity can contribute to a more productive classroom environment and how librarians need to have a heightened self-awareness in order to become more authentic teachers and become more connected with their students. Lists several books that can be helpful in cultivating this aspect of oneself.

Dugan, M., Bergstrom, G. and Doan, T. (2009), "Campus career collaboration: 'Do the research. Land the job'", *College and Undergraduate Libraries*, Vol. 16 No. 2/3, pp. 122-37

Describes the efforts of the Management and Economics Library at Purdue University to work with several units on campus, which provide career resources to students. Librarians were able to provide leadership among the units by creating a career wiki that all units could potentially contribute to, coordinating the purchase of online resources for students to use, participating in career fairs, and creating a tagline that emphasized the IL aspect of their efforts.

Duke, T.S. and Ward, J.D. (2009), "Preparing information literate teachers: a metasynthesis", *Library and Information Science Research*, Vol. 31 No. 4, pp. 247-56

Identifies significant themes in professional publications from the decade following the American Library Association's "A Progress Report on Information Literacy" (1998). The authors argue that teacher education programs are now placing greater emphasis on IL than in the past but improvements are still necessary, particularly in regard to teaching critical inquiry and fostering collaborative efforts between librarians and educators.

Dunn, R. and Menchaca, F. (2009), "The present is another country: academic libraries, learning technologies, and relevance", *Journal of Library Administration*, Vol. 49 No. 5, pp. 469-79

Argues that the academic library must respond to technological and cultural changes that threaten its centrality to the educational process by developing a "point-of-need model", exemplified by the integration of library resources and services into learning management systems such as Blackboard. Within this context, the authors also discuss the need for new assessment measures that emphasize the library's relationship to student learning and role in teaching IL skills.

Earp, V. (2009), "Integrating information literacy into teacher education: a successful grant project", *Behavioral and Social Sciences Librarian*, Vol. 28 No. 4, pp. 166-78

Discusses a collaborative effort between an education librarian and education faculty members at Kent State University to incorporate IL instruction into the curriculum for future K-12 teachers. This evolving collaboration grew out of grant-funded workshops in which the librarian and faculty members worked together to define the role of IL in specific required courses.

Elder, T. (2009), "The use of primary resource collections in tertiary teaching and learning", *New Zealand Library and Information Management Journal*, Vol. 51 No. 2, pp. 133-52

Explores possible reasons behind the limited use of primary source materials by students and staff at the University of Canterbury, despite the demonstrable value of such materials. Based on survey results indicating, among other things, that students and staff have an inadequate understanding of primary sources, author recommends an increased emphasis on the use of primary source collections in IL instruction and in professional development for teachers.

*Emmons, M. et al. (2009), "Teaching information literacy skills to prepare teachers who can bridge the research-to-practice gap", Reference and User Services Quarterly, Vol. 49 No. 2, pp. 140-50*

Librarians at the University of New Mexico partnered with the College of Education to integrate IL competencies into their Special Education Dual License Program curriculum because they feel that IL knowledge is essential for teachers to use evidence-based research and be reflective practitioners. Although the sample was small, results of a pre-post-test seemed to show that the IL instruction made a difference in students' knowledge but authors stress that the study is continuing.

*Ercegovac, Z. (2009), "What engineering sophomores know and would like to know about engineering information sources and access", Issues in Science and Technology Librarianship, No. 57, available at: [www.isrl.org/09-spring/refereed3.html](http://www.isrl.org/09-spring/refereed3.html)*

Findings from a survey of 70 students who completed a four-page questionnaire based on the ACRL Science and Technology IL Standards showed students' inability to correctly identify where to find a given journal article, lack of awareness of the online catalog, choosing free internet sources, and an incomplete understanding of correct attribution style and plagiarism.

*Erickson, S. and Walker, C. (2009), "Customer service and the first year student", Tennessee Libraries, Vol. 59, available at: [www.tnla.org/displaycommon.cfm?an=1&subarticlenbr=263](http://www.tnla.org/displaycommon.cfm?an=1&subarticlenbr=263)*

Describes library efforts to participate in an effort to group all first-year students into a cluster of dormitories. Library outreach will include course-related IL instruction in the dorms, a guide for the faculty Heads of House, enhancing the library web page for first-year students, and recruiting a librarian to serve as a liaison to this community.

*Ewbank, A.D. (2009), "Education library 2.0: the establishment of a dynamic multi-site liaison program", Education Libraries, Vol. 32 No. 2, pp. 3-9*

Discusses the complex library liaison program for the College of Teacher Education and Leadership at Arizona State University, where librarians provide a variety of face-to-face and online services to students and faculty at 16 different locations. The author covers a number of topics, with some emphasis on the provision of IL instruction through traditional class sessions, online tutorials, and videoconferences.

*Ferguson, A. (2009), "Information literacy skills for undergraduates at Charles Sturt University", inCite, Vol. 30 No. 9, pp. 24-5*

Brief article describing the IL program which no longer offers face-to-face classes and where self-paced learning materials are important for the large population of distance students. The IL curriculum is embedded in the students' courses and is designed to help students reflect on their learning experience.

*Fernández-Luna, J.M. et al. (2009), "Teaching and learning in information retrieval", Information Retrieval, Vol. 12 No. 2, pp. 201-26*

Authors review literature on information retrieval (IR) and form a taxonomy, which includes technical levels, educational goals, teaching and learning methods, assessment and curricula. Authors then use the taxonomy to examine how IR is

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taught in computer science and library and information science instruction and suggest approaches or ideas in the literature that “can be applied to improving the student learning experiences”.

*Figa, E., Bone, T. and Macpherson, J.R. (2009), “Faculty-librarian collaboration for library services in the online classroom: student evaluation results and recommended practices for implementation”, Journal of Library and Information Services in Distance Learning, Vol. 3 No. 2, pp. 67-102*

Describes the “Librarian in the Classroom” program, a collaborative effort in which embedded librarians with relevant subject expertise provide personalized reference services and IL instruction to students in online courses. Based on student surveys, as well as librarian and faculty interviews, authors argue that the new service has been successful in forging a positive relationship between distance learners and the library.

*Fleming-May, R. and Yuro, L. (2009), “From student to scholar: the academic library and social sciences PhD students’ transformation”, portal: Libraries and the Academy, Vol. 9 No. 2, pp. 199-221*

Presents the findings from a series of focus groups examining the information behavior of doctoral students in the social sciences, supplemented by a survey of academic librarians. Emphasizes the processes of professionalization and socialization that define the PhD experience and thus influence the ways in which these students interact with information. The authors suggest that librarians not only work to improve their visibility among PhD students but also develop more appropriate services for this unique group.

*Forster, M. (2009), “‘Search for health’: developing a credited module in health information skills”, New Review of Academic Librarianship, Vol. 15 No. 2, pp. 160-72*  
Describes the Thames Valley University Library’s development of an evidence-based health IL module for two for-credit classes. This successful project led to discussion of the library’s ongoing responsibility to promote IL to the University.

*Forte, A. (2009), “Learning in public information literacy and participatory media”, PhD thesis, Georgia Institute of Technology, Atlanta, GA*

Based on her previous studies on the governance and culture of Wikipedia, author studied the use of a wiki both in the formal context of Wikipedia and also in the more informal context of high school and undergraduate students using a wiki to produce information for others. Discusses the difference that writing for a public audience made in the students’ view of and use of their information sources and provides a heuristic for how they assessed those sources.

*Foster-Jones, J. (2009), “Going beyond Google at the Open University”, Refer, Vol. 25 No. 1, pp. 15-17*

Author discusses a collaboratively created IL course developed for students of the British Open University (OU). Using Web 2.0 tools, librarians taught students to use online resources other than Google to perform research.

*Fry, L. (2009), "Information behavior of community college students: a survey of literature", Community and Junior College Libraries, Vol. 15 No. 1, pp. 39-50*

Reviews the literature and finds that much of it focuses on what librarians can do in terms of IL for community college students but that there is a dearth of literature about the students themselves. Also critiques many of the studies for their lack of good data and conclusions drawn from anecdotes or assumptions and recommends more studies that focus on specific break-downs of this very diverse population.

*Fusich, M., Magee, J. and Thomas, E.A. (2009), "Assignment research calculator", College and Research Libraries News, Vol. 70 No. 8, pp. 456-68*

California State, Fresno adapted the open source assignment research calculator from the University of Minnesota incorporating the demographics of their own students and their own campus resources. Article includes considerations for others wishing to do so, assessment data, and future plans.

*Fuson, C. and Rushing, J. (2009), "Climbing out of the 'ivory tower'", College and Research Libraries News, Vol. 70 No. 10, pp. 566-9*

Describes the successes and challenges associated with the implementation of "Library Conversations@Belmont", an outreach program for local school librarians developed at Belmont University. This popular program allows academic and school librarians to present to each other on various IL topics, including fostering college-level research skills and avoiding plagiarism.

*Garrison, J. (2009), "Using database use reports to assess library instruction", Indiana Libraries, Vol. 28 No. 3, pp. 58-61*

Explains how the author employed usage statistics to assess the impact of a database tutorial created for an online business class. The author discusses the development of standards for documenting user behavior and speculates on the potential value of this data in assessing and improving library instruction.

*Germek, G.P. (2009), "Imagine no possessions: librarians, the net-generation student, and the imminent victory of plagiarism", College and Undergraduate Libraries, Vol. 16 No. 4, pp. 338-57*

Discusses the nature of plagiarism in the current academic environment, arguing that ACRL's plagiarism policies are unsatisfactory in light of evolving conditions. The author promotes a new approach to plagiarism prevention, grounded in collaboration between teaching faculty and academic librarians.

*Giullian, J. (2009), "Slavic folklore, the library, and the web: a case study of subject-specific collaborative information literacy at the University of Kansas", Slavic and East European Information Resources, Vol. 10 No. 2/3, pp. 200-20*

Giullian details a successful librarian-faculty collaboration for an undergraduate course in Slavic folk literature. He developed a research component involving internet research, library sessions, and an assignment. The project taught students how to use the library, how to locate sources, and how to evaluate those sources.

Godwin, P. (2009), "Information literacy and Web 2.0: is it just hype?", Program: Electronic Library and Information Systems, Vol. 43 No. 3, pp. 264-74

The authors explored current literature to assess how librarians have adapted Web 2.0 into their IL curricula, particularly in relation to the "Web generation".. They discovered many unique and novel examples of integration, although the success of these endeavors has yet to be analyzed.

Goebel, N. and Peacock, J. (2009), "Evaluation is the answer: who, what, when, where, why and how are the questions", Feliciter, Vol. 55 No. 3, pp. 95-7

Authors define evaluation as knowing "what the teacher does and doesn't do well", and they show how that can also be used for programs or organizations. They discuss what kinds of data might be collected and how it needs to be analyzed in order to evaluate one's IL program and how changes to the program can be made based on the data. They provide examples from their institutions.

Gong, X. and Loomis, M.K. (2009), "An empirical study of follow-up library instruction sessions in the classroom", E-JASL: The Electronic Journal of Academic and Special Librarianship, Vol. 10, available at: [http://southernlibrarianship.icaap.org/content/v10n01/gong\\_x01.html](http://southernlibrarianship.icaap.org/content/v10n01/gong_x01.html)

Explores the value of combining a one-shot library instruction class early in the semester with a follow-up session later in the term. Based on surveys of upper-division undergraduates, authors conclude that their initial one-shot class contributed more to student knowledge than the follow-up session, but that the follow-up was successful in helping students feel more confident and comfortable with library resources.

Graham, N. (2009), "While we're on the subject: experiences and reflections of a medical subject librarian", SCONUL Focus, No. 45, pp. 31-3

Graham recounts her first three years in the profession in which her IL duties expanded and blossomed. Because of her involvement and commitment, she now heads the library's information literacy working group (ILWG), which applies information literacy policy to library services.

Gronemyer, K. and Deitering, A.-M. (2009), "I don't think it's harder, just that it's different", Reference Services Review, Vol. 37 No. 4, pp. 421-34

Survey of librarians providing virtual reference (VR) service showed that 63 percent of them agreed that users want quick answers but 79 percent disagreed that these same users did not want to learn as a part of their VR transaction. Survey results also indicated that 71 percent felt it was harder to do a good reference interview via VR as opposed to face-to-face, but 54 percent liked VR because it gave them an opportunity to try searches without the user being able to see what the librarian was doing.

Gross, D. E. (2009), "Assessment of information literacy instruction", MLIS thesis, San Jose State University, San Jose, CA

Author compares data from three types of assessment (pre- and post-test questionnaires, a reflective essay, and experiential research task final exam) given to approximately 125 first-year students. Results showed that the questionnaire was



not a reliable means of assessing students' IL knowledge and that both the essay and the exam seemed to be better methods for students to demonstrate their IL skills.

*Gross, M. and Latham, D. (2009), "Undergraduate perceptions of information literacy: defining, attaining, and self-assessing skills", College and Research Libraries, Vol. 70 No. 4, pp. 336-50*

Twenty students participated in a semi-structured interview and then took the James Madison University Information Literacy Test, and most students scored in the proficient range on the test. Responses in the interviews revealed that for most students other people and the internet are their preferred information sources, most students use fewer information sources for self-imposed information quests than they do for required ones, and they view research as a product rather than a process.

*Gunnels, C.B. and Sisson, A. (2009), "Confessions of a librarian or: how I learned to stop worrying and love Google", Community and Junior College Libraries, Vol. 15 No. 1, pp. 15-21*

Encourages librarians to accept the role of Google in the information landscape and focus on teaching evaluation of information. Includes list of seven helpful Google and Web 2.0 applications.

*Harrington, M.R. (2009), "Information literacy and research-intensive graduate students: enhancing the role of research librarians", Behavioral and Social Sciences Librarian, Vol. 28 No. 4, pp. 179-201*

Reports on a survey of graduate students in psychology at the University of Western Ontario that explored how the students learn about and carry out research in their field. Finding, among other things, that this group views libraries and librarians as having limited roles in the research process, the author recommends that librarians develop a "proactive presence" in graduate departments through instructional workshops and other means.

*Harrington, S. (2009), "Librarians and undergraduate thesis support: an annotated bibliography", Reference Librarian, Vol. 50 No. 4, pp. 397-412*

Highlights of this annotated bibliography include articles outlining how librarians can offer IL instruction geared toward thesis writing through collaboration, outreach, and assessment.

*Hatzipanagos, S. and Warburton, S. (Eds) (2009), Handbook of Research on Social Software and Developing Community Ontologies, Information Science Reference, Hershey, PA*

Addresses a wide variety of topics related to social networking technologies and environments, including the use of Web 2.0 tools in higher education. The collection features several studies on the relationship between IL and interactive web technologies.

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*Head, A.J. and Eisenberg, M.B. (2009), Lessons Learned: How College Students Seek Information in the Digital Age, available at [http://projectinfoit.org/pdfs/PIL\\_Fall2009\\_Year1Report\\_12\\_2009.pdf](http://projectinfoit.org/pdfs/PIL_Fall2009_Year1Report_12_2009.pdf)*

Reports on a study, carried out as part of the University of Washington's Project Information Literacy, that examined the information seeking behavior of college students. Results indicate that students perceive research as "competency learned by rote" and engage in "consistent and predictable" information practices, including relying heavily on Google for both school and non-school information needs, while making limited use of librarians.

*Hegarty, N., Carbery, A. and Hurley, T. (2009), "Learning by doing: re-designing the first year information literacy programme at Waterford Institute of Technology (WIT) libraries", Journal of Information Literacy, Vol. 3 No. 2, pp. 73-87*

Describes an IL program developed for beginning college students. The program was redesigned from a traditional lecture/practice session to a model focused on enhancing critical thinking and research skills based on current pedagogical theory. The new approach received positive feedback, and the libraries hope to employ this approach to all their IL offerings.

*Hignite, M., Margavio, T.M. and Margavio, G. W. (2009), "Information literacy assessment: moving beyond computer literacy", College Student Journal, Vol. 43 No. 3, pp. 812-21*

Reports on a study of the IL skills of first-year students at Missouri State University, with some emphasis on the relationship between student performance and various demographic characteristics. Given the students' relatively poor performance on a standardized IL test (Education Testing Service's Information and Communications Technology exam), the authors conclude that pedagogical approaches should stress the complex concepts associated with IL, as opposed to more basic computer literacy skills.

*Hiller, S. (2009), Proceedings of The 2008 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment, Association of Research Libraries, Washington, DC, available at: <http://libraryassessment.org/bm~doc/proceedings-lac-2008.pdf>*

Includes the detailed proceedings of a 2008 conference in Seattle, Washington covering all aspects of assessment in academic libraries. Sponsored by the Association of Research Libraries, the University of Washington, and the University of Virginia, the conference featured several presentations specifically focused on IL assessment, as well as other potentially relevant presentations on usability, assessment methodology, and more.

*Holler, C.M. (2009), "Client-based projects and the ACRL information literacy competency standards for higher education", Behavioral and Social Sciences Librarian, Vol. 28 No. 1/2, pp. 7-22*

Reviews the literature on problem-based learning (PBL) projects and then highlights each of the ACRL IL Standards in light of how they apply to PBL projects and what a

librarian's role might be in each area. Finds that the librarians role in the first three standards is crucial, but the literature is sparser on the librarian role in the last two.

*Holman, L. (2009), "Millennial students' mental models of information retrieval", PhD thesis, University of Baltimore, Baltimore, MD*

Reports on a qualitative study exploring how first-year college students search for and retrieve information, focusing primarily on the patterns of thinking involved in these processes. The study identifies three "mental models" among millennial students that frame the manner in which these individuals seek information.

*Hoseth, A. (2009), "Library participation in a campus-wide teaching program", Reference Services Review, Vol. 37 No. 4, pp. 371-85*

Describes the Colorado State University Libraries' involvement in their campus teaching and learning unit's Master Teacher Initiative. The program, which has been successful in focusing awareness on teaching involves the distribution of weekly teaching tips and the organization of workshops. The libraries MTI coordinator has involved speakers from all over campus in the Libraries' workshops.

*Howrey, M.M. and Rachelson, E.S. (2009), Toward a "Lifetime of Literacies": Library Reading Circles for College Students, available at: [www.eric.ed.gov/PDFS/ED506075.pdf](http://www.eric.ed.gov/PDFS/ED506075.pdf)*

Reports on a case study of a reading circles program in which DeVry University students, faculty, and staff participate in events and activities related to a common book. Focusing on the development of multiple literacy skills for college and beyond, this "active learning partnership" provides the basis for library programming and has had a positive reception among students and faculty.

*Hunsaker, M., Howard, F., Liu, S. and Davis, J. (2009), "Digital learning objects: a local response to the California State University system initiative", New Library World, Vol. 110, pp. 151-60*

This case study describes how online instructional resources developed by librarians at San Jose State University function in relation to a resource-sharing project for IL at the state level. The authors not only demonstrate how local efforts effectively complement "core" resources within the larger project but also explain how Web 2.0 applications enhance IL instruction.

*Huwe, T.K. (2009), "Embrace the chaos", Computers in Libraries, Vol. 29 No. 3, pp. 25-7*

Argues that librarians need to "embrace the chaos" of rapid technological change in their provision of services such as instruction and reference. According to the author, the library should function as a "solutions lab" in which librarians and IT professionals, through collaborative and mobile technologies, implement dynamic approaches to research instruction.

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Ismail, L. (2009), "What they are telling us: library use and needs of traditional and non-traditional students in a graduate social work program", *The Journal of Academic Librarianship*, Vol. 35 No. 6, pp. 555-64

Marywood University surveyed Master of Social Work students to ascertain the library needs of nontraditional students. The results indicated that nontraditional students need extra assistance in using library resources and are more likely to need assistance during evening and weekend hours.

Issa, A.O., Blessing, A. and Daura, U.D. (2009), "Effects of information literacy skills on the use of e-library resources among students of the University of Ilorin, Kwara State, Nigeria", *Library Philosophy and Practice*, Vol. 11 No. 1, pp. 1-11

Reports on a study indicating that students at a Nigerian university do not possess adequate IL abilities and thus do not take full advantage of available online resources. The authors offer several recommendations for addressing this problem, including integrating IL into the university's learning objectives and cultivating new strategies for teaching and assessment.

Iton, I. (2009), "The unopened door: virtual reference and the Caribbean academic library", *Reference Librarian*, Vol. 50 No. 4, pp. 356-70

Describes the experience of Caribbean librarians and students in seeking information and notes that, for these groups for a variety of reasons, the most important resources are often still only available in printed or audiovisual format. Additionally, author notes a preference by students for face-to-face reference but that there is a growing population of distance learning students who will also need to be served.

Jacobs, H.L.M. and Jacobs, D. (2009), "Transforming the one-shot library session into pedagogical collaboration: information literacy and the English composition class", *Reference and User Services Quarterly*, Vol. 49 No. 1, pp. 72-82

The authors found many similarities between teaching English composition and teaching research. Many of these similarities can be applied across disciplines. By formal collaboration between disciplines, IL can fit into the overall academic learning environment and create a communal teaching philosophy across campus.

Janes, J. (2009), "At the last minute", *American Libraries*, Vol. 40 No. 4, p. 26

Based on findings by Project Information Literacy ([www.projectinfolit.org](http://www.projectinfolit.org)) that 80% of students wait until the last minute to start their research papers, author ponders the possibility of changing library services to match what students actually do (procrastinate) rather than basing services on what we want them to do.

Johnson, K. A. and Harris, S. R. (2009), *Teaching Literary Research: Challenges in a Changing Environment*, Association of College and Research Libraries, Chicago, IL

Divided into three sections, this book critically examines the role of the ACRL IL Standards in light of the challenges posed by current literary research and provides suggestions for emphasis and/or revision such as finding a research question rather than settle on a thesis statement, helping students to "slow down" in their reading and "eavesdrop" on literary "conversations" rather than focus on efficiency in their search.

*Johnson, W. (2009), "Developing an information literacy action plan", Community and Junior College Libraries, Vol. 15 No. 4, pp. 212-16*

Author encourages community college libraries to develop an information literacy action plan consisting of elements such as a faculty survey, program goals, marketing, and assessment. Author contends that this type of plan will allow for these libraries to more fully utilize the ACRL Competency Standards that many are already trying to incorporate into their instruction programs.

*Jones, G.J.F. (2009), "An inquiry-based learning approach to teaching information retrieval", Information Retrieval, Vol. 12 No. 2, pp. 148-61*

Describes author's experience of teaching information retrieval (IR) to computationally focused hard science students using inquiry-based study and outcome-based learning. Also provides detail about what author covered on the syllabus and how it was assessed. Author believes that his approach could be used with other types of students including library science students.

*Joranson, K. and Wider, E. (2009), "Librarians on the case", College and Research Libraries News, Vol. 70 No. 7, pp. 404-7*

Describes a program at the University of Pittsburgh Business Library where librarians team with the Career Services personnel to provide workshops that teach students IL skills that will prepare them for their interviews. The 60-minute workshop covered many facets of company research such as basic factual and financial information, SWOT and industry analyses, and asking informed questions at the end of the interview.

*Julien, H. and Pecoskie, J. (2009), "Librarians' experiences of the teaching role: grounded in campus relationships", Library and Information Science Research, Vol. 31 No. 3, pp. 149-54*

Explores the ways in which instructional librarians in Canadian academic libraries, based on qualitative data collected through personal interviews, envision and carry out their teaching responsibilities. Drawing primarily on sociological and anthropological interpretive frameworks, authors focus on the impact of problematic institutional power dynamics, which define librarians as subordinate to members of the teaching faculty and therefore threaten IL efforts.

