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Library Instruction and Information Literacy 2015

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Library instruction and information literacy 2015

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Abstract

Purpose – This paper aims to highlight recent resources on information literacy (IL) and library instruction, providing an introductory overview and a selected annotated bibliography of publications covering all library types.

Design/methodology/approach – This paper introduces and annotates English-language periodical articles, monographs, dissertations and other materials on library instruction and IL published in 2015.

Findings – This paper provides information about each source, describes the characteristics of current scholarship and highlights sources that contain either unique or significant scholarly contributions.

Originality/value – The information may be used by librarians and interested parties as a quick reference to literature on library instruction and IL.

Keywords Academic libraries, Libraries, Library studies, Library instruction, Information literacy, School libraries

Paper type Literature review

The *Reference Services Review* bibliography highlights the scholarly and professional literature on library instruction- and information literacy (IL)-related topics each year. This year's bibliography includes 488 English-language publications that are of interest to all library types, and it is separated into categories including academic, medical, legal, public and school libraries. The category of "other" is designated for items that cover multiple libraries or those that do not easily fit into a specific category.

There was only a small overall increase in the number of publications from 483 in 2014 to 488 in 2015.

It was an active year for academic publications related to instruction, with a total of 356 in this area, representing a 13 per cent increase over the previous year. There were a number of articles pertaining to IL's guiding documents including the *Information Literacy Competency Standards for Higher Education* (ACRL, 2000) and the *Framework for Information Literacy for Higher Education* (ACRL, 2015). "Continuing the conversation" (Dempsey *et al.*, 2015) affirms the importance of the *Standards* and the *Framework* while proposing ways that they can work together for the betterment of IL. Other works (Morgan, 2015) offer a healthy discussion on the threshold concepts as a key piece within the *Framework*, stating that a more critical reflection is needed relative to assumptions that are central to the threshold concepts. Hearty critique continues in "Seeking social justice in the ACRL Framework" (Battista *et al.*, 2015) which deals with



both the challenges and the potential in the *Framework*, citing that more focus is needed on social justice. In “A Pedagogy of Inquiry”, Pagowsky (2015) highlights the *Framework* and how it pushes the profession to focus on significant ideas and inquiry over skill acquisition, which can sometimes be at odds with goals in higher education, where the emphasis is on employability. She contends that practitioners should use the tenets of the *Framework* to help reframe their roles as educators while standing against “neoliberal” positions. Librarians also wrote about the *Framework*'s threshold concepts and the experience of using them in specific assignments (Critten, 2015; Bryan and Karshmer, 2015).

Instruction programs for undergraduates, especially first-year students and other special populations within this group, are prominent in the literature. Dennis and Dees (2015) discuss efforts to combat student boredom and improve engagement for first-year students; Debose and Miller (2015) highlight a partnership with professors to create a first-year experience program for students at Georgia Tech; and Nelson *et al.* (2015) discuss the creation of a blended program for first-year English students in which face-to-face instruction was provided for sessions on evaluation of information, and online sessions were offered for instruction on other research topics. Librarians at Dartmouth College also discussed participation in a first-year experience course to support first-generation college students in “Jay Gatsby Goes to College” (Barrett *et al.*, 2015).

Assessment in IL continues to be an important topic. Pinto (2015) presents a bibliographic analysis of assessment in IL, covering years 2000 to 2011 and identifying the major research areas. Ackermann's (2015) anthology highlights 27 cases on library and IL assessment in the US and Canadian higher learning institutions. A number of other articles outline efforts to assess programs, strategies, concepts and more, including “An Information Literacy Snapshot: Authentic Assessment across the Curriculum” (Holliday *et al.*, 2015), “Project RAILS: Lessons Learned about Rubric Assessment of Information Literacy Skills” (Belanger *et al.*, 2015) and “Authentic Assessments: Praxis for the Distance Librarian” (Twomey, 2015).

Additional topics of importance in the academic literature include search behavior, teaching strategies, IL within the disciplines (Bruehl *et al.*, 2015), gaming in libraries, flipped classrooms, embedded librarianship and teaching with technology. In addition, there were publications focused on professional topics in the field such as perception in “Are Librarians Teachers? Investigating Academic Librarians' Perceptions of Their Own Teaching Roles” (Wheeler and McKinney, 2015) and “Working Information Literacy: The Instruction Librarian Specialty in Job Advertisements, 1973-2013” (Sproles and Detmering, 2015).

Medical and health literacy topics were also popular in 2015 with 51 publications. Articles pertaining to the research skills (Robertson and Felicilda-Reynaldo, 2015), search behaviors (Farokhzadian *et al.*, 2015) and library instruction programs for nurses are abundant in the literature (Moreton and Conklin, 2015). There were also publications on health literacy with various populations including children, teens and older adults. In addition, technology in health IL also continues to be popular (Davison and Woodson, 2015).

The number of school library publications totaled 53, representing a small increase from 2014. IL in technology was also a significant topic in the school library literature with discussions of online learning, online schools and designer librarians (Beck, 2015;

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Boyer, 2015). Learning through gaming was addressed in the literature; Hill (2015) explores the use of gaming to teach IL and digital citizenship. Inquiry-based learning was a topic of interest with articles such as “Information Literacy + Literacy” (Messenger, 2015) and “Embedding Library Inquiry Instruction” (Nesi, 2015). Finally, in “The School Librarian as Learning Alchemist”, the authors discuss changes in schools and trends that will impact librarians and IL (Taylor *et al.*, 2015).

There were fewer manuscripts covering legal and public libraries. In the legal literature, assessment of instruction was a focus (Lutkenhaus and Wallace, 2015). Public library articles focused on IL programs targeting children and teens such as using comic books to teach about intellectual property (Kocis and Schlipp, 2015), as well as teaching IL through highlighting digital humanities projects (Pun, 2015). There were notable resources on a variety of topics in the “other” category as well, including topics of workplace IL (Chaudhry and Al-Mahmud, 2015) and IL for specific communities of practice (Ukachi, 2015) (Table I).

Academic

Ackermann, E. (2015), Putting Assessment into Action: Selected Projects from the First Cohort of the Assessment in Action Grant, *Association of College and Research Libraries, a division of the American Library Association, Chicago, IL*.

An anthology of 27 cases from higher education institutions in the USA and Canada where assessment plans have been put into place based on particular library activities or groups, i.e. first-year experience program, graduate student IL.

Adeleke, A., Kawe, S.A. and Asaolu, A. (2015), “Nigerian libraries and information literacy in the 21st century: how far, so far?”, *Information World/Bilgi Dunyasi, Vol. 16 No. 1, pp. 127-140*.

The authors review studies on IL and library instruction practices in Nigeria and then describe an exploratory research project to gauge the status of IL in Nigeria by surveying librarians subscribed to the Nigerian Library Association online forum. Respondents ($n = 73$) completed an online questionnaire and were asked about their type of institution and the availability, skills, awareness and approach of any IL programs. Results show a greater awareness in academic institutions; however, dedicated IL practices are still relatively new in most Nigerian institutions.

Library type/focus	No. of 2015 publications	No. of 2014 publications	Difference
Academic	356	314	+42
Legal	1	7	-6
Medical	51	55	-4
Other	23	50	-27
Public	4	6	-2
School	53	51	+2
Total	488	483	+5

Table I.
Comparison of
number of articles by
library type, 2014-
2015

Amos, M.L. (2015), "Exploring the challenges of hyperreading for adult English language learners: developmental readers in community college settings", Thesis, Teachers College, Columbia University, New York, NY.

A dissertation on a mixed-methods study of the use of Experiential Learning Theory to work with adult developmental English-language learners in gaining critical reading and IL skills, or hyper-reading skills, at a community college. The author analyzed surveys, journey maps and interviews to characterize these learners and offer recommendations for instruction.

Angell, K. (2015), "The application of reliability and validity measures to assess the effectiveness of an undergraduate citation rubric", Behavioral & Social Sciences Librarian, Vol. 34 No. 1, pp. 2-15.

The author uses two common measurement methods to evaluate the content validity and internal consistency reliability of a citation rubric developed for an undergraduate interdisciplinary social science course at Long Island University, Brooklyn Campus. The rubric, developed for an in-class activity, was evaluated for reliability using Cronbach's alpha, whereas 42 self-identified subject-matter library and information science (LIS) professionals, recruited via snowball and expert sampling, completed a survey to assess the content validity of the rubric. These evaluations led to the author removing several dimensions of the rubric, based on their relationship with each other and feedback from LIS professionals on unrelated tasks.

Angell, K. (2015), "The library catalog is definitely the best place to find articles! Overconfidence among undergraduate library users", Thesis, Long Island University, The Brooklyn Campus, New York, NY.

This thesis explores the relationship between overconfidence in research knowledge and test scores in this area. As a comparison, general knowledge was also tested. It was determined that the students with the highest confidence levels scored lowest on the skills tests for both research and general knowledge.

Archambault, S.G. and Masunaga, J. (2015), "Curriculum mapping as a strategic planning tool", Journal of Library Administration, Vol. 55 No. 6, pp. 503-519.

The authors give a history of curriculum mapping, from K-12 education through syllabus studies and other efforts in academic libraries. They then present a case study at Loyola Marymount University to use curriculum mapping as a tool to engage a strategic priority toward standards-based IL proficiency achievement for undergraduate students. Of note is a list of best practices for planning a curriculum mapping project and suggested technology tools.

Arthur, C. (2015), "Kool aid, frozen pizza, and academic integrity: learning from Mac Miller's mixtape missteps", Internet Reference Services Quarterly, Vol. 20 Nos 3/4, pp. 127-134.

The author provides an example of teaching the “scholarship is a conversation” frame of IL through the lens of music sampling as a cultural production in the hip-hop industry during a one-shot library instruction session with first- and second-year students in Radford University’s Core Curriculum classes. Hip-hop pedagogy informs a discussion with students about academic integrity using an example from the music industry. The article includes resources for conducting relevant hip-hop research.

Azadbakht, E.S. and Polacek, K.M. (2015), “Information literacy instruction with primo”, Reference & User Services Quarterly, Vol. 54 No. 3, pp. 23-26.

The author discusses the impact of Ex Libris’ Primo discovery service on library instruction at the University of Southern Mississippi and gives brief examples of functionality with the product that is generally used and explained in a one-shot classroom environment.

Badke, W. (2015), “Diktuon: the framework for information literacy and theological education: introduction to the ACRL framework”, Theological Librarianship, Vol. 8 No. 2, pp. 4-7.

The author discusses the Association of College and Research Libraries (ACRLs) Information Literacy Framework in the context of library instruction in theological education. Going through each of the six frames, the author offers suggestions of how they pertain to theological studies, and also anticipates criticisms with the constructivist approach.

Badke, W. (2015), “Infolit land. Teaching research skills: precise, linear path or messy jungle running?”, Online Searcher, Vol. 39 No. 6, pp. 71-73.

The author analyzes various teaching methods in light of the new ACRL Framework for Information Literacy. In considering best practices, the author posits that modeling how scholars do research is untenable and does not align with a linear process of teaching IL skills.

Badke, W. (2015), “Infolit land. Ten things we really should teach about searching”, Online Searcher, Vol. 39 No. 3, pp. 71-73.

The author suggests ten concepts to teach library users about search engines and gives examples of these in context.

Badke, W. (2015), “Infolit land. The effect of artificial intelligence on the future of information literacy”, Online Searcher, Vol. 39 No. 4, pp. 71-73.

A discussion of the increase in software replacing knowledge workers and how that might impact teaching in the library.

Badke, W. (2015), "Research is a narrative", *Online Searcher*, Vol. 39 No. 1, pp. 68-70.

A critique of the ACRL Framework for Information Literacy and a discussion of its impact on student learning.

Badke, W. (2015), "What we have here is a failure to teach", *Online Searcher*, Vol. 39 No. 5, pp. 71-73.

A discussion of adversarial environments in education and their detrimental effects on student learning in the library. The author advocates for IL practices to use a mentoring model to work with students on the research process.

Badke, W. (2015), "Whatever happened to browse?", *Online Searcher*, Vol. 39 No. 2, pp. 71-73.

A discussion of browse functions and the effect their absence in library catalogs has on teaching IL skills.

Baro, E.E. and Eze, M.E. (2015), "Colleges of education librarians in Nigeria: an investigation into the self-perception of ICT-related information literacy skills", *Communications in Information Literacy*, Vol. 9 No. 2, pp. 198-209.

This study assesses the information and communication technology (ICT)-related IL knowledge of Nigerian education librarians based on the views of librarians from nine randomly selected universities. Librarians overall view their skills as average with internet searching skills as the only high score overall. Suggestions for improvement are suggested.

Barrett, L., Ghezzi, R., Satterfield, J. and Trott, B. (2015), "Jay Gatsby goes to college", *Reference & User Services Quarterly*, Vol. 55 No. 1, pp. 11-17.

This article explores the involvement of the Dartmouth College Library in the First-Year Student Enrichment Program developed to support first-generation college students. The 90-min "Faces and Places of the Library" orientation is explained.

Baruzzi, A. and Calcagno, T. (2015), "Academic librarians and graduate students: an exploratory study", *Portal: Libraries & the Academy*, Vol. 15 No. 3, pp. 393-407.

Drawing upon a previous pilot study of IL integration in PhD programs, the authors surveyed academic librarians ($n = 347$) on the frequency and types of graduate IL instruction and interactions between graduate students and librarians. Results show that librarians connect with graduate students in many different ways, both inside and outside the classroom, although only a small number teach instruction around the publication process.

Bash, C. (2015), "One-on-one versus one-shot", Catholic Library World, Vol. 85 No. 3, pp. 167-171.

A comparison study of a one-shot IL instruction versus individual research appointments with librarians in a general psychology class at Ancilla College, Indiana. The author evaluated references and abstracts in an assignment post-instruction and post-research appointment, each method taken in separate semesters. Students with individualized attention met the criteria of the assignment at a higher rate.

Battista, A., Ellenwood, D., Gregory, L., Higgins, S., Lilburn, J., Harker, Y.S. and Sweet, C. (2015), "Seeking social justice in the ACRL Framework", Communications in Information Literacy, Vol. 9 No. 2, pp. 111-125.

Authors address the ACRL Framework for Information Literacy in regard to social justice and critical pedagogy concerns. It includes a critique of the Delphi study during the development of the Framework and because of the absence of articulations of culture, a discussion of how the frames lack explicit direction for social justice engagement and how some frames can be viewed from the standpoint of critical pedagogy.

Bauer, M.A., Berleant, D., Cornell, A.P. and Belford, R.E. (2015), "WikiHyperGlossary (WHG): an information literacy technology for chemistry documents", Journal of Cheminformatics, Vol. 7.

An explanation of the software WikiHyperGlossary (WHG), which is used in the discipline of chemistry as an information technology to connect documents to social media definitions and other semantic data in dynamic ways to further the understanding of the literature. Gives an overview of the origins of WHG, open-source applications, implementation and content management.

Bausman, M. and Ward, S.L. (2015), "Library awareness and use among graduate social work students: an assessment and action research project", Behavioral & Social Sciences Librarian, Vol. 34 No. 1, pp. 16-36.

The authors describe an initiative to assess student awareness of library resources and pilot an online research guide with graduate students in social work at the Silberman School of Social Work at Hunter College, New York. A student survey was distributed in three consecutive academic years (2011-2014) to measure awareness and use of 11 central library resources, while a concurrent pilot of a social work LibGuides in conjunction with library instruction was put into action. Of note is a thorough discussion of IL instruction in the discipline of social work.

Becker, B.W. (2015), "Research faux pas: the stigma of Wikipedia", Behavioral & Social Sciences Librarian, Vol. 34 No. 3, pp. 165-169.

A discussion of the criticisms levied against Wikipedia by the academy, along with a chronology of past accuracy studies, including the fields of health care, psychology and

political science. The author advocates incorporating Wikipedia into library instruction, and cites examples from the library science literature for practical application.

Becker, D.A. and Chiware, E.R.T. (2015), "Citation analysis of masters' theses and doctoral dissertations: balancing library collections with students' research information needs", Journal of Academic Librarianship, Vol. 41 No. 5, pp. 613-620.

A citation analysis study of master's theses and doctoral dissertations written between 2005 and 2014 in the Faculty of Engineering at Cape Peninsula University of Technology (CPUT) in South Africa. A quantitative analysis of 285 theses and dissertations across all eight faculty departments to determine level of use of print and electronic format collections held by CPUT Libraries. Results show that 79 per cent of the cited journal titles are provided by CPUT Libraries, and 84 per cent of those are available online, while heaviest use are of items published between 2000 and 2009.

Belanger, J., Zou, N., Rushing Mills, J., Holmes, C. and Oakleaf, M. (2015), "Project RAILS: lessons learned about rubric assessment of information literacy skills", Portal: Libraries & the Academy, Vol. 15 No. 4, pp. 623-644.

A reflection on lessons learned and key recommendations from the multi-year Project RAILS (Rubric Assessment of Information Literacy Skills) funded by the Institute of Museum and Library Services. Recommendations included starting small, thinking strategically about building collaborative relationships with faculty, developing assignments that align outcomes with rubrics and tips on creating and using rubrics, among other lessons learned.

Bell, S.S. (2015), Librarian's Guide to Online Searching: Cultivating Database Skills for Research and Instruction, Libraries Unlimited, An imprint of ABC-CLIO, LLC, Santa Barbara, CA.

A primer on database basics, including a toolkit for searching subject-specific databases. The author provides two short chapters on general teaching principles and teaching library databases both synchronously and asynchronously.

Belzile, B. (2015), "Developing tutorials for several institutional partners: a real challenge!", Canadian Journal of Learning and Technology, Vol. 41 No. 3.

This article gives details of the initiative to design a series of tutorials for several community colleges to teach evaluation skills that were made available for faculty to distribute to students online or in the classroom.

Bendriss, R., Saliba, R. and Birch, S. (2015), "Faculty and librarians' partnership: designing a new framework to develop information fluent future doctors", Journal of Academic Librarianship, Vol. 41 No. 6, pp. 821-838.

A study on the effect of IL integration via an online module in a first-year English for Academic Purposes course for non-native English speakers at the Weill Cornell Medical College in Qatar. The authors used a needs analysis, quizzes and assignments, search logs, two exit tests, a survey and focus groups to collect data. Results show that after the integration, students were able to demonstrate transferable skills and higher confidence and efficiency when working with online information.

Bloom, B. and Deyrup, M.M. (2015), "The SHU research logs: student online search behaviors trans-scripted", Journal of Academic Librarianship, Vol. 41 No. 5, pp. 593-601.
The authors analyze online research behaviors of undergraduate upper-class students at Seton Hall University using the cloud-based tool OpenHallway. Students ($n = 42$) were recruited to record three 20-min sessions over a seven-month period, and then fill out a survey about their experiences and views on scholarly research. The authors coded the research using eight criteria, and found that Google was the most commonly used resource, and also a major barrier to understanding the structure of library resources and scholarly literature practices.

Blundell, S. (2015), "A descriptive phenomenological investigation of the academic information search process experience of remedial undergraduate students", Thesis, Kent State University, Kent, OH.

Details a qualitative study on the academic information search process of six undergraduate students and their experiences based on an assigned research paper they completed for a remedial English course in Spring 2014. As a result of the study, the author offers a study findings model and recommendations for teaching IL skills to remedial undergraduate students.

Boger, T.S., Dybvik, H., Eng, A.L. and Norheim, E.H. (2015), "The impact of library information literacy classes on first-year undergraduate students' search behavior", Journal of Information Literacy, Vol. 9 No. 1, pp. 34-46.

A study on how first-year undergraduate students ($n = 19$) in nursing and teacher training courses view IL and the influence of library instruction practices at Østfold University College, Norway. The authors interviewed students after a 2-h-long library instruction session and observed them completing a related assignment to assess their searching behaviors. The study revealed that students almost exclusively used Google when searching for information related to their studies.

Bønlokke, M., Kobow, E. and Kristensen, A.-K. (2015), "Information literacy is not a one-man show", Nordic Journal of Information Literacy in Higher Education, Vol. 7 No. 1, pp. 2-15.

The authors explain a collaboration between faculty and librarians to create an action research plan to define IL efforts at VIA University College, Denmark. The plan was broken down into stages: preparation, orientation, intervention and

evaluation, whereby participants shared knowledge and defined roles for a new IL initiative.

Bonnand, S. and Hanson, M.A. (Eds) (2015), Innovative Solutions for Building Community in Academic Libraries, Information Science Reference, Hershey, PA.

This book focuses on outreach, teaching techniques, and using library spaces as a way to build community within the library, with an emphasis on engaging online learners, as well as collaborating with students and faculty to bolster support of learning communities.

Booth, C., Sara Lowe, M., Tagge, N. and Stone, S.M. (2015), "Degrees of impact: analyzing the effects of progressive librarian course collaborations on student performance", College & Research Libraries, Vol. 76 No. 5, pp. 623-651.

The authors discuss a project to assess the impact of IL instruction and librarian collaborations in Pitzer College first-year seminar courses. Using a rubric and librarian effectiveness and self-perception evaluations to apply a mixed-method approach to analyzing student end-of-course research papers, the researchers sought to develop a scale to differentiate between "a range of scenarios and teaching interventions" in library and faculty IL collaborations.

Bordonaro, K. (2015), "Scholarship as a conversation: a metaphor for librarian-ESL instructor collaboration", Collaborative Librarianship, Vol. 7 No. 2, pp. 56-65.

The author suggests using the "scholarship as a conversation" frame of the ACRL Framework for Information Literacy as a metaphor to help non-native English speakers develop both writing and speaking skills in the classroom, including examples of classroom activities around this frame.

Boss, K., Angell, K. and Tewell, E. (2015), "The amazing library race: tracking student engagement and learning comprehension in library orientations", Journal of Information Literacy, Vol. 9 No. 1, pp. 4-14.

Tracks the development and implementation of an instructional initiative, called "The Amazing Library Race", as a library orientation based on problem-based learning at Long Island University Brooklyn, New York. The authors developed two rubrics, one for observation of student-to-student and student-to-faculty engagement and the other to grade student answer sheets. Results show high agreement between librarians in grading classroom activities, as well as nearly identical levels of engagement for students and faculty.

Bowles-Terry, M. and Kvenild, C. (2015), Classroom Assessment Techniques for Librarians, Association of College and Research Libraries, a division of the American Library Association, Chicago, IL.

A collection of assessment tools for library instruction and examples of how to implement them in the classroom. Many of these tools are adaptable to diverse learning environments, such as one-shot sessions and instructors with and without access to technology, and are appropriate in both higher education and school IL programs.

Brabazon, T. (2015), Enabling University: Impairment, (Dis)ability and Social Justice in Higher Education, Springer, Cham.

A *SpringerBrief* on the narratives in higher education surrounding disability, impairment and mobility issues through the lens of social justice and intervention. Includes two chapters on universal design and its use in teaching literacy skills.

Bravender, P., McClure, H. and Schaub, G. (2015), Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians, Association of College and Research Libraries, Chicago, IL.

This publication walks through the six core frames from the new ACRL Framework for Information Literacy in Higher Education and describes lesson plans to support each frame, as well as an explanation of the key concepts of the frame.

Brier, D.J. and Lebbin, V.K. (2015), "Learning information literacy through drawing", Reference Services Review, Vol. 43 No. 1, pp. 45-67.

The authors make the case for low-tech solutions to IL and discuss the pros and cons of engaging students in an introductory composition course with collaborative speed drawing as a teaching method for IL concepts at the University of Hawaii at Manoa. In one-shot library workshops associated with this course, students are paired together for 10 min and asked to draw the answer to questions that are framed as follows: definition, exploration, affective or hypothetical. The authors provide examples of student drawings and their subsequent effectiveness in relaying IL concepts.

Brooks, A.W. (2015), "Using connectivism to guide information literacy instruction with tablets", Journal of Information Literacy, Vol. 9 No. 2, pp. 27-36.

An overview of the Connectivism Theory as put forth by George Siemens and how tablets fit into the application of connectivism in IL instruction. The author gives a thorough review of the Connectivism Theory in the field of librarianship and the use of mobile devices as an intentional instructional technology, along with three examples of in-class activities that use tablets in this context.

Brown, D. (2015), "From sage on the stage to mobile and engaged", Library Technology Reports, Vol. 51 No. 7, pp. 21-36.

A discussion of the redesign of the library instruction program, from 2009 to 2014, at Santa Fe Community College, with aims to increase reach to students, standardize instruction and incorporate technology. Some improvements included more hands-on

learning, finding new spaces to teach, leveraging iPads and SMARTBoards in the classroom and garnering faculty feedback for assessment.

Brown, S.F. (2015), Learning, Teaching and Assessment in Higher Education: Global Perspectives, Palgrave Macmillan, New York, NY.

This book takes a global look at changes in design and paradigms of teaching, learning and assessment in higher education. In Chapter 6, entitled “Helping students develop appropriate literacies for effective learning”, the author provides a practice account from an information skills librarian who addresses the issue of inquiry-based active reading.

Bruehl, M., Pan, D. and Ferrer-Vinent, I.J. (2015), “Demystifying the chemistry literature: building information literacy in first-year chemistry students through student-centered learning and experiment design”, Journal of Chemical Education, Vol. 92 No. 1, pp. 52-57.

The authors discuss a curriculum development component focused on introducing students to the science literature in an honors general chemistry course and laboratory implemented over the course of a three-year study at the University of Colorado-Denver. The authors planned two curriculum units embedded in laboratory curriculum to support experiment design and give an outline of correlating laboratory and research assignments. They then assessed the impact of these models through a survey sent at the end of each course over the three-year period and presented some anonymous comments. Curriculum materials available at: pubs.acs.org

Bryan, J.E. and Karshmer, E. (2015), “Using IL threshold concepts for biology”, College & Research Libraries News, Vol. 76 No. 5, pp. 251-255.

The authors outline the development of a 30-min library instruction session for first-year biology majors at Saint Leo University in light of the new ACRL Framework for Information Literacy. They created a library activity where students use an IL kit of various insects to research and explore science resources.

Buchanan, H., Webb, K.K., Houk, A.H. and Tingelstad, C. (2015), “Curriculum mapping in academic libraries”, New Review of Academic Librarianship, Vol. 21 No. 1, pp. 94-111.

An overview of curriculum mapping done at four different academic institutions in North Carolina, each using different strategies and methodologies to evaluate IL integration into the curricula. Of note is the thorough outline of curriculum mapping and benefits to overarching IL goals and implementation.

Burgess, C. (2015), “Teaching students, not standards: the new ACRL information literacy framework and threshold crossings for instructors”, Partnership: The

Canadian Journal of Library & Information Practice & Research, *Vol. 10 No. 1*,
pp. 1-6.

The author gives her opinion on instructor approaches to the ACRL Framework for Information Literacy, outlining examples of how each frame could be adapted in the classroom.

Burgoyne, M.B. and Chuppa-Cornell, K. (2015), "Beyond embedded: creating an online-learning community integrating information literacy and composition courses", Journal of Academic Librarianship, Vol. 41 No. 4, pp. 416-421.

The authors discuss the development of an embedded librarian model to support a 16-week online English composition course at Chandler-Gilbert Community College in Chandler, AZ, through a collaboration between faculty in the department and librarian faculty. The integrated curriculum uses scaffolded assignments, group-based assignments and online discussion boards to build community between students. Qualitative and quantitative analyses show both an increase in persistence rates and the quality of student work in the course.

Bussmann, J.D. and Bond, J.D. (2015), "Information literacy in mathematics undergraduate education: where does it stand today?", Issues in Science and Technology Librarianship, No. 81.

This article explores a study of liaison librarians in the math discipline regarding their insights and practices to understand the initiatives in this area where research is lacking.

Camacho, L. (2015), "The communication skills accounting firms desire in new hires", Journal of Business & Finance Librarianship, Vol. 20 No. 4, pp. 318-329.

The author conducted in-person interviews with human resources managers at seven accounting firms to determine the oral communication skills necessary for success in the field. After sharing the results to seven open-ended questions, the author discusses how these insights can help librarians talk to accounting faculty about how their students can acquire these skills.

Caminita, C.M. (2015), "Embedding the agriculture librarian in an agriculture residential college: a case study", Journal of Agricultural & Food Information, Vol. 16 No. 1, pp. 31-42.

Discusses a program to embed an IL initiative into the College of Agriculture at Louisiana State University and introduce first-year students to library services based on David Shumaker's framework for embedded librarianship. The initiative included tailoring semester-long sections of an introductory library course to agriculture students, the librarian holding weekly office hours, and several library-sponsored outreach events.

Campbell, L., Matthews, D. and Lempinen-Leedy, N. (2015), "Wake up information literacy instruction: Ideas for student engagement", Journal of Library Administration, Vol. 55 No. 7, pp. 577-586.

An overview of the IL instruction program at Santa Fe College, winner of the 2015 ACRL Excellence in Academic Libraries Award. Strategies discussed include virtual instruction, flipped classrooms and active learning.

