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## LIBRARY INSTRUCTION ROUND TABLE NEWS

Volume 39, No. 34 June 2017

From the President

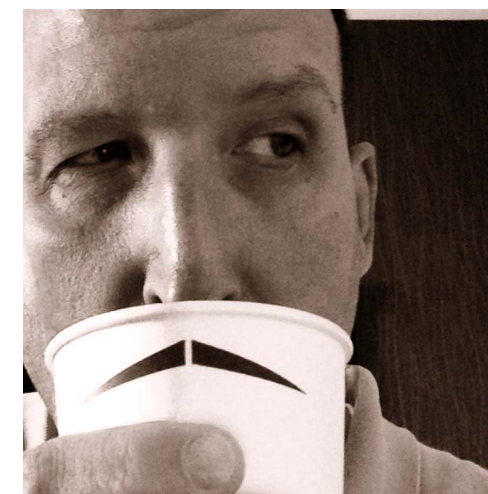
### All Eyes on Library Instruction

If there is anything positive to come from the “Fake News” panic since last year’s election, it’s that many people’s eyes have been opened to the fact that information literacy is a real thing. Maybe, just maybe, librarians do have wisdom to impart! I see library instruction as the single most important task that librarians can engage in--aside

from actually keeping the library running, I suppose. Or keeping it from burning down.

But we have a lot of work to do if we are going to equip our users with the skills necessary to critically evaluate the information they consume. Make no mistake--this responsibility falls squarely on the shoulders of teaching librarians.

I am not concerned one bit, however. The librarians I’ve had the pleasure of working with this year are up to the task. LIRT has adopted many new ways of reaching out to our members whether they attend conferences or not. Our webinars, preconferences, awards, and programs have provided many new ways for us to keep in touch and share our experiences and expertise with one another. I am thrilled that we have gotten our members-only LIRT-MEM listserv up and running-- I’ve never seen such a great response to our call for committee volunteers!



Thank you for the amazing work you have done this year. Our future is bright. I look forward to seeing you in Chicago!

*Jeff Knapp*

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ALA *Annual*  
**CHICAGO**  
CONFERENCE & EXHIBITION JUNE 22-27, 2017

*LIRT empowers librarians, from all types of libraries, to become better teachers through sharing best practices, leadership and professional development, and networking.*



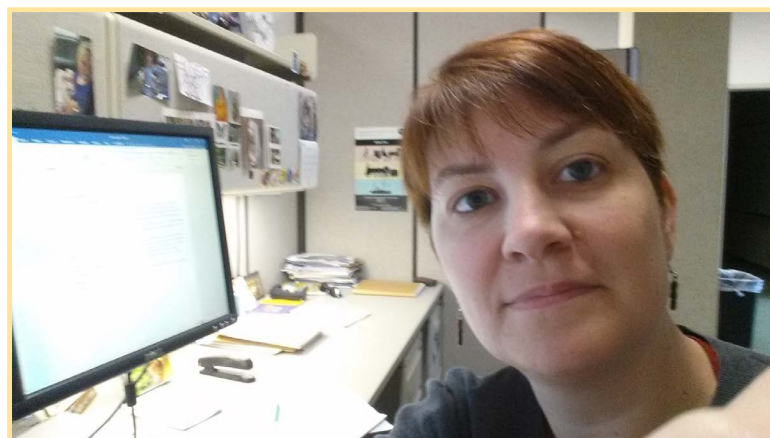
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# Hello from Kansas!

As I write this, spring semester is winding down for us at the University of Kansas, and along with the feeling of excitement for the end of another school year comes an air of tension emanating from students preparing for finals and instructors trying to get their grades in by deadline. By the time you read this, however, the tension will have dissipated into an eerie quiet, and campus will seem fairly deserted for those of us who are here year-round. For many of us who are teaching librarians, the summer may bring time off, a lightened workload, or, worst-case scenario, the same workload tackled in a warmer setting.

If you find that you have a bit of extra time this summer, why not use it to reflect on your past teaching, reenergize your commitment to instruction, and refocus on your instruction goals? If you are reading this newsletter, you're already making a good start! In this issue, you will find our much awaited list of the top twenty instruction articles of 2016 (as selected by LIRT's Top 20 Committee), an in-depth explanation and discussion of metaliteracy in Tech Talk, and lots of information about opportunities for learning and engagement hosted by LIRT at ALA Annual 2017 in a few weeks.



Summer always flies by faster than we think. Before you know it, fall will be just around the corner. I sincerely hope you have both a chance to relax and time to refresh your commitment to instruction over the coming months.

I look forward to seeing you at one (or many) of our LIRT events in the Windy City!

*Sherri*

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**Editor:**

Sherri Brown  
Literatures & Humanities Librarian  
University of Kansas Libraries  
1425 Jayhawk Blvd  
Lawrence, Kansas 66045  
Phone: 785.864.3437  
Email: [sherri.brown@ku.edu](mailto:sherri.brown@ku.edu)

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## LIRT Meetings & Events @ 2017 ALA Annual Conference

Meeting/Event	Title	Start Time	End Time	Location
<b>Friday, June 23</b>				
267497	<b>LIRT Pre-Conference:</b> Examining and Supporting Student Transitions Across the Library Spectrum (see p. 4)	12:00 p.m.	4:00 p.m.	McCormick Place West, W175b
	<b>LIRT Transitions Social</b>	6:30 p.m.		Blue Frog's Local 22 ( <a href="http://local22chicago.com/">http://local22chicago.com/</a> )
<b>Saturday, June 24</b>				
268204	Steering Committee I (LIRT)	8:30 a.m.	10:00 a.m.	Renaissance Blackstone, Inspiration Studio
268205	All Committees Meeting (LIRT)	10:30 a.m.	11:30 a.m.	Renaissance Blackstone, English Room
267468	<b>LIRT Program:</b> <b>From Kindergarteners to Collegians,</b> <b>Helping Students Make the Grade</b> (see p. 5)	1:00 p.m.	2:30 p.m.	McCormick Place West, W184a
268811	<b>LIRT 40<sup>th</sup> Anniversary Celebration</b> (see p. 4)	7:00 p.m.	9:00 p.m.	Hilton Chicago, Williford A
<b>Sunday, June 25</b>				
	<b>Bites with LIRT</b> (see p. 6)	12 noon		UMAI, 730 So. Clark Ave.
<b>Monday, June 26</b>				
268206	Steering Committee II (LIRT)	8:30 a.m.	10:00 a.m.	McCormick Place West, W186c
268207	Executive Board Meeting (LIRT)	10:30 a.m.	11:30 a.m.	McCormick Place West, W195

### 2018 ALA Elections

## Call for Nominations for LIRT Officer Positions

Are you, or someone you know and respect, interested in serving as an officer in LIRT?

If so, the LIRT Organization and Planning Committee is seeking nominations for the following positions:

- **Vice President/President-Elect** (Three-year commitment to LIRT Executive Board)
- **Vice Treasurer/Treasurer-Elect** (Two-year commitment to LIRT Executive Board)
- **Secretary/Archivist-Elect** (Two-year commitment to LIRT Executive Board)

Successful candidates must:

- Be current LIRT members who have served on a LIRT committee for a minimum of one year
- Attend both ALA Annual and Midwinter conferences for the duration of their term
- Attend all in-person and virtual meetings of the LIRT Steering and Executive Committees

For more information about any of the LIRT officer positions, see the LIRT Organization Manual at <http://www.ala.org/lirt/sites/ala.org/lirt/files/content/lirt-manual.docx>.

