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# Library Instruction and Information Literacy 2014

Robert Detmering

Anna Marie Johnson

Claudene Sproles

Samantha McClellan

Rosalinda H. Linares

*Oberlin College*

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Library instruction and information literacy 2014

Robert Detmering Anna Marie Johnson Claudene Sproles Samantha McClellan Rosalinda Hernandez Linares

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# Library instruction and information literacy 2014

Robert Detmering, Anna Marie Johnson, Claudene Sproles and  
Samantha McClellan

*University of Louisville, Louisville, Kentucky, USA, and*

Rosalinda Hernandez Linares  
*Oberlin College Library, Oberlin, Ohio, USA*

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## Abstract

**Purpose** – This paper aims to provide an introductory overview and selected annotated bibliography of recent resources on library instruction and information literacy across all library types.

**Design/methodology/approach** – It introduces and annotates English-language periodical articles, monographs, dissertations and other materials on library instruction and information literacy published in 2014.

**Findings** – It provides information about each source, discusses the characteristics of current scholarship and highlights sources that contain 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 information literacy.

**Keywords** Libraries, Library studies, Library instruction, Information literacy

**Paper type** Literature review

## Introduction

Each year, the *Reference Services Review* bibliography of publications on library instruction and information literacy documents the ongoing scholarly and professional conversation on these topics, which have remained at the forefront of the library field for several decades now. This year's installment includes 483 citations for articles, monographs and other items published in 2014, categorized by library type: Academic, Legal, Medical, Public and School. Another category, Other, is used to denote items that involve multiple library types or that cannot be easily classified according to a single type (Table I). The bibliography features only English-language publications of three or more pages. Continuing their practice from recent years, the authors have attempted to keep the bibliography focused and manageable for interested readers by including only those publications that have a clear emphasis on library instruction, information literacy, user education or closely related issues. Even so, the number of items has remained relatively stable in comparison to last year, with an approximate decrease of less than 4 per cent in total items. Publications on academic libraries represent the largest percentage of the total at 65 per cent.

In many respects, 2014 was a watershed year for academic instruction librarians, as the Association of College and Research Libraries (ACRL) released several drafts of its new *Framework for Information Literacy for Higher Education* (ACRL, 2015). While not finalized until early 2015, the *Framework* inspired a variety of discussions and debates



within the profession about the utility and importance of universal information literacy standards, including ACRL's popular *Information Literacy Competency Standards for Higher Education* (ACRL, 2000). For instance, Drabinski's thought-provoking "Toward a *Kairos* of Library Instruction" (2014), which received ACRL's Ilene F. Rockman Instruction Publication of the Year in 2015, is a particular highlight of this year's RSR bibliography. Drawing on the ancient Greek conception of *kairos*, or "the emergence of truth from context", Drabinski (2014) calls for a more student-centered pedagogy that focuses on the immediate classroom context, rather than external standards developed by professional organizations. Several other 2014 publications explicitly address the *Framework* from various perspectives. Garcia (2014) and Porter (2014) provide example classroom applications of the *Framework's* foundational threshold concepts, while Oakleaf (2014), a leading authority on assessment, offers valuable guidance about the evaluation of student learning in light of the new model. Gibson and Jacobson (2014), co-chairs of the task force that developed the *Framework*, also contribute to the discussion by promoting threshold concepts research across disciplines and across campus communities. Taking a more critical stance, Beatty (2014) critiques what he views as the *Framework's* problematic neoliberal ideology in a compelling rhetorical analysis.

Beyond the *Framework* itself, the need for academic libraries to measure the impact of instruction and demonstrate its value has been an especially prevalent theme over the past several years. In this year's bibliography, Menchaca (2014) suggests that libraries have a significant role to play in advancing institutional learning outcomes for critical thinking and other skills. Adopting a global perspective, Creaser and Spezi (2014) describe a series of case studies on perceptions of library value that took place in Scandinavia, the UK and the USA. Ultimately, their research highlights the value of librarians working closely with faculty through collaborative teaching, embedded services and other means. Additionally, there is growing interest in connecting library value to larger institutional metrics such as student retention and graduation rates (Bell, 2014; Bourgeois, 2014). In a particularly impressive longitudinal study examining 12 years of data at the University of West Georgia, Cook (2014) found that students who completed a credit-bearing information literacy course graduated at a higher rate than other students.

As is typical of the bibliography, a number of academic-oriented publications focus on information literacy teaching strategies, often in relation to specific disciplines such as chemistry (Reisner *et al.*, 2014), geography (Conover and Miller, 2014) and music (Scott, 2014). Schlesselman-Tarango's (2014) work on cyberfeminist pedagogy and Tewell's (2014) use of television comedies in the classroom represent unique and

**Table I.**  
Comparison of  
number of articles by  
library type, 2013-  
2014

Library type/focus	No. of 2014 publications	No. of 2013 publications	Difference
Academic	314	313	+1
Legal	7	6	+1
Medical	55	58	-3
Other	50	52	-2
Public	6	13	-7
School	51	59	-8
Total	483	501	-18

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creative approaches to instruction. Furthermore, several articles (Arnold-Garza, 2014; Wilcox Brooks, 2014) discuss the increasingly popular “flipped classroom” method, where the instructor provides traditional lecture content outside of class, thereby freeing up time for content application in class. Numerous publications explore teaching with technology in both face-to-face and online/distance settings, with articles addressing tablet computers (Sullivan, 2014), social media (Wallis, 2014) and even augmented reality (Van Arnhem and Spiller, 2014). It also appears that researchers are becoming more interested in comparing the impact of face-to-face instruction with online-only approaches (Gall, 2014; Hess, 2014), an essential topic for research given the transformative role of online education in the current academic environment.

Much like their academic counterparts, school librarians and media specialists are exploring the potential impact of different standards and policy documents on their work with students and teachers. For example, Ratzler (2014) discusses the increasingly ubiquitous Common Core State Standards in relation to the American Association of School Librarians’ (AASL) *Standards for the 21st-Century Learner* (AASL, 2007) and subject-specific standards, arguing that inquiry-based learning serves as a shared foundation for instructional design. In another notable attempt to align various educational standards, Eisenberg *et al.* (2014) highlight “Big6 by the Month” as a method for teaching critical thinking and information skills across subject areas. Other articles (Butler, 2014; Rabbat, 2014) provide specific examples of how information literacy can be incorporated into the curriculum via Common Core and other standards.

Numerous school library publications this year address inquiry-based learning in various contexts, including a description of an impressive inquiry-based information literacy curriculum, collaboratively developed by school, academic and public librarians in Denton, Texas (Fuller *et al.*, 2014). Indeed, instructional collaboration remains a popular topic for school librarians, as evidenced by a number of articles (Fontichiaro and Oehrli, 2014; Rawson, 2014) and an entire book, *Collaborative Models for Librarian and Teacher Partnerships* (Kennedy and Green, 2014). Also of note in the school library literature, Donham (2014) reports on a study of first-year college assignments, offering recommendations about how to prepare high school students for the research and information literacy that they will be expected to carry out in the future, and two articles (Shaw *et al.*, 2014; Stephenson and Stone, 2014) highlight the continuing interest in redesigning school library spaces to foster student learning and promote information and technology skills more effectively.

Publications oriented toward medical libraries include articles addressing health literacy and information skills among people with difficult health conditions (Lloyd *et al.*, 2014; Spring, 2014), as well as other specific populations (Babalola *et al.*, 2014; Smith *et al.*, 2014). Several publications discuss the integration of various technologies, such as online evidence-based practice tutorials (Foster *et al.*, 2014), clinical tracking systems (Branstetter *et al.*, 2014) and mobile apps (Airth-Kindree and Vandenbark, 2014; Stokes *et al.*, 2014), into health sciences education. In addition, as in years past, many articles consider information literacy pedagogy and/or information technology training for students in nursing (McCulley and Jones, 2014), public health (Pannabecker *et al.*, 2014) and other fields. The new ACRL *Framework* has also generated conversations in the medical realm (Knapp and Brower, 2014).

Although smaller in number, publications in the Legal and Public categories address a range of issues, such as improving instructional design for legal research training (Talley, 2014) and helping public library users learn about the Affordable Care Act (Malachowski, 2014). Finally, many readers will be interested in the wide variety of monographs published in 2014, with noteworthy titles focusing on formative assessment (Broussard *et al.*, 2014), radical information literacy (Whitworth, 2014), sustainability education (Jankowska, 2014), game-based learning (Kirsch, 2014) and “personal librarian” programs (Moniz and Moats, 2014). Mackey and Jacobson (2014) also published an important book on metaliteracy, a must-read for those who wish to develop a deeper understanding of this key theoretical component of the new ACRL *Framework for Information Literacy*.

### Academic

Adams, N.E. (2014), “A comparison of evidence-based practice and the ACRL information literacy standards: implications for information literacy practice”, *College & Research Libraries*, Vol. 75 No. 2, pp. 232-248.

Presents a comparative analysis of ACRL’s *Information Literacy Competency Standards* and the well-known model for evidence-based practice (EBP) included in the *Users’ Guide to the Medical Literature*. While noting a number of similarities between the two documents, Adams argues that the EBP model offers a more critical and less superficial approach to evaluating information, as well as a greater focus on developing research questions. According to Adams, librarians should incorporate these aspects of EBP into their instruction.

Aharony, N. and Bronstein, J. (2014), “Academic librarians’ perceptions on information literacy: the Israeli perspective”, *Portal: Libraries & the Academy*, Vol. 14 No. 1, pp. 103-119.

Reports on a survey investigating Israeli librarians’ views on the evolving nature of information literacy education, particularly in light of emerging social media technologies. Although results show that librarians still define “information literacy” according to traditional conceptions of the term, they are also integrating elements associated with digital literacy and online collaboration into their perspectives. Additionally, the data indicate that librarians view themselves, rather than teaching faculty, as primarily responsible for information literacy instruction.

Alabi, J. and Weare, W.H. Jr (2014), “Peer review of teaching: best practices for a non-programmatic approach”, *Communications in Information Literacy*, Vol. 8 No. 2, pp. 180-191.

Discusses a “non-programmatic approach” to peer teaching observations, based on guidance from the library literature and the authors’ experience with such an approach. The article highlights six best practices for implementing teaching observations, focusing on issues such as confidentiality, communication and acceptance of criticism.



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Alfonzo, P. (2014), "Using Twitter hashtags for information literacy instruction", *Computers in Libraries*, Vol. 34 No. 7, pp. 19-22.

Explains how librarians can draw on students' familiarity with Twitter hashtags to illustrate the value of subject headings and other metadata concepts. The author includes several specific class activities that encourage students to compare the organizational structure of Twitter with that of a library database.

Allen, E.J. and Weber, R.K. (2014), "The library and the web: graduate students' selection of open access journals for empirical literature searches", *Journal of Web Librarianship*, Vol. 8 No. 3, pp. 243-262.

Presents a longitudinal study examining the amount of open-access journal publications incorporated into bibliographies by graduate students in an education class from 2005 to 2013. Finding that slightly less than 12 per cent of references came from open-access journals, the authors suggest that librarians learn more about these publications and include them in their instruction.

Alqudsi-Ghabra, T. and Al-Dousari, E. (2014), "Internet use among incoming undergraduate students of Kuwait University", *Journal of Information & Knowledge Management*, Vol. 13 No. 2.

Reports on a survey of new undergraduate students in Kuwait University's College of Social Sciences, examining their knowledge and use of online technology in relation to various demographic and socioeconomic characteristics. Results indicate that students have considerable experience with technology, and the authors identify a possible connection between parental education level and the age at which students began to use the Internet.

Anafo, P. and Filson, C. (2014), "Promoting information literacy among undergraduate students of Ashesi University College", *Library Philosophy & Practice*, pp. 1-15.

Reports on a survey exploring the information literacy skills and practices of students at Ashesi University in Ghana. Noting that many students lack knowledge of important information resources and have trouble formulating effective searches, the authors highlight the need to develop an information literacy program and offer suggestions for making such a program successful.

Anderson, L. and Bull, S. (2014), "The creation of a university library outreach programme to develop the information literacy of further education students: An interactive approach to support transition", *Journal of Information Literacy*, Vol. 8 No. 1, pp. 42-57.

Describes the development of a specialized information literacy class offered by librarians at the University of Birmingham (UK), aimed at preparing secondary school students for higher education. The class, which focuses on issues such as web evaluation and citation practice, has been well-received and has led to increased outreach activity with school librarians and teachers. The authors also note that, as a result of this program, university librarians have learned more about active learning techniques and students' information literacy skills.



Andrews, C.R. (2014), "An examination of embedded librarian ideas and practices: a critical bibliography", *Codex*, Vol. 3 No. 1, pp. 69-87.

Presents an annotated bibliography on embedded librarian efforts, with particular emphasis on case studies with undergraduates. The bibliography includes an introduction that addresses the evolving role of the librarian in teaching activities, including collaborations with faculty.

Ariew, S. (2014), "How we got here: a historical look at the academic teaching library and the role of the teaching librarian", *Communications in Information Literacy*, Vol. 8 No. 2, pp. 208-224.

Examines the influence and impact of teaching initiatives on academic libraries since the early twentieth century, highlighting key developments with bibliographic instruction and information literacy over time. The author also discusses current conversations surrounding the new ACRL *Framework for Information Literacy in Higher Education* and presents a definition for the concept of the "teaching library", which stresses "collaborative integration of information literacy", as well as assessment.

Arnold-Garza, S. (2014), "The flipped classroom teaching model and its use for information literacy instruction", *Communications in Information Literacy*, Vol. 8 No. 1, pp. 7-22.

Explains the concept of the "flipped classroom," where instructors allocate class time to "practical application activities" after students have already received the lecture material outside of class. The author discusses the advantages and disadvantages of applying "flipped classroom" strategies to information literacy and library instruction, providing a thorough overview of the relevant scholarship.

Asogwa, B.E. (2014), "Libraries in the information age: a measure of performance, competencies, and constraints in academic libraries in Nigerian universities", *Electronic Library*, Vol. 32 No. 5, pp. 603-621.

Presents a survey-based benchmark study of academic libraries across Nigeria, examining librarian skills, library facilities, information technology and other topics. While noting that librarians carry out their professional responsibilities as information literacy educators, the author draws attention to the numerous challenges that libraries in developing countries face due to limited resources and technological barriers. The author stresses the value of benchmark performance measurement in addressing these challenges.

Avery, S. and Tracy, D.G. (2014), "Using transaction log analysis to assess student search behavior in the library instruction classroom", *Reference Services Review*, Vol. 42 No. 2, pp. 320-35.

Examines logs of student searches conducted during 29 general education instruction sessions to determine the degree to which students were adopting the techniques taught by librarians. Based on data from 1,636 different searches in the University of Illinois

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“Easy Search” federated search tool, the authors identify areas where students struggle with creating effective searches after having received instruction. In particular, many students were unable to use quotation marks properly for example searches, an issue that contributed to further problems when students searched independently.