*Kanyengo, C.W. (2009), "A library response to the massification of higher education: the case of the University of Zambia library", Higher Education Policy, Vol. 22 No. 3, pp. 373-87*

Discusses the University of Zambia Library's strategies for providing equitable access to resources in the face of increasing enrollment and limited library support. The author describes various strategies, such as the development of a work study program, and emphasizes the need for IL instruction suited to a diverse group of students.

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Kasinec, E. (2009), "How might one teach Slavic bibliography to the humanist and social scientist? A 'modest' critique of consumerism in Slavic bibliography", *Slavic and East European Information Resources*, Vol. 10 No. 2/3, pp. 125-33

Kasinec's 1978 groundbreaking article describing a new approach for IL delivery is reprinted for this special issue. Kasinec analyzed IL courses for Slavic studies at several US universities. He noted two main methods of delivering Slavic IL and alternately suggested a subject specific course in "bibliology" that would provide a more detailed instruction of Slavic resources.

Kesselman, M.A. and Sherman, A. (2009), "Linking information to real-life problems: an interdisciplinary collaboration of librarians, departments, and food businesses", *Journal of Agricultural and Food Information*, Vol. 10 No. 4, pp. 300-18

Describes the design and implementation by librarians and teaching faculty of a course, "Food and Nutrition Business Information and Communication", which emphasizes IL skills in a problem-based, discipline-specific environment. The authors discuss a variety of topics surrounding the course, including instructional technologies, assessment rubrics, and interdisciplinary collaborative efforts in which librarians play a pivotal role.

Klaib, F.J. (2009), "Provided information literacy instructions at private university libraries in Jordan and trends of Zarqa Private University students towards its objective achievements", *International Information and Library Review*, Vol. 41 No. 3, pp. 173-83

Author conducted survey of administrators and students and found that most universities offered tours, workshops, pathfinders, and individualized instruction as their primary means of IL instruction and that this instruction put more emphasis on the theoretical aspects. The practical aspects of IL were not as well covered and author offers some recommendations to address this.

Knecht, M. and Reid, K. (2009), "Revamping information literacy training: the advantages and challenges offered by CMS", *Indiana Libraries*, Vol. 28 No. 3, pp. 37-43

Describes the implementation of online IL modules at Henderson Community College, delivered via Blackboard's "eCommunity" feature. The authors discuss a variety of issues surrounding this successful, ongoing project, including assessment strategies, technological requirements, and labor and time commitments.

Knecht, M. and Reid, K. (2009), "Modularizing information literacy training via the Blackboard ecommunity", *Journal of Library Administration*, Vol. 49 Nos 1/2, pp. 1-9

The authors describe the development and implementation of online IL modules within the course management system at Henderson Community College in Kentucky. Focusing on both instruction and assessment, these popular modules facilitate librarian-faculty collaboration and provide useful feedback for students, librarians, and accrediting bodies.



*Knight, C. (2009), "Bibliographic instruction lessons from a new librarian", Southeastern Librarian, Vol. 57 No. 1, pp. 17-9*

Knight gives advice for conducting library instruction sessions to new librarians. Suggestions include searching topics of interest to students, limiting the number of handouts, allowing students time to practice their research, and showing enthusiasm for the library.

*Koltay, T. (2009), "Speculations in documentation: abstracting: information literacy on a professional level", Journal of Documentation, Vol. 65 No. 5, pp. 841-55*

Draws connections between IL and the analytical and communicative processes involved in writing abstracts. The author argues that the incorporation of abstracting into IL instruction can lead to improvements in students' linguistic and critical thinking skills.

*Korobili, S., Malliari, A. and Christodoulou, G.N. (2009), "Assessing information literacy skills in the Technological Education Institute of Thessaloniki, Greece", Reference Services Review, Vol. 37 No. 3, pp. 340-54*

By using a questionnaire, the authors explore the impact of previous library instruction on students' IL skills. Their analysis uncovered a slight increase in the abilities of students who had received previous instruction. Based on these findings, the authors assert IL needs to become a standard part of departments' course offerings.

*Kuhn, I. and Edwards-Waller, L. (2009), "You can lead a horse to water ... Are clinical students getting the message about the library and information skills support that is available?", New Review of Academic Librarianship, Vol. 15 No. 2, pp. 253-65*

Cambridge University Library's IRIS (Induction, Research and Information Skills) project, designed to assess students' research skills, is evaluated. Based on the results of an online survey, the authors discuss the effectiveness of the library's IL efforts and suggest alternate ways to reach students through technology.

*Kuhn, R. (2009), "Information literacy for law students: an approach to meeting the challenges of professional training and practice", Innovation, No. 38, pp. 50-65*

Discusses the challenges associated with higher education in South Africa within the context of teaching "legal information literacy" in an undergraduate law program. The author describes a well-received, problem-based IL module, which includes a formal legal writing component.

*Lapp, E. and Platte, M. (2009), "Piloting a national online tutorial in Slavic information literacy: the LOTSE-Slavic studies project at Bochum University Library, Germany", Slavic and East European Information Resources, Vol. 10 Nos 2/3, pp. 257-66*

The online tutorial LOTSE (Library Online Tour and Self-Paced) contains a variety of modules for teaching students about locating resources for Slavic study. The tutorial can be used by individuals or as a classroom component. Based on positive initial feedback, the library hopes to continually improve, expand, and update the tutorial.

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Lapuz, E.B. (2009), *Teaching Web 2.0 Applications in the Planning and Development of Information Literacy Programs: Reaching Out to Librarians and Information Professionals*, available at: [www.iatul.org/doclibrary/public/Conf\\_Proceedings/2009/Lapuz-text.pdf](http://www.iatul.org/doclibrary/public/Conf_Proceedings/2009/Lapuz-text.pdf)

Argues that librarians should address the needs of net generation students by incorporating interactive Web 2.0 tools into IL instruction. The author, a librarian at the University of the Philippines, describes a series of workshops she gave on Web 2.0 and discusses some potential IL applications for blogs, wikis, and other technologies.

Lieberthal, S.P. (2009), *"Teaching undergraduate business students to access public company information: assessing students' use of library resources"*, *Journal of Business and Finance Librarianship*, Vol. 14 No. 3, pp. 230-47

User satisfaction surveys given to Stony Brook University BUS110 students at the end of a one-shot instruction session and again at the end of the semester found that most students used the databases they were taught. Students maintained an overall favorable view of both the library and the instruction session.

Lietzau, J.A. and Mann, B.J. (2009), *"Breaking out of the asynchronous box: using web conferencing in distance learning"*, *Journal of Library and Information Services in Distance Learning*, Vol. 3 Nos 3/4, pp. 108-19

Explores the University of Maryland's use of web conferencing software to deliver real-time IL sessions to distance education students. The authors experimented with a variety of options and recorded the sessions for future playback. The sessions were well attended and assessments indicated students preferred the web conferencing, over a text only course.

Lillard, L.L. et al. (2009), *"Embedded librarians: MLS students as apprentice librarians in online courses"*, *Journal of Library Administration*, Vol. 49 Nos 1/2, pp. 11-22

MLS students at Emporia State University enrolled in a class to become the "embedded" librarian of a Masters level nursing class at Central Missouri State University. Results found that the nursing students rarely used the services of the embedded librarian, but both sides thought that it was a useful service to offer. The findings echo previous versions of this experiment.

Lo, L.S. and Dale, J.M. (2009), *"Information literacy 'learning' via online tutorials: a collaboration between subject specialist and instructional design librarian"*, *Journal of Library and Information Services in Distance Learning*, Vol. 3 Nos 3/4, pp. 148-58

The authors developed a series of online IL tutorials for an Introduction to American Ethnic Studies course at Kansas State University. The tutorials were created around the idea of flexibility and continuous availability. The authors contend these new approaches are needed because higher education is moving towards a "distributed learning model" that library instruction should also embrace.

Loertscher, D.V. (2009), *"The front end load of student research"*, *Teacher Librarian*, Vol. 36 No. 4, pp. 42-3

Based on a study by Alison Head and Michael Eisenberg (2009), Loertscher summarized common problems incoming freshman face with conducting research.

Frustrations included information overload, inability to locate a needed source, and the need to employ different research methods for different courses. This problem is exacerbated by professors giving poorly planned assignments and not helping students develop and direct their research.

Louw, J. et al. (2009), "*Instructional technologies in social science instruction in South Africa*", *Computers and Education*, Vol. 53 No. 2, pp. 234-42

Explores how academics in the social sciences in eight South African universities employ technology in their teaching practice. Finding that technology is not often used to teach skills in IL, critical thinking, or other areas, the authors point to various barriers (including technological limitations and lack of expertise) that prevent instructors from fully integrating technology into learning activities, despite their interest in doing so.

Love, E. and Edwards, M.B. (2009), "*Forging inroads between libraries and academic, multicultural and student services*", *Reference Services Review*, Vol. 37 No. 1, pp. 20-9

Love and Edwards describe a University of Illinois endeavor to increase IL instruction by working with student services organizations. They found these groups very receptive and believe it is an excellent avenue to spread IL skills outside the traditional classroom setting.

McCabe, J. and Wise, S. (2009), "*It's all fun and games until someone learns something: assessing the learning outcomes of two educational games*", *Evidence Based Library and Information Practice*, Vol. 4 No. 4, pp. 6-23

Two educational games (identifying different types of citations and choosing key concepts for a search) were evaluated for enjoyment and effectiveness. Results of a pre- and post-test comparisons (for the citation game) and search speed and satisfaction (with the keyword game) showed that both games improved students' performance in comparison with students who did not play the games or with students' pre-game performance. Authors conclude that games can be both effective and fun but should be used with care.

McGuinness, C. (2009), "*Information skills training practices in Irish higher education*", *Aslib Proceedings*, Vol. 61 No. 3, pp. 262-81

Survey of librarians ( $n = 77$ ) showed 70 percent of librarians have some involvement in Information Skills Training (IST) and 77 percent believe that it is a "very important" or "absolutely essential" aspect of their jobs. Author also found that most librarians had little formal training in instruction and that traditional non-integrated methods of instruction still are popular and that formal assessment is not widely practiced.

McKnight, M. and Hagy, C.R. (2009), "*The research imperative: Medical Library Association policy and the curricula of schools of library and information science*", *Journal of the Medical Library Association*, Vol. 97 No. 2, pp. 134-6

Article discusses the need for research-focused courses in MLS programs. A survey found that most library schools offer, but few require a research methods course for graduation. This directly contrasts the "The Research Imperative" policy statement issued by the Medical Library Association (MLA).

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Macaulay, P. and Green, R. (2009), "Can our relationships be reconceptualized? Librarians, information literacy, and doctoral learners", *Journal of Education for Library and Information Science*, Vol. 50 No. 2, pp. 68-78

Two related studies examined new PhD candidates' IL skills. The studies concurred that most PhD students are already savvy information seekers and do not need extra IL instruction. Students' backgrounds and specific needs should be considered when developing IL instruction.

Macdonald, K. (2009), "Out of the boot camp and into the chrysalis: a reflective practice case study", *Australian Library Journal*, Vol. 58 No. 1, pp. 17-27

Librarian explores her "accidental" role as a teacher through the metaphor of a drill sergeant and the experience of the one-shot as a kind of "boot camp" for students to empower them with the skills they need to go to "battle" (complete their research assignment) effectively. Through this exploration, the author comes to embrace her role as a teacher and realizes that, while she initially viewed her teaching as "prescriptive", she actually uses a variety of methods to reach students.

Macfarlane, A. (2009), "Teaching mathematics for search using a tutorial style of delivery", *Information Retrieval*, Vol. 12 No. 2, pp. 162-78

In teaching mathematical concepts in the context of information retrieval to LIS graduate students, author compared two different teaching styles (active tutorial method using groups or lecture) and found that the former produced better assessment results as well as better student satisfaction. The tutorial style of instruction was also shown to have a greater effect on the learning of less well-prepared students.

Macmillan, D. (2009), "Letting the genes out of the bottle: making the most of free bioinformatics information", *IATUL Proceedings*, Vol. 2009, pp. 64-9

Provides a rationale for integrating freely available online resources into IL instruction in bioinformatics, using an upper-division course in genetics at the University of Calgary as a case study. The author describes in-class activities for tools such the Online Mendelian Inheritance in Man (OMIM) that allow students to seek and use information in a manner similar to professionals in molecular biology.

Macmillan, M. (2009), "Watching learning happen: results of a longitudinal study of journalism students", *Journal of Academic Librarianship*, Vol. 35 No. 2, pp. 132-42

The author reports on a five-year qualitative study that tracked changes in information use among undergraduate students in a journalism program. Based on an analysis of student responses to a self-assessment instrument, the findings not only show that students' IL skills generally improve during their studies but also provide data that librarians can use to develop more effective pedagogical strategies.

Machin, A.I., Harding, A. and Derbyshire, J. (2009), "Enhancing the student experience through effective collaboration: a case study", *New Review of Academic Librarianship*, Vol. 15 pp. 145-59

Describes the development and implementation of "Foundations of Learning and Collaborative Working", an educational module for undergraduate professional programs. Collaboratively designed and delivered by librarians and teaching faculty,

the module emphasizes IL skills for lifelong learning and demonstrates the value of a symbolic interactionist approach to collaboration.

*Maehre, J. (2009), "What it means to ban Wikipedia: an exploration of the pedagogical principles at stake", College Teaching, Vol. 57 No. 4, pp. 229-36*

Asserts the value of Wikipedia and other user-generated resources as teaching tools, arguing against what the author sees as counterproductive and damaging prohibitions of these resources by librarians and other educators. Drawing on prominent theorists such as Linda Elder, Richard Paul, and Paulo Freire, the author shows how Wikipedia's unique features can be used to foster critical thinking.

*Malvasi, M., Rudowsky, C. and Valencia, J.M. (2009), Library Rx: Measuring and Treating Library Anxiety: A Research Study, Association of College and Research Libraries, Chicago, IL*

Reports on a Slippery Rock University study of Millennial students' levels of library anxiety, focusing on the effects of various instructional interventions aimed at reducing such anxiety and creating an environment more conducive to the development of IL. The researchers found that online tutorials and classroom instruction were most effective in reducing library anxiety among first-year students.

*Manus, S.J.B. (2009), "Librarian in the classroom: an embedded approach to music information literacy for first-year undergraduates", Notes, Vol. 66 No. 2, pp. 249-61*

Growing faculty frustration with the quality of student research papers created an opportunity for the author to create a sequenced IL instruction program in four core music history and literature courses that resulted in much improved student IL skills. The author also embedded herself in the introductory course serving as a co-instructor with several sections, including designing and grading research assignments.

*Markey, K. et al. (2009), "Will undergraduate students play games to learn how to conduct library research?", The Journal of Academic Librarianship, Vol. 35 No. 4, pp. 303-13*

This study concluded that successful IL games incorporate research tools needed for the assignments. The authors found that larger, encompassing games were not as effective as a series of smaller games that address a particular piece of the assignment. They also believe students' reflection and discussion of the gaming experience are important pieces of the instruction process.

*Martin, C.K. et al. (2009), "Closing the gap: investigating the search skills of international and US students: an exploratory study", Library Philosophy and Practice, Vol. 11 No. 2, pp. 1-17*

Article recounts a study examining the library skills of international students as compared to the skills of their American counterparts. Results indicated that both groups seek information in the same manner and their skills and weaknesses were comparable.

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Martin, P.N. (2009), "Societal transformation and reference services in the academic library: theoretical foundations for re-envisioning reference", *Library Philosophy and Practice*, Vol. 11 No. 1, pp. 1-8

Argues that librarians must adapt more effectively to the ways people interact with information in light of large-scale social changes, and the author recommends an approach to reference and IL that genuinely engages with the complexities of the information universe, attends to the context of online information seeking, and presents the library as lively and accessible.

Mascilongo, J. (2009), "A rude awakening leads to opportunity at VU", in *Cite*, Vol. 30 No. 9, pp. 13-14

In 2007, Victoria University of Technology (Australia) found that the results of their annual survey showed that students were not satisfied with the quality of library skills instruction they had participated in; consequently, the university conducted an Information Literacy Review and collaborated with a survey firm to create an effective survey and analysis which would help them improve their program.

Meyer, S. (2009), "Using a web services architecture with me, myself and I", *Code4Lib Journal*, No. 7, p. 7

Describes the implementation of a new architecture for course-specific library web pages at the University of Wisconsin-Madison. The author focuses primarily on the technical details of this process, which involves the delivery of customized informational and instructional content via an online interface.

Michel, J.P., Hurst, S. and Revell, A. (2009), "Vodcasting, iTunes U, and faculty collaboration", *E-JASL: The Electronic Journal of Academic and Special Librarianship*, Vol. 10, available at: [http://southernlibrarianship.icaap.org/content/v10n01/michel\\_j01.html](http://southernlibrarianship.icaap.org/content/v10n01/michel_j01.html)

Describes a project in which librarians at Miami University (Ohio) embedded video tutorials in Blackboard and iTunes U. Focusing on library resources relevant to specific courses, the tutorials have enhanced IL instruction in various ways and contributed positively to interactions with teaching faculty.

Miller, T.T. (2009), "Information literacy for Slavic studies faculty: a multi-tiered approach to better communication", *Slavic and East European Information Resources*, Vol. 10 No. 2/3, pp. 235-43

This literature review examines faculty research habits and suggests ideas for Slavic librarians to incorporate the findings into their IL instruction. Suggestions include developing a rapport with faculty, using Web 2.0 tools, and employing one-on-one instruction when needed.

Millet, M.S., Donald, J. and Wilson, D.W. (2009), "Information literacy across the curriculum: expanding horizons", *College and Undergraduate Libraries*, Vol. 16 No. 2/3, pp. 180-93

Describes the goals, plans, and new personnel at Trinity University that were created to integrate IL into the liberal arts curriculum as a part of the university's re-accreditation process. Through a series of workshops and curriculum grants in the



first year of the five-year effort, 19 courses spanning all levels have been created or revised to include IL.

*Mitchell, E.T. and Smith, S.S. (2009), "Bringing information literacy into the social sphere: a case study using social software to teach information literacy at WFU", Journal of Web Librarianship, Vol. 3 No. 3, pp. 183-97*

Describes a Wake Forest University one-hour credit IL class that featured Facebook and other Web 2.0 tools. The authors discuss the pros and cons of using social networking tools for instruction and give an analysis of the course based on pre- and post-class student surveys.

*Moore, A.C. and Wells, K.A. (2009), "Connecting 24/5 to millennials: providing academic support services from a learning commons", Journal of Academic Librarianship, Vol. 35 No. 1, pp. 75-85*

The authors report the findings from a survey distributed over the course of a single day to users of the W.E.B. Du Bois Library at the University of Massachusetts Amherst. Based on the collected data regarding user perceptions of the library, including the finding that users generally prefer to receive help in person, the authors assert the value of the Learning Commons area.

*Morrison, R. (2009), "Culturally-relevant information literacy: a case study", EdD thesis, National-Louis University, Chicago, IL*

Presents a qualitative study of Hispanic college students' information-seeking behavior, grounded in critical theory and critical race theory. Finding that cultural and ideological factors play a central role in information seeking and knowledge construction, the author argues against the ACRL Information Literacy Competency Standards for Higher Education as a universal framework for IL and recommends that librarians and other educators adopt more contextualized pedagogical approaches.

*Mortimore, J.M. and Wall, A. (2009), "Motivating African-American students through information literacy instruction: exploring the link between encouragement and academic self-concept", Reference Librarian, Vol. 50 No. 1, pp. 29-42*

Recent research found teacher involvement is closely linked to academic success for African-American students. The Holgate Library at Bennett College for Women in Greensboro, NC experimented with this concept by expanding IL instruction to a group of 650 African American women. They found that their efforts had a positive effect on the students' academic performance, which was corroborated by the faculty.

*Moton, D. and Dumler, G. (2009), Navigating America: Information Competency and Research for the Twenty-first Century, McGraw-Hill, Princeton, NJ*

Provides college students with instruction in research-based writing, with sections on the research process and source documentation, as well as readings on various media-related topics. This textbook employs "information competence" as its central framework, aiming to help students understand and evaluate information in diverse contexts.

Mounce, M. (2009), "Academic librarian and English composition instructor collaboration: a selective annotated bibliography 1998-2007", *Reference Services Review*, Vol. 37 No. 1, pp. 44-53

Highlights of the bibliography include discussion of freshman year English composition courses, formal collaboration through several class sessions, mentoring, and non-traditional campuses.

Mueller, D.M. (2009), *Pushing the Edge: Explore, Engage, Extend: Proceedings of the 14th National Conference of the Association of College and Research Libraries*, Seattle, WA, March 12-15, *Association of College and Research Libraries, Chicago, IL*

The conference's IL highlights include sessions discussing "Workplace Information Literacy: Cultivation Strategies for 'Working Smarter' in Twenty-first Century Libraries", "Beyond Literacy: Are Reading and Writing Doomed?" and "Social Networking Literacy Competencies for Librarians: Exploring Considerations and Engaging Participation".

Murphey, R.M. and Greenwood, J.T. (2009), "Feasibility of analyzing interlibrary loan requests to determine instruction needs", *Journal of Access Services*, Vol. 6 No. 3, pp. 359-87

By examining ILL denials, authors found that patrons frequently requested titles the library actually owns, particularly after the title was switched to an e-only format. They discovered database design often influenced the thoroughness of a patron's search before submitting a request. Based on the analysis, the authors developed an instruction-based response to the problem.

Nelson, M.S. (2009), "Teaching interview skills to undergraduate engineers: an emerging area of library instruction", *Issues in Science and Technology Librarianship*, Vol. 58, available at: [www.isrl.org/09-summer/refereed3.html](http://www.isrl.org/09-summer/refereed3.html)

Describes how engineering librarians can use their reference interview/IL skills to teach engineering students the "art" of successful interview techniques, as this type of instruction is lacking in most engineering programs.

Ngcobo, N. and Hoskins, R. (2009), "Problem-based learning (PBL) and medical school libraries in South Africa", *Mousaion*, Vol. 27 No. 2, pp. 110-31

Survey of medical school librarians in South Africa (n = 13) showed that most librarians had been affected by the recent introduction of PBL into the curriculum and that this increased the demand for and altered the type of IL instruction that they offered. They noted that librarians needed specific knowledge and skills to support PBL effectively.

Ngulube, P., Shezi, M. and Leach, A. (2009), "Exploring network literacy among students of St Joseph's Theological Institute in South Africa", *South African Journal of Library and Information Science*, Vol. 75 No. 1, pp. 58-69

Survey of theology students (n = 65) in 2007 revealed that 52 percent had used the internet and that reasons for not using it included lack of formal training/instruction and access issues. Most of the ones who used the internet were self-taught and had

limited IL abilities (formulating search queries and evaluating the information they found).

*Nichols, J.T. (2009), "The three directions: situated information literacy", College and Research Libraries, Vol. 70 No. 6, pp. 515-30*

Describes a model for conceptualizing IL at the college level, emphasizing the model's implications for curricular design and assessment. Based on case studies of upper-division undergraduate students, this "3 Directions" model focuses on the development of students' IL practices within particular disciplines, attempting to contextualize rather than universalize the research experience.