If you would like to nominate someone (or yourself), please complete the Nominations Form at <http://www.ala.org/lirt/lirt-request-nominations> or contact Jeff Knapp at [jak47@psu.edu](mailto:jak47@psu.edu) with the name of a prospective candidate.



# LIRT 40<sup>th</sup> Anniversary Celebration



*We invite you to join us at the*  
**Hilton Chicago, Williford Ballroom A**  
**Saturday, June 24, 2017**  
**7 - 9 p.m.**

*Event highlights include:*

**Music • Food • Drinks (Cash Bar)**  
**Awards Ceremony (See pages 7-8)**

For more information, see  
LIRT's Facebook page  
<https://www.facebook.com/groups/ala.lirt/>

## **LIRT Pre-Conference Friday June 23, 2017**

### **Examining and Supporting Student Transitions Across the Library Spectrum**

Please consider joining the LIRT Transitions to College Committee for a preconference at ALA Annual on Friday, June 23, from 12 noon to 4:00 p.m. Examining and Supporting Student Transitions Across the Library Spectrum (<http://bit.ly/2mVQRwG>) will educate participants regarding libraries in supporting students' educational transitions from high school to college, primary to secondary school, undergraduate to graduate school, and formal schooling into adult life.

Sessions include: successful case studies of library programs meant to ease students' transitions; a conversation about school, public, and academic library learning standards; a panel of researchers specializing in students' transition behavior and how libraries support transitions; and opportunities for group discussion and brainstorming. This is a ticketed preconference, but we have endeavored to keep it relatively inexpensive at \$30.

Questions? Contact: LIRT Transitions to College Committee Co-Chairs  
Beth West - [bwest@linfield.edu](mailto:bwest@linfield.edu)  
Matt Upson - [matthew.upson@okstate.edu](mailto:matthew.upson@okstate.edu)





## LIRT ANNUAL CONFERENCE PROGRAM

### From Kindergartners to Collegians, Helping Students Make the Grade

**Saturday, June 24, 2017**

**1:00-2:30 p.m.**

**McCormick Place West, W184a**

As librarianship and library instruction continue to evolve across educational settings, library curricular embeddedness is quickly becoming the norm. This presentation will focus on the new fundamentals of library instruction and the growth of liaison responsibilities in various library settings. Discover how to teach information literacy and subject-specific learning skills to an array of patron groups, and learn how librarians can shape and enhance learning goals beyond library walls. As always, the LIRT Conference Program seeks to have a lively presentation by speakers that will share experiences to inform learning in all types of libraries. We hope to see you there.

#### *Featured Speakers*

**Amy Atkinson** is the [Middle School Librarian at the Latin School of Chicago](#) and the former Librarian at University Laboratory High School at the University of Illinois. Her work focuses on the cross-disciplinary embedding of information literacy skills and library programming for the development of social emotional learning. She is the co-author of "Libraries Unfiltered: Increase Access, Grow the Whole Child" (a chapter of [Can I Teach That? Negotiating Taboo Language and Controversial Topics in the Language Arts Classroom](#)) and "[Disturbingly Weak: The Current State of Financial Management Education in Library and Information Science Curricula](#)," *Journal of Education for Library and Information Science* (2015). Her conference presentations include Hack the Association: Or Talkin' About our (R)Evolution (AASL 2015), Stage Fright No More: Tips and Tricks for Engaging Read Alouds and Sensational Storytelling (ISLMA 2014), and Read-Alouds: Tools Valuable to the Core (ISLMA 2013). Amy is also a storyteller for young and adult audiences; her tales often depict her awkward early adolescence, to the delight of tweens and teens laughing -- and cringing -- in recognition.

**Cintha Ippoliti** is the [Associate Dean for Research and Learning Services](#) at the Oklahoma State University Library where she provides administrative leadership for the library's academic liaison program as well as services for undergraduate and graduate students. Previously, she was head of Teaching and Learning Services at the University of Maryland Libraries where she was in charge of the spaces, services, and programming offered by the Terrapin Learning Commons as well as coordinating the Libraries' first-year instruction program. Cintha is the co-author of *User-Centered Design for First-Year Library Instruction Programs* (ABC-Clio, 2016) and she has presented both in person and virtually at conferences such as the Association of College and Research Libraries (ACRL) and Library Orientation Exchange (LOEX) on topics such as discovery-based learning, outreach, technology partnerships and ebook usability.

**Matt Upson** is the [Director of Undergraduate Instruction and Outreach Services](#) at Oklahoma State University's Edmon Low Library. He enjoys finding opportunities for innovative instruction and interaction with students, and has recently co-authored a comic book guide to basic library research skills and information literacy titled [Information Now](#). Matt earned an MLS from Emporia State University and a BS degree in Secondary Education from Oklahoma State University.





## Bites with LIRT in Chicago!

LIRT is organizing "Bites with LIRT" groups for lunch at moderately priced restaurants during the ALA Conference in Chicago, IL. This is your opportunity to meet other librarians interested in library instruction while enjoying lunch in a local restaurant.

LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed setting. Enjoy a stimulating and fun lunch with LIRT -- good food, good company, and interesting conversation. We will make the arrangements; all you have to do is reserve your spot and show up!

**Sunday, June 25, 12 noon to 1:00 p.m.**  
***UMAI Japanese Kitchen & Sushi***

730 South Clark  
Chicago, IL 60605  
312-986-8888

<http://places.singleplatform.com/umai-8/menu?ref=google>

*Reserve your spot at*  
<http://www.ala.org/lirt/bites-annual>

For questions, please contact  
Ning Zou, Vice President/President Elect, LIRT  
[ning\\_zou@gse.harvard.edu](mailto:ning_zou@gse.harvard.edu)



## LIRT Innovation in Instruction Award 2017

LIRT is pleased to announce that the 2017 Innovation in Instruction Award will be presented to **Brigham Young University's Harold B. Lee Library** at the ALA 2017 Annual Conference in Chicago. The award will be given during the LIRT 40<sup>th</sup> Anniversary Celebration on Saturday, June 24, at the Hilton Chicago Williford Room A (see page 4).

Created to recognize a library that demonstrates innovation in support of information literacy and instruction, this year's award specifically recognizes The Y-Search Tutorial created by BYU Instruction Librarians. The project team included **Elise Silva** as primary author and producer of the tutorials and **Leanna Fry-Balci** as project manager.

With approximately 130 first-year writing sessions per semester taught by over 40 library instructors, the Y-Search Tutorial sought to provide a consistent, student-centered focus to instruction. Incorporating the principles of the flipped classroom and blending learning approaches to library instruction, the tutorial utilizes short, practical video instruction, learning assignments and interactive, gamified learning tools to appeal to a variety of learning types. The tutorials cover a variety of information literacy concepts. Each module also includes suggested assignments that can be modified by the writing instructor and interactive tools that helped solidify the concepts introduced in each module. Assessments of the tutorial indicate strong support and efficacy across the board from instructors to students.

Y-Search represents a consummate example of a polished package utilizing effective assessment and based on best practices in library instruction.