*Badger, I. (2014), “Teaching information literacy in an arts university”, Refer, Vol. 30 No. 2, pp. 25-27.*

Discusses the various ways in which information literacy is incorporated into the curriculum at the University for the Creative Arts at Canterbury. The author describes the information literacy components of several courses and highlights the importance of collaborating with campus partners in tutoring, career services and other areas.

*Badke, W. (2014), “The convenience factor in information seeking”, Online Searcher, Vol. 38 No. 6, pp. 68-70.*

Addresses the widespread fixation on convenience in information seeking among students and professional researchers. The author argues that search engines such as Google Scholar, as well as library discovery tools, may not be as convenient as they appear for locating relevant and current scholarly sources. He recommends that librarians use instruction and redesign websites to promote the value of subscription databases more effectively.

*Badke, W. (2014), “Infolit and GPA”, Online Searcher, Vol. 38 No. 1, pp. 68-70.*

Critiques the notion that the impact of information literacy instruction can be evaluated by looking at GPA, arguing instead for the assessment of “process abilities”, including critical thinking and problem solving. The author mentions several example assessments, such as research journals, that may offer greater insight into students’ information literacy skills than GPA data.

*Badke, W. (2014), “Infolit when everything is down”, Online Searcher, Vol. 38 No. 2, pp. 68-70.*

Ponders the limitations of online access to information in light of the 2013 government shutdown. The author discusses alternative information resources, as well as skills, such as browsing and familiarity with knowledge hierarchies, that can facilitate information searches during times of limited access.

*Badke, W. (2014), “Knowledge is a river”, Online Searcher, Vol. 38 No. 5, pp. 68-70.*

Asserts that changes in the nature of knowledge – from a relatively stable “lake” to a more fast-paced and fluid “river” – require greater emphasis on information literacy in the curriculum. The author argues for the value of “situated learning”, that is learning grounded within a disciplinary context, and he offers specific guidance for teaching information literacy in “an ever-changing information environment”.

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*Badke, W. (2014), "Mythbusting", Online Searcher, Vol. 38 No. 3, pp. 22-26.*  
Criticizes Google's "mythology" and its negative impact on search behavior and interface design. Focusing on seven particular myths propagated by Google, such as "search is simple" and "algorithms take care of evaluation", the author argues for the importance of information literacy in combating the company's more problematic aspects.

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*Badke, W. (2014), "Those baffling assignments", Online Searcher, Vol. 38 No. 3, pp. 71-73.*

Draws on research conducted by Project Information Literacy and the Citation Project to explore strategies for addressing professors' problematic research assignments, which often include unreasonable and/or unclear expectations. The author points to students' lack of familiarity with the academy's "information culture" as a major concern and calls on faculty and librarians to provide students with more in-depth mentoring throughout the research process.

*Badke, W. (2014), "Who owns information literacy?", Online Searcher, Vol. 38 No. 4, pp. 68-70.*

Addresses recent arguments about the "ownership" of information literacy and what might happen if librarians were to give up responsibility for it. The author observes that, overall, professors have not shown much interest in directing information literacy efforts. On the other hand, librarians are well-suited for leading such efforts, provided they avoid "infolit rhetoric" in favor of more broadly understood terminology, such as critical thinking.

*Barnhisel, G. and Rapchak, M. (2014), "Designing LibGuides as instructional tools for critical thinking and effective online learning", Journal of Library & Information Services in Distance Learning, Vol. 8 Nos 3/4, pp. 107-117.*

Explains how LibGuides software can be used to develop "scaffolded tutorials" that promote critical thinking and mitigate concerns about cognitive load. The author shows how LibGuide tutorials designed for specific assignments facilitate assessment.

*Barnhisel, G. and Rapchak, M. (2014), "Wikipedia and the wisdom of crowds: a student project", Communications in Information Literacy, Vol. 8 No. 1, pp. 145-159.*

Describes an extensive Wikipedia project comparing the "wisdom of experts" to the "wisdom of crowds" in a capstone course for English majors at Duquesne University. Students were required to compose content for Wikipedia, write a reflective paper on the process and create a presentation on their work. Findings from student written commentary and interviews indicate that, in contrast to instructor expectations, students found Wikipedia to be "mostly reliable and useful". The authors suggest possible reasons for this outcome, focusing on the larger cultural acceptance of "crowdsourcing", as well as limitations in students' "epistemological development".

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Beatty, J. (2014), "Locating information literacy within institutional oppression", In the Library with the Lead Pipe, 24 September, pp. 1-16.

Presents a rhetorical analysis and critique of neoliberal elements in the new ACRL *Framework for Information Literacy in Higher Education*, drawing on previous work by Maura Seale and Nina de Jesus. Arguing that librarians should challenge dominant and potentially oppressive conceptions of information literacy in the field, the author highlights the Framework's use of "crisis rhetoric", as well as the metaphorical language of "information ecosystem" and "information marketplace", as problematic neoliberal conceits.

Bell, S.J. (2014), "Retention matters, but it's not the only thing that counts", Information Outlook, Vol. 18 No. 1, pp. 11-14.

Examines the growing emphasis on retention and graduation rates within the higher education environment, offering guidance to librarians about ways they can contribute to improving retention. The author discusses various initiatives, such as first-year programming, embedded librarianship and "personal librarian" efforts, that can contribute to the development of meaningful relationships with students.

Biaz, A., et al. (2014), "Informational strategies and the use of information systems by doctoral students: a case study at the University of Hassan ii Mohammedia, Casablanca", Procedia: Social and Behavioral Sciences, Vol. 116, pp. 3598-3604.

Reports the results of a questionnaire conducted with PhD students at a Moroccan university, investigating how they use a variety of information resources (such as journals and databases), as well as their information literacy and technology needs. The authors suggest several strategies to address issues raised in the study, including increasing the visibility of the library and providing training in more advanced search skills, which many students lack.

Bitso, C. and Fourie, I. (2014), "Information-seeking behaviour of prospective geography teachers at the National University of Lesotho", Information Research, Vol. 19 No. 3, pp. 151-165.

Presents a study exploring information needs and information seeking among National University of Lesotho (Africa) students studying to be geography teachers. Based on data from a questionnaire, the research indicates students prefer to use print-based materials for their teaching needs. The authors argue for the implementation of information literacy instruction that helps students develop the information skills they will need in the teaching profession, especially skills with electronic information.

Black, E.L. (2014), "Engaging beyond the first college year: exploring the needs of second-year students", Communications in Information Literacy, Vol. 8 No. 2, pp. 170-179.

Argues for a greater emphasis on second-year students in library and information literacy initiatives. Providing an overview of key issues in student development and transition during the second year of higher education, the author focuses in particular on

the importance of identity formation for sophomores. The article includes strategies that librarians can use to reach out to second-year students, with an emphasis on collaboration with faculty and student affairs specialists.

*Bladek, M. and Okamoto, K. (2014), "What's theory got to do with it? Applying educational theory and research to revamp freshman library workshops", College & Undergraduate Libraries, Vol. 21 No. 1, pp. 19-36.*

Stresses the importance of incorporating pedagogical theory into library instruction, focusing in particular on the use of theory in first-year classes. The authors discuss a variety of teaching concepts and strategies, including learning styles, active learning and group work.

*Blake, L. and Warner, T.A. (2014), "The information milieu of remote sensing: an overview", Reference Services Review, Vol. 42 No. 2, pp. 351-363.*

Covers various topics related to scientific information literacy in relation to remote sensing, focusing on relevant information sources, publishing trends and data curation. The authors refer to their work with both upper-level undergraduate and graduate students, offering specific teaching examples and arguing for the importance of incorporating information literacy instruction into this particular field.

*Blanchett, H. (2014), "Share and share alike – improving information literacy teaching through TeachMeets", ALISS Quarterly, Vol. 9 No. 3, pp. 5-8.*

Describes and promotes the "TeachMeet", an informal and collaborative approach to professional development for instruction librarians in the UK. The author discusses several examples of this type of event, which fosters open dialogue on teaching and offers advice about planning and implementation.

*Blas, E.A. (2014), "Information literacy in the 21st century multicultural classroom: using sociocultural literacy", Education Libraries, Vol. 37 Nos 1/2, pp. 33-41.*

Discusses the role of sociocultural literacy in information literacy instruction, particularly as it pertains to diverse student groups, such as international students and first-generation students. Emphasizing the importance of relating session content to the students' lives and backgrounds, the author provides a variety of suggestions to help librarians modify their teaching methods in consideration of cultural differences.

*Blevins, A. and Inman, M. (Eds) (2014), Curriculum-Based Library Instruction: From Cultivating Faculty Relationships to Assessment, Rowman & Littlefield, Lanham.*

Examines various aspects of the librarian's role in curriculum development, focusing on the expansion of information literacy instruction beyond the one-shot model. Chapters covering pedagogical theories and methods are featured, as well as specific case studies from the health sciences, business, sociology and other disciplines.

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*Blummer, B. and Kenton, J.M. (2014), Improving Student Information Search: A Metacognitive Approach, Chandos Publishing, an imprint of Elsevier Limited, Oxford.* Reports on a study examining how graduate students in education used a particular tutorial, used as a “metacognitive scaffold” by the researchers. The book addresses the relationship between metacognition and information literacy, drawing on both quantitative and qualitative data collected via a think-aloud protocol and other methods.

*Blummer, B. and Kenton, J.M. (2014), “Reducing patron information overload in academic libraries”, College & Undergraduate Libraries, Vol. 21 No. 2, pp. 115-135.* Reviews the literature on helping library users manage information overload and suggests best practices in relation to this issue. The authors highlight the value of information literacy instruction and point to “metacognitive strategies” that can counter information overload and improve the search experience.

*Blundell, S. and Lambert, F. (2014), “Information anxiety from the undergraduate student perspective: a pilot study of second-semester freshmen”, Journal of Education for Library & Information Science, Vol. 55 No. 4, pp. 261-273.* Presents a study looking at “information anxiety”, a concept integrating library anxiety and information technology anxiety, among first-year students in English. The researchers were primarily interested in testing a version of Bostick’s “Library Anxiety Scale” that had been modified to include new questions about information technology and information seeking. Findings that reveal differences in responses based on gender, race and prior library experience indicate that this new “Information Anxiety Scale” holds promise for future studies.

*Bodemer, B.B. (2014), “They can and they should: undergraduates providing peer reference and instruction”, College & Research Libraries, Vol. 75 No. 2, pp. 162-178.* Argues that undergraduate students have the ability to provide reference and basic information literacy services. The author gives a conceptual overview of peer learning and discusses how it is being used in academic libraries. He also describes the development and implementation of the California Polytechnic State University San Luis Obispo “LibRAT” (Library Research Assistance Technician) program, which enables undergraduates to participate actively in reference and instruction. Training methods and assessment data are included.

*Bombaro, C. (2014), “Overcoming the barriers to information literacy programs: CALM lab for English majors at Dickinson College”, Reference Services Review, Vol. 42 No. 2, pp. 246-262.* Discusses the rationale for and implementation of a required research lab, where students majoring in English learn about developing research questions, using databases, incorporating sources into a paper and other information literacy skills. The author emphasizes the role of the librarian in curriculum development and reports positive assessment data from students, faculty and alumni.



*Booker, L. (2014), "Fostering collaborations to support adult learners in research and writing", Indiana Libraries, Vol. 33 No. 2, pp. 76-79.*

Discusses a collaboration at Indiana University Northwest between the library and TRIO Student Support Services, focusing on helping adult students improve their research and writing skills. The author explains the key characteristics of adult students, who are typically "self-directed learners", and describes an ongoing, successful workshop that provides instruction in library resources, paper organization, citation and other topics.

*Boss, K. and Drabinski, E. (2014), "Evidence-based instruction integration: a syllabus analysis project", Reference Services Review, Vol. 42 No. 2, pp. 263-276.*

Presents the findings and programmatic outcomes of a study of business course syllabi at Long Island University. Librarians examined syllabi for outcomes related to information literacy and library use, basing their evaluation in part on the ACRL Information Literacy VALUE Rubric. The authors explain how the project facilitated outreach to the School of Business, increasing the number of information literacy classes in business subjects.

*Bourgeois, J. (2014), "Methodological proposal for an interventional study to assess value in academic libraries among collegiate freshmen", Codex, Vol. 2 No. 4, pp. 34-44.*

Describes a methodology for examining the impact and value of libraries in relation to grade point average and retention of first-year students. The "interventional" approach compares one group of students who receive library instruction with another group who did not receive instruction within the same course. The author highlights the importance of this type of study in light of funding challenges and accountability requirements.

*Bowen, A. (2014), "LibGuides and web-based library guides in comparison: is there a pedagogical advantage?", Journal of Web Librarianship, Vol. 8 No. 2, pp. 147-171.*

Presents a study exploring the impact of an online tutorial delivered via LibGuides versus the same tutorial delivered via standard web pages. Findings, which are based on survey data collected from students in a communications class, reveal no major differences in impact between the two delivery mechanisms in regard to content delivery and learning outcomes.

*Brabazon, T. (2014), "The disintermediated librarian and a reintermediated future", Australian Library Journal, Vol. 63 No. 3, pp. 191-205.*

Argues that the librarian's role in providing access to information and teaching information skills has been "displaced" by open-access initiatives, Google Scholar and other developments. The author asserts that, in response to this "disintermediation", librarians need to leverage emerging technologies to re-define their roles moving forward.



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*Brecher, D. and Klipfel, K.M. (2014), "Education training for instruction librarians: a shared perspective", Communications in Information Literacy, Vol. 8 No. 1, pp. 43-49.* Calls on the library profession in general and library schools in particular to address the concern that most librarians receive very limited pedagogical training prior to entering the job market, despite the fact that "librarians are educators" in the current environment. The authors provide recommendations to help librarians gain the necessary pedagogical knowledge, including taking courses in education outside the library degree and participating in online communities that focus on teaching and learning.

*Broussard, M.J.S. (2014), "Using games to make formative assessment fun in the academic library", Journal of Academic Librarianship, Vol. 40 No. 1, pp. 35-42.* Provides an overview of game-based learning and its potential role in formative assessment of information literacy skills. The author emphasizes the importance of using "mini-assessments" to evaluate student learning in process and explains how games facilitate formative assessment through active learning, scaffolding and other means. The article includes examples from specific library games created at Lycoming College.

*Broussard, M.S., Hickoff-Cresko, R. and Oberlin, J.U. (2014), Snapshots of Reality : A Practical Guide to Formative Assessment in Library Instruction, Association of College and Research Libraries, a division of the American Library Association, Chicago, IL.*

Discusses the application of formative assessments (i.e. smaller assessment activities that provide insight into the learning process) to library instruction. The book explains how to implement formative assessment within a particular library context and offers a variety of suggestions for specific exercises.

