

## LIRT Top 20 Articles 2023 Committee

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**Adams, A. D. (2023). Werewolf on campus: A case study in inoculation theory and gamified one-shot library instruction. *Public Services Quarterly*, 19(4), 255–272.**

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Adams presents a compelling strategy for librarians to leverage gamification and popular culture references in their instructional practices. Adams' case study explores the application of inoculation theory through a fiction-based, gamified approach to teaching undergraduate students about identifying misinformation and disinformation. The key findings demonstrate that the gamified instructional session grounded in fictionalized examples was more engaging and effective than traditional lecture-based instruction and the weight of real-world examples. Incorporating active learning and popular culture themes, such as the werewolf motif, can make abstract research concepts relatable and memorable; more students were found to be confident in accurately evaluating the reliability of online sources compared to those who only received lecture-based instruction.

For librarians, this case study and linked learning objects offer practical resources that can be directly applied during a one-shot instruction or adapted into existing lesson plans by integrating relevant pop culture references tailored to their student population. This approach can foster deeper student understanding of critical thinking and information evaluation skills, improving learning outcomes. Furthermore, the use of familiar cultural touchstones can be particularly beneficial for librarians addressing misinformation, as it can enhance students' critical analysis of information sources. Overall, Adams provides a valuable framework for academic librarians seeking to enhance the effectiveness and engagement of their information literacy programs through the strategic use of gamification, inoculation theory, and popular culture. By adopting these techniques, librarians can create impactful and enjoyable learning experiences for students, equipping them to navigate misinformation and disinformation in the digital age. **SS**

**Ballard-Thrower, R., & Lopez, A. (2023). Teaching advanced legal research: Using the inside-out prison exchange pedagogy. *Law Library Journal*, 115(2), 253–267.**

Rhea Ballard-Thrower and Amy Lopez’s article describes an effort to improve information literacy, specifically legal research skills, for both law students and incarcerated individuals. The work Ballard-Thrower and Lopez detail is structured on the Inside-Out program, which uses an experiential education model to teach university students alongside individuals within the prison system. While the Inside-Out program was established in 1997, it was in the fall of 2017 that Ballard-Thrower, then a professor at Howard University School of Law and law librarian, co-taught a pilot section of Advanced Legal Research with Bahiyyah Muhammad, director of Howard’s Higher Education in Prison programming. Lopez was, at the time, the deputy director of the District of Columbia Department of Corrections’ (DOC) Division of College and Career Readiness and Professional Development.

The article describes in detail the process of setting up and managing the course, including the process for participant selection (both from Howard University and at the DOC), drug testing and DOC orientation, class timing and travel, and student expenses. They also discuss the prison libraries, the syllabi (one for Inside and one for Outside students, to consider different levels of foundational knowledge on the class topics), course materials used, and assessment.

While the course and the program itself are interesting, the real value in this article is the detailed information provided – including transparency on what worked well and what did not. The clear structure and recommendations provided by Ballard-Thrower and Lopez guide the reader through their process. This is highly recommended reading for anyone considering involvement in an Inside-Out program as well as those that want to learn about information literacy instruction that promotes social justice. **SLB**

**Blockside, K., & Primeau, H. (2023). Adapting and evolving: Generation Z’s information beliefs. *Journal of Academic Librarianship*, 49(3), 102686.**  
<https://doi.org/10.1016/j.acalib.2023.102686>

In this survey of a diverse group of Gen Z undergraduates, Blockside and Primeau use the “information assumptions” developed by Dervin (1976) to draw conclusions about what information literacy skills are needed by this undergraduate cohort. Dervin’s ten statements summarize assumptions made when analyzing peoples’ information needs. They include suppositions about objectivity, relevance, context, and format. This is a valuable article for anyone working with undergraduates.

The literature review is largely focused on generational research. As the authors point out, there has been a great deal of research on how the Gen Z generation has approached information literacy. As the first generation to be “constantly connected,” Gen Z’s attitudes towards and skills in finding information have differed from previous generations. For example, they are less likely to compare online information to print sources, as the latter are less available than in the past (Geck, 2007). Intriguingly, Gen Z college students generally still prefer print resources to online sources, indicating a tension between preference and evaluation (Seemiller & Grace, 2017). The authors also look at an earlier study (Cole et al., 2015) that used Dervin’s information assumptions to survey a rural Gen Z undergraduate population. They adapted Cole et al.’s survey to analyze their diverse Gen Z student group.