*Elise Silva*

When notified of the award, Elise Silva stated, "We are grateful for the recognition because we worked very hard to make a practical teaching tool that could work in a variety of contexts. We hope it is widely used. Of special importance to us were the interactive learning tools (found in each module) which helps students practice complex concepts in an engaging way."

In addition to applauding the project's initiative and success at Brigham Young University, the awards committee also noted the program's low cost and ability to be easily reproduced at other institutions. Visit the [project's website](#) for more information.

2017 is the fourth year that the Innovation in Instruction Award has been awarded. The Harold B. Lee Library will be presented with a \$1,000 cash prize and a plaque at the LIRT 40<sup>th</sup> Anniversary Celebration, scheduled for 7:00 – 9:00 p.m. on Saturday, June 24, at ALA Annual in Chicago. The Harold B. Lee Library will also receive a \$500 travel stipend for its librarians attending ALA Annual.

Find out more about LIRT, its mission, and the awards at: <http://www.ala.org/lirt/mission>.

The LIRT Innovation in Instruction Awards Committee included Beth Fuchs of the University of Kentucky (Chair), Meghann Kuhlman of the University of Wichita, Emma Oxford of James Madison University, Peter Ramsey of Baylor University, and Michael Saar of Lamar University (Committee Chair).



## LIRT Librarian Recognition Award 2017

LIRT has chosen **Jo Angela Oehrli**, Learning Librarian at the University of Michigan Shapiro Undergraduate Library, as the 2017 recipient of the LIRT Librarian Recognition Award. The Librarian Recognition Award was created to recognize an individual's contribution to the development, advancement, and support of information literacy and instruction. Ms. Oehrli was chosen as the 2017 winner based on her contributions at the national, state, and local levels in support of information literacy and instruction. The award will be presented to Ms. Oehrli as part of the LIRT 40<sup>th</sup> Anniversary Celebration on Saturday, June 24, at the Hilton Chicago Williford Room A.

Michael Saar, chair of the 2017 Awards Committee, noted Oehrli's extensive leadership in promoting information literacy, program creation, and her strong publication record as determining factors in the committee's selection of her as this year's winner.

Ms. Oehrli's emphasis on critical pedagogy and applying best practices in library instruction has impacted her library colleagues as well as the university as a whole since her arrival in 2009. In addition to taking a leadership role in integrating the ACRL Framework for Information Literacy into instruction at the University of Michigan, Ms. Oehrli has also spearheaded professional development for instruction librarians beginning with a 2012 committee on continuing education (chaired by Ms. Oehrli), and leading to the inception of the biennial Michigan Instruction Exchange (MIX) Conference where instruction librarians from around the state gather to share ideas and best practices. Her research in incorporating data literacy into instruction is even more impressive and is poised to have an impact on all levels of library instruction. Ms. Oehrli and her research team were recently awarded a \$240,000 *Laura Bush 21<sup>st</sup> Century Librarian Grant* to enhance high school librarians' skills in teaching data literacy ideas such as ethical data use and statistical literacy. Ms. Oehrli complements all these efforts with a strong service record, having served on the LOEX Advisory Council and chaired the LIRT Top 20 Committee. These are just a few of her many accomplishments.



*Jo Angela Oehrli*

When notified of the award, Oehrli stated, "I'm proud to be a LIRT member and honored to receive this award from an organization that has done so much to promote information literacy in all types of libraries. Thank you."

2017 is the fourth year that the Librarian Recognition Award has been awarded. Ms. Oehrli will be presented with a \$1,000 cash prize and a plaque at the LIRT 40<sup>th</sup> Anniversary Celebration, scheduled for 7:00 – 9:00 p.m. on Saturday, June 24, at ALA Annual in Chicago. She will also receive a \$500 travel stipend for attending ALA Annual.

Visit LIRT's webpage at <http://www.ala.org/lirt/mission> to find out more about LIRT, its mission and the awards.

The 2017 LIRT Librarian Recognition Awards Committee included Michael Saar of Lamar University (Chair), Sherri Brown of the University of Kansas, and Joshua Vossler of Southern Illinois University Carbondale.



# Tech Talk

## METALITERACY

### Dear Tech Talk:

Because it's referenced – perhaps embedded – in ACRL's Framework for Information Literacy for Higher Education, I think I should have a better understanding of the concept of "metaliteracy" than I do. Help . . . please!

– *Missing Much on Metaliteracy*

**Dear MMM—** That is correct, the *Framework for Information Literacy for Higher Education* (hereafter referred to as the *Framework*) clearly states that it "draws significantly upon the concept of metaliteracy" (<http://www.ala.org/acrl/standards/ilframework>).

However, before progressing further, let me provide a brief – but important – caveat. Since the initial release of the Framework and its subsequent approval by the ACRL Board in 2016, there have been a wide variety of online and offline discussions, blog posts, publications, etc., discussing the pros and cons of the Framework. Because of the relationship between the Framework and metaliteracy, this column will reference the Framework; however, the concept of metaliteracy is the focus of this column – with no overt or covert intention to feed the Framework controversy in one way or the other. With that caveat in place, following is a brief overview on the development of metaliteracy as we now see it referenced in the profession.

Trudi Jacobson served as one of the co-chairs of the ACRL task force that ultimately produced the Framework. Through her task force participation and collaboration with her colleague Thomas Mackey, she and Mackey ultimately synthesized thoughts, ideas, and readings related to information literacy into the concept they identified as "metaliteracy" (Jacobson, 2012). Mackey and Jacobson published their first work – *Reframing Information Literacy as a Metaliteracy* – in 2011 and have continued to refine their thoughts on, promote, and provide instruction for metaliteracy concepts over the past six years. In that initial publication, Mackey and Jacobson (2011) defined metaliteracy as follows:

Metaliteracy is an overarching and self-referential framework that integrates emerging technologies and unifies multiple literacy types... [expanding] the scope of generally understood information competencies and [placing] a particular emphasis on producing and sharing information in participatory digital environments [emphases mine]. (p. 62)

Or, put another way: "Metaliteracy promotes critical thinking and collaboration in a digital age, providing a comprehensive framework to effectively participate in social media and online communities" (Jacobson and Mackey, 2013b, p. 17).

Metaliteracy is overarching because it incorporates existing literacies (data literacy, digital literacy, information literacy, visual literacy, etc.) as well as provides for the incorporation of emerging literacies in the future. Metaliteracy also emphasizes metacognition – the metaliterate learner thinks about/reflects upon her personal information seeking activities, the tools/resources she uses, and the influence this process has on her critical thinking regarding the information. Another key component of metaliteracy is an emphasis on producing and sharing information in online, social environments – the metaliterate learner is both a consumer and a creator of digital content.

**TECH TALK, CONTINUED ON PAGE 10**

It is not difficult to see why this concept of metaliteracy has emerged. Using information provided by [The Top Social Networking Sites People Are Using](#) and Wikipedia, Figure 1 shows the development and growth of a variety of cloud-based, social environments between 2000 (approval of the ACRL Information Literacy Competency Standards) and 2016 (approval of the ACRL Framework).

