

LIRT Top 20 Articles 2020 Committee

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Albert, A. B., Emery, J. L., & Hyde, R. C. (2020). The proof is in the process: Fostering student trust in government information by examining its creation. *Reference Services Review*, 48(1), 33–47. <https://doi.org/10.1108/RSR-09-2019-0066>

This article presents a detailed lesson plan, aligned with the Information Creation as Process frame of the ACRL Framework, to help increase students' understanding of government information. Government documents can be important primary sources for student research, yet they are sometimes avoided due to various factors including growing skepticism toward government sources, and information in general, and a lack of evaluation skills. The literature review provides timely context to the lesson by discussing the decline in public trust in government information along with the role of government documents in teaching source evaluation and addressing student skepticism surrounding information more broadly. As the article notes, government document evaluation can pose particular challenges not only due to an inherent mistrust but also because of the complexity of politics and data practices surrounding these resources. To address this challenge, the lesson guides students through a careful examination of how and why the documents were produced.

Framework aligned government document instruction is not well represented in the literature and lesson plans and instructional guides are particularly sparse. This article addresses that gap by providing a well-crafted lesson plan including learning objectives and an appendix of sample materials. In particular, the lesson plan contains a list of critical reflection questions that could be used as a starting point for lessons adapted to different instructional scenarios that guide students through source evaluation from the Information Creation as Process mindset. The active learning strategies help students critically evaluate government sources by examining their purpose, audience, format, and creation process. These ideas and activities could serve as inspiration not only for government document librarians, but anyone interested in applying the Information Creation as Process frame to source evaluation, teaching about non-scholarly information formats, or seeking to address student mistrust of information. **MK**

Baird, C., & Soares, T. (2020). Faculty perceptions of students' IL learning in first-year writing. *Portal: Libraries and the Academy*, 20(3), 509–532. [doi:10.1353/pla.2020.0028](https://doi.org/10.1353/pla.2020.0028)

The authors examine the perceptions of first year writing instructors regarding their students' development of information literacy (IL) skills. They conducted interviews with 16 faculty and performed a qualitative analysis of the results. Specifically, faculty identified both barriers to and enablers of student IL learning. As the authors found no other qualitative studies of faculty perceptions, understandings, and practices of first year writing faculty regarding IL, this is an important contribution to the literature.

Faculty first participated in a brief survey and were asked to define IL. They included terms such as ability or capacity (but not *skill*) to find, evaluate, and assess information. Interviewees described IL as useful in multiple settings and as applicable beyond using library resources. However, none of them mentioned the economic, social, ethical, or legal aspects of IL. During the interviews, when prompted with language from the ACRL Framework, faculty admitted that they may have left out or missed some aspects of IL. Faculty quotes from the interviews revealed that many of them strongly identify with the framework concept of scholarship as a conversation. Several also felt that understanding the concept of authority is of particular importance.

Faculty identified as enablers of IL learning scaffolding of skills, time spent on IL concepts, student interest in their research topics, and their understanding of evidence and argument. Among barriers to IL learning, faculty mentioned the lack of time faculty can spend on IL in their courses, insufficient high school preparation in IL, and student inability to perceive gaps in their knowledge. In addition, students fail to develop their own voices, see research as a means of finding quotes or citations rather than as a means of learning about their topics, and are overconfident in their IL skills.

Although this article does not include information about student perceptions of IL, or measure actual student learning, it does give librarians some insight into how faculty perceive IL learning and may lead to better collaboration between librarians and faculty.

KM

Black, E. L. (2020). Instructional design for single information literacy sessions. *Public Services Quarterly*, 16(3), 161–171. <https://doi.org/10.1080/15228959.2020.1775753>

Librarians regularly teach single session or one-shot instruction sessions and as a result may feel like they need to cover a lot of content in that single session. Black suggests that librarians use Wiggins and McTighe's backward design model as a framework to ask essential questions and frame instruction in big ideas rather than focus on database demos. Using the backward design model will result in increased student learning and engagement and provide librarians with instructional design skills they can utilize when other opportunities arise. The author describes the three stages of the Understanding by Design framework and gives an example of how they used this process to design some new instructional sessions at their library. This article provides a nice overview of the process and the library specific examples are particularly helpful for librarians who have read about backward design, but haven't applied it to their instruction yet. **MSG**

