



basis of their assessment, Anderson and May discovered that the students already possess basic information seeking skills and that face-to-face and computer-assisted instruction are equally effective in engaging these skills. They conclude that librarians need to move beyond basic bibliographic instruction and offer a for-credit course that includes broad conceptualizations of IL.



Information Literacy Skills.”

it. Green asks us to challenge our ow

specific discipline/ profession. Establishing such connections is crucial for supporting information literacy as a measure of both student and professional success.

Krause, Magia G. "It Makes History Alive for them: the Role of Archivists and Special Collections Librarians in Instructing Undergraduates." *The Journal of Academic Librarianship* 36.5 (2010): 401-411.

This article looks at the role of archivists/special collections librarians in providing instruction to undergraduate students in the use of primary sources. The author conducted interviews with twelve leading professionals in the field, each of whom had between 4 and 25 years of experience working with undergraduate students. Interviewees were asked how they taught undergraduate students about primary sources, what they thought undergraduates needed to know about primary sources, and how they (archivist/special collections librarians) saw themselves as educators. She found that archivists/special collection librarians saw themselves as contributing to the education of undergraduates through their

more likely to drop out than others, it is important that libraries tailor materials to this population.

Little, Jennifer J. "Cognitive Load Theory and Library Research Guides." *Internet Reference Services Quarterly* 15.1 (2010): 53-63.

This article looks at how to create research guides, as well as assess guides already created, to avoid giving users cognitive overload. This is important because an individual's cognitive load capacity for learning is limited, and a person may easily become overwhelmed and disoriented when a lot of information needs to be processed simultaneously. To design effective, pedagogically-sound research guides that are easier for students to use, the author focuses on managing intrinsic cognitive load (amount of cognitive processing required to learn the basics of something), minimizing extraneous load (when cognitive processing is overtaxed and information is disorganized), and promoting germane load (when learners effectively organize and integrate the new material). The author provides a wealth of advice and suggestions for how best to approach the creation and assessment of research guides in terms of the three main types of cognitive load, along with many helpful and practical examples; for example, intrinsic load can be limited by chunking, segmenting the research process into smaller parts, and providing links for direct access to the material. Following these suggestions and advice will help guide creators/editors to produce research guides that do not contribute to cognitive overload in users.

Mestre,

Lori S. "Matching Up Learning Styles with Learning Objects: What's Effective?" *Journal of Library Administration* 50.7 (2010): 808-29.

Mestre provides an insightful examination of how various learning styles may be applied to online instruction. The author's methods, including two surveys of librarians as well as student usability studies and interviews, aim to get at the root of the best ways to accommodate diverse learning styles in an online environment. In particular, the author asks librarian survey respondents which tools they use to create learning objects, and, in a separate survey, the design and learning style considerations they employ for tutorials. Mestre's article also provides recommendations for making tutorials more effective and engaging, and as such will be of particular interest to librarians in the process of creating or modifying online instructional tools.

Muir, Gordon, and Holly Heller-Ross. "Is Embedded Librarianship Right for Your Institution?" *Public Services Quarterly* 6.2 (2010): 92-109.

The authors thoroughly explored whether or not embedded librarianship was a good fit for their institution (SUNY Plattsburgh) by applying several analytical questions to two embedded librarian case studies. When the authors applied the findings from several related research studies on the efficacy and strategic best





the 20 students could effectively make connections between the cited resources and to their own ideas to support claims within their papers.

Shiao Feng, Su, and Jane Kuo. "Design and Development of Web-Based Information Literacy Tutorials." *Journal of Academic Librarianship* 36.4 (2010): 320-8.

Su and Kuo conduct a detailed study of online information literacy tutorials contained in the Peer-

Information Literacy Competency Standards. Since librarians, in general, do not acquire teaching skills in library school, library administrators would do well to