Figure 1

Development of New Media, 2000 - 2016

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Jan	IL Standards	Wikipedia								WhatsApp							IL Framework
Feb					Facebook												
Mar					Flickr	YouTube		Tumblr									
Apr							Twitter			Foursquare	Pinterest					Periscope	
May					WordPress				ResearchGate	Prezi							
Jun					Second Life	Reddit		iPhone				Google+					
Jul																	
Aug							Animoto		Mendeley				Medium		musical.ly		
Sep				Delicious					Academia.edu			Snapchat	Tinder				
Oct							SlideShare		SoundCloud		Instagram						
Nov							Zotero		Android		KIK					Shots Studio	
Dec			LinkedIn						SpringShare	slack				Yik Yak			Peach

Additionally, usage data from just a couple of these sites is astonishing:

- Wikipedia statistics (<http://expandedramblings.com/index.php/wikipedia-statistics/>)
- Total number of Wikipedia users – 22.3 million
- Total number of Wikipedia articles – 38 million
- Average number of monthly Wikipedia page views – 18 billion
- Average number of new articles added to Wikipedia daily – 800 articles
- YouTube Statistics – 2017 (<https://fortunelords.com/youtube-statistics/>)
- Total number of people who use YouTube – 13 billion
- Number of hours of video uploaded to YouTube every minute – 300 hours
- Number of videos watched on YouTube daily – 5 billion

From another perspective, a survey by the Pew Research Center reveals that, “A majority of U.S. adults – 62% – get news on social media, and 18% do so often... In 2012, based on a slightly different question, 49% of U.S. adults reported seeing news on social media” (<http://www.journalism.org/2016/05/26/news-use-across-social-media-platforms-2016>).

What will this number look like in another four years?

Yet one more perspective from that of employers – Raish and Rimland (2016) state:

Recent changes in the workplace environment emphasize the use of digital resources, the ability to create and share artifacts using digital resources, and the expectation that employees can collaboratively work in teams. These new workplace demands parallel a shift in librarianship from the traditionally skill-focused information literacy toward the overarching framework of metaliteracy. (p. 87)

This perspective gains additional insight from Alison Head (2012), who writes:

Overall, our [Project Information Literacy] findings from this exploratory study suggest there is a distinct difference between the information competencies and strategies today’s graduates bring with them to the workplace and the broader skill set that more seasoned employers need and expect. (p. 24)

All in all, a confluence of changes and needs fed into the development of the metaliteracy concept:

- Growth and variety of very user-friendly, highly interactive social sites on the internet, coupled with ubiquitous access via a variety of mobile devices – evolution of a “participatory culture”;
- Continuous changes in the new media environment, inviting on-going experimentation with and implementation of emerging technologies;
- Changes in information delivery and creation from traditional text to visual or some form of media-based or data-based format;
- Continuous rise in the number of people who use social media sites as sources of information, which is often filtered and pushed to the user based on algorithmic understandings of the user’s interests, coupled with the blossoming phenomenon of “fake news”;
- The need of employees who can work collaboratively, navigate the information landscape effectively, and deliver or package viable solutions to problems using appropriate text/digital/ social formats.

Consequently, putting aside perspectives about the Framework, supporting the development of metaliterate learners is an important consideration for instruction librarians. However, in order to make this shift, librarians need a fuller understanding of the metaliterate learner. Mackey and Jacobson (2014) provide this vision:

To be metaliterate requires critical reflection about individual and collaborative learning and active engagement in the production of new knowledge. The metaliterate learner reflects internally while opening up externally to collaborative partnerships with peers and distant connections in a global network. Metaliteracy shifts the emphasis from a set of discrete skills one learns in an information session to an iterative process of reflection and interactivity. (p. 93)

In reading the works of Jacobson and Mackey, some key components of metaliteracy in action emerge, some that are familiar constructs for instruction librarians and some that may be unfamiliar:

- User (student)-centered focus;
- Concepts as opposed to specific skills;
- Active learning;
- Using and familiarity with a variety of “new media” resources and services;
- Highly collaborative (learner-learner collaborations and learner-instructor collaborations);
- Self-reflection on the information-gathering process, as well as critical thinking about the information found;
- The learner as creator (as well as consumer) of information; and
- Participating in (both contributing to and pulling from) the social environment.

In their first publication, Mackey and Jacobson (2011) provide some specifics for metaliteracy in practice:

- Understand format type and delivery mode;
- Evaluate user feedback as active researcher;
- Create a context for user-generated information;
- Evaluate dynamic content critically;
- Produce original content in multiple media formats;
- Understand personal privacy, information ethics and intellectual property issues; and
- Share information in participatory environments. (pp. 70-6)

These details represented a starting point that evolved into four over-arching metaliteracy goals that provide more meaningful details:

1. Evaluate content critically, including dynamic, online content that changes and evolves, such as article preprints, blogs, and wikis.
2. Understand personal privacy, information ethics, and intellectual property issues in changing technology environments.
3. Share information and collaborate in a variety of participatory environments.
4. Demonstrate ability to connect learning and research strategies with lifelong learning processes and personal, academic, and professional goals. (Mackey and Jacobson, 2014, p. 86)

In addition to these goals, Mackey and Jacobson (2014) identify four domains: behavioral (effective navigation and participation in connective social media), cognitive (cultivating habits of mind), affective (thoughts and feelings about dynamic information systems), and metacognitive (contemplation and reflection on the entire process). Ending with a final “layer” that defines the different roles a metaliterate learner may assume: Participant; Communicator; Translator; Author; Teacher; Collaborator; Producer; Publisher; Researcher. Within these domains and roles, the metaliterate learner remains at the center (pp. 91-2). For a visual representation of this model, see their Metaliteracy MOOC (<http://metaliteracy.cdlibprojects.com/what.htm>) or their book (p. 92).

Reading about and seeing the visual of this model is helpful, but even more helpful are the specific learning objectives developed with their colleagues in the Metaliteracy Learning Collaborative (<https://metaliteracy.org/learning-objectives>). Not only do they provide specific learning objectives that can assist with the development of metaliteracy-based instruction activities, but they also associate these learning objectives with one or more domains.

After reviewing this information, it is quite possible that some instruction librarians realize that they have been teaching metaliteracy concepts all along; they just didn’t identify their instruction as metaliteracy-based. Somewhat supporting this possibility, in a presentation Jacobson (2012 [slides]) discussed a survey of librarians, indicating that 56.2% of librarians considered themselves very well or well prepared to teach new technology-related or information-literacy related concepts, with only 12.2% feeling unprepared or very unprepared, and the remaining 31.5% feeling neither prepared nor unprepared. Similarly, 55.8% indicated that a lack of knowledge or skills did not prevent them from teaching items they would like to include.

Nevertheless, this same survey identifies some potential barriers: not enough time to teach related literacies; lack of expertise in related literacies/technologies; no recognition of a connection between technology instruction and information literacy; limitations of the traditional one-shot library session (Mackey and Jacobson, 2014, pp. 148-9).

Wallis (2014) presents another concern that arose from a question she received during a presentation. ‘Older’ librarians questioned how they, as practitioners who didn’t keep up with pop culture, could incorporate new media in their instruction because it “would look like they were trying too hard, or because the rapidly changing nature of pop culture meant they would always be a little bit behind the curve of what was actually relevant to students” (pp. 203-4). I would posit that this is not only a concern for ‘older’ librarians; librarians of all ilks, for all sorts of reasons can fall into this category – especially in trying to keep up with changing and emerging technologies. Wallis’ (2014) response?