*Bryan, J.E. (2014), "Critical thinking, information literacy, and quality enhancement plans", Reference Services Review, Vol. 42 No. 3, pp. 388-402.*

Discusses the role of information literacy in the Saint Leo University Quality Enhancement Plan (QEP), which focuses on critical thinking. A librarian serving as a "Faculty Fellow" for the QEP utilized a wiki to collect examples of how librarians at the institution were supporting the QEP's information literacy outcomes, a process that revealed a variety of specific support activities related to the larger campus initiative.

*Buchanan, H.E. and McDonough, B.A. (2014), The One-Shot Library Instruction Survival Guide, ALA Editions, an imprint of the American Library Association, Chicago, IL.*

Addresses various aspects of the one-shot teaching model, offering advice on instructional design, assessment and other topics within that context. The book emphasizes the importance of collaborating with teaching faculty to improve the quality of one-shot sessions.

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*Buck, S. (2014), "Instruction boot camp: better instruction through collaborative course design", Journal of Library Administration, Vol. 54 No. 3, pp. 197-216.*

Describes a team-based instructional design workshop series carried out by librarians at Oregon State University. The author highlights the pragmatic nature of this approach to professional development, noting the advantages of idea sharing among colleagues and the potential for immediate positive impact on teaching. Suggestions for implementing this type of activity are included.

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*Calkins, K. and Kvenild, C. (Eds) (2014), The Embedded Librarian's Cookbook, Association of College and Research Libraries, a division of the American Library Association, Chicago, IL.*

Provides numerous examples of activities, assignments and projects for embedded librarians. The book includes chapters on embedded initiatives in specific disciplines, such as business and chemistry, as well as chapters on assessment strategies.

*Campbell, P.C. (2014), "Modifying ADDIE: incorporating new technologies in library instruction", Public Services Quarterly, Vol. 10 No. 2, pp. 138-149.*

Describes the ADDIE (Analysis, Design, Development, Implementation and Evaluation) instructional design method and explains how it can improve teaching quality. In particular, the author focuses on the integration of new technologies into instruction, with ADDIE being used as a design tool.

*Carter, T.M. (2014), "Assessment and change leadership in an academic library department: a case study", Reference Services Review, Vol. 42 No. 1, pp. 148-164.*

Details the incorporation of systematic assessment into the library instruction program at Auburn University. The author focuses on the influence of John Kotter's "change leadership" approach, examining each stage in the process from this perspective and noting its value, despite some limitations, in the management of organizational change.

*Catalano, A. (2014), "Improving distance education for students with special needs: a qualitative study of students' experiences with an online library research course", Journal of Library & Information Services in Distance Learning, Vol. 8 Nos 1/2, pp. 17-31.*

Presents a case study examining an online credit course in research skills designed for students with disabilities. Drawing on interviews with course participants, the author highlights the value of a universal instructional design approach that accounts for the needs of all students.

*Chang, N. and Chen, L. (2014), "Evaluating the learning effectiveness of an online information literacy class based on the Kirkpatrick framework", Libri: International Journal of Libraries & Information Services, Vol. 64 No. 3, pp. 211-223.*

Uses the four components of the Kirkpatrick model (Reaction, Learning, Behavior and Result) to assess online information literacy content used at Tatung University

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(Taiwan). The researchers analyze survey responses, interviews and other data collected over a two-year period, discussing the benefits and drawbacks of the instructional content. Findings indicate that students generally had a positive response to the material and learned from it.

*Cheng, S. and Winter, C. (2014), "Copyright skills in academic libraries", Feliciter, Vol. 60 No. 2, pp. 8-12.*

Argues that copyright and fair use are important aspects of information literacy instruction and offers examples of how librarians can help teach users about these concepts. The authors discuss online efforts from Canadian libraries, such as the Copyright Literacy in Ontario Colleges Project and the University of British Columbia's Digital Tattoo. They also address liaison work with faculty on copyright issues, especially in relation to institutional repositories.

*Clark, S. (2014), "Exploring the lived information seeking experiences of mature students", Journal of Information Literacy, Vol. 8 No. 1, pp. 58-84.*

Presents an interview-based study exploring the information seeking of two mature students in a third-year social work course. Taking a "narrative inquiry" approach and drawing on Kuhlthau's Information Search Process, the study identifies several significant themes from the students' experiences, including how they deal with personal problems, manage their time and obtain help. The author argues for the importance of addressing affective/emotional factors in information literacy efforts.

*Coltrain, M. (2014), "Growing embedded librarians like kudzu: how the embedded extension service creates more embedded librarians without creating new positions", Journal of Library & Information Services in Distance Learning, Vol. 8 Nos 3/4, pp. 204-215.*

Describes an "Embedded Extension Service" in which library science graduate students from the University of North Carolina at Greensboro (UNCG) provide online research assistance to students at Central Piedmont Community College (CPCC). The author notes the reciprocal value to the two institutions, as CPCC can expand its embedded program, while library school students gain field experience.

*Conover, G.D. and Miller, J.C. (2014), "Teaching human geography through places in the media: an exploration of critical geographic pedagogy online", Journal of Geography, Vol. 113 No. 2, pp. 85-96.*

Describes a University of Arizona undergraduate course in human geography focusing on "spatial politics of media". The authors discuss the instructional design process, which incorporates a "learner-centered" critical approach, as well as class activities and assignments. The article also highlights methods for integrating face-to-face and online components within a hybrid course.

Cook, J.M. (2014), "A library credit course and student success rates: a longitudinal study", *College & Research Libraries*, Vol. 75 No. 3, pp. 272-283.

Examines the graduation rates of over 15,000 students who have taken the University of West Georgia's for-credit information literacy course. Based on 12 years of data, the study shows that the graduation rate of students who took the course is much higher than the graduate rate of other students. The author notes that, despite some limitations, the study is promising because it demonstrates the "lasting and measurable impact" of information literacy instruction.

Cope, J. and Sanabria, J.E. (2014), "Do we speak the same language? A study of faculty perceptions of information literacy", *Portal: Libraries & the Academy*, Vol. 14 No. 4, pp. 475-501.

Reports on a phenomenological, interview-based study exploring faculty views on information literacy in relation to their discipline and comparing these views to those of librarians. Data from 20 interviews conducted with faculty from the College of Staten Island and Bronx Community College showed that, among other things, "the academic needs and goals of the college" were much more significant than discipline in how faculty define and perceive information literacy.

Cowan, S.M. (2014), "Information literacy: the battle we won that we lost?", *Portal: Libraries & the Academy*, Vol. 14 No. 1, pp. 23-32.

Calls on librarians to reconsider the relevance of information literacy programs, specifically the central role of the librarian in such programs, in light of the current educational landscape. The author argues that the value of information literacy in the digital age is now self-evident and should no longer be so closely linked with librarianship.

Creaser, C., et al. (2014), "Working together: Library value at the University of Nottingham", *Performance Measurement & Metrics*, Vol. 15 Nos 1/2, pp. 41-49.

Reports on two studies focusing on how University of Nottingham faculty perceive the value of the library, with discussion of information literacy and research support activities, among other topics. Survey data provide evidence that information literacy instruction is "highly valued" by faculty. The authors also discuss the importance of actively marketing library services.

Creaser, C. and Spezi, V. (2014), "Improving perceptions of value to teaching and research staff: the next challenge for academic libraries", *Journal of Librarianship and Information Science*, Vol. 46 No. 3, pp. 191-206.

Presents the results of eight case studies on "library value" conducted at various institutions in the USA, the UK and Scandinavia. The research shows that information literacy instruction and other activities related to teaching and learning are currently seen as having greater significance within the institutions than activities supporting faculty research. The authors assert the importance of

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relationship building and communications/marketing in developing positive collaborations with faculty.

*Cullen, J.G. (2014), "Applying RADAR with new business postgraduates", Journal of Information Science, Vol. 40 No. 1, pp. 25-27.*

Applies Jane Mandaliós's "RADAR" (relevance, authority, date, appearance and reason for writing) evaluation model to business education, examining students' perception of the model and its value. In keeping with prior results from Mandaliós's work, this study indicates that students respond positively to the RADAR approach, and it increases their confidence in regard to research.

*Cuthbertson, W. and Falcone, A. (2014), "Elevating engagement and community in online courses", Journal of Library & Information Services in Distance Learning, Vol. 8 Nos 3/4, pp. 216-224.*

Provides guidance to help information literacy instructors build community (discussion, interaction, etc.) within the challenging context of online classes. The authors offer a number of specific strategies, including adding opportunities for synchronous/real-time dialogue and incorporating assignments that use mobile technology.

*Dalal, H.A. and Lackie, R.J. (2014), "What if you build it and they still won't come? Addressing student awareness of resources and services with promotional videos", Journal of Library & Information Services in Distance Learning, Vol. 8 Nos 3/4, pp. 225-241.*

Describes a Rider University project where librarians collaborated with students to develop brief videos promoting library services. The authors discuss the methods used to increase awareness of the videos, as well as assessment data on the impact of the project.

*Dalton, M. and Pan, R. (2014), "Snakes or ladders? Evaluating a LibGuides pilot at UCD library", Journal of Academic Librarianship, Vol. 40 No. 5, pp. 515-520.*

Describes the process of introducing the LibGuides subject guides system to University College Dublin, including discussion of promotion and evaluation. Faculty and students had a positive view of the guides, though few students knew about them. The authors emphasize "visibility, positioning, and promotion" as key factors for success.

*Davis-Kahl, S., Fishel, T.A. and Hensley, M.K. (2014), "Weaving the threads: scholarly communication and information literacy", College & Research Libraries News, Vol. 75 No. 8, pp. 441-444.*

Discusses the development and implications of two 2013 ACRL publications focusing on the relationship between information literacy and scholarly communication. The authors identify data literacy and copyright education as key points of convergence between information literacy and scholarly communication efforts. They provide

examples of relevant initiatives from their own institutions, with particular emphasis on outreach activities.

*Dechman, M.K. and Syms, L.R. (2014), "Working together to maximize the utilization of open data across social science and professional disciplines", Behavioral & Social Sciences Librarian, Vol. 33 No. 4, pp. 188-207.*

Interviews with 27 faculty revealed that 22 incorporated some kind of data instruction in their classes and that those who were already comfortable desired e-mail alerts about new data sources, while those less comfortable were interested in workshops held in the library. Time and expertise were the barriers to teaching data sources. Outcomes included new requests for data instruction as one-shot sessions and the creation of a credit-hour introduction to data sources taught by the authors (a librarian and a sociology professor).

*Deodato, J. (2014), "The patron as producer: libraries, web 2.0, and participatory culture", Journal of Documentation, Vol. 70 No. 5, pp. 734-758.*

Using the framework of participatory culture, the author explores ways in which the Library 2.0 movement can work toward disrupting the cultural hegemony that libraries have traditionally supported through reinforcement of dominant discourses. Provides examples in a number of library arenas, such as using social constructivist learning theory, understanding that authority is contextual and teaching content production as well as consumption.

*Derakhshan, M., Singh, D. and Nazari, M. (2014), "The contributions of library and information science education to the development of competencies in determining information needs: an Iranian case study", Libri: International Journal of Libraries & Information Services, Vol. 64 No. 2, pp. 144-154.*

Results are presented from semi-structured interviews with 15 LIS educators who taught a total of 18 different courses. Authors feel that the LIS curriculum does not go far enough in preparing students with skills in IL, but recognize that one of the greatest challenges is that students in Iran often choose LIS as a means to a university degree rather than out of an interest in the discipline itself.

*Devine, J.R., Quinn, T. and Aguilar, P. (2014), "Teaching and transforming through stories: an exploration of macro- and micro-narratives as teaching tools", Reference Librarian, Vol. 55 No. 4, pp. 273-288.*

Argues that narrative can be an important teaching tool for adult learners because stories are universal among humans, they engage our emotions and they are memorable, allowing learners to connect new information to what they already know. Article examines uses of narrative in adult learning and provides examples of the use of macro-narratives or universal fables and micro-narratives, which use culturally specific stories.



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*Dhawan, A. and Chen, C.-J.J. (2014), "Library instruction for first-year students", Reference Services Review, Vol. 42 No. 3, pp. 414-432.*

Explains how City College of New York integrated two library sessions (75 minutes each) into a 6 credit-hour combined content and writing first-year seminar course. In the first workshop, students were oriented to the library and in the second, they chose a research topic and were shown pertinent resources. Authors show how the efforts to assess the instruction evolved over time and how they incorporated a number of suggestions which resulted in their current short-answer quiz.

*Diehm, R.-A. and Lupton, M. (2014), "Learning information literacy", Information Research, Vol. 19 No. 1, pp. 1-15.*

Reports results of a study with 15 undergraduate and graduate students in Australia using semi-structured interviews and the phenomenographic method in which students were asked about their IL learning experiences.

*Dold, C.J. (2014), "Critical information literacy: a model for transdisciplinary research in behavioral sciences", Journal of Academic Librarianship, Vol. 40 No. 2, pp. 179-184.*

Notes that more fields are moving toward transdisciplinarity wherein they collaborate by "borrowing models and theories from outside the discipline" to find solutions for problems that transcend one field of study. Argues that librarians have a unique interdisciplinary perspective and an important role to play and illustrates this with an example of a librarian working on a research team with representatives from criminal justice, neuroscience and developmental psychology.

*Dolton, M. and Tumelty, N. (2014), "Information literacy journal club", ALISS Quarterly, Vol. 9 No. 3, pp. 2-4.*

Describes an Information Literacy Journal Club (ILJC) that provides an online professional development opportunity for academic librarians. This article includes the perspectives of a reader, an organizer and an author on the ILJC and notes that the meetings often provide a valuable forum for discussion.

*Drabinski, E. (2014), "Toward a Kairos of library instruction", Journal of Academic Librarianship, Vol. 40 No. 5, pp. 480-485.*

Using the ancient Greek concept of *kairos*, or time as seen in context, the author argues that the new information literacy framework, while important, can distract librarians from focusing on the teaching situation and students in front of them. Librarians need to use *kairos* to explore how the framework is not "revealed truth" but rather a document constructed at a particular time in history. The framework informs us but should not define our teaching, nor should we measure our teaching against it.



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*Easter, J., Bailey, S. and Klages, G. (2014), "Faculty and librarians unite! How two librarians and one faculty member developed an information literacy strategy for distance education students", Journal of Library & Information Services in Distance Learning, Vol. 8 Nos 3/4, pp. 242-262.*

Using the ADDIE instructional design model, the authors collaborated on research and citation instruction in an online elective political science course wherein the librarians were embedded. This collaboration reinforced the idea of using high-quality sources and the importance of information literacy skills to the students.

*Erfanmanesh, M., Abrizah, A. and Abdu Karim, N.H. (2014), "The prevalence and correlates of information seeking anxiety in postgraduate students", Malaysian Journal of Library & Information Science, Vol. 19 No. 2, pp. 69-82.*

Information anxiety in a population of 375 randomly selected postgraduate students was investigated using the 38-item Information Seeking Anxiety Scale. Results showed that different levels of anxiety were reported by 96.5 per cent of the students studied and that gender, level of study, age and frequency of library use correlated to information-seeking anxiety, but nationality, information literacy skills instruction received, academic major and frequency of Internet use did not. Recommendations for librarians are included.

