Introduction

The students enrolling in American institutions of higher education are increasingly diverse. The National Center for Education Statistics (NCES) publishes actual and projected statistics for enrollment in postsecondary degree-granting institutions. The 40th edition (published in 2013) of Projections of Education Statistics to 2021 predicts enrollment of U.S. residents in all postsecondary degree-granting institutions, by race/ethnicity to increase (between the year 2010 and 2021) by the following:

- 4 percent for students who are White
- 25 percent for students who are Black
- 42 percent for students who are Hispanic
- 20 percent for students who are Asian/Pacific Islander
- 1 percent for students who are American Indian/Alaska Native
- 25 percent for students who are 35 years old and over


This diversity necessitates that all educators-librarian-instructors, included-have a solid understanding of the backgrounds, learning styles, and learning preferences of their students.

The Instruction for Diverse Populations Committee of the Association of College and Research Libraries' Instruction Section has compiled this bibliography to meet the need of librarian-instructors for information about teaching diverse populations within college and university settings. The Committee hopes that librarians needing to teach a class to students of a particular group can turn to the relevant section of the bibliography, find an overview of issues and strategies relating to that population, and locate informational resources that will give them immediate help in preparing teaching methods and materials.

The bibliography includes print and electronic resources key to development of effective methods and materials for providing library instruction and teaching information literacy competencies to diverse student groups. The committee focused primarily on resources authored within the last ten years that specifically describe teaching diverse groups within an academic library context. Significant resources on teaching diverse populations within any educational setting and on the information-seeking behaviors of diverse populations are also listed, as are resources more than ten years old but seminal to their topics. No more than twenty resources are listed for each diverse population group, and all resources have an accompanying annotation, letting readers know what particular resources can contribute to their understanding of the topic. Web pages and electronic listservs are listed where appropriate; listservs, in particular, are not used by educators to the same degree, or in the same manner, as librarians working with different population groups.
Introduction

After a section of General Resources on teaching diverse populations within academic libraries, the Bibliography addresses the following groups in alphabetical order:

- African American students
- Asian American students
- First-generation college students
- Gay, lesbian, bisexual and transgender students
- Hispanic and Latino students
- International students
- Native American students
- Nontraditional students
- Students with disabilities
- Transfer students

Beyond helping librarian-instructors prepare for teaching classes, the Bibliography also serves as an overview of the state of the literature on teaching various populations. The amount of research and writing that librarians have created on teaching international and nontraditional students is encouragingly high. Other areas are less developed—notably instruction to Native American students and instruction of diverse populations in an online or distance education environment.

The Bibliography thus works with the Research Agenda for Library Instruction and Information Literacy in encouraging areas of further research.
General Resources

The handbook is divided into twelve multi-chapter parts, each part providing a review of the literature and comprehensive references. Of particular interest are Part VII, “The Education of Ethnic Groups;” Part IX, “Academic Achievement: Approaches, Theories, and Research;” and Part XI, “Higher Education.” Part VII is divided into five chapters that address the specific educational needs of Native American, African American, Mexican American, Puerto Rican American, and Asian Pacific American students. Includes both name and subject indexing.

The book addresses the nature of culture and the contexts for multicultural teaching in regards to the following: Race relations and the nature of prejudice among American Europeans, Jewish Americans, and African Americans -- American Indians, Latinos, Asians, Muslims, and Arabs in the United States. It also provides schools of thought about Learning styles: interactions between culture and the individual, and different ways of reaching all learners: perspectives on gender, class, ethnicity, and special needs.

The article focuses on developing a right attitude in overcoming communication difficulties involving international students using the libraries. Libraries should become welcoming places for students whose first language is not English and should help in the effort to promote and foster internationalization in the campus. The establishment of an outreach library program for international students will educate Canadians about their foreign classmates.

In this article, Ciszek focuses on nontraditional age students, LGBT students and disabled students. The author describes each of these groups and offers suggestions on how academic libraries can support their needs by providing more services and creating special collections.

This book is divided into three, multi-chapter sections. Section Two, “Information on Cultural Populations,” will be of particular interest to instruction librarians. Each chapter in this section focuses on a specific group of students. The groups discussed in this section are Latino/Latina, Asian American and Pacific Islander, African American, American Indian, Biracial, White, International, Men and Women, LGBT, Nontraditional, Students with Disabilities, and Religious and Spiritual.

Diversity-L is a discussion forum sponsored by the LLAMA (Library Leadership & Management Association) Diversity Officers Discussion Group, but non-members can subscribe. To subscribe, go to [http://lists.ala.org/wws/info/diversity-l](http://lists.ala.org/wws/info/diversity-l).
General Resources


In this chapter, the authors advocate for instruction librarians knowing and understanding the populations they serve as much as possible. Grassian and Kaplowitz suggest conducting a needs assessment if necessary. The authors provide short sections to inform the reader about how group or cultural characteristics, communication styles or learning styles affect information literacy instruction. Grassian and Kaplowitz advocate for instruction librarians to know their audience, relate to them in a positive manner and put the information in a context that they will understand.


A case study from the University of Illinois at Urbana-Champaign describes the approaches by University of Illinois librarians to connect with students and student organizations outside of the library. This article describes the collaborations between the library and academic advising, information technologies & education services, writing center and career center. The authors also describe how to develop a relationship with campus organizations to promote information literacy.


This short book is a must read for any instruction librarian. In the chapter “How Students Learn,” McAdoo provides information on learning theories and learning styles. The author also provides characteristics of effective instructors and characteristics of effective instruction. The information delivered by McAdoo can be applied not only to diverse populations but all library users.