*Norris, T.D. (2009), "Information literacy: adaptability and authenticity – using the next generation's powers for good, not evil", Theological Librarianship, Vol. 2 No. 2, pp. 1-2*

Brief article urging librarians to be adaptable to the needs of the next generation of students by finding what technologies work for both students and the library rather than ask one to adapt to the other and noting that students are likely to be more receptive to librarians who explain the "why" of research.

*Nyrose, E. (2009), "The importance of wisdom in information literacy", Christian Librarian, Vol. 52 No. 3, pp. 85-92*

Using focus groups at three small faith-based colleges in Canada, author found that the concept of wisdom did not seem foreign or unusual to the students and that, if they had the time, they, in large part attempted to apply the concept to evaluating the material they found in their research. Author considers how wisdom and critical thinking might be related, and speculates that since the idea of wisdom is already familiar to Bible college students, they might be at an advantage when it comes to internet research.

*Oakleaf, M. (2009), "The information literacy instruction assessment cycle: a guide for increasing student learning and improving librarian instructional skills", Journal of Documentation, Vol. 65 No. 4, pp. 539-60*

Describes a model for IL assessment and demonstrates the value of that model by way of a case study at North Carolina State University. The author focuses on the use of rubrics to assess student learning in relation to an online tutorial, explaining how librarians employed this assessment feedback to revise and enhance their teaching strategies.

*Oakleaf, M. (2009), "Using rubrics to assess information literacy: an examination of methodology and interrater reliability", Journal of the American Society for Information Science and Technology, Vol. 60 No. 5, pp. 969-83*

Advocates the use of rubrics, rather than tests, in the evaluation of IL skills, emphasizing the role of rubrics in areas such as feedback provision and the development of shared values among educators. Citing reliability as a key concern in rubric-based assessment and reporting on a study of interrater reliability at North Carolina State University, the author argues that, with proper training, librarians can improve IL instruction with rubrics.

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Oakleaf, M. and Hinchliffe, L. J. (2008), *Assessment Cycle or Circular File? Do Academic Librarians Use Information Literacy Assessment Data?*, *Association of Research Libraries*, available at: [www.meganoakleaf.info/circularfile.pdf](http://www.meganoakleaf.info/circularfile.pdf)

Alumni of the ACRL Immersion Institute were surveyed about their assessment practices and results showed that 76 percent reported assessing information literacy skills and 86 percent report having the results of those assessments. Only 82 percent report using the results of the assessments and the barriers to doing so were listed as lack of time, resources, and knowledge. Authors advocate education, prioritization, coordination, and collaboration to correct this situation.

Oakleaf, M. and Kaske, N. (2009), *"Guiding questions for assessing information literacy in higher education"*, portal: Libraries and the Academy, Vol. 9 No. 2, pp. 273-86

Provides and explains a series of questions intended to help librarians determine the most suitable IL assessment method for a particular institution or program. The questions focus on a variety of issues pertinent to assessment, including but not limited to learning outcomes, institutional accountability, audience, and cost.

Oldham, B.W. and Skorina, D. (2009), *"Librarians and instructional technologists collaborate: working together for student success"*, College and Research Libraries News, Vol. 70 No. 11, pp. 634-7

Discusses several collaborative projects between academic librarians and instructional technologists at the authors' respective institutions. Demonstrating the value of such collaboration, these projects include the development of new instructional materials within course management systems and the creation of survey tools.

O'Malley, M. (2009), *"Information literacy grown up: one-shot instruction to credit-bearing course"*, Kentucky Libraries, Vol. 73 No. 4, pp. 16-19

Article focuses on the challenges and successes of the librarian-taught Introduction to Information Resources class at Jefferson Community and Technical College (JCTC) in KY. Assessment shows the classes' research skills improved. A class approach offers vastly more in-depth research training and practice than one-shot IL sessions.

O'Neill, L. (2009), *"Scaffolding OpenURL results: a call for embedded assistance"*, Internet Reference Services Quarterly, Vol. 14 Nos 1/2, pp. 13-35

Usability testing with five users demonstrated that users do not voluntarily make use of a librarian-created help guide and even when made known of its existence, no user was able to apply information learned from the guide to address the problem they were having. Authors call for the creation of embedded help, tips, and definitions in order to help users understand the context of where they are in the OpenURL menus.

Oud, J. (2009), *"Guidelines for effective online instruction using multimedia screencasts"*, Reference Services Review, Vol. 37 No. 2, pp. 164-77

Mines the literature of cognitive psychology to create guidelines such as minimize content-related activity and extraneous loads of tutorial users. The literature also indicates it is important to have a good understanding of the knowledge level of your target audience, to include interactivity and learner control, to make the tutorial

engaging and relevant, provide opportunities for feedback, and structure the tutorial along Bloom's taxonomy.

Özdemir, S.M., Akbas, O. and Çakir, R. (2009), "A study on the relationship between pre-service teachers' information literacy skills and their attitudes towards distance education", *Procedia – Social and Behavioral Sciences*, Vol. 1 No. 1, pp. 1648-52

Pre-service teachers ( $n = 235$ ) were surveyed using a Distance Learning Attitude scale and an Information Literacy scale. Results showed that teachers scored well on the "doing assignments" and "interpreting information" aspects of the IL scale but not as well on "identifying the need for information" and "searching for information".

Pan, D., Valliant, M. and Reed, B. (2009), "Creative collaboration: developing a partnership with an academic advisor to promote information literacy and student success", *College and Undergraduate Libraries*, Vol. 16 No. 2/3, pp. 138-52

Authors describe three successful collaborations between the librarians and the academic advising/support center on the campus of a small, private, not-for-profit university. Librarians tested entering students' IL skills and noticed a correlation between students with low scores and low grades resulting in the identification of students who were then contacted by academic support for further help.

Passman, T. and Green, R.A. (2009), "Start with the syllabus: universal design from the top", *Journal of Access Services*, Vol. 6 No. 1/2, pp. 48-58

Advocates an instructional approach to IL and other subjects based on universal design, a framework for developing more accessible learning environments for all students, including those with disabilities. The authors provide a general overview of the key concepts of universal design and discuss a syllabus template employed at the University of Maine to foster accessibility in both face-to-face and online courses.

Patterson, A. (2009), "A needs analysis for information literacy provision for research: a case study in University College Dublin", *Journal of Information Literacy*, Vol. 3 No. 1, pp. 5-18

PhD students' research needs are documented in their personalized Research and Professional Development Plans (RPDPs). However, libraries do not know each student's research plan, IL requirements, or information seeking proficiency. Author suggests creating a "baseline" core competency for new PhD students to improve overall IL.

Patterson, D. (2009), "Information literacy and community college students: using new approaches to literacy theory to produce equity", *Library Quarterly*, Vol. 79 No. 3, pp. 343-61

Concerned with issues of educational equity, information access, and institutional authority, this article applies French philosopher Jean-Luc Nancy's work on globalization to both the history of librarianship and current IL instruction in community colleges. The author argues that librarians at the community college level can promote students' future success by encouraging them to think more critically about information and to participate actively in the creation of knowledge.

Pierce, D.L. (2009), "Influencing the now and future faculty: retooling information literacy", *Notes*, Vol. 66 No. 2, pp. 233-48

Author discusses her collaboration with a faculty member and her subsequent 90-minute class session for his Teaching Music in Higher Education course where she modeled best practice in IL instruction for the students who were future music educators. Includes five suggestions for advancing music IL and further readings.

Pierce, J.B. (2009), "It's not all fun and games", *American Libraries*, Vol. 40 No. 4, p. 61

Brief article discussing the growing interest in gaming as a teaching tool and an avenue for serious scholarship in academic research libraries.

"Political science research competency guidelines" (2009), *College and Research Libraries News*, Vol. 70 No. 1, pp. 38-51

These guidelines, which are based on the ACRL IL Standards, provide both discipline-specific outcomes and examples for librarians working with political science faculty. The introduction states there has been an increased focus on IL in the American Political Science Association and, while the curriculum as a whole still is not agreed on by the discipline, many programs are requiring a research methods course where these guidelines could be used to define and assess students' skills.

Polkinghorne, S. and Hoffman, C. (2009), "Crown jewel or pure evil? Wikipedia through an information literacy lens", *Feliciter*, Vol. 55 No. 3, pp. 101-3

Authors examine librarian rhetoric surrounding Wikipedia and find that, similar to other social web tools, the rhetoric has shifted from these resources as marketing tools to their use as pedagogical tools.

Primary Research Group (2009), *The Survey of American College Students: Student Evaluation of Library Information Literacy Instruction*, Primary Research Group, New York, NY

Survey of students at 450 US colleges and universities showed that, although many students were generally satisfied with library services, over 10 percent were dissatisfied with IL instruction and over 6% were dissatisfied with reference services while 40 and 30 percent respectively found these services only "acceptable". Data are broken down by a variety of factors, including gender, institution type, age, major, GPA, family income, and religious/political views.

Primary Research Group (2009), *The Survey of American College Students: Student Library Research Practices and Skills*, Primary Research Group, New York, NY

Survey of students at 450 U.S. colleges and universities which examines students' use of librarians and library resources broken down by age, gender, GPA, type of institution, etc. Highlights include over half of the students have never been required to turn in a ten + page research paper, students with higher GPAs are more likely use the library's resources, and that students in performing arts and education had the least thorough understanding of plagiarism.



*Primary Research Group (2009), The Survey of Higher Education Faculty. Use of Library Reference, Info Literacy and Subject Specialist Staff, Primary Research Group, New York, NY*

Based on a survey of more than 550 higher education faculty in the United States and Canada, data show that almost 71% have used their institutions' virtual reference desk services, approximately only 38% of faculty believed that they had a subject specialist in their area in the library. Faculty at research universities were the least likely to have added an IL component to their class, and private university faculty were much more likely to make use of their subject specialist.

*Rao, S., Cameron, A. and Gaskin-Noel, S. (2009), "Embedding general education competencies into an online information literacy course", Journal of Library Administration, Vol. 49 No. 1/2, pp. 59-73*

Describes how IL, critical thinking, and other general education competencies are assessed in an online course designed primarily for international distance learners at Mercy College. Despite creating some difficulties in terms of time management and content coverage, the integration of these competencies into the librarian-taught course has ultimately benefited both students and instructors.

*Reedy, K. and Belk, D. (2009), "The evolving information professional: the changing role of the Open University subject librarian", SCONUL Focus, No. 45, pp. 20-3*

The article examines the evolution of the Open University (OU) in Milton Keynes, England. The development of new Web 2.0 technologies transformed subject librarians into "information managers" who increasingly employ these new technologies to expand IL instruction to more off campus users.

*Richardson, L.M.-W.H. (2009), Information Skills for Education Students, Learning Matters, Exeter*

The study guide describes skills key to achieving overall information literacy. Students are guided to effectively find, assess, and use information. It includes examples, tips, and practical applications.

*Riehle, C.F. and Witt, M.C. (2009), "Librarians in the hall: instructional outreach in campus residences", College and Undergraduate Libraries, Vol. 16 No. 2/3, pp. 107-21*

Two librarians who were resident hall "faculty fellows" worked with the residence hall administration and assistants to host five "Research Project Survival Sessions" in the halls. Purely voluntary, the sessions were attended on average by 22 students and covered planning one's research process, identifying credible sources of information, determining quality and currency, plagiarism avoidance, and asking for help. Librarians hope to turn session materials into online tutorials.

*Robertson, M.J. (2009), "Using diffusion of innovations to explore digital gaming in undergraduate library instruction", PhD thesis, University of North Texas, Denton, TX*  
Assessed undergraduate technology preferences, including digital gaming, for receiving library instruction. Based on his findings, author argues that instead of focusing on traditional one-shot instruction sessions, libraries should instead promote

resource evaluation. He also contends that a "3-D immersive" environment is the best approach to incorporate gaming into the library.

*Robertson, M.J. and Jones, J.G. (2009), "Exploring academic library users' preferences of delivery methods for library instruction", Reference and User Services Quarterly, Vol. 48 No. 3, pp. 259-69*

A study assessed user preferences for mediums of instruction. The authors discovered that users vastly preferred digital gaming technologies and a 2D web approach over audio-only choices. Findings suggest that instruction librarians should re-evaluate their methods of delivery and further explore these new options.

*Rollins, D.C. et al. (2009), "Are we there yet? The difficult road to re-create information literacy", portal: Libraries and the Academy, Vol. 9 No. 4, pp. 453-73*

Discusses the progress and current state of IL programs in academic institutions in Louisiana, using the results of three separate surveys (from 2002, 2006, and 2008). Focusing on the role of IL in the larger general education curriculum, the authors observe some improvements over time in terms of extending IL beyond the narrow boundaries of the library; however, they also see a significant need for greater and more effective collaboration at the institutional level.

*Roselle, A. (2009), "Preparing the underprepared: current academic library practices in developmental education", College and Research Libraries, Vol. 70 No. 2, pp. 142-56*

Discusses the results of an interview-based study exploring the contributions of academic libraries to developmental education programs in the US. Finding that librarians provide important instructional services to developmental students and engage in a variety of other activities geared towards student success, the author argues that librarians must do more to make their contributions more widely known within the larger educational community.

*Rumble, J. and Noe, N. (2009), "Project SAILS: launching information literacy assessment across university waters", Technical Services Quarterly, Vol. 26 No. 4, pp. 287-98*

Describes how Auburn University piloted Project SAILS, an instrument developed by Kent State to measure IL skills. As a result of the test, librarians reinforced relationships with administrators outside the library, created campus-wide discussion of IL, and showcased the value of teaching assessment.

*Rushing, J., Scott, R. and Williams, J. (2009), "From 0 to 200! Building an information literacy program from the ground up!", Tennessee Libraries, Vol. 59 No. 2, available at: [www.tnla.org/displaycommon.cfm?an=1&subarticlenbr=295](http://www.tnla.org/displaycommon.cfm?an=1&subarticlenbr=295)*

Describes the implementation of an integrated IL plan that stemmed from Belmont College's participation in the ACRL "Transformation of the College Library Workshop" and that has components in two first-year classes as well as two upper level classes along with an online test at the end of the first year.

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Russell, P. (2009), "Why universities need information literacy now more than ever", *Feliciter*, Vol. 55 No. 3, pp. 92-4

Author uses the research contained in three multidisciplinary books (Proust and the Squid: The Story and Science of the Reading Brain, Five Minds for the Future, and Learning to Think) as a common language with university instructors rather than using the language of IL, which doesn't resonate as well the author feels because it is too connected with library and information science.

Saad, M.S.M. and Zainab, A.N. (2009), "An investigation of information-seeking behaviour of computer science and information technology undergraduates: a qualitative approach", *Malaysian Journal of Library and Information Science*, Vol. 14 No. 3, pp. 15-34

In a qualitative study using diaries and in-depth interviews of 14 final year students at the University of Malaya, authors found that all of the students used the internet as their primary source of information for their final projects, followed closely by their instructor and their friends. Books were the primary library materials they used and they did not use libraries, journal articles, or librarians to any great extent in their information search.

Sadioglu, Ö., Ipek, N. and Derman, M.T. (2009), "Determining the information literacy skills of teacher candidates for the sustainability of quality in education", *Procedia – Social and Behavioral Sciences*, Vol. 1 No. 1, pp. 1455-9

Study of first- and fourth-year education students ( $n = 180$ ) at Uludag University (Turkey), which used a questionnaire called the "Information Literacy Survey" to gather data, showed no significant differences overall in IL skills between beginning and advanced students, nor between genders, but it did find an overall difference between two departments. Authors call for curriculum and assignment integrated IL training and better library resources.

Salinero, D. and Beardsley, C. (2009), "Enhancing the academic experience: the library and campus engagement", *College and Research Libraries News*, Vol. 70 No. 3, pp. 150-2

The adoption of student engagement as their university's accreditation Quality Enhancement Plan theme resulted in the library at Delta State University re-thinking its activities and adding several new ones. Continuing activities included their research appointment service and for-credit IL course, while new activities included adding a librarian to the campus-wide Student Engagement Committee (SEC), taking an active interest in the first-year Emerging Scholars course and serving as course mentors.

Saunders, L. (2009), "The future of information literacy in academic libraries: a Delphi study", *portal: Libraries and the Academy*, Vol. 9 No. 1, pp. 99-114

Speculating on the various ways that academic librarians might provide or influence IL instruction in the next ten years and beyond, this article reports findings from a survey in which a group of leading IL authorities were asked to comment on several "proposed futures" for their field. Based on participant responses that ultimately suggest a future defined by increased collaboration with teaching faculty, the author recommends that

librarians strengthen their knowledge of pedagogy, assessment, and instructional technology, as well as develop a shared conception of IL.

Schuetz, C. (2009), "*Not your parents' chemistry class*", *College and Research Libraries News*, Vol. 70 No. 9, pp. 522-5

At Baylor University, a librarian, two chemistry graduate students, and an English faculty member collaborated to change the curriculum (of an intro organic chemistry class) from handouts and lab reports to one in which students received IL skills instruction and wrote several lengthier library-research-based assignments. The percentage of students passing the class went from 60 to 85 percent, and authors note that word of this success has spread, resulting in additional instruction requests from other departments.

Sciammarella, S. (2009), "*Making a difference: library and teaching faculty working together to develop strategies in dealing with student plagiarism*", *Community and Junior College Libraries*, Vol. 15 No. 1, pp. 23-34

Collaborative efforts between librarians and teaching faculty can be productive in dealing with plagiarism problems. One example is working together to develop assignments that are not conducive to plagiarism, but other suggestions for recognizing and options for dealing with plagiarism once it is identified are also discussed.

Senior, H. et al. (2009), "*Three times a study: business students and the library*", *Journal of Business and Finance Librarianship*, Vol. 14 No. 3, pp. 202-29

A study compared current business grad students' perception and knowledge of library sources and services to students from 30 years ago. Results showed that today's students had more IL instruction and better understand the importance of the library in research. Students from 30 years ago were more likely to stay abreast of current literature.

Shelton, K.a.Y. (2009), "*Library outreach to part-time and distance education instructors*", *Community and Junior College Libraries*, Vol. 15 No. 1, pp. 3-8

Discusses ways to promote library services to community college instructors who teach distance classes and therefore rarely visit campus. Noting the library's central role in fostering IL skills among students, the author suggests that community college librarians hold evening workshops, create newsletters, and engage in other outreach activities to keep difficult-to-reach faculty aware of library services.

Shepley, S.E. (2009), "*Building a virtual campus: librarians as collaborators in online course development and learning*", *Journal of Library Administration*, Vol. 49 No. 1/2, pp. 89-95

Discusses the increasingly active role that librarians have adopted over a seven-year period in the Saskatchewan Institute of Applied Science and Technology's distance-learning environment. Focusing on the value of a close working relationship among librarians, teaching faculty, course designers, and other members of the campus community, the authors describe the library's diverse contributions to online education.

*Siegel, G.E. (2009), Libraries and Graduate Students: Building Connections, Haworth Press, New York, NY*

This book, first published as a special issue of *Public Services Quarterly* (2007, issue 3/4), covers a variety of information literacy topics, such as “Associated Canadian Theological Schools: Building an Online Graduate Information Literacy Course without a Blueprint”, “Ice Cream Seminars for Graduate Students: Imparting Chemical Information Literacy”, “Information Literacy for Advanced Users: A German Perspective”, and “Integrating Information Literacy into the Graduate Liberal Arts Curriculum: A Faculty-Librarian Collaborative Course Model”.

*Sietz, B. et al. (2009), Uncharted Waters: Tapping the Depths of Our Community to Enhance Learning: 35th National LOEX Library Instruction Conference Proceedings, San Diego, CA, May 3-5, 2007, LOEX Press, Ypsilanti, MI*

Compiles the proceedings of the 2007 Library Orientation Exchange (LOEX) conference, which emphasized campus and community outreach in relation to library instruction. Organized under broad headings such as “Campus Connections” and “Technology and Innovation”, the proceedings address a wide range of topics, including embedded librarianship, instructional gaming, and more.

*Simard, S. (2009), “An information literacy program built for relevance and purpose”, Reference Services Review, Vol. 37 No. 4, pp. 386-94*

Describes the creation of “specialized” outside of class IL sessions for science and engineering students at McGill Univ., which used Bloom’s Taxonomy of Education Objectives to characterize the potential audience for the sessions and generate appropriate learning outcomes based on the ALA/ACRL IL Standards for Science and Technology. Sessions were well attended, and author feels that creating a learner-centered program which addresses the gap between the learner’s perceived and actual skills in a timely way was the key to success.

*Simon, C. (2009), “Graduate business students and business information literacy: a novel approach”, Journal of Business and Finance Librarianship, Vol. 14 No. 3, pp. 248-67*

Charts the 15-year evolution of the “Library Workshop”, a requirement for MBA students in Hofstra University’s Zarb School of Business. Originally taught as an all-day session in the physical classroom but now delivered as a series of modules in Blackboard, the workshop provides an overview of business resources, with particular emphasis on searching for company and industry information; a comparison of student pre- and post-test results indicates that the workshop has been successful in teaching foundational business IL skills.

*Simons, A. (2009), “Librarians and faculty working together at the University of Houston”, Texas Library Journal, Vol. 85 No. 4, pp. 126-8*

Lists what the library is doing to connect with their faculty. Efforts include active liaison subject librarians, participating in campus faculty development sessions and new faculty orientation, supporting the Quality Enhancement Plan, creating online subject guides, collaborating in the creation of library-related class assignments, and embedding library resources in distance learning.

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Sinahan, S. (2009), *"It's all about me: the user-centered approach as a solution to the challenges posed by information literacy instruction"*, Public Services Quarterly, Vol. 5 No. 3, pp. 184-91

Library school student Sinahan addresses the perceived disconnect between librarians and undergraduates. She argues for an alternate approach that encompasses students' familiarity with the web. Intertwining both the library and the web as interconnected tools necessary for research is key to successful instruction.

Skekloff, S. and Weller, W. (2009), *"Online library instruction for distance students: an update on librarian-instructor collaboration at IPFW"*, Indiana Libraries, Vol. 28 No. 3, pp. 34-6

Discusses recent developments in the use of an online library instruction forum for distance education students in beginning and intermediate composition courses. The authors highlight evidence from student grades and survey data indicating that the forum is highly beneficial.

Slebodnik, M. and Riehle, C.F. (2009), *"Creating online tutorials at your libraries: software choices and practical implications"*, Reference and User Services Quarterly, Vol. 49 No. 1, pp. 33-51

Column discusses the advantages of creating online IL tutorials. Reasons for exploring these options include variant learning styles of the millennial generation, staff shortages, and the increase in distance education offerings.

Somoza-Fernández, M. and Abadal, E. (2009), *"Analysis of web-based tutorials created by academic libraries"*, Journal of Academic Librarianship, Vol. 35 No. 2, pp. 126-31

Having assessed 180 online tutorials based on various criteria, including educational and technological characteristics, the authors argue that most academic library tutorials feature designs that are less than optimal. The authors offer several recommendations for improvement, among them the addition of more evaluative measures and an increased emphasis on learning outcomes.

Spackman, A. and Camacho, L. (2009), *"Rendering information literacy relevant: a case-based pedagogy"*, Journal of Academic Librarianship, Vol. 35 No. 6, pp. 548-54

In response to undergraduate business students' requests for additional IL instruction, librarians developed a series of "Business Research Clinics", based on case method, a teaching pedagogy popular at many business schools. Through survey analysis of the participants, the authors found this is a successful method of IL instruction and hope it can be adapted to a variety of subjects.