Blocksidge and Primeau administered their survey across two years to determine the extent to which Gen Z students diverge from and align with Dervin's information assumptions. The most significant divergences were found with the statements concerning information overload, source type, and context. However, students aligned with Dervin's assumptions that "only information backed up by research is credible" and "any information I could need is available online or through the library." While librarians will be happy to hear that Gen Z undergraduates put so much faith in their libraries, the authors point out that such an assumption makes it difficult for students to critique how information structures relate to information overload.

The value of this article lies not only in its careful analysis of Gen Z's information literacy skills but also as a reminder that information literacy skills are not static. Once a librarian has developed a lesson plan, they cannot assume that it will not need to be adjusted in the future as students and information access change. As library staff members work to serve their Gen Z student population, this article will be helpful in determining what this cohort already knows and what skills they need help developing. **AH**

**Bluemle, S. (2023). A close look at the concept of authority in information literacy. *Journal of New Librarianship*, 8(2), Article 2. <https://doi.org/10.33011/newlibs/14/1>**

Bluemle delves into the intricate discourse surrounding authority in library scholarship, particularly in the context of contemporary political climates by first identifying three components of authority that are often overlooked in library literature: the differentiation between cognitive and political authority, the mechanisms by which authority is conferred to sources, and the relationship between a source's authority and its features.

The discussion is situated within the broader context of the ACRL Framework for Information Literacy and the subsequent rise of the "post-truth" era, characterized by challenges to traditional notions of truth and factuality. This article explores how the constructionist understanding of authority, wherein authority is socially rather than inherently created, has sparked debates within academic library scholarship.

Readers will find a literature review of the existing scholarship on authority, which highlights various perspectives that either challenge or embrace constructed authority. Bluemle emphasizes the importance of distinguishing between cognitive and political authority, arguing that this distinction is crucial for effective information literacy instruction, especially in addressing mis- and disinformation.

Bluemle critiques the tendency of library scholarship to focus on the qualities of information sources themselves, rather than the human process of assigning authority. Drawing on critical race theory, Bluemle suggests that ideological factors, such as whiteness and racism, play a significant role in shaping perceptions of authority and truth.

Overall, Bluemle's article offers a nuanced examination of authority in information literacy, advocating for a deeper understanding of the complex socio-political dynamics that influence perceptions of authority in an age of information overload and political polarization. **MM**

Boyer, B., & Dziedzic-Elliott, E. (2023). What I had, what I needed: First-year students reflect on how their high school experience prepared them for college research. *The Journal of Academic Librarianship*, 49(4), 102742. <https://doi.org/10.1016/j.acalib.2023.102742>

Boyer and Dziedzic-Elliott present additional findings from a study ([First-Years' Information Literacy Backpacks: What's Already Packed or Not Packed?](#)) designed to examine college research readiness among first-year college students in New Jersey. The authors analyzed qualitative responses from a survey of 325 students using inductive coding. They identify a taxonomy of information literacy skills in three levels: information management, critical thinking, and metaliteracy. Based on their findings and the identified needs of students in the transition from high school to college, the authors propose several implications for instructional designers, including further using learning management systems, incorporating inquiry-based learning, teaching advanced search techniques, and assessing or measuring information literacy skills. The authors suggest further attention to critical thinking, inquiry, and metacognitive approaches in information literacy instruction for K-12 and academic librarians. The authors also propose several areas for future research, such as developing collaborations between high school and academic librarians, examples of successful or innovative instruction, and measurements of information literacy. MWJ

Chenevey, L. (2023). Librarians' roles in supporting students' mental health through teaching practices. *In the Library with the Lead Pipe*. <https://www.inthelibrarywiththeleadpipe.org/2023/librarians-roles-in-supporting-students-mental-health/>

Student mental health concerns such as depression, anxiety, and suicidal ideation have been steadily increasing on campuses across the United States, particularly among students of color and those who belong to sexual or gender minorities. This has led to an increase in conversation about pedagogies of care, which integrate care into teaching as a way to be more supportive of learners' mental health needs. In "Librarians' Roles in Supporting Students' Mental Health Through Teaching Practices," Liz Chenevey seeks to better understand how instruction librarians are thinking about student mental health, their role in the support landscape of their university, and how this informs their teaching.

