

## **LIRT News**

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2014 library instruction and information literacy articles selected and annotated by LIRT Top 20 Committee (Ladislava Khailova (Chair), Sherry Tinerella (Co-Chair), Eveline Houtman, Amy Pass, Julie Piacentine, Sharon Radcliff, and Ann Marie Smeraldi).

Alvarez, B., Bonnet, J. L., & Kahn, M. (2014). Publish, not perish: Supporting graduate students as aspiring authors. *Journal of Librarianship and Scholarly Communication*, 2 (3), eP1141 1-10.

This insightful study reports on a multi-semester workshop series developed and offered at the University of Michigan Library to help graduate students navigate the world of scholarly publishing. Drawing on the fact that graduate students planning a career in academia face increasing pressure to become published authors before graduating, this collaborative effort between subject librarians, publishing professionals, and teaching faculty members was organized to

of a pilot workshop consisting of a single 1.5 hour session accompanied by an online guide with a departmental focus, the librarian team expanded on the



conceptual framework expanded not only their search results but their understanding of how their topic could be relevant within a larger disciplinary scope. The authors present these teaching strategies with a high level of detail. For example, the article includes concrete examples and reproductions of student work and how each item was addressed within the instructional framework, which ensures these teaching tools are replicable in other academic environments.

Buck, S. (2014). Instruction boot camp: Better instruction through collaborative course design. *Journal of Library Administration*, 54(3), 197-216.

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three-hour in-house professional development opportunity offered in 2012 at Oregon State University Libraries and Press (OSUL&P). Drawing upon several established peer-group based collaborative programs and models, such as

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through experience sharing. Specifically, in a workshop setting, librarians collaborated in small teams of four to six to help a colleague improve an instructional session. All librarians with instruction in their job description were invited, with all having the opportunity to submit an application for their session to be redesigned. In order to better focus the revision process, librarians whose sessions were selected for a makeover filled out a course-design document outlining course learning objectives, intended audience, instructional strategies and assessment. The program was very well received, with librarians citing such benefits as exposure to different teaching styles and learning new instructional of recommendations for institutions wishing to hold a similar workshop makes this cost-effective event easy to replicate. Possible limitations of the study include a lack of assessment beyond librarian satisfaction and the decision not to invite non-library faculty to the workshops, even in cases when an analyzed library one-shot instruction session was part of their credit-bearing course. Both of these limitations are addressed by the author.

Furay, J. (2014). Stages of instruction: Theatre, pedagogy and information literacy. *Reference Services Review*, 42(2), 209-228.

Furay explores library instruction through the lens of theatrical performance. The author reviews the literature of theater in business presentations and instruction. She covers a variety of theatrical elements related to performance and engagement of an audien -

imagery, voice, space, narrative, and humor can all become important elements in a well-scripted, acted and directed information literacy session by drawing upon a wide range of literature from various fields. Furay paints an articulate and

convincing argument to encourage librarians to foray into the area of theater in their quest to make instruction more engaging to students.

Green, L. S., & Jones, S. (2014). Instructional partners in digital library learning spaces. *Knowledge Quest*, 42(4), E11–E17.

Green and Jones call for school librarians to play an active role in online learning by designing and teaching online courses. Differentiating between three types of online learning spaces—virtual libraries, flipped classrooms, and fully online courses

They also present a concise instructional design model for online learning: plan, prepare, present, perfect. The article makes a valuable contribution by presenting a concise overview of the opportunities for, benefits of, and an approach to providing online library courses. It is of particular value to school librarians seeking a starting point for teaching online.

Jastram, I., Leebaw, D., & Tompkins, H. (2014). Situating information literacy within the curriculum: Using a rubric to shape a program. *portal: Libraries and the Academy*, 14(2), 165–186.

Rubrics can be a powerful tool for assessing student learning, and they are beginning to be more widely used in information literacy instruction. In this article, the authors discuss an unusually extensive IL rubric project that began five years ago and is still ongoing. They describe what they learned about their students, but their focus is also on the powerful effects the development of a rubric can have on an IL program. At the outset of the project, the questions they

kills. For example, could they distinguish between popular and scholarly sources? As the project progressed, the authors evidence to make an argument or pull together primary sources to make a claim?

strengths and weaknesses in the areas of attribution, evaluation of sources, and synthesis and incorporation of sources. This better understanding directly informed classroom practice, particularly through a recognition of the extent to which students need guidance about the role that evidence plays in their writing

as a critical habit of mind. As they presented on the project at their institution, they were able to engage faculty in meaningful conversations about IL, pedagogy and curriculum. Together they are beginning to set community-wide expectations. Although the authors had no abilities, they had not anticipated the ways the rubric project would also lead to

Jumonville, A. (2014). The role of faculty autonomy in a course-integrated information literacy program. *Reference Services Review*, 42(4), 536-551.