Caniano, W.T. (2015), "Library outreach to university athletic departments and student-athletes", Journal of Library Innovation, Vol. 6 No. 2, pp. 89-95.

Given the research on the challenges of student athletes, which include hectic schedules and lower levels of college preparedness, librarians at Axinn Library initiated a program to support these students including an IL class.

Carbery, A. and Leahy, S. (2015), "Evidence-based instruction: assessing student work using rubrics and citation analysis to inform instructional design", Journal of Information Literacy, Vol. 9 No. 1, pp. 74-90.

Describes a yearlong assessment project at Champlain College in Vermont to measure IL levels among first-year students using a rubric and citation analysis checklist to assess annotated bibliographies. Findings show that students were generally successful at citation selection, often used electronic sources, but had issues with currency and the selection of a primary source.

Carlson, J. and Johnston, L. (2015), Data Information Literacy: Librarians, Data, and the Education of a New Generation of Researchers, Purdue University Press, West Lafayette, IN. This book details the history and evolution of the field of data IL in academic librarianship, then presents five disciplinary case studies of how it is being taught, and it ends with a guide for designing and implementing a data IL program or initiative.

Carlson, J., Sapp Nelson, M., Johnston, L.R. and Koshoffer, A. (2015), "Developing data literacy programs: working with faculty, graduate students and undergraduates", Bulletin of the Association for Information Science & Technology, Vol. 41 No. 6, pp. 14-17.

A discussion of data literacy initiatives focused on faculty, graduate students and undergraduates at various universities. A 12-item list of competencies was developed for graduate students, and a self-assessment was created to assist the skills of junior faculty. The authors point out the difficulty of reaching undergraduate students because of discipline-specific inexperience with data.

Carlson, K. (2015), "Nurturing STEM (science, technology, engineering, and mathematics) seeds to Med-Start trees: fundamentals of health care education", Journal of Hospital Librarianship, Vol. 15 No. 2, pp. 235-240.

A report on the Med-Start program at the University of Arizona College of Medicine-Phoenix aimed at increasing the number of high-school students interested in

medicine and allied health fields. The author details three two-week sessions with instruction by a librarian that culminated in a final research project, and discusses lessons learned from working with high-school students.

Carncross, M. (2015), "Redeveloping a course with the framework for information literacy for higher education", College & Research Libraries News, Vol. 76 No. 5, pp. 248-273.

A short explanation of how the author revised IL instruction at Western Illinois University in light of the new ACRL Framework for Information Literacy, including a few examples of steps taken in the classroom.

Catalano, A. (2015), "The effect of a situated learning environment in a distance education information literacy course", Journal of Academic Librarianship, Vol. 41 No. 5, pp. 653-659.

An experimental study to investigate the effect of situated learning in an introductory, one-credit, online IL course at Hofstra University in Hempstead, NY.

Chalmers, W. (2015), "The open university's digital and information literacy framework", ALISS Quarterly, Vol. 10 No. 2, pp. 19-25.

The author gives a brief overview of the development of a digital and IL framework to support distance learning instruction at The Open University, which maps five skill areas to various stages of study at the institution. Support, promotion and faculty engagement with the framework are also discussed.

Chan, T. and West, B. (2015), "Where does it fit in? The use of print reference in upper division library instruction", Internet Reference Services Quarterly, Vol. 20 Nos 3/4, pp. 151-162.

A research study on whether academic librarians teach print reference in their instruction sessions with upper-division students to consider changes in collection development policies at State University of New York at Oswego. Respondents ($n = 151$) nationally completed a cross-sectional, nine-question questionnaire. Findings show no significant preference toward online reference; however, the prevalence of print reference material is diminishing in academic libraries.

Chang, N.-C. and Chen, H.-H. (2015), "A motivational analysis of the ARCS model for information literacy courses in a blended learning environment", Libri: International Journal of Libraries & Information Services, Vol. 65 No. 2, pp. 129-142.

This study tests Keller's research model of four key motivations in a blended learning environment, attention, relevance, confidence and satisfaction, based on IL digital materials developed by the Ministry of Education in Taiwan. Using both quantitative and qualitative measures, the authors sampled undergraduate students that were taught these digital materials in a semester-long course ($n = 325$) at

Tatung University and determined motivational gaps in the instructional design of the course.

Charles, L.H. (2015), "Using an information literacy curriculum map as a means of communication and accountability for stakeholders in higher education", Journal of Information Literacy, Vol. 9 No. 1, pp. 47-61.

Describes the creation and implementation of an IL curriculum map as an integral part of a self-study on institutional effectiveness at Berkeley College. The author walks through gaining a buy-in from and collaborating with project stakeholders, as well as considerations in format, accessibility and facilitating communication about instruction strategies.

Chen, X., Sin, S.C.J., Theng, Y.L. and Lee, C.S. (2015), "Why students share misinformation on social media: motivation, gender, and study-level differences", Journal of Academic Librarianship, Vol. 41 No. 5, pp. 583-592.

An investigation of misinformation sharing practices on social media among students age 18-29 years based on gender- and study-level differences at two public universities in Singapore. The authors intend for the study to shed light on perceptions and behaviors that will assist in the development of IL interventions and contribute to IL education. Results show misinformation sharing to be common among both genders and all study-levels, although slightly higher in women and undergraduates, and most reasons were not informational in nature, but rather social.

Chen, Y.-H. (2015), "Testing the impact of an information literacy course: Undergraduates' perceptions and use of the university libraries' web portal", Library & Information Science Research, Vol. 37 No. 3, pp. 263-274.

A study to investigate undergraduate students' perceptions and use of a library Web portal over time based on IL instruction in a three-credit, semester-long course at the University at Albany, State University of New York. Students completed pre- and post-course surveys based on two models of perceived usefulness of technology, as well as a follow-up interview three months after the course ended. Results show short-term increase in the use of the library Web portal over time.

Chen, Y.-H. and Chengalur-Smith, I. (2015), "Factors influencing students' use of a library web portal: applying course-integrated information literacy instruction as an intervention", Internet & Higher Education, Vol. 26 pp. 42-55.

A study to investigate user satisfaction and sustained use of a library Web portal over time based on IL instruction in a three-credit, semester-long course at the University at Albany, State University of New York. Students completed pre- and post-course surveys based on two models of perceived usefulness of technology, as well as a follow-up interview three months after the course ended. Results show

students did not continue to use the library Web portal voluntarily post-IL instruction.

Chingono, M.A. and Rotich, D. (2015), "The role of information literacy in socio-economic development: a survey of tertiary institution students in Bulawayo, Zimbabwe", Mousaion, Vol. 33 No. 3, pp. 115-28.

This article presents findings from a study of 191 students in Bulawayo, Zimbabwe regarding IL; the article discusses the relationships discovered between IL skills and socioeconomic development.

Christensen, M.K. (2015), "Designing one-shot sessions around threshold concepts", Internet Reference Services Quarterly, Vol. 20 Nos 3/4, pp. 97-104.

The author describes the development of one-shot instruction in light of the new ACRL Framework at University of Virginia Library. Librarians at the institution incorporated the new framework, as well as two other models of pedagogy and instruction design; the BEAM model encourages students to think beyond primary- and secondary-source categories, while the ARCS model focuses on the motivations behind instructional design.

Cohen, C.M., Cheney, L., Duong, K., Lea, B. and Unno, Z.P. (2015), "Identifying opportunities in citizen science for academic libraries", Issues in Science and Technology Librarianship, No. 79.

An investigation into the potential role of academic libraries in supporting citizen science initiatives by giving scope of relevant activities and well-known project examples.

Cohen, R.A. and Thorpe, A. (2015), "Discovering user behavior: applying usage statistics to shape frontline services", Serials Librarian, Vol. 69 No. 1, pp. 29-46.

The authors detail how they compared Web-scale discovery services usage data and user behavior data to help inform gaps in IL instruction at two academic institutions in the Indiana University system. Vendor data were analyzed based on searches, sessions, abstracts and full-text downloads, while Google Analytics data were analyzed based on new versus returning users, devices, browsers and search queries. Results showed, for example, differences in browser and device preference, and similarities in adoption of discovery services at both institutions.

Cook, D.B. and Klipfel, K.M. (2015), "How do our students learn?", Reference & User Services Quarterly, Vol. 55 No. 1, pp. 34-41.

This paper outlines five strategies, drawn from the cognitive psychology literature that can be used in library instruction to help facilitate retention of IL skills and transfer of those skills across domains. The five principles are as follows: create a complex

problem, do less, build a narrative, focus on deep structure and active learning is practice of deep structure.

Cook, E., Teaff, E.A. and Cook, L.J. (2015), "A collaborative vision: partnering with STEM faculty to teach visual literacy through multimedia research presentations", Internet Reference Services Quarterly, Vol. 20 Nos 3/4, pp. 63-88.

The authors map the Visual Literacy Competency Standards to the ACRL Framework for Information Literacy to develop library instruction for students creating academic posters in science, technology, engineering and mathematics (STEM) disciplines at Washington and Lee University. Collaborating with a faculty member teaching an introductory course in the Physics department, librarians taught two instruction sessions focused on the ethics of content creation, Creative Commons licensing and software and design skills. Students participated in a peer-reviewed poster session and completed a feedback survey on the experience.

Cook, M. (2015), "Build it and they will come: integrating unique collections and undergraduate research", Collection Building, Vol. 34 No. 4, pp. 128-133.

An explanation of three case studies, in which primary documents in special collections were used to inform high-impact teaching practices at California State University Channel Islands. In the first case study of a political science course, students digitized papers; in the second, a student working on independent research analyzed a newly digitized collection on women's issues; and in the third, a librarian was embedded into a history capstone course.

Courtney, M. and Wilhoite-Mathews, S. (2015), "From distance education to online learning: practical approaches to information literacy instruction and collaborative learning in online environments", Journal of Library Administration, Vol. 55 No. 4, pp. 261-277.

An overview of different models and approaches to distance education in higher education with a focus on teaching and learning in an online environment. Discussion points range from a historical framework for distance education, the development of learning objects and online tutorials for library instruction and a literature review of applications in the field of academic librarianship. It also provides examples of online classes from two universities, Ball State and Indiana University – Bloomington, Indiana.

Critten, J. (2015), "Ideology and critical self-reflection in information literacy instruction", Communications in Information Literacy, Vol. 9 No. 2, pp. 145-156.

Describes a semester-long, for-credit honors IL course focusing on ideological theory and critical pedagogical methods to break down power dynamics in the classroom and allow students to critically self-reflect on their own information practices at the University of West Georgia. The author delineates assignments that helped students achieve and grapple with threshold concepts that align with the new ACRL Framework for Information Literacy in Higher Education.

D'Amato, K. and Kruy, M. (2015), "ProQuest Research Companion", Charleston Advisor, Vol. 17 No. 2, pp. 32-37.

A review of the ProQuest Research Companion platform, which is "an online suite of IL tutorial modules that provides high-quality, multimedia content geared toward introductory college research". Includes in-depth product description, critical evaluation, comparison with other products and contract provisions.

D' Couto, M. and Rosenhan, S.H. (2015), "How students research: implications for the library and faculty", Journal of Library Administration, Vol. 55 No. 7, pp. 562-576.

In this article, authors highlight findings from two qualitative studies of researchers at six universities and college campuses about their research habits and behaviors. It describes, for example, how students use Google as a starting point or a finding tool and then use library resources to access the scholarly material, while also pointing to how the transition between Google and library databases is "painful" for students. Based on findings, the article offers suggestions about library instruction and providing support to students and faculty.

Daines, J.G. III and Nimer, C.L. (2015), "In search of primary source literacy: opportunities and challenges", RBM: A Journal of Rare Books, Manuscripts, & Cultural Heritage, Vol. 16 No. 1, pp. 19-34.

The authors seek to define primary source literacy and suggest associated skills and practices based on a discussion of current IL standards and frameworks, cultural heritage considerations and artifactual literacies.

Daland, H. (2015), "Just in case, just in time, or just don't bother? Assessment of one-shot library instruction with follow-up workshops", Liber Quarterly: The Journal of European Research Libraries, Vol. 24 No. 3, pp. 125-139.

Describes a study conducted between one-shot IL instruction sessions and follow-up workshops for two separate undergraduate students at the University of Agder, Norway. In one of the two courses, instruction was coordinated with a specific assignment, and in both courses, two surveys were given on the usefulness of the library instruction. Results show that students used library resources at a higher rate when given instruction at the time of need.

Daland, H. (2015), "Library instruction – not just for our users: skills upgrading for librarians as a way of increasing self-confidence", Liber Quarterly: The Journal of European Research Libraries, Vol. 25 No. 1, pp. 2-17.

The author attempts to answer the librarian-centric question "What do our users need, what do we know, and what do we need to work on?" through a research study to address the confidence levels of librarians that work with and support PhD students and other high-level graduate researchers. Through a small-scale,

qualitative study, the author sent out two surveys and then developed a workshop to address skill gaps, and later interviewed librarians about their increased confidence levels post-workshop.

Davis, R.C. (2015), "Teaching the network: a brief demonstration of the internet's structure for information literacy instruction", Behavioral & Social Sciences Librarian, Vol. 34 No. 2, pp. 88-94.

This article asserts that teaching students about the basic physical and operational structure of the internet through use of "traceroute" and "who-is" commands can be an important way to expose them to IL ideas such as authority and credibility, as well as the basics of how information is accessed and created. The article also demonstrates how teaching this information connects naturally to several Information Literacy Framework concepts.

Deal, E. (2015), "Teaching information literacy and library skills to online nursing students: a selected annotated bibliography", Codex, Vol. 3 No. 4, pp. 33-54.

This bibliography discusses the increased research needs of nurses and the importance of library liaisons, indicating several types of support including embedded librarianship, working with instructional designers, instruction and reference, as well as others. The research touches on needs and challenges for nursing students such as technology deficits or lack of confidence and cites ways that liaisons can support them.

Debose, K.G. and Miller, R.K. (2015), "Stewarding our first-year students into the information ecosystem: a case study", Journal of Agricultural & Food Information, Vol. 16 No. 2, pp. 123-133.

This article details a collaboration between Georgia Tech librarians and multiple departments within the College of Agriculture and Life Sciences (CALS) to develop and improve the First-Year Experience (FYE) Program for freshmen and transfer students. The article traces the programs' progress over the three years of its existence and gives detailed information on the components, teaching methods and assessment involved.

Delaney, G. and Bates, J. (2015), "Envisioning the academic library: a reflection on roles, relevancy and relationships", New Review of Academic Librarianship, Vol. 21 No. 1, pp. 30-51.

The authors reflect on trends and challenges in libraries, and give suggestions on where libraries need to focus attention in terms of meeting needs through library services, collaboration and staying relevant through asserting value. The article includes literature on embedded librarianship, and explains why the continued relevancy of libraries depends on embeddedness, including engaging with users and being "in the space" of non-users. It briefly explains why libraries have to focus on obvious strengths, for example, unlike Google, libraries create content and can interact personally with users.

Dempsey, M.E., Dalal, H., Dokus, L.R. and Charles, L.H. (2015), "Continuing the conversation", Communications in Information Literacy, Vol. 9 No. 2, pp. 164-175.

The authors discuss in detail the Standards and the Framework including the best uses for each providing examples. The authors note the recent debates related to the acceptance of both by ACRL as important documents in IL. They assert that although it is clear that they are both intended for different purposes and uses, they disagree with the claim that they are so far removed from each other that they cannot be used together. They advocate for retaining the Standards, but revising them as to fit more uniformly with the Framework.

Denda, K. (2015), "Developing interview skills and visual literacy: a new model of engagement for academic libraries", Portal: Libraries & the Academy, Vol. 15 No. 2, pp. 299-314.

The study examines a workshop developed by librarians at Rutgers University that works with students to teach interviewing skills needed for their specific class assignment, as well as visual literacy concepts and other skills. The article demonstrates the expanding roles of teaching librarians and new ways of supporting students through instruction.

Dennis, M. and Dees, A. S. (2015), "It's so boring: improving library orientation sessions for first-year students", Southeastern Librarian, Vol. 63 No. 2, pp. 2-10.

This article explores FYE library sessions at the University of Mississippi, and efforts to tailor the sessions to offset student boredom and improve engagement. It includes a bibliography with sections on academic boredom and library assessment. Assessment results for the FYE instruction sessions are also included.

Derakhshan, M., Hassanzadeh, M. and Nazari, M. (2015), "Developing information literate librarians: a study of LIS academics pedagogical approaches in the development of information literacy competencies", Journal of Academic Librarianship, Vol. 41 No. 6, pp. 777-785.

A study of LIS educators in Iran and the ways in which they contribute to LIS student development of IL competencies through their teaching are discussed. The study determined that they use various approaches.

Devine, J., Egger-Sider, F. and Rojas, A. (2015), "The evolving impact of the invisible Web: exploring economic and political ramifications", Journal of Web Librarianship, Vol. 9 No. 4, pp. 145-161.

The Invisible Web (information "hidden" from the general public because it cannot be located through common search engines) and the Dark Web (designed to allow anonymity on the Web) are discussed in light of their political and economic implications. The authors give suggestions for creating awareness around these topics within IL classes.

Djenno, M., Insua, G. M. and Pho, A. (2015), "From paper to pixels: using Google forms for collaboration and assessment", Library Hi Tech News, Vol. 32 No. 4, pp. 9-13.

This article explores a case study conducted by librarians at the University of Illinois at Chicago describing their use of Google Forms in IL instruction for the purpose of increasing active learning and assessment options in an IL session for first-year English composition students.

Donahue, A.E. (2015), "Charting success: using practical measures to assess information literacy skills in the first-year writing course", Evidence Based Library & Information Practice, Vol. 10 No. 2, pp. 45-62.

This article presents details of an assessment study regarding the effectiveness of a peer-to-peer model of providing IL instruction to first-year writing students at the University of New Hampshire. Using peer-writing tutors has enabled the small library instruction program to extend learning beyond the one-shot information class, and the assessment gives an indication of the skills obtained.

Dougan, K. (2015), "Finding the right notes: an observational study of score and recording seeking behaviors of music students", Journal of Academic Librarianship, Vol. 41 No. 1, pp. 61-67.

Noting the challenges of searching for music-related information, the authors detail a study in which they utilized interviews and direct observation of undergraduate and graduate music students to explore their search strategies and preferences for online tools like Google and Yahoo over library resources. Findings can be used in efforts to improve reference and IL instruction and helping librarians and vendors in tool development.

Douglas, K.A., Van Epps, A.M., Mihalec-Adkins, B., Fosmire, M. and Purzer, S. (2015), "A comparison of beginning and advanced engineering students' description of information skills", Evidence Based Library & Information Practice, Vol. 10 No. 2, pp. 127-143.

This article presents results of a qualitative study conducted through interviews of beginning and advanced engineering students to explore how students describe their use of information, especially when faced with an engineering design issue. The results compare and contrast the differences between the research strategies of advanced- and beginning-level students and give insight into the needs of new engineering students.

Douglass, K. and Mack, T. (2015), "What do you give the undergraduate researcher who has everything? An academic librarian", Journal of Academic Librarianship, Vol. 41 No. 5, pp. 540-547.

This article details a study of research training programs conducted at the University of Tennessee to understand how library instruction classes changed in reaction to technological advances over the years.

Dukić, D. and Strišković, J. (2015), "Croatian university students' use and perception of electronic resources", Library & Information Science Research, Vol. 37 No. 3, pp. 244-253.

This article presents findings from a study of Croatian university students about how they use and perceive electronic resources. It determined that Croatian students use websites, online dictionaries and encyclopedias most frequently followed by ejournals and ebooks. The study was created to inform teaching and learning, as well as technological needs.

Eden, B.L. (2015), Enhancing Teaching and Learning in the 21st-century Academic Library: Successful Innovations That Make a Difference, Lanham, MD.

This title includes 13 chapters that delve into current initiatives in the area of teaching and learning in libraries, including selected topics on incorporating social media and Web 2.0 into IL, technologies to encourage active learning, using badges and gaming in libraries and Massive Open Online Courses (MOOC) development.

Eng, S. and Stadler, D. (2015), "Linking library to student retention: a statistical analysis", Evidence Based Library & Information Practice, Vol. 10 No. 3, pp. 50-63.

This article examines an updated study of expenditure in libraries and library instruction to determine which has the larger impact on student retention. Comparisons are made between the previous study and the new study. The updated study indicates that there was no longer a definite relationship between expenditure and staffing, but IL was found to have an impact on the educational persistence of students.

Epstein, S.A. and Rosasco, R.E. (2015), "Connecting faculty researchers to librarians via departmental associates", The Reference Librarian, Vol. 56 No. 2, pp. 102-118.

This article explains how librarians support faculty via a program where administrative employees from academic departments are trained by librarians to provide assistance to faculty with basic research. The article details the program and partnerships, and provides feedback from both administrative personnel and faculty on the helpfulness of the program.

Eva, N. and Shea, E. (2015), "Marketing to faculty in an academic library", Reference & User Services Quarterly, Vol. 54 No. 4, pp. 26-28.

This article highlights various ways to reach out to faculty, noting that providing IL instruction for students and faculty is one of the best ways to do this and also serves one of the most important needs. The authors also suggest that being seen on campus and getting involved is another way to showcase the expertise of librarians.

Evanson, C. (2015), "We aren't just the kids that sit at the front", *College & Research Libraries News*, Vol. 76 No. 1, pp. 30-33.

This article examines the restructured training program for peer research advisors at Davidson College's EA Little Library that was revamped to focus on the "student as learner" rather than "students as employees" to improve engagement. Learning outcomes were updated and connected to the ACRL Competency Standards, and the focus was on helping students understand the importance of their work to the campus community and the library in addition to the tasks they should be able to complete as employees.

Fabbi, J.L. (2015), "Fortifying the pipeline: a quantitative exploration of high school factors impacting the information literacy of first-year college students", *College & Research Libraries*, Vol. 76 No. 1, pp. 31-42.

This study analyzed the results of freshman iSkills tests to look at factors that contributed to their attainment of IL skills. It was determined that there were four main predictors of higher scores in students. The main predictor was related to the number of honors classes taken in high school.

Farrell, R. and Badke, W. (2015), "Situating information literacy in the disciplines", *Reference Services Review*, Vol. 43 No. 2, pp. 319-340.

This article discusses the literature on situating IL in the disciplines, with the goal of providing a model for working with the faculty in this capacity. It lays out the specifics of the pilot study based on interviews with sociology professors at Lehman College.

Ferdows, J. and Ahmed, S.M.Z. (2015), "An empirical investigation of information skills among undergraduate students at Dhaka university", *Library Review*, Vol. 64 Nos 4/5, pp. 274-284.

This paper describes an empirical investigation conducted to determine the IL skills of students in Bangladesh. Students responded to a questionnaire regarding their knowledge of information sources and search skills. Poor results indicate the need for library instruction training.

Ferrer-Vinent, I.J. (2015), "Exploring science information literacy instruction at French and Spanish libraries", *Science & Technology Libraries*, Vol. 34 No. 2, pp. 134-146.

This article discusses science IL programs and practices at academic libraries in Spain and France as observed through library visits, and compares these to programs in the USA.

Ferrer-Vinent, I.J., Bruehl, M., Pan, D. and Jones, G.L. (2015), "Introducing scientific literature to honors general chemistry students: teaching information literacy and the

nature of research to first-year chemistry students", Journal of Chemical Education, Vol. 92 No. 4, pp. 617-624.

A case study explores first-year honors students in two laboratory classes to determine their abilities to develop IL skills and use primary literature to inform their experiential design activities. The study determined there is a positive correlation between course grade and the number of sources students reviewed for assignments. Other positive findings are discussed.

Fitzgerald, L. (2015), "Opportunity knocks: the Australian curriculum and guided inquiry", Access, Vol. 29 No. 2, pp. 4-17.

This article discusses the Australian Assessment and Reporting Authority and Guided Inquiry design, and pertinent student skills including creativity, critical thinking and innovation.

Fleming-May, R.A., Mays, R. and Radom, R. (2015), "I never had to use the library in high school: a library instruction program for at-risk students", Portal: Libraries & the Academy, Vol. 15 No. 3, pp. 433-456.

This article describes a program at the University of Tennessee Knoxville developed to teach IL to at-risk students using a three-session approach to have a larger impact on student learning. The program implementation, assessment process, challenges and outcomes are presented.

Flood, P.A. (2015), "Critical thinking skills and information literacy skills: discerning online information among high school students", Thesis, Liberty University, Lynchburg, VA.

This thesis presents findings in a study which used an iPad 1:1 program to evaluate high-school students' ability to evaluate internet information. Two student groups were assessed through the use of iSkills testing on their IL skills and the Test of Everyday Reasoning to assess critical thinking.

Fluk, L.R. (2015), "Foregrounding the research log in information literacy instruction", Journal of Academic Librarianship, Vol. 41 No. 4, pp. 488-498.

This study explores the literature to assess the value of the use of research logs in IL instruction. The author reports on the many uses of research logs including learning purposes, assessment, preventing plagiarism and others. Challenges of using logs in the classroom, solutions and possibilities for future research are suggested.

Foasberg, N.M. (2015), "From standards to frameworks for IL: how the ACRL framework addresses critiques of the standards", Portal: Libraries & the Academy, Vol. 15 No. 4, pp. 699-717.

This article considers the ACRL Information Literacy Competency Standards and the Framework for Information Literacy in Higher Education, and in light of claims that the

standards do not address political and social considerations, the documents are compared to show how the framework responds to some of the critiques raised regarding the standards.

Foley, G. (2015), "Working with students to develop digital literacies", ALISS Quarterly, Vol. 11 No. 1, pp. 19-21.

The *Students as Ambassadors for Digital Literacy* program at the London School of Economics was created as a way to improve both IL and digital skills. This article discusses program details.

Foley, M. and Bertel, K. (2015), "Hands-on instruction: the iPad self-guided library tour", Reference Services Review, Vol. 43 No. 2, pp. 309-318.

Librarians at the State University of New York used iPads in a class activity with the purpose of increasing library awareness, the use of technology, student engagement and collaboration. The article provides information on the assignment, the results and feedback from students.

Fontno, T.J. and Brown, D.N. (2015), "Putting information literacy in the students' hands", College & Research Libraries News, Vol. 76 No. 2, pp. 92-97.

This article recounts how librarians at Lesley University used their experiences as K-12 educators and adapted their IL sessions to a learning center model to increase active learning, flexibility and to allow students to connect the information to their own research needs.

Ford, E., Izuni, B., Lottes, J. and Richardson, S. (2015), "Badge it!", Reference Services Review, Vol. 43 No. 1, pp. 31-44.

This article presents information on the *Digital Badges for Creativity and Critical Thinking Project* that sought to improve the library instruction curriculum and design of disciplinary classes through the use of digital badges. The literature review discusses the technology innovation in academia, the collaboration, the competency-based curriculum and badges.

Ford, N. (2015), *Introduction to Information Behavior*, Facet Publishing, London.

This text offers an in-depth look at information behavior including sections on "information seeking and acquisition", "information needs" and other topics of interest to librarians who teach IL.

Forster, M. (2015), "Refining the definition of information literacy: the experience of contextual knowledge creation", Journal of Information Literacy, Vol. 9 No. 1, pp. 62-73.

This article explores definitions of IL and proposes a redefinition of IL that includes a focus on contextual knowledge creation.

Fourie, I. and Meyer, A. (2015), "What to make of makerspaces", Library Hi Tech, Vol. 33 No. 4, pp. 519-525.

This article provides an analysis of makerspaces assessing what they are, how they are currently discussed in the literature and other ways that we should be thinking of these spaces in conjunction with libraries. The literature largely discusses the physical function of the spaces, but they should consider the links to information, inquiry and IL, spaces for making and makerlearning.

Fourie, I. and Molopyane, J. (2015), "A framework for workplace information literacy in academic contexts", Library Hi Tech, Vol. 33 No. 4, pp. 562-583.

This article presents findings from a case study at the Central University of Technology, which was conducted to create a framework for workplace IL that could be adapted to other institutions. Findings report on the need and support for IL in the workplace.

Funnell, P. (2015), "Drop-in sessions as an effective format for teaching information literacy: a case study in the medical and dental libraries at Queen Mary University of London", Journal of Information Literacy, Vol. 9 No. 2, pp. 62-83.

Author gives details of a study on the effectiveness of drop-in library sessions as an option for IL ongoing training. The results of the study affirm that this is an effective way to impart IL.

Garcia, L. and Labatte, J. (2015), "Threshold concepts as metaphors for the creative process: adapting the Framework for Information Literacy to studio art classes", Art Documentation: Bulletin of the Art Libraries Society of North America, Vol. 34 No. 2, pp. 235-48.

This article explores a collaboration between an art librarian and an art professor to create an assignment for advanced photography students to teach IL skills and demonstrate how research can enhance their artistic work. The paper describes how the concepts such as the New Framework for IL's focus on IL as a "metaliteracy" and also the threshold concepts fit well with IL in the artistic disciplines.