Crist, E., & Popa, D. (2020). Information literacy and cultural context: Chinese English language learners' understandings of information authority. *College & Research Libraries*, 81(4), 646. <https://doi.org/10.5860/crl.81.4.646>

This article examines the cultural, sociopolitical, and linguistic assumptions that persist in information literacy practice in the United States, specifically concern Chinese international students at public American universities. The authors argue that while the ACRL Framework for Information Literacy for Higher Education (Framework) is a significant improvement over the previous standards-based approach to teaching and assessing information literacy, further research is needed in examining the cultural

assumption built into the framework and how students from different sociocultural backgrounds understand and engage in those concepts.

This article provides a significant step forward in this project by examining how English language learners (ELLs) understand and interpret the concept of authority as described in the Framework's "authority is constructed and contextual frame." While the subject itself is laudatory, the article is further distinguished by its methodology which provides an excellent demonstration of utilizing vignettes as a research tool. The study utilizes qualitative vignettes combined with in-depth interviews to elicit authentic responses from participants. The four vignettes are short, hypothetical situations created from themes surrounding the "authority is constructed and contextual" frame. The vignettes investigate how students incorporate varying perspectives; students' understanding of bias and opinion; how students define different types of authority and how students make evaluative decisions with information.

The findings suggest ELL students have complex and varied understandings of authority evaluation and validation. This research is valuable as a model for the effective use of vignettes as qualitative methodology in the scholarship of teaching and learning as well as further justification in resisting a "one-size fits all" approach to library instruction practices. **MS**

Douglas, V. A. (2020). Moving from critical assessment to assessment as care. *Communications in Information Literacy*, 14(1), 46–65. <https://doi.org/10.15760/comminfolit.2020.14.1.4>

Douglas's well-written and thought provoking article explores a care-based assessment framework for teaching librarians. The author encourages us to shift assessment conversations away from simply demonstrating value, which only serves the administration and towards a value of care and connection in learning for both students and librarians. In the first section of the article, Douglas successfully makes the claim that current library assessment practices emphasize value to external audiences and do not focus on our learners. She proposes that by using critical assessment, librarians can begin to "assess with rather than on students to improve their learning experiences", and challenges us to answer the question: What is it that we value?. The second section of the article unpacks and describes assessment as a practice of care by taking the reader through several models that exist in other feminized professions including: nursing, midwifery, and education. All of these models center interconnectedness, individual respect and needs, growth, and care. The third section of the article answers the question posed in the first section: What is it we value? Douglas provides guiding principles of care-based assessment in libraries through naming values, describing the values, and providing examples of how they might show up in action. The author concludes the article with the acknowledgement that this radical shift won't be easy and doesn't fit into our current reporting structures, however, it is a necessary shift if we want to center our learners and our relationships with students and faculty. **MSG**

Foster, B. (2020). Information literacy beyond librarians: A data/methods triangulation Approach to investigating disciplinary IL teaching practices. *Evidence Based Library & Information Practice*, 15(1), 20–37. <https://doi.org/10.18438/ebliip29635>

IL literature focuses heavily on librarian pedagogy and perspectives while less attention has been paid to the way disciplinary faculty conceptualize and implement information instruction in their courses independent of librarians. This study contributes a unique

perspective to the existing literature through its investigation of disciplinary faculties' own practices of information literacy. The authors undertake a data triangulation method using a faculty survey, two focus groups, and analysis of student assessment data, learning outcomes and other institutional documents to complete a fuller picture of faculties' implicit practices and beliefs around information instruction in their own teaching practices. Findings are presented in detailed tables that clearly show the IL concepts faculty include in their teaching, the academic and professional value they assign to these skills, which they believe librarians should have responsibility for, and their use of library resources. Understanding the scope and direction of IL related instruction that takes place beyond the library can help inform librarians' role in shaping the impact of IL within the disciplines and across campus. Overall, the findings illuminate opening points for discussion between librarians and disciplinary faculty, both areas of common ground and differences of perspectives, with the potential to strengthen future collaboration efforts. **MK**

Gladkowski, J. (2020). Studying media literacy: Kids take on gender stereotypes in advertising. *Children & Libraries: The Journal of the Association for Library Service to Children*, 18(1), 26–27.