...the teacher shares power with students, and therefore does not have to be the absolute, ultimate authority. Teachers can admit to students that they are in the process of learning the technology too, and even ask them to share their expertise when it comes to troubleshooting problems or navigating efficiently. (pp. 204-5)

The rubber meets the road when it is time to implement metaliteracy-based instruction – whether brand new sessions or repeats. Especially initially, it will take some time and thoughtful consideration to develop meaningful learning activities that both meet the needs of the instructor and students and address metaliteracy concepts. The Metaliteracy Learning Collaborative YouTube Channel (<https://metaliteracy.org/youtube-channel>) is one source for some practical videos with Creative Commons licenses. Published literature is still at a nascent stage, but some case studies of metaliteracy-based instruction have started to emerge, such as: Bond (2016); Garcia and Labatte (2015); Gersch, Lampner, and Turner (2016); Mays (2016); McBride (2011); Scott (2016); Wallis (2014); and Witek and Grettano (2014).

Additionally, Jacobson and Mackey (2016) have published a second book with eight in-depth case studies of metaliteracy in practice. Perhaps the one caveat with this book is the focus on case studies that exclude the one-shot lecture, although some of the ideas presented may be adaptable. Bravender, McClure, and Schaub (2015), and Burkhardt (2016) have also published books. Although they focus on implementation of the Framework, because of the intimate relationship between metaliteracy and the Framework, instruction librarians may find practical information that can be applied to metaliteracy-based instruction.

Last, near the end of 2016, ACRL announced the availability of the ACRL Framework for Information Literacy Sandbox (<http://sandbox.acrl.org/>). Admittedly, the Sandbox is tied to the Framework; nevertheless as the content builds over time, it could become a valuable repository for practical ideas for metaliteracy-based instruction. Its target audience is “librarians and academic partners seeking lesson plans, instructional materials, professional development, and research on understanding and using the Framework within the classroom setting and on the programmatic level” (<http://sandbox.acrl.org/about>).

Ending with a last comment from Jacobson and Mackey (2013), “Metaliteracy provides an overarching and unifying framework that builds on the core information literacy competencies while addressing the revolutionary changes in how learners communicate, create, and distribute information in participatory environments”(p. 84). Metaliteracy does not, in either theory or practice, “throw out the baby with the bath water.” To the contrary, metaliteracy recognizes that we now live and will continue to live in a fast-paced, ever-changing information landscape. Librarians – at all levels – need to provide instruction and learning opportunities that are sufficiently flexible and nimble to adapt to whatever literacies and information environments exist tomorrow and the day after. In the final chapter of Jacobson’s and Mackey’s (2016) most recent book, Prinsloo writes, “Our continuous search for definitions, frameworks, and taxonomies of literacy has become our hope for creating a center that holds” (p. 185). Perhaps – metaliteracy – moves instruction librarians closer to that center that will hold.

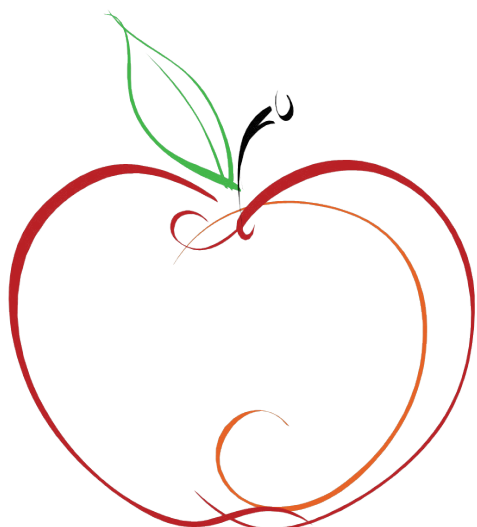
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# LIRT Top Twenty Articles 2016



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Ackerman, E., & Arbour, B. K. (2016). "I have ten peer reviewed articles. Now what?" How political science research methods textbooks teach students about scholarly context. *The Journal of Academic Librarianship*, 42(5), 612–619. <https://doi.org/10.1016/j.acalib.2016.06.009>

In this article, academic librarians Ackerman and Arbour examine to what extent political science research methods textbooks address methods for situating one's research within the existing literature when conducting scholarly research. They recognize that instructors and librarians may stress the acquisition of searching/finding/citing literature skills – at the expense of the more complex task of understanding the concepts underlying the literature and being able to make connections among those concepts.

The researchers review thirteen of the most commonly used research methods textbooks used in political science. They find that these texts fall into three categories: 1) those that give negligible attention to establishing and understanding the scholarly context of one's research area, instead focusing on statistical methods; 2) those that pay some attention to establishing and understanding the field, but without offering explicit directions for how to accomplish this; and 3) those that teach both the value of establishing and understanding the scholarly context, and methods for doing so.

The authors note that the set of tasks students are being asked to accomplish in a research paper (i.e., "identify and extract important concepts and ideas...identify important authors and works, [and] bring these concepts, ideas, authors into conversation with one another in a way that sets up an original research question") is complex work, perhaps more the work of subject experts than undergraduates. For this reason, they suggest that librarians and instructors work to reinforce the information literacy (IL) skill of establishing and understanding the scholarly context of one's research as presented in the research methods textbooks. This reinforcement of higher-order IL skills may occur through the design of curriculum/courses, assignments, and even individual student interactions. PJ

Adams, N. E., Gaffney, M.A., & Lynn, V. (2016). The role of evidence-based practice in collaborations between academic librarians and education faculty. *portal: Libraries and the Academy*, 16(4), 697-720. <https://doi.org/10.1353/pla.2016.0048>

Evidence-based practice (EBP) is an established approach in medicine. However, there is growing interest in applying EBP to the profession of education. The authors conducted a rigorous qualitative study of academic librarians and education faculty who collaborated in teaching EBP to students. One important finding is that librarians and educators need to understand and respect disciplinary differences regarding conceptions of knowledge, evidence, and EBP. This study is an important contribution to the literature given the paucity

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of research on EBP-focused collaboration between academic librarians and education faculty. Additionally, the article provides an interesting illustration of the importance of authoritative knowledge, one of the frames described in the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. DZ

Bauder, J. & Rod, C. (2016). Crossing thresholds: Critical information literacy pedagogy and the ACRL Framework. *College & Undergraduate Libraries*, 23(3), 252-264. <http://dx.doi.org/10.1080/10691316.2015.1025323>

Bauder and Rod weave together concrete examples of information literacy instruction from practice-based literature and from their institution to illustrate how the ACRL Framework not only teaches standards-based competencies but also makes room for critical information literacy. Their discussion of the threshold concepts takes shape within the context of library literature published prior to the Framework. This retrospective look effectively demonstrates how the threshold concepts have been at play in instructional practices even before they were named. Bauder and Rod's supporting evidence and salient examples help the reader step over the threshold and into a deeper understanding of how the Framework enhances student learning. Although the authors offer a plausible explanation for why they excluded examples illustrative of "searching as strategic exploration" and provide a reference to examples readers can explore on their own, the inclusion of supporting examples for this concept would have been welcome. AMS

Bingham, T. J., Wirjapranata, J., & Chinnery, S. (2016). Merging information literacy and evidence-based practice for social work students. *New Library World*, 117(3/4), 201-203. <https://doi.org/10.1108/NLW-09-2015-0067>

