Bibliography of Citations Related to the Research Agenda for Library Instruction and Information Literacy


ACRL Instruction Section Research & Scholarship Committee 2009-2010: Jaquelina Alvarez, Susan Avery, Roxanne Bogucka, Hui-Fen Chang, Christopher Cox, Melissa Gold, Ashley Ireland, Catherine Johnson, Joan Petit, Rob Walsh.

Introduction

Created as a supplement to the Research Agenda for Library Instruction and Information Literacy the Bibliography lists publications that advance librarians’ knowledge of issues related to learners, teaching, organizational context, and assessment. The Bibliography was originally compiled in 2003 and is updated biennially.

This 2010 revision of the bibliography includes citations to select English-language, scholarly books and peer-reviewed journal articles published in 2007 or later. Additional details may be found in the Committee Publications Details & Revisions Schedule.

Readers may also wish to consult the Library Instruction for Diverse Populations Bibliography, published by the IS Instruction for Diverse Populations Committee.

The IS Research & Scholarship Committee welcomes suggestions of citations for inclusion. Please contact the current Research & Scholarship Committee chair.

I. LEARNERS

A. Audiences

General
Undergraduate students
Graduate students
Adult/non-traditional students
High school students
Students with special needs
ESL & international students
Distance education students

B. Skills

Critical thinking
Ethical use of information

II. TEACHING

A. Pedagogy

Learning styles
Learning theories
Student cognition
Information architecture
Distance education
Learning communities
Lifelong learning

B. Design & Implementation

General
Course-integrated instruction
Credit-based instruction
Scalability

C. Methods of Instruction
Collaborative learning
Library tours
Active learning
Self-directed and independent library and information literacy instruction
Other

D. Library Teaching and Continuing Education
Teaching skills for librarians

III. ORGANIZATIONAL CONTEXT
A/B. Relationship to the library organizational structure or the larger institutional environment
B.1. Environment supportive of library instruction
B.4. ID & work with courses, departments, and other offices
B.5. Coordination of institutional standards for information literacy with those of professional organizations, K-12 education or others
C. Relationship with faculty

IV. ASSESSMENT
A. Evaluation of library and information literacy instructors and programs
B. Assessment of learning outcomes
C. Transferability of learning

I. LEARNERS
A. Audiences
General

I. LEARNERS
A. Audiences
Undergraduate students


Koufogiannakis, Denise, and Natasha Wiebe. 2006. Effective methods for teaching information literacy skills to undergraduate students: A systematic review and metaanalysis. Evidence Based Library and Information Practice 1 (3): 3-43. See also sections II. B. General, II. C. Other, and IV. A.


McGuinness, Claire. 2006. What faculty think—exploring the barriers to information literacy development in undergraduate education. Journal of Academic Librarianship 32 (6): 573-82. See also section III. C.


I. LEARNERS
A. Audiences

Graduate students


Snyder, Laura. 2004. Teaching the graduate music research course. In *Music Library*
Tag, Sylvia. 2007. A library research course for graduate and professional students in communication sciences and disorders. Public Services Quarterly 3 (3-4): 115-139.


Xiao, Judy, and David Traboulay. 2007. Integrating information literacy into the graduate liberal arts curriculum: A faculty-librarian collaborative course model. Public Services Quarterly 3 (3-4): 173-192.

I. LEARNERS

A. Audiences

Adult/non-traditional students


Holmes, Katherine E., and Cynthia Farr Brown. 2000. Meeting adult learners, wherever they may be: If it’s Thursday, it must be Thermopolis! In Teaching the new library to today's users: Reaching international, minority, senior citizens, gay/lesbian, first generation, at-risk, graduate and returning students and distance learners, ed. Trudi E. Jacobson and Helene C. Williams, 221-40. New York: Neal-Schuman Publishers.

Lenn, Katy. 2000. Seasoned students. In Teaching the new library to today's users: Reaching international, minority, senior citizens, gay/lesbian, first generation, at-risk, graduate and returning students and distance learners, ed. Trudi E. Jacobson and Helene C. Williams, 173-


I. LEARNERS

A. Audiences

**High school students**


Paglin, Catherine. 2003. Keeping your ear to the ground: Top school librarians are constantly


I. LEARNERS

A. Audiences

Students with special needs


I. LEARNERS

A. Audiences

ESL/international students


I. LEARNERS

A. Audiences

Distance education students

Blummer, Barbara. 2007. Utilizing WebQuests for Information Literacy Instruction in Distance Education. College & Undergraduate Libraries 14 (3): 45-62.


Manuel, Kate. 2001. Teaching an online information literacy course. Reference Services


**I. LEARNERS**

**B. Skills**

**Critical thinking**


I. LEARNERS

B. Skills

**Ethical use of information**

Atwood, Thomas, and Alice Crosetto. 2009. How to address "I've already written my paper, now I just need to find some sources": Teaching personal voice through library instruction. *College & Undergraduate Libraries* 16 (4): 322-328.


II. TEACHING

A. Pedagogy

Learning styles


II. TEACHING

A. Pedagogy

Learning theories

Allen, Maryellen. 2008. Promoting critical thinking skills in online information literacy


II. TEACHING

A. Pedagogy

Student cognition


**II. TEACHING**

**A. Pedagogy**

**Information architecture**


**II. TEACHING**

**A. Pedagogy**

**Distance education**


Fang, Xiaoli Shirley. 2006. Collaborative role of the academic librarian in distance learning: Analysis on an information literacy tutorial in WebCT. *E-JASL: The Electronic Journal of Academic and Special Librarianship* 7, no. 2 (Summer), [http://southernlibrarianship.icaap.org/content/v07n02/fang_x01.htm](http://southernlibrarianship.icaap.org/content/v07n02/fang_x01.htm) (accessed April 9, 2010).