In this article, Mestre relates to diversity issues that are commonly faced by teacher-librarians. Mestre defines culturally responsive instruction then provides numerous examples on how to interact with the students during instruction sessions. The author suggests teacher-librarians should provide relevant examples, have students work collaboratively, ask open-ended questions, and be aware of the cultures represented in the student population.
African American Students


To better understand the high school educational experiences that lead some African American students to be underprepared for college literacy tasks, Banks conducted interviews of African American Freshmen English students regarding their high school preparation. Students generally reported low teacher expectations, lack of challenge, and emphasis on rote memorization. The article explores the coping strategies (such as “active listening”) students developed to succeed in college literacy classes and suggests the need for both “instructional strategies which acknowledge and enhance African American students’ literacy potential” and curricula changes that incorporate culturally rich resources. Though conducted in the context of college English, our shared interests in literacy and critical thinking make these findings relevant to IL instruction.


Research shows that African American students at predominately white universities express less satisfaction and more stress and isolation than their counterparts at Historically Black Universities. This survey-based study examines how classroom interactions and environment impact a sense of belonging and connectedness among African American students at a predominately white university. Survey responses identified instructional styles promoting active learning and discussion (as opposed to lecture) as contributing most positively to a sense of belongingness, followed by personal interactions with faculty in which faculty are approachable, caring, and respectful. Booker concludes “specific instructional techniques and strategies designed to increase the involvement of African American students in the educational environment” are needed.


This excellent work provides invaluable advice on creating academic environments that encourage and support the academic achievement, retention, and success of African American college students. Edited by college professors with extensive experience at Historically Black Universities, the book addresses issues of communication, teaching techniques, assessment, and learning styles through the cultural and historical lens of the African American experience. The strength of the work lies in its ability to combine the theoretical and cultural underpinnings for the suggested pedagogy with practical strategies. Though not focused on library instruction, this work is valuable for gaining cultural perspectives as well as effective teaching techniques applicable to all students.


This article describes the Research Assistance Program (RAP), a program designed to assist undergraduate African American students enrolled in predominately white universities develop their research skills. The author briefly reviews the literature on culture and learning styles, identifying the styles most prominent among African American students. Hall also emphasizes the importance of the affective aspects of the teacher-student relationship to student learning.
African American Students

The program which involves one-on-one “research mentoring” focuses on four main skills: topic formulation, effective search strategies, discernment of scholarly information sources, and understanding information seeking as a process involving critical thinking and decision making, all of which are discussed in the context of the research on African American students.


This edited work provides both analysis of engagement theories and research relating to specific student populations and strategies for engagement. Three chapters are directly related to engagement of African American students: 1.) Harper’s “Institutional Seriousness Concerning Black Male Student Engagement: Necessary Conditions and Collaborative Partnerships” (pp.137-156), 2.) “Engaging Racial/Ethnic Minority Students in Predominantly White Classroom Environments” (pp. 157-178) by Stephen John Quaye, Tracy Poon Tambascia, and Rameen Ahmadi Talesh, and 3.) “Engaging Racial/Ethnic Minority Students in Out-of-Class Activities on Predominantly White Campuses” (pp. 179-197) by Viannda M. Hawkins and Heather J. Larabee. Each chapter contains references.


Katopol uses structured, open-ended interviews to explore the information behavior of African American students in a graduate education program at a large predominantly white university. She examines the students’ information seeking processes as well as problems experienced. However, it is her discussion of the powerful impact of race perception on this process that provides the greatest insights. She expands the concept of “library anxiety” to the broader “information anxiety,” and explores factors such as “stereotype threat” which may contribute to information anxiety in African American students.


This article describes a successful program at the University of Illinois at Urbana-Champaign in which the library partnered with the Office of Minority Student Affairs to offer instructional sessions to minority students as part of its outreach efforts. Noting lower retention rates for African American and other minority students, Love reviewed the literature evaluating different models for library outreach programs. The author concludes that incorporating instructional and reference services into *already established* academic programs such as the Ronald E. McNair Scholarship, Summer Research Opportunities, and Upward Bound Programs provides a simple, effective means for offering such services to minority students. The author discusses how initial workshops offered through the partnership with the Office of Minority Affairs led to increased outreach including additional instructional sessions and individual research consultations.
African American Students

This article highlights the importance of faculty encouragement in increasing the motivation and academic self-concept of African American students. The authors review the literature on motivation theories and academic self concept, noting that perception of faculty encouragement is among the highest predictors of academic self-concept among African American students. The authors integrate those findings with the library literature on the information search process and IL instruction to make the case librarians should incorporate the research on faculty encouragement into their instructional programs. The article provides suggested strategies for increasing the perception of encouragement in IL instruction.

Parsons briefly reviews the literature and then provides a quick, easy-to-read discussion of how mainstream instructional activities can be adapted to meet the needs of African American students. The first sample lesson illustrates how mainstream core values are reflected in underlying assumptions, lesson structure, and choice of activities. The second example shows how the same lesson can be adapted to reflect a culturally inclusive point-of-view and take advantage of the strengths of African American students. Parsons includes bullet-point explanations of A. Boykin’s 1983-1986 research, which developed nine dimensions of the Black cultural ethos (BCE). Brief bibliography and notes included.