Gazula, S. (2015), "Diversity in academic librarianship: a New Zealand perspective", New Zealand Library & Information Management Journal, Vol. 55 No. 2, pp. 23-29.

This article discusses diversity in New Zealand and advocates for libraries to meet the diverse needs of its population through library service. Diversity in the library literature and the profession, collection development, IL and library spaces are among the topics covered with a section dedicated to the importance of tailoring IL instruction to all users.

Geraei, E. and Heidari, G. (2015), "Measurement of generic core competencies among students of library and information science in Iran", Electronic Library, Vol. 33 No. 6, pp. 1, 016-30.

Identifies 12 generic core competencies needed for professional librarian activities, regardless of place of employment, and then evaluates 207 Iranian LIS students on these competencies. Findings show eighth-semester students scored higher than second-semester students, supporting the belief that LIS education improves core competencies. Authors, however, recognize that there is room for improvement and provide suggestions for future research.

Gessner, A.G.C. and Eldermire, E. (2015), "Laying the groundwork for IL at a research university", Performance Measurement & Metrics, Vol. 16 No. 1, pp. 4-17.

In this article, librarians at Cornell University discuss the process of creating curriculum maps centered on seven colleges within the university as a way to focus IL efforts on specific needs.

Gibeault, M.J. (2015), "Using iPads to facilitate library instruction sessions in a scale-up classroom", College & Undergraduate Libraries, Vol. 22 No. 2, pp. 209-223.

This study explores the use of iPads and the Nearpod teaching application as a replacement for laptops for three IL sessions taught in a collaborative (SCALE UP) classroom at North Carolina State University. The classroom design, including round tables for three groups of nine, allowed classmates to engage in a collaborative environment. The iPads with Nearpod tool allowed students to interact through polling, sharing between groups and searching databases. Evaluation of the study is also included.

Gibes, E.A. and James, H. (2015), "Is flipping enough?", College & Research Libraries News, Vol. 76 No. 1, pp. 10-13.

The authors outline a flipped classroom approach to library instruction in first-year English courses at Marquette University. To facilitate these strategies, they created a course-embedded digital learning object in Articulate Storyline, and also collected feedback via survey from librarians, instructors and students.

Giles, K. (2015), "No budget, no experience, no problem: creating a library orientation game for freshman engineering majors", Journal of Academic Librarianship, Vol. 41 No. 2, pp. 170-177.

Librarians at James Madison University developed an interactive game "Mystery at the Library" to familiarize freshman engineering students with the library in which participants learned by performing several tasks during the course of the game. Game specifics, details of the study, post-test questions and study results are included.

Goetz, J.E. and Barber, C.R. (2015), "Evaluating a pre-session homework exercise in a standalone IL class", *Communications in Information Literacy*, Vol. 9 No. 2, pp. 176-185.

A study of a single-session IL class for education graduate students is described involving a control and treatment group and pre-test/post-tests to assess learning when the treatment group receives an assignment on using the ERIC database thesaurus before a class session. The authors believe the findings can lead to helpful improvement in the development of information for pre-session learning, specifically mentioning the possibilities for informing flipped classroom assignments.

Grabowsky, A. (2015), "Library instruction in communication disorders: which databases should be prioritized?", *Issues in Science and Technology Librarianship*, No. 79.

This article lists the results of a study conducted to determine the best databases to focus on in library instruction sessions for the field of communication disorders. The authors used three journal ranking tools and compared 18 databases to determine which held the 33 top journals in the field. Although no one database contained all of the journals, several database "pairs" are recommended that contained the 33 journals from the core group.

Green, M.R., Walters, L.M., Walters, T. and Wang, L. (2015), "Not just another research paper: understanding global sustainability through digital documentary", *Social Studies*, Vol. 106 No. 1, pp. 37-46.

This paper discusses using digital documentaries in place of traditional research papers to generate learning on global issues. The application of metaliteracies (including IL) is addressed. Outcomes and benefits of the study are explained.

Greer, K. (2015), "Connecting inspiration with information", *Communications in Information Literacy*, Vol. 9 No. 1, pp. 83-94.

At Oakland University librarians and art faculty collaborated to integrate IL instruction into the art curriculum. The program development, assessment process, partnership and future initiatives are discussed. Background information on the importance of IL to the success of art students is explained and references are provided for additional information.

Guo, S. (2015), "Grade trend analysis for a credit-bearing library instruction course", *Portal: Libraries & the Academy*, Vol. 15 No. 2, pp. 251-265.

In this study, Guo examines grading trends for a one-credit introductory library course over 15 years at Central Michigan University. She finds that students' grades are generally steady, but notices that they are also slightly top-heavy. Guo recommends that instructors work together to improve consistency by adopting a standard approach to student expectations and grading.

Guo, Y.R., Goh, D.H.L., Luyt, B., Sin, S.C.J. and Ang, R.P. (2015), "The effectiveness and acceptance of an affective information literacy tutorial", *Computers & Education*, Vol. 87 pp. 368-384.

This article examines a study on the use of Embodied Agent's (EA's) in IL tutorials; the article considers the following: enjoyment, motivation, retention of knowledge and intention to use.

Ha, C. and Verishagen, N. (2015), "Applying Kolb's learning theory to library instruction: an observational study", *Evidence Based Library & Information Practice*, Vol. 10 No. 4, pp. 186-199.

In this study, the researchers collected qualitative data from first-year nursing students and two faculty librarians at Saskatchewan Polytechnic University to determine if Kolb's experiential learning theory can be used to increase student engagement in a library instruction session. In developing two lessons, data collected were post-class open-ended questions, shared teaching observations from faculty librarians, librarian peer feedback and feedback from an instructional coordinator. Results show that incorporating Kolb's learning theory increased student engagement.

Halpern, R. and Tucker, C. (2015), "Leveraging adult learning theory with online tutorials", *Reference Services Review*, Vol. 43 No. 1, pp. 112-124.

This article examines the benefits of applying the four adult learning principals to digital learning tools such as tutorials. The Digital Learning Toolkit designed for online social work students is discussed as an example of a project that uses adult learning theory to enhance the online learning environment for students.

Hartman, T.L. and Fial, A.V. (2015), "Creating interactive online instruction: the McGoogan library experience", *Medical Reference Services Quarterly*, Vol. 34 No. 4, pp. 407-417.

This article explores the creation of an open-access course at the University of Nebraska Medical Center, McGoogan Library. The process, technology and main goals are discussed.

Hassasni, A.E. (2015), "The role of information literacy in higher education: an initiative at Al Akhawayn University in Morocco", *Nordic Journal of Information Literacy in Higher Education*, Vol. 7 No. 1, pp. 32-37.

This article presents a discussion on IL in higher education and highlights initiatives of Al Akhawayn University in its efforts to teach and promote IL to undergraduates and graduates.

Hauck, J. (2015), "Crossroads of mind and heart: Incorporating intellectual tenacity into an information literacy program", *Christian Librarian*, Vol. 58 No. 2, pp. 94-101.

In this article, the author describes a collaborative project at a Christian university to create an assignment that is focused on intellectual tenacity in IL. The article discusses all of the components, the collaboration with faculty and outcomes of the project.

Hayman, R. and Smith, E.E. (2015), "Sustainable decision making for emerging educational technologies in libraries", Reference Services Review, Vol. 43 No. 1, pp. 7-18.

In this article, the authors discuss the issue of selecting emerging technology for library instruction based on evidence, and they propose a model to support the task of evidence-based decision-making and choosing emerging technologies to incorporate into library instruction.

Heathcock, K. (2015), "Embedded librarians: just-in-time or just-in-case? A research study", Journal of Library & Information Services in Distance Learning, Vol. 9 Nos 1/2, pp. 1-16.

This article presents findings related to a study on the duration of embedded services to support student research assignments. It compares the effectiveness of these services when offered for two weeks as opposed to a full semester.

Henry, J., Glauner, D. and Lefoe, G. (2015), "A double shot of information literacy instruction at a community college", Community & Junior College Libraries, Vol. 21 Nos 1/2, pp. 27-36.

Implementation and assessment of a four-part IL instruction program at South Piedmont Community College in Charlotte, NC. Two interactive sessions were conducted in online and seated classes in both English 111 and English 112. Pre-/post-evaluations in English 111 showed improved skills and confidence. A small sample (29) of post-evaluations in English 112 also showed increases in confidence.

Hensley, M.K. (2015), "A survey of instructional support for undergraduate research programs", Portal: Libraries & the Academy, Vol. 15 No. 4, pp. 719-746.

This article discusses the outcome of a survey of libraries regarding their library instruction offerings for undergraduates and was created to provide librarians and administrators with information to inform the creation of more meaningful IL experiences.

Hess, A.N. (2015), "Equipping academic librarians to integrate the framework into instructional practices: a theoretical application", Journal of Academic Librarianship, Vol. 41 No. 6, pp. 771-776.

Discusses potential use of transformative learning, social learning and goal orientation concepts in adapting the ACRL 2015 Framework for Information Literacy for Higher Education to academic library instruction programs. It recommends including

job-embedded, external job-related, and informal learning experiences in future research.

Hicks, A. and Sinkinson, C. (2015), "Critical connections: personal learning environments and information literacy", Research in Learning Technology, Vol. 23. Explores personal learning environments (PLEs) and critical information literacies (CILs) in relation to both learner-centered and self-regulated learning approaches, as well as in the context of open, broad and participatory modern learning landscapes. It discusses implications for designing research assignments and modifying teaching styles.

Hintikka, K. and Paasio, A.-L. (2015), "An information literacy course for doctoral students: information resources and tools for research", Nordic Journal of Information Literacy in Higher Education, Vol. 7 No. 1, pp. 38-47.

A review of an elective for-credit IL class in PhD programs at the University of Turku Graduate School in Finland. The class design, which evolved over three years, consists of 15 h of compulsory lectures and computer class sessions during a six-week period, plus an optional preliminary brush-up session. The basic course structure is the same for all disciplines, but most of the hands-on work takes place in small, subject-specific groups.

Holliday, W., Dance, B., Davis, E., Fagerheim, B., Hedrich, A., Lundstrom, K. and Martin, P. (2015), "An information literacy snapshot: authentic assessment across the curriculum", College & Research Libraries, Vol. 76 No. 2, pp. 170-187.

Summarizes a large-scale attempt to measure college students' ability to find, evaluate and effectively utilize information. The authors scored 884 papers across four levels, ranging from a freshman composition class to a capstone history course, and not surprisingly, they found that students in upper-level classes performed better than those in lower-level classes. It includes detailed methodology and key insights and lessons learned.

Holstein, A.L. (2015), "Geographic information and technologies in academic libraries: an ARL survey of services and support", Information Technology & Libraries, Vol. 34 No. 1, pp. 38-51.

Survey of Association of Research Libraries (ARL) members regarding library support for the use of geographic data and geospatial technologies on their campuses. Responses from 54 of 115 libraries indicate that 98 per cent offer Esri ArcGIS, 83 per cent Google Maps and Google Earth, 35 per cent QGIS and 36 per cent provide Global Positioning System (GPS) equipment/software. The systems are used by undergraduate (32 per cent) and graduate students (43 per cent), as well as faculty (14 per cent), from a wide range of departments representing physical sciences, social sciences, business, engineering and health sciences.

Hosier, A. (2015), "Teaching information literacy through "un-research", Communications in Information Literacy, Vol. 9 No. 2, pp. 126-135.

Describes an unconventional assignment designed to help students grasp the concept of scholarship as a conversation. In a for-credit IL class at the University at Albany, SUNY, students first wrote un-researched essays. Then they prepared annotated bibliographies with sources that supported, added, refuted and provided enhancement quotes for the original essays.

Hottinger, P.R., Zagami-Lopez, N.M. and Bryndzia, A.S. (2015), "FYI for FYE: 20-minute instruction for library orientation", Reference Services Review, Vol. 43 No. 3, pp. 468-479.

Outlines activity-driven 20-min introductory library sessions for FYE students. In these optional orientation breakout sessions, students have hands-on experience with California State Polytechnic University Libraries' OneSearch discovery tool. They also learn about a minimum of three library services and at least three ways to get library help.

Houtman, E. (2015), "Mind-blowing" fostering self-regulated learning in information literacy instruction", Communications in Information Literacy, Vol. 9 No. 1, pp. 6-18.

Reflects on the use of self-regulated and mindful learning exercises in an Essential Research Skills workshop series, which consists of four 80-minute sessions and is offered several times a year at the University of Toronto. It also examines the relationship of self-regulated learning with student metacognition and dispositions as discussed in the ACRL 2015 Framework for Information Literacy for Higher Education.

Hudock, S.L. (2015), "Can research "send me high?" addressing flow theory", Reference Services Review, Vol. 43 No. 4, pp. 689-705.

Proposes a methodology for determining whether students can experience flow, or "obtainment of optimal experience and enjoyment", in the research process. Unfortunately, the full study could not be completed as designed, but based on data and feedback from four participants, the author concludes that the findings support the theory that flow can be attained and that increased competence leads to increased enjoyment in the process.

Huffman, J.P. (2015), "What's in a name? Rebranding librarianship for professional students", Journal of Business & Finance Librarianship, Vol. 20 No. 3, pp. 220-223.

Business librarian at Schreyer Business Library at Penn State University describes the successful repositioning of business librarians as research consultants and academic resources as business information. This article explains why others may want to follow their lead.

Huvila, I. (2015), “*‘We’ve got a better situation’: the life and afterlife of virtual communities in Google Lively*”, *Journal of Documentation*, Vol. 71 No. 3, pp. 526-549. Qualitative study among a small sample (15) of participants in the short-lived Google Lively virtual community. Months after the site closed, the study finds two small groups continuing to interact with each other in a couple of other online environments, Open Sim and Second Life.

Ingalls, D. (2015), “*Virtual tours, videos, and zombies: the changing face of academic library orientation*”, *Canadian Journal of Information and Library Science-Revue Canadienne Des Sciences De L Information Et De Bibliothéconomie*, Vol. 39 No. 1, pp. 79-90.

An overview of online library orientations. A variety of approaches, benefits and potential difficulties are outlined. While studies on the efficacy of online orientation sessions may be limited, the author points out that existing studies and data support the effectiveness of computer-assisted library instruction.

Inskip, C. (2015), “*Information literacy in LIS education: exploring the student view*”, *Journal of Information Literacy*, Vol. 9 No. 2, pp. 94-110.

Analyzes LIS students’ responses to an optional question on a Professional Awareness exam, “Should information literacy (IL) be a core module in the MA LIS at UCL (University College London)?” It finds that students in the UCL program, which has IL embedded in the curriculum, are confident in consumer IL skills, but feel they could benefit from a course dedicated to producer or professional IL.

Issa, A.O., Amusan, B.B., Olarongbe, S.A., Igwe, K.N. and Oguntayo, S.A. (2015), “*An assessment of the information literacy competence of undergraduate students at the university of Ilorin, Kwara state, Nigeria*”, *Annals of Library & Information Studies*, Vol. 62 No. 2, pp. 68-76.

An IL survey conducted among 1,205 students in the last year of their undergraduate studies at the University of Ilorin in Nigeria. When asked about information needs, strategies, source preferences, challenges and exposure to IL programs, the respondents revealed low levels of IL competence and low exposure to library training.

Izenstark, A. and Leahy, K.L. (2015), “*Google classroom for librarians: features and opportunities*”, *Library Hi Tech News*, Vol. 32 No. 9, pp. 1-3.

A brief overview of the learning management system Google Classroom. Its interface is familiar to students and it does not restrict who can enroll in a class. It is, however, limited to institutions using Google Apps for Education.

Jacobson, T.E. and Gibson, C. (2015), “*First thoughts on implementing the framework for information literacy*”, *Communications in Information Literacy*, Vol. 9 No. 2, pp. 102-110.

Presents a range of strategies and tactics for implementing the ACRL 2015 Framework for Information Literacy for Higher Education. This article also details two potential scenarios. The first involves revamping an existing single session and the second calls for working with a professor to incorporate the framework into a course assignment.

Jamali, R. (2015), "Online Arab spring: social media and fundamental change", Chandos information professional series.

Authored by an Iranian PhD candidate, this online resource explores the role of social media in the "Arab Spring" protests. It draws from 13 studies involving approximately 7,500 online questionnaires collected from seven Middle Eastern countries between March 2012 and July 2014. It includes a chapter on the "Effects of information and media literacy in social movements".

Jerri, J. and Wozniak, S. (2015), "ACRL teacher immersion: reflections in a business library", Public Services Quarterly, Vol. 11 No. 4, pp. 319-323.

In a "Special Libraries, Special Challenges" column, two business librarians summarize their experiences at an ACRL Information Literacy Immersion Program. They outline special information needs of business students, recap their most relevant learning (question everything, have a consistent purpose, be intentional and measure specific outcomes) and things they would like to see included that were not, such as online programming and more opportunities to work with other business librarians.

Johnston, N. and Williams, R. (2015), "Skills and knowledge needs assessment of current and future library professionals in the state of Qatar", Library Management, Vol. 36 Nos 1/2, pp. 86-98.

A survey of librarians, library information students and library administrators, conducted by the University College London in Qatar, to identify current and future employment opportunities and professional skill needs in that state. This article found a high demand for research, information services and liaison/subject librarians, as well as IL, copyright and technical skills training.

Kavanagh, K.W. and Hoover, J. (2015), "Universal design for learning (UDL) in the academic library: a methodology for mapping multiple means of representation in library tutorials", College & Research Libraries, Vol. 76 No. 4, pp. 537-553.

Details development and design of an introductory Biology LibGuide tutorial using the Universal Design for Learning (UDL) principles with multiple means of representation, engagement and expression. This article also reports on user testing of the tutorial among four students with learning disabilities.

Keba, M., Segno, J. and Schofield, M. (2015), "Making it work: creating a student-friendly repository of instructional videos", Journal of Library & Information Services in Distance Learning, Vol. 9 Nos 1/2, pp. 17-29.

A case study explaining the design of Nova Southeastern University's LibraryLearn instructional video repository. This article describes formation of the working group, development of best practices for video management, length, content, location and format, and describes the creation of a customized, WordPress platform that hosts the videos and is accessible across a wide array of devices.

Keener, M. (2015), "Contextualizing copyright: Fostering students' understanding of their rights and responsibilities as content creators", Virginia Libraries, Vol. 61 No. 1, pp. 37-42.

Describes how a standard lecture session dealing with copyright and plagiarism was restructured to be more interactive, allowing students to evaluate and discuss a range of scenarios involving intellectual property rights. The class session is part of a 1.5-credit-hour IL course offered at Wake Forest University.

Kiel, S.M., Burclaff, N. and Johnson, C. (2015), "Learning by doing: developing a baseline information literacy assessment", Portal: Libraries & the Academy, Vol. 15 No. 4, pp. 747-766.

This article is an IL study among students in Introduction to Information Literacy (INFO 110) and Composition and Research (WRIT 300) at the University of Baltimore. Developed by librarians and other campus professionals, the study included both student paper assessments and multiple-choice pre-/posttests. Unfortunately, low participation made it difficult to measure student improvement or identify differences and similarities between 100- and 300-level students, but the authors share lessons learned regarding both the test design and working with campus partners on IL assessments.

Kim, M. and Dolan, M. (2015), "'Excuse me, but what is a research paper?': embedded librarian program and information literacy skills of community college students", Community & Junior College Libraries, Vol. 21 Nos 1/2, pp. 53-70.

A test of a significantly expanded approach to IL instruction among seven sections of English 101 and 102 students at Queensborough Community College in New York. One-shot IL sessions were replaced by an embedded librarian program which included three 1-hour and 50-min library sessions plus a dedicated LibGuide for each session. Results, assessed via a rubric-graded annotated bibliography, online surveys and usage of LibGuides were generally positive, but the program, which has since been expanded to 57 classes, is still evolving based on learning from the assessments.

Kim, S.U. and Shumaker, D. (2015), "Student, librarian, and instructor perceptions of IL instruction and skills in a first-year experience program: a case study", Journal of Academic Librarianship, Vol. 41 No. 4, pp. 449-456.

A survey of perceptions of library research skills and instruction among students, instructors and embedded librarians associated with first-year English (ENG) and Theology and Religious Studies (TRS) courses in an FYE program at Catholic

University of America. Students' self-ratings of their own IL skills were positively correlated with grade performance, but students did not perceive IL skills to be as important to their overall academic success as their instructors and librarians did.

Kim, Y. and Zhang, P. (2015), "Understanding data sharing behaviors of stem researchers: the roles of attitudes, norms, and data repositories", Library & Information Science Research, Vol. 37 No. 3, pp. 189-200.

A survey of data-sharing motives and behaviors among roughly 1,300 STEM scholars who published studies based on their own research data within past two years. STEM fields included engineering and physical, earth, agricultural, biological and computer sciences. This article found that scholars' attitudes toward data sharing are influenced by their perceptions of career benefits and risks, disciplinary norms, effort requirements and availability of repositories.

Kivunja, C. (2015), "Unpacking the information, media, and technology skills domain of the new learning paradigm", International Journal of Higher Education, Vol. 4 No. 1, pp. 166-181.

Kivunja builds on two prior studies of skills domains (learning and information and career and life) with an in-depth analysis of digital literacy skills. He defines the digital literacy skills domain, which encompasses information, media and technology skills; explores how such skills can best be taught to students growing up in a digital environment; and discusses the need for these domain skills in a digital economy.

Kline, S. (2015), "The embedded library: beyond the course connection", Southeastern Librarian, Vol. 63 No. 2, pp. 11-14.

Explains history and process by which both the library and library faculty at Du Pont Ball Library at Stetson University in Florida became more fully embedded in the mission and academic culture of the total university. Examples range from inclusion on the University Tenure and Promotion Committee to technology integration.

Klipfel, K.M. (2015), "Authenticity and learning: implications for reference librarianship and information literacy instruction", College & Research Libraries, Vol. 76 No. 1, pp. 19-30.

Traces the history of authenticity in philosophy and its application to education. This article recommends ways that librarians can help develop the authenticity of students, such as encouraging them to select topics that personally interest them.

Ko, E.H.T., Chiu, D.K.W., Lo, P. and Ho, K.K.W (2015), "Comparative study on m-learning usage among LIS students from Hong Kong, Japan and Taiwan", Journal of Academic Librarianship, Vol. 41 No. 5, pp. 567-577.

Survey of smartphone usage among 267 LIS students in Hong Kong, Japan and Taiwan. This article found that, on average, LIS students accessed library services via phone less than once a month, and while students did use phones for learning activities involving communications and social media, they were much more likely to use phones for casual than academic reading.

Kolstad, A.K. (2015), "Co-teaching in information literacy during work placements: the librarian's role", Liber Quarterly: The Journal of European Research Libraries, Vol. 25 No. 2, pp. 56-86.

A case study, in which an Oslo University College librarian was embedded with 50 nursing students during their work placements to help cultivate the IL skills necessary for evidence-based practices. The librarian became a partner, or co-teacher, with the nurse educators and nurse supervisors, participating in meetings, presentations, e-mail communications, a blog and a Wiki Learning Management System. This article concludes that the multidisciplinary three-way collaboration (educators, workplace supervisors, librarians) was valuable for workplace learning and that there may be opportunities for improved pedagogies and technological tools for dealing with similar situations.

Koltay, T. (2015), "Data literacy: in search of a name and identity", Journal of Documentation, Vol. 71 No. 2, pp. 401-415.

A thorough discussion of the evolving nature, and growing importance, of data literacy in academic libraries. This article outlines fields where it may be used, the required skills for data curators and data-literate researchers, and the relationship between IL and data literacy.

Koltay, T., Špiranec, S. and Karvalics, L.Z. (2015), "The shift of information literacy towards research 2.0", Journal of Academic Librarianship, Vol. 41 No. 1, pp. 87-93.

Reviews existing literature on Research 2.0, which is defined as using the online environment to share "raw results, theories, and ideas" and promoting a more collaborative research process. This article also discusses implications that these new approaches and forums may have on IL practices and values.

Kousar, M. and Mahmood, K. (2015), "Perceptions of faculty about information literacy skills of postgraduate engineering students", International Information & Library Review, Vol. 47 Nos 1/2, pp. 52-57.

A survey of 91 faculty members regarding the IL skills of graduate engineering students in Pakistan. The questionnaire was structured to evaluate 23 performance measures for five of the ACRL Information Literacy Standards for Science and Engineering. The results indicated that most students were perceived as having fair or good skills, with PhD candidates being rated higher than MS students.

Kuglitsch, R.Z. (2015), "Repurposing Zotero for sustainable assessment and scalable modified embedding", Reference Services Review, Vol. 43 No. 1, pp. 68-80.

A case study using the group and shared collections features in free citation software (Zotero) to augment and assess IL instruction among students in an upper-level Environmental Justice class at the University of Colorado. The author found students to be open to sharing and appreciative of the embedded librarian's sharing and input.

Kuglitsch, R.Z. (2015), "Teaching for transfer: reconciling the framework with disciplinary information literacy", Portal: Libraries & the Academy, Vol. 15 No. 3, pp. 457-470.

Discusses challenges involved in teaching the ACRL Framework for Information Literacy (IL) threshold concepts, which were developed and are deeply rooted in information science, to students in other disciplines, which have threshold concepts of their own. This article recommends actively encouraging students to transfer and integrate IL concepts into their chosen fields.

Kuh, G.D. and Gonyea, R.M. (2015), "The role of the academic library in promoting student engagement in learning", College & Research Libraries, Vol. 76 No. 3, pp. 359-385.

An analysis of data obtained from more than 380,000 students via the College Student Experiences Questionnaire (CSEQ) over a period of 19 years (1984-2002). This article shows increases in database use, a decline in use of libraries as places to read and study and, unfortunately, no direct correlation between library use and gains in college, IL or satisfaction with college.

Kuhlthau, C., Maniotes, L.K. and Caspari, A.K. (2015), Guided Inquiry: Learning in the 21st Century, Libraries Unlimited, Santa Barbara, CA.

This second edition is a major expansion of the first edition published in 2007. Almost every chapter includes additional and updated material, and there are at least five new chapters, including one dedicated to the "Information Literacy Curriculum". This article also incorporates technological advancements and addresses the adoption of Common Core Standards in many states.

Lahlafi, A. and Rushton, D. (2015), "Engaging international students in academic and information literacy", New Library World, Vol. 116 Nos 5/6, pp. 277-288.

Recounts development of an information and academic skills workshop for Malaysian students on study visits at Sheffield Hallam University in the UK. Authors drew from experience with home-based students to structure an interactive module using mobile technology. They conclude that the workshop was successful based on a review of the quality of reference lists generated by the workshop's students versus those in other international cohorts.

Lai, K. (2015), "A roadshow of library resources: familiarize students with what you have", *Reference Services Review*, Vol. 43 No. 2, pp. 280-291.

Describes how pop-up music library roadshows helped generate increased usage of two music databases at Hong Kong Baptist University. Inspired by the success of flash mobs, the author details the planning and implementation of the two roadshows, each requiring less than an hour to set up and execute outside high-traffic events.

Lallaisangzuali (2015), "Information literacy of post-graduate students and research scholars: a study of Mizoram university", *SRELS Journal of Information Management*, Vol. 52 No. 4, pp. 291-298.

A library and IL survey among 182 post-graduate students and research scholars at Mizoram University in India. Among other things, the study found that almost half the students visit the library two or three times a week and around two-thirds say library materials and catalogues are their most frequently used sources of information.

Lamb, E.B. (2015), "Best practices for career preparation in four undergraduate art programs", *Thesis, Teachers College, Columbia University, New York, NY*.

An in-depth study of career preparation activities at four art colleges, all participants in the first "3 Million Stories" conference sponsored by Strategic National Arts Alumni Project (SNAAP) in 2013 (Maryland Institute College of Art, Otis College of Art and Design, Meadow School of Art at Southern Methodist University and the College of Fine Arts at the University of Texas at Austin). This article includes campus and online observations; institutional document reviews; and interviews with administrators, faculty, students and alumni. It concludes that students need training in "soft skills, business skills, studio skills, and access to specific knowledge bases" and that IL is among the important soft skills.

Langer, C. and Kubo, H. (2015), "From the ground up: creating a sustainable library outreach program for international students", *Journal of Library Administration*, Vol. 55 No. 8, pp. 605-621.

An overview of a library outreach program, developed in conjunction with the International Student Services and Programs Office at California State University, Fresno, for incoming international students. The full program includes a 10-min introduction at the students' campus orientation and a 75-min library party/orientation two weeks later, and then targeted IL workshops mid-semester. Attendance and assessment data, collected over three semesters, support continuation of the two orientation activities, but the authors are exploring ways to improve IL workshop attendance.