With the high value placed on students engaging with evidence-based content in the social and medical science fields, the authors recognized the opportunity to highlight the connections between information literacy (IL) and evidence-based practice (EBP) within a particular academic program (social work). The authors infer that IL skills provide substantial foundational benefits for students developing EBP and those starting to connect research with practice. The research findings are the result of nearly a decade of research with third-year social work students and have practical implications (e.g., activities for implementation) and social implications (e.g., understanding the contribution research has for a professional's knowledge base). LC

Carini, P. (2016). Information literacy for archives and special collections: Defining outcomes. *portal: Libraries and the Academy*, 16(1), 191-206. <https://doi.org/10.1353/pla.2016.0006>

The author addresses primary sources as well as special collections and archives, a key component of several disciplines of research, with the intent of establishing a preliminary, functional "framework" for the integration of primary sources into information literacy practices and instruction. While scholarship about primary sources is not rare, and neither is scholarship on special collections, the author identifies a gap in the field literature with regard to competencies for "primary source literacy." In particular, the author aims to create expert undergraduate-level primary source users, asks what it means to be literate with primary sources, and considers what standards and outcomes may best suit this variant of information literacy. The goals for student development are structured through "standards," starting with "know" and moving through "interpret," "evaluate," "use," and "access," to "follow ethical principles." The tables within the article, and their surrounding text, address opportunities and approaches to application of these standards in multiple levels of primary source research sessions. LC

Cowan, S. & Eva, N. (2016). Changing our aim: Infiltrating faculty with information literacy. *Communications in Information Literacy*, 10(2), 163-177. Retrieved from <http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v10i2p163>

Gathering evidence and examples from the literature, Cowan and Eva develop a sound argument in support of using a “teach the teacher” model to infuse information literacy throughout the curriculum. Through an exploration of the barriers that prevent librarians from being embedded in classes and integrating information literacy across the curriculum, the authors clarify how faculty are perfectly positioned to take on this mission and help students understand information literacy within the context of a discipline. The authors concede that the “teach the teacher” model has its own challenges, but assert that a carefully planned, multifaceted approach can overcome these barriers. The examples cited from the literature will sound familiar, but Cowan and Eva piece these ideas together in a wholly new way to create deeper understanding of the topic. The authors conclude by sharing their strategy for fostering faculty involvement in teaching information literacy: communicate, encourage, educate and infiltrate. A thoughtful discussion of each strategy enhanced by practical examples from the authors’ experiences provides the reader with plenty of ideas to experiment with at her institution. AMS

Dempsey, P. R., & Jagman, H. (2016). "I felt like such a freshman": First-year students crossing the library threshold. *portal: Libraries and The Academy*, 16(1), 89-107. <https://doi.org/10.1353/pla.2016.0011>

Dempsey and Jagman describe a study in which they conducted qualitative analyses of students’ reflective essays following completion of an independent library assignment. Almost 100 student essays were collected from a DePaul University first year experience course. The assignment was to find and check out a book or other item on a topic of the students’ choosing, then write an essay reflecting on the experience. The text of the assignment and representative student essays are included as appendices. The essays were initially graded by peer-mentors and only later contributed to the study, so the student authors were not aware at the time of writing that librarians would be analyzing them. What is distinctive about this article is the authors’ analysis and aligning of student responses using the ACRL Framework for Information Literacy for Higher Education. The essays were read and responses coded in areas such as approach to the library task, stumbling blocks, emotional reactions, help-seeking, and learning outcomes related to the Framework.

The authors suggest that an independent, reflective assignment such as the one described better meets the needs of incoming students than a typical librarian-led instruction session where information is transmitted to a group of students. Because students encounter and struggle with threshold concepts at their own pace, a self-directed assignment creates an environment where students can struggle and work through issues without a grade being at risk. The collection of anonymized essays that were analyzed are available in the DePaul University institutional repository and provide a rare candid glimpse of incoming students’ library experiences. RGM

Franzen, S., & Bannon, C. M. (2016). Merging information literacy and evidence-based practice in an undergraduate health sciences curriculum map. *Communications in Information Literacy*, 10(2), 245-263. Retrieved from <http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v10i2p245>

In their article, Susan Franzen and Colleen Bannon draw parallels between evidence-based practice (EBP), a decision-making tool commonly used in the health sciences, and ACRL’s two widely-adopted but somewhat controversial information literacy documents for higher education, the Framework and the Standards. Evidence-based practice is described as a set of competencies that encourages health care professionals to gather, evaluate, and use information effectively in order to make informed decisions about patient care and treatment. Through a partnership with teaching faculty at their respective institutions, the authors developed a common curriculum map, which integrated information literacy into several allied health programs. The curriculum map





pairs library instruction with specific assignments, and builds on skills taught throughout the program. Making up the bulk of the article, the outline of the map includes descriptions of the research assignments and supporting instruction by semester. Each of the four semesters also includes a chart aligning the assignment and instruction with appropriate IL frames, EBP steps, and Standards.

Franzen and Bannon demonstrate one way that the new Framework can be used alongside the Information Literacy Competency Standards for Higher Education, despite their being rescinded, to form a more complete picture of information literacy expectations. It may bring relief to other librarians who are reticent to give up the competency standards, and it is just one example of information literacy advocates who are using the framework and retired standards together. The authors argue for continued use of the standards due to their strong alignment with EBP steps and similar language to several discipline standards, which helps facilitate collaboration with health sciences faculty.

The authors do a laudable job of explaining health science concepts such as EBP and the PICO method so that any librarian can easily read and understand the article. While there is a focus on health science fields, the methods and curriculum mapping ideas described are also transferrable to other disciplines. RGM

Hess, A. N. (2016). A case study of job-embedded learning. *portal: Libraries and the Academy*, 16(2), 327-347.

The author participated in an immersive program offered by the Association of College and Research Libraries (ACRL), the 2013 ACRL Teaching with Technology immersion program. This rewarding experience led her to develop a professional learning program for colleagues at her institution, Oakland University. This university, located in Rochester, Michigan, has an enrollment of over 20,000 students. A dozen full-time faculty librarians and several part-time library lecturers have developed a strong library instruction program. These librarians have varying levels of expertise in instructional design and instructional technology. The author formed learning communities to support librarians' learning in these areas. She then collected qualitative data on the impact of the learning community experience on her colleagues. She found that this model "facilitated librarians' learning in instructional design and instructional technology in ways that influenced their practices and paradigms." However, study data also indicated the need for modifications to this professional learning program, including the need for more components focused on assessment and evaluation. This well- documented case study can serve as a starting point for other libraries interested in developing job-embedded professional development programs. DZ

Johnson, B., & McCracken, I. M. (2016). Reading for integration, identifying complementary threshold concepts: The ACRL Framework in conversation with Naming what we know: Threshold concepts of writing studies. *Communications in Information Literacy*, 10(2), 178-198. Retrieved from <http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v10i2p178>

Johnson and McCracken have provided a succinct and yet thorough overview of threshold concepts in the scholarship of composition studies, as presented in the Naming What We Know (NWWK) collection of "short, encyclopedic entries about named concepts." Selected concepts are presented in the way the authors have interpreted their complementary value to the (more familiar to librarians) document, ACRL's Framework for Information Literacy. Given the close relationship between information literacy instruction and first-year composition courses in colleges and universities across the United States, this article provides a much needed articulation of the threshold concepts from writing studies, and presents clear explanations of concepts outside librarians' normal disciplinary domain. The article is ordered around the six ACRL frames and provides selected concepts from NWWK, which can be employed by instruction librarians to increase cross-disciplinary understanding between librarianship and scholars of composition. What makes this a top-twenty article is its refreshing attempt to draw comparisons and parallels between information literacy scholarship and an alternative

discipline. Where many articles explore and apply the framework to rigorous library practice, this one sheds light on the work within another field that then illuminates our own practice. SB

Leeder, C., & Shah, C. (2016). Practicing critical evaluation of online sources improves student search behavior. *Journal of Academic Librarianship*, 42(4), 459-468. <https://doi.org/10.1016/j.acalib.2016.04.001>

In their article, Chris Leeder and Chirag Shah seek to measure the effects of a source evaluation activity on search behavior and results when completing an academic assignment. The authors took care to design an experimental study with random assignment in order to improve internal validity and make the results more generalizable. The end goal is to demonstrate the value of information literacy instruction to both students and teaching faculty.

