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LIRT Top Twenty for 2015

Committee:

Sherry Tinerella (Chair)  
Steve Brantley  
Eveline Houtman  
Paula Johnson  
Rachel Mulvihill

Retrieved

from <http://www.inthelibrarywiththeleadpipe.org/author/ianbeilin?print=pdf-page>

Ian Beilin presents us with a cogent analysis of the ACRL Framework for Information Literacy for Higher Education, and the concurrent discussion surrounding it in the academic librarian community. He also offers a reading of the Framework through the lens of critical information literacy, an analytical perspective that examines and critiques the inequitable power relations inherent in the creation, production and dissemination of knowledge and its products. Beilin provides a summary of the responses to the Framework that describe it as a disruptive and problematic document that could undermine years of work in institutional IL programs. It is also described as and some responses have critiqued the threshold concept theory itself as

but requires us as critical information literacy librarians that we help our students and faculty become adept at it.

instruction efficacy are often skewed toward the positive regardless of the intensity of librarian instruction collaboration, the results showed a pattern of proportional performance increase with increased collaboration. An additional observation is that in working more closely with faculty, there develops a shared understanding of information literacy as an institutional priority. PJ

Bruehl, M., Pan, D., & Ferrer-Vinent, I. J. (2015). Demystifying the chemistry literature: Building information literacy in first-year chemistry students through student-centered learning and experiment design. *Journal of Chemical Education*, 92(1), 52-57. <http://doi.org/10.1021/ed500412z>

This paper presents a case study of two curriculum modules developed for first-year chemistry students. The intention of the modules is to expose the students to the scientific literature and its role in experiment design and scientific discovery at an early stage in their undergraduate careers rather than delaying until their final years in college as is more common. Student-centered learning and inquiry learning are at the core of the module design, integrated with the ACRL competency standards. The two modules are described in some detail,

improvement in the IL programs, including the establishment of learning goals, using the curriculum maps to facilitate conversations with faculty and curriculum coordinators, and revising existing learning objects to fill instructional gaps and target specific courses or learning goals. SB

Catalano, A. (2015). The effect of a situated learning environment in a distance education information literacy course. *Journal of Academic Librarianship*

Google and internet search engines, the author suggests that the library web page may be underutilized. Based on studies showing that user education has a positive influence on the acceptance and use of information technology, Chen predicts that an information fluency course would have a similar impact on student use of the library web page and the resources contained there. The author conducted surveys and interviews with 239 undergraduate students enrolled in a 3-

Socio-cultural learning theories posit that students learn best through authentic activities situated in communities of practice. This conceptual article draws on socio-cultural approaches to expand our understanding of information literacy (IL) communities of practice. It argues that the development of IL as an independent, generic construct has not helped librarians in developing learning opportunities that allow students to situate themselves as practitioners of their disciplines. The authors describe a practical approach to situating IL in the disciplines used at the City University of New York, which they call the CUNY IL integration model. This model avoids the use of IL standards and frameworks, instead positioning the faculty as the owners of discipline specific information literacies. The model takes a focus group approach to develop a picture of the IL skills, fluencies and habits of mind specific to a particular discipline. The authors use a sociology department as an example. While the authors do not advocate for abandoning one-shot or generic instruction, especially for novice students, they do suggest that

Holliday, W., Dance, B., Davis, E., Fagerheim, B., Hedrich, A., Lundstrom, K., & Martin,



importantly, the authors demonstrate the vital role librarians play in teaching higher order thinking skill. The authors will find the inclusion of the rubric and the outline of the lesson in the appendix helpful. AMS

Margolin, S., & Hayden, W. (2015). Beyond mechanics: Reframing the pedagogy and development of information literacy teaching tools. *Journal of Academic Librarianship*, 41(5), 602-612. doi:10.1016/j.acalib.2015.07.001

Authors Margolin (a librarian) and Hayden (a compositionist) developed the Research Toolkit, a set of online resources and learning tools, to facilitate student learning beyond the basic mechanics of library research. The Research Toolkit, more than just a tutorial, was created to help students and faculty understand the tools available to them to do research. The Research Toolkit is based on commonly-asked questions at the library reference desk and is organized along the key steps of the research process. Using an online interface, both students and faculty can access targeted learning materials that address topics including: developing a research question, finding sources, reading scholarly material, using sources within a paper, and a faculty guide. The creators of the Research Toolkit, attempting to guide students toward the Threshold Concepts identified in the ACRL Framework for Information Literacy in Higher Education, provide a mix of how-to materials as well as more conceptual resources that take students beyond simply a basic understanding of search mechanics. For example, the Toolkit includes a guide to reading and understanding the components of a scholarly research article as well as accompanying online tutorials for each. The inclusion of a faculty guide in the Toolkit allows for an opportunity to promote this resource and advocate for a new kind of faculty-librarian collaboration around research and research-based assignments. Faculty are provided with supportive tools such as a research calendar and a guide to creating successful research assignments presented in a generic, non-discipline-specific manner. AP

Upton, E., Merrison, J., Merry, B., & Torreano, J. (2015). Building a peer-learning service for students in an academic library. *portal: Libraries and the Academy*, 15(1), 163-182. doi:10.1353/pla.2015.0000