This article examines the positive impact of collaborative learning on the intellectual growth reported by African American male undergraduates. Using data from the *College Student Experiences Questionnaire*, Strayhorn found “involvement in collaborative learning experiences such as working with others on a class assignment or activity was associated with a strong positive difference in self-reported intellectual gains.” Moreover, the more frequent the collaborative learning experiences, the greater the gains. Though based on the overall college experiences of students and not grounded in a specific discipline, these findings have clear implications for IL pedagogy.
Asian American Students

The article summarizes a study, which used data from the Education Longitudinal Study, which investigated the effects of various shadow education programs on the academic performance of East Asian American students in comparison to other racial/ethnic student groups. The prevalence of these programs in the Asian American community and other racial/ethnic groups is examined, and the broader implications of the findings on inequalities in educational achievement are also discussed. Although the research showed a positive relationship between improved SAT test scores in East Asian American students that participation in a commercial test preparation course, the researchers were clear that this was not to be used as evidence that this type of shadow education should be made more available to other racial/ethnic minorities in order to improve academic achievement.

This explorative study examined student–faculty relationships involving Asian American undergraduates, and the impact of these relationships on the groups learning. Using data from the Cooperative Institutional Research Program (CIRP), the study found that Asian American students tended to have shallower relationships with faculty compared with other racial groups of students, despite findings that suggested that Asian American students benefit from these types of relationship. The researchers did point out the limitations of the study, which included dated sample data and a low number of Asian American students in the data which meant they could not provide more detailed findings for the various subsets of Asian American students. Still, the researchers feel they clearly showed that more detailed research should be done to investigate the effects of key background characteristics and institutional conditions on student-faculty relationships.

The study identified several factors that influenced the oral participation of six Korean students in graduate school. More than just a language issue, the study used observations and both formal and informal interviews to identify “multilayered factors” which affect oral classroom participation. The factors included English proficiency, sociocultural values and educational practice differences, and classroom environment. The author suggests that more can be done by universities and instructors to aid all international students to more actively participate in classroom discussions. Also of high importance for classroom participation was the instructor's attitude.
Asian American Students


The performance of Asian American and Pacific Islander (AAPI) students are often reported together, so the researchers broke up the recorded performance of AAPI students in California into 13 separate subgroups, comparing them to White American students. Using records of over 1 million students from 2003-2008, the researchers found significant achievement gaps in reading and math between the White Americans and the 13 AAPI subgroups. Refuting the model minority myth that “AAPIs have successfully assimilated into mainstream society,” and all perform at high levels, the researchers found very diverse achievements within the subgroups. According to the findings, the aggregated reporting of AAPI students can be misleading and can obscure the educational needs of many of the students within the subgroups.


This short but enlightening book expands on Park’s 1999 book, providing nine chapters on instruction to different Asian American groups. The book underscores the many difficulties Asian American students have due to immigration, cultural differences, language learning, and parental struggles with school administrators and teachers. Most importantly, clear strategies for educators to engage and interact with the Asian American students, and their parents, are provided.


This interesting study explored the experiences of Asian international students enrolled in graduate programs at American universities. Attempting to go beyond the “assimilation theories” often addressed in research, this study looked more at language differences, academic difficulty, supportive relationships, and issues with cultural awareness. The primary data sources were a demographic survey released in 2004 and focused interviews from 2003. Strategies to bolster the Asian international students’ academic and social success in graduate programs in the U.S. are discussed, including universities and faculty paying closer attention to the psychological implications for students studying abroad.


This article reports the results of The Academic Expectations Stress Inventory (AESI) that was administered to 176 Singaporean students before major examinations. The results of the study, compared to the Rasch model, suggest that The AESI is a valuable tool for teachers and researchers to understand the role of parents, teachers and self-expectations as sources of academic stress among students from a Confucian Heritage Culture (CHC) background. Although highly technical, the article provides interesting insights into understanding the role of high expectations on students from and in CHC areas.
Asian American Students

This helpful article discusses the cultural differences Asian students face in an increasingly online educational environment, which is typically contrary to the passive teacher-led learning environment most are used to. Eastern cultural values, different learning and teaching pedagogies, and the experiences of Asian students online are discussed through an examination of the literature of the time. To aid educators, several teaching strategies are identified to facilitate Asian students’ participation in online courses. Although some of the strategies can be applied to all online learners, others are cultural specific like the recommendation to avoid using the color red, which has “a very strong and negative meaning for Chinese students.”

This study was an in-depth attempt to identify Chinese international students' academic and personal transformations while studying in Canada. For the study, unstructured interviews were followed by semi-structured interviews covering the student’s experiences studying and living in a foreign country. The results showed that Chinese international students were actively shaping themselves through various avenues at their school, at work, and during their interactions while taking responsibility for their personal welfare. The study reinforced the notion that host institutions should strive to provide a friendly, supportive, and empowering environment.

This interesting, although not exhaustive, study reports the findings of a questionnaire given to 27 marketing students three times during their studies in New Zealand. The questionnaire focused on independent learning amongst Chinese international students during the completion of their Bachelor's Degree. Students’ independence level was measured and teaching strategies evaluated as the students progressed. The study found that the students exhibited average independence throughout their program, suggesting that improvement was required in ability, motivation, and confidence in independent constructs. The researchers believe that future research should disaggregate the model to better understand the individual variables affecting student independence.
First-Generation Students

This article from Collier and Morgan discusses a study conducted at Portland State University. During focus group interviews, faculty expressed concerns about students failing to understand their expectations of finding appropriate sources for research papers, committing out of class time to homework, and students’ failure to communicate problems they encountered. The first-generation students in the study reported time management issues and wanting more detailed assignments compared to traditional students. The authors present valuable information that shows the difference between how traditional and non-traditional students view and deal with basic expectations of faculty.