Lavranos, C., Kostagiolas, P.A., Martzoukou, K. and Papadatos, J. (2015), "Music information seeking behavior as motivator for musical creativity", *Journal of Documentation*, Vol. 71 No. 5, pp. 1, 070-1,093.

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Proposes a conceptual information-seeking behavior model for music creativity that includes three stages and seven constructs. The framework draws from Wilson's model of information behavior (1999) and Webster's theoretical model for creative thinking in music (2002).

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Lawal, V. and Akintunde, S. (2015), "E-learning and information literacy at the University of Jos", Library Management, Vol. 35 Nos 8/9, pp. 607-628.

A survey among Mathematics, English and Law students ($n = 662$) and lecturers ($n = 79$) exploring the role of IL in e-learning and the changing ICT environment at the University of Jos in Nigeria. It concludes that the library, other faculty and university stakeholders need to collaborate to improve information skills training and provide a more efficient infrastructure for e-learning.

Leung, J.S.C., Wong, A.S.L. and Yung, B.H.W. (2015), "Understandings of nature of science and multiple perspective evaluation of science news by non-science majors", Science & Education, Vol. 24 Nos 7/8, pp. 887-912.

An assessment of 38 non-science majors' ability to evaluate health science media reports and understand the nature of science (NOS). Data were collected via open-ended questions on self-administered questionnaires, followed by personal interviews. This article found that the majority of students could evaluate science news articles from multiple perspectives and that there was a positive correlation between students' ability to do so and their understanding of the tentative NOS.

Lin, T.-B., Mokhtar, I.A. and Wang, L.-Y. (2015), "The construct of media and IL in Singapore education system: global trends and local policies", Asia Pacific Journal of Education, Vol. 35 No. 4, pp. 423-437.

A thorough review of how IL and media literacy are being addressed in documentation and implementation of the "Twenty-first Century Competencies Framework", issued by Singapore's Ministry of Education in 2010. This article found that Singapore's relatively young program has received less "back-to-basics" backlash than similar programs in the UK and the USA. Also because the authors found more guidelines and materials for IL than for media literacy, they recommend that efforts be made to more efficiently integrate the two concepts.

Lipczynska, S. and Crowley, C. (2015), "Learning to teach: how a formal teaching qualification improved our practice", Health Information & Libraries Journal, Vol. 32 No. 3, pp. 247-251.

Librarians at Kings College London describe how they examined and revamped library instruction classes based on learning gained from a Postgraduate Certificate in Academic Practice in Higher Education program at their institution. They cite educational theory as they describe how their teaching has evolved from demonstrations, or training sessions, to become an integrated part of the students' overall learning experience.

Lippincott, J.K. (2015), "The future for teaching and learning", *American Libraries*, Vol. 46 Nos 3/4, pp. 34-37.

Suggests opportunities for academic librarians to help integrate new pedagogy and technology into the curriculum of colleges and universities. Adapted from a presentation at the Designing Libraries III Conference in 2014 and a previous Education Review Online article written with Kim Duckett and Ann Vedantham, "Libraries as Enablers of Pedagogical and Curricular Change" (October 2014).

Lloyd, A. (2015), "Stranger in a strange land; enabling information resilience in resettlement landscapes", *Journal of Documentation*, Vol. 71 No. 5, pp. 1029-1042.

Discusses information resilience as it applies to information needs and strategies used by people experiencing adversity and uncertainty. It emphasizes that information is required to rebuild social and cultural capital in times of transition.

Lockhart, J. (2015), "Measuring the application of information literacy skills after completion of a certificate in information literacy", *South African Journal of Libraries & Information Science*, Vol. 81 No. 2, pp. 19-25.

Pre-/post-assessment of IL skills among 42 first-year students who completed a short Certificate in Information Literacy class at Cape Peninsula University of Technology in Cape Town, South Africa. This article found improvements in essays and responses to multiple-choice questions.

Lohmann, S. (2015), "Threshold concepts, information literacy, and public services practice", *Public Services Quarterly*, Vol. 11 No. 3, pp. 201-207.

A column outlining the ACRL 2015 Framework for Information Literacy for Higher Education. It highlights key articles and documents that discuss and debate issues generated by publication of the ACRL document.

Lowe, M.S., Booth, C., Stone, S.M. and Tagge, N. (2015), "Impacting information literacy learning in first-year seminars: a rubric-based evaluation", *Portal: Libraries & the Academy*, Vol. 15 No. 3, pp. 489-512.

A large-scale ($n = 520$) study of the effectiveness of faculty-librarian collaboration on IL skills as demonstrated in papers written by students in 54 first-year seminar classes in five colleges in the Claremont College system. This article concludes that the most effective combination involves collaboration on the assignment and syllabus, two workshop sessions and an online tutorial with a quiz.

Ludovico, C. and Wittig, C. (2015), "A universe of information, one citation at a time: how students engage with scholarly sources", *Journal of Library & Information Services in Distance Learning*, Vol. 9 Nos 1/2, pp. 30-39.

A five-year longitudinal citation study designed to assess how first-year students cite and integrate resources in research papers. This article is still in progress at the

University of Richmond, and the pilot phase revealed two-thirds of the students' citations were correct, two-thirds were for scholarly sources (books and articles) and slightly more than half (54 per cent) were for direct quotes.

Luetkenhaus, H., Borrelli, S. and Johnson, C. (2015), "First year course programmatic assessment", Reference & User Services Quarterly, Vol. 55 No. 1, pp. 49-60.

Seven history instructors and a library liaison analyzed final essays from a newly designed history course, Roots of Contemporary Issues, to assess students' skills in IL and creative and critical thinking. This article concluded that students were at least proficient in six of the eight desired outcomes, but were at "developing first-year" level for thesis development.

Luly, S. and Lenz, H. (2015), "Language in context: a model of language oriented library instruction", Journal of Academic Librarianship, Vol. 41 No. 2, pp. 140-148.

Describes a 75-min library instruction class designed for an eighteenth- and nineteenth-century German literature class at Kansas State University. The library session was conducted in German, and, based on pre-/post-testing, it accomplished its objectives, which were to familiarize students with library resources and services, and also help them understand how libraries in Germany differ from those in the USA. Almost all students said they would welcome another library session taught in German.

Lundh, A.H., Francke, H. and Sundin, O. (2015), "To assess and be assessed", Journal of Documentation, Vol. 71 No. 1, pp. 80-95.

An analysis of 28 students' credibility judgments as recorded in blog posts that were part of two classes in a Swedish upper-secondary school. Authors concluded that making information-seeking activities objects of assessment generated specific tensions among the students. Knowing their posts were being read by both teachers and a librarian, students appeared to want to be perceived as good group members whose information-seeking behaviors are consistent with school expectations.

Lundstrom, K., Diekema, A.R., Leary, H., Haderlie, S. and Holliday, W. (2015), "Teaching and learning information synthesis", Communications in Information Literacy, Vol. 9 No. 1, pp. 60-82.

Describes a test versus control analysis of information synthesis skills among students in Intermediate Writing: Research in a Persuasive Mode classes. Although the students' overall ability to synthesize information was found to be low, they apparently benefited from a 75-min information synthesis lesson. Final papers written by those who attended the session was scored higher on "Identifies conversations among information from different sources", a subscale on a rubric developed by the authors.

Luyt, B. (2015), "Debating reliable sources: writing the history of the Vietnam War on Wikipedia", Journal of Documentation, Vol. 71 No. 3, pp. 440-455.

Explores how Wikipedia handles debates about sources by examining a Vietnam War article involving 22 individual editors and four discussions written over seven years. This article discusses potential implications of searchers also being providers and disseminators of information in regard to IL instruction.

Machin-Mastromatteo, J.D. and Lau, J. (2015), "The arrival of information literacy", Information Development, Vol. 31 No. 2, pp. 190-193.

Traces the history of the development of IL in Latin American countries. It compares the numbers of documents, conferences, documented experiences/classes and theses produced in each country between 1985 and 2015. It also names important institutions and conferences.

Macmillan, D. (2015), "Developing data literacy competencies to enhance faculty collaborations", Liber Quarterly: The Journal of European Research Libraries, Vol. 24 No. 3, pp. 140-160.

A case study featuring IL workshops for Principles of Genetics and Introduction to Biochemistry classes at the University of Calgary. Librarians worked with professors and graduate teaching assistants to develop laboratory instruction sessions, with accompanying workbooks, which helped familiarize students with ten bioinformatics databases that are available to the public via the National Institutes of Health and other non-profit organizations.

Malone, D. (2015), "Using synchronous video within a learning management system for library and information literacy instruction", Public Services Quarterly, Vol. 11 No. 3, pp. 208-216.

A column discussing the implementation of synchronous IL video instruction sessions using BigBlueButton Web conferencing in the Canvas Learning Management System at the University of North Alabama. In addition to the class sessions, embedded librarians participate in individual or group video conferences initiated by students.

Margolin, S. and Hayden, W. (2015), "Beyond mechanics: reframing the pedagogy and development of information literacy teaching tools", Journal of Academic Librarianship, Vol. 41 No. 5, pp. 602-612.

Presents a five-part online Research Toolkit, plus an accompanying Faculty Guide, designed to help students build IL and research skills. The authors, a librarian and a first-year composition program director, review prior research and explain how and why the toolkit encourages the development of ideas and not just the mechanics of creating a research paper.

Markey, K. (2015), "Enlisting social media to facilitate collaborative bibliography building", Der Einsatz von Social Media zur Erleichterung kollaborativer Bibliographiearbeit, Vol. 39 No. 2, pp. 189-199.

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In total, 68 students in three classes at the University of Michigan tested Bibliobouts, a Web-based social media game that uses collaborative bibliography activities to teach IL skills. Research papers written by Bibliobouts' players contained more citations than those written by non-players, but other results were mixed depending on class subjects and the manner in which the game was integrated into class content and schedule.

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Markgraf, J., Hinnant, K., Jennings, E. and Kishel, H. (2015), Maximizing the One-Shot: Connecting Library Instruction with the Curriculum, Rowman & Littlefield, Lanham, MD.

A brief exploration of the history of library instruction and the reasons why one-shot sessions continue to be popular despite obvious limitations. Followed by discussion and recommendations for collaborating with faculty to integrate and optimize the relevance of one-shot sessions. This article also includes detailed examples and assessments.

Martin, L. (2015), "Assessing student learning during information literacy sessions for large business classes", Journal of Business & Finance Librarianship, Vol. 20 No. 4, pp. 330-338.

Describes how a case study methodology can be adapted for business IL instruction and assessment. Developed over three semesters with a wide variety of business classes at the University of Houston, the recommended class design requires at least 40 min and is intended for class sizes ranging from 60 to 600.

Martin, L. and Martin, W. (2015), "Modifying an information literacy game for outreach events", Reference Services Review, Vol. 43 No. 4, pp. 643-655.

Recounts how the University of North Dakota librarians successfully adapted the University of North Carolina Greensboro's Web-based Information Literacy Game for a Wellness Fair outreach event. Questions were changed to include more focus on general library services, and playing time was shortened so that it was more appropriate for the atmosphere and logistics of an unstructured fair environment. Authors caution that the adaptation required more tech services time than anticipated.

Martin, N.A. and Martin, R. (2015), "Would you watch it? Creating effective and engaging video tutorials", Journal of Library & Information Services in Distance Learning, Vol. 9 Nos 1/2, pp. 40-56.

An overview of the available tools and recommended best practices for creating video tutorials for a variety of purposes. It includes literature review and experiences at Seminole State College of Florida Library.

Marvel, R. (2015), "A survey of students' perception of individual IL skills and application of information skills at Casper community college", Thesis, University of Wyoming, Laramie, WY.

A survey of IL perceptions and skills among 562 classroom (versus online only) students at a Wyoming community college. This article found no correlation between students' perceptions of their own IL skills and actual performance on the survey's skills tests, but students who had completed 45+ credit hours scored significantly higher than those who had not yet successfully completed any college classes.

Massis, B. (2015), "Using virtual and augmented reality in the library", New Library World, Vol. 116 Nos 11/12, pp. 796-799.

An overview of virtual reality and augmented reality platforms. The author cites examples of three applications and explains how he thinks they could be adapted for IL instruction.

Massis, B. (2015), "Secondary school students in college - the library's role", New Library World, Vol. 116 Nos 1/2, pp. 104-107.

Explores the value of college library resources in the experiences of dual-enrollment secondary school students. The author discusses how college librarians contribute to these programs through instruction, providing tours and engaging in discussion about college-level research, which can show students the importance of the library and foster IL skills.

Masuchika, G. (2015), "Applications of business presentation techniques to one-shot library instruction", College & Undergraduate Libraries, Vol. 22 No. 1, pp. 61-75.

Outlines how and why business presentation skills can and should be applied to library instruction. Arguing that in addition to introducing students to specific library databases and services, one-shot library instruction sessions are opportunities to "sell" students on the value of the entire library.

Maybee, C., Carlson, J., Slebodnik, M. and Chapman, B. (2015), "It's in the syllabus": identifying information literacy and data information literacy opportunities using a grounded theory approach", Journal of Academic Librarianship, Vol. 41 No. 4, pp. 369-376.

In this grounded theory analysis, three-person teams consisting of an IL specialist, data specialist and subject liaison, coded and identified themes in 42 nutrition science and 46 political science syllabi at Purdue University. They then examined how IL and data IL related to these themes, and concluded that the methodology provided a comprehensive understanding of the disciplines' curricula that would benefit information and data specialists in the design and marketing of services for these departments.

Mayer, J. (2015), "Serving the needs of performing arts students: a case study", Portal: Libraries & the Academy, Vol. 15 No. 3, pp. 409-431.

A focus group study of the research needs and information-seeking behavior of 30 upper-level performing arts students (music, dance and theater). It found that students

described themselves as visual learners wanting help in finding and using multimedia and interdisciplinary resources, as well as primary performing arts resources.

McEneaney, E.H. (2015), "Finding knowledge on the internet: implications for the knowledge-driven curriculum", Journal of Curriculum Studies, Vol. 47 No. 6, pp. 802-819.

In response to Michael Young's promotion of knowledge-based, versus learner-centered, curricula and his contention that the internet cannot promote real learning, McEneaney argues that the internet provides access to content that is relevant to a knowledge-based curriculum. She provides examples and explains why IL instruction and curation are needed to help students find quality information on the internet and, depending on the topic and curriculum, either comprehend or become familiar with the knowledge presented.

McNicol, S. (2015), "Modelling information literacy for classrooms of the future", Journal of Librarianship & Information Science, Vol. 47 No. 4, pp. 303-313.

Summarizes Innovative Technologies for Engaging Classrooms (iTEC), a European Schoolnet project designed to transform education via learning technology applications. It also discusses implications for IL models and instruction. This article focuses primarily on Cycle 3 iTEC pilots, conducted among 407 cohorts from 18 countries, and gaps between existing IL models and the participatory nature of Web 2.0, particularly as they pertain to skills such as creativity and collaboration.

McPherson, M.A. (2015), "Library anxiety among university students", IFLA Journal, Vol. 41 No. 4, pp. 317-325.

Describes a library anxiety survey among 150 first-year Humanities and Education students at the University of the West Indies. It found that almost three-fourths (71 per cent) experienced some form of negative emotions on their initial visits, due largely to their unfamiliarity with the large library and its Online Public Access Catalog (OPAC). By the second semester, however, more than two-thirds of the students reported improved feelings thanks to increased knowledge of the library, its resources and assistance services.

Mezick, E.M. (2015), "Relationship of library assessment to student retention", Journal of Academic Librarianship, Vol. 41 No. 1, pp. 31-36.

Evaluates whether the assessment practices of libraries correlate with student retention from using ARL Systems and Procedures Exchange Center (SPEC) survey data containing information on libraries' assessment practices and policies, as well as student retention data from the Integrated Post-Secondary Education Data System of the National Center for Education Statistics. Mezick finds that retention rates are 85 per cent or higher for those libraries that make their assessment results publicly available, but that there is no relationship overall between assessment practices and student retention.

Mgquba, S.K. and Underwood, P.G. (2015), "Enhancing information research and learning skills through e-learning: the case of Monash University library", *South African Journal of Libraries & Information Science*, Vol. 81 No. 2, pp. 39-45.

Assesses how Monash University Library (MUL) uses e-learning technologies to foster Information Research and Learning Skills (IRLS) by studying how librarians are involved in e-learning; how they assess their program; and the challenges, strengths and limitations of using e-learning for IRLS. Through observations and conducting questionnaires of librarians and other library personnel, the authors found that only 25 per cent felt they had advanced skills in creating e-learning content, but that many successfully created e-learning objects. They also found that e-learning effectiveness has not been adequately assessed at MUL.

Milas, T.P. Jr. (2015), "Information behavior at highpath school of theology: a case study", *Thesis, The Florida State University, Tallahassee, FL*.

This dissertation explores the influence of religion and degree program on graduate theological students' research behaviors. Looking at the information behavior differences between students involved in the academic study of religion (MA & PhD) against the professional study of religion (MDiv and Thd), the author found that through qualitative interviews, there were marked differences in the research behaviors of these two groups.

Milczarski, V. and Maynard, A. (2015), "Improving information literacy skills for psychology majors: the development of a case study technique", *College & Undergraduate Libraries*, Vol. 22 No. 1, pp. 35-44.

Details a faculty-librarian collaboration that involves integrating IL skills into an upper-level psychology course. Using a case study to enhance student engagement, the authors discuss how they framed research exercises within three course sessions around the case study and the idea of information research as a decision-making process. The authors found that embedding IL skills within a case study made the research skills more salient for them and expound upon ways they would change the program for the future.

Miller, K. and Putnam, L. (2015), "More of the same? Understanding transformation in tablet-based academic library instruction", *Internet Reference Services Quarterly*, Vol. 20 Nos 3/4, pp. 105-126.

Describes and evaluates librarians' use of iPads in five IL sessions through the Substitution, Augmentation, Modification, and Redefinition (SAMR) framework, whereby the authors assess librarians' use of technology to transform teaching and learning. In using this framework to help librarians understand the potential value for integrating new technologies in the classroom, the authors also report their findings from the SAMR model, one example being that iPads were used on numerous occasions in a way that was substitution, e.g. the same teaching approach could have been taken in a PC classroom.

Mitchell, E. and Seiden, P. (2015), Reviewing the Academic Library: A Guide to Self-Study and External Review, Association of College and Research Libraries, Chicago, IL.

Contains practical and theoretical essays from a variety of librarians addressing the systematic assessment of academic libraries. Several essays in a variety of sections address the purpose of formalized assessment and approaching this undertaking. The latter half of the book heavily focuses on methods of assessment, including a chapter on measuring IL goals.

Mnkeni-Saurombe, N. (2015), "Information literacy: a cornerstone for open distance learning at the University of South Africa", Journal of Librarianship & Information Science, Vol. 47 No. 2, pp. 156-165.

Details a survey of personal librarians at the University of South Africa, an open distance learning institution, to determine whether they feel IL is reflected as important at the university. The survey gathered information on current IL courses, students who participate, the types of IL training and its assessment, as well as professional development engagement among the librarians. The results show that while IL training and assessment is prevalent, more could be done to market personal librarians and their training courses.

Molteni, V.E. and Chan, E.K. (2015), "Student confidence/overconfidence in the research process", Journal of Academic Librarianship, Vol. 41 No. 1, pp. 2-8.

Examines students' over-confidence in their IL abilities by conducting a case study of 239 students enrolled in a Health Professions 100 Writing course. The survey gathered students' responses on their demographics and the questions focused on their IL confidence levels and their mastery of those concepts through skill-based questions. The authors analyzed confidence levels and IL skills based on tasks and found that, overall, confidence is not a dependable predictor of competence.

Montgomery, M. (2015), "Pedagogy for practical library instruction", Communications in Information Literacy, Vol. 9 No. 1, pp. 19-23.

Discusses the level of need for theoretical teaching pedagogy for instruction librarians from a personal perspective. The author elaborates on her strategy for researching pedagogy and educational theory, which focuses on setting learning goals to solve problems as an instruction librarian rather than trying to understand theory outside of a personally relevant context.

Montgomery, S.E. and Robertshaw, S.D. (2015), "From co-location to collaboration: working together to improve student learning", Behavioral & Social Sciences Librarian, Vol. 34 No. 2, pp. 55-69.

Describes the research and writing behaviors of second-year students at Rollins College through a collaboration between the library and the co-located writing center. Using their own unit's data and interviewing ten students who had written research papers, the authors found that the majority of students did not see research and writing as

intertwined. The authors also discuss ways in which the writing center and library co-location could promote collaboration in light of these results.

Moore, C., Black, J., Glackin, B., Ruppel, M. and Watson, E. (2015), "Integrating information literacy, the POGIL method, and iPads into a foundational studies program", Journal of Academic Librarianship, Vol. 41 No. 2, pp. 155-169.

Details the creation, application and assessment of an IL curriculum embedded in Boise State University's University Foundations program, which focused on teaching IL skills using iPads and the process-oriented guided inquiry learning (POGIL) method. The authors also discuss results from a focus group of librarians who taught the two courses to assess their perceptions of student engagement and how to improve the curriculum for the future. The POGIL teaching style was found to increase student engagement and the iPads made it easier for librarians to teach across campus.

Moorefield-Lang, H. and Hall, T. (2015), "Instruction on the go: reaching out to students from the academic library", Journal of Library & Information Services in Distance Learning, Vol. 9 Nos 1/2, pp. 57-68.

Describes the creation and assessment of one-shot IL webinars by a group of librarians for distance and on-campus students at Virginia Tech. Five participants were interviewed one-on-one to gather feedback regarding the webinars, and their comments were transcribed and organized thematically using NVivo. The authors report that the participants found the webinars engaging and showed an interest in having the webinars archived online for future reference.

Moreton, E.O. and Conklin, J.L. (2015), "Closing the loop on nursing library instruction: using student performance to improve outcomes", Medical Reference Services Quarterly, Vol. 34 No. 1, pp. 113-121.

Using an exercise to assess their IL skills, the authors examine the nursing students' competencies and knowledge gaps, and discuss how they then modified their curriculum to improve their mastery of IL skills based on that data. Issues identified in the initial course were related to searching and identifying keywords. The authors then discuss executing the modified curriculum, focused on scaffolding and changing the exercise. They found that from the new assessment, students performed better overall, but discuss room for improvement and emphasize assessment data use as an iterative process.

Morgan, P.K. (2015), "Pausing at the threshold", Portal: Libraries & the Academy, Vol. 15 No. 1, pp. 183-195.

Seeks to create a discussion about the ramifications of threshold concepts as the proposed backbone of IL instruction, given that they are a central focus of the new ACRL Framework and there is neither much published research on the rationale behind the establishment of IL threshold concepts nor much critique. To begin this discussion and

contribute to critique, Morgan elaborates on foundational and metaphorical assumptions that exist within the codified IL threshold concepts.

Morreale, S., Staley, C., Stavrositu, C. and Krakowiak, M. (2015), "First-year college students' attitudes toward communication technologies and their perceptions of communication competence in the 21st century", Communication Education, Vol. 64 No. 1, pp. 107-131.

Details the survey results of 223 students entering the University of Colorado at Colorado Springs on their communication technology competency and usage to understand Generation C's (post-1990) relationship with the communication media. Results show that students prefer e-mail for communicating with instructors and reiterate that students see themselves as highly effective at using communication technologies. The authors also discuss implications for educators on the use of communication technologies in the classroom.

Moyane, S.P., Dube, L. and Hoskins, R. (2015), "Evaluating user education programmes for postgraduate students in the school of management, information technology and governance at the university of Kwazulu-Natal", South African Journal of Libraries and Information Science, Vol. 81 No. 1, pp. 28-40.

Evaluates the user education programs for post-graduate students and issues experienced by their librarians in relation to those programs at the University of KwaZulu-Natal School of Management, Information Technology and Governance. Surveying post-graduates and interviewing subject librarians and academic coordinators, the authors found that 84 per cent of responding post-graduates had an awareness of library user education programs, but only 55 per cent used their subject librarian as an information source. Also discussed are potential improvements for user education programs and the challenges faced by subject librarians.

Mudd, A., Summey, T. and Upson, M. (2015), "It takes a village to design a course: Embedding a librarian in course design", Journal of Library & Information Services in Distance Learning, Vol. 9 Nos 1/2, pp. 69-88.

Provides discussion around embedding librarians in the instructional systems design (ISD) process for online courses, which typically consists of an instructor, facilitator, designer, and subject matter expert. The authors elaborate on how librarians can facilitate the alignment of library services and resources with research projects in online courses. With both research and technology skills, the authors provide examples of how librarians can be a part of the ISD process.

Mugwisi, T. (2015), "Role of librarians in teaching information literacy in Zimbabwean and South African universities: a comparative study", Mousaion, Vol. 33 No. 1, pp. 23-42.

Compares components of IL programs at 11 Zimbabwean and 14 South African universities through a survey inquiring about IL program content, reassessment, learning objectives, challenges and more. Survey responses are reported in these areas. The author reports that, overall, IL instruction is primarily embedded into first-year courses in both countries, with 93 per cent of South African and 73 per cent of Zimbabwean university libraries teaching IL.

Mune, C. (2015), "Massive open online librarianship: emerging practices in response to MOOCs", Journal of Library & Information Services in Distance Learning, Vol. 9 Nos 1/2, pp. 89-100.

Provides an overview of MOOCs in higher education and the information needs of MOOC students to elaborate on how librarians can potentially serve the information needs of this user population. Considering library instruction, reference and collection development, the authors detail the needs of MOOC students and describe how they can be applied by librarians to serve the needs of distance learning students.

Mune, C., Goldman, C., Higgins, S., Eby, L., Chan, E.K. and Crotty, L. (2015), "Developing adaptable online information literacy modules for a learning management system", Journal of Library & Information Services in Distance Learning, Vol. 9 Nos 1/2, pp. 101-118.

Outlines the development of an online suite of IL modules at San Jose State University to address issues of sustainability in developing LMS-embedded, online modules. The authors describe the suite of modules, detail how they can be customized by librarians in conjunction with teaching faculty for their courses and provide outcomes of this effort to showcase one particular model for addressing sustainability issues in online IL instruction.

Muriel-Torrado, E. and Fernández-Molina, J.-C. (2015), "Creation and use of intellectual works in the academic environment: students' knowledge about copyright and copyleft", Journal of Academic Librarianship, Vol. 41 No. 4, pp. 441-448.

Delivers the results of a survey of Spanish university students' understanding of copyright (e.g. use permitted by law of copyrighted works) and copyleft (e.g. Creative Commons), especially as they apply to their academic responsibilities and in light of the increasing digital environment in which they learn and interact. Results show that a majority of students did not know they hold the copyright to their coursework and lack an understanding of public domain; moreover, 44 per cent of students were familiar with the idea of copyleft, but a majority of students were unfamiliar with Creative Commons.

Murray, A. (2015), "Academic libraries and high-impact practices for student retention: library deans' perspectives", Portal: Libraries & the Academy, Vol. 15 No. 3, pp. 471-487.

Examines 68 university library deans' and directors' impressions on the complement between library services and resources along with ten high-impact practices (HIPs) to

draw on them for libraries' impact on student retention. Using a survey to gather the sample's perspective, the author found a positive correlation between the HIPs and IL instruction, library services and library collections.

Needham, G. and Ally, M. (2015), M-libraries 5: From Devices to People, Facet Publishing, London.

Based on the Fifth International M-Libraries Conference proceedings, this edited book covers the use of mobile technologies in libraries, including sections on best practices for their use along with challenges and strategies in using mobile devices in libraries. Other chapters focus on mobile IL and learning via augmented reality.

Nelson, J., Morrison, J. and Whitson, L. (2015), "Piloting a blended model for sustainable IL programming", Reference Services Review, Vol. 43 No. 1, pp. 137-151.

Chronicles the pilot of an instruction program for first-year English courses with a blended IL approach used to address sustainability issues. With 42 per cent of Fall 2013 English sessions adopting the model, the blended approach used face-to-face sessions to focus on information evaluation, while the online module focused on search tactics. Most faculty expressed positive feedback, and a questionnaire showed that students could largely identify characteristics of a scholarly source.

Nelson, N. and Huffman, J. (2015), "Predatory journals in library databases: how much should we worry?", Serials Librarian, Vol. 69 No. 2, pp. 169-192.

Details the concerns about predatory publishers in regard to IL instruction and student research. Discussing the Open Access movement, peer review and Jeffrey Beall's predatory publishers list, the authors look at the presence of these journals in three library database packages and the Directory of Open Access Journals (DOAJ) and compare them to Beall's list. DOAJ contained the highest number of predatory journals (2.25 per cent), with ProQuest Central coming in second (0.72 per cent). While there is not much reason for concern overall, they find that the sciences, medicine, technology and business are subject areas that have more predatory journals and may be of concern for instruction librarians in these fields.

Newman, E. (2015), "Media selection and active learning: design practices of designers-by-assignment within the academic library", Thesis, Capella University, Minneapolis, MN.