*Eubanks, J.P. (2014), "Potential ramifications of Common Core State Standards adoption on information literacy", Communications in Information Literacy, Vol. 8 No. 1, pp. 23-31.*

Discusses the increased need for educated workers in the USA as the impetus for 45 states adopting the Common Core State Standards. Argues that due to the standards' increased depth of knowledge score, there is the potential for students to come to post-secondary education better prepared in information literacy skills and that librarians might want to consider advanced instruction.

*Exner, N. (2014), "Research information literacy: addressing original researchers' needs", Journal of Academic Librarianship, Vol. 40 No. 5, pp. 460-466.*

Examines the needs of graduate students and faculty performing original research in light of both the old ACRL Information Literacy Performance Standards and the new Framework and threshold concepts. Notes that the Standards do not always fully account for these researchers and that it is important for librarians working with them to center their instruction on "gap analysis, theoretical and methodological discovery, and practical skills like funding search and analysis".

*Fabbrizzi, A. (2014), "An atlas of classification. Signage between open shelves, the web, and the catalogue", Italian Journal of Library & Information Science, Vol. 5 No. 2, pp. 101-122.*

Describes how the library orients users to the arrangement of books on the shelves both through physical signage and a much more detailed "cartography" of subjects on their

website. The website allows students to browse to the level of detail they need in the classification system to determine exactly where the subject they are seeking is represented, and the physical signs include QR codes that direct the students to the website for details that cannot be included on physical signage.

*Fagan, J.C. (2014), "The effects of reference, instruction, database searches, and ongoing expenditures on full-text article requests: an exploratory analysis", Journal of Academic Librarianship, Vol. 40 Nos 3/4, pp. 264-274.*

Author used two years of ACRL Library Trends and Statistics survey data with five regression models to analyze which, if any, variables predicted full-text article requests. Ongoing expenditures seemed to have the largest predictive relationship, but the data also pointed to reference transactions and library instruction as having a relationship as well. Notes that other variables such as interlibrary loan or the presence of a discovery tool might be interesting to investigate and that the ACRL data may need log transformation before the results can be confidently interpreted.

*Faix, A. (2014), "Assisting students to identify sources: an investigation", Library Review, Vol. 63 Nos 8/9, pp. 624-636.*

Analyzes 41 first-year students' annotated bibliographies from a Coastal Carolina University credit-bearing information literacy course, finding that students did not identify sources correctly approximately half the time. The author discusses the possible issues that contribute to misidentification, including lack of clarity in library databases. She also offers suggestions for class activities that would help students identify sources with greater precision.

*Favaro, S. and Hoadley, C. (2014), "The changing role of digital tools and academic libraries in scholarly workflows: a review", Nordic Journal of Information Literacy in Higher Education, Vol. 6 No. 1, pp. 23-38.*

The literature on scholarly workflows provides insight into the information literacy aspects that librarians could support with expanded instruction, such as helping scholars learn to use, manage, share and disseminate information resources. Notes that the literature also points to significant disconnects between the tools that scholars are trying to use and confusion about access and authentication, open access and copyright. Authors provide an example of a "use case" and the barriers and issues encountered by two example users as they try to work through a research project life cycle.

*Fawley, N. and Krysak, N. (2014), "Learning to love your discovery tool: strategies for integrating a discovery tool in face-to-face, synchronous, and asynchronous instruction", Public Services Quarterly, Vol. 10 No. 4, pp. 283-301.*

Although 76 per cent said they were "likely or very likely" to use a discovery tool in instruction, many still expressed concerns in their open-ended responses. Twenty-four per cent said they would not be likely to use the tool and said it was

because of unreliable relevancy ranking, too many search results or technical glitches. Authors offer practical suggestions for ways to integrate discovery systems in instruction, including exploration rather than demonstration, integrating instruction at various points throughout the students' academic careers, teach source types, source evaluation and tailor the instruction to the type of audience.

*Folk, A.L. (2014), "How well are we preparing them? An assessment of first-year library student assistants' information literacy skills", College & Undergraduate Libraries, Vol. 21 No. 2, pp. 177-192.*

Notes a gap in the literature for measured information literacy skills of library student assistants and reports on the results of a study of 103 first-year students. Although library student assistants comprised only a small percentage of total students studied, the results of pre- and post-testing showed that library student assistants scores were better than general first-year students, although author notes that the results were not statistically significant and the library student assistants' scores were higher to begin with.

*Folk, A.L. (2014), "Librarians as authors in higher education and teaching and learning journals in the twenty-first century: an exploratory study", Journal of Academic Librarianship, Vol. 40 No. 1, pp. 76-83.*

Searched 11 prominent journals for librarians as authors or co-authors as a means of establishing how visible librarians were in that literature. Findings included: 1.38 per cent of the articles examined from 2000 to 2012 included a librarian as author or co-author, information literacy was the most common topic, most articles were categorized as theoretical and librarians who were at research universities or larger masters universities were more likely to publish in these journals.

*Fosmire, M. and Radcliffe, D.F. (Eds) (2014), Integrating Information into the Engineering Design Process, Purdue University Press, West Lafayette, IN.*

Designed for faculty and librarians, each chapter of this book addresses the aspects of helping students think more broadly about engineering problems, complete better research and evaluate and integrate their sources more effectively. Communicating the finished product to stakeholders and reflecting on the process are also covered.

*Fosnacht, K. (2014), "Information literacy and NSSE", College & Research Libraries News, Vol. 75 No. 9, pp. 490-500.*

Outlines the history behind the three-question add-on to the National Survey of Student Engagement (NSSE) "Experiences with Information Literacy" module and highlights some of the initial findings from the first and second administrations in 2013 and 2014 with over 70,000 students.

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Fox, J.P., Entink, R.K. and Timmers, C. (2014), "The joint multivariate modeling of multiple mixed response sources: relating student performances with feedback behavior", *Multivariate Behavioral Research*, Vol. 49 No. 1, pp. 54-66.

Study of the use of feedback by first-year law, health and business students on an information literacy assessment at a Dutch university showed that 41 per cent of the students did not use the pop-up feedback pages at all. The authors developed a model that would help account for students' behavior in terms of the use of feedback, test performance and how quickly they worked. High-performing students were less likely to look at feedback for simpler test questions, and students' attention to feedback was positively related to how quickly they worked but not to the likelihood of using feedback.

Franke, F. and Sühl-Strohmenger, W. (2014), "Teaching information literacy: the role of university libraries in Germany", *Journal of Information Literacy*, Vol. 8 No. 2, pp. 154-160.

Brief report of information literacy statistics from German universities, including total hours and number of participants, which has increased since 2003. Several national groups are recognizing and promoting information literacy integration into the curriculum, and examples of recent work of the nationwide Commission for Information Literacy, as well as best practices that are present in German university information literacy efforts, are included.

Fulkerson, D. (2014), "The flipped classroom and media for library instruction: changing library instruction", *Against the Grain*, Vol. 26 No. 4, pp. 17-21.

Argues that new technologies are providing opportunities for librarians to expand their instructional time and reach. Outlines the advantages of "flipping" the classroom (i.e. offloading some of the library instruction content onto media that students access outside of class time), including improved student learning and collaboration with faculty.

Furay, J. (2014), "Stages of instruction: theatre, pedagogy and information literacy", *Reference Services Review*, Vol. 42 No. 2, pp. 209-228.

Author draws on her personal experience and training as an actor to review the literature of teaching as performance. She applies the literature to three areas: "importance of preparation, the necessity of effective one-shot performance, and the role of repetition", finding help and inspiration in both the literature of business and the performing arts to provide a fresh perspective for instruction librarians needing to find renewal in the face of burnout.

Gall, D. (2014), "Facing off: comparing an in-person library orientation lecture with an asynchronous online library orientation", *Journal of Library & Information Services in Distance Learning*, Vol. 8 Nos 3/4, pp. 275-287.

One section of a graduate-level social work class received in-person library instruction and two other sections received an online orientation. Results from a pre- and post-test showed that all students' knowledge of library resources increased, but the face-to-face

students were more comfortable with the library and the librarian, while the online students seemed to have more self-efficacy in their information searching. Author proposes future research looking at larger sample sizes.

*Garcia, L. (2014), "Applying the framework for information literacy to the developmental education classroom", Community & Junior College Libraries, Vol. 20 Nos 1/2, pp. 39-47.*

Author describes how she integrated each of the six new ACRL threshold concepts into a developmental reading class. Argues that, although the shift from the ACRL standards might seem daunting, many librarians have been teaching these concepts all along and simply need to revise their lessons to more closely mirror the threshold concepts.

*Garofalo, D.A. (2014), "Connecting with students: information literacy and personal librarians", Against the Grain, Vol. 26 No. 4, pp. 20-23.*

For the Personal Librarian program implemented at Mount Saint Mary College with English 101 classes, librarians created five tutorials and quizzes in LibGuides. Students also met once face-to-face as a class with their personal librarian for database instruction. Overall, students did well on the quizzes and gave positive feedback, but participation in the tutorials declined through the course of the semester.

*Geçer, A.K. (2014), "A study on information search and commitment strategies on web environment and internet usage self-efficacy beliefs of university students", Turkish Online Journal of Educational Technology – TOJET, Vol. 13 No. 2, pp. 1-17.*

Study of over 500 first- and fourth-year students from both humanities and science departments found that students compared information from different websites to evaluate it and believed the authority derived from information appearing on a well-known or institutional website. Students' self-efficacy beliefs were moderate, and authors found some differences regarding the approach of students depending on frequency of use, gender and department.

*Gendron, H. and Scipppa, E. (2014), "Where visual and information literacies meet: redesigning research skills teaching and assessment for large art history survey courses", Art Documentation: Bulletin of the Art Libraries Society of North America, Vol. 33 No. 2, pp. 327-344.*

Authors moved from a library worksheet to collaborating with a number of faculty teaching an introductory survey course to integrate information literacy instruction and an assignment involving more critical thinking skills. Authors used Sakai, the University's course management system, to create quizzes and tutorials. They detail the changes they made to their instruction based on their assessment efforts over the course of three semesters.

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Georgas, H. (2014), "The implementation of an independent and self-paced online library orientation for freshman students and the use of Sakai as a quiz management system (QMS)", *College & Undergraduate Libraries*, Vol. 21 No. 1, pp. 56-75.

The Library's Online Orientation Program (LOOP) for the 20-50 sections of their library's first-semester English composition course was developed by two library science students in four phases as a replacement for their time-consuming face-to-face instruction. The advantages of using Sakai include the ability to have a pool of quiz questions and the integration into another campus system for logins. Disadvantages included a lack of ability to send e-mail to select students, the lack of ability to generate a certificate of completion and more sophisticated data support.

Gewirtz, S.R. (2014), "Evaluating an instruction program with various assessment measures", *Reference Services Review*, Vol. 42 No. 1, pp. 16-33.

The assessment consisted of peer-to-peer feedback of teaching, student feedback using the "one-minute" paper technique and self-reflection on five instruction sessions on the part of the librarian. Benefits included all librarians reporting that they learned something new and useful that they could incorporate into their teaching and better communication of information literacy issues. Challenges included the stress of being observed and the time it takes to prepare for the observations.

Gibson, C. and Jacobson, T.E. (2014), "Informing and extending the draft ACRL Information Literacy Framework for Higher Education: an overview and avenues for research", *College & Research Libraries*, Vol. 75 pp. 250-253.

Introduces the ACRL Framework for IL for higher education and explains how it reflects the current information environment and how it developed out of Project Information Literacy and research in threshold concepts in library and information science. Research questions are also offered.

Gola, C.H., et al. (2014), "Developing an information literacy assessment rubric: a case study of collaboration, process, and outcomes", *Communications in Information Literacy*, Vol. 8 No. 1, pp. 131-144.

Librarians partnered with the Office of Institutional Effectiveness to develop a rubric based on the ACRL information literacy standards and apply it to a sample of 58 student papers. Lessons learned include their small sample size being both a benefit and a drawback, the difficulty of using papers originally designated for other assessments, the difficulty in scoring citation styles, having open-ended responses on the raters' score sheets was incredibly helpful and the process required significant investment of time and expertise.

Gonzales, B.M. (2014), "Online tutorials and effective information literacy instruction for distance learners", *Journal of Library & Information Services in Distance Learning*, Vol. 8 Nos 1/2, pp. 45-55.

Review of the literature of online information literacy tutorials reveals that, while the studies lack consistent methodology, they showed that online instruction is at least as effective as and sometimes more effective than face-to-face. Student satisfaction,



however, is overall not as high with online tutorials, and author points to a need to examine tutorials' effectiveness more closely by replicating studies and focusing on factors such as the technology used and the age and computer skills of the students.

*Goodsett, M. (2014), "Reflective teaching: improving library instruction through self-reflection", Southeastern Librarian, Vol. 62 No. 3, pp. 12-15.*

Author points to education literature that demonstrates the value of reflecting on one's teaching and provides examples of some reflective activities that can be productive, including journaling, video-recording and peer feedback, along with her own experience using these techniques during her first year of professional work.

*Gore, H. (2014), "Massive open online courses (MOOCs) and their impact on academic library services: exploring the issues and challenges", New Review of Academic Librarianship, Vol. 20 No. 1, pp. 4-28.*

Details student demographics and current platforms used for hosting MOOCs. Names several challenges such as having influence on MOOC faculty, copyright and licensing (including accessibility) and delivering remote services on this massive scale. Advocates that librarians identify if MOOCs are being offered on their campus, raise awareness that librarians can assist with MOOC creation and consider whether librarians should be a part of the actual instruction of the MOOC.

*Gould, J.G. and Gradowski, G. (2014), "Using online video oral histories to engage students in authentic research", Oral History Review, Vol. 41 No. 2, pp. 341-350.*

Authors describe their "Life Stories and Film" class where students use Holocaust survivor testimonies as the basis of a digital storytelling research project including primary and secondary sources. The end product was a film proposal and trailer. Class uses a multi-hour, multi-session information literacy lab where students learn about library resources as well as the technology needed for the project.

*Grant, A. and Finkle, D. (2014), "Taking face-to-face library workshops for freshmen online", College & Research Libraries News, Vol. 75 No. 9, pp. 506-527.*

Brief description of the transition of a library instruction program from one focused on first-year experience and lower-level courses to a program focused more on the needs of upper-level and graduate students. The instruction traditionally done in the first year was shifted to a series of online videos/tutorials, which freed up time to develop a variety of drop-in workshops and a marketing plan for library instruction.

*Gratz, A. and Olson, L. (2014), "Evolution of a culture of assessment: developing a mixed-methods approach for evaluating library instruction", College & Undergraduate Libraries, Vol. 21 No. 2, pp. 210-231.*

Outlines the history of Mercer University's efforts to assess student learning and services and how the library's efforts in this area have been driven by outside accreditation pressures and staffing changes. Mentions a variety of methods of assessment used by the library's instruction program such as bibliographic analysis,



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one-minute papers and peer review of teaching and notes the goal is to close the loop and use the data for program improvement.