Through a combination of a survey and one-on-one interviews, Chenevey found that respondents employ a number of strategies for practicing care for students' mental health in their teaching, including discussing the emotional process of research directly, utilizing ice breakers to set an emotional tone and sometimes bring humor, using inclusive language, and facilitating mindfulness exercises. Librarians perceive their roles as being an advocate in the classroom, as well as being part of a larger campus network of caring adults that students can depend on for support.

However, respondents also had concerns about boundaries and professional scope, including taking on undue emotional labor and maintaining their own mental health while supporting that of students, as well as a lack of training. Some respondents also felt uncomfortable providing students with referrals within a system that does not work for everyone.

Chenevey offers several recommendations for instruction librarians regarding supporting students' mental health while also caring for their own, including making small intentional

changes to practice and seeking solidarity with the larger community. Chenevey says, “when we center care we stand in solidarity with one another and create inclusive and compassionate communities that better serve all of us.”

Chenevey’s work shows that librarians have an interest in supporting student mental health but also have legitimate concerns and experience legitimate individual and systemic challenges in providing that support. Exploring librarians’ perceptions of their role in this area as well as acknowledging the difficulties they experience adds an important piece to the ongoing conversation on the impact that the mental health of both teachers and learners has on the instruction experience. **AEH**

**Current, M. D. (2023). Tracking student learning outcome engagement at the reference desk to facilitate assessment. *Reference Services Review*, 51(1), 13–32. <https://doi.org/10.1108/RSR-03-2022-0011>**

This article focuses on assessment of student learning as a measure of success for reference transactions, and a shift away from quantitative statistics on reference service usage and user satisfaction. The Murphy Library at the University of Wisconsin-La Crosse analyzed reference desk interactions to determine if they were meeting their programmatic student learning objectives (SLOs). All of the SLOs are linked with particular frames from ACRL’s Framework for Information Literacy for Higher Education. In order to connect the learning outcomes with the reference question, tags were created within the reference software, Gimlet, that were then applied to the reference interactions.

The author focused on six findings in the analysis. Some interesting recommendations include: librarians can work to include the least addressed SLOs more deliberately into reference interactions, as well as consider other areas for integration (e.g. instruction, workshops); the SLO focused on citations is equally likely to come up during shorter and more in-depth questions, providing opportunities for addressing related SLOs through queries that naturally include research-focused SLOs; and, certain SLOs are more common at the start of projects compared with nearer to due dates, allowing libraries to modify staffing needs accordingly to ensure students have the right support throughout the semester.

One challenge addressed in the paper focuses on the validity of tagging and data entry. The author recommends training librarians how to tag reference transactions to ensure that tags are applied consistently and accurately. Based on the results of this study, the author suggests that formal assessment projects can be used to improve student learning in areas that would benefit from additional attention. This article will be of interest to librarians and managers who hope to adopt a more comprehensive approach to assess student learning through a focus on reference transactions. **SW**

**Faix, A., & Daniels, T. (2023). Teaching SIFT for source evaluation in asynchronous one-credit information literacy courses. *portal: Libraries and the Academy*, 23(3), 449–459. <https://doi.org/10.1353/pla.2023.a901563>**

In this article, Faix and Daniels describe the process of incorporating the SIFT method of source evaluation into two asynchronous, one-credit information literacy courses. Previously, the classes relied on instruction about the CRAAP evaluation checklist, and the authors note that

students often relied on simplistic evaluation indicators and had trouble discerning source credibility. The SIFT method, on the other hand, encourages students to consider the nuances of sources and their context and is more appropriate for the complexity of online environments.

Faix and Daniels clearly lay out a sequence for teaching the main components of SIFT, including links to teaching tools and descriptions of projects that require students to use SIFT strategies. The two modified courses had slightly different approaches, and the authors identified components that contributed to student success; introducing SIFT strategies earlier in a course and providing many scaffolded practice opportunities increased students' abilities to select and evaluate credible sources.

For anyone teaching a semester-long course, this article is a practical guide for building students' source evaluation skills over time using SIFT. Ultimately, however, the authors conclude that librarians must continue monitoring their evaluation instruction to ensure that teaching methods are appropriate for the shifting information landscape. **KG**

**Floyd, N., & Spraez, J. (2023). Re: Beyond fake news. *Journal of Media Literacy Education*, 15(1), 116-130. <https://doi.org/10.23860/JMLE-2023-15-1-10>**

Floyd and Spraez use lessons rooted in media effects research to encourage students to look beyond the binary of “real versus fake” and consider the complex ways that media practices and an individual’s “media ecosystem” can affect emotions, behavior, and thoughts. In this article, the authors describe lesson plans focused on two significant theories of media effects: agenda-setting and framing. The lessons are well-designed and approachable, and this article would be a useful reference for librarians looking to increase students’ critical analysis tools and awareness of the complexities of news literacy.