Studies the media selection of instruction librarians who teach one-shot sessions with active learning components, designing their lesson plans around individual assignments. Through seven interviews with instruction librarians, the author found that respondents mostly used cloud-based software for active learning exercises, with cost being a large factor in media selection.

Nierenberg, E. and Fjeldbu, Ø.G. (2015), "How much do first-year undergraduate students in Norway know about information literacy?", *Journal of Information Literacy*, Vol. 9 No. 1, pp. 15-33.

Provides survey responses of first-year students at the Hedmark University College with regard to their IL skills prior to taking a library instruction workshop. Focusing on information evaluation, plagiarism and proper source citation, the authors find that of the 434 respondents, 42 per cent reported themselves as having very good evaluation skills, with a higher education background leading to a higher belief in abilities; 68 per cent reported that they were very good at avoiding plagiarism; and only 34 per cent reported that they were good or very good at proper source citation.

Nimer, C.L. and Daines, J.G. III (2015), "Developing online tutorials in special collections and archives: a case study", *Journal of Library Innovation*, Vol. 6 No. 1, pp. 75-91.

Details the creation of two online video tutorials for the L. Tom Perry Special Collections at Brigham Young University. With the videos focused on training student employees to prepare manuscripts for researcher use and the other on orienting student researchers for archival use, the authors describe the creation process with their iLearning Library Services tutorial development group through project definition and script development to tutorial production. They conclude with a discussion of online tutorial sustainability and assessment.

Noe, J. (2015), "Case studies and pervasive instruction", *Reference Services Review*, Vol. 43 No. 4, pp. 706-721.

Researches whether journalism pedagogy can be transferred to the IL classroom to teach ethical information use. The author proposes ways that librarians may use journalism pedagogy in one-shot sessions through the use of case studies that demonstrate real-life examples and consequences of plagiarism.

O'Connor, K. (2015), "Interactive library instruction: the use of poll everywhere as an assessment tool", *Endnotes*, Vol. 6 No. 1, pp. 1-13.

Examines the use of Poll Everywhere for real-time assessment of students' learning before and after an IL session at the College of Charleston. The author reports on the increase in student engagement after switching from hand-raising to Poll Everywhere in a first-year English course and an intermediate History course, and elaborates on how the pre-assessment helped her guide the course.

O'Kelly, M. (2015), "Seven questions for assessment planning", *College & Research Libraries News*, Vol. 76 No. 9, pp. 488-494.

Serves as a discussion piece to help librarians discern how to conduct the most contextually relevant IL assessment through providing a list of seven questions to address amongst colleagues, including the following three:

- Q1. Who is taking responsibility of the assessment program and why?
Q2. What questions do we have about our services and why?
Q3. What information will answer those questions and why?

The author then elaborates on how these questions are answered at her library.

O'Kelly, M.A., Garisson, J., Merry, B., Torreano, J. (2015), "Building a peer-learning service for students in an academic library", Portal: Libraries & the Academy, Vol. 15 No. 1, pp. 163-182.

Details the development, student training and assessment of a peer-training model at Grand Valley State University, whereby trained students teach other students IL skills. The authors discuss recruitment of peer research consultants; training to instill confidence and IL skills; and a customized application that schedules, details and evaluates peer research appointments. Students reported that the peer research consultants were helpful and instilled confidence; consultants likewise reported an increase in their IL skills and confidence.

O'Neill, T.W. (2015), "The business model canvas as a platform for business information literacy instruction", Reference Services Review, Vol. 43 No. 3, pp. 450-460.

A case study of the use of the business model canvas (BMC), used by a graphic organizer in entrepreneurship, as a tool to teach business IL skills to both undergraduate and graduate students taking courses in entrepreneurship at the Michigan State University. In a library instruction session, the author has students map the elements of the BMC to sources found in business databases and assess the value of each as they hone their business-planning practices. The author also identifies challenges and next steps to improving this approach to instruction.

Obasuyi, L.O. (2015), "Information and communication technology literacy skills and class instruction: a comprehensive perception survey of University of Benin first year students", Nordic Journal of Information Literacy in Higher Education, Vol. 7 No. 1, pp. 63-80.

Assesses the impact of class instruction and using the library on first-year students' ICT skills. The authors present student questionnaire data to evaluate the course's efficacy. Detailing their analysis of numerous hypotheses such as gender, course content, differences between students' and faculty ICT skills and more, the authors find that the course content itself is effective, with students being considered "skillful" and "expert" in terms of their ICT literacy.

Obradovich, A., Canuel, R. and Duffy, E.P. (2015), "A survey of online library tutorials: guiding instructional video creation to use in flipped classrooms", Journal of Academic Librarianship, Vol. 41 No. 6, pp. 751-757.

Evaluates the use of instructional videos and their viewing instructions on library websites to guide instructional video design at McGill University. Using the Canadian Association of Research Libraries and Association of Research Libraries university libraries' websites as their subject pool, the authors analyze video production, purpose and viewing instructions. They find that while 107 libraries out of 140 feature instructional videos on their website, only 2 provide explicit instructions on their viewing prior to attending a library session. The authors also discuss popular video types and formats, including catalog/discovery tool searching and evaluating information sources, as well as flash and HTML, respectively.

Ogburn, J.L. and Hensley, M.K. (2015), "Bringing together the educator and the advocate", College & Research Libraries News, Vol. 76 No. 9, pp. 507-510.

Discusses the progress of the ACRL Task Force on the Intersections of Scholarly Communication and Information Literacy with regard to its four focus areas:

- (1) professional development;
- (2) sharing information about the intersections project;
- (3) relationship building for the program; and
- (4) keeping ACRL members informed.

The report shares their accomplishments with regard to these four areas and future ideas to explore and next steps, including engagement with external stakeholders and ALA.

Oliver, J.T. (2015), "One-shot Wikipedia: an edit-sprint toward information literacy", Reference Services Review, Vol. 43 No. 1, pp. 81-97.

Delves into the use of Wikipedia-editing exercises in a 2-h, one-shot library instruction session to foster IL and critical thinking skills. The author discusses class layout, learning objectives and the gathering of qualitative data that showed the impact of the exercises on the learning objectives. Student reflections, their responses to an exit survey and instructor observations have led the author to believe that the students effectively evaluated and incorporated information into Wikipedia articles.

Ozbicakci, S., Gezer, N. and Bilik, O. (2015), "Comparison of effects of training programs for final year nursing students in Turkey: differences in self-efficacy with regard to information literacy", Nurse Education Today, Vol. 35 No. 2.

Evaluates the IL skills of final-year nursing students in two different programs, one focusing on classic learning, the other on problem-based learning (PBL). Using a 28-question survey by which students assessed their own IL skills, the authors found that 68 per cent of classical learning students reported themselves to be highly information literate, as compared to the 91 per cent of PBL students reporting the same. The authors discuss these findings against other literature studies' findings that reports similar high self-efficacy of those who engage in PBL with regard to their IL skills.

Pagowsky, N. (2015), "A pedagogy of inquiry", Communications in Information Literacy, Vol. 9 No. 2, pp. 136-144.

Serving as a discussion on the new ACRL IL Framework, Pagowsky states that while contentious, the Framework pushes librarians toward a pedagogy that is less focused on skills and more on big ideas and inquiry, which can help librarians refocus their identity in the university setting. In this article, she focuses on how the Framework can provide a holistic pedagogy that can enable deep learning, although this can be unpopular in the model of higher education that focuses on banking skills for employability.

Parrott, D.J. and Anderson, J.M. (2015), "Distance education faculty and librarian collaboration: developing technological skills of school librarian candidates", Journal of Library & Information Services in Distance Learning, Vol. 9 No. 4, pp. 266-274.

Overviews the collaboration between a distance education librarian and a professor within a school media librarianship program who use LibGuides for a pathfinder project. Required to compile materials to guide inquiry-based learning on a topic of their choice, the authors discuss the implementation process of this assignment. Graded on a rubric based on materials and aesthetics, 81 per cent received full credit, and all 22 students found the assignment helpful. Future considerations for revising the assignment are discussed.

Pashia, A. and Critten, J. (2015), "Ethnography as pedagogy in library orientations", Journal of Information Literacy, Vol. 9 No. 2, pp. 84-93.

Details a case study by which a group of librarians used ethnography in a first-year seminar, whereby students conducted a mapping and observation exercise to become familiar with the library through visualizing and engaging with the space as participant-observers. The authors discuss how the exercises allowed for engagement, formative assessment and group dialogue that fostered a community of practice as opposed to a passive learning environment that focused on banking information.

Peterson-Fairchild, K. and Bettencourt-McCarthy, A. (2015), "Building bridges: integrating the library into general education reform", OLA Quarterly, Vol. 21 No. 2, pp. 12-16.

Considers the role of libraries in university general education reviews, with a relevant case study of the Oregon Institute of Technology and their Essential Student Learning Outcomes to guide discussion. With librarians involved in the review process at Oregon Tech, the authors discuss how their inclusion on two sub-committees with prominent institutional faculty has enabled them to promote IL efforts on a larger scale, with the goal of IL becoming a priority for Oregon Tech.

Pinto, M. (2015), "Viewing and exploring the subject area of information literacy assessment in higher education (2000-2011)", Scientometrics, Vol. 102 No. 1, pp. 227-245.

Provides a bibliometric analysis of the literature on Information Literacy Assessment in Higher Education (ILAHE) through gathering literature in prominent LIS databases dated from 2000-2011 to determine the key research areas and keywords in this field. Pinto finds five major research trends in the area of ILAHE: detail evaluation-education, assessment, student efficacy, learning-research and the library. Pinto concludes by discussing relevant terminology and emerging fields of study in the area.

Pinto, M., Escalona, M.-I., Pulgarín, A. and Uribe-Tirado, A. (2015), "The scientific production of Ibero-American authors on information literacy (1985-2013)", Scientometrics, Vol. 102 No. 2, pp. 1555-1576.

Provides a bibliometric and visual analysis of the scholarly literature of Ibero-American IL and competences that authors from 1985-2013 provided in numerous LIS databases, including Web of Science, SCOPUS and several others. Totalling 340 documents for the timeframe, 2005-2011 featured a growth rate of 30 per cent and averaged 14.45 documents per year. Spanish authors produced the most literature in the field (119), with Brazil following at (76). Discussion also features trending Ibero-American research topics and providing a global context for the research.

Pinto, M. and Sales, D. (2015), "Uncovering information literacy's disciplinary differences through students' attitudes: an empirical study", Journal of Librarianship & Information Science, Vol. 47 No. 3, pp. 204-215.

Assesses university students' attitudes and self-assessment regarding IL skills. Surveying students enrolled in varied subject areas, and the students respond to questions in four categories: searching, evaluation, processing and communication-dissemination. Students perceived themselves better at locating and evaluating information, with students in Arts & Humanities and Social & Legal Sciences rating themselves higher than those in Sciences, Engineering and Architecture. The authors discuss the implications of their findings on IL training in different disciplines.

Piscitelli, S. (2015), Choices for College Success, Pearson, Boston, MA.

Focusing on student success, this textbook contains chapters related to student personal and academic life, including IL, critical thinking, learning styles, motivation and financial literacy.

Pow, J. and Li, S.C. (2015), "The effect of students' perceptions of internet information quality on their use of internet information in inquiry-based learning", Australasian Journal of Educational Technology, Vol. 31 No. 4, pp. 439-457.

Posits that students' understanding of information quality on the internet influences their use of internet-based information sources in their education. Seeking to create a model that assesses and forecasts students' use of internet-based information sources, the authors surveyed 299 students at a Hong Kong university. Using Klein's 15-dimension framework for assessing information quality perceptions, the authors find

and discuss 8 of these dimensions, including interpretability and reputation, as helping inform their model on forecasting perceived information quality and use.

Price, E. and Richardson, R. (2015), "Integrating the thematic approach into information literacy courses", Reference Services Review, Vol. 43 No. 1, pp. 125-136.

Details a select literature review related to teaching with a thematic approach, specifically pedagogical training in this area for teachers, thematic courses within higher education and how this approach has been used in IL sessions. The authors found that thematic teaching has been used in IL sessions to increase relevance of IL skills to students and in other disciplines for the same reason.

Qinqin, Z., Maren, G. and Shiyi, X. (2015), "Integrating library instruction into the course management system for a first-year engineering class: an evidence-based study measuring the effectiveness of blended learning on students' IL levels, College & Research Libraries, Vol. 76 No. 7, pp. 934-958.

Examines the efficacy of a course-embedded online module with optional face-to-face module assistance designed for students in a first-year engineering course. Module topics focused on library basics and IL skills such as locating and evaluating sources. From pre- and post-test evaluations, focus groups and survey responses, the authors found that students' IL skills increased, and they use this assessment to discuss best practices in library instruction.

Radcliff, S. and Wong, E.Y. (2015), "Evaluation of sources: a new sustainable approach", Reference Services Review, Vol. 43 No. 2, pp. 231-250.

Evaluates the Toulmin method of argumentation to teach IL skills, particularly evaluating information sources and developing research questions, through conducting and evaluating two studies using English composition classes and standard and flipped classroom approaches. Using a standardized IL test and a rubric to evaluate research papers, the authors found that from both pedagogical approaches, the Toulmin method helped students better evaluate sources and develop research questions.

Rae, S. and Hunn, M. (2015), "Assessing the impact of embedding online academic and information literacy resources into a first-year business course", Evidence Based Library & Information Practice, Vol. 10 No. 4, pp. 95-111.

Details the assessment of embedded IL content into a first-year, online course in Business. Combining usage data, essay grades from students in the course with IL content embedded were compared against those in a class not featuring IL content. Using surveys, focus groups and interviews with students, instructors and other stakeholders, the authors tied their responses to Lizzio's (2011) Five Senses of Success to determine if the embedded IL content aided in students' success. The authors discuss their findings and conclude that the module contributed to increased student success in the online Business course.

Rafique, A. and Mahmood, K. (2015), "Information literacy skills of engineering students: a survey", *Pakistan Library & Information Science Journal*, Vol. 46 No. 4, pp. 34-41.

Assesses the perceived IL skills of engineering students at the Bachelor of Science, Master of Science and Doctorate levels based on the ACRL Standards. Using a questionnaire to survey 460 students at several universities with engineering programs, the authors report that they found no difference between the perceived IL skills of engineering students at different degree levels; they also found that students who reported greater English language skills also perceived themselves as having greater IL skills.

Ragains, P. (2015), "The interplay of information literacy instruction and professional statements", *Communications in Information Literacy*.

This column serves as a discussion of how the ACRL Framework and Standards for IL impact librarianship as a profession. Ragains believes that the Standards will still prove influential even as the Framework gains popularity because they are concrete skills that can guide teaching, and that the Framework and the Standards are not competing and can exist alongside each other.

Ragains, P. and Wood, M.S. (2015), *The New Information Literacy Instruction: Best Practices*, Rowman & Littlefield Publishers, Lanham, MD.

This book provides best practices for librarians who want to develop IL instruction programs with the new ACRL Information Literacy Framework in mind. Chapters include case studies on mapping course assessment with IL assessment in a first-year writing program; best practices for one-shot instruction sessions; and chapters on teaching specific literacies, such as visual, scientific and data literacy.

Ram, S. (2015), "Tag cloud application and information retrieval system: visualisation to create information literacy", *DESIDOC Journal of Library & Information Technology*, Vol. 35 No. 1, pp. 41-46.

Evaluates the efficacy of a social tagging process with a word cloud to visualize and retrieve information on a social cataloging tool called Shelfari to promote new library resources. The author details the social tagging process on Shelfari, where the digital bookshelf application features a tag field using Library of Congress Subject Headings (LCSH) or Medical Subject Headings (MeSH) subject headings. In a survey of 352 students and faculty regarding whether the tag visualization impacted retrieval, the author found that only around half of students and faculty were aware of the service and that it mostly helped them identify new arrivals to the library.

Ramnarine-Rieks, A.U. (2015), "Learning by game design for library instruction a multiple case", *Thesis, Syracuse University, Syracuse, New York, NY*.

This dissertation examines the role of game design in undergraduate students' learning in IL classes through exploring several related avenues: how instructors can incorporate

motivational techniques to promote learning IL skills, how game design can promote knowledge sharing and how students reflect their learning in game-based materials. Ramnarine-Rieks uses various assessment materials and observations to conclude that using game design can improve learning IL skills.

Rapchak, M. and Cipri, A. (2015), "Standing alone no more: linking research to a writing course in a learning community", portal: Libraries & the Academy, Vol. 15 No. 4, pp. 661-675.

Depicts the collaboration between a librarian and a writing instructor teaching both an IL and first-year composition course for a student learning community. They discuss shared learning objectives and scaffolding and coordinating assignments to support students in achieving learning outcomes in both classes. While the librarian found that her learning community research course did not score at a statistically significant level against prior traditional courses, students' engagement and their understanding of the application of IL skills increased; the writing instructor noticed she did not need to teach IL skills to these students, as well, because they already had a basis from the librarian's research course.

Rath, L. and Cimbricz, S. (2015), "Collaborating around critical multiliteracies: a formula for success", Behavioral & Social Sciences Librarian, Vol. 34 No. 2, pp. 47-54.

Provides advice for collaboration through the lens of the authors, a librarian and a professor in the field of education, who co-taught a master's-level education class on multiliteracies. Their reflection led to four pieces of advice for collaboration:

- (1) make it easy for end users to approach learning and offer what they want;
- (2) collaborate based on shared goals;
- (3) make collaboration beneficial for both end users and teachers; and
- (4) make it so your collaborator wants to work with you again.

Reed, K.L. (2015), "Square peg in a round hole? The framework for information literacy in the community college environment", Journal of Library Administration, Vol. 55 No. 3, pp. 235-248.

Discusses the application and relevance of the ACRL Information Literacy Framework within a two-year community college library setting by comparing the Framework's Knowledge Practices against the Standard's Performance Indicators. The author elaborates on how community college librarians can adapt the frames such as authority as contextual and valuing information for instruction. "Research as Inquiry" and "Searching is strategic" were posited as the best fit for the community college setting, as they can focus on developing foundational IL skills.

Refaei, B., Kumar, R. and Harmony, S. (2015), "Working collaboratively to improve students' application of critical thinking to information literacy skills", *Writing & Pedagogy*, Vol. 7 No. 1, pp. 117-137.

The authors reflect on how writing instructors can collaborate with librarians to help students apply critical thinking skills to IL concepts. Writing instructors created class activities with librarians related to critical thinking and research for first-year composition students enrolled in the second half of a two-course sequence. The authors found that the collaboration between writing instructors and librarians offered students better support during the research process, but students continue to need help with identifying deeper connections between multiple concepts within their chosen research topics.

Reilly, P. (2015), "Strategies to ensure deep learning occurs in MBA information literacy workshops", *Journal of Business & Finance Librarianship*, Vol. 20 No. 3, pp. 172-188.

Evaluates theoretical models for increasing engagement and deep learning of MBA students in IL sessions. Reilly discusses methods such as collaborative learning, fostering creativity in the classroom and other strategies that he has used to foster comprehension of IL skills in the MBA classroom. Promising teaching methods include pre-assessment exercises, tailoring sessions to student needs and collaborative learning.

Resor-Whicker, J. and Tucker, K.R. (2015), "Using Prezi to structure online videos for information literacy instruction: a case study", *Internet Reference Services Quarterly*, Vol. 20 Nos 3/4, pp. 89-96.

Details how Radford University librarians used Prezi for formatting brief, online videos focusing on a case study of video creation for teaching IL skills within their online Doctorate of Nursing Practice degree. The video development process is elaborated on discussing how learning outcomes, scripts and graphics were used to help structure the videos within Prezi. Authors discuss the success of their videos in terms of visibility and challenges such as maintenance.

Rhoden, L. (2015), "Designing information literacy instruction for adult learners", *Christian Librarian*, Vol. 58 No. 1, pp. 26-35.

Elaborates on the IL needs of adult learners and how to tailor teaching this audience by discussing adult learning theory and adult learning attributes that may impact instructional design. While adult students are motivated to learn, the author details challenges librarians must address in teaching this group, such as busy schedules and anxiety in returning to school. The author discusses instructional design and learning theory for adult learners such as personalization and collaboration, and concludes with some relevant examples in the literature.

Rinto, E.E. and Cogbill-Seiders, E.I. (2015), "Library instruction and themed composition courses: an investigation of factors that impact student learning", *Journal of Academic Librarianship*, Vol. 41 No. 1, pp. 14-20.

Details the grading and analysis of information sources used in 95 research proposals and annotated bibliographies from English 102 sections to examine whether receiving library instruction and the English 102 sections being theme-based impacted students' grades on the aforementioned assignments. Using rubrics developed for each assignment and analyzing sources based on criteria such as authority, relevance and currency, the authors found that attending a library session had a positive effect on students' source selection and topic development, while having a course theme only had a minor positive impact.

Rivera, E. (2015), "Using the flipped classroom model in your library instruction course", *The Reference Librarian*, Vol. 56 No. 1, pp. 34-41.

Provides a description of a flipped class model for a Library Competency Workshop course and compares test results from enrolled students in the flipped model against a section of the workshop that used a traditional lecture approach. Course content for both sections was based around ACRL IL Standards, but the flipped model used video tutorials for homework and hands-on exercises in class. Test results showed that there was a more dramatic increase in IL skills between pre- and post-tests in the students enrolled in the flipped classroom.

Robinson, T.E. (2015), "What you need to know about the new ACRL framework for information literacy for higher education: a summary", *Christian Librarian*, Vol. 58 No. 2, pp. 90-93.

Provides an overview of the new ACRL Framework for Information Literacy in Higher Education by presenting it in a question-and-answer format. Topics covered are the differences between the ACRL Standards and the Framework, how the Framework will impact IL instruction and the advantages offered by the new Framework.

Rodicio, H.G. (2015), "Students' evaluation strategies in a web research task: are they sensitive to relevance and reliability?", *Journal of Computing in Higher Education*, Vol. 27 No. 2, pp. 134-157.

Rodicio investigates whether undergraduate students take a systematic approach to evaluating information they find on the internet. Students in an educational psychology course completed a task that involved evaluating Web results relating to text comprehension topics. The study revealed that students in general are not systematic when evaluating Web results pages, but they do take a more systematic approach during study time.

Rosman, T., Mayer, A.-K. and Krampen, G. (2015), "Combining self-assessments and achievement tests in information literacy assessment: empirical results and

recommendations for practice", *Assessment & Evaluation in Higher Education*, Vol. 40 No. 5, pp. 740-754.

Presents a study of 82 German psychology students, whereby the authors confirm their hypothesis that an IL self-assessment could improve information search test scores if administered before retrieval tasks. Measures include the administration of a self-efficacy test, three information retrieval tasks and a scenario-based IL test. Authors conclude that self-assessments complement IL tests by highlighting individuals' gaps in knowledge, increasing their focus in certain areas of the test.

Rosman, T., Mayer, A.-K. and Krampen, G. (2015), "Intelligence, academic self-concept, and information literacy: the role of adequate perceptions of academic ability in the acquisition of knowledge about information searching", Information Research, Vol. 20 No. 1, pp. 183-194.

Examines the connection between academic self-concept, cognitive ability and IL skills through surveying 137 first-year psychology students at the University of Trier. The authors find a positive relationship between cognitive ability and IL skills in students with a high academic self-concept; they posit that high academic self-concept is essential for IL skills for those exhibiting low cognitive ability, as a high self-concept is positively correlated to persistence. Practical implications of their results are discussed within the context of IL instruction.

Rothera, H. (2015), "Picking up the cool tools: working with strategic students to get bite-sized information literacy tutorials created, promoted, embedded, remembered and used", Journal of Information Literacy, Vol. 9 No. 2, pp. 37-61.

Details a survey of undergraduate Primary Teacher Education students at UK University to understand their online information-seeking behaviors and the IL resources that have helped them in the past. Students reported best liking short and frequent tutorials. The survey results led the authors to work with the students in developing several short tutorials embedded into Moodle to help the students overcome their previously identified information barriers.

Roy, L. and Hardin, G. (2015), "Teaching the catalog as a reference tool", The Reference Librarian, Vol. 56 No. 1, pp. 73-77.

Details one of the author's (Roy) experiences in teaching a reference course, where they discuss the idea of using the library catalog as a tool that can help library science students understand concepts such as indexing. A IL coordinator of the University of North Texas, Greg Hardin, presents his experiences on teaching the library catalog and its importance in providing reference to patrons.

Rubick, K. (2015), "Flashlight: using Bizup's BEAM to illuminate the rhetoric of research", Reference Services Review, Vol. 43 No. 1, pp. 98-111.

Details a librarian and rhetoric and media studies faculty member's partnership through their use of BizUp's BEAM to help students read academic works and integrates them

into their own writing. With two workshops taught by the librarian, students learned about the BEAM method and evaluated abstracts as Background, Exhibit, Argument or Method pieces. The authors concluded that BEAM provided a helpful framework for students in evaluating information.

Salisbury, L., Laincz, J. and Smith, J.J. (2015), "Undergraduate ownership of small mobile devices: engagement and use in an academic environment", Science & Technology Libraries, Vol. 34 No. 1, pp. 91-107.

Examines the ownership and use of smartphones for accessing library resources and other academic information sources by surveying 489 undergraduate students in mostly science- and technology-based disciplines that attended a library instruction session during Fall 2013. Results show that students owned an average of 1.4 mobile devices and that most never accessed library resources via mobile devices, although the data show that instruction sessions may increase this behavior.

Sanders, E. and Balius, A. (2015), "Experiential learning and academic libraries: an annotated bibliography", Codex, Vol. 3 No. 3, pp. 49-52.

This article is an annotated bibliography of literature from the past decade published on experiential learning and academic libraries; several annotations provide citations to articles relating experiential learning to IL. An introduction to the bibliography describes the authors' search process and common themes throughout the annotated literature.

Santharooban, S. and Premadasa, P.G. (2015), "Development of an information literacy model for problem based learning", Annals of Library & Information Studies, Vol. 62 No. 3, pp. 138-144.

Proposes an IL model that maps to the goals of PBL based on medical education at Eastern University in Sri Lanka so students can fully benefit from PBL. The authors discuss the specific IL skills needed to fully participate in PBL, including information access, use, evaluation and sharing of skills with peers.

Saunders, L. (2015), "Education for instruction: a review of LIS instruction syllabi", The Reference Librarian, Vol. 56 No. 1, pp. 1-21.

Details a content analysis of syllabi at ALA-accredited LIS programs to discern the level to which LIS programs are preparing entry-level instruction librarians, specifically within reference and instruction courses. In total, 76 per cent of reference courses featured IL or instruction as a topic; the instruction courses were examined more deeply in terms of content, learning outcomes, readings and exercises. While pedagogical theories were found to be included in 93.1 per cent of these courses, most ALA-accredited LIS programs only had one course related to instruction.

Saunders, L., Kurbanoglu, S., Boustany, J., Dogan, G., Becker, P., Blumer, E., Chowdhury, S., Dobreva, M., Gendina, N., Grgic, I.H., Haddow, G., Koltay, T., Kortelainen, T., Krakowska, M., Majid, S., Mezhova, M., Repanovici, A., Rudžioniene, J., Schneider, R. and Terra, A.L. (2015), "Information behaviors and information literacy skills of LIS students: an international perspective", *Journal of Education for Library & Information Science*, Vol. 56, pp. S80-S99.

Examines the IL skills and behaviors of 1,249 LIS students in 18 countries by deploying a Web-based version of the Project Information Literacy survey. Findings report similar behaviors between LIS students with regard to search strategies and keywords, but that students differ across nationalities in skills such as evaluation and citation. Implications for LIS faculty are discussed in light of the survey results.

Scheuler, S.A. (2015), "Retention and student success: an action plan for academic librarians", *Library Leadership & Management*, Vol. 30 No. 2, pp. 1-5.

A brief article on how academic libraries can partner with other departments on campus to create an environment that contributes to student retention. Scheuler also includes a library's chart for supporting retention that outlines strategic goals, objectives, tasks, evaluation and input.

Schoen, M.J. (2015), "Teaching visual literacy skills in a one-shot session", *Visual Resources Association Bulletin*, Vol. 41 No. 1, pp. 1-12.

Describes ways in which librarians can teach visual literacy skills in one-shot sessions that focus on locating and critically evaluating images, using the Visual Resources Collections of the University of Michigan as a case study. The author discusses the rationale behind visual literacy and the topics focused on in the sessions, including image quality, source, technical aspects, location and copyright.

Schwartz, M. (2015), "Are you being served?", *Library Journal*, Vol. 140 No. 14, pp. 38-40.

A collaboration between *Library Journal* and Gale, this article details how librarians feel they are providing services to faculty and how faculty feel librarians are serving their needs. Both librarians and faculty ranked IL instruction as the most important service provided by librarians. Other services and topics such as collaboration, collection development, communication and strategies for improvement of these are discussed.