*Gray, C.J. and Montgomery, M. (2014), "Teaching an online information literacy course: is it equivalent to face-to-face instruction?"*, Journal of Library & Information Services in Distance Learning, Vol. 8 Nos 3/4, pp. 301-309.

Describes authors' experience teaching an online section of a one-credit information literacy course at Idaho State University. Authors were surprised that students were engaged and receptive to theoretical discussion of copyright, fair use and the cost of information. Students alternatively struggled with citation styles and evaluating information. Class included an annotated bibliography and video presentation. Authors note that rubrics were important for consistency in grading with two instructors.

*Griffis, P.J. (2014), "Information literacy in business education experiential learning programs"*, Journal of Business & Finance Librarianship, Vol. 19 No. 4, pp. 333-341.

Describes several types of experiential learning at UNLV, including three case studies of consulting projects, student competitions in business plans, marketing and accounting and student-managed investment funds. Briefly identifies the information literacy need of each and the business librarian's involvement to meet these needs.

*Gutierrez, M.A. (2014), Information Literacy at Cecil College: Establishing the Context*, D.Ed. thesis, University of Delaware, Newark, DE.

Utilizing a survey of faculty at Cecil College and face-to-face interviews, author investigates the absence of an information literacy program at the college and provides recommendations for how to establish one, including developing a definition of information literacy, creating outcomes, increasing instruction throughout the curriculum, collaborating with faculty, forming learning communities and implementing assessment measures.

*Haji, H.A., Mwitumbe, K.H. and Omar, A.M. (2014), "Information literacy in Zanzibar universities: current situation and the way forward"*, IFLA Journal, Vol. 40 No. 4, pp. 280-288.

Two hundred university library staff, deans and directors of schools/faculties, heads of departments and undergraduate students were surveyed. Awareness of information literacy and opportunities for students to participate in instruction were still both minimal. Few respondents in the administration/staff surveys indicated any future plans to implement information literacy training or promotion. Authors recommend university-wide information literacy policies, training and the formation of promotional groups, as well as the creation of an information literacy curriculum and integration into the current university curriculum.

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Hall, S.L. and Marshall, D.H. (2014), "Embedded librarianship in branch settings: customizing liaison services", *New Library World*, Vol. 115 Nos 11/12, pp. 508-514. Argues that the branch librarian shares much in common with the embedded librarian, often including dual reporting and fiduciary lines. They outline their approaches to library instruction and information literacy, specifically pointing to problem-based learning as an effective teaching strategy for their student populations who often have assignments involving disciplinary experiential practice. In addition, the authors point to activities associated with embedded librarians that are also applicable to branch librarians such as working closely with faculty on collections needs or evaluating journal subscriptions.

Hansen, L.A. (2014), *Second-Language Writer and Instructor Perceptions of the Effectiveness of a Curriculum-Integrated Research Skills Library Guide*, M.A. thesis, The University of Utah, Salt Lake City, UT.

Master's thesis which examined ESL students' interactions with a Writer Subject Guide using pre- and post-tests as well as qualitative measures. Author found that, although the pre- and post-tests showed no significant difference, comments from the students demonstrated that the guide helped them have a better awareness of library resources; however, students still struggled with doing academic research in a second language. Students still struggle to find "the right source", although they have trouble articulating what that source is, and there was confusion about the intended purpose of the Writer Subject Guide.

Hays, L. and Damron, N. (2014), "Open information literacy courses", *Practical Academic Librarianship: The International Journal of the SLA*, Vol. 4 No. 1, pp. i-xi.

Notes the dearth of open courses with information literacy components and that, because of the large enrollments and their international reach, the diversity of experiences could be vast. Course designers should use Bandura's social learning theory to build opportunities for students to learn information literacy skills from peers within these courses, incorporate the idea of lifelong learning and consider a variety of sources, as generally students will not have access to proprietary databases.

Hegarty, N. (2014), "Food for thought", *SCONUL Focus*, No. 62, pp. 11-13.

Information literacy workshops offered at lunch at the Limerick Institute of Technology include referencing, citation & avoiding plagiarism, Endnote, library resources for getting started with your thesis, Summon, eBrary, critically evaluating journal articles and literature reviews. One workshop schedule is offered as an example, and sample student feedback from all the workshops is included.

Heilman, E.B. (2014), *Composition Students' Research Experiences at a Rural Community College: A Qualitative Case Study*, Ed.D. thesis, Drexel University, Philadelphia, PA.

Qualitative case study using 34 reflective essays, two focus groups and three individual interviews with students at a rural, California community college examined the students' research experiences, their research processes, how they choose and evaluate

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their sources and the challenges and frustrations they encountered. Recommendations: consider students' devices when designing instruction sessions and demonstrate searches on a variety of devices, promote library instruction to faculty and provide anonymous research help options.

*Hensley, M.K. and Murphy, B.P. (2014), "Analyzing archival intelligence: a collaboration between library instruction and archives", Communications in Information Literacy, Vol. 8 No. 1, pp. 96-114.*

This study offers instructional strategies for teaching primary sources based on a collaboration between instruction librarians and archivists at University of Illinois, Urbana-Champaign, IL. The authors examined the students' perceptions of their library experience through an online, post-instruction survey ( $n = 24$ ) and interview, both based on Yakel and Torres' first element of archival intelligence. Results show a great variance and general lack of understanding of archival intelligence, including archival language, use policies and relationships with archivists.

*Herring, D.N. (2014), "A purposeful collaboration: using a library course enhancement grant program to enrich ESL instruction", Reference Librarian, Vol. 55 No. 2, pp. 128-143.*

Describes a collaboration with teaching faculty and librarians based on a library-funded mini-grant at The Ohio State University in an undergraduate English as a Second Language course ( $n = 45$ ). The librarian met with students at least five times during the course for 90 minutes each to work on information literacy skills via online web tutorials, mind-mapping open software and other technologies. At the end of the course, students composed a library reflective essay, which showed positive reactions and a desire for more embedded library instructions.

*Hess, A.N. (2014), "Online and face-to-face library instruction: assessing the impact on upper-level sociology undergraduates", Behavioral & Social Sciences Librarian, Vol. 33 No. 3, pp. 132-147.*

Evaluates student perception of online library instruction in comparison to traditional classroom instruction, drawing on data from pre- and post-tests given in a sociology course. The study showed "no significant learning difference" between online and face-to-face approaches.

*Hicks, J. (2014), "Improving the status of Japanese academic librarians through better implementation of online information literacy tutorials", Codex, Vol. 3 No. 1, pp. 45-68.*

Provides background on the difficult state of academic librarians in Japan. Author completed a comparison of online information literacy tutorials at the top ten universities in the USA, Canada and Japan and found that, in general, the US and Canadian libraries had more library-created (as opposed to vendor-created) tutorials and those tutorials were more prominently placed on the websites. Author argues that the

creation of tutorials would be well-received by Japanese students and would also work toward raising the profile and status of Japanese academic librarians.

*Hilles, S. (2014), "To use or not to use? The credibility of Wikipedia", Public Services Quarterly, Vol. 10 No. 3, pp. 245-251.*

The author discusses authority and credibility in relationship to Wikipedia and its rise in use among academic institutions. Arguments surrounding the dangers of incorporating Wikipedia into the research process are brought up, and its careful employment as a tool to increase information literacy skills in students.

*Hollister, C.V. (2014), "Content analysis of papers submitted to Communications in Information Literacy, 2007-2013", Communications in Information Literacy, Vol. 8 No. 1, pp. 50-69.*

A content analysis of papers submitted to a single-topic, open-access journal, Communications in Information Literacy, from 2007-2013. The author obtained the study sample through the logs of the Open Journal Systems platform and focused on following quality criteria: manuscript submissions, authorship, reviewer evaluations and editorial decisions. Results show a comparable number of submissions to other average numbers in other journals, that authorship is mostly from librarians in large research universities, and unique and note-worthy content was the biggest factor in acceptance.

*Howard, K., et al. (2014), "Evaluating one-shot library sessions: impact on the quality and diversity of student source use", Community & Junior College Libraries, Vol. 20 Nos 1/2, pp. 27-38.*

Study examined the bibliographies of 115 randomly selected English 101 research portfolios of students who received information literacy instruction and 92 who did not. Results showed no statistically significant difference in the mean number of total citations between the two groups. Other data collected demonstrated that students who received instruction used fewer websites, used more books and cited more materials from the last database taught at the end of the session.

*Hutchings, J. and Willey, M. (2014), "Resilience and redirection: information literacy in Louisiana higher education", Portal: Libraries & the Academy, Vol. 14 No. 2, pp. 239-253.*

A report on a 2012 survey by the Louisiana Academic Library and Information Network Consortium (LALINC) on statewide information literacy instruction in the curriculum of higher education, as well as the deletion of an information literacy requirement in 2012 from general requirements set by the Louisiana Board of Regents. Of note is a discussion of policies across the south in regards to information literacy requirements. Results of the survey show that academic librarians have an expanding presence in classroom instruction, as well as involvement in curriculum level, although these results should be interpreted locally as specific to Louisiana.

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*Idiegbeyan-Ose, J., Idahosa, M. and Adewole-Odeshi, E. (2014), "Adoption and use of information and communication technologies (ICTS) in library and information centres: implications on teaching and learning process", in Adeoye, B.F. and Tomei, L.A. (Eds), Effects of Information Capitalism and Globalization on Teaching and Learning, Information Science Reference-IGI Global, Hershey, PA.*

Published in a book collection presenting an international perspective on technology in education, this chapter reports on a survey-based study looking at information and communication technologies in five Nigerian university libraries. With data indicating that library technology plays an important role in services and influences the educational process, the authors argue for increased government funding of libraries.

*Ilogho, J.E. and Nkiko, C. (2014), "Information literacy search skills of students in five selected private universities in Ogun state, Nigeria: a survey", Library Philosophy & Practice, pp. 1-22.*

This study aims to examine effectiveness of information literacy programs and the student research skills at five private universities in Nigeria. Using a descriptive survey distributed at random to students above age 16, the authors found that students have a low level of information literacy skills.

*Islam, M.M. and Rahman, M.A. (2014), "Assessing information literacy competency of arts faculty students at the University of Dhaka", Library Philosophy & Practice, pp. 2-17.*

An assessment study of the information literacy skills of Arts faculty graduate students at the University of Dhaka, Bangladesh, based on a questionnaire. Of note, the authors include a history of literacy and education in Bangladesh. Methodology is based on a "right answer" to information literacy questions on source selection, which leads to a conclusion that students lack information literacy competency.

*Jackson, S.A. (2014), "Student reflections on multimodal course content delivery", Reference Services Review, Vol. 42 No. 3, pp. 467-483.*

The author outlines the process of redesigning a for-credit general education information literacy course for first-year and sophomore students with online technology components at Weber State University, Utah. After an initial planning period with input from faculty and students via course evaluations, a design committee revised course outcomes with an emphasis on flexibility. A post-pilot survey of students ( $n = 159$ ) showed a preference for both text and video content, as well as comments on style, course delivery, scheduling and disability issues.

*Jacobs, H.L.M. (2014), "Pedagogies of possibility within the disciplines", Communications in Information Literacy, Vol. 8 No. 2, pp. 192-207.*

Jacobs explores how to make information literacy meaningful to academic disciplines by incorporating "problem posing" into subject-specific library instruction. She believes teaching critical information literacy theory compels librarians to engage all stakeholders (i.e. students,

campus, librarians) in questioning, or “problem posing”. This approach fosters creativity, true reflection and a deeper understanding of the academic discipline.

*Jankowska, M.A. (Ed.) (2014), Focus on Educating for Sustainability: Toolkit for Academic Libraries, Library Juice Press, Sacramento, CA.*

An edited collection organized as a toolkit for best practices in sustainability education in academic libraries. Many of the case studies focus on integrating sustainability issues into library instruction across various disciplines, including the description of an information literacy program that used an inventory compilation assignment and a collaborative program within a humanities course.

*Jankowska, M.A., Smith, B.J. and Buehler, M.A. (2014), “Engagement of academic libraries and information science schools in creating curriculum for sustainability: an exploratory study”, Journal of Academic Librarianship, Vol. 40 No. 1, pp. 45-54.*

A study of the efforts that library professionals have made to support sustainability in the curriculum and initiatives, including increasing open access to research, sustainability-related collection development and research guides and using sustainability content in information literacy instruction. Methodology involved a questionnaire sent to academic library employees as well as LIS school employees and students. Findings show a weak positive correlation between the level of engagement in teaching sustainability across the curriculum and the Carnegie Classification taxonomy of higher education institution in the USA.

*Janosko, J. (2014), “Expo-nential success redux, or, if you plan it they will come”, Serials Librarian, Vol. 66 Nos 1/2/3/4, pp. 253-261.*

The author provides insight on the planning, marketing and assessment of a library vendor expo, and its aim to market electronic resources to students, faculty and administrators. Key elements to success are administrative support, both fiscal and staff time commitment and creating a committee to devise and implement planning and create a survey for assessment purposes.

*Jarrell, L. (2014), “Meeting in the middle: assessment ideals and campus realities”, Indiana Libraries, Vol. 33 No. 2, pp. 37-40.*

Jarrell describes Ball State University Libraries’ information literacy assessment plan for embedded library instruction in a first-year writing course. Implementation of the plan allowed for greater observation of students’ learning, more opportunities for feedback and greater insight into how the individual librarians judged student success.

*Jarrell, L. and Wilhoite-Mathews, S. (2014), “Making connections: reaching online learners at the Ball State University Libraries”, Indiana Libraries, Vol. 33 No. 2, pp. 33-36.*

Article describes Ball State University’s various methods for delivering information literacy instruction. They offer instruction via asynchronous online classes, synchronous online classes, hybrid instruction and in-person classes. Additionally, the



authors relate which educational tools and technology work best in differing environments.

*Jastram, I., Leebaw, D. and Tompkins, H. (2014), "Situating information literacy within the curriculum: using a rubric to shape a program", Portal: Libraries & the Academy, Vol. 14 No. 2, pp. 165-186.*

The authors outline a long-term project to create a shared understanding of information literacy across campus at Carleton College, a small liberal arts college in Minnesota. The authors collaborated with faculty to evaluate written student work from sophomore portfolios and developed a rubric based on "habits of mind", a Carleton-specific interpretation of the pedagogical outcomes of student learning on campus.

*Johns, E.M. (2014), "Creating a colorful classroom: incorporating multimedia and graphics into library instruction", Internet Reference Services Quarterly, Vol. 19 Nos 3/4, pp. 255-269.*

Johns discusses using multimedia and graphics in library instruction to aid students' comprehension of instructional material. Charts, diagrams, graphs and other visual aids can complement instruction and foster active learning where traditional instruction fails.