The first lesson, about agenda-setting, walks students through analyzing the relationship between what the media chooses to cover and the issues voters deem most important. After an introduction to media effects, students investigate agenda-setting by categorizing front-page news topics and comparing their findings with a Pew Research Center poll about top issues for voters. Finally, students evaluate how their personal media environment might affect their own priorities.

The second lesson has students consider how the framing of a story can influence readers. Specifically, this lesson has students identify whether a topic is framed in an episodic manner, focusing on individuals and discrete events, or in a thematic manner, delving into the broad context and issues that contribute to a specific event. Then, students consider how these frames may affect readers’ thoughts and actions. For example, an episodic frame may lead readers to identify a problem as an isolated incident, whereas a thematic frame may cause readers to demand systemic solutions and political accountability. Students wrap up the activity by reflecting on whether understanding the concept of framing will change their interpretation of news stories.

Through their informative article, Floyd and Spraez make a persuasive argument for the inclusion of media effects pedagogy in news literacy instruction and provide clear examples for others to follow. **KG**

**Ford–Baxter, T., & Faulkner, K. (2023). Teaching undergraduates to develop concise and compelling scholarly communication through storytelling. *Reference Services Review*, 51(1), 3–12.**  
<https://doi.org/10.1108/RSR-08-2022-0030>

The Three-Minute Thesis presentation and the #TweetYourThesis written format challenged students to shape short-form persuasive summaries of their research. The contests recognize the importance of being able to explain your work to a broad public in order to maximize impact. Students often struggle with this task, as it requires them to be clear about the purpose of their study and the audience they wish their findings would reach.

Librarians from California State University, Los Angeles used Pixar Pitch storytelling to teach short-form research summaries. The Pixar Pitch was made famous when former Pixar storyboard artist Emma Coats mentioned the formula over Twitter in 2011. She established six key plot turns: 1) once upon a time, 2) every day, 3) one day, 4) because of that, 5) because of that, 6) until finally. These correlate to sections of a research paper: 1) introduction, 2) literature review, 3) literature review, 4) methods, 5) methods/ results, 6) conclusion. The approach allowed students to identify and surpass communication barriers, describe how presentation affects comprehension, and extract the most relevant pieces from a complex research proposal. Librarians' success with this approach in a wide variety of classroom settings suggests that it could have many pedagogical applications. **CTG**

**Greer, K. S. (2023). A pedagogy of care for information literacy and metaliteracy asynchronous online instruction. *The Journal of Academic Librarianship*, 49(3), 102676.**  
<https://doi.org/10.1016/j.acalib.2023.102676>

Emotions are an integral part of learning, and this article explores how to support the emotional state of online students, while increasing their metaliteracy skills regarding affective dimensions of information use. Online learning can be alienating when participants do not have the visual cues found in the physical classroom. The COVID-19 pandemic and recent social upheavals have increased distress among both students and instructors. Emphasizing care in learning has multiple benefits including improved engagement and student support. Foregrounding care can also help individuals process emotions when interacting with information.

The author implemented a pedagogy of care in an online, asynchronous library course where caring was prioritized in the course design and among participant interactions. The pedagogy of care was also used in conjunction with affective outcomes of metaliteracy to teach reflective skills regarding the emotional aspects of information use. The author embedded pedagogy of care components—modeling, dialogue, practice, and confirmation—into the course content to offer continuous opportunities for student feedback and to provide flexible course components such as suggested and fixed due dates. The author analyzed student journals, discussion forms, and student/instructor communications to assess the efficacy of a pedagogy of care and affective learning outcomes. The qualitative findings provided evidence that implementing a pedagogy of care in an online, asynchronous course reinforced student engagement, while increased skills in the affective domain of metaliteracy. **JLM**



**Hall, R. (2023). Exploring the role of information literacy instruction in student co-creation of community-based research products. *Communications in Information Literacy*, 17(2), 308–331. <https://doi.org/10.15760/comminfolit.2023.17.2.1>**

Hall's article explores how academic librarians can support community-based research on campus. The author highlights the critical role of information literacy skills in enabling students to successfully navigate complicated research contexts by analyzing the relationship between information literacy and student involvement in these projects. Overall, the study describes the challenges of community-based research and the benefits of librarian participation.