-assessment data, and other artifacts generated by the Information Literacy Quality Enhancement Plan (QEP) conducted at her university as part of the accreditation process offers

Leichner et al. show that it is possible to create rubrics for scoring information

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models keep this article grounded and practical while still imaginatively providing inspiration to libraries and librarians looking to stay relevant and valuable in a time of constant change.

Moselen, C., & Wang, L. (2014). Integrating information literacy into academic curricula: A professional development programme for librarians at the University of Auckland. *The Journal of Academic Librarianship*, 40(2), 116–123.

Moselen and Wang report on an exemplary professional development program for librarians at the University of Auckland that prepares them to work with academic staff to integrate information literacy into the curriculum. Based on a model of IL curricular integration developed by Wang in her doctoral work, the program focuses on the what, who and how of integration. What refers to the IL guidelines found in the intended curriculum. Who refers to the stakeholders and all who might have a role in IL integration. How refers to all the planning, design, and pedagogy involved in teaching IL across multiple courses in a particular context. The program consists of five modules, representing a significant investment of time for both participants and instructors. Although the results of the program have not yet been formally assessed, anecdotal evidence shows increased IL activity, especially in areas with little previous activity. Librarians also feel more confident in addressing curricular issues with academic staff. As a happy side effect, librarians feel re-engaged with IL as they have the chance to reflect on and discuss the meaning of IL in their own context. The authors suggest the methodology behind their program would be highly applicable to other institutions.

Nichols Hess, A. K. (2014). Web tutorials workflows: How scholarship, institutional online learning offerings. *New Library World*, 115(3/4), 87–101.

Her article stands out among the many found in professional literature as a unique and valuable contribution to the scholarly discourse on this topic. Her article walks the reader through the process of developing a workflow for creating, assessing, and marketing online learning objects. She begins with a literature review that concisely summarizes significant research findings and results in a comprehensive, easy to follow list of best practices grounded in scholarship. Recognizing the importance of considering the unique climate of her library and institution, the author arranged for informal conversations with other university librarians to discern their concerns and suggestions. The information gathered during these open discussions assisted the author in constructing a framework for creating, revising, and sharing online learning objects. Nichols Hess continues her information gathering by selecting







that the class can agree on, and teaching techniques to apply them.

Tewell, E. C. (2014). Tying television comedies to information literacy: A mixed-methods investigation. *The Journal of Academic Librarianship*, 40(2), 134–141.

Tewell reports on a mixed method study conducted at a small liberal arts college. Half of the information literacy sections in one semester (eight) received an experimental instructional method consisting of illustrating information literacy concepts through the use of comedy film clips, while the other half received traditional instruction. The author adds to the growing literature on using popular culture to increase student interest and achievement in information literacy sessions. The results from this study were inconclusive though they did show that students in the experimental group did perform slightly better on the post-test. The focus groups demonstrated that students were more interested in the content than in the format employed in the sessions.

Wilkinson, C. W., & Bruch, C. (2014). Building a library subculture to sustain information literacy practice with second order change. *Communications in Information Literacy*, 8(1), 82–95.

Carrol Wetzel Wilkinson and Courtney Bruch provide the rationale and a plan of action for librarians to embrace in order to create an internal information literacy (IL) library culture. In June of 2013 ACRL revised the 2012 Characteristics of Programs of Information Literacy that Illustrate Best Practices, which clearly states that a fully evolved IL program is characterized by a mission, goals, a plan, administrative and institutional support along with a program of curriculum, pedagogy, staffing, outreach, and assessment. A review of library literature, the

Edgar Schein are blended calling on instruction librarians to implement second order change that will support libraries within the greater campus culture. Fostering an IL culture is an important factor as libraries re-establish strategic priorities aligning goals with those of the institution. Wilkinson and Bruch use these principles in relation to library instruction to outline steps to move forward with this endeavor: organizational assessment, encouraging courageous conversation, recognizing and addressing change resistance, and fostering inclusive dialogue with implementation of an action plan. The authors give practical examples, discuss likely obstacles, and offer suggestions for success in making changes. This is an excellent guide to share with library colleagues and begin a conversation about the strategic importance of IL.

Witek, D., & Grettano, T. (2014). Teaching metaliteracy: A new paradigm in action. *Reference Services Review*, 42(2), 188–208.

This article provides an in-depth look at a course designed to incorporate metaliteracy. The authors created and taught an undergraduate course titled