*Johnson, A.M. and Whitacre, J. (2014), "Seeing things differently: assisting a student with blindness in the research process", Kentucky Libraries, Vol. 78 No. 4, pp. 14-16.*

The authors explain assistance needs of a student with blindness at the University of Louisville and steps taken to support access to research tools. Of note is a discussion of tagged and untagged PDFs available in library databases and thoughts on who in the campus community environment is responsible for providing accessible content.

*Johnson, P.C. (2014), "Dissertations and discussions: engineering graduate student research resource use at New Mexico State University", Collection Building, Vol. 33 No. 1, pp. 25-30.*

A citation analysis of PhD dissertations in engineering at New Mexico State University to determine the effect of increased web content from 1989-2011 on students' use of library collections, including input from engineering faculty on expectations of literature reviews in dissertations. Results show no significant increase in the use of web sources, as expected, but a marked increase in the use of journal articles and a decrease in the use of monographs, which can be balanced by fund allocation.

*Johnston, L. and Jeffryes, J. (2014), "Steal this idea", College & Research Libraries News, Vol. 75 No. 8, pp. 431-434.*

An overview of instructional approaches to teaching data literacy skills to graduate students at the University of Minnesota. The authors took a "flipped classroom" approach with a workshop series comprising online video and in-person sessions.



*Johnston, N. and Marsh, S. (2014), "Using eBooks and iPad apps to embed information literacy into an EFL foundations course", New Library World, Vol. 115 Nos 1/2, pp. 51-60.*

A case study that leveraged iBook and iPad apps in a collaboration between library staff and faculty in an English as a foreign language (EFL) foundations course to embed information literacy into the curriculum at Higher Colleges of Technology, United Arab Emirates. Of note, this article includes a lengthy discussion of considerations for choosing apps as well as feedback from faculty on suggested apps.

*Johnston, N., Partridge, H. and Hughes, H. (2014), "Understanding the information literacy experiences of EFL (English as a foreign language) students", Reference Services Review, Vol. 42 No. 4, pp. 552-568.*

A phenomenographic study of the information literacy experiences of English as a foreign language (EFL), Arabian ( $n = 30$ ), female, final-year undergraduate students in the United Arab Emirates (UAE). The methodology was composed of open-ended interview questions, later transcribed, analyzed and validated by three researchers. Results show, for example, that EFL students tend to scan abstracts, choose sources based on language expertise and experience information literacy in terms of process, quality, language and knowledge.

*Jumonville, A. (2014), "The humanities in process, not crisis", College & Research Libraries News, Vol. 75 No. 2, pp. 84-87.*

The author discusses pedagogical approaches in the humanities that would use information literacy as a way to innovate in courses. Strategies include leveraging technology to create an annotated bibliography webpage assignment, and creating online discussion forums for information-literacy-related prompts.

*Kane, C., Meehlhause, K. and Ryan, M. (2014), "GTA = great teaching adventure!", Reference & User Services Quarterly, Vol. 54 No. 1, pp. 12-16.*

Outlines a program where graduate teaching assistants (GTAs) from a library science master's program obtain practical experience in information literacy instruction in English composition and other general education courses at Emporia State University. The authors discuss the benefits of the program to the GTAs, feedback they received and lessons learned for future GTA programming.

*Kaur, A. and Sarman (2014), "Reflection of the information literacy literature: a webometric study", SRELS Journal of Information Management, Vol. 51 No. 3, pp. 159-163.*

A webometric study of web citations on the topic of information literacy in 29 e-journals of the Emerald Group LIS collection, available through UGC-Infonet digital library consortium, with coverage limited to 2008-2012. Data results show year-wise distribution, distribution by author, country, citation occurrence (whether in print or online) and citation pattern.

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Keeran, P. and Levine-Clark, M. (Eds) (2014), *Research within the Disciplines: Foundations for Reference and Library Instruction*, Rowman & Littlefield, Lanham.

A textbook that covers academic reference services by discipline – humanities, social sciences and sciences. Of note is a chapter on “Critical information literacy and research instruction in the disciplines” and “Visual literacy across the disciplines”.

Keiser, B.E. (2014), “Ithaka S+R 2013 academic libraries survey”, *Information Today*, Vol. 31 No. 4, pp. 11-13.

The author discusses a 2013 survey of strategic direction and leadership in academic libraries administered by Ithaka S+R. Deans or directors ( $n = 499$ ) responded to questions about strategy and leadership, budgets and staffing, undergraduates and information literacy, collections, discovery and scholarly communication and research support.

Kelt, M. (2014), “SMIRK – developing a new mobile resource from an existing project”, *Library Hi Tech News*, Vol. 31 No. 7, pp. 16-19.

A discussion of online learning objects and their implementation into a mobile environment at Glasgow Caledonian University. Issues with mobile-friendly use include navigability and menu design, reliable user statistics, compatibility with mobile devices and password protection. The author identifies software, code and structural options and explains how she resolved each issue.

Kennedy, S.P. (2014), “Uncovering discovery layer services”, *Public Services Quarterly*, Vol. 10 No. 1, pp. 54-61.

Discussion of web-based discovery layers to enhance public services at academic libraries. Cites features such as content coverage, relevancy and vendor bias between products, including WorldCat Local by OCLC, EBSCO Discover Service (EDS), Summon by Serials Solutions and Primo by Ex Libris, and journal publishers.

Khan, A., Ahmed, S. and Masrek, M.N. (2014), “Scholars’ satisfaction with digital library collection and gaps in the provision of effective information resources and services: a Pakistani perspective”, *Journal of Electronic Resources Librarianship*, Vol. 26 No. 4, pp. 250-267.

Pakistani study examines researchers’ opinions about the Higher Education Commission of Pakistan’s Digital Library resources. They examined satisfaction with resources, usefulness to research and barriers faced when accessing the Digital Library. Results showed the researchers were satisfied with the Digital Library’s resources, but increased user education, better infrastructure and more LIS professionals are needed to fully maximize the usefulness of the Digital Library.

Kim, K.-S., Sin, S.-C.J. and Tsai, T.-I. (2014), “Individual differences in social media use for information seeking”, *Journal of Academic Librarianship*, Vol. 40 No. 2, pp. 171-178.

A survey of undergraduate ( $n = 845$ ) students to show which social media platforms are used as information sources based on the demographic and behavioral characteristics of

the users at University of Wisconsin-Madison. Students filled out a questionnaire sent via e-mail based on frequency of social media use, reasons for using social media sources and results of a Big Five personality test. Results show the appeal of wikis to engineering students and the prevalence of underclassmen's use of social Q&A sites, which could lead to the incorporation of these preferred sites and platforms and ways to evaluate them during information literacy instruction.

*Kinsley, K., Hill, L.B. and Maier-Katkin, D. (2014), "A research and class model for future library instruction in higher education", New Library World, Vol. 115 Nos 9/10, pp. 482-495.*

A discussion of a collaboration between faculty, libraries and a campus writing center that led to a library instruction and research model using a mixed-methods approach to measure outcomes of experimental class structures for a freshman seminar on criminology. The authors' longitudinal study aims to test the long-term student success of faculty/librarian co-instruction, based on student surveys on research skills and precision matching in next semester GPAs based on students in co-facilitated seminar versus a control group without a librarian. Results show positive correlations with the intervention seminar, including increased familiarity with databases and other search tools.

*Kirsch, B.A. (Ed.) (2014), Games in Libraries: Essays on Using Play to Connect and Instruct, McFarland, Jefferson, NC.*

A collection of 12 essays that explore how to use game-based learning to support instruction in libraries from the founder and current chair of the ALA-LITA Game Making Interest Group. Of note is an essay titled "Searching for Blackbeard's treasure: using an interactive information literacy game to reach transfer students".

*Klipfel, K.M. (2014), "Authentic engagement: assessing the effects of authenticity on student engagement and information literacy in academic library instruction", Reference Services Review, Vol. 42 No. 2, pp. 229-245.*

This study measures and assesses the effects of authenticity on student engagement in choosing research topics during information literacy instruction for first-year English courses at University of North Carolina Chapel Hill. Using control and experimental groups, librarians modeled the narrative process of choosing an authentic topic, and post-instruction students completed a 15-item Qualtrics survey about the experience. Results, measured empirically, show that students with authentic topics were more engaged, chose topics they were more interested in and found more relevant information.

*Kohn, K.C. and Gordon, L. (2014), "Citation analysis as a tool for collection development and instruction", Collection Management, Vol. 39 No. 4, pp. 275-296.*

A citation analysis of undergraduate senior theses ( $n = 52$ ) in Sociology, International Studies and Psychology for exploration in collection development and information literacy evaluation. Results were analyzed together with the subject faculty, and found that students did not consistently cite core journals; however, popular topics were

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identified for further collection development. For each department, liaison librarians found ideas for modifying instruction: citation scope within discipline, stressing use of journals and books equally and sharing citations with peers.

*Kolliner, J.S. (2014), "Library instruction and the underprepared college student", Urban Library Journal, Vol. 20 No. 1, pp. 19-22.*

Article discusses how librarians at the City University of New York (CUNY) introduce information literacy skills to remedial classes and students. Kolliner recommends bringing these students into the library for hands-on activities. A library visit allows for face-to-face contact with a reference librarian, instills self-confidence about using the library and helps introduce remedial students into the mainstream college.

*Koss, L. (2014), "Writing and information literacy in a cryptology first-year seminar", Cryptologia, Vol. 38 No. 3, pp. 223-231.*

The author discusses development of three major assignments with information literacy components within a first-year seminar course in cryptology at Dickinson College in Carlisle, PA. The first assignment was scaffolded with library and instruction and included a book review, the second had skills related to writing a paper and the third involved creating and presenting a scientific poster.

*Kulp, C., McCain, C. and Scrivener, L. (2014), "Teaching outside the box: ARL librarians' integration of the 'one-box' into student instruction", College & Research Libraries, Vol. 75 No. 3, pp. 298-308.*

A report on a large-scale survey of reference and instruction librarians at Association of Research Libraries (ARL) institutions that teach students to use the federated "one-box" search function on main library pages. Participant librarians ( $n = 352$ ) were asked questions regarding their practice, reasoning and philosophy in teaching the "one-box". Results show that librarians prefer to teach native interfaces both at the desk and in instruction, based on practical and philosophical reasons.

*Kyung-Sun, K., Sei-Ching Joanna, S. and Eun Young, Y.-L. (2014), "Undergraduates' use of social media as information sources", College & Research Libraries, Vol. 75 No. 4, pp. 442-457.*

A survey of undergraduate ( $n = 845$ ) students to show which social media platforms are of highest use as information sources and also how students are identifying and evaluating these sources at University of Wisconsin-Madison. Students filled out a questionnaire sent via e-mail based on frequency of social media use, reasons for using social media sources and frequency of a set of evaluative actions. Results show that 90 per cent of participants use Wikipedia and user reviews, and video sharing sites were used by approximately 70 per cent, and these were most commonly used to get background information, although students did not take the effort to evaluate Wikipedia as vigorously as any other source.

*Lange, J., Lannon, A. and McKinnon, D. (2014), "The measureable effects of closing a branch library: circulation, instruction, and service perception", Portal: Libraries & the Academy, Vol. 14 No. 4, pp. 633-651.*

This article follows the assessment of the effect of closing the Howard Ross Library of Management at McGill University, Montreal, Canada. Using data from the online survey LibQUAL+, circulation statistics and library instruction workshop statistics, the authors hypothesized a decline in use of library services. Results showed that neither circulation, nor service perception saw decline in use, but requests for library instruction workshops and attendance did decrease, although other factors, including the loss of a management instruction librarian, could account for this decline.

*Lawal, V. and Akintunde, S. (2014), "E-learning and information literacy at the University of Jos", Library Management, Vol. 35 Nos 8/9, pp. 607-628.*

Explores the state of e-learning activities and related information literacy issues at the University of Jos (Nigeria) via a case study approach, drawing on a series of questionnaires completed by faculty and students in three disciplines (Mathematics, Law and English). The authors provide several recommendations for enhancing e-learning at their institution, including improving technological infrastructure and prioritizing information literacy instruction.

*Leeder, C.A. (2014), Scaffolding Students' Information Literacy Skills with an Online Credibility Evaluation Learning Tool, Thesis, University of Michigan, Ann Arbor, MI.*

In his PhD thesis, Leeder argues that current information literacy instruction needs to better address online credibility evaluation. To this end, he developed a prototype online learning tool to teach information literacy skills in an electronic environment. His tool provided scaffolding and metacognitive support through structured instruction layers. Analysis showed the tool greatly improved students' credibility evaluations and improved critical thinking.

*Leeder, C. and Lonn, S. (2014), "Faculty usage of library tools in a learning management system", College & Research Libraries, Vol. 75 No. 5, pp. 641-663.*

Article examines faculty use of library tools within course or learning management systems (LMS). The authors explored which disciplines used the tools most, differences between faculty users and non-users and faculty perceptions. Highlights of the findings showed overall low awareness and use of the LMS library tools. However, experienced faculty and classes with a research component were most likely to use the embedded tools.

*Lefebvre, L.A. and Yancey, M.C. (2014), "Graduate information literacy in online education using the embedded librarian model", Journal of Information Literacy, Vol. 8 No. 1, pp. 93-96.*

A discussion of an information literacy initiative using an embedded librarian model to support writing and information literacy skills based on synchronous web conferencing

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sessions and weblog assessment at West Virginia University. Objectives of the initiative were to scaffold key concepts in weekly assignments, develop information literacy tasks in a semester writing assignment, introduce student reflection in the research process and create reusable learning objects for future use. Formative and summative course assessment results showed that weekly information literacy sessions were sufficient to achieve desired student learning outcomes.

*Leichner, N., et al. (2014), "Assessing information literacy programmes using information search tasks", Journal of Information Literacy, Vol. 8 No. 1, pp. 3-20.*

This article presents a study to determine if a task taxonomy and scoring rubric to assess information search tasks is a valid alternative to standardized tests in a psychology course at Trier University, Germany. After developing a task taxonomy based on difficulty level of required competences, two groups ( $n = 67$ ) of undergraduate psychology students attempted to complete search tasks after participation in a four-week instruction program. Results show the validity of using a task taxonomy to assess information literacy skills and a significant correlation between performance on an information literacy test and the search tasks.

*Leon, R. (2014), "The information literacy implications of the Bohannon sting", Communications in Information Literacy, Vol. 8 pp. 160-166.*

Leon discusses the Bohannon open-access sting, where John Bohannon, an editor of the journal *Science*, sent a falsified scientific article to over 300 open-access journals. Over 150 of the journals accepted the bogus article for publication. Based on this fact, Leon discusses the myriad of information literacy implications for librarians when teaching peer review and the peer review process to researchers at all levels.

*Leonard, E. and McCaffrey, E. (Eds) (2014), Virtually Embedded: The Librarian in an Online Environment, Association of College and Research Libraries, a division of the American Library Association, Chicago, IL.*

This book of essays centers on the topic of embedded librarianship within an online environment. It consists of four parts: the evolution of embedded librarianship, developing programs in the online embedded environment, online embedded librarians – outside the classroom and embedded in the bigger picture – scaling online embedded librarianship. Of interest is a discussion of MOOCs, the instructional design process and e-learning practices.