Seeber, K.P. (2015), "This is really happening", *Communications in Information Literacy*, Vol. 9 No. 2, pp. 157-163.

Discusses the Framework as a pedagogical vision for librarians, and what it means for the profession and for librarians as educators. It argues that while the ACRL Framework for Information Literacy may still be debated for content and implementation, its focus on the contextual aspect of information is critical for IL instruction because the

socioeconomic, political and cultural realms are intrinsically intertwined with information.

Seeber, K.P. (2015), "Teaching "format as a process" in an era of web-scale discovery", Reference Services Review, Vol. 43 No. 1, pp. 19-30.

Theoretically examines how the threshold concept of "format as process" can be incorporated into IL sessions to foster critical thinking, with a focus on Web-scale discovery platforms and other online searching resources. Seeber discusses teaching methods for Web-scale discovery tools, the new IL framework and how these can be partnered in practice to create discussions around formats and process, as they relate to authority, search interfaces and information evaluation.

Shahzad, K. and Khan, M.T. (2015), "Key trends in information seeking of Government College University Lahore teaching faculty", Pakistan Library & Information Science Journal, Vol. 46 No. 1, pp. 4-12.

Describes the information-seeking behaviors of Government College University Lahore teaching faculty and examines the influence of ICTs on those behaviors. A questionnaire was sent out to faculty with a 72 per cent response rate and shows that the faculty heavily relied upon relationships with subject-matter experts for information, but used electronic resources for immediate information needs. Most respondents reported used Web-based search engines more heavily than any other ICT.

Shamchuk, L. (2015), "Professional development on a budget: facilitating learning opportunities for information literacy instructors", Partnership: The Canadian Journal of Library & Information Practice & Research, Vol. 10 No. 1, pp. 1-14.

Describes how MacEwan University's library held various low-cost professional development programs on current trends within IL. Programs included a Teaching Styles Workshop, Teaching Triangles, Library Professional Development Days and an Information Literacy Palooza. The library's offerings positively impacted library staff and library instructors from the community, which has left the door open for future collaborations.

Sharun, S., Thomson, M.E., Goebel, N. and Knoch, J. (2015), "Institutions collaborating on an information literacy assessment tool", Library Management, Vol. 35 Nos 8/9, pp. 538-546.

Four institutions in Canada worked together to form the Information Literacy and Advocacy Pilot (ILAAP). As a team, they created an assessment based on ACRL's Information Literacy Competency Standards for Higher Education. The ILAAP discovered students in their pilot felt comfortable with basic IL skills such as using library resources to find information, but they struggled with more challenging

concepts such as identifying appropriate research questions. As part of generating a reliable assessment tool, they are continuing to evaluate the clarity of language in their questions, with the goal of their assessment being used in other academic libraries.

Shipman, T., Bannon, S.H. and Nunes-Bufford, K. (2015), "The information-seeking habits of in-service educators", College & Research Libraries, Vol. 76 No. 2, pp. 120-135.

Researchers aimed to learn more about the information-seeking habits of in-service educators. A survey that included quantitative and categorical questions revealed that some of the most prevalent habits include asking coworkers and searching the Web. Although, more research is needed on the information-seeking habits of in-service educators, this study shows that it could be useful to offer more professional development opportunities on IL.

Shorish, Y. (2015), "Data information literacy and undergraduates: a critical competency", College & Undergraduate Libraries, Vol. 22 No. 1, pp. 97-106.

As data have come to be seen as both a scholarly output and research source, it is important for students to learn about data IL. Data management is part of the research process, and libraries are in a position to coordinate with faculty to teach students valuable skills related to working with data in a responsible way. Teaching data IL also fits in well with the ACRL's Framework for Information Literacy for Higher Education.

Silk, K.J., Perrault, E.K., Ladenson, S. and Nazione, S.A. (2015), "The effectiveness of online versus in-person library instruction on finding empirical communication research", Journal of Academic Librarianship, Vol. 41 No. 2, pp. 149-154.

A study on whether online learning modules or in-person instruction is more successful in helping university students learn how to find empirical research. Researchers did not discover any major differences between the modalities of instruction, but they emphasized that the quality of materials and instruction can heavily impact learning outcomes. However, one benefit of teaching online is that students search for empirical research online and it makes sense to offer learning modules that meet students at their point of need.

Sin, S.-C.J. (2015), "Demographic differences in international students' information source uses and everyday information seeking challenges", Journal of Academic Librarianship, Vol. 41 No. 4, pp. 466-474.

A study using a questionnaire to learn about the information-seeking habits of international students who experience difficulty with everyday life information seeking (ELIS) in a university setting. Researchers discovered that Web searching is common, but social networking sites also play a growing role as a source for information. They also learned that mass media and print sources were also

commonly consulted, which suggests they should continue to be addressed during IL instruction.

Slavin, L.C. (2015), "Library services online: introducing library services for online MBA classes", Journal of Library & Information Services in Distance Learning, Vol. 9 No. 3, pp. 221-229.

A librarian created tutorials on basic library services and business databases for online MBA students at Lincoln Memorial University. The tutorials were meant to help provide comparable access to library resources for online students as in-person students and included an introduction to the library website, databases, catalog and interlibrary loan.

Smith, C.L. (2015), "Domain-independent search expertise: a description of procedural knowledge gained during guided instruction", Journal of the Association for Information Science & Technology, Vol. 66 No. 7, pp. 1388-1405.

Smith conducted a study of the search behaviors of ten online MLIS students learning about domain-independent search expertise (DISE). She observed that advanced search skills are related to enacting a search procedure that enables searchers to evaluate and decide which tactics are necessary to progress toward completing an effective search.

Smith, K.L. (2015), "A comprehensive analysis of computer use among African Americans", Thesis, Walden University, Minneapolis, MN.

An ethnographic study investigating how the lack of early access to information technology sources in the African-American community may result in lower wage positions within the business world. Smith finds that early access to technology resulted in higher academic success, IL and computer skills that culminated in career gains. She also acknowledged that socioeconomic factors are often barriers to information technology sources.

Smith, S. (2015), "Library instruction for romanized Hebrew", Journal of Academic Librarianship, Vol. 41 No. 2, pp. 197-200.

A study on whether a library instruction session on using the Library of Congress' Hebrew romanization tables will help university students more successfully find relevant items in Hebrew when searching a library catalog. Learning about the romanization rules used by the Library of Congress helped students have more successful searches in the catalog.

Sobel, K. and Drewry, J. (2015), "Succession planning for library instruction", Public Services Quarterly, Vol. 11 No. 2, pp. 95-113.

The authors detail how instruction departments can grow with shifts in personnel, administrative leadership and proper documentation. Calculated planning for these

inevitable changes can help a library's instruction department gain strength as they evolve into the future.

Sokoloff, J. and Simmons, R. (2015), "Evaluating citation analysis as a measurement of business librarian consultation impact", Journal of Business & Finance Librarianship, Vol. 20 No. 3, pp. 159-171.

Simmons and Sokoloff conducted a case study on students enrolled in a "gateway" business class where students received an instruction session from the business librarian. In addition, a portion of the class in groups of five also received individualized appointments with the business librarian. After the completion of an assignment, Simmons and Sokoloff evaluated the students' bibliographies to see how well they were able to choose suitable sources. They found that students who had an individualized appointment with the librarian did not have any more success than students who only received the general instruction session, but Simmons and Sokoloff also noted that reviewing bibliographies did not give them adequate insight into how students conducted their research.

Spahr, K. (2015), "Influences on undergraduate business students' perceptions about the adequacy of library information resources", Behavioral & Social Sciences Librarian, Vol. 34 No. 4, pp. 214-229.

After a survey shows that business college students are not satisfied with library resources, Spahr conducts a qualitative study to learn how students perceive library resources. She finds that helping business students conduct their research using library resources may be more important than purchasing additional business resources. Students expressed feeling overwhelmed with library resources, which is an issue that can be addressed with library instruction and introducing students to specific business databases.

Sproles, C. and Detmering, R. (2015), "Working information literacy: the instruction librarian specialty in job advertisements, 1973-2013", Codex, Vol. 3 No. 4, pp. 10-32.

Sproles and Detmering review librarian job advertisements to trace the evolution of instruction within the field of librarianship. They show how librarians progress from focusing on bibliographic instruction to needing to be familiar with pedagogical concepts such as the ones we see in the ACRL Framework for Information Literacy for Higher Education. Sproles and Detmering also indicate how librarians will need to adapt their approach to instruction as technology and methodologies in education develop.

Stone, G., Sharman, A., Dunn, P. and Woods, L. (2015), "Increasing the impact: building on the library impact data project", Journal of Academic Librarianship, Vol. 41 No. 4, pp. 517-520.

An article that focuses on the third phase of the University of Huddersfield's Library Impact Data Project. In this phase, researchers investigate ways to boost library usage with populations that use the library the least. After trying out desktop visits with staff and IL workshops with students, researchers determined that interactions with the library often vary by department. They have also confirmed the value of a consistent message and plan to continue to find fresh ways to foster engagement.

Stonebraker, I. (2015), "Flipping the business information literacy classroom: redesign, implementation, and assessment of a case study", Journal of Business & Finance Librarianship, Vol. 20 No. 4, pp. 283-301.

A case study on librarians using the flipped instruction model to teach business students IL skills. A pre- and posttest indicate that students' improved their IL skills, but it was important for instructors to express clear expectations and show students how to take charge of their own learning.

Stvilia, B. and Choi, W. (2015), "Mobile wellness application-seeking behavior by college students – an exploratory study", Library & Information Science Research, Vol. 37 No. 3, pp. 201-208.

Fifty university students participated in a research study about how and why they choose to use particular mobile wellness applications. Researchers use an online survey and post interview to discover that students find applications by searching the Web, exploring online application stores and consulting family or friends.

Swanson, T.A. and Jagman, H. (2015), Not Just Where to Click: Teaching Students How to Think about Information, Association of College and Research Libraries, Chicago, IL.

Provides multiple perspectives on how librarians, faculty and students view learning about information. The book includes chapters that have a variety of recommendations for teaching IL and research skills.

Swoger, B.J.M. and Helms, E. (2015), "An organic chemistry exercise in information literacy using SciFinder", Journal of Chemical Education, Vol. 92 No. 4, pp. 668-671.

The chemistry faculty and librarians collaborated to teach students about the variety of chemical literature and how to effectively use SciFinder. After the course, Swoger and Helms found that the relationship between librarians and chemistry faculty has grown and students can more easily find useful chemical data and literature via SciFinder.

Swoger, B.J.M. and Hoffman, K.D. (2015), "Taking notes at the reference desk: assessing and improving student learning", Reference Services Review, Vol. 43 No. 2, pp. 199-214.

Librarians at a liberal arts college assessed reference interactions with students by administering 1-min surveys and taking "Reference Notes" to better address students'

needs. They found their assessment tools helped students learn larger IL concepts, and librarians were able to link their reference interactions with student learning.

Tewell, E. (2015), "A decade of critical information literacy", Communications in Information Literacy, Vol. 9 No. 1, pp. 24-43.

A literature review on critical IL that primarily focuses on academic libraries and the possibility of social change.

Tewell, E. and Angell, K. (2015), "Far from a trivial pursuit: assessing the effectiveness of games in information literacy instruction", Evidence Based Library & Information Practice, Vol. 10 No. 1, pp. 20-33.

Tewell and Angell conducted a study to see if students in a lower-level English class benefitted more from an online game than a traditional lecture during IL instruction. The results of pre-tests and post-tests revealed that using online games during library instruction helped students improve their citation and keyword generation skills.

Thompson, L. and Blankinship, L.A. (2015), "Teaching information literacy skills to sophomore-level biology majors", Journal of Microbiology & Biology Education, Vol. 16 No. 1, pp. 29-33.

Librarians taught sophomores IL skills in a biology class over three sessions. Students in the biology class improved their research skills and were more prepared to be successful in advanced science classes.

Thonney, T. and Montgomery, J.C. (2015), "The relationship between cumulative credits and student learning outcomes: a cross-sectional assessment of information literacy and communication skills", Journal of the Scholarship of Teaching and Learning, Vol. 15 No. 1, pp. 70-87.

A community college's Teaching and Learning Committee created a study that measures if there is a difference in students' writing and IL skills between their first and second years of college. The committee learned that students need to improve their IL skills in all areas of the curriculum. The study also noted that students in their second year of college demonstrated higher competency levels.

Tmanova, L.L., Ancker, J.S. and Johnson, S.B. (2015), "Integrating an informationist into graduate education: case study with preliminary results", Medical Reference Services Quarterly, Vol. 34 No. 3, pp. 296-310.

An informationist conducted a study on the research skills of a new cohort of students entering a graduate program in Health Informatics. The informationist was integrated into their "Research Project in Health Informatics" course and assisted students with improving their research skills in a variety of ways. In collaboration with faculty and academic advisors, the informationist was able to help students develop their IL skills and improve their research process.

Todorinova, L. (2015), "Wikipedia and undergraduate research trajectories", New Library World, Vol. 116 Nos 3/4, pp. 201-212.

A librarian at a large university conducted a study of undergraduates taking beginning writing classes to see how students use information they find in a Wikipedia article as a jumping-off point for their research. The study revealed that students view easy access to sources as more important than their quality. Another valuable finding is that students are generally not using Wikipedia bibliographies as sources to continue their research.

Tunon, J., Ramirez, L.L., Ryckman, B., Campbell, L. and Mlinar, C. (2015), "Creating an information literacy badges program in blackboard: a formative program evaluation", Journal of Library & Information Services in Distance Learning, Vol. 9 Nos 1/2, pp. 157-169.

The Nova Southeastern University Libraries tested using digital badges to track IL skills. The badges did not prove to be a viable option for following student learning in formal courses.

Turner, B., Fuchs, C. and Todman, A. (2015), "Static vs. dynamic tutorials: applying usability principles to evaluate online point-of-need instruction", Information Technology & Libraries, Vol. 34 No. 4, pp. 30-54.

A study conducted with freshmen at St. John's University to determine which types of online tutorials are more effective, either video screencasts with audio or text with images. Researchers discovered that students found tutorials with text and images to be more helpful at their point of need, and usability testing was a valuable way to find areas of improvement in their tutorials.

Twomey, B. (2015), "Authentic assessments: praxis for the distance librarian", Journal of Library & Information Services in Distance Learning, Vol. 9 Nos 1/2, pp. 170-178.

Twomey investigates how distance librarians can use authentic assessment supported by the ACRL Information Literacy Competency Standards for Higher Education. She discusses how using assessments that call for "higher-order cognitive skills" often include opportunities for students to demonstrate their learning by using various skills to solve realistic problems.

Uchino, K., Okubo, Y. and Watanabe, T. (2015), "Approach to education innovation making use of open content", Fujitsu Scientific & Technical Journal, Vol. 51 No. 1, pp. 70-76.

Researchers look at North American universities and discuss "curation learning", which includes a "cycle of search, create, and engage". The article also includes two case studies on how students benefit from open education platforms because they are student driven and provide a way for them to share with others what they have learned.

Ukachi, N.B. (2015), "Information literacy of students as a correlate of their use of electronic resources in university libraries in Nigeria", *Electronic Library*, Vol. 33 No. 3, pp. 486-501.

Ukachi examines how undergraduates in Nigerian university libraries use electronic resources and how their use reflects their IL skills. After reviewing questionnaires and oral interviews, Ukachi concludes that undergraduates have lower-level IL skills, and this relates to why they do not make full use of available electronic resources. To improve the use of electronic resources, Ukachi recommends library instruction and library orientation and implementing IL as a part of the undergraduate curriculum.

Usina, P. (2015), "Impact of a California community college's general education information literacy requirement", *Thesis, Walden University, Minneapolis, MN*.

A thesis on how having a general education requirement for IL has impacted student perceptions at Santa Rosa Junior College. Usina conducted a survey that revealed that students benefitted from IL instruction by improving their critical thinking skills. The survey used in this research project can also continue to be used as a tool for assessment in the future to implement program changes as needed.

Van Ingen, S. and Ariew, S. (2015), "Making the invisible visible: preparing preservice teachers for first steps in linking research to practice", *Teaching and Teacher Education*, Vol. 51 pp. 182-190.

Ariew and Van Ingen, librarian and teacher educator, respectively, collaborated to address the first standard of ACRL's The Information Literacy Standards for Teacher Education in one of two classes for preservice teachers studying how to teach elementary math skills. They evaluated the differences between the class for preservice teachers that received IL instruction and the class that did not receive such instruction. Ariew and Van Ingen discovered that preservice teachers who received IL instruction could develop stronger research questions and more easily find reliable sources of information.

Vella, L. (2015), "Using minute papers to determine student cognitive development levels", *Issues in Science and Technology Librarianship*, No. 82.

After a library instruction session, librarians gave lower-division students a "minute paper", which consisted of the following two questions:

- (1) "What is the most important thing you learned in this session?"
- (2) "What are you left wondering?"

Librarians used student responses to determine the cognitive level of students and coded these responses as low, medium or high. The majority of responses fell into the low category. Although the results were not surprising, soliciting open-ended responses helped librarians gain more tactics to better serve students.

Verdesca, A. (2015), "What's in a word: coming to terms with reference", *The Reference Librarian*, Vol. 56 No. 1, pp. 67-72.
Verdesca discusses how the concepts of information literacy and information technology have overshadowed the way we define traditional reference work.

Verdesca, A. (2015), "What's in a word: coming to terms with reference, part two", *The Reference Librarian*, Vol. 56 No. 3, pp. 216-222.
In a follow-up article, Verdesca goes into depth about how librarians can use a print reference collection and précis writing to help students learn critical thinking skills.

Walsh, A. (2015), "Playful information literacy: play and information literacy in higher education", *Nordic Journal of Information Literacy in Higher Education*, Vol. 7 No. 1, pp. 80-94.

A study on how play can help students learn IL skills, which includes evaluating information and creating meaning. Having a space for play is one way to allow students an opportunity to learn IL in an environment that is creative and lacks the pressure of traditional teaching approaches.

Walter, B. and Pennavaria, K. (2015), "College students' information-seeking behaviors: Where do libraries fit in?", *Kentucky Libraries*, Vol. 79 No. 1, pp. 6-8.

The authors explore how students often seek information from the Web or instructors before they use library resources. Walter and Pennavaria recommend that libraries consistently think of ways they can be the first place that college students go for information.

Watts, J. and Mahfood, S. (2015), "Collaborating with faculty to assess research consultations for graduate students", *Behavioral & Social Sciences Librarian*, Vol. 34 No. 2, pp. 70-87.

A librarian collaborated with a teaching faculty member to offer individual research appointments to graduate students enrolled in an applied research course. The results of the study show that students preferred individual research appointments over larger instruction sessions, and they would have liked these appointments earlier in their academic program to improve their research skills.

Weiner, S.A. (2015), "Setting the stage for success: developing an orientation program for academic library faculty", *Library Leadership & Management*, Vol. 30 No. 1, pp. 1-24.

An article on how academic libraries support new tenure-track faculty. At Purdue University, Weiner uses focus groups of librarians without tenure to discuss the orientation program. Although new librarians must have the drive to succeed, a quality orientation program needs clear learning goals and should be recognized in a formal way.

Weiner, S.A., Morris, S. and Mykytiuk, L.J. (2015), "Archival literacy competencies for undergraduate history majors", *American Archivist*, Vol. 78 No. 1, pp. 154-80.

An article discusses the second stage of a study to create a draft of archival literacy competencies for undergraduate history majors with input from librarians, archivists and history faculty.

Wheeler, E. and McKinney, P. (2015), "Are librarians teachers? Investigating academic librarians' perceptions of their own teaching roles", *Journal of Information Literacy*, Vol. 9 No. 2, pp. 111-128.

Wheeler and McKinney used a phenomenographical approach to conduct interviews with six academic librarians to learn whether they see themselves as teachers. They found that librarians were less comfortable identifying themselves as teachers and fell into the following four categories: teacher-librarian, learning support, librarian who teaches and trainer.

Wijetunge, P. (2015), "Information resources usage by the agriculture undergraduates of University of Peradeniya, Sri Lanka", *Annals of Library & Information Studies*, Vol. 62 No. 2, pp. 77-83.

Wijetunge used an online questionnaire to learn how agriculture students seek information and evaluate Web sources at a university in Sri Lanka. The author discovered that students primarily find information from Wikipedia and search engines. The study also showed that students used the currency of a website the most out of twelve criteria for evaluating information sources.

Wiley, C. and Williams, J. (2015), "Librarian as advisor: information search process of undecided students and novice researchers", *NACADA Journal*, Vol. 35 No. 1, pp. 13-21.

Wiley and Williams discuss how librarians at Belmont University are well suited to holding dual roles as librarians and academic advisors to undeclared undergraduates. Librarians succeed in these roles because students seeking information or searching for a major often share a similar process that includes anxiety, information collection and identifying a specific area of focus. Librarians are familiar with the reference interview that can serve as foundation to guide undeclared students through the process of finding a major.

Wilkes, J., Godwin, J. and Gurney, L.J. (2015), "Developing information literacy and academic writing skills through the collaborative design of an assessment task for first year engineering students", *Australian Academic & Research Libraries*, Vol. 46 No. 3, pp. 164-175.

A librarian, first-year learning advisor and a lecturer collaborated to create an assessment for engineering students. Collaborators offered their expertise to generate a

four-part assessment that included an annotated bibliography, synthesizing information, an academic essay and a reflection on the process.

Woodward, K.M. (2015), "Information literacy in competency-based education", College & Research Libraries News, Vol. 76 No. 3, pp. 118-121.

A reflection on how librarians at the University of Wisconsin-Milwaukee collaborated with faculty to create IL resources via a LibGuide and learning module for distance students. Woodward discusses assessing students and how competency-based programs are a great way for librarians to work IL into the core curriculum.

Woodward, K.M. (2015), "Students at the center in emerging academic models: embedded information literacy and distance services in the University of Wisconsin system flex degree", Library Hi Tech News, Vol. 32 No. 7, pp. 12-15.

Woodward explains how librarians help to incorporate IL into the University of Wisconsin's Flexible Option, which allows students to earn college credit at their own pace. She touches on conducting a needs assessment, including IL in assessment rubrics, and how collaborating with academic success coaches can help students become more aware of library resources.

Wright Joe, J. (2015), "Assessment of social media in the library: guidelines for administrators", Journal of Library Administration, Vol. 55 No. 8, pp. 667-680.

Wright Joe focuses on marketing, social media and strategic planning. She primarily outlines how to assess social media campaigns and includes a section on social media within library instruction. Wright Joe addresses why to use social media in the classroom, social media tools and various ways to assess the implementation of these tools.

Yang, L. and Henry, C.L. (2015), "How ARL academic libraries present open web resources – a proposed solution to address discoverability", Journal of Academic Librarianship, Vol. 41 No. 5, pp. 629-635.

Yang and Henry reviewed how ARL academic libraries make free Web resources accessible to their patrons. They discovered that Web resources are often available in online research guides, but they are sometimes not easy to find via keyword search. Yang and Henry suggest creating a Google Custom Search Engine, which allows patrons to search free Web resources preselected by a librarian.

Yearwood, S.L., Foasberg, N.M. and Rosenberg, K.D. (2015), "A survey of librarian perceptions of information literacy techniques", Communications in Information Literacy, Vol. 9 No. 2, pp. 186-197.

Authors conducted an online survey within the City University of New York Library System to understand how librarians perceive the effectiveness of instruction. The survey revealed that librarians see individual consultations with students to be the

most useful mode of instruction rather than one-shot sessions, embedded librarianship, online guides or library courses for credit.

Zai, R. (2015), "Neither fish nor fowl: a role theory approach to librarians teaching", *Journal of Library Administration*, Vol. 55 No. 1, pp. 1-23.

Zai discusses the evolution of our roles as librarians and how IL has come into play. He also discusses how the roles of academic librarians have become varied and our place within instruction has become more challenging to define.

Zhao, J.C. (2015), "Making information literacy instruction relevant: a needs assessment approach at McGill university", *Science & Technology Libraries*, Vol. 34 No. 3, pp. 241-256.

Zhao conducted a needs assessment survey of students in a geography graduate course to decide what aspects of IL to teach during her library instruction sessions. She found her eight question survey, which was based on ACRL's Information Literacy Standards for Science and Engineering/Technology, to be very helpful in creating sessions that addressed students' specific needs such as using controlled terms and learning about relevant databases.

Zhao, J.C. and Mawhinney, T. (2015), "Comparison of native Chinese-speaking and native English-speaking engineering students' information literacy challenges", *Journal of Academic Librarianship*, Vol. 41 No. 6, pp. 712-724.

Researchers conducted a study with native Chinese-speaking students to see how they deal with research and writing for an academic paper compared to their native English-speaking counterparts. After using online surveys and interviews, researchers found that the Chinese-speaking students showed less awareness of library resources and had a more challenging experience with writing and citing references in English.

Zoellner, K., Hines, S., Keenan, T., Samson, S. (2015), "Faculty research and publication practices", *Portal: Libraries & the Academy*, Vol. 15 No. 1, pp. 111-131.

A study focusing on how professors from the University of Montana's College of Education and Human Sciences and the Psychology Department use library resources and conduct research. Researchers discovered professors tend to use e-resources rather than print books and often enlist the help of graduate students. Although professors frequently use library resources, they sometimes use habitual research practices that can prevent them from finding information or resources that are most relevant to their needs.

Law

Lutkenhaus, R. and Wallace, K. (2015), "Assessing the effectiveness of single-session legal research skill instruction through pre-and post-testing: a case study", *Law Library Journal*, Vol. 107 No. 1, pp. 57-78.

This pre-/post-assessment of first-year law students' ability to properly select and use particular research tools after attending one-shot instruction sessions generated mixed results. After treatises instruction, students' ability to locate a specific item in the catalog improved. On the other hand, a periodicals session was redesigned because when participants were asked to locate a journal, both the pre-and post-scores were low.

Medical

Ahmed, E., Alike, Q. and Keselman, A. (2015), "The process of creating online animated videos to overcome literacy barriers in health information outreach", *Journal of Consumer Health on the Internet*, Vol. 19 Nos 3/4, pp. 184-199.

A guide to creating low-cost health information animations and education materials aimed at middle-school students for a National Library of Medicine (NLM) website. The Specialized Information Services division of the NLM created 11 animations based on middle-school curriculum in the subjects of chemistry, biology and health. The creation process included research, storyboarding, voice narration and editing, animation, and evaluation.

Ajuwon, G.A. and Popoola, S.O. (2015), "Influence of motivational factors on utilisation of internet health information resources by resident doctors in Nigeria", *Electronic Library*, Vol. 33 No. 1, pp. 103-119.

A study to explore how resident doctors ($n = 1,280$) at 13 healthcare institutions in south-west Nigeria engage with internet health information resources based on ease of use, perceived enjoyment and perceived usefulness. The authors designed a descriptive survey to profile the demographic characteristics and motivational factors of resident doctors. Results show that perceived ease of use and enjoyment are the determining predictors of whether resident doctors use internet health information sources.

Ayre, S., Barbrook, J., Engel, C., Lacey, P., Phul, A., Stevenson, P. and Toft, S. (2015), "Measuring the impact of information skills training: a survey of health libraries in England", *Health Information & Libraries Journal*, Vol. 32 No. 1, pp. 50-60.

A post-training scalable survey of 60 organizations conducted by the West Midlands' Regional Training Forum, a branch of the National Health Service (NHS), England, to evaluate the effectiveness of information skills training, including use of databases and e-resources and critically evaluating research articles. Responses ($n = 534$) identified changes in behavior and the impact of training and considerable differences in implementation plans at the organizational level.

Azer, S.A. (2015), "Is Wikipedia a reliable learning resource for medical students? Evaluating respiratory topics", *Advances in Physiology Education*, Vol. 39 No. 1, pp. 5-14.

A study of the accuracy, frequency of updating, quality of references and overall reliability of English language Wikipedia articles on respiratory topics to determine their viability as a resource for medical students. The author outlines search strategies for locating articles within the scope of medical school curricula in Australia and use of three assessors, as well as the DISCERN test, the Flesch-Kincaid Grade Level instrument and Readability Coleman-Liau index, to correlate results. Evaluations revealed deficiencies of knowledge in articles and a lack of evidence-based information.

Bentley, D.C., Robinson, A.C. and Ruscitti, R.J. (2015), "Using guided inquiry and the information search process to develop research confidence among first year anatomy students", Anatomical Sciences Education, Vol. 8 No. 6, pp. 564-573.

Outlines the development and progression, using an evidence-based approach, of an inquiry-driven research project to instill IL skills in first-year anatomy students at APLUS Institute of Dental Hygiene in Toronto, CA. Student assessment over two iterations of the project show the importance of guided-inquiry to facilitate students' ability to independently discover and evaluate content.

Brigham, T.J. (2015), "Presenting your best: web-based applications for library instruction", Medical Reference Services Quarterly, Vol. 34 No. 2, pp. 224-231.