Davis’ book provides a great overview of first-generation students and it will be useful to librarians beginning to work with this population group. Chapter 4, “In their Own Words” is a collection of narratives of first-generation students that provide wonderful insight into the thoughts and feelings of students.

This study will be very informative for instruction librarians working at a higher education institution that serves low-income, first-generation college students. The report is full of statistics, demographic information, risk factors, and financial constraints of these students. Of particular interest will be the chapters about promoting success, recommendations and list of references. Although this report does not focus on library instruction, the data contained in the report will be useful in helping instruction librarians understand their patrons.

The author offers a deep understanding of the overall higher education experience by first-generation students. Divided into three parts, this book relies on data from a study that began in fall 2001. Jehangir explores the experiences of first-generation students, their isolation and marginalization during college and participation in a multi-cultural learning community. One of the most interesting elements of the book is the author includes parts of her interviews with first-generation students.
First-Generation Students


This case study examines a “small, liberal arts college in Southern California with a predominant Latina population who are first generation college students.” Razafar found the use of technology helped the students think more critically about course material, encouraged peer-to-peer interaction and helped them “communicate their ideas more effectively in writing.” This article provides a great example of how to effectively integrate technology into an instruction setting to enrich the educational experience of first-generation students.


Tyckoson describes the characteristics of first-generation college students and trends in their enrollment in higher education, as well as retention, class, culture, and family issues characteristic of their experiences. Libraries can better serve first-generation students by identifying them, scheduling instruction sessions for evenings and weekends, creating library assignments that do not presume a common “collegiate” experience, providing family-friendly settings, offering personalized research services, encouraging peer mentoring, and becoming part of campus first-year experience courses.


In her article, Wang advocates for out-of-class communication and out-of-class support for first-generation students to build mentoring relationships. Wang interviewed 30 first-generation students who had mentors in college and found the long-lasting message from their mentors shared the themes of pursuing academic success, valuing school, increasing future potential, making decisions and support and encouragement. This article provides great insight into the messages that first-generation students remember.
Lesbian, Gay, Bisexual and Transgender (LGBT) Students


In this paper, the author conducted a citation analysis of scholarly LGBT material from the 1970s until 2010. The citation analysis was conducted in order to “discover the roots of LGBT Studies scholarly literature and provide a snapshot of the current "landscape" of the field’s scholarly literature, with the goal of aiding in collection development and instruction for subject librarians who support academic programs in this field.” Amongst other findings, the author reports that scholarly journals accounted for over 47% of all cited sources. In her discussion, the author provides the reader with several tips and strategies for collection development.


The chapter by Bazarsky and Sanlo is a great overview of LGBT issues in higher education. The authors give a short history of the LGBT movement and the challenges faced by LGBT students and student organizations. This chapter also discusses modern day questions of gender identity while addressing the changes new technologies have brought to LGBT students.


This book should be of interest to librarians and other academics interested in addressing issues of homophobia on college campuses. It calls on many different constituencies to work together for this purpose. Chapters such as “Weaving a Wide Net: The Benefits of Integrating Campus Projects to Combat Homophobia,” “Transcending Heteronormativity in the Classroom,” and “Teaching the Teachers: Confronting Homophobia and Heterosexism in Teacher Education Programs” allude to the tenor of this handy and thought-provoking book.

GLBTRT-L is an email list that is a forum for open communication among GLBT Round Table members and others. Anyone may subscribe and participate. To subscribe, go to [http://lists.ala.org/sympa/info/glbtrt-l](http://lists.ala.org/sympa/info/glbtrt-l).


In this article the author evaluates online lesbian, gay, bisexual, and transgender studies resources such as EBSCO's GLBT Life , Gender Watch, and Haworth Frontiers on LGBT Studies. Each resource is evaluated for its search functionalities as well as its depth and breadth of scope.
Lesbian, Gay, Bisexual and Transgender (LGBT) Students


“The purpose of the study is to determine whether students enrolled in GLBT/Sexual Diversity programs at Canadian universities feel that their information needs are being met by their academic library.” The author distributed a questionnaire to students enrolled in GLBT/Sexual Diversity programs and courses at different Canadian universities. The author report that most students were satisfied with the GLBT/Sexual Diversity materials they had access to at their libraries but that “there was room for improvement.” The author also reports on how comfortable students feel asking library staff to order GLBT/Sexual Diversity material and asking for research help with these types of topics. The author also offers a discussion and recommendations for improvements.


This paper offers a list of web-based resources that address health issues specifically related to LGBT persons including resources for psychiatric disorders, substance abuse, and suicide.


The authors, both openly gay information professionals provide the reader with a framework for providing references services for LGBTQ customers during the different phases of coming out. After an informative discussion on the coming out process, the authors provide recommendations for supporting customers as part of the reference process. Detailed tables with recommended activities are provided for access, information literacy, the library commons, outreach, and virtual reference.


Although LGBTQ students are found on campuses across the United States, the author argues that universities continue to underserve and fully understand the needs of these students. Working with students at the University of North Carolina Greensboro, the author interviewed and surveyed students in order to find out “how efficiently existing services satisfy the special information needs of the LGBTQ community,” and “identify barriers to useful information that exist on campus.” The author presents the researching findings and provides practical recommendations in the areas of Special Information Needs and Information Seeking Behavior, Libraries as a Place for LGBTQ and, UNCG campus as a Place for LGBTQ.

