These readings are intended to initiate and inform discussion about how information literacy (IL) research supports library instruction. They were compiled by the 2007 Instruction Section (IS) Research & Scholarship Committee, as a complement to the 2008 Midwinter IS Discussion Forum “Research Into Action: Leveraging Research Into IL Instruction.”

Topics covered by these readings include: the research process, the development of research questions, the use of appropriate methodologies, and the information-seeking behaviors of librarians. While these readings help illuminate some of the issues surrounding the application of research to the practice of library instruction, they do not represent an exhaustive list of available resources on the subject.

For further reading, the committee recommends the online journal Evidence Based Library and Information Practice, available at http://tinyurl.com/2a24tm, as well as the IS Bibliography of Citations Related to the Research Agenda, available at http://tinyurl.com/2g7xue.

This case study traces the development of an information literacy unit over an eight-year period and shows how the librarians at Abilene Christian University used evidence-based practice to make decisions concerning the literacy program. Special emphasis is given to the rationale for making changes to the program based on evidence-based librarianship (EBL).

The author outlines the development of the evidence-based practice model from its beginnings in the medical and healthcare fields and also examines the development of EBL, its definitions, and the stages of the process. An excellent introduction to the topic of EBL.

Using frameworks developed in healthcare research, this paper describes question formulation as a facet of EBL. The author recommends more research in this area to help practitioners transform information needs into clear, answerable research questions, and outlines some frameworks commonly used to create precise research questions.

A survey of 72 physical science librarians indicates that this group relies more on personal and informal communications channels like discussion groups than scholarly journals for help in decision-making in daily practice. To find more information about work-related issues the physical science librarians surveyed use list-servs and personal communication first. Scholarly journals, a third choice, are used to find information about library instruction, subscriptions, and research projects.

Given, Lisa. 2007. Evidence-based practice and qualitative research: A primer for library and information professionals. *Evidence Based Library and Information Practice* 2, no.1 (March 14, 2007): 15-22. http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/155/237 (accessed June 10, 2007). An introduction to and overview of qualitative research methodology, this paper also presents problems with excluding or ignoring research using this methodology, including a loss of the in-depth themes and issues that can be derived from the evidence collected. Researchers are encouraged to consider study designs that combine qualitative and quantitative methodologies, as well as to revise the measures of evidence to incorporate those measures used in the social science and humanities traditions.

Glynn, Lindsay. 2006. A critical appraisal tool for library and information research. *Library Hi Tech* 24 (3): 387-99. This paper describes a critical appraisal tool that can be used as part of the EBL process. An essential component of EBL, critical appraisal is the evaluation of research studies to determine if the strongest, most accurate, relevant and reliable evidence is applied to answer a practical question. An outline and description of the appraisal tool and the process that can be applied in an evidence-based setting is provided.

Koufogiannakis, Denise. 2006. Research in librarianship: Issues to consider. *Library Hi Tech* 24 (3): 324-40. This discussion of EBL provides a review of the existing research base in librarianship, identifying areas that need further study and analysis in order to develop a solid evidence base for the profession. Funding, experience, time and support, and access to research information are presented as some of the barriers faced by practitioners in conducting research and using EBL for decision making.

Lewis, Suzanne and Lisa Cotter. 2007. Have the most relevant and answerable research questions facing librarians changed between 2001 and 2006? *Evidence Based Library and Information Practice* 2, no.1 (March 14, 2007): 107-120. http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/98/243 (accessed June 10, 2007). A comparison of commonly-asked questions by librarians and the output of research produced in the field shows a "research-practice" gap. This study indicates that research has been focused on information access and retrieval and collections, but practitioners are asking questions concerning management and education, and "specifically information literacy skills training."

Limberg, Louise and Olof Sundin. 2006. Teaching information seeking: Relating information literacy education to theories of information behaviour. *Information Research* 12, no. 1 (October), http://informationr.net/ir/12-1/paper280.html (accessed June 10, 2007). Based on interviews with librarians who teach information seeking, this study indicates that there is little relation between models and theories of information seeking and information literacy teaching practices. The authors claim that information-seeking research and information literacy education have had little impact on each other—theories and models from research have not had an impact on the teaching of information literacy skills.

Presenting a variation of the traditional EBL approach, the author describes a process which incorporates bibliomining, the combined use of data mining, data warehousing and bibliometrics, for the evaluation of library services. As Nicholson puts it, "The current shortcoming of traditional evidence-based librarianship is the lack of appropriate research articles executed in similar ways that could be combined to make evidence for decision-making. The suggestions provided in this article develop a different form of EBL that is based on data currently gathered in libraries."

This case study describes the organization of a journal club for health sciences librarians in Oxford, UK to help the members develop critical appraisal skills, increase awareness of, and improve the application of library-related research.

This article presents the results of a survey of purposively selected library professionals in 130 New Zealand university and non-profit government libraries on their use of research appearing in journal literature. The survey indicates that library professionals are more likely to use research studies if they attend or present at conferences, or are senior managers, or work in larger organizations. The results also suggest a need for library-related research to be practical, but also to have "enough external validity for the application of results in diverse workplace contexts."

Vezzosi, Monica. 2006. Information literacy and action research: An overview and some reflections. New Library World 107 (1226/1227): 286-301.
An overview of the action research method as a "dialectical interplay between practice, reflection and learning" is presented along with a project using action research in an information literacy session at the University of Parma. Action research is suggested as a means to improve the practice of information literacy instruction by improving teaching through self and peer evaluation, and through an understanding of the learners and learning context.

The process of instructional improvement in college teaching is in many ways very similar to instructional improvement for academic libraries. Based on a literature review and the selected results of a national survey of academic librarians, this paper describes how librarians are evaluated as instructors, how they go about improving their teaching effectiveness, and in what ways instructional improvement is supported by the organizations they serve.