Advertising is extremely prevalent in children's lives. This article explores a librarian's role in helping children gain strategies to make sense of the media messages all around them. It describes a 6th grade media-literacy unit which uses a curated selection of tv commercials from the 1960s to present to engage students in understanding stereotypes in advertising. Using a blend of humor and age-appropriate references, students are guided in nuanced discussions about elements such as cultural expectations, bias, and the role of satire. The unit culminates in students recording their own commercials and providing feedback on each other's work.

This unit could easily be adapted for other grade levels and instructional contexts. The article clearly articulates discussion points to encourage meaningful conversation around stereotypes in advertising and help students develop their own critical questioning skills. The portrayal of familiar brands' marketing strategies over time couches the unit in historical context. Students' active engagement in creating media, along with critique from their peers, provides space for them to process their thoughts in a tangible way. **MK**

Gohr, M., & Nova, V. A. (2020). Student trauma experiences, library instruction and existence under the 45th. *Reference Services Review*, 48(1), 183–199. <https://doi.org/10.1108/RSR-09-2019-0062>

The result of the 2016 presidential election was a shock to many, but Gohr and Nova discuss how it was the manifestation of larger issues within the United States that have played a role in the development of academia, libraries, and our students. The authors discuss neoliberalism in the larger, global context and as it relates to the 2016 election before delving into its impact on academia, as well as the dangers of meritocracy and the tendency of seeing students as customers. Gohr and Nova call on librarians to understand the effects of neoliberalism, meritocracy, corporatization, and post-racial ideology on our institutions, our profession, and our students and critically examine the position of the library within academia, ourselves, and our positions of authority within the classroom. The authors remind librarians to be selective and deliberate when choosing resources for classroom evaluation, especially with social justice related topics whose images may harm students. This article not only serves as a call for change, but

Gohr and Nova also offer suggestions for change within library instruction through being intentional and reflective, and they provide resources for teaching difficult topics, trauma-informed education practices, and practicing inclusive pedagogy within the article and through lists of links at the end of the article. **KB**

Koelling, G., & Russo, A. (2020). The Mystery Room: Discovering the flexibility of an information literacy-based educational escape room. *Public Services Quarterly*, 16(1), 1–11.
<https://doi.org/10.1080/15228959.2019.1666779>

This article describes the creation of an educational escape room, focusing on concepts related to information literacy. Librarians from the University of New Mexico designed a Mystery Room workshop to address the Association of College and Research Libraries Frame, “information creation as process.” The authors note that first-year students, in particular, struggle with identifying different resource types needed for assignments (e.g. scholarly article, book chapter, etc.). Resources found online pose an even greater challenge, as all the resources are indistinguishable to a novice student’s eye. The workshop described focuses in helping students identify newspapers, magazines, scholarly books and scholarly articles. In addition to helping students with source identification, the authors place emphasis on supporting the needs of their diverse student population, which includes both Native and first-generation university students.

The article details the development of different aspects of the workshop, such as the learning objective, creation of the puzzles, as well as how the game is played. In creating the storyline for the game about competing researchers and a missing manuscript, the authors also introduce students to the function of a research university in terms of faculty research activities outside of class. The authors provide a helpful LibGuide link with information about the stations, puzzles, and a start to finish workflow. As different institutions will have access to various resources and databases, some puzzles and clues may need to be modified. However, the descriptions within the article, along with the information on the LibGuide provide a clear guide on how this innovative workshop can be modified and implemented in other academic libraries.

The authors played the game with numerous participants of varying experience levels. They note apprehension from all players before the game begins but describe an easiness once the game is actually played. The workshop has also proved to be adaptable through changing the pre- and post-workshop activities to address the needs of a particular group. This article will be of interest to anyone who is interested in engaging with students outside of the typical library instruction session or workshop.