The literature review seeks to show a general lack of source evaluation by students. This may be attributed to a lack of perceived need and an overestimation by the students of their own abilities. To show the value of improved critical evaluation skills, the authors designed a study to compare two randomized groups. Both groups were assigned to find sources for a market sector analysis report. The control group first reviewed a list of sources that had been chosen by students for a previous research study. The treatment group was prompted to evaluate the same list of sources, judging the quality of the sources based on provided criteria. The assignment prompts are included in the article appendix, but the student-selected sources are not listed. Questionnaires on cognitive load and research strategy were also given to both groups in the experiment.

Results of the qualitative and quantitative data collected suggest that students in the treatment group conducted fewer searches, viewed more search results and more pages, and bookmarked more pages than students in the control group. They also bookmarked a lower percentage of the pages they viewed, signifying that they were more selective. The authors suggest that the treatment group delved more deeply into their search results. Productivity measures indicate the treatment group used more unique searches to find relevant sources for the assignment, and performed better overall.

This unique study showed a quantifiable improvement in online search behavior for a small sample of students who completed a critical source evaluation task as part of a research assignment. RGM

Rinto, E., Bowles-Terry, M., & Santos, A. J. (2016). Assessing the scope and feasibility of first-year students' research paper topics. *College & Research Libraries*, 77(6), 749-764. <https://doi.org/10.5860/crl.77.6.749>

This study takes a close-up view of the frequently problematic subject of students' research paper topic selections. Librarians Rinto and Bowles-Terry teamed with Santos, an instructor from the English department at University of Nevada – Las Vegas (UNLV), to systematically analyze student research topics in order to be better equipped to help undergraduates – particularly those in their first year – choose topics with higher “researchability” than those typically selected. Through use of two content analysis approaches, they evaluated English 102 (ENG102) topics for a persuasive research essay assignment. Rinto et al. hoped to detect trends/patterns that could lead to improved ENG 102 library instruction. They wanted not only to help students do a better job of limiting a topic, but to do a more skillful job of selecting a topic in the first place.

An evaluative rubric and Atlas.ti (qualitative analysis software) were used to correspondingly 1) rate the students' research skill development and 2) uncover thematic categories for the topics students selected. Not unexpectedly, students struggled with finding research topics of appropriate scope. Revising original ideas seemed to be especially challenging. Researchers were pleasantly surprised, however, that the qualitative analysis showed that student topics covered a broad range and were not limited to the typical “hot” topics



such as gun control or legalizing drugs. These findings led the researchers to expand the coverage of topic development, adding a pre-library session based on the “research as a conversation” model. The categories identified by the Atlas.ti analysis then guided their selection of articles for the library instruction session, asking students to “read for relevance” from an article set whose topics matched the most popular identified themes. Further research on librarian-composition instructor collaboration is called for, as well as additional exploration of the usefulness of the ACRL Framework’s “research as conversation” model for effective topic development. PJ

Rush, L. (2016). Use of social networking site consumer training to teach information literacy threshold concepts. *The Journal of Creative Library Practice*, May 31. Retrieved from <http://creativelibrarypractice.org/2016/05/31/use-of-social-networking-site-consumer-training-to-teach-information-literacy-threshold-concepts/>

The author aids students in understanding and learning information literacy threshold concepts through relating the material to their roles as consumers, specifically of social networking sites (SNS). By first mapping the ACRL’s threshold concepts to SNS consumer training, Rush cleverly brings students active and engaging learning experiences. The author describes applications of the threshold concepts and SNS consumer training elements throughout the article, including using “Authority is Constructed and Contextual” and YouTube video view statistics to address how we establish authority for information sources. Another scenario involves teaching the threshold concept “Research as Inquiry” through the SNS consumer training element “ambient awareness” to help students evaluate information through a spin on the game Two Truths and a Lie. The author also created a social gaming experience about information ethics for students through a “simple board game.” LC

Squibb, S. D., & Mikkelsen, S. (2016). Assessing the value of course-embedded information literacy on student learning and achievement. *College & Research Libraries*, 77(2), 164–183. <https://doi.org/10.5860/crl.77.2.164>

Squibb and Mikkelsen used a mixed-method approach to assess the value of integrating information literacy (IL) into introduction to composition courses at University of California Merced. The IL curriculum they developed, along with writing faculty, was designed to help students do a better job 1) locating relevant sources and 2) using them to effectively present evidence and make an argument. Students who received the IL curriculum exhibited greater achievement than the control group in these two areas, although they did not get higher grades/grade point averages.

The researchers’ curriculum – called TRAIL (Teaching Research and Information Literacy) – had the course instructors introducing students to the research process and IL through a variety of means prior to their meeting with the librarian. A team set up to assess the impact of TRAIL included not only writing program faculty and librarians, but also the university’s Principal Research Analyst. This latter member proved invaluable in refining the quantitative design of this research. The action research process utilized by the group, in turn, facilitated such a collaborative revision.

Researchers found that their initial hypotheses were too ambitious, considering the level of information literacy found in most freshmen. Benefits from TRAIL were evident, but there was no proof that overall course grades benefited from TRAIL. A meaningful outcome of this assessment project was that librarians were able to enter into a campus-wide discussion of students’ information literacy proficiencies. PJ

Stonebraker, I. (2016). Toward informed leadership: Teaching students to make better decisions using information. *Journal of Business & Finance Librarianship*, 21(3/4), 229–238. <http://dx.doi.org/10.1080/08963568.2016.1226614>.