The authors discuss six free, Web-based applications for library instruction presentation purposes, including Google Slides, Haiku Deck, Moovly, Nearpod, Powtoon and Prezi. They also point out distinctive features of each and a comparison chart with regard to cost, mobile apps, import/export function, social media integration and software requirements.

Brooks, S.V. and Bigelow, S. (2015), "Preparing students for research: faculty/librarian collaboration in a pre-doctoral physical therapy research course", Health Information & Libraries Journal, Vol. 32 No. 4, pp. 332-338.

This article discusses a collaboration and evaluative research study between a liaison librarian and professor of physical therapy to design a for credit information literacy course "Physical Therapy (PT) and Healthcare Research Skills" for upper-level PT students.

Burkell, J. and Fortier, A. (2015), "Could we do better? Behavioural tracking on recommended consumer health websites", Health Information & Libraries Journal, Vol. 32 No. 3, pp. 182-194.

A study of behavioral tracking mechanisms on websites geared toward consumer health based on a sampling of sites recommended by various consumer health associations, Google searches and government information. Data were compared by a protocol that captured cookie information, Web beacons and advertising trackers. Results show a need for information professionals to teach IL evaluation skills to users in search of consumer health information.

Campbell, S. and Dorgan, M. (2015), "What to do when everyone wants you to collaborate: managing the demand for library support in systematic review searching", *Journal of the Canadian Health Libraries Association (JCHLA)*, Vol. 36 No. 1, pp. 11-19.

Briefly outlines eight strategies taken at the University of Alberta to meet the ever-increasing demands for librarian consultations in systematic review support at the Health Sciences Library. It also includes outcomes of using each strategy over the past three years.

Chang, F.-C., Chiu, C.H., Chen, P.H., Miao, N.F., Lee, C.M., Chiang, J.T. and Pan YC1.(2015), "Relationship between parental and adolescent eHealth literacy and online health information seeking in Taiwan", *Cyberpsychology Behavior and Social Networking*, Vol. 18 No. 10, pp. 618-624.

A study on how parents and junior high-age adolescent children search for health information online in Taipei city and Yilan county, Taiwan. Using a self-administered questionnaire, students ($n = 1,917$) and parents ($n = 1,417$) answered questions related to searching for health information online and were assessed for health IL and parental mediation measures. Results show the benefit of including school health education and literacy courses to bolster low levels of confidence in both parents and children surrounding access to health information.

Coghill, J. G. and Andresen, C. (2015), "Healthier U: consumer health for the public", *Journal of Hospital Librarianship*, Vol. 15 No. 4, pp. 418-425.

Describes a partnership between an academic health sciences library and public library in Eastern North Carolina to provide training and presentations on consumer health information. The authors outline the scope of the program, problems and concerns with implementation across the region and a brief assessment of the project via attendee surveys.

Davison, L. and Woodson, D. (2015), "An app a day keeps the doctor away: mobile resource education for health consumers", *Journal of Hospital Librarianship*, Vol. 15 No. 3, pp. 301-308.

This article presents information on a consumer health program developed for community members by librarians at the University of Kentucky Medical Center Libraries (MCL) on the use of health-related apps. The program details, funding source, equipment used, outcomes and challenges are discussed. In addition, information on the apps used and related health websites is included in the appendix.

Farokhzadian, J., Khajouei, R. and Ahmadian, L. (2015), "Information seeking and retrieval skills of nurses: nurses readiness for evidence based practice in hospitals of a medical university in Iran", *International Journal of Medical Informatics*, Vol. 84 No. 8, pp. 570-577.

A study of librarians at four libraries in Iran evaluated the medical information tools used by nurses for EBP and their research skills, specifically searching and retrieving. Results show that the overall skills are poor, with 80 per cent of nurses unaware of specialized tools such as Boolean and proximity operators. Challenges and solutions are discussed.

Forster, M. (2015), "An investigation into IL in nursing practice: how is it experienced, what are its parameters, and how can it be developed?", Thesis, University of West London.

Thesis details a phenomenographic study of how nurses experience IL and a follow-up study designed to measure the effectiveness of an IL educational intervention among a subsample of participants. The initial sample consisted of 41 nurses, nurse managers and nursing tutors with clinical experience in a wide variety of specialties and settings. This article concludes that the methodology may be applicable in other evidence-based professions and discusses possible implications regarding modifications in the Society of College, National and University Libraries (SCONUL) definition of IL.

Forster, M. (2015), "Six ways of experiencing information literacy in nursing: the findings of a phenomenographic study", Nurse Education Today, Vol. 35 No. 1, pp. 195-200.

This article examines a study that was conducted to determine the features of the information-literate nursing practitioner and also to develop parameters for nursing IL with an inclusion of evidence-based practice.

Friedman, Y. and Sills, M. (2015), "Collaboration: a simple recipe for improving research productivity in the community teaching hospital setting", Journal of Hospital Librarianship, Vol. 15 No. 4, pp. 373-385.

This paper provides details of a collaborative program to improve research and scholarly work at the Staten Island University Hospital through creation of a virtual research laboratory, small group research training and a tracking system for scholarly work.

Friel, C.J., Bond, I. and Lahoz, M.R. (2015), "Improving health information literacy of early adolescents using a lead poisoning curriculum", Journal of Consumer Health on the Internet, Vol. 19 Nos 3/4, pp. 149-160.

This article presents details of a community-based outreach program to increase knowledge of lead poisoning and the IL skills of underserved adolescents.

Glassman, N.R. (2015), "Texting during class: audience response systems", Journal of Electronic Resources in Medical Libraries, Vol. 12 No. 1, pp. 59-71.

This article discusses audience response systems (ARS) for use in instruction including several Web-based systems: Poll Everywhere, Socrative, Pingo and Mentimeter. Information on the unique qualities, the functioning and the subscription options of the systems are presented. Tools and tips for successfully supporting library instruction using these tools are suggested.

Hale, L.S., Wallace, M.M., Adams, C.R., Kaufman, M.L. and Snyder, C.L. (2015), "Considering point-of-care electronic medical resources in lieu of traditional textbooks for medical education", The Journal of Physician Assistant Education: the Official Journal of the Physician Assistant Education Association, Vol. 26 No. 3, pp. 161-166.

This article addresses the information needs of Physician Assistants stating that they have special considerations because of the information knowledge they must have readily available when participating in clinical rounds; the article points to the benefits of using Point of Care (POC) resources over medical texts to help students quickly gain the IL skills and the background knowledge their field requires.

Hessler, K.E. (2015), "Health literacy and law: empowering libraries to improve access to consumer health information and AVA compliance", Serials Librarian, Vol. 69 Nos 3/4, pp. 334-346.

Reviews the importance of health IL and the Affordable Care Act's reliance on the online environment for enrollment and health communications. This article discusses the growing demand for public libraries to provide not only online access but also support for both digital and health information literacies and the challenges this presents in times of shrinking budgets.

Hirvonen, N., Ek, S., Niemela, R., Korpelainen, R. and Huotari, M.L. (2015), "Socio-demographic characteristics associated with the everyday health information literacy of young men", Information Research, Vol. 20 No. 1, pp. 81-92.

A Health IL survey among 819 Defense Forces call-ups in Oulu, Finland. Majority of participants were 17- to 18-year-old students residing with at least one parent. The survey found health IL was lower among those with only compulsory vocational education and fathers who worked as manual laborers.

Hobbs, D.L., Guo, R., Mickelsen, W. and Wertz, C.I. (2015), "Assessment of library instruction to develop student information literacy skills", Radiologic Technology, Vol. 86 No. 3, pp. 344-349.

Pre-/post-IL survey among 17 undergraduate radiologic science students who attended a 2-h hands-on library instruction workshop at Idaho State University. It found significant increases in database selection and searching skills and moderate increases in their ability to locate and properly cite scholarly articles.

Hoberecht, T., Randall, K. and Schweikhard, A.J. (2015), "Library tutorials in an allied health evidence-based practice class", *Medical Reference Services Quarterly*, Vol. 34 No. 2, pp. 240-248.

Describes how librarians and an Allied Health instructor successfully collaborated to improve IL instruction in an Introduction to Evidence-based Practice class. A set of integrated online tutorial modules replaced two traditional library lectures. Librarians still participated in an introductory class session and a second session before students prepared to write their term papers. The modules were incorporated in class assignments and available throughout the semester to support "just-in-time" learning.

Horsman, A. (2015), "Librarian integration in an undergraduate nutrition program: a progressive evolution", *Journal of the Canadian Health Libraries Association (JCHLA)*, Vol. 36 No. 3, pp. 118-122.

Traces the history of a medical librarian's increased involvement in an undergraduate nutrition program at the Universite de Moncton in Canada. The study culminates with the librarian being fully integrated and embedded in a Professional Practice II class that is part of an evidence-based practice program.

Keselman, A., Ahmed, E.A., Williamson, D.C., Kelly, J.E. and Dutcher, G.A. (2015), "Harnessing health information to foster disadvantaged teens' community engagement, leadership skills, and career plans: a qualitative evaluation of the teen health leadership program", *Journal of the Medical Library Association*, Vol. 103 No. 2, pp. 82-86.

A qualitative study of health IL among 14 participants in a Teen Health Leadership Program for at-risk high youths in South Carolina. Findings suggest that the program did help students develop health IL skills and enhance their knowledge on health issues.

Klein-Fedyshin, M. (2015), "Translating evidence into practice at the end of life information needs, access, and usage by hospice and palliative nurses", *Journal of Hospice & Palliative Nursing*, Vol. 17 No. 1, pp. 24-30.

A survey to assess evidence-based information access, IL skills and information and training needs among 188 members of the Hospice and Palliative Nurses Association (HPNA) in Pennsylvania, New York, New Jersey and Delaware. The survey found disease and drug information is the top need, and access to sources such as PubMed varies considerably by location, with hospitals providing greater access than nursing homes or hospice.

Klerings, I., Weinhandl, A.S. and Thaler, K.J. (2015), "Information overload in healthcare: too much of a good thing?", *Zeitschrift fur Evidenz, Fortbildung und Qualitat im Gesundheitswesen*, Vol. 109 Nos 4/5, pp. 285-290.

Authors draw from literature and experience to outline existing problems and potential solutions for medical information overload among patients, practitioners and

systematic reviewers. This article discusses future filtering of health information from four perspectives: technological advances, content formats, health literacy of users and human intermediaries.

Kumaran, M. and Chipanshi, M. (2015), "Exploring the information-seeking behaviour of internationally educated nurses in Saskatchewan", Journal of the Canadian Health Libraries Association (JCHLA), Vol. 36 No. 2, pp. 45-53.

IL survey among 17 nurses currently working in Saskatchewan who were trained in the Philippines ($n = 11$), Zambia ($n = 3$) and India ($n = 3$). Based on a combination of self-administered online questionnaires ($n = 9$) and phone interviews ($n = 8$), the authors conclude participants could benefit from increased awareness of free resources such as Saskatchewan Health Information Resources Program (SHIRP) and a better understanding of databases such as Medline and the Cumulative Index to Nursing and Allied Health Literature (CINAHL).

Lin, K.-Y. (2015), "Evaluating the effect of a clicker in an information literacy course for college nursing students in Taiwan", CIN-Computers Informatics Nursing, Vol. 33 No. 3, pp. 115-121.

Pre-/post-evaluation of six concentration categories among 51 Taiwanese nursing students in an IL class that used clickers. Results, which are based on the Student Concentration Scale in a Classroom Environment, indicate that students' focus and concentration improved.

Lyles, C.R. and Sarkar, U. (2015), "Health literacy, vulnerable patients, and health information technology use: where do we go from here?", Journal of General Internal Medicine, Vol. 30 No. 3, pp. 271-272.

A brief overview of research on access and use of health information websites and portals by specific subpopulations, such as the elderly, low income and/or members of minority races or ethnic groups. Authors advocate for more attention in three areas:

- (1) basic digital access;
- (2) technology training; and
- (3) usability of websites and technology platforms.

McChurg, C., Powelson, S., Lang, E., Aghajafari, F. and Edworthy, S. (2015), "Evaluating effectiveness of small group information literacy instruction for undergraduate medical education students using a pre- and post-survey study design", Health Information & Libraries Journal, Vol. 32 No. 2, pp. 120-130.

Recounts transition of the Undergraduate Medical Education IL program at the University of Calgary from single, 60-min hands-on sessions to a five-week series of integrated, 15-min, evidence-based sessions, with an accompanying course website.

Pre-/post-testing shows marked improvement in students' self-reported confidence in skills and use of resources.

Parker, R. and Neilson, M. (2015), "Lost in translation: supporting learners to search comprehensively across databases", Journal of the Canadian Health Libraries Association (JCHLA), Vol. 36 No. 2, pp. 54-58.

Details the development of a digital toolkit by librarians to help students search across databases in the health sciences for their own comprehensive literature reviews. Featuring a video tutorial, a reference chart and a more elaborate search handout, the authors detail these materials and a survey to assess how users valued the toolkit. Respondents reported positive opinions of the video and relied more heavily on it than any other resource in the toolkit, and the authors discuss overall feedback for future toolkit iterations.

Phelps, S.F., Hyde, L. and Wolf, J.P. (2015), "Introducing information literacy competency standards for nursing", Nurse Educator, Vol. 40 No. 6, pp. 278-280.

Overviews the Information Literacy Competency Standards for Nurses and proposes ways in which they can be incorporated into nursing education by administrators, faculty, students and librarians. Ideas include using the standards for accreditation and statewide benchmarks, program development in addressing instruction gaps and faculty-librarian partnerships for IL for evidence-based practice research.

Pike, C. and Alpi, K.M. (2015), "Hunting for knowledge: using a scavenger hunt to orient graduate veterinary students", Issues in Science and Technology Librarianship, No. 81.

Describes the development, implementation and assessment of an iPod and Evernote-based scavenger hunt for new veterinary medicine graduate students in 2012 and its redesign and application in 2013. Featuring 12 questions designed to orient users to understanding and accessing sources in the library, 92 per cent of new students completed the hunt in 2012, and 99 per cent in 2013. Challenges, such as the number of iPods available and staff familiarity with the technology, are discussed; as a result, the authors detail modifications to the 2013 hunt, including permitting students to decide how they document their responses.

Platts, B.A. and Ransom, J.F. (2015), "Adding value – supporting patient education services at the bedside", Journal of Hospital Librarianship, Vol. 15 No. 3, pp. 262-273.

Describes the development of a program for hospital inpatient education, whereby a hospital library staff member joined a clinical rounds team at the Munson Medical Center to aid in searching medical literature and providing evidence-based practice information, and aid in clinician-patient relationships. The authors detail the scope

of Patient Education Services, how they went about developing and implementing the program and the health information materials shared with patients.

Raynor, M. and Craven, J. (2015), "Looking beyond satisfaction: evaluating the value and impact of information skills training", Health Information & Libraries Journal, Vol. 32 No. 1, pp. 73-79.

Details a research study analyzing the impact of IL skills courses for National Institute for Health and Care Institute (NICE) staff, taught by NICE information specialists. Pre- and post-course tests, as well as interviews, were used to analyze skill growth and how their skills would be used. The researchers found that the training did likely account for the increase in post-test scores and that participants learned about new sources applicable to their work and an increase in their IL skills led them to feel they could do their job at NICE more effectively.

Richardson, J.E., Bouquin, D.R., Tmanova, L.L. and Wright, D. (2015), "Information and informatics literacies of first-year medical students", Journal of the Medical Library Association, Vol. 103 No. 4, pp. 198-202.

Examines first-year medical students' level of awareness of IL and informatics skills through an online survey conducted during an orientation at the health sciences library of Weill Cornell Medical College. In total, 32 questions asked students about their familiarity in searching for and accessing information, utilizing a reference librarian, their preferred method of library instruction and informatics tools such as bioinformatics databases. Students preferred small group instruction slightly over online asynchronous learning, with a majority using PubMed to conduct online research.

Robertson, D.S. and Felicilda-Reynaldo, R.F.D. (2015), "Evaluation of graduate nursing students' information literacy self-efficacy and applied skills", Journal of Nursing Education, Vol. 54 No. 3, pp. S26-S30.

Reports the assessment of the perceived and actual IL skills of 26 nursing students from two comparable family nurse practitioner programs. The students were shown to have inflated perceived IL skills when compared to their applied skills. The authors discuss the implications of this for nursing education.

Rowley, J., Johnson, F., Sbaffi, L. and Weist, A. (2015), "Peer-based information literacy training: insights from the nice evidence search student champion scheme", Library & Information Science Research, Vol. 37 No. 4, pp. 338-345.

Details a peer delivery model of IL skills using the Student Champion Scheme (SCS) set up by the National Institute for Health and Care Excellence, UK (NICE). Students trained by NICE become Student Champions and then train other students in using a health information resource called Evidence Search. Authors evaluated the success of this training framework and found that the Student Champions reported increased confidence in their IL skills via teaching.

Rowley, J., Johnson, F. and Saffi, L. (2015), "Students' trust judgements in online health information seeking", *Health Informatics Journal*, Vol. 21 No. 4, pp. 316-327.

Proposes the Trust in Online Health Information Scale for measuring people's trust in online health information based on a survey the authors conducted of undergraduate students at a large UK university. Surveying for a variety of characteristics in developing trust, the authors tested their scale via the survey. They report that credibility, content, style, usefulness and brand of the information were the most important in developing the respondents' trust of online health information.

Saffi, L., Johnson, F., Griffiths, J., Rowley, J. and Weist, A. (2015), "Nice evidence search: student peers' views on their involvement as trainers in peer-based information literacy training", *Journal of Academic Librarianship*, Vol. 41 No. 2, pp. 201-206.

Provides details of a peer-training model to promote a national health and social care information database called Evidence Search to university students in health majors. The authors report findings from a focus group on the benefits of the model for the peer trainers, including increased use of Evidence Search for health information, increased skills in searching and evaluating information and the development of their teaching skills. They also report that peer trainers inadvertently became IL advocates by recognizing that Evidence Search is not a one-size-fits-all resource.

Stellrecht, E. and Chiarella, D. (2015), "Targeted evolution of embedded librarian services: providing mobile reference and instruction services using iPads", *Medical Reference Services Quarterly*, Vol. 34 No. 4, pp. 397-406.

The University at Buffalo Health Sciences implemented an embedded librarian program to see if they could offer better point-of-need service. The librarians used iPads, projectors, Apple TVs and projection screens on the spot as needed. They found they met the most with teaching and research faculty and that the iPad was the most useful piece of technology. When conducting this type of outreach, Stellrecht and Chiarella recommend heavily promoting the program and creating clear expectations for librarian liaisons.

Stokes, P. and Urquhart, C. (2015), "Profiling information behaviour of nursing students: Part 2: derivation of profiles", *Journal of Documentation*, Vol. 71 No. 1, pp. 52-79.

Stokes and Urquhart worked on creating information behavior profiles for nursing students. They generated seven types of profiles based on examining the results of eleven interviews. The profiles are connected to learning styles and can be used to inform IL instruction.

Subramaniam, M., St Jean, B., Taylor, N.G., Kodama, C., Follman, R. and Casciotti, D. (2015), "Bit by bit: using design-based research to improve the health literacy of adolescents", JMIR Research Protocols, Vol. 4 No. 2.

A study that focuses on the skills of adolescents from lower socioeconomic backgrounds need to fulfill their health information needs. Researchers found that adolescents have the potential to live healthier lives if they have basic access to technology and IL skills. Some of those skills include evaluating credibility, deciphering relevant information and basic reading comprehension abilities.

Swanberg, S.M., Engwall, K. and Misa, M. (2015), "Continuing education for medical students: a library model", Journal of the Medical Library Association, Vol. 103 No. 4, pp. 203-207.

A case study focusing on an extracurricular librarian-led program for medical students that was inspired by the continuing medical education (CME) programs that students attend to renew certification. The researchers conducted a survey of "attendees" and "non-attendees" to determine attitudes concerning the perceived value of the program. The perceptions of both groups were similar and students appreciated when sessions focused on major projects they were facing in their coursework.

Tepe, R. and Tepe, C. (2015), "Development and psychometric evaluation of an information literacy self-efficacy survey and an information literacy knowledge test", Journal of Chiropractic Education, Vol. 29 No. 1, pp. 11-15.

A study on whether graduate students studying chiropractic care can accurately self-assess their own IL skills. Researchers administered a survey and two tests based on ACRL standards that proved to be reliable assessment instruments.

Uneke, C.J., Ezeoha, E.F., Uro-Chukwu, H., Ezeonu, C.T., Ogbu, O., Onwe, F. and Edoga, C. (2015), "Enhancing health policymakers' information literacy knowledge and skill for policymaking on control of infectious diseases of poverty in Nigeria", Online journal of public health informatics, Vol. 7 No. 2.

In Nigeria, health policymakers participated in a study focusing on how IL training could help them create more informed policies. Participants took pre- and post-questionnaires that revealed the IL workshops gave policymakers the skills to access, evaluate and apply relevant information to policy issues.

Walters, K., Bolich, C., Duffy, D., Quinn, C., Walsh, K. and Connolly, S. (2015), "Developing online tutorials to improve information literacy skills for second-year nursing students of University College Dublin", New Review of Academic Librarianship, Vol. 21 No. 1, pp. 7-29.

The University College Dublin's (UCD) Library used the VARK (visual, auditory, reading and kinesthetic) model to support their creation of online learning modules on IL for nursing students. The UCD Library discovered their tutorials needed to be interactive and tailored to the nursing students' coursework. Creating the tutorials has

been an effective way to meet the needs of nursing students who have schedules that librarians cannot always easily accommodate.

Wilson, G. (2015), "The process of becoming an embedded curriculum librarian in multiple health sciences programs", *Medical Reference Services Quarterly*, Vol. 34 No. 4, pp. 490-497.

Wilson explains how she developed a customized embedded librarian program for both in person and online students at Washburn University. She describes the importance of being flexible while developing relationships with faculty, focusing on courses with research-based assignments, and learning the various features of your online learning management system.

Yates, C. (2015), "Exploring variation in the ways of experiencing health information literacy: a phenomenographic study", *Library & Information Science Research*, Vol. 37 No. 3, pp. 220-227.

Yates conducts interviews to understand how people between the ages of 47 and 64 years, experience health IL in their everyday lives. Yates identified the following literacy categories: building a new knowledge base, weighing up information, discerning valid information, paying attention to bodily information, staying informed about health, participating in learning communities and envisaging health. The study also shows that people can find themselves in a variety of categories depending on their personal circumstances.

Yi, Y.J. (2015), "Health literacy and health information behavior of Florida public library users: a mixed methods study", *Journal of Librarianship & Information Science*, Vol. 47 No. 1, pp. 17-29.

Yi conducted a study with adult public library users examining their ability to seek and evaluate health information, as well as how they perceive their own skills. Survey results showed that users who perceived their skills positively also demonstrated proficiency. Yi also recommended providing health information that is accessible to users of all skill levels while promoting awareness of the availability of materials, which the participants indicated was a barrier to access.

Other

Bastian, J.A., Sniffin-Marinoff, M. and Webber, D. (2015), *Archives in Libraries: What Librarians and Archivists Need to Know to Work Together*, Society of American Archivists, Chicago, IL.

The authors consider the benefits and challenges of librarian–archivist collaborations in the library. This article includes a chapter on IL, digital access and digital preservation that discusses the archival intelligence model and its use in archival teaching.

Chang, C.-P. and Hsu, P.-C. (2015), "The correlation between employee information literacy and employee creativity", *Quality & Quantity*, Vol. 49 No. 1, pp. 221-234.

A study that attempts to link the IL skills of an employee to their creativity at the Industrial Technology Research Institute in Taiwan, based on the Big 6 model of IL and various models of creativity and environment as it relates to the workplace. Participants completed a questionnaire ($n = 355$) and a significant positive correlation between employee IL and creativity was found.

Chaudhry, A.S. and Al-Mahmud, S. (2015), "Information literacy at work", *Electronic Library*, Vol. 33 No. 4, pp. 760-772.

The authors investigated the information management behaviors of engineers ($n = 70$) practicing in the corporate and government sector, as well as the academy in Kuwait. A 13-point questionnaire was distributed online with a focus on how participants search, receive, manage and re-find field-specific information sources. Results show that participants use search and personal information and email management tools frequently, and regularly use strategies to re-find and save work-related information for future use.

Chaudhry, A.S., Rehman, S.U. and Al-Sughair, L. (2015), "Personal information management practices in the Kuwaiti corporate sector", *Malaysian Journal of Library & Information Science*, pp. 27-42.

A study to review the information management practices of private sector workers in Kuwait to determine the common steps in re-finding, organizing and managing information sources in the workplace. The authors surveyed employees ($n = 83$) at 17 companies and found a lack of knowledge in managing personal taxonomies in order to manage e-documents.

Cohron, M. (2015), "The continuing digital divide in the USA", *Serials Librarian*, Vol. 69 No. 1, pp. 77-86.

A discussion of the digital divide with a review on research into narrowing the gap in terms of broadband connectivity, access, digital literacy and the impact of mobile technology on the topic.

Cole, B. (2015), "Go digital Newcastle: connecting our city", *Journal of Information Literacy*, Vol. 9 No. 1, pp. 91-96.

Outlines a grant-funded city-wide project in Newcastle, UK, to connect locals with online information-seeking and transactional skills to break down barriers of access in the community. The project focused on outreach to underserved groups, the creation of online tools, including a map of free and low-cost IT support, as well as instructional workshops on workplace IL skills.

Collier, J. (2015), *Information Literacy: Educational Practices, Emerging Technologies and Student Learning Outcomes*, Nova Publishers, New York, NY.

This book discusses the links between IL, emerging technologies and educational practices in five chapter-long case studies. Topics include use of Web 2.0 tools in the USA, children's Web pages on public library websites in Japan, inquiry-based learning in primary schools in Slovenia and digital literacy initiatives in South Africa.

Crawford, J., Irving, C. and Smith, L. (2015), "Information literacy in Scotland: making it mainstream", *CILIP Update*, pp. 41-43.

An overview of the Right Information initiative, an online community of information professionals in Scotland that promotes IL policies. Programs include an IL conference; awards for libraries that participate in programming; and health-, housing- and youth-centered advocacy.

Detmering, R., Johnson, A.M., Sproles, C., McClellan, S. and Linares, R.H. (2015), "Library instruction and information literacy 2014", *Reference Services Review*, Vol. 43 No. 4, pp. 533-642.

This bibliography includes 483 IL-focused annotations from 2014 centered on English language articles covering academic, legal, medical, public, school and other related library types. Notable topics include the new Framework for Information Literacy for Higher Education, the universal IL standards, assessment of IL and articles on teaching IL within specific disciplines.

Elmore, J. and Stordy, P. (2015), "An exploration of the information literacy experiences of home educating families", *Library & Information Research*, Vol. 39 No. 120, pp. 8-28.

This article explores a qualitative study about homeschooling families' experiences of IL in the UK. The study points to the importance of technology in the teaching of IL for these families and the insight that can be gained from the study of the IL communities of practices.

Evans, G.E., Saponaro, M.Z., Christie, H. and Sinwell, C. (2015), *Library Programs and Services: The Fundamentals*, 8th ed., Libraries Unlimited, Santa Barbara, CA.

This text explores services and programs of importance to libraries. Chapter 4 is dedicated to library instruction and looks at various related topics including types of instruction, methods, class content, online instruction and assessment to name a few.

Faulkner, A.E. (2015), "A systematic review of financial literacy as a termed concept: more questions than answers", *Journal of Business & Finance Librarianship*, Vol. 20 Nos 1/2, pp. 7-26.

Financial Literacy as a term is discussed including the origins, the arguments for or against financial literacy as an extension of IL, the reason that financial literacy is important and the challenges and possibilities of teaching financial literacy in libraries.

Harviainen, J.T. (2015), "Information literacies of self-identified sadomasochists: an ethnographic case study", Journal of Documentation, Vol. 71 No. 3, pp. 423-439.

This paper discusses the author's findings about the IL practices of sadomasochists. Findings give insight into this group and how they learn from other practitioners and also adds to the literature on communities of practice.

Hess, A.N. (2015), "Motivational design in information literacy instruction", Communications in Information Literacy, Vol. 9 No. 1, pp. 44-59.

In-depth examination of motivational and instructional design theories. It also reviews attempts to measure motivational design in IL instruction programs in K-12 and college settings. This article outlines potential motivational design research opportunities in both online and face-to-face instruction.

Inskip, C. (2015), "Making information literacy relevant in employment settings", Online Searcher, Vol. 39 No. 4, pp. 54-57.

Explores the semantic gap between education and the workplace by analyzing almost 900 texts from career websites. Part of a larger effort by InformAll, a working group of the Research Information Network founded in the UK to "promote the lifelong benefit of IL as people move from education into the workplace and, ultimately, into retirement".