*Li, L. (2014), Scholarly Information Discovery in the Networked Academic Learning Environment, Chandos Publishing, an imprint of Elsevier Limited, Oxford.*

A textbook divided into four sections focused on information literacy in the context of delivery, discovery and searching. Each chapter consists of an introduction, learning outcomes, questions to be answered, discussion, summary, real-world examples, self-review exercises and mini-quizzes and case studies.



*Lincoln, G.E. (2014), The Information Literacy Competencies of Evangelical Pastors: A Study of Sermon Preparation, Thesis, University of Pittsburgh, Pittsburgh, PA.*

PhD student examined information literacy skills of theology institution graduates serving in the ministry. Open-ended qualitative questions were asked of recent graduates concerning their information literacy skills when preparing sermons. Analysis via the ATLAS.ti program assessed their skills against the ACRL Information Literacy Standards. Results showed pastors need an information literacy standard that incorporates the needs of preaching, administration and caregiving into pastoral research.

*Linlin, Z. (2014), "Riding the wave of open access: providing library research support for scholarly publishing literacy", Australian Academic & Research Libraries, Vol. 45 No. 1, pp. 3-18.*

The author argues that understanding of practices in scholarly publishing in open-access journals is a form of information literacy and as such should be considered a part of a research support framework for instruction. After discussing the publish or perish model of research, the author delineates two approaches to open access: self-depositing repositories and open-access peer-reviewed journals. The author defines scholarly publishing literacy as the nexus between information literacy and digital scholarship and ends with opportunities and issues with library research support of these practices.

*Lorenzen, E.A. (2014), "Making hay while the sun shines: using the cause of equine welfare as a platform for teaching the skills of information literacy", Indiana Libraries, Vol. 33 No. 2, pp. 41-46.*

Article reports on a community service collaboration between Indiana State University and the Peacefield Equine Sanctuary that also fostered students' information literacy skills. Taking the class out of the classroom offered the librarian opportunities to use social media such as Pinterest and YouTube, and use iPads and mobile apps for resource sharing and research.

*Lowe, M.S., et al. (2014), "Integrating an information literacy quiz into the learning management system", Communications in Information Literacy, Vol. 8 No. 1, pp. 115-130.*

The authors discuss the development of an information literacy quiz integrated into the consortial learning management software at Claremont Colleges Library and piloted in nine first-year classes. The "Start Your Research" tutorial has six modules tailored to the CCL's website and resources and includes a series of 20 quiz questions. Quiz assessment results show an increased need for customization of questions, and the authors delineate the challenges of making an online tutorial-based assessment in the library context.

*Lukinbeal, C. (2014), "Geographic media literacy", Journal of Geography, Vol. 113 No. 2, pp. 41-46.*

The author attempts to define geographic media literacy as an intersection of four broader literacies: visual literacy, information technology literacy, information literacy



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and media literacy. After defining these broader literacies and the role they play in geographic media literacy, the author concludes with a call to move beyond media as text and engage space, place, subjectivity and society within these literacies.

*Lundstrom, K., Fagerheim, B.A. and Benson, E. (2014), "Librarians and instructors developing student learning outcomes using frameworks to lead the process", Reference Services Review, Vol. 42 No. 3, pp. 484-498.*

A summary of an eight-week information literacy workshop and collaboration between librarians and English faculty to revise student learning outcomes in English composition courses based on threshold concepts, backward design and decoding the disciplines' frameworks at Utah State University. Facilitated by the Coordinator of Library Instruction, five lecturers and four librarians met to discuss learning bottlenecks and all three frameworks, and they worked on identifying learning outcomes, designing an activity and assessment example for each outcome and revising and finalizing lesson plans.

*Ma Lei, H., et al. (2014), "Four pedagogical approaches in helping students learn information literacy skills", Journal of Academic Librarianship, Vol. 40 Nos 3/4, pp. 234-246.*

This experimental study assessed four pedagogical approaches for information literacy instruction in a writing course at Rider University, NJ, based on a collaboration between classroom faculty and librarians. Sixteen classes were divided by method and pre- and post-tested as a part of a conventional or control group, a preview group, an active learning group and a multi-session group. Results from the survey show a positive impact of single-session instruction and a low percentage of students who were able to identify the best search tools, knew how to use journal holdings and understood the concept of subject searching in the catalog.

*Machin-Mastromatteo, J.D. (2014), "Thinking outside of literacy: moving beyond traditional information literacy activities", Information Development, Vol. 30 No. 3, pp. 288-290.*

The author defines "traditional information literacy" as either resource-specific trainings or theoretical teaching of information skills. He then offers suggestions to improve information literacy instruction, including developing teaching skills, moving away from a "one-size fits all" approach and limiting software demonstrations.

*Macmillan, M. (2014), "Student connections with academic texts: a phenomenographic study of reading", Teaching in Higher Education, Vol. 19 No. 8, pp. 943-954.*

An investigation of the reading practices of students ( $n = 30$ ) based on written responses during an in-class workshop on reading academic articles at Mount Royal University Library, Calgary, Canada. The author analyzed the data set by coding connections made by the students in alignment with the principles of phenomenography. Results show that students read the text "in

different ways at different times and made different kinds of connection, in terms of both content and depth”.

*Macmillan, M.E. (2014), “Fostering the integration of information literacy and journalism practice: a long-term study of journalism students”, Journal of Information Literacy, Vol. 8 No. 2, pp. 3-22.*

The author describes a five-year qualitative study of reflection data on information use of journalism students ( $n = 215$ ) at Mont Royal University, Calgary, Canada. The study used an I-SKILLS (Information Skills and Knowledge for Lifelong Learning Success) resume tool developed by the author in a previous study which was filled out by students and e-mailed back to the author. Results show students relied heavily on social media to find story ideas and sources, use a range of tools for fact-checking and did not understand the relationship between information sources and copyright.

*Madden, R. (2014), “Information behaviour of humanities PhDs on an information literacy course”, Reference Services Review, Vol. 42 No. 1, pp. 90-107.*

A study to examine information-seeking behavior of PhD students ( $n = 25$ ) in the humanities at the University of Cork, Ireland, through an information literacy course/module and explore its efficacy in the initial months of their first year of study. Methodology included a pre- and post-module questionnaire and in-person interviews to determine gaps in knowledge acquisitions. The author identified “zones of intervention” despite the diversity of research topics to provide assistance in searching, scope and evaluating information for later use in their PhD study; face-to-face delivery was the preferred method of module delivery, and students indicated that further one-on-one research support was a priority.

*Mahajan, P. and Kumar, A. (2014), “Assessing information literacy competency in higher education: a study of Panjab University, Chandigarh”, SRELS Journal of Information Management, Vol. 51 No. 6, pp. 369-375.*

This study assessed basic information literacy skills in postgraduate and Master of Philosophy as well as PhD researchers ( $n = 150$ ) from social science departments at Punjab University, Chandigarh. Based on a questionnaire, results show that students at this level face challenges in information literacy, including poor citation of sources, weak search strategies and lack of awareness of library workshops.

*Manley, L. and Holley, R.P. (2014), “Hiring and training work-study students: a case study”, College & Undergraduate Libraries, Vol. 21 No. 1, pp. 76-89.*

Details the hiring and universal training of work-study students originally hired to lessen the time full-time staff spent on training individual students and cut costs at the Marygrove College Library in Detroit, Michigan. Steps in this program include a task-oriented job description, training tutorials for the first week and shadowing a full-time employee for the second week. The program has resulted in students continuing into the next year with the hiring of two additional work-study students.

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Matteson, M.L. (2014), "The whole student: cognition, emotion, and information literacy", *College & Research Libraries*, Vol. 75 No. 6, pp. 862-877.

Reports the connection between emotional and cognitive constructs (emotional intelligence and dispositional affect; motivation and coping skills) and students' information literacy scores. Undergraduate students enrolled in a lower-level communications course were solicited to participate in an online survey that used pre-developed scales to measure the variables. An analysis of the results finds that emotional intelligence and motivation predict students' information literacy scores at a significant level.

Mazurkiewicz, O. and Sturm, T. (2014), "Researching Latin America, part two: a survey of how the new generation is doing its research", *Investigación Bibliotecológica* Vol. 28 No. 63, pp. 163-192.

Reports on an online survey of the research behaviors of Latin American graduate students specifically involved with the Latin American Studies Association. Students were asked to describe their research strategies specifically focused on information on Latin America as well as their prior information literacy instruction experience. Results show that, while confident in their search abilities, the students were unfamiliar with some resources identified in the survey and had overwhelmingly not received information literacy instruction.

McCook, K.D.L.P. (2014), "Librarians as Wikipedians: from library history to librarianship and human rights", *Progressive Librarian*, No. 42, pp. 61-81.

Details student work done in the courses "Wikipedia and Knowledge Management", "History of Books and Libraries," and "Librarians and Human Rights" at the University of South Florida Information School that incorporate more work with Wikipedia to enhance information literacy and critical thinking skills with regard to crowdsourced information. All work is based on students as Wikipedia editors and emphasizes contributions in the areas of biographical information, women as editors and as those researched and written about in Wikipedia, library associations and more.

McDonough, B.A. (2014), *Critical Information Literacy in Practice: An Interpretive Synthesis*, Thesis, Western Carolina University, Cullowhee, NC.

Analyzes the largely theoretical critical information literacy literature through the lens of a practitioner to identify pedagogical approaches and instructional content that can be adapted for undergraduate information literacy instruction. Uncovered pedagogical approaches include problem-based learning, student-relevant research topics and peer interaction. Content suggestions include avoiding assigning value to varying information sources, teaching research as a conversation and using personal information as a segue to talking about academic sources.

McKinney, P. (2014), "Information literacy and inquiry-based learning: evaluation of a five-year programme of curriculum development", *Journal of Librarianship & Information Science*, Vol. 46 No. 2, pp. 148-166.

Describes the assessment of a set of curricula that blended inquiry-based learning (IBL) with information literacy at the Centre for Inquiry-Based Learning in the Arts and Social Sciences (CILASS) at the University of Sheffield to assess how students' information literacy skills in those curricula supported their inquiry. The authors analyzed select CILASS-funded

projects and found that instructors need to make explicit the need for students to foster information literacy skills to complete the inquiry-based assignments and that teachers, their peers and librarians could support students' learning in that area.

*McNicol, S. and Shields, E. (2014), "Developing a new approach to information literacy learning design", Journal of Information Literacy, Vol. 8 No. 2, pp. 23-35.*

A report on a new model, InFlow, for information literacy learning design developed as part of the European project Innovative Technologies for Engaging Classrooms (iTEC) program. The iTEC team devised a series of learning activities based on a perceived need for information gathering, collaboration, reflection and flexibility. These learning activities are Ask, Collaborate, Explore, Imagine, Make, Map, Reflect and Show. The authors present an example case study of the Reflect learning activity and evaluation of the pilot session.

*Mei, X.Y. (2014), "The views and suggestions to the librarians' quality of information", Quality & Quantity, Vol. 48 No. 3, pp. 1799-1802.*

Discusses the components of information literacy and delves into the ability of librarians to recognize quality information, which Mei suggests can ultimately benefit the skills of college students to locate and utilize quality information. The author posits numerous ways in which librarians can hone their craft and share their knowledge with students, such as peer sharing, hosting workshops and conducting their own research.

*Melcher, A. and Lowe, K. (2014), "Digital cameras and information literacy: innovations from the field", Journal of Library Innovation, Vol. 5 No. 1, pp. 91-97.*

Documents the experience of using digital cameras in an English composition information literacy session whereby first-year students recorded one another searching the library catalog to locate a book. The authors discuss students' varied interpretations of the assignment: students acting as the teachers in their videos, treating the process as a treasure hunt or creating their own feature film. Student feedback shows that students familiarized themselves with the catalog, while the use of a camera kept the students engaged.

*Menchaca, F. (2014), "Start a new fire: measuring the value of academic libraries in undergraduate learning", Portal: Libraries & the Academy, Vol. 14 No. 3, pp. 353-367.*

Analyzes how the evolving environment of the economy, information exchange and behaviors of library stakeholders such as students and faculty have made it more difficult to measure the academic library's value. Based on research looking at library value and higher education learning outcomes like Project Information Literacy and the Collegiate Learning Assessment exam that show students lack in areas of writing and critical thinking, Menchaca posits that the library is in a unique position to contribute to these undergraduate learning outcomes and thus prove their value that will ultimately help their funding and presence at the university.

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Meredith, W. and Mussell, J. (2014), "Amazed, appreciative, or ambivalent? Student and faculty perceptions of librarians embedded in online courses", *Internet Reference Services Quarterly*, Vol. 19 No. 2, pp. 89-112.

Reports on the development of a model used to sustainably embed librarians in online courses to provide research support and evaluates its impact through analyzing student and faculty members' thoughts on the model as well as its effect on student learning. The authors discuss the model itself, student feedback on their experiences with embedded librarians and the learning management system-provided data that will inform future practice and implementation of this model.

Mery, Y., et al. (2014), "Evaluating the effectiveness of tools for online database instruction", *Communications in Information Literacy*, Vol. 8 No. 1, pp. 70-81.

Analyzes the efficacy of the Guide on the Side (GotS) tool and a screencast tutorial in teaching database searching and information literacy skills. By placing 90 undergraduate students into one of three groups (GotS, screencast or control), the authors evaluate a 16-item post-test to evaluate the ability of these tools to teach the aforementioned skills. While there was a significant difference between the scores of students in the control group against the treatment groups, there was no significant difference between the test scores of the two treatment groups.

Mery, Y. and Newby, J. (2014), *Online by Design: The Essentials of Creating Information Literacy Courses*, Rowman & Littlefield, Lanham.

Discusses how to transform face-to-face information literacy instruction to an online environment. A book based on research and experience, the author focuses on engaging students for online information literacy instruction; best practices for how to communicate with students, create an easily navigated online learning experience and working with a course management system; and creating online assessments.

Mestas, M.D. (2014), *Wise Practices for Managing Community College Librarian Burnout: A Delphi Investigation*, Thesis, Capella University, Minneapolis, MN.

Proposes wise practices for California community college librarians who self-identified as burnt out with their jobs to enable them to cope. Based on their responses to a questionnaire, thematic responses include mental exhaustion, a loss of enjoyment and dissatisfaction based on factors such as a lack of community and an increased workload, all being tied to insufficient funding. Professional development workshops are discussed as an intervention to burnout.

Mikkelsen, S. and McMunn-Tetangco, E. (2014), "Guide on the side: testing the tool and the tutorials", *Internet Reference Services Quarterly*, Vol. 19 Nos 3/4, pp. 271-282.

A comparison of student preference ( $n = 45$ ) for passive video screencast tutorials versus Guide on The Side tutorials, with a separate comparison of creation time for both technologies at University of California Merced. For time comparison, the authors

looked at length of time to adapt scripts and create tutorials, while student preference was administered post-tutorial using Qualtrics. Results show that Guide on The Side tutorials take longer to create and that students were split on their preference for either tutorial.