In this article, Stonebraker frames information literacy and research process within a business research methodology called decision management. She argues that our predominant model of instruction, the “one-shot

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session,” while aspiring to include critical thinking and the retrieval of high quality information, often requires the demonstration of a contextual mechanics of online database use. This leads to overconfidence, which impairs decision-making. Stonebraker suggests that an approach called Evidence-Based Management is a form of decision management that can provide librarians with tools to help undergraduate researchers make meaningful and informed decisions about their research assignments and how they perform online research. Stonebraker provides clear examples of this approach from her own teaching, and makes a powerful argument for the need for a wholly revised assessment practice that emphasizes information use and decision making over information knowledge. This is a top-twenty article for its originality, strength of evidence, and applicability. SB

Tewell, E. (2016). Putting critical information literacy into context: How and why librarians adopt critical practices in their teaching. *In the Library with the Lead Pipe*, Oct 12. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/>

Critical information literacy asks librarians to go beyond functional, competency-based approaches to information literacy instruction -- “how to do the library” -- to include consideration of the political, social, and economic power structures that underlie information production, dissemination, access, and use. How and why librarians make critical information literacy a part of their teaching is the focus of the qualitative study reported on in this article. Tewell starts from his own experience in adopting critical information literacy in the classroom, which he describes as transformative. With his participants, he examines how librarians learn about critical information literacy; how it can be incorporated in the classroom; what classroom methods are used; how theoretical understandings inform practice; how critical information literacy is beneficial; how barriers shape the practice of critical information literacy; and what factors support the practice of critical information literacy. Interest in critical information literacy is blooming within librarianship, and this article provides valuable insights, examples, and advice, such as the importance of finding a community or allies and the value of trying something small to see what works. The article ends with several questions for reflection and an invitation to think critically about our practice and ourselves. EH

Tompkins, E. K. (2016). Application of cognitive apprenticeship model (CA) to library instruction. *College & Undergraduate Libraries*, 23(1), 1–15. <http://doi.org/10.1080/10691316.2014.930334>

Cognitive apprenticeship (CA) is a teaching approach that brings together the tradition of learning through apprenticeship programs with classroom practices such as modeling, coaching, and scaffolding. Tompkins argues that CA offers a flexible framework for planning and implementing library instruction that is particularly helpful for one-shot sessions for students who have little previous library experience. The purpose of using CA is to illuminate the thought processes of an expert for the learners so that they can adopt those processes themselves. The approach has four dimensions: 1) content; 2) method; 3) sequencing; and 4) the sociology of a learning environment. Tompkins discusses each of these dimensions through the lens of her own teaching at a two-year college, and provides instruction strategies in each. For example, under Method she discusses the role of coaching in helping students create search strategies, followed by the fading away of the coach as the students gain mastery. Under Sequencing, she discusses the importance of setting up a chain of tasks to gradually increase complexity and diversity, for example by choosing a small number of databases with simpler interfaces to start. Tompkins believes CA deserves a place in librarians’ instructional approaches alongside other student-centered practices such as problem-based learning. EH



Townsend, L., Hofer, A. R., Hanick, S. L., & Brunetti, K. (2016). Identifying threshold concepts for information literacy: A Delphi study. *Communications in Information Literacy*, 10(1), 23-49. Retrieved from <http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v10i1p23>

The introduction of the ACRL Framework has generated vigorous debate in librarianship. Readers who have not fully embraced the Framework or who are still grappling with the complexity of threshold concepts, will appreciate the thorough, but concise, overview the authors provide on threshold concepts and their acknowledgement that although this model, like all models, may be imperfect, it still provides a valid and useful framework for conceptualizing the tacit knowledge of information literacy. In this study, the authors used the Delphi method to expand on their previous research and identify, based on the knowledge of expert practitioners, information literacy threshold concepts. Townsend, Hofer, Hanick, and Brunetti begin by clearly explaining the threshold concept approach and providing context for using this approach within librarianship. A detailed description of their methodology and thoughtful examination of the study's weaknesses lend credibility and authenticity to their findings. Because the authors' resulting list of information literacy threshold concepts closely aligns with those identified in the Framework, their research validates the use of threshold concepts to delineate librarianship's distinct approach to information literacy and reaffirm the expertise of librarians. The precise explanations offered for each threshold concept strengthen the reader's understanding of the ACRL Framework. The authors provide a list of useful references, appendices that illustrate how consensus was reached, and online access to the research data. AMS

Wang, R. (2016). Assessment for one-shot library instruction: A conceptual approach. *portal: Libraries and the Academy*, 16(3), 619–648. <https://doi.org/10.1353/pla.2016.0042>

In this excellently researched and well-written article, Wang presents an assessment instrument based on Kuhlthau's ISP (information search process) model. Called the Research Readiness-Focused Assessment (RRFA), the instrument is topic neutral and therefore is applicable to the endless variety of content and assignment-specific practices used in the common "one-shot" library instruction session. Using a pre and post-test, RRFA measures affective feelings, cognitive thoughts, and physical actions regarding research readiness. Wang makes it abundantly clear that the RRFA meets all validity standards for social science research instruments, and she also demonstrates in a sizeable sample that one-shot library instruction has statistically significant results showing student improvement for research readiness. This is a top-twenty article for its unassailable thoroughness in every aspect. Whether it is used by choice at a strategic point in a course, or performed as a necessity in an overcrowded calendar, the "one-shot" session is long established as a common form for teaching IL. This article may prove to be a powerful tool for librarians to demonstrate positive impact on student learning through "one-shot" instruction. SB

Ziegenfuss, D. H., & Borrelli, S. (2016). Exploring the complexity of student learning outcome assessment practices across multiple libraries. *Evidence Based Library and Information Practice*, 11(2), 9-27. <http://dx.doi.org/10.18438/B8SG94>

This article reports the results of a multi-phase study of student learning assessment practices at 23 member libraries of the Greater Western Library Alliance (GWLA). Multiple methods were used for data collection. A survey was designed and distributed to GWLA representatives who were familiar with student learning outcomes (SLOs) assessment at their institutions. The next phase of data collection included 20 follow-up interviews with GWLA librarians. These librarians had instruction or assessment expertise and knowledge of assessment practices on their campuses. Interview data was rigorously analyzed to determine themes. This analysis of interview data was done in a collaborative manner, utilizing seven librarians, across six different member libraries. Themes that emerged as important factors for SLOs assessment included the following: "institutional contexts and cultures, campus-wide academic priorities, leadership at the library level, and changing roles of librarians." These themes were used to plan a GWLA-sponsored symposium on student learning assessment. This well executed study can be used as a model for collaborative qualitative research studies. DZ





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## LIRT STANDING COMMITTEES

### **Adult Learners**

This committee is charged with assisting library professionals to more effectively serve adult learners.

### **Awards**

This committee is charged with selecting the recipients for the LIRT Innovation in Instruction Award and the LIRT Librarian Recognition Award.

### **Conference Program**

This committee shall be responsible for annual program preparation and presentation.

### **Liaison**

This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

### **Membership**

This committee shall be responsible for publicizing the Round Table's purposes, activities and image; and for promoting membership in the Round Table.

### **Newsletter**

The committee shall be responsible for soliciting articles, and preparing and distributing LIRT News.

### **Organization and Planning**

This committee shall be responsible for long-range planning and making recommendations to guide the future direction of LIRT.

### **Teaching, Learning, & Technology**

This committee will be responsible for identifying and promoting the use of technology in library instruction.

### **Top 20**

This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries.

### **Transitions to College**

This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transition to the academic library environment.

### **Web Advisory**

This committee shall provide oversight and overall direction for the LIRT Web site.

For more information about our committees visit

<http://www.ala.org/lirt/committees>

## Library Instruction Round Table News



c/o Beatrice Calvin, LIRT Staff Liaison Program Officer, Placement/Recruitment Office  
for Human Resource Development & Recruitment  
American Library Association  
50 E. Huron St., Chicago, IL 60611  
[bcalvin@ala.org](mailto:bcalvin@ala.org)  
800/545-2433 ext. 4280