Keengwe, J. (Ed.) (2015), Promoting Active Learning Through the Integration of Mobile and Ubiquitous Technologies, IGI Global, Hershey, PA.

Published by IGI-Global, this book on mobile technologies and education contains chapters by 29 authors representing 19 institutions of higher learning in nine countries on four continents. This book includes "Information Literacy and Lifelong Learning: A Review of the Literature" by Tella Adeyinka, University of Horin, Nigeria.

Kostagiolas, P.A., Lavranos, C., Korfiatis, N., Papadatos, J. and Papavlasopoulos, S (2015), "Music, musicians and information seeking behaviour", Journal of Documentation, Vol. 71 No. 1, pp. 3-24.

A Survey of information-seeking motives, importance, frequency and barriers among members of an amateur community concert band on the Island of Corfu, Greece. Results, which are presented in relation to Wilson's information behavior model, indicate these

musicians sought music works and music information via both search engines and social networks.

Majid, S., Yun-Ke, C., Aye, H.N., Khine, M.M.W. and Wai, S.Y. (2015), "Analyzing publishing trends in information literacy literature: a bibliometric study", Malaysian Journal of Library & Information Science, Vol. 20 No. 2, pp. 51-66.

An analysis of 1989 Scopus records for IL articles published from 2003 thru 2012. It shows that the average number of IL articles per year was fairly level in 2011 (347) and 2012 (336) after growing steadily from 2003 (48) through 2010 (320). Concurrently, there has been a steady decline in the average number of citations per article (2004: 10.8, 2012: 1.3). It also reports distributions by author, country, subject area, journal and institution.

Rawlins, B. (2015), Mobile devices: A Practical Guide for Librarians, Rowman & Littlefield, Lanham, MD.

Serves as an aid to librarians in developing their familiarity of mobile devices to effectively use them for teaching, marketing and developing and evaluating mobile library services. Chapters include developing library-focused mobile applications and websites, marketing mobile library services and user expectations and the importance of mobile devices in libraries.

Spencer, L.G., VandeCreek, L. and Wrigh, H.S. (2015), The Psychology of Librarianship, Library Juice Press, Sacramento, CA.

This book covers various topics related to psychology and libraries, including a chapter on critical IL which looks at the teaching of IL from a social psychological viewpoint. It explores the question of how librarian expectations impact student learning, encouraging librarians to critically examine student/librarian interaction and the connection to student learning.

Thurrow, S. (2015), "To optimize search, optimize the searcher", Online Searcher, Vol. 39 No. 4, pp. 44-48.

A commentary that discusses the importance of understanding search engine optimization (SEO) and the context of Web search results. Thurrow advocates for librarians learning how to "optimize" documents so they are easier to find and for all educators to teach students how to conduct effective searches.

Ukachi, N.B. (2015), "Exploration of information literacy skills status and impacts on the quality of life of artisans in Lagos, Nigeria", New Library World, Vol. 116 Nos 9/10, pp. 578-587.

Ukachi investigates how gaining IL skills and access to smart phones can improve the quality of life for skilled trade workers in Nigeria. Ukachi used interviews and questionnaires with trade workers to discover that their quality of life and income level improved because of their ability to access information when needed. The study also recommends the government heavily promote free evening IL classes along with other educational formats that would be attractive to artisans.

Wilson, G. (2015), 100 per cent Information Literacy Success, 3rd ed., Cengage Learning.

Wilson's book functions as a textbook with activities. She introduces the concept of IL and explains how to decide what information you need. The book also covers evaluating and organizing information along with relevant legal issues.

Public

Braun, L.W. (2015), "The future of library services to teens", American Libraries, Vol. 46 No. 5, pp. 50-53.

A discussion of planned initiatives following the release, by the Young Adult Library Services Association, of a report titled The Future of Library Services for and with Teens: A Call to Action. Of note are efforts to create digital media learning spaces and "youth-driven connected learning experiences".

Kocis, L. and Schlipp, J. (2015), "Using superhero comics to teach young children intellectual property concepts", Public Libraries, Vol. 54 No. 4, pp. 28-32.

Outlines a program using comic book superheroes, as well as other characters from comics and literature, to teach Intellectual Property Information Literacy (IPIL) skills to children, teens and adults at public libraries in Ohio.

Pun, R. (2015), "Conceptualizing the integration of digital humanities in instructional services", Library Hi Tech, Vol. 33 No. 1, pp. 134-142.

Provides a conceptual look at how digital humanities (DH) projects may be integrated into library instruction programs by detailing three DH projects from the New York Public Library. The three NYPL projects are "What's On the Menu?", "Direct Me NYC: 1940" and "PL Map Warper", all of which use digital formats to share information with patrons regarding restaurant menus, genealogy and maps. With the historical data contextualized and digitized, Pun discusses how DH tools can be incorporated into library instruction programs to both enhance traditional IL skills and create digital literacy skills.

Tyckoson, D.A. and Dove, J.G. (2015), Reimagining Reference in the 21st Century, Purdue University Press, West Lafayette, IN.

The book is part of the Charleston Insights in Library, Archival and Information Studies series and addresses how to provide reference services during an age of evolving technology. The book contains chapters with practical advice, best practices and case studies related to reference services.

School

Baba Hamid, S.S., Nadzar, F.M. and Wan Dollah, W.A.K. (2015), "Assessment of the quality of information literacy (IL) training among teacher trainees enrolled in selected northern Malaysian teacher education institutes", Education for Information, Vol. 31 No. 3, pp. 161-179.

This article is a study of the IL training received by teacher trainees ($n = 14$) enrolled in five Malaysian Teacher Education Institutes (IPGMs) in northern Malaysia. A government-controlled training curricula is interrogated using a mixed-methods approach, and recommendations were made based on the effectiveness of the curricula to meet undergraduate IL competencies set by the National Information Literacy Agenda for Malaysia.

Beck, D. (2015), "The online school librarian: roles and responsibilities", TechTrends: Linking Research and Practice to Improve Learning, Vol. 59 No. 3, pp. 77-84.

A study of the role of a school librarian in IL for K-12 cyber schools in a for-profit provider network based on the American Library Association/ American Association of School Librarians Standards for Initial Preparation of School Librarians. The author interviewed two principals at K-12 cyber schools, and the main themes included the delegation of IL instruction to teachers, reliance on inherent fluency of students with technology and lack of assessment in these areas.

Bebbington, S. and Vellino, A. (2015), "Can playing Minecraft improve teenagers' information literacy?", Journal of Information Literacy, Vol. 9 No. 2, pp. 6-26.

A qualitative analysis of the online interactions and interviews with teenage Canadian Minecraft gamers to explore the benefits of alternative methods of IL acquisition. The sandbox-style design of the game encourages players to seek new information, select and evaluate relevant sources and interact and share via affinity spaces with other gamers. The authors coded discussion threads and determined that Minecraft is an ideal environment for developing IL skills.

Bocala, C. and Boudett, K.P. (2015), "Teaching educators habits of mind for using data wisely", Teachers College Record, Vol. 117 No. 4.

An overview of the Data Wise Project at the Harvard Graduate School of Education, which teaches educators about the role of data literacy via the concept of habits of mind, or "ways of thinking and being". Included are suggestions for instructional design components that could be incorporated into other education practitioner courses or curricula.

Boyer, B. (2015), "Designer librarian: embedded in k12 online learning", *TechTrends: Linking Research and Practice to Improve Learning*, Vol. 59 No. 3, pp. 71-76.

In this article, one librarian discusses how the role of librarians has changed over the years along with the advances in technology and traces her own evolution from teaching librarian to designer librarian.

Butler, R.P. (2015), *School Libraries 3.0: Principles and Practices for the Digital Age*, Rowman & Littlefield, Lanham.

This is a textbook for a school libraries administration course. Includes a chapter on curricular standards and guidelines that school librarians should be aware of in lesson planning for library instruction.

Callison, D. (2015), *The Evolution of Inquiry: Controlled, Guided, Modeled, and Free, Libraries Unlimited*, Santa Barbara, CA.

The author gives a historical overview of inquiry-based learning and its use in K-12 teaching pedagogies, examples of learning practices from the publication *School Library Monthly*, and also examples of subject-based inquiry models integration into the curriculum.

Cihak, D.F., Wright, R., Smith, C.C., McMahon, D. and Kraiss, K. (2015), "Incorporating functional digital literacy skills as part of the curriculum for high school students with intellectual disability", *Education and Training in Autism and Developmental Disabilities*, Vol. 50 No. 2, pp. 155-171.

A study to explore the effectiveness of systematic digital literacy instruction in a special education classroom for high-school students with intellectual disability. Three students were taught how to receive and send emails, manage social bookmarks and access documents through cloud-based storage, and then asked their perspective on learning these skills. Results show students were able to acquire and maintain these skills with the help of teacher modeling.

Coiro, J., Coscarelli, C., Maykel, C. and Forzani, E. (2015), "Investigating criteria that seventh graders use to evaluate the quality of online information", *Journal of Adolescent & Adult Literacy*, Vol. 59 No. 3, pp. 287-297.

This article provides an analysis of seventh-grade student exam content documenting findings about the criteria used by students to evaluate online sources and pointing to deficiencies in this area.

Collins, K. (2015), "What do elementary school librarians know and believe about students with color vision deficiencies?", *School Libraries Worldwide*, Vol. 21 No. 1, pp. 108-120.

This article gives details of a case study to gather information about how librarians teach IL skills and adapt the teaching environment to support students with color vision challenges.

Conner-Zachocki, J. (2015), "Using the digital transmedia magazine project to support students with 21st-century literacies", Theory Into Practice, Vol. 54 No. 2, pp. 86-93.

A digital transmedia magazine project is described as an example of implementing the six core elements of the National Council of Teachers of English framework on 21st-Century Literacies. The author outlines how each feature of the project corresponds to one of the six core elements and how students are engaged in digital, creative spaces, in accordance with the goals of the framework.

Craddock, I.L. (2015), "Makers on the move: a mobile makerspace at a comprehensive public high school", Library Hi Tech, Vol. 33 No. 4, pp. 497-504.

The author posits the culture of making as a way of teaching research to students and presents a case study of mobile makerspaces at Monticello High School, where library interns travel to middle schools with makerspaces in tow. Advantages and challenges of the project are highlighted as well.

Creighton, P.M. (2015), School Library Infographics: How to Create Them, Why to Use Them, Libraries Unlimited, Santa Barbara, CA.

The author gives a step-by-step tutorial on creating infographics for use in school library instruction, including planning, sharing and printing, with 30 examples and recommendations for online tool creation.

Delguidice, M. (2015), "The role of the library in fostering research skills", Computers in Libraries, Vol. 35 No. 7, pp. 20-23.

The article provides information on best practices for teaching research skills to high-school students. The author suggests collaborating with the teacher at the beginning of the assignment-creation process, stating that the librarian can ease the process in different ways including helping to determine resources available and determining proper assignment activities based on grade level. The article also suggests digital tools for students to assist in finding reputable sources, as well as tools for evaluation and preventing plagiarism. In addition, the article makes the case for a mandated research curriculum and outlines a plan to assist in the process of successfully advocating for this.

Dobler, E., Eagleton, M.B. and Leu, D.J. (2015), Reading the Web: Strategies for Internet Inquiry, 2nd ed., The Guilford Press, New York, NY.

A text recommended for teachers of third through eighth graders that delves into teaching IL concepts for Web resources.

Elkins, A.J. (2015), "Lets play: why school librarians should embrace gaming in the library", Knowledge Quest, Vol. 43 No. 5, pp. 58-63.

Gaming in school libraries is discussed, with suggestions on how gaming can be used in many ways including enhancing problem-solving and critical-thinking skills.

Forte, A. (2015), "The new information literate: open collaboration and information production in schools", International Journal of Computer-Supported Collaborative Learning, Vol. 10 No. 1, pp. 35-51.

The author studied the information assessment practices of high-school students working on a collaborative project to build an online information source. His research shows how participating in knowledge-building projects can provide a lens for students to examine the sources they use. Other findings are discussed.

Fraillion, J., Ainley, J., Schulz, W., Friedman, T. and Gebhardt, E. (2015), Preparing for Life in a Digital Age: The IEA International Computer and Information Literacy Study International Report, Springer Open.

A comparative study by the International Association for the Evaluation of Educational achievement of "students' ability to use computers to gather, manage and communicate information". Surveying students in their eighth year of schooling, the study gathered data from 60,000 students across 21 countries to discern global variations in student acquisition of computer and information literacies.

Heath, R.A. (2015), "Toward learner-centered high school curriculum-based research: a case study", Journal of Librarianship & Information Science, Vol. 47 No. 4, pp. 368-379.

This article gives details of a study on the process of creating a meaningful curriculum-based research project for students by allowing their "voice" to be heard in the process and allowing them to "write themselves into" it. The study involved a librarian, a history teacher and six high-school students in the Caribbean.

Heider, K.L. and Jalongo, M.R. (2015), Young Children and Families in the Information Age: Applications of Technology in Early Childhood, Springer, Dordrecht. The book is focused on technology and learning in early childhood, and it includes several chapters on IL for this age group.

Hill, V. (2015), "Digital citizenship through game design in Indraft", New Library World, Vol. 116 Nos 7/8, pp. 369-382.

A case study illustrating the use of MinecraftEDU in teaching digital citizenship and IL to elementary school students. In a five-month after-school project, a team of fifth graders constructed a "virtual world library, garden, floating computer laboratory, treehouse, tennis court and secret chambers" with questions hidden in treasure chests and then tested their program among third- and fourth-grade students.

Jaeger, P. and Ratzer, M.B. (2015), *Think Tank library: Brain-Based Learning Plans for New Standards, Grades k-5, Libraries Unlimited, Santa Barbara, CA.*

Provides strategies and examples of how teachers and librarians can cultivate the development of thinking and problem-solving among elementary school children. It includes a chapter on “Thinking and Information Literacy” and “22 Strategies for Turning Your Library into a Think Tank Today”, as well as a bibliography of relevant brain research studies and sources for brain-based educational recommendations.

Kajiyama, T. and Echizen, I. (2015), “*An educational system to help students assess website features and identify high-risk websites*”, *Interactive Technology and Smart Education, Vol. 12 No. 1, pp. 14-30.*

Research on an educational design system developed to help students assess and avoid risky websites. The “Concentric Ring View” model is based on an analysis of 11 attributes over 13,000 websites. Preliminary testing among 12 students indicated that students did learn to identify some features of risky sites. Additional testing is planned.

Keeling, M. (2015), “*Building a performance evaluation system for school librarians*”, *School Library Monthly, Vol. 31 No. 7, pp. 12-15.*

Outlines a performance evaluation system for K-12 school librarians in the state of Virginia. It includes a rubric for assessing students’ IL skills in grade-level groupings.

King, E.M. (2015), “*Designing after-school learning using the massively multiplayer online role-playing game*”, *Theory Into Practice, Vol. 54 No. 2, pp. 128-135.*

Reviews research concerning workplace skills related to participation in massively multiplayer online (MMO) games. It recounts two-year experience with World of Warcraft in an after-school program involving 32 teenage boys. The study concludes that teachers can add value to the gaming experience by helping players connect game-based learning to educational standards.

Kingsawat, K., Kwiecien, K. and Tuamsuk, K. (2015), “*Components and factors in integrating information literacy instruction in elementary education using a virtual learning environment*”, *LIBRES: Library & Information Science Research Electronic Journal, Vol. 25 No. 1, pp. 50-77.*

A survey of 329 elementary school teachers regarding virtual learning environments (VLEs) and practices and standards for integrated IL instruction in the Khon Kaen Province in Thailand. It concludes that teachers should be present in virtual and actual elementary school classrooms, learning activities should include self-researching and assessments should cover both content and IL skills.

Lau, W.W.F. and Yuen, A.H.K. (2015), "Factorial invariance across gender of a perceived ICT literacy scale", Learning and Individual Differences, Vol. 41 pp. 79-85.

A multiple-group confirmatory factor analysis (MGCFA) conducted among 825 secondary school students in China to determine if a 17-item perceived ICT literacy scale, developed and validated by the same authors in a previous study, has measurement invariance across sexes. Configural and partial measurement invariance were found, but not structural invariance, indicating that there were some differences between the ways males and females expressed ICT literacy.

Leu, D.J., Forzani, E., Rhoads, C., Maykel, C., Kennedy, C. and Timbrell, N. (2015), "The new literacies of online research and comprehension: rethinking the reading achievement gap", Reading Research Quarterly, Vol. 50 No. 1, pp. 37-59.

A study of online reading, research and comprehension skills among seventh-grade students in two economically diverse school districts. Consistent with prior assessment of offline reading and writing skills among the same students, the economically advantaged cohort performed better than the economically challenged cohort on online tasks. It also found that online research and comprehension scores were low among both groups, and significantly fewer students in the lower economic group (4 vs 25 per cent) reported being required to use the internet at school despite the fact that their school had a more favorable ratio of students to internet-linked computers than the school in the higher economic district (3.3 vs 3.7).

Little, H.B. (2015), "Prove it! Putting together the evidence-based practice puzzle", Knowledge Quest, Vol. 43 No. 3, pp. 62-67.

A librarian at the Webb School, a private 6-12 college preparatory school, in Bell Buckle, Tennessee, reviews school librarians' growing need to demonstrate the value they add to their schools. She recommends evidence-based advocacy and gives examples of programs she has implemented in her school.

Lo, P. and Chiu, D.K.W. (2015), "Enhanced and changing roles of school librarians under the digital age", New Library World, Vol. 116 Nos 11/12, pp. 696-710.

A qualitative study exploring the changing and multi-faceted role of school librarians in Hong Kong. The study found that the job requires flexibility, creativity, initiative and the ability to innovate, as well as a range of professional knowledge and IL skills because the school librarian is often a solo position, and the job description is not standardized across the region.

Maksl, A., Ashley, S. and Craft, S. (2015), "Measuring news media literacy", Journal of Media Literacy Education, Vol. 6 No. 3, pp. 29-45.

W. James Potter's cognitive model of media literacy was adapted to measure news media literacy via telephone interviews with 508 teenagers living in a large metropolitan area. Authors concluded Potter's modified model did provide a useful measure of news media literacy, and students in the high group were more likely to be white and have parents who completed some college than those who scored low on news media literacy.

Maniotes, L., Harrington L. and Lambusta P. (2015), Guided Inquiry Design in Action: Middle School, Libraries Unlimited, Santa Barbara, CA.

This is a handbook for middle school teachers and librarians that defines guided inquiry design and explains how it helps engage students in learning activities that impart content and also develop IL skills. It includes practical interdisciplinary and discipline specific units.

McDougall, J., Berger, R., Fraser, P. and Zezulkova, M. (2015), "Media literacy, education & (civic) capability: a transferable methodology", Journal of Media Literacy Education, Vol. 7 No. 1, pp. 4-17.

Outlines a study whereby media and IL skills of young people and their relationship to civic engagement are studied using two groups: those who have and who have not received media education. The students participated in three activities to demonstrate their media use and participation, the last of which required them to create an online object with the goal of fostering civic engagement. The authors found that those with media education were more comfortable and creative with the online object creation and that their methods of assessing media use and participation are broadly applicable.

Messenger, C.G. (2015), "Information literacy + literacy", Knowledge Quest, Vol. 43 No. 3, pp. 20-27.

The author demonstrates how evidence-based practice (EBP) can link instruction in IL with improving comprehension through reading strategies. Topics discussed include the use of inquiry teaching to deliver a hybrid instructional model using research-based guided inquiry process, the importance of activating prior knowledge as part of the reading strategy and the need to encourage students to formulate questions and develop their own answers.

Metzger, M., Flanagin, A. and Nekmat, E. (2015), "Comparative optimism in online credibility evaluation among parents and children", Journal of Broadcasting & Electronic Media, Vol. 59 No. 3, pp. 509-529.

Analyzes levels of comparative optimism – by which people perceive themselves less vulnerable to risk against others – in children and their parents with regard to their assessment of online information credibility. With data based on a national online survey of internet users, the authors find certain characteristics of parents that can predict their comparative optimism such as education level; they also report that children perceive themselves as more adept at evaluating online information than other children, while parents feel similarly, but to a lesser degree.

Nesi, O. (2015), "Embedding library inquiry instruction", School Library Monthly, Vol. 31 No. 5, pp. 14-7.

Chronicles the efforts of a librarian working with a sixth-grade English Language Arts (ELA) teacher to get other teachers to include library- and inquiry-based instruction in their curriculum through the use of a Process Portfolio Cover Sheet. Designed to be a checklist to guide instruction and student evidence of inquiry, the author details the process of having

ELA teachers design lessons; shows figures, including the Process Portfolio Cover Sheet and an expository writing rubric; and provides a step-by-step process for those who want to implement their own Process Portfolio Cover Sheets.

Nesset, V. (2015), "Using empirical data to refine a model for information literacy instruction for elementary school students", Information Research, Vol. 20 No. 1, pp. 222-226.

Details the assessment and refinement of two models for teaching IL skills to elementary school students by piloting both in two third-grade classes. The two models are: the preparing, searching and using model and the beginning, acting and telling model. Assessment data found that the second, more visual, model worked best for the young students, including the metacognitive approach of the first model that could foster reflection amongst students, suggesting that a holistic approach of the models to teach IL skills to elementary school students would foster the deepest learning.

Neuman, D., Grant, A., Lee, V., DeCarlo, T., Jean, M. (2015), "Information and digital literacy in a high-poverty urban school: an I-learn project", School Libraries Worldwide, Vol. 21 No. 1, pp. 38-53.

Describes the process of two Drexel University teachers working with 49 students aged 5-8 years and their teachers at an under-performing elementary school to teach information and digital literacy skills to the students using the I-LEARN model, which focuses on research as a process. The students created digital stories and online research portfolios and were evaluated by the authors. They found that while the I-LEARN model helped students work through finding and using information, the teachers' pedagogical strategies also impacted students' projects.

Pashkova-Balkenhol, T., Kocevar-Weidinger, E. and Kinman, V. (2015), "Entrepreneurial collaboration and usability studies that lead to one replicable search path", Journal of Library Innovation, Vol. 6 No. 2, pp. 35-65.

Details a collaboration between librarians and graphic design faculty and students in guiding 23 K-12 and university students through user testing of a vendor's databases. The authors describe the user testing process the students went through. Gathering their graphic design, usability studies, library research knowledge and the feedback from students who conducted user testing, the graphic design students developed formal recommendations and a redesigned interface prototype for the vendor that consider functionality and aesthetics.

Paton-Ash, M. and Wilmot, D. (2015), "Issues and challenges facing school libraries in selected primary schools in Gauteng province, South Africa", South African Journal of Education, Vol. 35 No. 1.

Examines ten South African primary schools that have or were setting up libraries and the challenges they face in light of the fact that only 21 per cent of schools have libraries in the country because of no national policy requiring schools to have libraries. By interviewing librarians, teachers and principals at the ten schools, the authors discuss their respondents'

thoughts on operating and purchasing resources for the library and its role in providing student education. In terms of the role of librarian, the authors find that there is a lack of understanding about IL and how librarians contribute to it.

Paynter, K. (2015), "Information literacy scaffolds at the high school level", School Library Monthly, Vol. 31 No. 4, pp. 16-18.

Presents a narrative of teaching high-school students IL skills through teacher–librarian collaboration. Examples include working with students in Language Arts and Social Studies courses to brainstorm research, model the research process and locate sources using a digital library resource. The author found that teachers often assumed that students had obtained IL skills in prior grades, and that scaffolding the IL instruction benefitted the students.

Ranker, J. (2015), "The affordances of blogs and digital video new potentials for exploring topics and representing meaning", Journal of Adolescent & Adult Literacy, Vol. 58 No. 7, pp. 568-578.

Explores the concept of affordance – that is, strengths and limitations – of various forms of digital media through a case study of a project-based English course, whereby students learned the affordances of digital media through required blog posts and the creation of a video. With fast food as a topic, the author focuses on two students deeply engaged in the process who explored the topic through the blog posts and brief documentary video, elaborating on their online discussion and how each medium contributed to their learning of the topic through the affordances provided by each.

Shepherd, C.E., Dousay, T., Kvenild, C. and Meredith, T. (2015), "Fostering technology-rich service-learning experiences between school librarians and teacher education programs", Knowledge Quest, Vol. 44 No. 2, pp. 44-52.

Discusses how school librarians can partner with teacher-preparation programs to help pre-service teachers improve their teaching skills. School librarians also have the opportunity to expose pre-service teachers to the integral work they do with technology and IL. The success of these partnerships depends on clear objectives, keeping an open dialogue and testing a pilot version of your partnership program before implementing it across the board.

Sakai-Miller, S. (2015), Innovation age Learning: Empowering Students by Empowering Teachers, International Society for Technology in Education, Eugene, OR.

This book provides a foundation to educators for teaching in a way that promotes empathy, collaboration, critical thinking and the use of technology for learning that can be applied in and out of academic contexts. Chapters cover topics such as teaching and leadership for educators as well as fostering communication and creativity within the classroom.

Subramaniam, M., Taylor, N.G., St. Jean, B., Follman, R., Kodama, C. and Casciotti, D. (2015), "As simple as that? Tween credibility assessment in a complex online world", Journal of Documentation, Vol. 71 No. 3, pp. 550-71.

During an after-school program, researchers looked at how "disadvantaged tweens" (ages 11-13 years) evaluate the credibility of online sources for health information. They discovered that tweens relied heavily on familiar words even if sources were not credible, which is related to being English Language Learners.

Tan, S.-M., Kiran, K. and Diljit, S. (2015), "Examining school librarians' readiness for information literacy education implementation", Malaysian Journal of Library & Information Science, Vol. 20 No. 1, pp. 79-97.

A study in Malaysia on whether secondary school librarians see themselves as being ready to teach IL. Researchers conducted interviews and gave questionnaires to teachers and discovered that the librarians expressed concern about their grasp on IL concepts and needed to improve their technical skills.

Taylor, N.G., Subramaniam, M. and Waugh, A. (2015), "The school librarian as learning alchemist", American Libraries, Vol. 46 Nos 3/4, pp. 38-40.

The way students learn is evolving and school librarians are in a unique position to address changing needs. Researchers identify three changes that may impact school librarians that include the decline in physical library space with an increase in mobile technology, connected learning models and teaching students how to find reliable information outside of traditional school resources, which are often located in controlled spaces.

Taylor, P.D. (2015), "Promoting information literacy through teacher - school library media specialist collaboration", Thesis, Walden University, Minneapolis, MN.

A thesis on how teachers in a rural middle school struggle to collaborate with school librarians to incorporate IL into their curriculums. Taylor conducted interviews with teachers to learn they were challenged by limited time and did not fully comprehend how school librarians could work with them to offer relevant instruction. She created a professional development series as one way to diminish barriers toward collaboration.

Timmers, C.F., Walraven, A. and Veldkamp, B.P. (2015), "The effect of regulation feedback in a computer-based formative assessment on information problem solving", Computers & Education, Vol. 87, pp. 1-9.

A study from The Netherlands on how 50 secondary school students respond to feedback from a computer program that evaluates their behavior as they try to solve an information problem. Researchers discovered that during the first task, students assessed their performances more positively than the experts assessing them. However, during the second task, students performed at a higher level, which could indicate that computer feedback is beneficial.

Togia, A., Korobili, S., Malliari, A. and Nitsos, I. (2015), "Teachers' views of information literacy practices in secondary education: a qualitative study in the Greek educational setting", *Journal of Librarianship & Information Science*, Vol. 47 No. 3, pp. 226-241.

A qualitative study of high-school teachers in urban Greece that examines how they perceive, teach and assess the way their students develop IL skills. After conducting interviews with these teachers, researchers learned that IL needs to become more incorporated into the curriculum and teachers also need more professional development opportunities to learn strategies for teaching IL skills.

Trebbe, G. (2015), "Information literacy as a value: new perspective for developing a secondary education library program", *Thesis, Northeastern University, Boston, MA*.

Trebbe conducts a qualitative case study on how a library program helps to improve IL skills at a high school in Massachusetts. After interviewing students, teachers and administrators, Trebbe discovered that students gained the most from the library program when teachers and the librarian worked together to create a program that encouraged more student investment.

Upson, M., Hall, C.M. and Cannon, K. (2015), *Information Now: A Graphic Guide to Student Research*, Chicago, IL.

A resource written in a comic book format that aims to navigate students through the landscape of information. The book includes searching the Web, evaluating sources, library catalogs, databases, using information without plagiarizing and critical thinking exercises.

Walk, M. (2015), "Situated IL: history instruction at a high school early college", *Reference Services Review*, Vol. 43 No. 2, pp. 292-308.

Walk studies how history professors teach IL to high-school students preparing for college. Professors taught IL by having students deeply engage with specifically chosen texts, examine texts independently, use writing as a way to think critically and debate historical arguments from a historian mindset. She also observed that teaching IL can be taught by incorporating relevant skills within discipline specific assignments rather than separate IL assignments.

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