Spencer, J. and Millson-Martula, C. (2009), *Critical Thinking within the Library Program*, Routledge, London, UK

Chapters concerning IL: "Promoting Critical Thinking Skills in Online Information Literacy Instruction Using a Constructivist Approach", "Finding a Socratic Method for Information Literacy Instruction", "Advanced Critical Thinking and Information Literacy Skills In First Year College Students", "Information Literacy in Subject-Specific Vocabularies: A Path To Critical Thinking", and "Learning More



*Staley, C.C. (2009), Focus on Community College Success, Wadsworth Cengage Learning, Mason, OH*

Designed to help incoming students succeed in a community college environment, the book contains chapters devoted to “Developing technology, research, and information literacy skills”, along with successful studying tips and critical thinking guidance.

*Stamatoplos, A. (2009), “The role of academic libraries in mentored undergraduate research: a model of engagement in the academic community”, College and Research Libraries, Vol. 70 No. 3, pp. 235-49*

Identifies a gap in the library and information science literature when it comes to librarians’ understanding of and support for undergraduate research as it is defined as inquiry or apprenticeship with a faculty mentor. Provides example from Indiana University-Purdue University Indianapolis’s Center for Research and Learning where librarians are heavily involved not only in traditional support roles (such as teaching IL) but also serve on the board and help review and award grants.

*Stanger, K. (2009), “Implementing information literacy in higher education: a perspective on the roles of librarians and disciplinary faculty”, LIBRES: Library and Information Science Research Electronic Journal, Vol. 19 No. 1, pp. 1-6*

Argues that most librarians do not have the training, expertise, or institutional authority to teach the majority of skills in the ACRL Information Literacy Competency Standards for Higher Education. The author suggests that librarians focus on Standard Two, which emphasizes information access, and eschew the other standards, which are more appropriately the purview of teaching faculty.

*Stern, D. (Ed.) (2009), Competencies for Science Librarians, Routledge, New York, NY*  
Originally appearing as a Science and Technology Libraries special issue, this source offers career guidance for science librarians. IL-focused chapters include “Reference, In-Depth Research Assistance, and Administrative Assistance” and “Information Literacy Instruction: Competencies, Caveats, and a Call to Action”.

*Thirion, P. and Pochet, B. (2009), “Information literacy in students entering higher education in the French speaking community of Belgium: lessons learned from an evaluation”, IFLA Journal, Vol. 35 No. 2, pp. 152-70*

A study of entering first-year higher education students in Belgium ( $n = 1715$ ) showed that they generally have lower levels of IL on a 20-item questionnaire than Canadian students who completed the same questionnaire. Several factors made a significant difference on the scores, including mothers’ level of education, being a regular library user, and choice of major, but internet access at home did not.

Thomas, J. and Gosling, C. (2009), "An evaluation of the use of 'guides at the side' web-based learning activities to equip students in health sciences and nursing with information literacy skills", *New Review of Academic Librarianship*, Vol. 15 No. 2, pp. 173-86

Describes the integration of IL instruction into health sciences courses at Open University. The authors discuss a successful web-based approach in which the screen is divided into an "instruction pane" and a "database pane", thereby combining instruction with active use of the database.

Thornton, L. (2009), "Facebook for libraries", *Christian Librarian*, Vol. 52 No. 3, pp. 112-15

Overview of the many creative ways librarians are using FB for promotion, communication, information literacy, and networking, including some specific examples from author's institution Carson-Newman College. Urges librarians to see FB as another tool to reach students today as they often use it more than a library's web site.

Thull, J. and Hansen, M.A. (2009), "Academic library liaison programs in US libraries: methods and benefits", *New Library World*, Vol. 110 Nos 11/12, pp. 529-40

Review of literature on library liaison work in academic libraries, from 1989-2009, which shows that liaisons have both collection, and IL instruction responsibilities. Authors discuss the instructional aspects of this work including the benefits and a short section on instructional approaches and constraints as well as abilities needed by an academic library liaison.

Tiffen, B. (2009), "Infoskills bank – delivering and organising information literacy at UTS library", *inCite*, Vol. 30 No. 9, pp. 14-15

Discusses the InfoSkills Bank web site ([www.lib.uts.edu.au/infoskillsbank](http://www.lib.uts.edu.au/infoskillsbank)) from the University of Technology Sydney (Australia) Library which is a collection of handouts, presentations, and online tutorials to assist students in learning how to use the library's resources. InfoSkills Bank was created to support student online learning and for students who need help at times when librarians are not available.

Tompkins, E.K. (2009), "A reflective teaching journal: an instructional improvement tool for academic librarians", *College and Undergraduate Libraries*, Vol. 16 No. 4, pp. 221-38

Demonstrates how librarians can utilize personal teaching journals to engage more meaningfully with their classroom experiences and enhance library instruction. The author draws on educational theory regarding reflective practice, employing that theory as the basis for a case study involving the author's use of a teaching journal at Kingsborough Community College.

Torras, M.-C. and Sætre, T.P. (2009), *Information Literacy Education: A Process Approach: Professionalising the Pedagogical Role of Academic Libraries*, Chandos, Oxford

Authors argue that the university library, because it sits at the junction of the academic and administrative halves of the university, needs to emphasize its educational

mission, and they show how the “pedagogical triangle of practice” (Løvlie 1972) could serve as a means of reflection for librarians to consider how their values and experience influence their teaching practice.

*Totty, T. (2009), “Information literacy on the move”, SCONUL Focus, No. 46, pp. 82-3*  
Brief article which describes author’s efforts to create online instruction at Middlesbrough College (UK) after a survey of other institutions. Author also offers recommendations for creating online tutorials: include animation/visuals, incorporate interaction and/or self-assessment, create “bite-sized” chunks, and consult with your institutions e-learning experts.

*Tronstad, B. et al. (2009), “Assessing the TIP online information literacy tutorial”, Reference Services Review, Vol. 37 No. 1, pp. 54-64*  
Authors explored how online tutorials impacted students’ IL skills by giving them pre- and post- assessment tests. They discovered students who spent time completing the tutorial performed much higher on their post-assessment test. The findings suggest that online tutorials are a valid way of delivering IL instruction.

*Truslow, H.K. (2009), “States of transition: Slavic studies research guides and information literacy”, Slavic and East European Information Resources, Vol. 10 No. 2/3, pp. 276-88*  
Truslow examined research guides created by universities designated as Russia and Eastern Europe National Resource Centers under the US Department of Education’s Title VI program. Presentation, layout, and depth of coverage are analyzed. He compares and contrasts the guides and gives insight on improving Slavic IL through collaboration.

*Tunon, J. and Brydges, B. (2009), “Expanded assessment study examining the citation patterns from traditional and non-traditional institutions and their effect on the quality of doctoral dissertation reference lists”, Journal of Library Administration, Vol. 49 No. 1/2, pp. 137-59*  
The authors compared dissertation reference lists from six different institutions to ascertain quality and depth of the citations. Though a variety of factors shape the quality of the lists, the results suggest that library instruction is uneven. More IL training is needed for doctoral students, particularly in non-traditional programs.

*Veach, G.L. (2009), “Teaching information literacy to faculty: an experiment”, College and Undergraduate Libraries, Vol. 16 No. 1, pp. 58-70*  
A campus-wide mandatory technology certification for faculty provided the opportunity for librarians at Southeastern University to create an online IL class for faculty which required them to read the ACRL Standards, complete a version of the Texas Information Literacy Tutorial, and create an IL assignment. After most faculty had completed it, librarians interviewed them and found mixed reactions.

*Veal, R. and Bennett, E. (2009), “The virtual library liaison: a case study at an online university”, Journal of Library Administration, Vol. 49 Nos 1/2, pp. 161-70*  
Discusses the implementation of a new library liaison program at Capella University, where classes are offered in a purely online setting. The authors explain how this

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particular institution's educational model allowed librarians to collect extensive, useful data on course content and reference activities, as well as collaborate successfully with teaching faculty and other members of the university community.

*Verlander, P. and Scutt, C. (2009), "Teaching information skills to large groups with limited time and resources", Journal of Information Literacy, Vol. 3 No. 1, pp. 31-42*  
Librarians at Liverpool Hope University noticed that providing standard library IL sessions to large groups seemed ineffective. In response, several teaching methods were explored and implemented. The article recommends incorporating a variety of teaching methods coupled with student follow-ups to assess the effectiveness of the teaching.

*Vezzosi, M. (2009), "Doctoral students' information behaviour: an exploratory study at the University of Parma (Italy)", New Library World, Vol. 110 No. 1/2, pp. 66-80*  
Reports on an interview-based study examining the ways doctoral students in biology perceive their use of information and library resources. Responding to students' preference for online sources, as well as the time constraints associated with graduate study, the author argues that library services, including IL instruction, should emphasize "[s]implicity, accessibility, and timeliness."

*Vize, A. (2009), "Building literacy skills within the university library", inCite, Vol. 30 No. 9, pp. 20-1*  
Notes that IL may be problematic for students with literacy problems and that librarians can help these students by encouraging them to contact their liaison librarian, teaching IL skills to student tutors, and limiting visual distractions in the library's study areas.

*Von Seggern, M. and Scales, B.J. (2009), "The assessment cycle", DttP: A Quarterly Journal of Government Information Practice and Perspective, Vol. 37 No. 3, pp. 31-5*  
Describes how authors used the Assessment Cycle to evaluate the instruction they were providing for government information. Article covers each step of the process and highlights resources authors used or what choices they made, while Appendix 1 outlines learning outcomes for government documents instruction based on the ACRL Standards.

*Walker, B. (2009), "New twists on an old problem: preventing plagiarism and enforcing academic integrity in an art and design school", Art Documentation, Vol. 28 No. 1, pp. 48-51*  
Addresses issues associated with textual and visual plagiarism in the specific context of an art and design school. After discussing art students' possible motives for committing plagiarism, the author explains how librarians at Detroit's College for Creative Studies have supported teaching faculty in educating students about plagiarism and participated in various plagiarism detection efforts.

*Wallach, R. (2009), "From Google books to library catalogs: a consumerist exploration of information literacy for graduate students in Slavic studies", Slavic and East European Information Resources, Vol. 10 Nos 2/3, pp. 221-34*  
Offering an alternative approach to Slavic IL, Wallach contends that instruction should center around the graduate students' research needs, which are often influenced by

outside sources. Wallach suggests that librarians use one-shot sessions to highlight specific resources required for higher level research, instead of focusing on traditional IL instruction.

Walsh, A. (2009), "Information literacy assessment: where do we start?", *Journal of Librarianship and Information Science*, Vol. 41 No. 1, pp. 19-28

Provides an introduction to IL assessment methods as discussed in a wide variety of case studies, with particular emphasis on issues of reliability and validity. The author notes that the multiple-choice questionnaire is the most popular assessment method, despite its limitations in evaluating higher order IL skills.

Walsh, T.R. and Hollister, C.V. (2009), "Creating a digital archive for students' research in a credit library course", *Reference and User Services Quarterly*, Vol. 48 No. 4, pp. 391-400

Reports on the creation of a class wiki for an undergraduate class. Development of the wiki not only provided a permanent record of the students' work, but also allowed more personal interaction with the students, enabled teachers to follow student progress, and complemented the students' various learning styles.

Warraich, N.F. and Tahira, M. (2009), "HEC National Digital Library: challenges and opportunities for LIS professionals in Pakistan", *Library Philosophy and Practice*, Vol. 11 No. 1, pp. 1-8

Provides an overview of the various issues associated with the implementation and promotion of a national digital library in Pakistan. Primarily based on interviews with librarians at Punjab University Library, the authors argue that insufficient IL skills in regard to both librarians and library users are among the most pressing concerns in the on-going development of the digital library project.

Washburn, A. (2009), "Screencasting library tutorials for distance learners: a user evaluation", *Indiana Libraries*, Vol. 28 No. 3, pp. 49-57

Reports on a survey examining the views of distance education students in Brigham Young University's independent study program regarding a series of screencasting tutorials on search techniques and other IL topics. Despite obtaining positive responses from many students, the author emphasizes the finding that technology "novices" found the tutorials unhelpful, which she highlights as a direction for future research.

Wei, P. and Xiaoyuan, L. (2009), "Building a virtual community platform for subject information services at Shanghai Jiao Tong University Library", *The Electronic Library*, Vol. 27 No. 2, pp. 271-82

Discusses the use of Primo as a subject information gateway and includes brief mention of the ways it could also be used to teach information literacy and to store information literacy tutorials and help materials for users to discover.

Whitehurst, A.P. and Willis, C.N. (2009), "Building collaborative reference and instructional services for distance education students", *The Southeastern Librarian*, Vol. 57 No. 1, pp. 20-8

Addresses the guidelines for library service to distance learning students and includes the trends and challenges involved in providing reference and instruction services to

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this group. Article also includes a history of distance learning library services at East Carolina University and the results of the LibQual survey showing that while most students were satisfied with the service, some staffing, technology, user help guides, and collection issues needed to be addressed.

Whittaker, S. and Dunham, J. (2009), "Experimenting with Web 2.0 to cultivate information literacy within a medical ethics, law and human rights course", *Journal of Information Literacy*, Vol. 3 No. 1, pp. 51-9

Article reports on a project developed by the Teaching Enhancement Forum at the University of Leicester. Medical students received IL instruction by "embedded" Web 2.0 course tools rather than standard library IL sessions. The experiment provided mixed results and the authors believe that IL tools need to be an integral part of the course to be effective.

Whitton, N. and Jones, R. (2009), "Alternative reality gaming to support information literacy", *ALISS Quarterly*, Vol. 4 No. 4, pp. 18-21

An alternate reality game (ARG) is a form of computer game, which mixes the game world with elements of reality and contains a narrative, opportunities for interaction with the game (and ability to change it), and a challenge of some kind. Discusses a game created at Manchester Metropolitan University (UK), which orients students to the university and the city but also peripherally includes elements of IL.

Whitworth, A. (2009), "Teaching in the relational frame: the media and information literacy course at Manchester", *Journal of Information Literacy*, Vol. 3 No. 2, pp. 25-38

Describes a course developed for postgraduates at the University of Manchester, UK, to teach IL, critical thinking, and the use of digital technologies. The authors focus on the theory and pedagogy of the course in hopes of fostering "critical, transformative approaches to teaching and learning" that can be applied to many IL situations.

Wilcox, K. (2009), "More than just a number?", *Christian Librarian*, Vol. 52 Nos 1/2, pp. 46-59

Examines the views of academic librarians at Christian institutions regarding various professional issues, focusing primarily on the potential future roles of librarians and library services in higher education. The author discusses a survey of librarians, which shows no statistical differences among demographic groups in terms of their views of IL instruction, virtual reference, and other areas.

Wilkes, J. and Gurney, L.J. (2009), "Perceptions and applications of information literacy by first year applied science students", *Australian Academic and Research Libraries*, Vol. 40 No. 3, pp. 159-71

Compares data collected from first-year students regarding their views of the research process and their preferred sources of scientific information with the students' actual work on an assignment requiring the use of scholarly journal articles. Finding that students value scholarly articles but demonstrate little ability to incorporate such articles into their papers, the authors recommend that IL instructors focus more on the critical interpretation of scholarly information in their teaching.



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*Williams, J. and Chinn, S.J. (2009), "Using Web 2.0 to support the active learning experience", Journal of Information Systems Education, Vol. 20 No. 2, pp. 165-74*  
Presents a case study focusing on the development, implementation, and assessment of a team-based, technology-oriented assignment in an undergraduate sport management class. Created with net-generation students in mind, the successful assignment emphasized both active learning and IT literacy in the context of Web 2.0

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*Williams, K. (2009), "A framework for articulating new library roles", Research Library Issues, No. 265, pp. 3-8*  
Reports on the University of Minnesota's creation of seven new student learning outcomes and their effect on library services. One of the outcomes, "locate and critically evaluate information", challenged librarians to discover new approaches to their IL instruction as the standard "one shot" IL classes were not sufficient to meet new criteria.

*Winterman, B. (2009), "Building better biology undergraduates through information literacy integration", Issues in Science and Technology Librarianship, Vol. 58, available at: [www.isrl.org/09-summer/refereed1.html](http://www.isrl.org/09-summer/refereed1.html)*  
Author describes the creation of an undergraduate biology IL course based on current ACRL IL standards. Working in conjunction with the Biology Department, students learned the nature of science information, how to analyze journal articles, and create a research proposal.

*Xiaoling, L. et al. (2009), "The university library: incubation center of research innovation literacy", The Electronic Library, Vol. 27, pp. 588-600*  
Authors propose research innovation literacy (RIL) as higher order IL, geared toward helping students at all levels go beyond traditional IL competencies to include skills such as "identifying research hot-points by analyzing existing information and finding research gaps; selecting a topic which incorporates the researcher's knowledge-base and background; controlling and adjusting the information investigation...". Article offers examples from Chinese universities supporting this idea.

*Xu, F.G. (2009), "Social work information center 2.0: a case study", Public Services Quarterly, Vol. 5 No. 1, pp. 1-14*  
Describes the USC social work library's transition from a traditional branch library into an information center. The print collection was relocated to the main library and replaced with electronic services. Librarians developed new IL approaches using Web 2.0 tools, tutorials, and workshops which author feels was crucial to the new information center's success.

*Yang, S. (2009), "Information literacy online tutorials: an introduction to rationale and technological tools in tutorial creation", The Electronic Library, Vol. 27 No. 4, pp. 684-93*  
An examination of 372 online tutorials on the library web sites of 100 academic libraries revealed that about 33 percent of the libraries have developed their own tutorials, about 40 percent of the tutorials teach search skills for a specific database. Approximately 33 percent of the tutorials were created with Macromedia Flash or

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other tutorial and author provides some examples of ways to enhance tutorials, lists commonly used tutorial software, and schools with example tutorials on their web sites.

*Yongtao, L. and Vaska, M. (2009), "Information literacy and librarians' experiences with teaching grey literature to medical students and healthcare practitioners", Conference Papers: International Conference on Grey Literature, Vol. 10, pp. 55-61*

Authors stress the importance of grey literature to medical practitioners due to the fast-changing nature of their profession and urge librarians to include it in IL instruction. Describes the challenges and opportunities in using problem-based learning to teach an 80-minute session on grey literature in a consortial setting in Calgary, Canada.

*York, A.C. and Vance, J.M. (2009), "Taking library instruction into the online classroom: best practices for embedded librarians", Journal of Library Administration, Vol. 49 No. 1/2, pp. 197-209*

By employing a literature review and surveying academic librarians, the authors developed a list of best practices for using embedded librarians in a course. Suggestions include marketing, active participation in the class, wise time management, and learning the software.

*Yorke-Barber, P., Ghiculescu, C. and Possin, G. (2009), "RefWorks in three steps: undergraduate team bibliographies", Issues in Science and Technology Librarianship, Vol. 58, available at: [www.istl.org/09-summer/article4.html](http://www.istl.org/09-summer/article4.html)*

The University of Queensland developed a pilot project to teach engineering students to use RefWorks for group projects. The study found RefWorks greatly improved the overall quality of the students' bibliographies and honed their IL skills.

*Zazzau, V.E. (2009), "Exploring wikis in a library credit course", Communications in Information Literacy, Vol. 3 No. 1, pp. 58-64*

Describes how students in the author's one-credit library skills course at the State University of New York at Albany used wikis to build collaborative bibliographies. The author highlights wiki features that facilitate team-based learning and foster critical engagement with the research process.

### **All libraries**

*Birdsong, L. (2009), "Information literacy training for all? The outliers", Searcher, Vol. 17 No. 8, pp. 18-23, 54*

Describes author's initiative to provide IL training to "outliers", those who did/do not have access to IL instruction through some formal means. Also describes some of the classes author has taught to different populations including some challenges and the curriculum using the INPFAC model (Information Need, Plan, Find, Analyze, Conclude), which seems to resonate with these populations.

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Boekhorst, A.K. and Horton, F.W. (2009), "Training-the-trainers in information literacy (TTT) workshops project, final report to UNESCO", International Information and Library Review, Vol. 41 No. 4, pp. 224-30

Provides numerous recommendations for advancing UNESCO's international efforts in IL education, primarily through face-to-face and virtual learning opportunities. This report is included as part of a special issue of The International Information and Library Review focusing on the global "Train-the-Trainers in Information Literacy" project.

Burke, M.E. (2009), "The exploration of relationships between information fulfilment and organisational design", Journal of Documentation, Vol. 65 No. 4, pp. 561-77

Provides a working definition of the concept of "information fulfilment", associated with the emotional dimensions of an individual's relationship to information, and investigates how organizational structures might influence this state. Reporting on the first phase of an empirical study of European university departments, the author argues that "information fulfilment" is a significant organizational concern.

Buschman, J. (2009), "Information literacy, 'new' literacies, and literacy", Library Quarterly, Vol. 79 No. 1, pp. 95-118

Drawing on the work of important literacy theorists such as Jack Goody and Walter Ong, the author argues against the assertion, as advanced by many contemporary scholars, that developments in digital technology have radically altered the nature of literacy. Instead, the author contends that "critical reflexivity" underpins visions of literacy both old and new, including current understandings of IL.

Bush, G. (2009), "Thinking around the corner: the power of information literacy", Phi Delta Kappan, Vol. 90 No. 6, pp. 446-7

Brief article that urges educators to help students become information literate by teaching them to evaluate the source of their information and also to help students investigate new and emerging topics as a way of helping them think critically and strategically.

Cahill, K. and Chalut, R. (2009), "Optimal results: what libraries need to know about Google and search engine optimization", Reference Librarian, Vol. 50 No. 3, pp. 234-47

Search Engine Optimization (SEO) techniques, such as the results from the Google search engine, specifically target the user. Awareness and training is needed to evaluate and critically examine the results. Librarians should include SEO discussion in their IL instruction to reflect the positives and negatives of relying on search engine results.

Carini, P. (2009), "Archivists as educators: integrating primary sources into the curriculum", Journal of Archival Organization, Vol. 7 No. 1/2, pp. 41-50

Traces the development of the archivist's role in teaching students at the secondary and undergraduate levels about using and evaluating primary source materials. The author argues that archivists should adopt more complex pedagogical models, similar in nature to IL initiatives but specifically tailored to the unique characteristics of archival research.

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Cassell, K. A. and Hiremath, U. (2009), *Reference and Information Services in the Twenty-first Century: An introduction*, Neal-Schuman Publishers, New York, NY  
Includes a 14-page chapter in section three on user instruction called "Information Literacy in the Reference Department" that briefly covers a variety of aspects, including information-seeking behavior, one-on-one instruction, the impact of technology on teaching, standards for IL, approaches to IL, and assessment and evaluation.

Colley, A. (2009), "Developing strategic roles in government", *Library and Information Update*, Vol. 8 No. 4, pp. 40-2

Discusses the British government's Knowledge Council and the impact of its activities on information professionals. The author highlights various organizational initiatives focused on improving the IL skills of government employees and ensuring the proper management of public information.

Cornelius, I. V. (2009), *Information Policies and Strategies*, Facet, London

Introduction discusses how governments and other entities control information while the nine chapters cover topics such as understanding international information contexts, the idea of the information society, the public sphere, information rights, freedom of speech/censorship, data privacy, freedom of information, and intellectual property.