RPM

Lowe, M. S., Stone, S. M., Maxson, B. K., Snajdr, E., & Miller, W. (2020). Boolean redux: Performance of advanced versus simple Boolean searches and implications for upper-level instruction. *The Journal of Academic Librarianship*, 46(6), 102234.
<https://doi.org/10.1016/j.acalib.2020.102234>

This study builds on the researchers’ previous work to determine if teaching Boolean logic benefits students and in what context. The researchers’ examined if using simple Boolean AND is sufficient for upper-level students or will they miss relevant literature that would be returned through more advanced Boolean logic.

The researchers performed simple and advanced searches across eleven databases that would be used by upper-level undergraduate students representing a range of

disciplines. The researchers examined overlap percentage by database between the simple and advanced searchers, scored results for relevancy, and precision. The authors found no compelling evidence that either search is superior.

Upper-level student researchers should be encouraged to do both types of searches if they want to perform a comprehensive literature search. Previous studies indicate students of all levels are unaware of Boolean searching beyond using AND and students who are familiar with more advanced strategies do not typically use them when searching databases. The benefits to advanced Boolean searching depend on individual projects, subject areas, and relevant databases. The authors recommend providing advanced Boolean searching instruction through asynchronous instruction, a flipped classroom format, or through individual consultation.

The authors challenge librarians to address algorithmic challenges in their instruction particularly as a way to help students determine which databases to start with and how algorithms can impact search results. Additionally, the authors make the case that it is important for librarians to continually review and examine search efficacy across databases, because of the direct impact to teaching, learning, and research. **MSG**

Mabee, S. H., & Fancher, S. E. (2020). Curiosity is a luxury of the financially secure: The affective thresholds of information literacy. *Library Trends*, 68(3), 482–505.
<https://doi.org/10.1353/lib.2020.0002>

This article describes the exploration of affective dimensions of information literacy at Ozarks Technical Community College in Southwest Missouri. The research described gains inspiration from observations that students have not developed appropriate critical evaluative skills related to information, due to stress and anxiety associated with food or housing insecurity or other significant personal responsibilities. The authors suggest the process of questioning and critically assessing information is considered a luxury. The questions driving this research are: “Why are our students so overwhelmed, not just by critical information literacy, but by the work of research? And, from what context does our particular student population operate and does that matter?”

The literature review provides a rich background exploring the work of psychologists, educational psychologists and behavioral economists to better understand affect, learning and cognition, as well as the effects of poverty and gender as it relates to information literacy. The discussion focuses on affect related to learning, information science, and the ACRL Framework for Information Literacy for Higher Education.

Through semi-structured interviews with 31 students, the authors identify positive and negative emotional themes students experience while engaging in research activities: frustration, overwhelm, anxiety, guilt/shame, passion/excitement, connection/solidarity, awe/amazement, anger/sadness, pragmatism, and empowerment. The authors suggest that the ACRL Framework does not consider students’ developing understanding of information literacy, nor does it address affective aspects or personal situations. A significant contribution of this work is suggested language for knowledge dispositions for each frame to address affect, as well as students who are developing their understanding of information literacy. Strategies are also provided to instructors for engaging students through assignment design, scaffolding of difficult concepts, reevaluation of sources required, and most importantly, compassion. While intended for audiences who engage with students in community college environments, this article’s

findings provide interesting insights for any educator who works with college-aged students. **RPM**

Matteson, M. L., & Gersch, B. (2020). Information literacy instruction in public libraries. *Journal of Information Literacy*, 14(2), 71–95. <http://dx.doi.org/10.11645/14.2.2680>

Matteson and Gersche explore how public librarians provide information literacy (IL) instruction via one-on-one encounters with patrons. While there has been significant research about IL instruction in academic and K-12 settings, there is a gap in the literature regarding its implementation in public libraries. The authors sought to address this gap by asking US public librarians to record information about their instructional interactions using an online instrument, coding the entries, and sharing data about the nature of those interactions and the IL concepts taught in the transactions. As such, this article is an important contribution to the literature on IL instruction.