Mulherrin, Elizabeth, Kimberly Kelley, Diane Fishman, and Gloria Orr. 2005. Information literacy and the distant student: One university’s experience developing, delivering, and maintaining an online, required information literacy course. Internet Reference Services Quarterly 9 (1/2): 21-36. See also section IV. B.


II. TEACHING

A. Pedagogy

Learning communities


**II. TEACHING**

A. Pedagogy

Lifelong learning


**II. TEACHING**

B. Design & Implementation

General


II. TEACHING

B. Design & Implementation

Course-integrated instruction


II. TEACHING
B. Design & Implementation

Credit-based instruction


II. TEACHING
B. Design & Implementation

Scalability

II. TEACHING
C. Methods of instruction

Collaborative learning


Library tours


II. TEACHING

C. Methods of instruction

Active learning


Taddeo, Laura, and Jill M. Hackenberg. 2006. The Nuts, Bolts, and Teaching Opportunities of
II. TEACHING

C. Methods of instruction

Self-directed and independent library and information literacy instruction


II. TEACHING

C. Methods of instruction

Other


Koufogiannakis, Denise, and Natasha Wiebe. 2006. Effective methods for teaching information literacy skills to undergraduate students: A systematic review and meta-analysis. Evidence Based Library and Information Practice 1 (3): 3-43. See also sections I. A. Undergraduate students and II. B. General.

Lindsay, Elizabeth Blakesley, Lara Cummings, Corey M. Johnson, and B. Jane Scales. 2006. If you build it, will they learn? Assessing online information literacy tutorials. College & Research Libraries 67 (5): 429-45. See also sections IV. A. and IV. B.

Sharma, Shikha. 2007. From chaos to clarity: Using the research portfolio to teach and assess
information literacy skills. *Journal of Academic Librarianship* 33 (1): 127-35. See also section IV. B.

II. TEACHING

D. Library Teaching and Continuing Education

Teaching skills for librarians


III. ORGANIZATIONAL CONTEXT

A/B. Relationship to the library organizational structure or the larger institutional environment


**III. ORGANIZATIONAL CONTEXT**

**B.1. Environment supportive of library instruction**


**III. ORGANIZATIONAL CONTEXT**

**B.4. ID & work with courses, departments, and other offices**


Pan, Denise, Merrie Valliant, and Becky Reed. 2009. Creative Collaboration: Developing a Partnership with an Academic Advisor to Promote Information Literacy and Student Success. *College & Undergraduate Libraries* 16 (2/3): 138-152.


### III. ORGANIZATIONAL CONTEXT

#### B.5. Coordination of institutional standards of information literacy with those of professional organizations, K-12 education or others


Laherty, Jennifer. 2000. Promoting information literacy for science education programs: Correlating the national science education content standards with the Association of College


III. ORGANIZATIONAL CONTEXT

C. Relationship with faculty


**IV. ASSESSMENT**
A. Evaluation of library and information literacy instructors and programs


Koufogiannakis, Denise, and Natasha Wiebe. 2006. Effective methods for teaching information literacy skills to undergraduate students: A systematic review and metaanalysis. *Evidence Based Library and Information Practice* 1 (3): 3-43. See also sections I. A. Undergraduate students and II. B. General and II. C. Other.


Lindsay, Elizabeth Blakesley, Lara Cummings, Corey M. Johnson, and B. Jane Scales. 2006. If you build it, will they learn? Assessing online information literacy tutorials. *College & Research Libraries* 67 (5): 429-45. See also sections II. C. Other and IV. B.


Streatfield, David, and Sharon Markless. 2008. Evaluating the Impact of Information Literacy


**IV. ASSESSMENT**

**B. Assessment of learning outcomes**


Bent, Moira, and Elizabeth Stockdale. 2009. Integrating information literacy as a habit of learning - assessing the impact of a thread of IL through the curriculum. *Journal of Information Literacy* 3 (1): 43-57.


Lindsay, Elizabeth Blakesley, Lara Cummings, Corey M. Johnson, and B. Jane Scales. 2006. If you build it, will they learn? Assessing online information literacy tutorials. *College & Research Libraries* 67 (5): 429-45. See also sections II. C. Other and IV. A.


Mulherrin, Elizabeth, Kimberly Kelley, Diane Fishman, and Gloria Orr. 2005. Information literacy and the distant student: One university’s experience developing, delivering, and maintaining an online, required information literacy course. *Internet Reference Services Quarterly* 9 (1/2): 21-36. See also section II. A. Distance education.


O’Connor, Lisa G., Carolyn J. Radcliff, and Julie A. Gedeon. 2002. Applying systems design


Sharma, Shikha. 2007. From chaos to clarity: Using the research portfolio to teach and assess information literacy skills. *Journal of Academic Librarianship* 33 (1): 127-35. See also section II. C. Other.


Sonntag, Gabriela. 2008. We have evidence, they are learning: using multiple assessments to measure student information literacy learning outcomes. *IFLA Conference Proceedings* 1-14.


**IV. ASSESSMENT**

**C. Transferability of learning**


Wong, Gabrielle, Diana Chan and Sam Chu. 2006. Assessing the enduring impact of library instruction programs. *Journal of Academic Librarianship* 32 (4): 384-95. See also section IV. A.
Information literacy is related to information technology skills, but has broader implications for the individual, the educational system, and for society. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Achieving competency in information literacy requires an understanding that this cluster of abilities is not extraneous to the curriculum but is woven into the curriculum’s content, structure, and sequence. This curricular integration also affords many possibilities for furthering the influence and impact of such student-centered teaching methods as problem-based learning, evidence-based learning, and inquiry learning.