Craig, E. and Westwood, R. (2009), "Evolving the NHS Scotland information literacy process model", *Journal of Information Literacy*, Vol. 3 No. 1, pp. 72-4

Discusses the Information Literacy Process Model developed by NHS (National Health Service) Scotland's Knowledge Services Group (KSG). The practitioner-based model is designed to improve health care by stressing IL in everyday medical practice and improving patient care.

Crawford, J. and Irving, C. (2009), "Our information literacy journey", *ALISS Quarterly*, Vol. 4 No. 3, pp. 35-7

Authors reflect briefly on experiences in the last several years as they have investigated IL skills in a variety of arenas. Their work includes an IL framework linking secondary and tertiary education and an investigation of IL in the workplace. They feel that the public library could play a role in IL education.

Crawford, J. and Irving, C. (2009), "Information literacy in the workplace: a qualitative exploratory study", *Journal of Librarianship and Information Science*, Vol. 41 No. 1, pp. 29-38

Presents the findings from a study focusing on the workplace information behavior and IL activities of Scottish civil servants, health care staff, and other workers primarily from the public sector. Drawing on interview data, as well as theories of workplace learning, the authors argue that social relationships and interpersonal communication are of central importance in carrying out information-related activities in work environments.

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Evans, G.E. and Carter, T.L. (2009), *Introduction to Library Public Services, 7th ed., Libraries Unlimited, Santa Barbara, CA*  
Contains a chapter on information literacy instruction, revised from previous 1999 edition.

Fainburg, L.I. (2009), "Information seeking and learning: a comparison of Kuhlthau's information-seeking model and John Dewey's problem-solving model", *New Library World, Vol. 110 No. 9/10, pp. 457-66*

Provides an overview of Kuhlthau's Information Seeking Process model and highlights a few prominent studies which have made use of the model while also noting educational researchers who have built on Dewey's model. Finds that Kuhlthau's emphasis on feelings and emotions are not reflected in Dewey's model but that either model provides a strong theoretical orientation for an information literacy program.

Farkas, M. (2009), "Your desktop: the movie", *American Libraries, Vol. 40 No. 11, p. 33*

Suggests that libraries utilize screencasting software to create online learning experiences that are more analogous to traditional classroom instruction and that take multiple learning styles into account. The author discusses a few examples of screencast tutorials being used in public and academic libraries.

Ferguson, S. (2009), "Information literacy and its relationship to knowledge management", *Journal of Information Literacy, Vol. 3 No. 2, pp. 6-24*

Ferguson compares and contrasts the differences between IL and knowledge management (KM). He argues that IL is a small component of KM and both IL and KM need to be better studied and defined.

Finnell, J. (2009), "Gresham's Law in the twenty-first century", *E-JASL: Electronic Journal of Academic and Special Librarianship, Vol. 10 No. 1, available at: [http://southernlibrarianship.icaap.org/content/v10n01/finnell\\_j01.html](http://southernlibrarianship.icaap.org/content/v10n01/finnell_j01.html)*

Ponders the parallel of Gresham's Law (bad money drives out good) in terms of our information economy and cites several studies that seem to suggest that information seems to be equal in many people's minds. Although author acknowledges that characterizing information as good or bad is problematic because context plays an important role, he urges librarians to teach credibility of the information as a key component of IL.

Foreman, J. and Thomson, L. (2009), "Government information literacy in the 'Century of Information'", *Journal of Information Literacy, Vol. 3 No. 2, pp. 64-72*

Authors propose an "Information Literacy Strategy for the Scottish Government" that stresses the importance of IL for government workers. The strategy was developed after "interview based research" and web surveys revealed poor critical thinking, evaluation, and decision making skills among employees.

Ghosh, M. and Ghosh, I. (2009), "ICT and information strategies for a knowledge economy: the Indian experience", Program: Electronic Library and Information Systems, Vol. 43 No. 2, pp. 187-201

The study examines steps taken by the Indian government and other connected parties, such as libraries to foster IL, knowledge repository development, and lifelong learning. By focusing on innovation, education, and information and communication technologies (ICTs), the government has bolstered the formation of a knowledge-based society, which the authors hope will develop into a profitable knowledge economy (KE) for India.

Grassian, E.S. and Kaplowitz, J.R. (2009), Information Literacy Instruction: Theory and Practice, Neal-Schuman Publishers, New York, NY

In this second edition, the authors comprehensively cover a wide swath of topics including the history of IL instruction, the psychology of learning theory and practice, library anxiety, critical thinking and active learning, instruction planning and administration, copyright, instructional design, assessment, technology, diverse learners and environments, and the future of IL. Each chapter contains exercises and further reading sections and the book has an extensive bibliography and CD-ROM with support materials such as sample program mission statements and one-shot outlines.

Hall, P. (2009), "Disorderly reasoning in information design", Journal of the American Society for Information Science and Technology, Vol. 60 No. 9, pp. 1877-82

Hall presents a scientific discussion of the role programmers and designers play in "data visualization". Increasingly, other types of users are uploading raw data online. Hall cautions against allowing one particular group to dictate data visualization. A consensus of all groups should be employed to achieve a balance between "art and science".

Hall, R.A. (2009), "Teaching how to teach", American Libraries, Vol. 40 No. 6/7, p. 48

Argues that LIS graduate programs are not doing enough to prepare students for instructional roles in their future careers. In light of the increasing emphasis on user education and IL in public services, the author believes that all librarians should learn more about teaching.

Hepworth, M. and Walton, G. (2009), Teaching Information Literacy for Inquiry-Based Learning, Chandos Publishing, Oxford, UK

Provides guidance for IL and e-literacy instruction in educational and workplace settings, with a focus on inquiry-based pedagogical approaches. Authors discuss the learning process from sensory, cognitive, constructivist, and social constructivist perspectives, and they offer contextual frameworks for understanding, teaching, and assessing the various aspects of IL.

Horton, F.W. (Ed.) (2009) The International Information and Library Review: Training-The-Trainers in Information Literacy, Vol. 41 No. 4

Reports on a series of workshops held with librarians and other professionals around the world in 2008-2009, sponsored by UNESCO and other organizations. This special issue of The International Information and Library Review includes information about



the project, various related documents, and multiple reports covering IL workshops in Canada, China, Egypt, Peru, and other locations.

*Information and Knowledge Management (2009), Elsevier/Pergamon Flexible Learning: eLEARN, Amsterdam*

Addresses the key issues involved in organizing and using information from a business management perspective. This revised edition includes chapters on using information to make decisions, evaluating information, communicating information within an organization, and more.

*Johnson, A.M., Sproles, C. and Reynolds, L. (2009), "Library instruction and information literacy, 2008", Reference Services Review, Vol. 37 No. 4, pp. 463-553*  
Bibliography of articles, books, and other media published in 2008 dealing with all aspects of IL and library instruction across different types of libraries.

*Jones, K.A. (2009), "Bringing librarianship home: information literacy as a return to method", Communications in Information Literacy, Vol. 3 No. 1, pp. 14-19*  
Discusses the development of IL from a philosophical perspective, viewing IL as a "proactive response" to LIS approaches that are unduly focused on information as an object of scientific study. Drawing on theoretical frameworks such as postmodernism and psychoanalysis, the author argues that IL, in its emphasis on method over object, provides a productive model for re-focusing LIS on critical thinking as well as the contextual nature of information.

*Jones, P., Gorman, M. and Suellentrop, T. (2009), Connecting Young Adults and Libraries: A How-to-do-it Manual, Neal-Schuman Publishers, New York, NY*  
Addresses a wide variety of issues pertinent to the provision of library services to teens, including collection development, outreach, and technology. This expanded fourth edition features a new chapter on IL for teens, focusing on how to promote, teach, and assess IL skills in a library setting.

*Julien, H. and Genuis, S.K. (2009), "Emotional labour in librarians' instructional work", Journal of Documentation, Vol. 65 No. 6, pp. 926-37*  
As IL instruction becomes a standard part of librarians work, the authors explored how librarians feel about this added responsibility. By analyzing diaries of Canadian academic and public librarians, the study determined that instruction often has a negative or stressful impact on the librarian. Better practical and pedagogical training of instruction librarians is needed to mitigate some of these "emotional labour[s]".

*Kasinec, E. (2009), "I remember: the decade before (and after) 1977", Slavic and East European Information Resources, Vol. 10 Nos 2/3, pp. 134-43*  
Well-known Slavic bibliographer Edward Kasinec recounts the rationale for writing his groundbreaking 1978 article. Emerging from a speech delivered at Oxford University, he outlined a novel approach for delivering IL instruction in Slavic Studies. He believed librarians should understand publishers, the organization of libraries, and the needs of the "information consumer".

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Kwon, N. and Kim, K. (2009), "Who goes to a library for cancer information in the e-health era? A secondary data analysis of the Health Information National Trends Survey (HINTS)", *Library and Information Science Research*, Vol. 31 No. 3, pp. 192-200

Attempts to characterize, based on interview data collected by the National Cancer Institute, those who seek information about cancer primarily at the library in relation to those who seek such information primarily on the internet. Although they found that libraries are clearly providing cancer information to individuals without home internet access, the authors argue that libraries can better serve their users by focusing more on the promotion of health IL and the provision of health information.

Lakshmanan, M.S. (2009), "Using effective information searching skills to solve problems", *PhD thesis, Macquarie University, Sydney, Australia*

Explores problem-based learning (PBL) through analysis of various search strategies in solving well- and ill-structured problems. Results suggest that the different types of problems require different forms and levels of information seeking behaviors and no single approach works for all problems.

Lankes, R.D. (2009), "Credibility on the internet: shifting from authority to reliability", *Managing Information*, Vol. 16 No. 3, pp. 60-71

Describes technological and social trends in the online environment, charting the evolving ways in which users evaluate credibility in an increasingly transparent and participatory internet culture. The author argues that librarians and other information providers must take into account changing user expectations, emphasizing active participation as well as the internal structures of technological tools in IL instruction.

Laverty, C. (2009), "Our information literacy heritage: from evolution to revolution", *Feliciter*, Vol. 55 No. 3, pp. 88-91

Traces the evolution of IL from original 1989 ALA definition through Eisenberg (1990), Kuhlthau (1994), Sharpiron and Huges (1996), Bruce (1997) and more recent definitions that encompass new social networking technologies such as Schneiderman (2003), Warlick (2004), Ward (2006), National Council of Teachers of English (2008), and Willinsky (2008). Expresses concern that, despite a clear focus on IL, technology may change for the worse how people think.

Leaning, M. (2009), *Issues in Information and Media Literacy (Vol. 1, Criticism, History and Policy)*, *Informing Science Press, Santa Rosa, CA*

Explores a variety of issues related to media literacy education and its capacity to empower students. The book provides a broad global perspective, featuring contributed chapters on media literacy in Taiwan, Peru, Russia, and other countries.

Leaning, M. (Ed.) (2009), *Issues in Information and Media Literacy (Vol. 2), Education, Practice and Pedagogy*, *Informing Science Press, Santa Rosa, CA*

Contains 12 chapters dealing with a variety of issues in information and media literacy including how these literacies are viewed in the context of higher education, project-based learning as a means of assessment, models of assessing digital

competence, media literacy with preschoolers, and using popular culture to teach these literacies. Authors reflect an international perspective.

*Lloyd, A. (2009), Information Literacy Landscapes: Information Literacy in Education, Workplace and Everyday Contexts, Chandos, Oxford*

Examines aspects of the literature of IL such as advocacy, frameworks and standards, socio-cultural perspectives, partnerships, national IL policies, etc. in the academic or educational, workplace and public library environments. Author argues for a contextual understanding of IL and believes it should be “viewed as practice that is subject to social processes, which in turn are influenced by the concerns and interests of people and communities as they practise within any given context.”

*Lloyd, A. (2009), “Informing practice: information experiences of ambulance officers in training and on-road practice”, Journal of Documentation, Vol. 65 No. 3, pp. 396-419*

Examines and defines the various ways that New South Wales Ambulance Service officers interact with information as they develop their professional skills. Based on the results of this qualitative, interview-based study, the author advocates a conception of IL that attends to the complex realities of physical and social context.

*Lloyd, A. and Talja, S. (Eds) (2009), Practising Information Literacy: Bringing Theories of Learning, Practice and Information Literacy Together, Centre for Information Studies, Wagga Wagga, New South Wales (Australia)*

Presents interdisciplinary research exploring IL and the learning process in various settings, including schools, higher education institutions, workplaces, and communities. An edited collection, this book features chapters on IL theory, problem-based learning, digital literacies, gender and cultural issues, as well as many more topics.

*Mack, T. and Prescod, J. (2009), “Where have all the government documents librarians gone? Moving beyond collections to information literacy”, Reference Services Review, Vol. 37 No. 1, pp. 99-111*

Government information reference services have shifted from the standalone documents departments to part of the general reference desk. This move requires all reference librarians to have some knowledge of government information. The authors describe many online training sources and Web 2.0 documents available to train users and librarians to access government information effectively.

*Marshall, A. et al. (2009), “Information to fight the flab: findings from the Net.Weight study”, Journal of Information Literacy, Vol. 3 No. 2, pp. 39-52*

Authors report on the Net.Weight Study, which examined the role of IL in participants' weight management. By use of a questionnaire, the authors determined the most used sources for information and gauged participants' comfort level in seeking weight-related information. Based on these findings, the authors suggest creating a “health information policy” for practitioners.

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Mbabu, L.G. (2009), "LIS curricula introducing information literacy courses alongside instructional classes", *Journal of Education for Library and Information Science*, Vol. 50 No. 3, pp. 203-10

Reports on a study of course offerings and curricula in LIS graduate programs, finding that three programs, in addition to offering traditional courses in user education, teach specific courses in IL. Based on the study, which was limited to information accessible to the public via the free web, the author argues for the development of courses that more fully connect the learning process as a whole to user education.

Mensah, Z. (2009), "JISC digital media supporting the sector's digital media needs", *ALISS Quarterly*, Vol. 4 No. 4, pp. 32-5

The Joint Information Systems Committee (JISC) Digital Media provides training, advice, and resources in support of online teaching and learning (among other things) for higher education and other education providers in Great Britain. The group's web site lists their training opportunities and resources for both video and audio support.

Miller, W. and Pellen, R.M. (2009), *Google Scholar and More: New Google Applications and Tools for Libraries and Library Users*, Haworth Information Press, Binghamton, NY

Explores the use of Google Scholar, Google Docs, and several other Google products in libraries, with primary emphasis on the collaborative aspects of these products and their potential impact on various library services. The book includes a chapter on Google Scholar in library instruction, as well as other relevant chapters on search functionality, reference service, and more.

Morville, P. (2009), *Ambient Findability: What We Find Changes Who We Become*, O'Reilly Media, Sebastopol, CA

Explores the concept of "findability" as it pertains to technologies that theoretically make it possible to access any information whenever it is needed. Within this context, the author argues for the importance of IL and issues of technological design, commenting on their relationship to human behavior.

Mühlbacher, S. (2009), *Information Literacy in Enterprises*, Hülsbusch, Boizenburg (Germany)

In a contribution to the series, *Writings on Information Science*, author explores the role that scientific information literacy plays in the economy. She examined the pharmaceutical company Roche Diagnostics GmbH, Penzberg, and cataloged the staff's information seeking behaviors and attitudes. Based on this study, she offered recommendations, which the company instituted into their policies.

O'Connor, L. (2009), "Information literacy as professional legitimization: a critical analysis", *Journal of Education for Library and Information Science*, Vol. 50 No. 2, pp. 79-89

Through a rhetorical analysis of prominent IL documents created by ALA and other professional organizations, the author highlights problematic contradictions and assumptions within widely accepted IL definitions and standards. She argues for a

more theoretical and accurate approach to IL, based on conceptions of radical democracy, critical literacy, and other frameworks.

*Ogunsola, L.A. (2009), "Health information literacy: a road map for poverty alleviation in the developing countries", Journal of Hospital Librarianship, Vol. 9 No. 1, pp. 59-72*  
Argues that health IL is an essential component in the fight against global poverty and calls on librarians to develop and support efforts to foster health IL. In particular, the author suggests that librarians focus on community outreach, promoting library services in rural regions, and providing high-quality health information to community members.

*Pariera, K. L. (2009), "Information literacy on the web: how visual and textual cues contribute to web site credibility assessments", MA thesis, Georgetown University, Washington, DC*  
Author concluded that participants used text more than visual design to determine webpage credibility. Credibility also played a role in participants' recall of information presented. Implications for webpage design and IL standards based on these findings are explored.

*Ragains, P. (2009), "US Government information and information literacy: a time-sensitive issue for our profession", Communications in Information Literacy, Vol. 3 No. 1, pp. 3-5*  
Discusses current challenges facing government documents departments, specifically issues with downsizing, dropouts from the federal depository program, and retirements. Argues that all personnel in public services should attend workshops in government information and engage in other forms of professional development to ensure that library users receive high-quality service in this area.

*Riley, C. (2009), "Training for library patrons who are hard of hearing", Journal of Access Services, Vol. 6 No. 1/2, pp. 72-97*  
Due to greater social acceptance and advances in hearing technologies, more hearing impaired persons now use the library. Riley discusses ways training and assistive technology can help those with hearing loss effectively use library resources and services.

*Ross, D.I. (2009), New Issues in Librarianship: presented papers at the ALA 2009 Annual Conference, American Library Association, Chicago, IL*  
Of IL interest: The paper "Blackboard's eCommunity: creating a convenient and effective information literacy training tool" by Mike Knecht and Kevin B. Reid highlight the use of the eCommunity component of Blackboard as a permanent, secure forum to provide IL instruction.

*Russell, P. and O'Brien, T. (2009), "The Irish Working Group on Information Literacy (WGIL)", SCONUL Focus, No. 46, pp. 101-4*  
Describes the impetus and two year review process behind the creation of the cross-library sector report on IL efforts in Ireland which found that there were problems with defining IL among different libraries, lack of a national strategy,

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common barriers to moving forward with IL, and a lack of cooperation among libraries. Report also makes recommendations on how to proceed with IL advancement.

*Scales, B.J. and Cummings, L. (2009), "Web conferencing software", Library Hi Tech News, Vol. 26 No. 9, pp. 7-9*

Article compares web conferencing software for use in library instruction. Products covered include Centra OnDemand, DimDim, GoToMeeting, Yugma, Webex, and Adobe Acrobat Connect Pro.

*Selwyn, N. (2009), "The digital native – myth and reality", Aslib Proceedings, Vol. 61 pp. 364-79*

Critically reviews the literature on young people's relationship to technology and finds much of it reactionary and divisive. Argues that the reality is far more complex and cites empirical studies showing that younger people's access to and use of technology is both varied and divided along socioeconomic lines and that adults (librarians, teachers, and other information professionals) still have a key role to play in guiding that use.

*Shenton, A.K. (2009), "Information literacy and scholarly investigation: a British perspective", IFLA Journal, Vol. 35 No. 3, pp. 226-31*

Draws connections among IL, scientific inquiry, and the research process, arguing that British educators working in different disciplines should focus on all three concepts in their teaching. Potential barriers to this instructional approach, including a curricular emphasis on product rather than process, are also discussed.

*Sourbati, M. (2009), "Media literacy and universal access in Europe", Information Society, Vol. 25 No. 4, pp. 248-54*

Makes the point that traditional definitions of "access" to information and communication technologies (ICT) are no longer enough in today's digital society. Policy makers need a more nuanced, localized approach to address the problem of disadvantaged user groups who cannot access, understand, and critically evaluate media and thus who may now have difficulty connecting to important government services.

*Springer, C.D. (2009), "Avoiding a tragedy: information literacy and the tragedy of the digital commons", Library Philosophy and Practice, Vol. 11 No. 1, pp. 1-4*

Addresses problems, specifically those pertaining to internet access and information overload, that arise over time in regard to user experience in the digital commons. The author proposes that librarians counteract these problems through an increased emphasis on IL instruction, thereby empowering users.

*Tilwala, K., Myers, M.D. and Díaz Andrade, A. (2009), Information Literacy in Kenya, City University of Hong Kong, Hong Kong, available at: [www.ejisdc.org/ojs2/index.php/ejisdc/article/viewFile/613/296](http://www.ejisdc.org/ojs2/index.php/ejisdc/article/viewFile/613/296)*

Examines the role of IL in three Kenyan projects focused on expanding access to technology and technological education. Noting the fundamental importance of IL in developing countries, the authors argue that Kenya must work to foster broader public awareness of IL and integrate IL more fully into technology education.



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Trehub, A. (2009), “‘Slavic studies and Slavic librarianship’ revisited: notes of a former Slavic librarian”, *Slavic and East European Information Resources*, Vol. 10 No. 2/3, pp. 170-84

Trehub updates his 2000 article discussing Slavic librarianship in the new millennium. He argues that technology has moved librarianship away from maintaining physical collections. Librarians are now charged with keeping the library a part of student research and need to thoroughly incorporate new technologies into IL.

Underwood, P.G. (2009), “Diffusion of professional norms: the impact of IFLA in South Africa”, *IFLA Journal*, Vol. 35 No. 2, pp. 131-40

Reports on South African information professionals’ perceptions of the International Federation of Library Associations and Institutions (IFLA), based on interviews with South African attendees of the 2007 World Library and Information Congress in Durban. Study participants’ diverse views on IFLA’s role in IL initiatives are discussed in detail.

Van Deursen, A.J.a.M. and Van Dijk, J.a.G.M. (2009), “Using the internet: skill related problems in users’ online behavior”, *Interacting with Computers*, Vol. 21 No. 5/6, pp. 393-402

Reports on a study examining how people in the Netherlands carry out certain tasks on the internet, focusing on problems in a variety of skill areas. The authors emphasize the role of age and education level in some problems experienced by users, but they also find that both older and younger users experience what the authors define as “information, and strategic skill related problems” in equal measure.

Walker, C.G. (2009), “Seeking information: a study of the use and understanding of information by parents of young children”, *Journal of Information Literacy*, Vol. 3 No. 2, pp. 53-63

Walker surveyed 33 parents of small children in Leeds, UK to assess their information seeking behaviors. His study revealed parents relied mainly on personal contacts for the majority of their information and poorer parents depended very heavily on “parent support advisors”

Watkins, G. and Joyce, A. (2009), “Intute: a British online gateway to Slavic and East European resources”, *Slavic and East European Information Resources*, Vol. 10 No. 2/3, pp. 267-75

Article assesses Intute, a British gateway that provides links to online resources. The authors describe how subject specialists in the field evaluate and recommend web sites to be linked from the site. In addition, the authors review Intute’s Virtual Training Suite, consisting of tutorials designed to improve research skills.

Whitworth, A. (2009), *Information Obesity*, Chandos, Oxford, UK

Using the metaphor of obesity, author argues that the amount of information we deal with has become overwhelming, and he discusses the history of information and communication technologies (ICT) in education in order to provide a framework for his solution. His approach of creating more effective personal filters is based in Habermas’s idea of communicative rationality.

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Williamson, K. and Asla, T. (2009), "Information behavior of people in the fourth age: implications for the conceptualization of information literacy", *Library and Information Science Research*, Vol. 31 No. 2, pp. 76-83

Synthesizes prior studies on the information-seeking behavior of individuals in the last stages of life, advocating a more contextualized approach to IL that accounts for changes in how people relate to information over time and in different settings. The authors recommend various strategies for addressing the major information-related concerns associated with those of advanced age.

