

## Nontraditional Students

Arzola, Rebecca. 2012. "Academic Libraries Supporting the Research Needs of Student Veterans: A Bibliography." *Codex: The Journal of the Louisiana Chapter of the ACRL* 2 (2): 78-93. <http://journal.acrlla.org/index.php/codex/article/view/68>.

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, William. 2008. "Information Literacy Meets Adult learners." *Online* 32 (4):48-50. 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.

Cannady, Rachel E., Stephanie B. King, and Jack G. Blending. 2012. "Proactive Outreach to Adult Students: A Department and Library Collaborative Effort." *Reference Librarian* 53 (2): 156-69.

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, Nicole A. 2010. "Becoming an Andragogical Librarian: Using Library Instruction as a Tool to Combat Library Anxiety and Empower Adult Learners." *New Review of Academic Librarianship* 16 (2): 208-27.

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, Sarah, and Carole Gordon. 2009. "Adult Learners' Use of Flexible Online Resources in a Blended Programme." *Educational Media International* 46: 239-53.

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.

Donavant, Brian W. 2009. "The New, Modern Practice of Adult Education: Online Instruction in a Continuing Professional Education Setting." *Adult Education Quarterly* 59: 227-45.

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.

Gold, Helene E., ed. 2010. *Teaching Non-Traditional Learners: Tools for Creative Instruction*. Pittsburgh, PA: Library Instruction Publications.

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."

Helton, Rae. 2010. "Diversity Dispatch: Libraries- An Important Campus Partner for Student Veterans." *Kentucky Libraries* 74 (3): 14-15.

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.

Kidd, Terry T., and Jared Keengwe, eds. 2010. *Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes*. Hershey, PA: Information Science Reference.

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

Ladell-Thomas, Julie. 2012. "Do-It-Yourself Information Literacy: Self-Directed Learning at a Distance." *Journal of Library & Information Services in Distance Learning* 6 (3-4): 376-86.

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.

Lange, Jessica, Robin Canuel, and Megan Fitzgibbons. 2011. "Tailoring Information Literacy Instruction and Library Services for Continuing Education." *Journal of Information Literacy* 5 (2): 66-80.

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.

Stern, Caroline, and Trishanjit Kaur. 2010. "Developing Theory-based, Practical Information Literacy Training for Adults." *International Information & Library Review* 42 (2): 69-74.

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.