In this article, the authors explore an initiative undertaken by librarians at the University of New Mexico to reach students on campus, with a specific emphasis on targeting multicultural centers. In 2009, nearly half of the student population was comprised of minorities. The authors share what they learned upon implementing this new program, as well as steps they took to recruit, schedule, and market librarians and the services offered by their library.


This resource explores the growing Hispanic/Latino population, establishing a need for the population to not only assume a leadership role in the realm of library and information science, but for both academic and public libraries to explore opportunities to reach out to this user population. Examples include providing instruction to students enrolled in Chicano and Latino Studies at California State, developing library collections, and cultivating digital resources that specifically meet the needs of the Hispanic/Latino population.


The author explores the framework needed to conduct outreach to Latinos within the community. The book is geared towards public librarianship, as the cohorts included are children, teens, adults, and seniors.


This article examines the results of a Latino Education Equity Project (LEEP), targeting Latino students at three public universities located in the Northwest. The purpose of the study was to explore potential retention solutions for Latinos who are often first-generation college students. One hundred and four participants were selected, with nearly half comprising a control group, and the other half enrolling in LEEP. Such factors as “mentoring…and peer support”, “social adjustment”, race, social skill development, and “critical consciousness” were selected as potential interventions to enhance retention. Many of the results for these factors were mixed, except in the area of peer relationships, which is directly linked to social adjustment. The study found that these relationships are crucial in enabling students to thrive socially. The authors indicate that further research is necessary to determine other retention measures that would positively impact the Latino population.
Hispanic/Latino Students


This academic librarian discusses a program developed at the Northern Illinois University Founders Memorial Library to reach out to Hispanic and Latino families, focusing on the importance of cultivating literacy in children ranging from birth to five-years-old. She provides a firsthand account of the library’s effort to create value among parents of young children in developing a love of reading. At these workshops children are read to in English and Spanish. The librarian and her co-facilitator believe that educating parents is a great way to lay the foundation for the successful development of literacy skills in Hispanic/Latino pre-school aged children.


The author of this article shares about her public library’s involvement in El día de los niños/El día de los libros, which is not only an annual, but national celebration that is geared towards Latino families in the community, in an effort to foster literacy and an awareness of library resources. It provides the library with a way to draw these families in to a place that many of them would otherwise not visit on their own.


In this article, the author discusses the significance of facilitating strong partnerships with minority students through programs and outreach. She specifically mentions efforts by the University of Illinois, Urbana to make connections with students of African-American, Native American, and Hispanic backgrounds. This requires an active effort on the part of librarians who are employed by universities who work with large minority populations, but could also be useful for librarians at smaller institutions who are looking for ways to support the needs of these underserved groups.


Library staffing in a middle school is crucial, but it is extremely vital for the academic achievement/literacy of Latino Middle school students who require the support that school libraries provide not only with regard to resources, but access to the collection and instructional programming.

Hispanic/Latino Students

This article explores ways in which book clubs enable minority adolescents to connect with each other and express their family experiences by identifying with the characters in selected novels through the process of bibliotherapy. The author/researcher conducted a qualitative study of African American and Latina girls at a high school in the Northeast. The author argues for the formation of more book clubs in order to help minorities explore and discuss their worlds through the realm of literature.

Zimmerman-Orozco, Susan. 2011. “A Circle of Caring.” Educational Leadership 68 (5): 64-8. Written by the assistant principle of an elementary school in Maryland, this article examines the importance of teachers reaching out to the parents of elementary school students who are immigrants from South America. With the increase of the Latino population, this school altered its goals and mission to provide an after-school program, facilitate talks with parents on topics of interest in education, and meet physical needs. There is no shortage to the resources that this school provides to its constituents, as it focuses on caring for these families in an effort to support the academic opportunities of these students. This article is far-reaching, and could be implemented at some level by public libraries to provide support services to scaffold the efforts of elementary/high schools reaching out to this population.
International Students

This article looks more broadly at the cultural, educational, and linguistic issues regarding plagiarism and international. The “Recommendations for Librarians” section includes suggestions for both classroom instruction and orientation.

This article reviews the literature on classroom communication from both the second language acquisition and library fields, and suggests ways to overcome language barriers with international students in library classrooms.

Badke’s InfoLit Land column discusses challenges of working with international students and provides suggestions for tailoring information literacy instruction and interactions with these students. A quick, easy read.

Baudino, Frank, Connie Jo Ury, Sarah G. Park, and University Northwest Missouri State. 2010. *Brick and Click Libraries: Proceedings of an Academic Library Symposium (10th, Maryville, Missouri, November 5, 2010).*
This conference proceeding includes two chapters focused on international students and library instruction.

This study investigated how the information literacy and the writing processes may simultaneously be experienced by international students at both the graduate and undergraduate level. The author sought to discover any connection between information literacy and writing for non-native speakers of English. The study included nine non-native speakers of English who were taking an advanced level ESL class at a university. This study shows that language learning models may usefully be applied to information literacy investigations.

This book chapter offers a program of library instruction to international and ESL students. The approach given is inviting (outreaching to these students by going to them), involving (providing contextually-rich experiential learning sessions), and interfacing (improving one-on-one communication). The pedagogical foundations of experiential learning are discussed.
International Students

A study of Japanese students at two Canadian universities that examines the students’ research processes. The article seeks to provide a greater understanding and suggestions for working with international students that can be carried over into the instruction classroom.