Wolverton, R.E. and Burke, J. (2009), "The OPAC is dead: managing the virtual library", *Serials Librarian*, Vol. 57 No. 3, pp. 247-52

Article recounts a talk given by Jane Burke from ProQuest/Serials Solutions at the 2008 Annual MidSouth E-Resource Symposium. One of Burke's suggestions for successful e-resource management is to end IL instruction. She contends IL sessions occur too early in the students' careers and librarians' time could be better employed promoting what the library has to offer.

### Public libraries

Adkins, D., Bossaller, J. and Thompson, K.M. (2009), "Describing vernacular literacy practices to enhance understanding of community information needs: a case study with practical implications", *Reference and User Services Quarterly*, Vol. 49 No. 1, pp. 64-71

The authors examined the Latino population in Kansas City to discover its "vernacular literacy", or the methods in which a community communicates with itself. By exploring the information needs and information gathering techniques of a community, public libraries can better assess what information patrons seek need and tailor library services accordingly.

Baaden, B. and Uhl, J.O. (2009), "Homeschooling: exploring the potential of public library service for homeschooled students", *Journal of the Library Administration and Management Section*, Vol. 5 No. 2, pp. 5-14

Study examines the state of services offered to homeschooled children in public libraries in Long Island, NY. The authors employed questionnaires to ascertain the level of services provided. They concluded librarians should strive to anticipate homeschoolers' needs, provide more directed outreach, and better recognize differences in homeschooled children's library use versus that of other children.

Bell, L. et al. (2009), "Financial information literacy services at your library", *Searcher*, Vol. 17 No. 6, pp. 18-53

The grant funded pilot project, Smart investing@your library, was designed to educate public library patrons about financial planning tools and services available at their library. The project explored Web 2.0 tools, librarian training, and innovative marketing techniques to reach a broader patron base.

Birdsong, L. (2009), "Information literacy training for all", *Searcher*, Vol. 17 No. 9, pp. 38-42

This follow up article discusses an Information Literacy Initiative research project exploring how homeless women employ IL skills. The women used the public library,

online resources, and personal interviews to answer the questions given. The author considered the project a success and deemed the participants expert researchers.

*Chan, J. (2009), "Information literacy and public libraries", inCite, Vol. 30 No. 1/2, pp. 18-9*

Argues that public libraries have a role to play in IL education and that this is key for lifelong learning. Because they have no formal IL guidelines or framework specific to their circumstances and user population, they have difficulty developing the programs their users need.

*Julien, H. (2009), "Information literacy training in Canada's public libraries", Access, Vol. 15 No. 2, pp. 38-9*

Short article where author describes her longer study published in Library Quarterly in 2008. Results of a three-year study showed that IL training is a relatively low priority for public libraries in Canada, but that there remains a significant need among library users for such training.

*Museums, Libraries, and Twenty-first Century Skills (2009), Institute of Museum and Library Services, available at: [www.imls.gov/pdf/Twenty-firstCenturySkills.pdf](http://www.imls.gov/pdf/Twenty-firstCenturySkills.pdf)*

Attempts to help libraries and museums envision "their roles as institutions of learning in the twenty-first century" as well as education stakeholders about the importance these institutions play in engaging citizens and creating a competitive workforce. Provides "case studies of innovative audience engagement and twenty-first century skills practices" and a self-assessment for institutions to gauge whether they are at the early, transitional, or twenty-first century skills stage.

*Nassimbeni, M. and May, B.E.V. (2009), "Place, space and time: adult education experiences of learners and librarians in South African public libraries", Libri:*

*International Journal of Libraries and Information Services, Vol. 59 No. 1, pp. 23-30*  
Presents the results from a mixed-methods study of the role of public libraries in literacy education for adults in South Africa. Though finding that only a small percentage of libraries engage in educational initiatives, the authors conclude that these participating institutions have likely provided both practical and emotional benefits to adult learners.

*Susic, J. (2009), "NIHSeniorHealth classes for senior citizens at a public library in Louisiana", Journal of Consumer Health on the Internet, Vol. 13 No. 4, pp. 417-19*

Describes a program the Jefferson Parish Library in New Orleans developed to teach seniors how to locate valid health information on the web. Post-class evaluations revealed a positive attitude toward the training, and the authors feel the seniors' health literacy improved.

*Zhu, T.-H. (2009), "On the library and information literacy education of vulnerable groups", US-China Education Review, Vol. 6 No. 5, pp. 76-9*

Defines and classifies vulnerable groups, provides reasons why IL for these groups is so important, outlines the feasibility of providing IL instruction services in Chinese libraries, and suggests strategies for libraries interested in doing so.

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### School libraries

Abram, S. (2009), *"Tricks for kids and information literacy"*, MultiMedia and Internet@Schools, Vol. 16 No. 3, pp. 19-21

Provides a briefly annotated list of web sites, many satiric in nature, that include false or misleading information. According to the author, these sites can help engage students in the process of critical evaluation.

Anastopoulos, A. (2009), *"Powerful partnerships as Web 2.0 revitalises research"*, Access, Vol. 23 No. 2, p. 24

Reports on sequenced IL instruction in grades K-8 at a school in New South Wales, Australia that resulted from librarian-teacher collaboration and uses Web 2.0 tools.

Angus, A., Christine, R. and Wright, D. (2009), *"Developing a whole school approach to information literacy"*, School Librarian, Vol. 57 No. 3, pp. 139-40

Discusses two Scottish schools' efforts to incorporate IL into the overall school curriculum. They developed IL related resources and guides for both staff and students. Based on positive feedback about their efforts, they plan to expand the program and develop meaningful assessments of its success.

Armstrong, C. and Windmill, F. (2009), *"The original is best"*, Information Scotland, Vol. 7 No. 2, pp. 10-11

Describes a collaborative project between a school librarian and a records manager at HarperCollins in which secondary school students explored primary source materials from the papers of Boris Pasternak. The authors explain how the project helped students develop relevant skills for research and writing, as well as understand various issues surrounding communication and technological change.

Arnone, M.P., Reynolds, R. and Marshall, T. (2009), *"The effect of early adolescents' psychological needs satisfaction on their perceived competence in information skills and intrinsic motivation for research"*, School Libraries Worldwide, Vol. 15 No. 2, pp. 115-34

Authors surveyed 1272 eighth grade students in 20 states and found that their perceived competence in library skills was influenced by how autonomy-supported they felt, their school librarian's technology competence, how often they used library resources, and how often they used the internet. Authors provide very concrete recommendations to school librarians for supporting students' autonomy, perceived competence, and relatedness to others in terms of their research skills.

*"Asking essential questions"* (2009), The School Librarian's Workshop, Vol. 29 No. 6, pp. 8-9

Introduces the concepts of Essential Questions and Enduring Concepts which come from the book Understanding by Design and are in use in a growing number of school systems.

*Baildon, M. and Damico, J.S. (2009), "How do we know? Students examine issues of credibility with a complicated multimodal web-based text", Curriculum Inquiry, Vol. 39 No. 2, pp. 265-85*

Presents a qualitative study that explores how students evaluate the credibility of complex multimodal texts, based on ninth-grade students' responses to the 9/11 conspiracy video, Loose Change. Drawing on the collected data, as well as theoretical concepts such as intertextuality and transmediation, authors argue for an approach to credibility that engages students more directly with epistemological concerns and social context.

*Ballard, S. (2009), "Implementation or bust! Join the AASL standards wagon train", Teacher Librarian, Vol. 36 No. 5, pp. 14-16*

Reminds readers that the intent of the AASL standards is to support the work of school media librarians and to help them demonstrate value to their stakeholders; encourages school media librarians to work together to overcome the very real barriers they face.

*Ballard, S.D., March, G. and Sand, J.K. (2009), "Creation of a research community in a K-12 school system using action research and evidence-based practice", Evidence Based Library and Information Practice, Vol. 4 No. 2, pp. 8-36*

Authors surveyed 381 tenth grade English students, 87 fifth grade students, and 36 teachers about their understanding of plagiarism and ethical behavior in the use of information. Findings showed that the high school students had a clear understanding of direct instances of plagiarism but less clear understanding when it came to less direct instances. A direct instruction program used with the elementary students improved their understanding considerably.

*Barack, L. (2009), "Baltimore debuts virtual lab", School Library Journal, Vol. 55 No. 10, p. 12*

Brief article describing a virtual learning laboratory that has opened in a Maryland high school under supervision and leadership of the school librarian to help students learn science, technology, engineering, and mathematics skills.

*Bartow, C. (2009), "How one state established school library/technology standards", School Library Monthly, Vol. 26 No. 3, pp. 19-21*

Brief article describing the process used in Montana to establish IL, Library Media and Technology Content Standards that incorporated clear, understandable language, the idea of digital citizenship, and transferability. Emphasizes that the process focused on students and that the Big6 and Information Power were guiding documents.

*Beaudry, R. (2009), "Transition literacy in high schools – a school model", School Libraries in Canada, Vol. 26 No. 3, pp. 44-52*

Transition literacy refers to the knowledge and skills needed to move from one period in life to another, such as the transition from high school to college. The Langley School District in British Columbia developed the Transition Literacy Program to teach students skills needed to be successful in college. Topics covered include Web 2.0, new call number schemes, and other services offered by college libraries.

*Bible, A.L.O. (2009), "Integrating information literacy instruction into a high school science classroom", MA thesis, Defiance College, Defiance, OH*

Action research study of 24 anatomy and physiology students taught explicit criteria for evaluating web site information. A comparison of students' pre-assessment scores with the research accuracy score from their research project demonstrated that the intervention was effective in improving "students' ability to select credible information sources" but there was still room for improvement.

*Bond, T. (2009), SAUCE: An Inquiry Learning Approach, QuEST, Whakatane*

Along with an overview of inquiry learning, this book also describes the SAUCE model of problem solving and information seeking which includes the steps "Set the scene", "Acquire", "Use" "Celebrate understanding" and "Evaluate". The model emphasizes using information as a decision making tool rather than simply gathering it and re-presenting it.

*Borawski, C. (2009), "Beyond the book: literacy in the digital age", Children and Libraries: The Journal of the Association for Library Service to Children, Vol. 7 No. 3, pp. 53-4*

Defines digital literacy and asserts its importance in IL instruction for children. The author outlines relevant skills associated with digital literacy and suggests several strategies that school librarians might employ to foster these skills, including workshops and online scavenger hunts.

*Braasch, J.L.G. et al. (2009), "Evaluating search results: an empirical analysis of middle school students' use of source attributes to select useful sources", Journal of Educational Computing Research, Vol. 41 No. 1, pp. 63-82*

Middle school social studies students rated the relevance of an information source. Some students were able to correctly determine relevance while others were not. The study revealed successful students relied more on title and summary content while less successful students used author and place of publication to determine usefulness.

*Branch, J.L. (2009), "Practising what we preach: information literacy for teacher-librarians in the twenty-first century", Feliciter, Vol. 55 No. 3, pp. 98-100*

Encourages teacher librarians to play with Web 2.0 technologies as a means of increasing their own IL skills and keeping pace with their students. Provides examples of technologies such as blogs and podcasts as a means of beginning the process.

*Braxton, B. (2009), All You Need to Teach ... Information Literacy: Learning in the Information Age, Macmillan Teacher Resources, South Yarra, Victoria*

Provides process-based IL lesson plans for students in Australian primary schools. Topics include information organization, search strategies, citation, and more.

*Brown, K. (2009), "Questions for the twenty-first-century learner", Knowledge Quest, Vol. 38 No. 1, pp. 24-9*

Brown advocates the use of "essential questions" in library instruction to encourage critical thinking, promote inquiry, and encourage self-assessment. This approach is in agreement with the AASL's Standards for the Twenty-first Century Learner which emphasize "multiple literacies" and learning within a social context.



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*Bullard, L. (2009), Ace Your Oral or Multimedia Presentation, Enslow Publishers, Berkeley Heights, NJ*

Provides sequential guidance on the process of developing and giving a presentation. Written for a third- and fourth-grade audience, this book is part of the "Ace It! Information Literacy" series, which focuses on various projects and assignments that involve the application of IL skills at the elementary level.

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*Bush, G. (2009), School Library Media Programs in Action: Civic Engagement, Social Justice, and Equity, American Association of School Librarians, Chicago, IL*

Compiles articles originally published in Knowledge Quest on the role of school libraries in helping students become active participants in democratic society. Specific topics include service learning, social justice in classroom practices, and ethics education.

*Bush, G. (2009), "Delicious ambiguity and the library media center", School Library Media Activities Monthly, Vol. 25 No. 10, pp. 47-50*

Discusses the role of the library media center as a center for creativity in learning and a place for diverse perspectives. Also discusses the research on thinking dispositions and conditional instruction and how to help students attain those dispositions which are not content specific but which can be applied to a variety of problems.

*Byrd, C.N. (2009), "Teachers' perceptions of educational research: a self-efficacy perspective", PhD thesis, Virginia Polytechnic Institute and State University, Blacksburg, VA*

Online, anonymous survey of 130 special education professionals attempted to understand how they interact with educational research information and results showed that the respondents generally have "positive perceptions of education research, use a wide variety of sources for research information, and believe that three main barriers exist to their use of research information: time, access, and the manageability of information."

*Campello, B. (2009), "Developing students' information skills in Brazilian school libraries: the librarian's role", School Libraries Worldwide, Vol. 15 No. 1, pp. 14-28*

A study of Brazilian school librarians assessed their use of IL in their curricula and whether they applied formal information literacy concepts in their teaching. The findings suggest that school librarians do not employ a formal, planned approach to teaching IL skills. The authors assert Brazil still needs to develop a structured IL program for its school libraries.

*Campos, L., March, G. and Jackson, L. (2009), "The integration of teaching dispositions into a school library media program", Library Media Connection, Vol. 27 No. 6, p. 20*

The school media librarians at Londonderry High School in New Hampshire merged the teaching dispositions as set forth in the American Association of School Librarians' (ASSL) Standards for the Twenty-first-Century Learner into their curriculum through "behavior modeling". Their program focused on ethical behavior and successful research strategies.

Carlson, C.B.E. (2009), *Guiding Students into Information Literacy: Strategies for Teachers and Teacher-Librarians*, Scarecrow Press, Lanham, MD  
Organized around student comments such as “Why do we have to do this?” or “I don’t know where to start”, this book makes use of the authors’ experiences with the I-search paper to provide scaffolding to students doing any type of research. Chapters include discussion, resource suggestions, and sample support materials for constructing and leading students through research assignments.

Chandler, P. (2009), “*Research skills*”, *School Librarian*, Vol. 57 No. 3, p. 149  
Reviews several web sites including [www.aresearchguide.com](http://www.aresearchguide.com), [www.lib.washington.edu/uwill/research101](http://www.lib.washington.edu/uwill/research101) and [www.neilstoolbox.com/bibliography-creator/index.htm](http://www.neilstoolbox.com/bibliography-creator/index.htm)

Chessin, P. and Romanowski, E. (2009), “*Teaching and measuring dispositions: a view from the middle*”, *Library Media Connection*, Vol. 27 No. 6, p. 18  
While reflecting on the AASL Standards for the Twenty-first-Century Learner, librarians at Londonderry (New Hampshire) Middle school realized that many of these standards were already incorporated into the students’ research projects. Successful teaching of the standards hinges on engaging student interest enough to complete research assignments successfully.

Coatney, S. (2009), “*Standards for the twenty-first-century learner in action*”, *School Library Media Activities Monthly*, Vol. 25 No. 8, pp. 27-9  
Discusses AASL’s new Standards for the Twenty-first Century Learning IN ACTION book, including its use of very current education language such as target learning, dispositions, and self-assessment. Author argues that this book is not a blueprint for implementing the standards within a school media program but rather an in-depth look at how the Standards fit within existing curriculum.

Coatney, S. (2009), “*Opening the door to leadership – the key*”, *School Library Monthly*, Vol. 26 No. 4, pp. 43-4  
Brief article encouraging school librarians to become learning leaders by modeling lifelong learning and research pursuits, thinking about ways to use the library to display and cultivate learning, and be the most knowledgeable person about the curriculum and new materials to support it.

Coyne, C.E. (2009), “*Engaging with the evidence: exploring the development of historical understanding in students using primary documents*”, *MEd thesis, University of Alberta, Edmonton, Alberta*  
Author researched “To what extent is the development of historical understanding in students enhanced by the use of primary documents?”... “This case study reveals that while students struggle to work at the higher levels of historical reading, the use of primary source documents enhances student self-efficacy in social studies ...[but] students [need] to be specifically taught the necessary literacy skills to decode and interpret documents in isolation and intertextually.”

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*Cromley, J.G. and Azevedo, R. (2009), "Locating information within extended hypermedia", Educational Technology Research and Development, Vol. 57 No. 3, pp. 287-313*

Reports on a study examining how middle school, high school, and undergraduate students find specific information within a hypermedia resource, with results indicating that the successful location of information is correlated with a "fast and flexible" approach to the search process as well as high levels of prior knowledge.

*Daniel, H. (2009), "Global youth initiatives: essential connections for our world's future", Information Searcher, Vol. 18 No. 3, pp. 8-12*

Eight web sites (e.g. United Nations, Panwapa, etc.) are profiled highlighting the educational areas, age groups, and curriculum materials available for each.

*Debell, C., Parker, M. and Sand, J. (2009), "Thinking about dispositions and the elementary school library", Library Media Connection, Vol. 27 No. 6, pp. 16-17*

Discusses challenges school librarians face when incorporating dispositions into their teaching as directed by the AASL Standards for the Twenty-first-Century Learner. The authors argue the importance of teaching dispositions as they "add an important new dimension to the research process".

*Dibianco, P. and Chapman, L. (2009), "Primary sources: viewing the past", Information Searcher, Vol. 18 No. 3, pp. 13-25*

Annotated list of primary source web sites that provide both teaching materials and digital copies of many original documents that can be used with K-12 students.

*Diggs, V. (2009), "Ask-think-create: the process of inquiry", Knowledge Quest, Vol. 37 No. 5, pp. 30-3*

Article promotes collaboration between teachers and librarians to create "inquiry-based" learning, as set forth in the AASL Standards for the Twenty-first Century Learner.

*"Doesn't everyone have rights to a learner's permit?" (2009), School Library Media Activities Monthly, Vol. 25 No. 9, pp. 19-20*

Describes the process of adoption by the state of Colorado of the AASL's Standards for the Twenty-first Century Learner and the creation of a "Learner's Bill of Rights", which describes ten student learning behaviors in simple, straightforward terms and can serve to motivate or inspire reluctant learners.

*Dolnicek, B. (2009), "Information literacy", Nebraska Library Association Quarterly, Vol. 40 No. 1, pp. 3-4*

Argues that school librarians should focus on teaching IL to prepare students to meet their future information needs in school and in everyday life. Emphasizing the relationship between IL and critical thinking, the author discusses important IL skills in relation to several different information needs.

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Farquharson, M. (2009), "The power of high quality school library programs", *Teacher Librarian*, Vol. 36 No. 5, pp. 85-6

Brief overview over recent research describing the skills that students in today's information and media-rich world will have to have and asserts that school libraries need to be a part of teaching students those skills.

Fullerton, S. (2009), "Be an advocate for students through three teacher-librarian roles", *Medium*, Vol. 33 No. 2, pp. 6-7

Argues that school librarians should focus on advocacy in the areas of IL education, reading skills development, and resource management. According to the author, by promoting awareness of these issues and collaborating with teachers, administrators, and others, school librarians can make genuine contributions to student learning.

Gaines, A. (2009), *Ace Your Internet Research*, Enslow Publishers, Berkeley Heights, NJ  
Helps students learn to evaluate and cite online information, as well as use the internet safely. Written for a third- and fourth-grade audience, this book is part of the "Ace It! Information Literacy" series, which focuses on various projects and assignments that involve the application of IL skills at the elementary level.

Gaines, A. (2009), *Ace Your Research Paper*, Enslow Publishers, Berkeley Heights, NJ  
Offers strategies for completing a research project successfully, with information on developing a topic, carrying out research, and writing papers. Written for a third- and fourth-grade audience, this book is part of the "Ace It! Information Literacy" series, which focuses on various projects and assignments that involve the application of IL skills at the elementary level.

Gaines, A. (2009), *Master the Library and Media Center*, Enslow Publishers, Inc., Berkeley Heights, NJ

Part of the "Ace It! Information Literacy Series", this book is appropriate for K-5 and is divided into five chapters that cover why a student might need to use a public library and/or media center, the organization of those types of libraries, developing a plan to complete a research project, finding sources of information and taking notes, and evaluating information. Includes a glossary, a web site evaluation checklist, pieces about online safety and plagiarism, and emphasizes asking the librarian for help.

Gordon, C.A. (2009), "An emerging theory for evidence based information literacy instruction in school libraries, part 1: building a foundation", *Evidence Based Library and Information Practice*, Vol. 4 No. 2, pp. 56-77

First of two papers on this topic, author examines theories of information behavior and constructivist learning and shows how they influenced Kuhlthau's Information Search Process and Guided Inquiry model. Author attempts to build a theory that uses the tools of performance-based assessment and action research to empirically examine library instruction in school libraries.

Gordon, C.A. (2009), "An emerging theory for evidence based information literacy instruction in school libraries, part 2: building a culture of inquiry", *Evidence Based Library and Information Practice*, Vol. 4 No. 3, pp. 19-45

Second of two parts which "continues to build on the Information Search Process and Guided Inquiry as foundational to studying the information-to-knowledge connection and the concepts of help and intervention characteristic of twenty-first century school library instruction". After exploring all the concepts, author concludes that "[l]ibrarianship is well suited to developing practitioner-researchers who are proficient in making the information-to-knowledge connection that informs their professional performance".

Grey, D. (2009), *Getting the Buggers to Learn*, Continuum, London, UK

Directed at teachers, this book views IL skills as lifelong learning skills and covers IL frameworks, integrating information skills into the curriculum, study and revision skills, individual learning skills, creativity and imagination, the learning-centered environment, and how computers can help. Encourages teachers to integrate IL skills where they naturally fit into their lesson plans.

Haag, D. and Freeland, E. (2009), *Evaluating Sources*, Video Education Australasia [distributor] (DVD)

Provides instruction in evaluating information, arguing that the evaluation process is crucial for carrying out effective research and making good decisions. This 22-minute video addresses credibility, currency, relevance, and other evaluation criteria.

Hamilton, B.J. (2009), "Transforming information literacy for NowGen students", *Knowledge Quest*, Vol. 37 No. 5, pp. 48-53

Influenced by new understandings of literacy and knowledge creation, the author argues that school librarians should play a more active role in the educational process and help students develop "personal learning networks" via emerging technologies. She describes how these technologies have been integrated successfully into class assignments and IL instruction at Creekview High School in Georgia.

Hammond, D. (2009), "Fact 'and' fiction: modeling the research practices of fiction writers", *English Journal*, Vol. 98 No. 3, pp. 53-8

Describes how instruction in research and citation can be integrated into creative writing units in high school English classes. The author focuses on an assignment in which students include researched information in their works of fiction, and she discusses how students responded to the assignment as well as how it might be improved in the future.