Considering the challenges and benefits, the author provides suggestions on how librarians can become more involved in community-based research on campus. Proposed strategies include direct engagement with faculty, inclusive citation practices, and discussions on access to information and ownership rights. The study advocates for dissemination strategies and impact assessment methods for student research outcomes. In addition, Hall passionately stresses the importance of knowledge equity and notes concern that this concept isn't more present in the scholarly literature.

Hall emphasizes the need for academic librarians to rethink information literacy in light of growing calls for accessibility and inclusion in knowledge distribution. Hall highlights the need to educate students on their roles and obligations in creating and sharing knowledge, particularly in collaborative endeavors with communities, underscoring the imperative for librarians to adapt their instructional methods accordingly. **JC**

**Hannah, M. N. (2023). Information literacy in the age of internet conspiracism. *Journal of Information Literacy*, 17(1), 204–220. <https://doi.org/10.11645/17.1.3277>**

Matthew Hannah does not shy away from direct statements about the information crisis of our current society as they discuss "Information Literacy in the Age of Internet Conspiracism." The rise of QAnon and conspiracy theories is cause for concern among information literacy (IL) professionals. While evaluation and research have always been part of the news and media landscape, these skills are weaponized in these new iterations of conspiracy culture on the internet.

Hannah draws parallels from each of the ACRL Frames for IL to the tactics of QAnon, showing how disinformation and conspiracy are spread across the internet, occasionally coming from sources that seem unexpected, because the tactics mirror the modes of research and information sharing that we are taught to trust. The article contextualizes all of this research in the idea that information itself is not neutral, nor is information literacy. The ACRL framework assumes that information is inherently good, or positive, and thus, is ill-equipped to deal with the rise of conspiracy.

A response to the rise of disinformation on the internet, then, is a new framework for IL: critical information literacy. Hannah says that we need IL that is critical of political ideologies under late stage capitalism, and that this IL would be more flexible and able to combat the rising conspiracies. We often hear the quote that libraries are not neutral; our information literacy should not be neutral either. **BC**



LeMire, S., Graves, S. J., & Anders, K. C. (2023). Librarians as teachers: Effecting change in composition instruction. *portal: Libraries and the Academy*, 23(2), 293–312.  
<https://doi.org/10.1353/pla.2023.0011>

This article focuses on student learning across two English composition courses: one that infused information literacy instruction throughout the semester versus a more traditional composition course that only received a one-shot library session. This study is a follow-up to Graves, LeMire and Anders (2021) earlier work that compared student learning across sections of ENGL 104 through analysis of standardized IL assessment survey results. The authors wanted to expand their investigation to determine if students could apply information literacy skills beyond the multiple-choice testing environment.

The undergraduate populations that the authors worked with included first-generation, provisionally admitted students who were part of a program called TEAM (Transfer Enrollment at Texas A&M), in addition to students admitted without provisional terms. The authors collected student papers across 3 different semesters (Fall 2017, Spring 2018, and Fall 2018) from TEAM sections (that experienced infused information literacy) and traditional sections (that received a one-shot session). The authors collected 51 papers from the TEAM sections and 148 papers from the traditional composition sections. The authors developed a rubric and scored each paper based on seven distinct IL skills, including: formatting works cited, in-text attribution, in-text format, source usage, peer review, popular source quality and popular source evidence.

The results show that the TEAM sections (infused information literacy) scored higher in six of the seven rubric areas. The three areas that were statistically significant include, works cited, in-text attribution, and peer review. Conversely, both the TEAM and traditional sections used poor-quality popular sources, as well as did not differentiate between popular and scholarly sources in their writing. One limitation of this research is that the results are not generalizable since the study focuses on a unique population of provisionally-admitted students. However, this study does support the idea that students benefit from more intentional integration of information literacy into English composition courses. The authors are careful to state that librarians should not, for a variety of reasons, take over teaching English composition classes. However, they suggest these results provide opportunities for increased collaboration with instructors. This article is important and exciting reading for those who liaise with English composition courses.  
SW