Case studies of projects that support the success of international students studying at academic institutions. Several chapters focus specifically on instruction for this population.

This article does not focus on academic (admitted, degree-seeking) international students, but rather international students in ESL-only programs, and particularly those with low English proficiency. In that pre-admission/preparatory ESL programs are frequently found in U.S. colleges and universities, and students in such programs frequent university libraries, this article is helpful. It discusses an approach to teaching library skills specifically to this subgroup of international students. The approach is even offered in a complete programmatic format, electronically, to libraries contacting the author.

Written by librarians and ESL instructors, this article examines the relationship between academic librarians and ESL writing instructors. The perspectives of both are included along with concrete recommendations for building a relationship, suggestions for working with the ESL community, and specific strategies for librarians.

Comprehensive book with numerous issues relevant to international students, including a chapter devoted to Bibliographic Instruction/Information Literacy.

This article is brief and is more of an editorial, rather than presenting a case-study or offering teaching suggestions. The author argues that too much of the library literature treats international students as a homogenous population; he points out that their cultural influences on information-skills are as diverse as their countries. The recommendation is for surveying students on individual needs, rather than making broad generalizations.
Native American Students


Although the focus of this article is on outreach, the authors provide a detailed summary of the Native American population at Northern Arizona University in addition to limitations and best practices in delivering library instruction to Native American distance learners, including cultural awareness, cultural sensitivity and individual and group learning styles.

Arizona State University, College of Education. Center for Indian Education. http://center-for-indian-education.asu.edu

The Center for Indian Education’s Web site describes several model programs for teaching Native American students, as well as links to sites on the training of Native American teachers. Librarians will find its link to the online Journal of American Indian Education, published since 1961, and its list of dissertations on teaching Native American students most helpful. The site also includes links to other Web resources on Native American education and the Wassaja Education listserv, which focuses on Arizona tribal communities.


While this article is geared toward secondary school media specialists, the author provides useful insights into the breadth, variety and diversity of Native American cultures and traditions. Barber specifically addresses the role of the teacher-librarian in working with Native American populations and the importance of understanding learning styles of Native Americans.


A study of the historical development of higher education for Native Americans, this work surveys the Colonial Period to the late 20th Century. It is an excellent resource for those interested in historical perspective and background on Native American education.


Teaching the Native American is an edited book that addresses the issue of culturally relevant education for the Native American student. Gilliland and the other authors explore such topics as the differences between White and Native American societies, and how those differences affect the learning process. The first nine chapters, written exclusively by Gilliland, address such topics as learning styles and the importance of parental involvement. In the second half of the book, guest authors get more specific with chapters on teaching social studies, creative writing, and science to Native students.


Part of the ABC-CLIO "Contemporary Education Issues" reference book series. This book presents a broad history of Native American Education including chapters covering legal and historical American Indian education policies.
Native American Students

Hermes article presents a list of books and Web sites recommended as educational resources for teaching at tribal colleges. The lists contain various books on teaching indigenous languages, such as "How to Keep Your Language Alive" by L. Hinton; teaching tribal writing and literature and pre-medical fields. Examples of some of the websites concern American Indian education including American Indian Higher Education Consortium Virtual Library, and Native American Sites at the Department of Anthropology.

Lindsey, who for three years was a librarian at Red Mesa High School, reports results of a year-long (1999-2000) study examining the development of a curriculum for teaching Internet information literacy to Navajo/Dine high school students. Lessons were constructed through observation of student responses and formal discussions with teachers over the course of the project. The three phases of the study focused on (1) identification of effective content and delivery modalities, (2) implementing the findings of phase 1, and (3) administering a student self-assessment. Lindsey establishes eight principles for teaching Navajo students.

In this article, the author discusses the significance of facilitating strong partnerships with minority students through programs and outreach. She specifically mentions efforts by the University of Illinois, Urbana to make connections with students of African-American, Native American, and Hispanic backgrounds. This requires an active effort on the part of librarians who are employed by universities who work with large minority populations, but could also be useful for librarians at smaller institutions who are looking for ways to support the needs of these underserved groups. NOTE: This article annotation is also listed in the Hispanic/Latino section of this bibliography.

This comprehensive site is a portal to thousands of resources about "indigenous cultures around the World." Under “Resource Center,” there is a list of links to education resources. These links include resources for teaching about Native American culture, as well as resources for teaching Native Americans in the classroom.

This article focuses on a service-based learning model created by students at the Graduate School of Library and Information Science at the University of Texas at Austin in which library students created a virtual library for students and educators at the tribal Northwest Indian College teacher training program. The model drew on indigenous learning styles based on the theories of Native American educator, Dr. Gregory Cajete.
Native American Students

In this article, Sanchez suggests that the learning styles of minority students, namely Hispanic and Native American students have been largely ignored in the classroom. Sanchez offers a summary of learning styles and suggests ways in which these can be used to inform course design and encourage student success. Sanchez also suggests that because educators of minority students often have low expectations, minority students suffer the consequences of low achievement and high dropout rates.

This paper stresses the need for research on Native American education and suggests areas for further study, including the relationship between Native American students and teachers; collaborative efforts between K-12 and higher education; distance learning; culturally appropriate programs; and articulation agreements between schools.

This issue is designated to increase the understanding of American Indian student experiences in higher education. The topics covered include student retention, student and faculty experiences, and student services.