Harouni, H. (2009), "High school research and critical literacy: social studies with and despite Wikipedia", *Harvard Educational Review*, Vol. 79 No. 3, pp. 473-94

Explains how widespread student use of Wikipedia impacted the author's approach to teaching critical research skills. Detailing how Wikipedia gradually became integral to class discussions about reliability as well as specific research assignments, the author argues for both greater attention to students' everyday research practices and greater consideration of background knowledge as vital to the process of evaluating sources.

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Harris, C. (2009), "Meet the new school board", *School Library Journal*, Vol. 55 No. 5, pp. 24-6

Article promotes the use of board games as a tool for IL instruction and describes some of the more popular games. The author stresses these games should tie into the curriculum and meet approved IL standards.

Hazen, T.J. (2009), "Assessing information literacy: the multiple narrative approach", *PhD thesis, University of Iowa, Iowa City, IA*

Presents a new standardized assessment method for measuring IL skills and discusses the findings of a study in which this method was employed with nearly 2,000 eighth-grade students in Iowa. The author argues that this form of assessment, which features multiple-choice questions embedded within a "logical sequence of [information-related] events", is effective in both measuring skills and providing important data to relevant stakeholders.

Heider, K. (2009), "Information literacy: the missing link in early childhood education", *Early Childhood Education Journal*, Vol. 36 pp. 513-18

Argues that in today's "Information Age", young children (age three and up) can and should be introduced to IL skills by their teachers or preferably the combination of a teacher and librarian using models such as the Big 6 or the simplified version, the Big 3. Urges teachers to use informational texts as a part of literacy instruction and provides an example of a two-day lesson on insect research for 2nd graders.

Herring, J. (2009), "A grounded analysis of year 8 students' reflections on information literacy skills and techniques", *School Libraries Worldwide*, Vol. 15 No. 1, pp. 1-13

Reports a research study of year 8 students to assess their IL abilities. The study examined students' brainstorming and question formation efforts, linking of IL skills, and overall use of IL in their assignment. Findings indicate that less emphasis could be placed on IL skills and more focus on "information literacy techniques".

Herron, D. and Haglund, L. (2009), "Secondary school teachers don't have time to engage in the most important aspects of information literacy due to curricular pressures", *Evidence Based Library and Information Practice*, Vol. 4 No. 1, pp. 29-31

Brief review of an article published in *Journal of Librarianship and Information Science* in 2007 which used a phenomenographic approach to study 31 secondary school teachers' conceptions of students' information literacy. In addition to time pressure, teachers also tended to have a skills-oriented view of IL and the review appraises this study as a high-quality study but the sample size may or may not be representative.

Hobbs, R. (2009), "Erasing copyright confusion", *Learning and Media*, Vol. 37 No. 2, pp. 6-8

Conversation with Renee Hobbs, Professor of Communication at Temple University and founder of the Media Education Lab. Hobbs helped develop the Code of Best Practices in Fair Use for Media Literacy Education. She discusses the implications of the Code and Fair Use in relation to teaching IL skills to students.



*Houston, C. (2009), "Commonwealth schools in the information age: the status of information services in Kentucky school media centers", School Libraries in Canada, Vol. 26 No. 3, pp. 9-19*

A survey of Kentucky school media centers discovered that library media specialists mainly focus on developing library skills, collaboration, and budget issues. "Higher level information literacy skills", such as search engine use and information ethics, are rarely addressed. Author calls for library media specialists to reassess their curricula and better incorporate state IL benchmarks.

*Jaeger, P. (2009), "Marketing information literacy", School Library Media Activities Monthly, Vol. 25 No. 7, pp. 52-4*

The author recounts how she applied marketing strategy from her former business career to promote information literacy in her school media center.

*Jansen, B. A. (2009), The Big6 Goes Primary! Teaching Information and Communications Technology Skills in the K-3 Curriculum, Linworth Books, Columbus, OH*

Part one provides an overview of the Big6 in relation to the literature on emergent literacy and provides guidelines for developmentally appropriate instruction. Parts two and three provide example lessons and practical teaching strategies and materials showing the implementation of the Big6 with this age group; each chapter discusses one of the six steps in depth.

*Jansen, B.A. (2009), "Differentiating instruction in the primary grades with the Big6", Library Media Connection, Vol. 27 No. 4, pp. 32-3*

Discusses how the Big6 process allows students to work independently, enabling varying instruction techniques based on the student's needs. Jansen provides an example of the differentiated instruction process.

*Julien, H. and Barker, S. (2009), "How high-school students find and evaluate scientific information: a basis for information literacy skills development", Library and Information Science Research, Vol. 31 No. 1, pp. 12-17*

Reports on a qualitative study in which a group of students in Alberta, Canada demonstrated inadequate IL skills in the completion of an assignment and in subsequent interviews. Given these findings, which reveal a disconnect between the information skills of students and the educational standards for such skills in Albertan public schools, the authors offer suggestions for how teachers can stress IL and the information-seeking process in the classroom.

*Kachka, A. (2009), "Differentiating instruction in the library media center", School Library Media Activities Monthly, Vol. 25 No. 5, pp. 20-1*

To avoid repetition when teaching the same students from year to year, library media specialists should vary and adapt instructional materials to different ability levels and use teaching activities that appeal to visual, auditory, and tactile learners. They should also develop a library media center collection and services that reflect the community they serve.

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Kong, S. C. (2009), "An empirical study of school-based planning for the use of information technology to improve the quality of education in the twenty-first century", *Technology, Pedagogy and Education*, Vol. 18 No. 3, pp. 343-59

Reports on a study to develop an Information Technology IL program in Hong Kong. Using ideas from the Twenty-First Century Knowledge concept and empirical research, the paper offers suggestions to implement IT literacy through four avenues: understanding of IT, creative thinking, communication, and information ethics.

Kong, S.C. and Li, K.M. (2009), "Collaboration between school and parents to foster information literacy: learning in the information society", *Computers and Education*, Vol. 52 No. 2, pp. 275-82

Reports on a study examining the perspectives of parents and primary school educators on the role of the home environment in IT and IL education in Hong Kong. Noting that both groups support such education in the home (despite some reservations among parents), the authors provide a framework for "home-school collaboration" that not only encourages the development of IL skills but also addresses parental anxiety.

Kowalsky, M. (2009), "A quest for information literacy skills", *School Librarian's Workshop*, Vol. 30 No. 1, pp. 16-17

Indiana University developed Quest Atlantis, a virtual world in which students apply their IL skills to various "quests", such as discovering why fish are dying in a river. Students employ observation, analysis, and research to solve the mystery.

Lamb, A. and Johnson, L. (2009), "Web feeds delivered to your digital doorstep", *Teacher Librarian*, Vol. 36 No. 3, pp. 66-70

Brief article explaining web feeds and feed aggregators for teacher-librarians and the benefits of using them. Short section on using feeds to advance students' information fluency due to their timely nature and ability to help students compare information from different sources and to bolster librarians' professional development.

Lamb, A. and Johnson, L. (2009), "The digital dog ate my notes: tools and strategies for twenty-first century research projects", *Teacher Librarian*, Vol. 37 No. 2, pp. 77-81

Lists online tools that can help students with their research note-taking, part of the AASL's "mastery of technology tools for accessing information and pursuing inquiry", The four tools explored are electronic journaling, digital note taking, collaborative concept mapping, and online citation building.

Lambi, E.A. (2009), "A case study on the use of a formative assessment probe to determine the presence of science misconceptions in elementary school students: implications for teaching and curriculum", *EdD thesis, Widener University, Chester, PA* Investigates problems in "conceptual and contextual understanding" that hinder the development of scientific literacy in the elementary grades. Based on the findings from a study of more than 500 students in the first through fifth grades, the author argues not only for the value of particular assessment strategies but also for the central importance of scientific literacy in science pedagogy.

*Lehman, K. (2009), "Teaching information ethics to high school students", Library Media Connection, Vol. 27 No. 6, pp. 28-30*

Using the relevant American Association of School Librarians (AASL) standards as a base, Lehman describes how she teaches each ethics-related standard to incoming high school freshmen. She argues that librarians also have a duty to teach ethics to students.

*Lincoln, M. (2009), "Ethical behavior in the information age", Knowledge Quest, Vol. 37 No. 5, pp. 34-7*

Article focuses on ethical behavior as part of the new AASL Standards for the Twenty-first-Century Learner. Lincoln focuses on ethics from a state, regional, and local viewpoint, along with providing resources to aid teachers in applying the standards.

*Lincoln, M. (2009), "Information literacy: an online course for student library assistants", School Library Media Activities Monthly, Vol. 25 No. 10, pp. 29-30*

Describes a course developed to fulfill Michigan's online learning requirement. Via Blackboard, the 11th and 12th graders were trained to work in the school media center. In addition to learning library duties, the course explored IL topics, such as ethics and Web 2.0 tools.

*Lohmiller, D. (2009), "The librarian in the classroom", Library Media Connection, Vol. 28 No. 2, pp. 36-7*

Lohmiller observes that school/media librarians are not given the respect or credit they deserve in the education process, even though they are the primary IL instructors for students. She suggests ideas for school librarians to employ, such as teaching electives or volunteering for committees, to become a more vital and respected part of the education system.

*Marcoux, E.B. (2009), "NSLMPY winners and their tips: a recipe for your school library", Teacher Librarian, Vol. 36 No. 4, pp. 29-31*

The National School Library Media Program of the Year (NSLMPY) celebrates school library programs that "re integrated into school curriculum and that effectively assist students and staff members in becoming information literate". Article discusses good ideas from 2005-2008 winners that other libraries could implement and what these winning school library programs have done differently as a result of their award.

*Marcoux, E.B. and Loertscher, D.V. (2009), "Achieving teaching and learning excellence with technology", Teacher Librarian, Vol. 37 No. 2, pp. 14-22*

Building on the history of teacher-librarians as multimedia specialists, authors look at six learning issues (learning motivation, deep understanding of topics, efficiency, learning how to learn, creativity and content creation, and inclusion of different types of learners) and list technological solutions to help address those issues.

*Marcus, S. (2009), "New basics for new literacies", Journal of the American Society for Information Science and Technology, Vol. 60 No. 9, pp. 1933-8*

Argues that major social changes brought about by digitization, globalization, and other factors demand a new approach to education that views creativity as a fundamental form of literacy. The author advocates the teaching of a "sensory

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alphabet” and outlines its elements, which include line, color, movement, sound, and more.

*Massachusetts School Library Association (2009), Recommended Standards for PreK – Grade 12 Information Literacy Skills, Massachusetts School Library Association, Lunenburg, MA, available at: <http://maschoollibraries.org/dmdocuments/MSLAStandards2.pdf>*

Based on the AASL Standards for the Twenty-first Century Learner this document contains Pre-K-Grade 12 IL Skills Standards, Information Literacy Performance Indicators, Integrated Learning Scenarios for several grade levels (Pre K-2, 3-4, 5-8, and 9-12, and a long section showing how these standards align with the Massachusetts Instructional Technology Standards and the AASL Standards.

*Masters, S. (2009), “Exploiting a VLE to promote reading and information literacy”, School Librarian, Vol. 57 No. 2, pp. 74-5*

Masters describes her experiences promoting IL via the Virtual Learning Environment (VLE) at Thomas Deacon Academy in Peterborough, England. She created online quizzes, tutorials, and podcasts. By using the VLE, she discovered the students felt more comfortable seeking assistance and using the library.

*Mckenzie, J. (2009), “Connecting the dots”, Knowledge Quest, Vol. 38 No. 1, pp. 32-9*  
Discusses the importance of connecting student inquiry to the problem to enable information gathering. The article offers suggestions to facilitate the inquiry process based on the Standards for the Twenty-first-Century Learner document’s original thinking provisions.

*Mctavish, M. (2009), “I get my facts from the internet”: a case study of the teaching and learning of information literacy in in-school and out-of-school contexts”, Journal of Early Childhood Literacy, Vol. 9 No. 1, pp. 3-28*

Article looks at the relationship between a third grader’s IL practices in and out of school. The analysis found that the two information seeking behaviors rarely overlapped and that out of school activities were not being addressed in a classroom setting.

*Meyers, E.M., Fisher, K.E. and Marcoux, E. (2009), “Making sense of an information world: the everyday-life information behavior of preteens”, Library Quarterly, Vol. 79 No. 3, pp. 301-41*

Presents the findings from a qualitative study on the information behavior of young people (i.e. “twens”), a group that, according to the authors, has not been addressed substantially in previous studies. Influenced by the work of Elfreda Chatman and other prominent researchers, the authors emphasize the social and often informal nature of tweens’ information behavior, as they negotiate various “information worlds” in their everyday lives.

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Mokhtar, I.A. et al. (2009), "*Proposing a 6 + 3 model for developing information literacy standards for schools: a case for Singapore*", *Education for Information*, Vol. 27 No. 2/3, pp. 81-101

Provides an overview of international IL standards and guidelines and models of information seeking behavior and then a history of education reform in Singapore pertaining to IL education. Authors then propose a model of IL based on the Big6 but incorporating three additional aspects: ethics and social responsibility, attitudes and perceptions, and collaborative information seeking behavior.

Moll, M. (2009), "*Information literacy in the new curriculum*", *South African Journal of Library and Information Science*, Vol. 75 No. 1, pp. 40-5

Briefly traces national curriculum changes in South Africa and highlights where in the new revised curriculum outline elements of IL now appear. Describes author's IL work with teachers in training and lists implications for school and school libraries including making IL an integral part of the teaching, the need for librarian collaboration with teachers and the need for schools to decide on a uniform model of IL training.

Montiel-Overall, P. (2009), "*Teachers' perceptions of teacher and librarian collaboration: instrumentation development and validation*", *Library and Information Science Research*, Vol. 31 No. 3, pp. 182-91

Article describes the development of the Teacher and Librarian Collaboration (TLC-II) survey, a model to enhance productive teacher-media specialist collaboration. Research indicates these types of collaboration have positive outcomes on student performance. Results indicate the TLC-II survey successfully aided teachers and librarians in identifying instruction practices that improve the learning process.

"*NAIS Guidelines of Professional Practice for Librarians*" (2009), *Knowledge Quest*, Vol. 38 No. 2, p. 53

Reprint of the National Association of Independent Schools (NAIS)'s Guidelines of Professional Practice for Librarians. The guidelines promote teaching research skills and collaboration with teachers.

Needham, J. (2009), *Teaching Elementary Information Literacy Skills with the Big6?*, Linworth, Columbus, OH

Intended to be a comprehensive guide to using the Big 6, this book has sections called Focusing on the Student, Fundamentals of Learning, and Plugging in the Big6 Problem Solving Process, and the lessons include Grade Level, Time Frame, Content Objective, Information Literacy Objective, Big6 Objective, and Material and Sources. Author also includes discussion of how to increase student participation.

Nelson, J. V. (2009), "*Leadership through middle school library programming impact on Latino student achievement*", *EdD thesis, University of California, San Diego, La Jolla, CA*

This dissertation analyzed data from the California Assessment Test, Sixth Edition (CAT/6) against information from the California State Library Survey. Nelson found that student reading scores directly correlated to the number of school/media library

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staff. Based on these findings, suggestions are given for creating information literacy policies and models to enhance testing outcomes.

*Newell, T.S. (2009), "Examining information problem-solving instruction: dynamic relationship patterns mediated by distinct instructional methodologies", School Libraries Worldwide, Vol. 15 No. 2, pp. 49-76*

Study using activity theory framework of 54 middle school students compared problem-based learning within a face-to-face learning environment and participatory simulation within a computer-based environment. Author concludes that different methodologies have the potential to produce "different types of information literate learners".

*Oberg, D. (2009), "Libraries in schools: essential contexts for studying organizational change and culture", Library Trends, Vol. 58 No. 1, pp. 9-25*

Delineates the challenges involved in implementing collaborative models in which school librarians and traditional classroom teachers share instructional responsibility and authority. The author argues that librarians must understand the nature of a school's organizational culture (especially as it pertains to the relationship among principals, classroom teachers, and librarians) to effect change successfully.

*Pappas, M.L. (2009), "Inquiry and twenty-first-century learning", School Library Media Activities Monthly, Vol. 25 No. 9, pp. 49-51*

Discusses why it is important to bridge the gap between the rote learning still often required in school and the curriculum based on creativity and critical thinking that is advocated by the Framework for Twenty-first-Century Learning and other similar documents. Mentions several models of inquiry learning that could support this curriculum and provides a list of web site resources for educators.

*Phillips, H. (2009), "Emerging inquiry: using non-fiction to guide student research", Social Studies and the Young Learner, Vol. 22 No. 1, pp. 23-6*

Author details her efforts to create a curriculum unit on Native Americans of South Carolina that would represent the best in inquiry learning and result in students taking "an active role in their own learning". Author believes that this type of inquiry allows teachers to integrate literacy into content areas, promote critical thinking, help students construct new knowledge, and allow more time for in-depth coverage of content area material.

*Probert, E. (2009), "Information literacy skills: teacher understandings and practice", Computers and Education, Vol. 53 No. 1, pp. 24-33*

Presents the findings of a mixed-methods study examining what teachers in three New Zealand schools (middle and high school levels) know about IL and how they approach IL instruction in the classroom. Based on data collected primarily from questionnaires and interviews, the author argues that, despite some conceptual knowledge of IL among the teachers, most are not providing students with formal or systematic instruction in IL.



*Rau, D. M. (2009), Ace Your Creative Writing Project, Enslow Elementary, Berkeley Heights, NJ*

Gives advice on how to approach a variety of creative writing assignments, including short stories, personal narratives, and poems. Written for a third- and fourth-grade audience, this book is part of the "Ace It! Information Literacy" series, which focuses on various projects and assignments that involve the application of IL skills at the elementary level.

*Rau, D.M. (2009), Ace Your Writing Assignment, Enslow Elementary, Berkeley Heights, NJ*

Addresses the various stages of the writing process, explaining activities such as prewriting, drafting, revising, and peer review. Written for a third- and fourth-grade audience, this book is part of the "Ace It! Information Literacy" series, which focuses on various projects and assignments that involve the application of IL skills at the elementary level.

*Revelle, C.L. (2009), "Constructing transformative experiences through problem posing in a high school English research project", PhD thesis, University of North Texas, Denton, TX*

Grounded in critical literacy theory and problem posing process, the dissertation describes a case study of creating a meaningful research assignment with ten high school students where they researched problems in their environment and then proposed subsequent solutions based on that research. Author discusses the various means of support for the problem posing that occurred including beginning with students' experience, using their prior knowledge, peer response, using collaborative efforts and surveys to clarify and refine the problems, and finding solutions together.

*Rotherham, A.J. and Willingham, D. (2009), "Twenty-first century skills: the challenges ahead", Educational Leadership, Vol. 67 No. 1, pp. 16-21*

Addresses current efforts to integrate critical thinking, IL, and other skills in the classroom. The authors argue that genuine educational improvements in these areas depend on better teacher training, stronger assessment methods, and an enhanced curriculum that emphasizes both skills and content knowledge.

*Sakr, R., Nabhani, M. and Osta, I. (2009), "Description and evaluation of the information literacy program in a private school in Lebanon: a case study", School Libraries Worldwide, Vol. 15 No. 1, pp. 28-44*

The survey questioned students, teachers, librarians, parents about their views of the library. The answers revealed the library plays a key role in promoting reading and IL skills. The study also discovered there was little collaboration between librarians and teachers and that most parents knew little about the school library's efforts.

*Scoglio, S. and De Robbio, M. (2009), Research on the internet, Classroom Video (DVD)*  
An Australian-made video using experts from that country that teaches students how search engines work, how best to use them, the risks and potential problems involved in using search engines, emerging developments in searching and the internet with a particular focus on Google.

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Shenton, A.K. (2009), "A new two-cultures debate: information literacy and school practices", *Literacy Today*, p. 12

Asserts the value of the school library in fostering IL skills among British children. The author explains and argues against the reasoning that school libraries are no longer necessary, focusing on the library's role in teaching critical evaluation, facilitating reflective learning, and providing important training in information access.

Standards for the Twenty-first-Century Learner in Action (2009), *American Association of School Librarians, Chicago, IL*

"Supports and elaborates on the AASL's Standards for the Twenty-first Century Learner with indicators, benchmarks, model examples, and assessments". Benchmarks provided are for grades 2, 5, 8, 10, and 12

Stasak, M. (2009), "SOS for information literacy", *Information Searcher, Vol. 18 No. 3*, p. 7

Short profile of SOS ([www.informationliteracy.org/](http://www.informationliteracy.org/)), "a free, dynamic, online multi-media resource that connects educators with the tools, information and the current trends on teaching information literacy skills...".

Summers, L.L. (2009), "The value of social software in school library instruction, communication, and collaboration", *Knowledge Quest, Vol. 37 No. 4*, pp. 48-50

Discusses the value of using Web 2.0 tools, such as wikis, twitter, and ning, for student engagement. This social software allows for broader student participation and documents the valuable contribution school media centers make to students' education.

Trinkle, C. (2009), "Reading for meaning: making connections and searching for answers", *School Library Media Activities Monthly, Vol. 25 No. 6*, pp. 48-50

Brief article urging librarians to let teachers know that the Twenty-first Century Learner Standards are not in addition to but rather support their reading curriculum and that librarians should use best practices in reading instruction in teaching the Standards.

Trinkle, C. (2009), "Reading for meaning: synthesizing", *School Library Media Activities Monthly, Vol. 25 No. 7*, pp. 49-51

Notes the similarities between reading skills and information skills instruction and emphasizes that librarians need to be familiar with this overlap and teach these similar strategies, since teaching them out of the normal classroom context can help to reinforce them in students' minds.

Udofia, E.P. (2009), "Individualized learning in universal basic education: implications for the librarian as counselor", *Library Philosophy and Practice, available at: [www.webpages.uidaho.edu/~mbolin/udofia.htm](http://www.webpages.uidaho.edu/~mbolin/udofia.htm)*

Article discusses the opportunities Nigerian school/media librarians have to promote IL through the Universal Basic Education (UBE) learner concept. Librarians have an opportunity to assume roles as counselor, bibliotherapist, and information literacy counselor when promoting UBE.

Wah, K. and Chu, S. (2009), "Inquiry project-based learning with a partnership of three types of teachers and the school librarian", *Journal of the American Society for Information Science and Technology*, Vol. 60 No. 8, pp. 1671-86

A scientific study examined collaborations between three teachers and a librarian for primary school group projects in Hong Kong. Students using a Project Based Learning (PBL) approach yielded higher scores than students in the control group. Students better enjoyed the assignment and learned more with the PBL approach.

Walraven, A., Brand-Gruwel, S. and Boshuizen, H.P.A. (2009), "How students evaluate information and sources when searching the worldwide web for information",

*Computers and Education*, Vol. 52 No. 1, pp. 234-46

Reports on a study exploring the evaluation criteria used by ninth-grade students to assess information on the web. Based primarily on think-aloud protocols, results indicate that students rarely evaluate online information and do not have a clear sense of what criteria are most important, thus confirming the findings from previous studies and demonstrating the need for instruction in this area.

Yukawa, J. and Harada, V.H. (2009), "Librarian-teacher partnerships for inquiry learning: measures of effectiveness for a practice-based model of professional development",

*Evidence Based Library and Information Practice*, Vol. 4 No. 2, pp. 97-119

Study of a long-term professional development experience with nine teams of teacher librarians in which the 21 female participants were asked to "[d]esign an inquiry-based unit that connects to content standards and information literacy standards" as well as use authentic assessment. Results showed that the teams benefited from the teacher-librarian collaboration and found the process of exploring inquiry learning and essential questions transformative and led to further work in curriculum development at their schools.