Their research indicates that public librarians introduce users to a variety of IL concepts as they help them plan their information tasks, and then access and evaluate information. The researchers also discovered that while public librarians strongly believe in the value and importance of IL instruction, they are sometimes unable to provide it effectively. Their findings suggest that public librarians may have a broader understanding of IL instruction than that of academic and K-12 librarians. Also, many of the instruction transactions between users and public librarians are brief and focused on everyday life information literacy (ELIL). As the vast majority of these interactions are very brief, the authors recommend that micro-teaching techniques be implemented in public libraries. **KM**

Montague, R.-A., Reyes, K., & Meyer, K. (2020). *Nānā I Ke Kumu* - Look to the source. *School Libraries Worldwide*, 26(1), 99–109. <https://doi.org/10.14265.26.1.004>

This article provides an overview of the *Nānā I Ke Kumu* – Look to the Source project developed and enacted in Hawai'i to increase awareness of and proficiency in exploring culturally relevant digital resources among school library users. The project arose both as a response to a long history of cultural and linguistic inequity in Hawai'i as well as recent observations that Native Hawaiian high school students demonstrate a lack of comfort and ability in navigating information resources. *Nānā I Ke Kumu* was developed through the incorporation of several frameworks including, the American Association of School Libraries *National School Library Standards*, the *Ho'onui I ka 'ike* (expand knowledge model), which motivates users to: prepare, listen, observe, practice, comprehend, showcase and perpetuate knowledge, and *Nā Hopena A'o* ("HĀ") model, which aims to develop skills, behaviors and dispositions honoring the values and qualities rooted in indigenous Hawaiian culture.

Nānā I Ke Kumu provides Native Hawaiian high school students, librarians, and other educators training in accessing, retrieving, and utilizing information resources, specifically focused on digital resources featuring Native Hawaiian content. Responses from the project have been overwhelmingly positive with users indicating a greater understanding, interest, and confidence level in utilizing these resources. *Nānā I Ke Kumu* offers an excellent example of a project aimed at increasing information literacy grounded in culturally relevant resources. **MS**

Oberlies, M. K., Buxton, K., & Zeidman-Karpinski, A. (2020). Adapting evidence-based practices to improve library instruction: Using customized tools to support peer mentoring and observation. *New Review of Academic Librarianship*, 26(1), 6–30. <https://doi.org/10.1080/13614533.2019.1628078>

This article describes an instruction-focused development program utilizing a community of practice model. The authors suggest that a lack of resources, along with librarians' underdeveloped knowledge of teaching practices, can result in the use of less effective strategies such as lecture and demonstration during one-shot sessions. The goal of this program is to improve librarians' teaching quality through unbiased peer-mentoring, reflection, observation, and encouragement to develop evidence-based practices for teaching.

A pilot project helped to identify three observation tools for use in the one-shot context. The authors provide descriptions on the evaluation, development and use of each tool:

- **Teaching Squares (TS):** TS describes four instructors who build a small community to encourage self-reflection, not peer-evaluation. Details include the composition of the square, the setting of goals, observations, reflections, and suggested meeting times.
- **Teaching Practices Inventory – Information Literacy Instruction (TPI-ILI):** TPI-ILI helps instructors to document their preparation for teaching through identification of classroom activities and effective practices. The tool contributes to understanding, self-reflection, innovation, and development of best practices.
- **Classroom Observations for Information Literacy (COPIL):** This tool records what is happening in the class every two minutes using a code inventory. COPIL captures instructional strategies and student behaviors, not quality of teaching or student work.

The article presents two case studies showing how COPIL and TPI-ILI can be used together to compare actual classroom activities with an instructor's plan. Significant emphasis is placed on interpreting the data. The authors recommend using either TS or COPIL, along with TPI-ILI, and describe how to use the three tools simultaneously over the course of an academic year to gain insight into teaching activities and planning, suggesting that administrative support could help encourage participation. While the program described is still developing, the detailed descriptions and development of one-shot friendly tools is a notable contribution. This article will be of interest to librarians, instructional coordinators or administrators looking to explore the development of a teaching-focused community of practice grounded in peer-mentoring and observation.

RPM

Perez-Stable, M. A., Arnold, J. M., Guth, L. F., & Meer, P. F. V. (2020). From service role to partnership: Faculty voices on collaboration with librarians. *Portal: Libraries and the Academy*, 20(1), 49–72. <https://doi.org/10.1353/pla.2020.0004>

The authors investigated faculty practices and attitudes towards collaboration with librarians at their two institutions. They did this by administering a two-part survey gauging the value professors place on information literacy (IL) in part one and focusing on their relationships with librarians in part two. This article reports on part two of the survey. Responses showed that faculty collaborate with librarians via a number of

methods ranging from librarians teaching a session during class to having a librarian presence in the CMS. Their results also showed that faculty highly valued library collaboration as well. The authors examined results looking for differences across disciplines and levels of faculty teaching experience.