This comprehensive site links to hundreds of Native American organizations and cultural sites. The section Education includes a "Teachers Resources" link which provides a number of resources on classroom practices.
Nontraditional Students


This bibliography focuses on current resources relating to the transition of military veterans to higher education. Characteristics of student veterans are discussed as well as specific needs occasioned by their military experiences. Though many of the articles do not directly relate to IL instruction, they provide insights that will be helpful in designing and providing instruction and other library services for student veterans.


Badke puts a face on the adult learner as he describes the characteristics of this demographic and discusses the struggles many learners face in returning to school. His explanation of the problems the “analog” student experiences with online research stresses that simply learning to use a computer is not sufficient; online research necessitates a new non-linear way of thinking. Badke provides a conceptual framework and describes practical strategies for assisting adult learners.


The authors discuss the characteristics of adult learners, their preferred methods of learning, and the research struggles experienced by many adult learners who return to college as graduate students. The authors describe a successful program developed in close collaboration with an academic department to build research skills and ease anxiety among nontraditional students. Outreach efforts were designed which took into account students’ real world time schedules and offered choices on how to receive assistance, which meets students’ need for self-directed learning.


Cooke reviews 35 years of literature in adult education and library science to provide guidance to librarians engaged in teaching the increasing number of adult learners on college campuses. Andragogy, the instruction of adults as opposed to children, is based on Malcolm Knowles work centering on 5 characteristics of adult learners: self-directed, learning informed by life experiences, desire for participatory learning, need for relevance, and motivated learners. The article discusses the characteristics of adult learners and addresses some of the barriers they face which may include library anxiety, lack of technological skills, lack of confidence, and heavy family and work responsibilities. Based upon this body of work, Cooke stresses the need for learning-centered instruction, approachable and enthusiastic instructors, engaging teaching techniques, and opportunities for reflective learning.
Nontraditional Students


Cornelius and Gordon test the method of flexible learning centered on adult learners in an online environment. The researchers focused on course designers and how courses can be designed to provide a personalized learning experience to adults. By giving the adult learners choices, they encourage self-direction, and address their diverse learning styles and needs. Employing a set of flexible online resources, Cornelius and Gordon identified four main strategies used by learners when working with these resources. They hope the study results will influence course designers and facilitators to think more carefully about how they put a course together.


As a result of advances in technology, online education for professional development has become a popular topic. Conducted among American police officers, Donavant compares online education with traditional methods of instruction, to determine effectiveness and adult learners’ perceptions of online education. Donavant found that there is no significant difference in terms of effectiveness, with most saying that they prefer traditional instruction; however, the adult learners indicated that online education can be good for additional training.


This work provides creative lesson plans for IL instructors teaching nontraditional students including returning and older adult students, non-native English speakers and International students, and remedial and underprepared students. The book also includes several activities for nontraditional students in online learning environments. Gold emphasizes the importance of adapting instruction to meet the needs of nontraditional learners and notes “older students often prefer to move at a slower pace, request more details and guidance, and look to one another for assistance.”


This brief article provides insights into some of the challenges military veterans encounter in returning to higher education. Helton provides suggestions for ways in which libraries can help ease the transition including research “boot camps” and open houses for veterans.


This comprehensive resource examines the impact of digital technology on adult learning theory and practice. With 21 chapters, the book examines a wide range of issues related to online learning and technologies all in the context of adult learners. Chapter 12, authored by Kidd and Keengwe, focuses on information literacy. Extensive references are provided.
Nontraditional Students


This article describes the development of a web-based learning module designed for nontraditional students enrolled in an online graduate program. Noting the difficulty many students experienced with the literature review process, the author created step-by-step self-directed modules to guide adult learners. The author provides a brief review of the literature on adult learners and self-directed learning and discusses the ways in which these principles were incorporated into the design of this web-based learning tool.


This excellent article describes the implementation of information literacy instruction for adult learners within the structure of a university continuing education program. The authors analyze the literature on both andragogy and IL instruction and discuss the importance of active learning and engagement techniques in addressing the needs of adult learners. The authors include an extremely useful chart that matches specific challenges experienced by adult learners with effective instructional techniques to address them.


This article discusses the differences between traditional education and business models of training which instead focus on the development of discrete skills that address an immediate need. The authors suggest that training that is designed with adult learning principles in mind can be used successfully to develop IL skills in adult learners.
Students with Disabilities

Axslib-L is a listserv devoted to libraries and disability access. To subscribe, go to http://listserv.icors.org/SCRIPTS/WA-ICORS.EXE?A0=axslib-l.

Applin provides an excellent introduction for librarians working with students with disabilities. She lists ten elements to consider for "developing a multi-sensory teaching style."

This article focuses on three areas where academic librarians can concentrate efforts to better meet the needs of students with disabilities: bibliographic instruction, web page design, and staff training. Carter stresses that the number of students with disabilities attending colleges or universities continues to increase and therefore accessibility issues should be at the forefront of library services. Suggestions focus on providing enhanced service to students with disabilities, increasing sensitivity and understanding of different learning styles, improving quality of library service to better enable students to conduct research independently, and ultimately providing easier access to information.

This article presents an approach to library instruction called Universal Design for Information Literacy (UDIL). Landmark College is a college for students with learning disabilities or attention-deficit/hyperactivity disorder. The Research Services Librarians at Landmark College modified the principles of Universal Design for Instruction (UDI) to develop the UDIL approach. The article is based on the presentation "Universal Design for Information Literacy," which was given at the 2008 New England Library Instruction Group Annual Program.