Littletree, S., Andrews, N., & Loyer, J. (2023). Information as a relation: Defining Indigenous information literacy. *Journal of Information Literacy*, 17(2), 4–23.  
<https://doi.org/10.11645/17.2.8>

Littletree, Andrews, and Loyer conducted interviews with seven indigenous librarians from the United States, Canada, and Aotearoa to gain a better understanding of how indigenous identity and indigenous ways of knowing inform and shape information literacy instruction. Using an unstructured interview approach, five questions were asked regarding identity, information literacy, and library science curriculum, alongside four optional questions on the topics of knowledge organization, relationality, teaching non-indigenous students, and taking care during traumatic research. The authors noted that this “open-ended approach prioritised conversation as methodology.” Several themes emerged through these interviews, including relationality and

reciprocity being central practices. These interviews revealed a framework of care both in nurturing relationships with students and communities and in approaching the complexities of Native research. Participants noted embracing their indigenous identities is crucial to their work and the “Indigenous librarians have a unique relationship to the information they teach in three ways – their lived experiences, their communal histories, and their worldviews.” This can be challenging when the expectation is to take emphasis away from this identity in many settings. It is important to note that among these similarities, each participant's unique experiences and views were emphasized. The authors present a definition of Indigenous information literacy as “the ability to use information and create or gain knowledge, while practicing the Indigenous concepts of relationality, reciprocity, and respect,” and hope that this research will continue and be expanded upon by others in the field. **MG**

**Miyaoka, M., Toolsidass, R., & Magee, M. (2023). Embedded librarians and scaffolding for remote learning. *portal: Libraries and the Academy*, 23(1), 169–195.**  
<https://doi.org/10.1353/pla.2023.0010>

This article is about successfully creating and integrating information literacy in a First Year Experience (FYE) course at Saint Joseph’s University in New York. All freshmen are required to take SJC100, which was created to help students with scholarly reading, writing, research, and collaborative skills. Embedded librarians in the course integrated three learning modules covering information literacy skills into the learning management system. Students could complete modules in three different ways: asynchronously self-guided, attending synchronous instruction via Zoom, and hybrid. Students enrolled in the course in the Fall of 2020 were given a pre-test and post-test. 118 students out of 188 completed both the pre- and post-tests and all components of the modules. Post-test results showed significantly higher scores. No significant difference was found between students who completed the modules via differing modalities. There were several areas of improvement, such as deriving search terms from research questions and knowledge of APA style. The authors’ research showed the effectiveness of embedded librarianship and scaffolded, integrated information literacy instruction. This article provided evidence that asynchronous learning modules can be utilized as practical and effective teaching methods. **CW**

**Sharun, S. (2023). The critical information literacy of social workers: Information literacy as interpersonal practice. *Journal of Information Literacy*, 17(1), 186–203.**  
<https://doi.org/10.11645/17.1.3351>

Sara Sharun examines critical information literacy (CIL) by studying the ways in which social workers share information with their clients. She identifies four categories of experience that social workers utilize when working with clients: validating, negotiating, navigating, and locating. In each case, the categories are deployed simultaneously during consultation and the social worker tailors their approach to the person and situation in front of them.

Sharun’s findings complicate common understandings of the ways in which CIL works, foregrounding the social worker-client relationship and the client’s emotional preparedness. Historically CIL has critiqued traditional IL for its devaluation of the felt experience, but this article’s description of social workers’ approach demonstrates how much further the CIL movement might change to embrace a truly context- and relationship-specific approach. The study implies that there are many other insights available through studying CIL in context. **CTG**

**Vallée, E., & Fair, C. (2023). Improving catalog search skills through quest-base activity in the library. *Knowledge Quest*, 51(4), 40–45.**

Carrie Fair and Etienne Vallée are school librarians at a combined library that serves 110 middle school students and 150 high school students. They start every school year with a library orientation, which teaches students to access and search the catalog to find resources for pleasure reading and projects. However, they found that from year to year, the students did not master the concepts, so they had to reteach the same lesson.

They decided to take a quest-based approach to teach these catalog skills and also incorporate learning students' reading interests simultaneously. They made the game-like method with the hopes of engaging and entertaining students while also differentiating the learning process through student choice. The quest included a main task and optional side tasks.