Finally they used open ended questions to determine faculty motivations for working with librarians. Some of the most useful information in the article is in the section discussing these motivations or lack thereof. The top factors mentioned for working with librarians were to improve student research skills, to utilize librarians' expertise, and to provide students with access to resources. Among reasons for not collaborating with a librarian, faculty included not having time for it in the syllabus, and that the instructors teach IL themselves throughout the course. The authors offered suggestions for how this information could be used to increase marketing and outreach efforts to both groups. **KM**

Quiñonez, T., & Olivas, A. (2020). Validation theory and culturally relevant curriculum in the information literacy classroom. *Urban Library Journal*, 26(1), 1–17.

<https://academicworks.cuny.edu/ulj/vol26/iss1/2>

Quiñonez and Olivas focus on the idea of a “student scholar identity,” first introducing how students from underrepresented groups, particularly from Latinx backgrounds, can be less prepared for college due to a lack of previous information literacy instruction in under-resourced schools, but also how they are then put into a higher education system that may not reflect their culture or values which could make them feel unwelcome. As a possible solution, the authors discuss the use of validation theory teaching methods in four academic library information literacy classes, filling a gap within the research. The article further discusses the reasoning behind using Rendón's validation theory, which accepts first-generation college students' experiences, backgrounds, and values can and should be used as knowledge.

The authors, who both self-identify as Latinx, taught information literacy classes to first year college students, where they provided examples of scholarship by Latinx authors and self-disclosed personal stories while attempting to foster an atmosphere of trust. The qualitative and quantitative study had six control groups of other information literacy classes, whose instructors did not vary their usual information literacy instruction, and a majority of the 200 students involved in the study self-identified as Latinx. The qualitative portion asked the students to reflect on their student scholar identities, while the quantitative portion used a Likert scale asking students to rate their satisfaction and understanding of validation theory concepts. Quiñonez and Olivas noted the students in the validation theory sections “Agreed” or “Strongly Agreed” more often than the control sections with the statements “I am more culturally aware about the diversity of Latinx experiences than I was before participating in this class” and “I was introduced to Latinx role models in the class through guest lectures, readings, service learning, attending related events on campus, and/or the instructor sharing examples during the semester.” The authors also discuss some discrepancies in the groups regarding what content they perceived was included in the sessions, which is worthwhile to note for future studies and practices. Although the qualitative findings show no difference between the groups, the authors note observations that the students in the validation theory classes were willing to share their own stories. While this study was limited due to the lack of time spent with the students and the backgrounds of the librarians, the authors see validation theory as a way forward to support and empower Latinx students. **KB**

Saunders, L., & Budd, J. (2020). Examining authority and reclaiming expertise. *The Journal of Academic Librarianship*, 46(1), 1-8. <https://doi.org/10.1016/j.acalib.2019.102077>

Saunders and Budd note how authority has been brought into question in the current information environment, with the questioning of information but also traditional publishing venues and indicators of authority. Their article examines the different aspects and definitions of authority, discussing traditional approaches to define and teach authority, such as looking at the author's credentials and the internet domains (.com, .org, etc.), then introducing the frame "Authority is Construction and Contextual" and examining the literature regarding its positive and negative aspects. They then take a step back from library instruction, looking at the philosophical approach to assessing authority, then disciplinary/methodological approaches, and finally developmental approaches. The article ends with suggestions as to how to teach the idea of authority in regards to source evaluation, such as focusing sessions less on search strategies, using checklists but as a starting point to be expanded upon, examining the article's arguments and evidence, and/or using a peer-teaching model. The authors also note the strategy may be affected by the particular publication or discipline, outlining possible questions and steps for different source types. This is an extremely timely article, with the authors noting the need to critically evaluate sources, especially with many users accepting all library resources as authoritative and the issues with traditional measures of authority, such as certain publishing processes excluding certain voices. **KB**