### Special libraries

Alford, D. (2009), "The development of the skills curriculum in law schools: lessons for directors of academic law libraries", *Legal Reference Services Quarterly*, Vol. 28

No. 3/4, pp. 301-19

Article discusses the importance law library directors play in the education of law school students through direct and indirect support of the school's curriculum. Directors must tailor library collections and services to the needs of the program. In addition to their normal administrative duties, directors also serve as legal research teachers and scholars.

Anderson, R.P. and Wilson, S.P. (2009), "Quantifying the effectiveness of interactive tutorials in medical library instruction", *Medical Reference Services Quarterly*, Vol. 28

No. 1, pp. 10-21

Authors compared performance on pre/post tests of three groups of medical students ( $n = 79$ ) after completing one of two tutorials (passive or interactive). They found that the interactive groups improvement was statistically significant on three out of three learning questions while the passive groups improved on two of three but that the majority of participants preferred interactive tutorials (78 percent) to passive tutorials (22 percent).

Arndt, R.M. (2009), "Library and information literacy", *Journal of Emergency Nursing*, Vol. 35 No. 4, pp. 360-2

Brief column citing the importance of information literacy for nurses and reviewing some of the pertinent literature. Points to time and lack of resources being barriers to improved IL skills for nurses and asks who should bear responsibility for teaching these skills.

Bankson, H.L. (2009), "Health literacy: an exploratory bibliometric analysis, 1997-2007", *Journal of the Medical Library Association*, Vol. 97 No. 2, pp. 148-50

Reports on a bibliometric study of feature-length articles on health literacy indexed in both medical and non-medical databases over a ten-year period. Demonstrating a marked increase in the published academic and professional literature on this subject in multiple disciplines, the author promotes greater awareness of bibliometric trends among librarians and scholars seeking information on health literacy.

Barkan, S.M. et al. (2009), "Testing for research competency on the bar exam: the next steps", *Legal Reference Services Quarterly*, Vol. 28 No. 3/4, pp. 281-9

Article discusses the importance of adequate legal research skills for lawyers and the need for standards of legal research competency. Suggestions are given as to how these competencies could be tested and included on the Bar Exam.

Bartels, E.M. (2009), "How to keep up with medical literature", *Best Practice and Research Clinical Rheumatology*, Vol. 23 No. 2, pp. 281-90

Librarian author argues for the importance of IL in evidence-based medical practice and outlines four steps to keeping up with the literature: learn to define your questions in a meaningful way; get to grips with the ins and outs of literature searching; make a time schedule for necessary searches; and update yourself in new information sources at least once a year. Article provides in-depth information about database searching.

Beljaars, B. (2009), "Implementing legal information literacy: a challenge for the curriculum", *International Journal of Legal Information*, Vol. 37 No. 3, pp. 320-32

Bemoans the lack of legal information literacy in the law school curriculum and calls for more collaboration between law faculty and librarians to accomplish IL integration. Suggests the creation of an IL curriculum for law students.

Berring, R.C. and Vanden Heuvel, K. (2009), "Teaching advanced legal research: philosophy and context", *Legal Reference Services Quarterly*, Vol. 28 No. 1/2, pp. 53-62

Argues that both the students and the field of advanced legal research (ALR) have changed and thus a philosophy for it is much needed. The philosophy should include teaching students the context of legal information and that information is generated, and authors describe their use of authentic research problems to help students learn in the fast-changing legal research environment.

Bintliff, B. (2009), "Legal research: Maccrate's 'fundamental lawyering skill' missing in action", *Legal Reference Services Quarterly*, Vol. 28 No. 1/2, pp. 1-7

Introduces the journal issue by calling attention to the McCrate Report of 1992 which urged law schools to increase students' "fundamental lawyering skills" and author notes that, despite legal research being one of these skills, it is still often subsumed in

legal writing. Author speculates as to why these skills are not emphasized: law faculty rely on research assistants and law librarians to complete the research they need.

*Brooks, J.L.K. (2009), "Great expectations: new associates' research skills from law school to law firm", Legal Reference Services Quarterly, Vol. 28 Nos 3/4, pp. 291-300*  
Brooks discusses the lack of legal research training of her firm's new hires. Often only familiar with Westlaw and Lexis, many new lawyers remain unaware of print and free online sources. Brooks makes recommendations for research skills all new graduates should possess and maintains librarians are also responsible for training new hires in legal research techniques.

*Callister, P.D. (2009), "Thinking like a research expert: schemata for teaching complex problem-solving skills", Legal Reference Services Quarterly, Vol. 28 Nos 1/2, pp. 31-51*  
Argues that in order to understand legal research problems, students need to be able to identify what type of problem it is and find the types of legal resources to solve the problem. Author contends that schemata need to be made explicit and calls on legal research instructors to "produce additional schemata and develop a common hierarchical taxonomy of skills...which would define legal research problem solving skills more precisely and set benchmarks for assessment."

*Canick, S. (2009), "Legal research assessment", Legal Reference Services Quarterly, Vol. 28 Nos 3/4, pp. 201-17*  
Canick argues for using multiple assessment tools to analyze legal research courses that measure a variety of learning styles and types of material taught. Examples of successful assessment tools include quizzes, research logs, and exercises. Author argues that evaluation will ultimately improve teaching.

*Chiorazzi, M. and Esposito, S. (2009), "Commentaries on Hicks' 'teaching legal bibliography': with an addendum by Robert Berring", Legal Reference Services Quarterly, Vol. 28 Nos 1/2, pp. 9-30*  
An annotated reprint of Frederick Hicks' 1918 article, "Teaching Legal Bibliography", with an addendum written by Robert C. Berring. The authors found Hicks' arguments and observations still valid today, particularly the need to teach legal research.

*Cobus, L. (2009), "Using blogs and wikis in a graduate public health course", Medical Reference Services Quarterly, Vol. 28 No. 1, pp. 22-32*  
Describes how and why Web 2.0 tools were integrated into a librarian-taught graduate course at Hunter College called "Information Research in Public Health", with particular emphasis on a weekly blogging assignment and a wiki-based collaborative bibliography project. The authors assert the value of these tools in teaching crucial IL skills to professionals in public health.

*Craig, E. (2009), "Better informed for better health and better care: an information literacy framework to support health care in Scotland", Health Information and Libraries Journal, Vol. 26 No. 1, pp. 77-80*  
After a series of training courses to support health IL skills in Scotland proved unsatisfactory to a percentage of users who found it hard to connect IL to their everyday lives, a group put together a document intended to frame IL in health

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contexts. This document, designed for all audiences (patients, practitioners, etc.), is available and an interactive version is being considered.

*Fetter, M.S. (2009), "Health information literacy and mental health nursing", Issues in Mental Health Nursing, Vol. 30, pp. 64-5*

Brief column highlighting significant revision to the Nursing Informatics Scope and Standards, which guides nurses in their use of computer and information technology as well as information literacy. The new standards have moved away from a focus on specific technological competencies to a more conceptual framework involving a fourth dimension (wisdom) rather than the original three: data, information and knowledge.

*Fourie, I. (2009), "Learning from research on the information behaviour of healthcare professionals: a review of the literature 2004-2008 with a focus on emotion", Health Information and Libraries Journal, Vol. 26 No. 3, pp. 171-86*

Seven articles were found with major coverage and 21 had brief coverage of emotional aspects related to information behavior but author notes "scant coverage" in the literature in general and characterizes the existing literature in terms of the following themes: difficulty in identifying information needs, issues of uncertainty or anxiety, impact of personality and coping styles, impact of motivation, and seeking information for psychosocial and emotion issues. Offers list of ideas for library and information science practitioners to be aware of when helping healthcare professionals in this area.

*Gendron, H. (2009), "Don't fence me in! Reconsidering the role of the librarian in a global age of art and design research", Art Libraries Journal, Vol. 34 No. 2, pp. 26-30*

Discusses the multidisciplinary nature of research in art and design and suggests that art librarians become more responsive and flexible in providing IL instruction in these areas. In summarizing activities from a course in design research, the author demonstrates how the librarian acts as a "knowledge-counselor", encouraging design students to engage in creative and critical inquiry.

*Gilliland, K. (2009), "A motivational perspective on first-year legal research instruction", Legal Reference Services Quarterly, Vol. 28 Nos 1/2, pp. 63-75*

Gilliland makes an argument for rethinking the "bibliographic method", an approach that most law schools use when training first year law students to do legal research. The author contends successful first year research should incorporate extensive student-teacher interaction, well-designed assignments, interactive tasks, and collaboration.

*Guerrieri, R. and Kokinova, M. (2009), "Does instruction in the use of personal digital assistants increase medical students' comfort and skill level?", Medical Reference Services Quarterly, Vol. 28 No. 1, pp. 33-43*

Librarians at Northeastern Ohio Universities Medical College used a questionnaire assessing both comfort level and self-described skill level before and after a mandatory two-hour Personal Digital Assistant class (PDA) for medical students. The scores from showed statistically significant improvement, demonstrating that the class was beneficial, and authors argue that it should continue to be required.



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*Herrick, S. and Burriesci, S.K. (2009), "Teaching legal research online", Legal Reference Services Quarterly, Vol. 28 No. 3/4, pp. 239-70*

Article discusses various approaches to online instruction, including blogs, wikis, online tutorials, learning management systems, social networking sites, and virtual worlds. In addition, instructors must address instructional design, teaching approaches, and assessment in a virtual environment. Herrick and Burriesci also offer an outline that mixes face-to-face instruction with online components.

*Jeffrey, K.M., Maggio, L. and Blanchard, M. (2009), "Making generic tutorials content-specific: recycling evidence-based practice (EBP) tutorials for two disciplines", Medical Reference Services Quarterly, Vol. 28 No. 1, pp. 1-9*

Describes the design of five-minute interactive tutorials on evidence-based medicine and the formulation of clinical questions whose examples could be customized for particular audiences such as medicine or dentistry. The tutorials are connected to a MySQL database and data is collected from the students and immediately viewable on tutorial completion by the faculty member.

*Johnson, N.P. (2009), "Best practices: what first-year law students should learn in a legal research class", Legal Reference Services Quarterly, Vol. 28 No. 1/2, pp. 77-99*

Johnson notes the consensus among professionals of the poor research skills new lawyers bring to the profession. To address this problem, she outlines core principles and basic reference sources first year law students should know when conducting legal research.

*Knott, C.A. (2009), "On teaching advanced legal research", Legal Reference Services Quarterly, Vol. 28 No. 1/2, pp. 101-31*

Article outlines a plan to deliver advanced legal research instruction based on techniques the author perfected in his own class. Knott maintains successful instruction requires assessment of student skills, an understanding of the organization of legal resources, and a solid set of teaching strategies.

*Kroth, P.J., Phillips, H.E. and Eldredge, J.D. (2009), "Leveraging change to integrate library and informatics competencies into a new CTSC curriculum: a program evaluation", Medical Reference Services Quarterly, Vol. 28 No. 3, pp. 221-34*

Describes the experience of librarians at the University of New Mexico integrating library, biomedical informatics, and scholarly communication competencies into a required course in the Clinical and Translational Sciences Center (CTSC). Student evaluations indicate that the course was very successful with 100 percent of the students submitting their work to an institutional repository, and authors attribute this success to their preparation their proactive approach, their focus on faculty needs, and their persistence in the face of challenges.

*Lapidus, M., Kostka-Rokosz, M.D. and Dvorkin-Camiel, L. (2009), "Librarian-led tutorial for enhancement of pharmacy students' information-searching skills in advanced experiential rotations", Medical Reference Services Quarterly, Vol. 28 No. 4, pp. 351-62*

Describes a tutorial approach in which a reference librarian reinforces Doctor of Pharmacy students' database skills in preparation for rotations requiring the provision

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of drug information service. A survey of students in the program at the Massachusetts College of Pharmacy and Health Sciences at Boston indicated that this approach was successful in helping them understand how to carry out effective searches in relevant databases.

*Leiter, R. (2009), "Who gets to be the expert? Legal research skills certification in legal education", Legal Reference Services Quarterly, Vol. 28 Nos 3/4, pp. 271-80*

Leiter argues that legal research training should be a mandatory part of the law school curriculum rather than a specialization. He proposes that this training be spread across classes, including a variety of stand-alone research classes and integration into other courses.

*Maggio, L.A., Bresnahan, M., Flynn, D.B., Harzbecker, B., Blanchard, M. and Ginn, D. (2009), "A case study: using social tagging to engage students in learning medical subject headings", Journal of the Medical Library Association, Vol. 97 No. 2, pp. 77-83*

Describes the design and implementation of an active-learning exercise utilized to teach graduate students in the medical sciences at Boston University the value of a controlled vocabulary. According to survey responses, the exercise, which involved assigning natural-language tags and Medical Subject Headings to digital objects, contributed successfully to student learning.

*Meyer, P. (2009), "Law firm legal research requirements for new attorneys", Law Library Journal, Vol. 101 No. 3, pp. 297-330*

In 2007, Meyer questioned law librarians to ascertain the most needed research skills within the firm. Based on these findings, Meyer concluded new lawyers are not sufficiently trained for the legal research required of them. He recommends law schools require a legal research course and offers suggestions as to its content.

*Moye, A. (2009), "Tubs, buckets, and a variety of lumber: developing a strategic approach to legal research", Legal Reference Services Quarterly, Vol. 28 Nos 3/4, pp. 181-99*

Article offers an introduction for teaching legal research. Moye explains the importance of the developing a clear focus and having a well-defined plan for instruction that stresses analyzing and synthesizing one's research.

*Nwagwu, W.E. and Oshiname, R. (2009), "Information needs and seeking behaviour of nurses at the University College Hospital, Ibadan, Nigeria", African Journal of Library, Archives and Information Science, Vol. 19 No. 1, pp. 25-38*

Data from 240 randomly selected nurses shows that their first source of information is usually colleagues and while patient care is one reason for seeking information, it was not one of the top reasons in contrast to previous studies. While many respondents were aware of formal sources of information, the majority did not make use of them. Respondents suggested that more computer literacy training and greater access to libraries would help meet their information needs.

Otter, M.E., Whittaker, S. and Spriggs, S. (2009), "Using wikis and peer evaluation to teach medical students how to find and assess evidence-based resources: a pilot study", *New Review of Academic Librarianship*, Vol. 15 No. 2, pp. 187-205

Librarians at Leicester Medical School experimented with using wikis and peer evaluation to engage undergraduate students in learning how to find good medical information. Authors reflect on the parts of the project that were successful and what they would change, and they report on the comparison of these students with students who received the same IL instruction but who did not have access to the peer evaluation or wiki.

Phillips, S.T. (2009), "Like sands through the hourglass...': how to develop a good legal research problem", *Legal Reference Services Quarterly*, Vol. 28 Nos 3/4, pp. 219-38

The article outlines a strategy and philosophy of teaching legal research. Law schools should not expect students to acquire research skills independently, but should consider teaching legal research as part of their mission. Development of research skills requires creation of well-structured problems and adequate time for students to master research strategies.

Pope, A. (2009), "Integrating legal research skills into the curriculum and into life", *Legal Information Management*, Vol. 9 No. 4, pp. 246-9

Part of the BIAL Conference Papers, the article describes the creation and assessment of Staffordshire University Law School's restructured IL module. By focusing on legal research embedded directly into the law school's courses, the module complemented the University's Statement of Good Practice on Information Literacy and furthered Staffordshire's newly implemented Learning Teaching and Assessment Strategy by promoting lifelong transferrable IL skills.

Porumbeanu, O.-L. (2009), "The impact of electronic resources and new technology in academic medical libraries in Romania", *Health Information and Libraries Journal*, Vol. 26 No. 2, pp. 151-5

Provides an overview of the services and collections of Romanian medical libraries, along with the results of a user survey, which indicated an increasing need for information literacy training apart from the currently standard Medical Documentation courses offered.

Rumsey, M. (2009), "The skills they need: international and foreign legal research", *Legal Reference Services Quarterly*, Vol. 28 Nos 1/2, pp. 133-49

International and foreign legal research (IFLR) skills are increasingly vital due to the emerging "globalization" of legal issues. Rumsey, a librarian, describes a course she created to prepare students for international law research. Her course model incorporates public, private, and international laws, along with basic strategies for successful IFLR research.

Schulte, S.J. and Sherwill-Navarro, P.J. (2009), "Nursing educators' perceptions of collaboration with librarians", *Journal of the Medical Library Association*, Vol. 97 No. 1, pp. 56-9

Reports on a qualitative and quantitative survey of nursing faculty from institutions in Florida and Indiana regarding their views on teacher-librarian collaboration, especially as it pertains to the teaching of evidence-based practice and its foundations in IL. Responses showed that, although nursing faculty generally have a limited view of the librarian role in instruction, the prospects for collaboration may be improving, particularly in the areas of assessment and curriculum design.

Schwartz, D.G., Blobaum, P.M., Shipman, J.P. and Markwell, L.G. (2009), "The health sciences librarian in medical education: a vital pathways project task force", *Journal of the Medical Library Association*, Vol. 97 No. 4, pp. 280-4

Reports on the review of the Medical Education Task Force of the Task Force on Vital Pathways for Hospital Librarians. The Medical Education Task Force focused on the role health sciences librarians play in medical students' IL training and provided a draft standard addressing the issue. Findings call for broad recognition of the role medical librarians play in students' education.

Shelling, J. (2009), "Bringing the evidence base to the alcohol and other drugs sector", *Australian Library Journal*, Vol. 58 No. 1, pp. 39-46

As a part of their mission to provide information services to Australians working in drug and alcohol treatment, members of the National Drug Sector Information Service (NDIS) provided IL training in the use of evidence-based practice in the form of face-to-face workshops around the country. Due to accessibility problems, web-based training modules were not feasible, and author also provides insights from her efforts to enlist additional special libraries to assist in this training.

Shipman, J.P., Kurtz-Rossi, S. and Funk, C.J. (2009), "The health information literacy research project", *Journal of the Medical Library Association*, Vol. 97 No. 4, pp. 293-301

Reports of a pilot study designed to train health care providers to better employ consumer health information. The study found that librarians can play a key role in increasing knowledge of online health resources (such as NLM's MedlinePlus) and stressing the effect providers' inadequate health IL skills can have on patients.

Shurtz, S. (2009), "Thinking outside the classroom: providing student-centered informatics instruction to first- and second-year medical students", *Medical Reference Services Quarterly*, Vol. 28 No. 3, pp. 275-81

Two campuses and lack of time in the medical curriculum have prompted librarians at the Texas A&M University Health Science Center to use creative ways to reach students. Students indicated to librarians that offering both face-to-face sessions at lunchtime to first-year medical students and Camtasia tutorials for second-year students would be useful. Librarians used the students' class schedules to find dates that were successful in attracting a larger number of students.

Thompson, N., Lewis, S., Brennan, P. and Robinson, J. (2009), "Information literacy skills: medical radiation science students and the internet", *European Journal of Radiography*, Vol. 1 No. 2, pp. 43-7

Sites recent studies that show that students prefer to access information via the internet and points to problems in this method for medical radiation science (MRS) students who need accurate and reliable information for their decision-making. Calls for cultivating information literate students by means of IL instruction and linking to high quality resources.

Trotta, V.K. and Difelice, B. (2009), "State-specific legal research instruction: curricular stepchild or core competency?", *Legal Reference Services Quarterly*, Vol. 28 No. 1/2, pp. 151-77

Article argues that law school students need to be prepared to conduct state-specific legal research. The authors found state-specific research courses were popular among students and these skills are transferrable to legal research for other states. Every school should offer this needed course as part of its curriculum.

Tuttle, B.D., Von Isenburg, M., Schardt, C. and Powers, A. (2009), "PubMed instruction for medical students: searching for a better way", *Medical Reference Services Quarterly*, Vol. 28 No. 3, pp. 199-210

Describes the impetus for a PubMed tutorial and provides information about the tutorial's design which includes interactivity, a real-world problem, and guided search of the database. Results of a graded quiz showed that 1st and 2nd year students had distinct strengths and weaknesses in their knowledge of PubMed, but both did well in naming the main concepts of the research question but less well in structuring their search effectively.

Vaughan, K.T.L. (2009), "Development of targeted online modules for recurring reference questions", *Medical Reference Services Quarterly*, Vol. 28 No. 3, pp. 211-20

A complex assignment requiring pharmacy students to find specific pieces of information led the pharmacy librarian at the University of North Carolina Health Sciences library to create three short (3 minute) online tutorials using Adobe Captivate. The tutorials, which showed students how to find these specific pieces of information, resulted in far less traffic at the reference desk.

Wakeham, M. (2009), "Health sciences librarians in academic libraries: a brief review of their developing role", *New Review of Academic Librarianship*, Vol. 15 No. 2, pp. 266-72

Discusses the evolving nature of health sciences librarianship over time, focusing on the profession's increasing emphasis on promotion and user education. The author addresses the issue of online health information, arguing that its presence provides opportunities for librarians in this field.

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Walker, P.D. and Dorsey, S.M. (2009), "Creating an evidence-based culture within the schools of public health and medicine", *Medical Reference Services Quarterly*, Vol. 28 No. 4, pp. 385-93

Describes authors' experiences with providing instruction in evidence-based resources to the School of Medicine and the School of Public Health and Tulane University. Authors have found that, even though the culture of the schools has not fully embraced the evidence-based curriculum, they have had success with course-integrated and lunchtime open workshop instruction.

Wegner, J.W. (2009), "Educating lawyers: teaching legal research", *AALL Spectrum*, Vol. 13 No. 4, pp. 20-3

Discusses the findings of a 2007 Carnegie Foundation study on legal education, outlining the major challenges that law librarians face in regard to teaching. The author, the principal investigator for the study, recommends several strategies for improving library instruction for law students, including focusing on practice-oriented "contextualized learning" and developing innovative assessment methods.

Whipple, E.C. et al. (2009), "Teaching first-year medical students where to go first: connecting information needs to e-resources", *Medical Reference Services Quarterly*, Vol. 28 No. 2, pp. 180-6

Authors taught first-year medical students at various campuses of Indiana University School of Medicine where to find background material for 11 different "types" of questions that they would encounter during their first two years of medical school. A case-study approach was used and students presented their question and the resource used to the class; the session evaluation showed that over 80 percent of the students found the class to be informative and useful.

Yates, C., Partridge, H. and Bruce, C. (2009), "Learning wellness: how ageing Australians experience health information literacy", *Australian Library Journal*, Vol. 58 No. 3, pp. 269-85

Using a phenomenographic approach, author conducted semi-structured interviews with four female participants over the age of 55. Author establishes six ways that participants experienced health IL: "striving for wellness, reaffirming wellness, knowing myself (where one's body is the source of the information), protecting myself, screening knowledge, and storing knowledge. Author suggests that these can form the basis for creating health IL programs for this population.

Zyskind, A. et al. (2009), "Exploring the use of computer-based patient education resources to enable diabetic patients from underserved populations to self-manage their disease", *Information Services and Use*, Vol. 29 No. 1, pp. 29-43

Randomized, controlled pilot study with 108 diabetic patients from underserved populations explored if a short computer-based tutorial could positively impact the patients' knowledge of how to manage their disease. Although there were no statistically significant differences on clinical measures between the intervention and control group, there were differences in patients' knowledge of Medline and other internet resources as sources of information for their disease after the intervention.



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