The author defines and describes the theory and history of Universal Instructional Design (UID) and its context within libraries. She includes a section of her article which specifically addresses UID and library instruction, and provides useful tips and ideas for incorporating UID into library instruction classes.

The authors present findings of a study which examined the searching experience of university students with a print disability and their use of screen reading software to navigate proprietary databases. The paper provides insights on the information-seeking behavior of students with print disabilities in addition to barriers encountered while navigating online databases using screen-reading software. Participants consisted of students with learning, visual and mobility disabilities and who were native users of screen-reading software.
Students with Disabilities

This study discusses assistive technology (AT) in academic libraries. An expert panel, using the Delphi Technique, recognized adequate funding, training opportunities, AT evaluation, and including individuals with disabilities in AT decision making as being some of the primary issues. Instruction librarians could particularly benefit from the discussions of training opportunities and involving persons with disabilities in making decisions about services and programs designed for them.

Gyamfi’s excellent 20-plus page chapter provides historical background on definition, disability legislation, and types of disabilities. He provides information for instructors including teaching strategies, content, assistive technologies, distance education and Universal Design. Also included is a lengthy bibliography with references to teaching students with disabilities outside of the library context.

Hernon, Peter, and Philip Calvert. 2006. Improving the Quality of Library Services for Students with Disabilities. Westport, CT: Libraries Unlimited.
Hernon and Calvert, and their colleagues, investigate library services and specifically service quality for students with disabilities. No single chapter addresses library instruction specifically, but references to instruction are made in various chapters. Library instructors can find relevant materials and information which they could apply to their body of knowledge in serving and teaching students with disabilities.

Rike first describes a project at Western Michigan University centered on making WMU’s Searchpath tutorial accessible to students with visual disabilities. The following strategies are then suggested for providing effective library services to students who are blind or have visual disabilities: designate a contact person for library instruction for this population, provide a locked room with enabling technologies, establish uniform policies and procedures, and obtain systematic feedback. Customized library instruction—especially instruction team taught by a librarian and a visually-disabled student—is highly recommended. Active learning opportunities; step-by-step instructions; classes comprised of small, homogeneous groups; multiple, brief instruction sessions; and updated software are important aspects of library instruction for students with visual disabilities.
Students with Disabilities

The author of this article addresses the importance of library training, including bibliographic instruction, that is geared toward individuals who are hard of hearing. Riley states that “an increasing number of library patrons are hard of hearing” and cites “the U.S. Bureau of Census projected that 35 million North Americans would suffer from hearing loss by the year 2005.” Riley applauds universal design and assistive technologies that benefit not only patron who are hard of hearing but also patrons with hidden disabilities.

The author of this article taught a class in information literacy to a group of blind and visually impaired students, using assistive technology to access the resources of the college library. Schiff details unexpected difficulties in teaching the class in spite of significant preparation and experience. Schiff describes the challenges of mastering the intermediate assistive technology, and provides a list of literature pertinent to her topic.

Saumure and Given report findings from interviews with six students enrolled in first- or second year college programs and either totally blind or partially sighted but unable to read print. While seeing librarians as “key facilitators in disabled students’ information seeking,” students were often frustrated by feelings of dependence. Students also caution librarians against overwhelming them with information at the reference desk or in the classroom. As one student said, “Librarians are nice, but … most [sighted] people who are doing research want as much information as possible … I don’t want lots of information because it just means more stuff to [adapt].”

University of Georgia. *Disability Resource Center.* http://www.dissvcs.uga.edu/
In addition to materials specific to UG, the faculty information page includes a faculty guide, and information on universal design. Regularly updated and maintained by the university’s Division of Student Affairs.

The DO-IT (Disabilities, Opportunities, Internetworking & Technology) Website includes information about students with disabilities in the college setting. Especially helpful are sections devoted to librarians (Universal Access to Libraries) and faculty (the Faculty Room). The Faculty Room includes pedagogical strategies for teaching students with disabilities, many of which can be applied in library instruction sessions.

This article makes suggestions for making libraries more accessible to visually impaired patrons. Both technological solutions and staff training are addressed as well as insights for classroom equipment for instruction.
Transfer Students

Phillips, John C., and Thomas A. Atwood. 2010. “Transferring Skills, Transferring Students: A Call To Academic Libraries.” *College & Undergraduate Libraries* 17 (4): 331-48. Discusses the need for libraries to provide programming specifically geared toward transfer students, as their information literacy needs differ from those of traditional students. Shares information about a survey of librarians who are members of OhionLINK.

Tag, Sylvia G. 2004. “A Library Instruction Survey for Transfer Students: Implications for Library Services.” *Journal of Academic Librarianship* 30 (2):102-8. This article discusses the findings of a short survey conducted by a librarian to ascertain the level of research skills possessed by transfer students upon entering Western Washington University. The author discovered that even though a large percentage of the respondents had some form of library instruction at their previous institutions, more than half wanted additional instruction at their new university, particularly with using the library. The author proposes that this expressed desire could be used as evidence to support course-integrated instruction for upper-level courses when conducting faculty outreach. References included.

Tipton, Roberta L. and Patricia Bender. 2006. “From Failure to Success: Working with Under-Prepared Transfer Students.” *Reference Services Review* 34 (3): 389-404. This article presents the findings of a collaborative English writing course, geared toward transfer students, co-taught by an instruction librarian and the head of the campus writing center. The authors discuss several learning theories with regard to establishing effective instructional design, as well as sharing course activity outlines for the three library sessions included in the course. References included.