Tewell, E. (2020). The problem with grit: Dismantling deficit thinking in library instruction. *Portal: Libraries & the Academy*, 20(1), 137–159. <https://doi.org.libproxy.lamar.edu/10.1353/pla.2020.0007>

This article provides a critique of recent movements in higher education, the concepts of grit and growth mindsets and its impact on library instruction practices. While both widely referenced in educational research, and have well-meaning intentions in their origin, the author argues that both the emphasis on grit in learning, a privileging of perseverance coupled with a goal orientation, as well as the notion of a growth mindset, characterized as a belief that one's essential qualities can be cultivated through effort, have origins and ties towards the deficit model of education instruction.

The author begins by defining the deficit model of education, which gained popularity in the 1960s and 1970s. The author characterizes this movement as focusing on learners' weaknesses including deficits in knowledge, motivation and/or cultural values. This perspective is problematic in that it contributes to inequality and oppression of learners that are defined as minorities by their race, gender, sexuality, ability, or class. The deficit model ignores barriers faced by these populations and shifts the blame to the learner rather than acknowledging and addressing any inequity inherent in the system. In information literacy this manifests itself in privileging certain forms of information over others. Specifically, text-based, peer-reviewed information produced via the scientific method from the Global North, is given preference over other forms of information. This places learners with knowledge and experience outside of these areas as deficient.

The author suggests critical information literacy and culturally relevant pedagogy provide two alternative frameworks to these models. The former challenges these dominant narratives by asking librarians to position themselves and their learners within the sociopolitical definitions of information production. Similarly, the latter asks instructors to intentionally center the knowledge and experiences learners bring with them to the

classroom. This article is a valuable critique of dominant teaching paradigms and provides instructors with an introduction of how critical information literacy and culturally relevant pedagogy may help challenge these models. **MS**

Walsh, A. (2020). Playful learning for information literacy development. *IFLA Journal*, 46(2), 143–150. <https://doi.org/10.1177/0340035219874083>

This article begins with a discussion of playful learning theory, which is a social constructivist approach to learning. Playful structures within teaching are beneficial because they help to encourage openness and learners feel valued, which enables an acceptance that failure is a normal part of learning. It can be particularly important in transitional periods where students may play until they achieve understanding.

Walsh argues that playful learning is a good fit for the development of information literacy instruction, because information literacy skills develop as learners interact with information in a specific context and in relation to others in that context. Playful learning is framed as a good fit for a range of ages and settings from early childhood settings through higher education and adult learners.

Barriers to using playful learning are discussed including the perception that play is a child-like activity and strategies for easing people into play are suggested. Additionally playful pedagogies can allow instructors to incorporate playful elements into existing teaching without having to redesign instruction. The author challenges instruction librarians of all types and across all learners to improve their instruction by becoming familiar with playful learning theory and practice. **MSG**

Worosz, M. R., Farrell, B., & Jenda, C. A. (2020). Teaching critical thinking via the “wicked problem” of food Insecurity. *Portal: Libraries & the Academy*, 20(4), 621-653.

Applying information to complex problems requires not only a broad subject knowledge but also skills in analysis and interpretation, and the ability to work collaboratively. The project presented in this article uses a “wicked problem” approach to help students apply the data they gather to the complex yet familiar issue of food insecurity. Using a case study approach based on local context the scaffolded instruction introduces subject knowledge paired with analysis of different information sources at each phase including census data, company information, media, scholarly articles, and government documents. Students also engaged in primary data collection through field trips to the areas being studied furthering their understanding of data gathering practices. Situated within a literature review of pedagogy surrounding wicked problems and critical thinking, the article provides detailed assignment guidelines including objectives, resources used, and student deliverables.

The assessment piece of this project analyzes students’ responses to end of semester reflection questions. The authors developed a unique rubric to identify instances of student growth in critical thinking skills from dualistic to multiplistic and finally systemic thinking. This evaluation tool along with coded responses for three semesters of data are included in the article. One valuable aspect of this paper is the inclusion of quotes from students to illustrate the different levels of critical thinking arising from the project which helps to illustrate how student thought processes and perspectives develop through different levels of critical thinking around information as they apply new knowledge to their understanding of larger structures. **MK**