A Google form was designed to guide students through the task of choosing books to suggest to a royal family for their vacation. Each section required them to explore a different database or site. This taught them to locate books in multiple ways and learn about ways to find new books of interest. One database the students explore is NovelList Plus, where they learn about read-alikes and the other is Goodreads, where they learn about crowdsourcing. Goodreads also offers a chance to teach about averages, when discussing reviews and algorithms, which the site uses to give recommendations. Optional side quests include judging a book by its cover and discussing an agreement with crowdsourced average reviews.

As the students find books of interest, review the books, and justify their choices of books for the royal family, the librarians gain valuable information on students' reading interests, better preparing them for reader's advisory. Throughout the article, Fair and Vallee reference the AASL Standard Learner Competencies students use while completing the quest. During the process, they could also identify many books of interest to students that they did not have in their collection. The authors purchased the books, further exciting students about their engagement and librarians' interest in their recommendations. The students who completed the quest activity were more successful in navigating the catalog and knew more about how to find books of interest in databases throughout the school year than in previous years. **JM**

**White, A. (2023). Let 'no' be 'no': When librarians say 'no' to instruction opportunities. *In the Library with the Lead Pipe*. <https://www.inthelibrarywiththeleadpipe.org/2023/let-no-be-no/>**

This article explores the various reasons that academic librarians might or might not consider turning down opportunities for instruction. Anna White paints a familiar picture of librarians with limited time for planning, fielding a class request that doesn't meet student needs or being asked to 'babysit' while an instructor is away. Yet, she describes how many librarians are hesitant to decline invitations to avoid weakening relationships or the reputation of the library.

The author conducted an online survey of American and Canadian librarians in academic libraries in early 2023. Through multiple-choice and open-ended questions, White sought to find relationships between respondents' professional and personal demographic details and the likelihood of having said 'no' to instruction. Although the sample size was small (n= 285) and lacked diverse voices, the results provide thoughtful insights into librarians' inclinations for saying 'no.' The results suggest that librarians who have been in their careers for a longer

period of time (>15 years), as well as those librarians with instruction as a greater part of their job are more inclined to say 'no,' but that race, gender and tenure status may not play a significant role. Results of the study also explore 'why,' 'how,' and the 'consequences' of saying 'no.'

A particularly valuable aspect of this article is the literature review that focuses on reasons why librarians might be hesitant to say 'no' to instructional opportunities, such as librarians' service orientation, vocational awe and deference behavior. The article delves into the one-shot session, partnerships between librarians and classroom faculty, burnout, as well as the increased demands and emotional labor experienced by BIPOC librarians. The article's conclusion is particularly insightful, addressing strategies for setting boundaries (individually) or guardrails (programmatically), as well as the importance for communication between librarians and instructors. This article will be important reading for instruction librarians, and managers or administrators alike, to help drive conversation and action focused on developing sustainable instruction programs. **RPM**

**Wilcoxon, L. B. (2023). A next-generation framework: Using critical legal research pedagogy to prepare law students for the nextgen bar exam. *Legal Reference Services Quarterly*, 42(2), 71–88. <https://doi.org/10.1080/0270319X.2023.2216131>**

This article is about preparing law students for questions related to research and information literacy for a new version of the Bar Exam. The author, Laura Wilcoxon, provides practical information for librarians tasked with teaching information literacy skills to law students and ties new research requirements to the ACRL Framework for Higher Education. The new exam is scheduled for release in 2026, so students who started school in the Fall of 2023 should be preparing for it. The author described how the new exam was developed, including legal research as a "foundational skill." Critical Legal Research and how it is tied to Critical Legal Information Literacy is explained. Those concepts are connected to the ACRL Framework, specifically to frame one, "authority is constructed and contextual," and frame three, "information has value." A practical approach and sample application to teaching students is proposed in three steps, "deconstructing the process of legal research, identifying the context of legal information, and unplugging from computer searching with every assignment." The three steps identified can be used in information literacy lessons with graduate students in any content area. Deconstructing the research process is described as reflecting on each step in the research process, such as taking note of search terms and databases searched, determining what might be missing from search results, and considering the authority of all sources chosen. Identifying the context of information is described as considering how it is organized and how algorithm bias of search engines may affect the context. Students may need to seek out sources that are not usually regarded as scholarly so that underrepresented and systematically oppressed opinions are examined. Unplugging from computer searching is described as internalizing information sources, considering how others might view the information, and taking the time to "carefully think." The practical application of Critical Information Literacy skills makes this article a "must-read" for librarians who teach in higher education, not just law librarians. **CW**