LIRT's Top Twenty for 2004

Selected and reviewed by the Continuing Education Committee: Tiffany Anderson Hebb, Corliss Lee, Camille McCutcheon, Harry Meserve, Ericka Arvidson Raber (Chair), Leslie Sult, and Leanne VandeCreek. Committee members reviewed over one hundred articles related to library instruction and information literacy. The committee worked to include articles from various library settings as well as a mix of both theoretical and practical articles.

Barone, Kathleen, and Glenda B. Weathers. "Launching a Learning Community in a Small Liberal Arts University." *College & Undergraduate Libraries* 11.1 (2004):1-9.

Barone and Weathers discuss the value of building learning communities and describe the collaboration of their library and English department in creating one. They worked together to design a learning experience where the students would see the integrated nature of information and build new knowledge. Because of research showing that Gen Y students are visually oriented, they started by having the students look at several pieces of art and, in small groups, design their own research questions. The librarian then provided them self-guided pathfinders and let the students search for answers to their questions and create their own discoveries.

Brower, Stewart. "Millennials in Action: A StudentGuided Effort in Curriculum-Integration of Library Skills." *Medical Reference Services Quarterly* 23.2 (2004):81-88.

This article details a project taken on by Pharmacy students at the University of Buffalo along with librarians and the school's curriculum committee, to help create their own training plan for information literacy skills. Their final plan involved integration of this training throughout the first three years of their program. Brower attributes their initiative largely to their being part of the millennial generation. Throughout the article, he also ties in other millennial characteristics and how they impacted this project and the role the students played in it.

Christenson, Beth. "Warp, Weft, and Waffle: Weaving Information Literacy into an Undergraduate Music Curriculum." *Notes* 60.3 (2004): 616-631.

Christensen describes the program of sequential course-integrated library

includes examples of the assignments, which continue to build on higher level skills throughout the major curriculum. The assignments are designed to take advantage of the four stages of epistemological development, as described by Ethelene Whitmire. Christensen also touches on the importance of assessment and faculty support in this type of program.

Donham, Jean, and Corey Williams Green. "Developing a Culture of Collaboration: Librarian as Consultant." *The Journal of Academic Librarianship* 30.4 (2004): 314-21.

Cornell College Library restructured four of its five librarian positions as Consulting Librarians (for Arts and Humanities, for Social Sciences, etc.). This model is more meaningful for library users and enables true collaboration with faculty. Consulting librarians integrate collection development, instruction, and in-depth reference for their respective academic areas. They attend meetings, serve on faculty committees, and are active throughout the college. Consultation follows a model based on ACRL's Information Competency Standards for Higher Education, so the library and other support systems are available to students at each stage of the research process. The article briefly discusses the process of strategic planning and describes how librarians work collaboratively with faculty in planning and teaching courses. This model should be useful to all instruction librarians as we ponder how to truly integrate ourselves into the teaching of our institutions.

Drabenstott, Karen M. "Why I Still Teach Online Searching." *Journal of Education for Library and Information Science* 45.1 (2004): 75-80.

In her online searching course, Drabenstott, a professor at the University of Michigan, Ann Arbor, School of Information, teaches her students the importance of facet analysis, which requires topics to be broken into several concept groups. Other aspects of the

Standards for Higher Education can serve as a curricular framework for teaching in digital reference interactions. This well-written article addresses the confluence of instruction and digital reference, two major trends in the library field.

Eshet-Alkali, Yoram, and Yair Amichai-Hamburger. "Experiments in Digital Literacy." *Cyberpsychology & Behavior* 7.4 (2004): 421-429.

suggests ways that librarians can use the workshop and tip sheet at their own libraries.

Hensley, Randy Burke. "Curiosity and Creativity as Attributes of Information Literacy." *Reference & User Services Quarterly* 44.1 (2004): 31-36.

Hensley defines curiosity and creativity in an educational context and encourages readers to insert inquiry into their instruction. By building an environment that acknowledges the problems associated with the research process and encourages creative responses to the "why" questions, librarians can foster curiosity and creativity in their classes and other interactions with students. Hensley asks us to move beyond our efforts to teach students how to

forget. Additionally, librarians can get caught using the same examples or search

Macpherson, Karen. "An Information Processing Model of Undergraduate Electronic Database Information Retrieval*." Journal of the American Society for Information Science and Technology* 55.4 (2004): 333-47.

MacPherson introduces us to the application of some concepts from cognitive psychology that may help us to understand what we are doing when we plan and provide instruction in information literacy. She uses her insights from cognitive psychology, especially in the area of information processing, to underline the methodology of concept-based instruction and critical thinking. MacPherson then uses a literature survey to argue that, while we use different terms and different constructs, we all seem to have a similar understanding of what we are doing when we teach information literacy skills, especially given the focus on critical thinking, problem solving and knowledge formation. This is a useful article because it demonstrates the value of using the established discipline of psychology to provide us with a potentially common theoretical base for the pedagogy of information literacy. While we may not accept MacPher   e w

the basis for a research study that the authors conducted with students at seven community colleges. The authors use what they discovered in their study to offer practical tips that librarians in any setting can use to motivate students during in-class library sessions.

Swanson, Troy A. "A Radical Step: Implementing A Critical Information Literacy Model." *Portal* 4.2 (2004): 259-73.

The author argues that it is time to move away from the print-based bibliographic instruction model for teaching research techniques. This article presents a case study whereby a critical information literacy model is applied to the research paper component of a first-year composition course. Four six-class sessions devoted to gathering information are taught with the librarian acting as class leader. Though the sample in this study is small, the limitations are adequately addressed by the author, and it does not detract from the information and ideas presented. While the approach may be radically different, and implementing this

connections between developing knowledge of academic discourses and