This paper describes a peer-consultant model of library instruction at Grand Valley State University (GVSU). The program began in 2012 and the authors detail the implementation and outcomes of this successful peer-tutoring service. In introducing the concept of library peer-consultants, Upton and Merrison highlight the non-authoritative, non-hierarchical nature of peer consultations. These tutors do not replace librarians, but address student needs in a less formal, less instructive way. A goal of the sessions is to open a conversation about research instead of using the typical reference model. The student peer consultants work alongside writing and speech tutors in GVSU based on

the student writing consultant model. The literature review on peer tutors in libraries includes a few articles describing peer-learning situations, but the majority of the literature focuses on training students to perform the reference or instruction duties of librarians. A design and implementation section of the article lists the four key competencies of peer consultants, and outlines the hiring process. Training is also modeled after a writing center peer-tutoring program, and the annual hiring/training schedule is included along with the initial two-day orientation schedule. The three goals of consultations are evaluated using a student survey following their session. This survey is administered by the software used to schedule consultations, which is also described. Data from the scheduling software was analyzed and trends identified, including the average duration of a session and the times [ -Á@ @•cÁ^ { æ åÉV@ Ác c@ |•q report on survey results which measure student perceptions following a session, and consultant perceptions of their own skills which were all rated highly. Overall, a strong article describing a successful peer research consultation program in an academic library that could guide other librarians through a similar implementation. RM

Subramaniam, M., Ahn, J., Waugh, A., Taylor, N. G., Druin, A., Fleischmann, K. R., & Walsh, G. (2015). The role of school librarians in enhancing science learning. *Journal of Librarianship & Information Science*, 47(1), 3-16. doi:10.1177/0961000613493920

V@ Ác c@ |•q Á } ã ~ ^ Á ^ & c ~ ^ Á | & • ^ Á } Á & @ [ | Á c c æ • q & } c ã c | } • Á Á science learning. Traditionally school librarians are linked to student literacy and reading achievements. The authors of this study investigate how socio-cultural frameworks of K-12 science education are connected to the contributions of librarians. Pre-service school librarians and middle school librarians teamed to co-design afterschool sessions that encourage students to engage in science-based literature such as science fiction, graphic novels and popular science. The authors relied on ethnographic methods and the principles of open coding to

Eamon Tewell presents a review of the literature in critical information literacy, an approach that emphasizes questioning the purpose and authority of information creation and publishing processes. This method of instruction aligns with the threshold concepts that are the backbone for the Association of College & University Libraries' *Framework for Information Literacy for Higher Education*, (2015). This framework redefines library instruction by focusing less on the skill sets featured in the Information Literacy Competency Standards for Higher Education, (2000) and more on a pedagogy that encourages the use of higher order thinking. The article outlines library instruction practices and ideologies since the term information literacy (IL) was introduced in the 1970s. The author provides a comprehensive look back at research and methods in IL and the impact the IL standards in academic library environments. He includes early critiques of standards(y)]TJETBT1 0 0 1s(y te)(y t(a)3Ev34ET

group who received the game based instruction achieved higher scores on the post-test indicating that the game play was effective in helping students retain knowledge and skills related to information literacy tasks. Tewell and Angell provide ample evidentiary and supplemental data in their article including analytical and descriptive statistics and lesson plans detailing the difference procedures between the control and the experimental groups. SB

Watts, J., & Mahfood, S. (2015). Collaborating with faculty to assess research consultations for graduate students. *Behavioral & Social Sciences Librarian*, 34(2), 70-87. <http://doi.org/10.1080/01639269.2015.1042819>

A librarian and a member of the teaching faculty at a small Midwestern liberal arts college collaborated to embed the librarian into two classes, thereby

are and at their point of need. The challenge is creating effective, accessible tutorials for a diverse user population. Through the application of the ADDIE (Analysis, Design, Development, and Evaluation) Model and Universal Design for Learning (UDL), Webb and Hoover offer their readers a solid framework for developing tutorials that accommodate multiple learning preferences styles and take into consideration the needs of learners with disabilities. Their article provides a thorough overview of the design process they used to create a comprehensive tutorial. The authors explain how the ADDIE Model guided their work from conceptualization and analysis to creation and testing to final implementation. Through concrete examples, readers learn how to apply the principles of UDL to their tutorials and gain insight into creative ways to reach learner. Although the article describes a tutorial for an undergraduate biology & ~!•^ÉY ^ààÁé áP [[ ç^!qÁ [•Áada} Á [ ã •Áæ •&} áÁ@Á& ||^\*^Á|æ•! [ { ÉÁÁ AMS

Zhang, Q., Goodman, M., and Xie, S. (2015). Integrating library instruction into the course management system for a first-year engineering class: An evidence-based study measuring the effectiveness of blended learning on students' information literacy levels. *College & Research Libraries*, 76(7), 934-958. doi:10.5860/crl.76.7934

Zhang, Goodman, and Xie describe how they used blended learning to overcome the challenges created by staff shortages, increased instruction loads, and their ~ } ã^!•ã•Á-learning initiative without sacrific