*Miller, K.E. (2014), "Imagine! On the future of teaching and learning and the academic research library", Portal: Libraries & the Academy, Vol. 14 No. 3, pp. 329-351.*

Proposes seven strategies that libraries can use to support the mission of higher education to thrive as a critical piece of every university. Strategies include positioning the library as the center of learning for the university, connecting to the mission of the university, inspiring inquiry and encouraging peer learning. Miller elaborates on these strategies by discussing how ULCA is adopting these strategies.

*Miller, R., et al. (2014), Rethinking Reference and Instruction with Tablets, American Library Association, Chicago, IL.*

This issue of *Library Technology Reports* features three Virginia Tech librarians who detail their experience using tablets in information literacy instruction. Numerous projects are detailed, including using tablets to roam campus to increase access to resources, a partnership with eight disciplinary departments to integrate tablets into instruction as well as their use in a first-year learning community.

*Mills, C.P. (2014), "Trade book collections to support teaching economics undergraduates: notes, suggestions, and bibliography", Journal of Business & Finance Librarianship, Vol. 19 No. 3, pp. 256-274.*

Posits that an economic trade books collection can support teaching faculty in their efforts to foster an understanding of basic economic principles within undergraduate students through the information literacy and critical thinking skills required to analyze these texts. Through describing the evolution of this literature and its contents, Mills discusses how a collection of this sort can benefit the classroom and elucidates ways in which librarians can support economics teaching faculty. A bibliography of relevant titles from 1918-2012 is included.

*Mitchell, E. (2014), "Trending tech services: library and IT curriculum integration, part I. The case for a designed curriculum", Technical Services Quarterly, Vol. 31 No. 2, pp. 161-172.*

The first of a two-part series, Mitchell explores curriculum integration via cloud-based computer labs as a method to enable students to connect ideas about digital libraries within the confines of an information organization course. A case study provides curriculum analysis, identification and implementation of a cloud-based computer lab and the results of the implementation.



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Mitchell, E. (2014), "Trending tech services: library and IT curriculum integration, part II: supporting learning through virtual computing", *Technical Services Quarterly*, Vol. 31 No. 3, pp. 248-263.

The final of a two-part series, Mitchell discusses the implementation and results of a cloud-based computer lab in an information organization course to foster a deeper understanding of concepts and tools present in digital libraries. A survey that assessed students' thoughts on the cloud-based lab reports some difficulty logging in and connecting to the remote cloud, as well as a preference for using their personal computers as opposed to computer labs for schoolwork, speaking to the potential for virtual labs in classrooms.

Moghaddam, H.S. and Fard, E.M. (2014), "Information literacy in distance education universities in Iran: a case study of Payame Noor University", *International Journal of Information Science & Management*, Vol. 12 No. 1, pp. 65-75.

Researchers at Payame Noor University of Mashhad (Iran) evaluated the information literacy skills of distance-education master's students based on ACRL's *Information Literacy Competency Standards for Higher Education*. They found statistically significant differences in the information literacy skills among males and females as well as different majors. Based on the findings, they reiterate the importance of establishing, maintaining and expanding distance education information literacy instruction.

Mokhtari, H. (2014), "A quantitative survey on the influence of students' epistemic beliefs on their general information seeking behavior", *Journal of Academic Librarianship*, Vol. 40 Nos 3/4, pp. 259-263.

Evaluates the connection between epistemic beliefs (EBs) and general information-seeking behavior (GISB) through conducting and analyzing an EB inventory and GISB questionnaire with 290 undergraduate students at the Payame Noor University. The author finds that EBs and GISB are positively correlated at a statistically significant level, meaning that those with developed EBs are more sophisticated in their GISB.

Moniz, R.J., Henry, J. and Eshleman, J. (2014), *Fundamentals for the Academic Liaison*, Neal-Schuman, an imprint of the American Library Association, Chicago, IL.

This practical handbook provides an introduction to the responsibilities of academic library liaisons to better connect with university constituents. Topics include communicating with faculty, acquiring subject specialization knowledge, information literacy instruction, assessment, online and embedded librarianship and collection development.

Moniz, R.J. and Moats, J. (Eds) (2014), *The Personal Librarian: Enhancing the Student Experience*, ALA Editions, an imprint of the American Library Association, Chicago, IL.

Focusing on the idea of a Personal Librarian – a librarian that establishes and maintains a one-on-one relationship with a student throughout their academic career – this book



traces the development of the personal librarian and how it can enrich students' experiences through discussing its impact on student retention and learning outcomes, its connection to embedded librarianship and how university-wide partnerships can evolve from embracing the concept. Case studies are included to provide context so that others can incorporate this initiative into their own library.

*Morgan, P.K. (2014), "Information literacy learning as epistemological process", Reference Services Review, Vol. 42 No. 3, pp. 403-413.*

Proposes the need for information literacy instruction to focus on higher-order thinking to foster a long-term mastery of skills and concepts through a discussion of personal experience, exploring literature outside of librarianship and the ways in which students connect with information. The author proposes a more relaxed method of teaching information literacy to be able to adapt to the rapidly changing information landscape.

*Morillo, J.P. and Vera, J.D.C. (2014), "The development informational competencies in university students: experience and perspectives of two Latin-American universities", Investigacion Bibliotecologica, Vol. 28 No. 64, pp. 145-172.*

Reports on the experiences of developing information literacy skills within students at the National Autonomous University of Ciudad Juarez (UACJ-Mexico) and the Universidad del Zulia (LUZ-Venezuela) through a review of their programs and an interview with librarians and other educators. Results find that UACJ has had a more developed approach to integrating information literacy in the curriculum; while LUZ has implemented programs, their assessment of such programs has been lacking. The authors propose policies by which information literacy can be included in institutional documents to foster its inclusion in the curriculum.

*Morris, S., Mykytiuk, L.J. and Weiner, S.A. (2014), "Archival literacy for history students: identifying faculty expectations of archival research skills", American Archivist, Vol. 77 No. 2, pp. 394-424.*

The authors attempt to identify undergraduate expectations for archival research skills from history faculty at Purdue University and describe concrete archival research competencies to be discussed by the archivist in an archival literacy session. The study phases include compilation of potential archival literacy competencies, review of course syllabi, interviews with selected history faculty and request for faculty comments on the competencies. The authors list seven recommendations for developing archival research skills.

*Moselen, C. and Wang, L. (2014), "Integrating information literacy into academic curricula: a professional development programme for librarians at the University of Auckland", Journal of Academic Librarianship, Vol. 40 No. 2, pp. 116-123.*

Details the development and outcomes of a program designed to help librarians integrate information literacy into the curriculum at the University of Auckland. Based on the theoretical research of co-author Li Wang that promotes an information literacy

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integration model, the program features topics such as faculty outreach and examples of successful librarian-faculty collaborations. The participating librarians reported that the program improved their confidence in working with faculty on information literacy integration into the curriculum.

*Mullins, K. (2014), "Good idea: Instructional design model for integrating information literacy", Journal of Academic Librarianship, Vol. 40 Nos 3/4, pp. 339-349.*

Proposes the IDEA (interview, design, embed and assess) model for integrating information literacy into the curriculum in response to a need for a library-specific instructional design standard. Mullins discusses the steps that go into the phases of the IDEA model, including: perform a syllabus analysis, develop a course-specific information literacy goal, identify an implementation plan and implement assessments.

*Nichols Hess, A. (2014), "Byte-sized pieces: equipping academic librarians to integrate technology into library instruction through manageable, maintainable, and meaningful staff development", Internet Reference Services Quarterly, Vol. 19 No. 3/4, pp. 283-296.*

Describes a cohort-based professional development project focusing on teaching with technology. The author explains how librarians worked individually and collaboratively to evaluate their needs and improve their technology skills.

*Niimi, M. (2014), "The role of academic libraries in promoting undergraduate research: a case study of the University of California, Berkeley", Library and Information Science, No. 71, pp. 51-72.*

Overviews a case study of University of California at Berkeley librarians in their efforts to promote undergraduate research based on the library services provided to 12 courses as a part of the Mellon Library/Faculty Fellowship for Undergraduate Research. The author details library research assignments developed collaboratively between librarians and teaching faculty as well as the library sessions created to support and foster undergraduate research.

*Oakleaf, M. (2014), "A roadmap for assessing student learning using the new framework for information literacy for higher education", Journal of Academic Librarianship, Vol. 40 No. 5, pp. 510-514.*

Provides a ten-step roadmap to enable librarians to transform the theoretical threshold concepts presented in the new ACRL Framework for Information Literacy into concrete instruction and assessment opportunities. Oakleaf outlines the roadmap, which moves from creating student learning outcomes, developing meaningful assessment and ultimately reflecting on the roadmap process which Oakleaf proposes to encourage librarians to apply the framework to their own institutional context.

O'Brien, H.L., et al. (2014), "Investigating a peer-to-peer community service learning model for LIS education", *Journal of Education for Library & Information Science*, Vol. 55 No. 4, pp. 322-335.

Explores the development of University of British Columbia School of Library, Archival and Information Studies graduate students' professional identities through analyzing the "shift notes" they took on a wiki that documented their experiences in a program called "Research Rescue", a peer tutoring program whereby the graduate students assisted undergraduates with their term papers. The authors report that the graduate students' experiences allowed them to assess their own knowledge, learn about professional standards and develop their communication skills.

Ojedokun, A.A. (2014), "Information literacy competence of librarians in South West Nigerian university libraries", *African Journal of Library, Archives & Information Science*, Vol. 24 No. 1, pp. 67-90.

Evaluates the information literacy competencies of librarians from university libraries in southwest Nigeria through administering a questionnaire. The results show that the surveyed librarians are knowledgeable in the use of search engines, controlled vocabulary and reference materials; however, there were deficiencies in the areas of evaluation of online information, library catalogs and the information research cycle. The study uses the results to recommend training through workshops and reviewing library school curricula to incorporate information literacy.

Oladokun, O. (2014), "Library cooperation and resource sharing: some lessons from the University of Botswana", *African Journal of Library, Archives & Information Science*, Vol. 24 No. 2, pp. 187-193.

Prompted by an external audit to reduce job responsibility silos and to promote coordination among units, this article explores specific instances of cooperation and resource sharing at the University of Botswana Library. Examples include staff training in information and communication technologies to improve reference interactions, developing an information literacy-focused curriculum with the Computer Science department for General Education courses and cooperating with national and regional libraries for resource sharing.

Ondrusek, A.L., Thiele, H.E. & Yang, C. (2014), "Writing abstracts for MLIS research proposals using worked examples: an innovative approach to teaching the elements of research design", *College & Research Libraries*, Vol. 75 No. 6, pp. 822-841.

This study examined abstracts of research proposals written by MLIS students ( $n = 86$ ) in distance learning research methods classes at Valdosta State University. Three instruction conditions occurred, where six worksheets on methods of data were distributed to students, made available on the teaching site, referred to by students or specifically used in an online lecture. Results based on abstract quality show that exposure to these worksheets does improve learning in an online environment.

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Ostenson, J. (2014), "Reconsidering the checklist in teaching internet source evaluation", *Portal: Libraries & the Academy*, Vol. 14 No. 1, pp. 33-50.

Examines the strengths and weaknesses of the checklist method used to critically evaluate information sources, such as that this method promotes superficial thinking and does not account for varying source types. The author posits that librarians can adapt the checklist method by emphasizing context, corroboration and sourcing. Ostenson describes, through hypothetical example, how students can model this in their own research.

Øvern, K.M. (2014), "Faculty-library collaboration: two pedagogical approaches", *Journal of Information Literacy*, Vol. 8 No. 2, pp. 36-55.

Two case studies of embedded librarianship at Gjøvik University College (GUC), Norway, one study based on a tutoring approach to teaching undergraduate students ( $n = 18$ ) in a radiography program and the other on a team-teaching approach to teaching postgraduate students ( $n = 10$ ) in an interaction design course. Evaluations of students and teacher/librarians were done as pre- and post-tests as well as a Critical Incident Questionnaire (CIQ). Results of the first study showed student and teacher surprise at effectiveness and knowledge of the librarian, while the second study showed the value of team-teaching for a librarian in terms of the planning process.

Palsson, F. and McDade, C.L. (2014), "Factors affecting the successful implementation of a common assignment for first-year composition information literacy", *College & Undergraduate Libraries*, Vol. 21 No. 2, pp. 193-209.

Details the introduction of a common assignment into information literacy sessions to measure the information literacy competencies of first-year composition courses. Based on the completed assignments, results of the two-year pilot show that instructors would benefit from collaboratively designing the assignment. The authors share considerations for shared learning outcomes and discuss their revised assignment for the second year based on the data from the initial year of the program.

Pan, D., Ferrer-Vinent, I.J. and Bruehl, M. (2014), "Library value in the classroom: assessing student learning outcomes from instruction and collections", *Journal of Academic Librarianship*, Vol. 40 Nos 3/4, pp. 332-338.

Assesses the value of library services and resources in a General Chemistry Laboratory at the University of Colorado Denver through the combination of class content and information literacy education. Blending information literacy skills with scientific research, the researchers detail their curriculum development, assessment research protocol and outcomes for the class, which focus on problem-solving skills embedded within experiments. The authors report on the students' use of scientific literature and the benefits of using their assessment research protocol to espouse library value.

Pendell, K. and Armstrong, A. (2014), "Psychology guides and information literacy: the current landscape and a proposed framework for standards-based development", *Reference Services Review*, Vol. 42 No. 2, pp. 293-304.

Reports on the inclusion and types of instructional content offered on psychology research guides to ascertain research guides' use in supporting information literacy

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learning outcomes in library instruction. Using a sample set of libraries from the Association of American Universities, the authors inventory and detail the content of research guides using ACRL IL Standards for Psychology and report an overall lack of instructional content on the guides.

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*Perry, M. (2014), "Revitalizing a lesson", Online Searcher, Vol. 38 No. 1, pp. 38-41.*  
Describes how using OneSearch for library instruction helped the author provide information on source types like books, news and articles to highlight their function and purpose in research. Because of the limiters OneSearch provides, Perry elaborates on how this feature enabled her to create a lesson plan that highlights how the varied formats fit into the information cycle.

*Phan, T., Hardesty, L. and Hug, J. (2014), Academic Libraries: 2012: First Look, National Center for Education Statistics, available at: <http://nces.ed.gov/pubs2014/2014038.pdf>*

Provides tabulations from the 2012 Academic Libraries Survey (ALS) – a survey conducted by the US Department of Education & National Center for Education Statistics that focuses on library services, staff, collections, information literacy, electronic services and expenditures. Reported data show that nearly 71 per cent of academic libraries have articulated student learning outcomes; nearly 55 per cent incorporate information literacy into these outcomes.

*Piña, A.A. and Mizell, A.P. (Eds) (2014), Real-Life Distance Education: Case Studies in Practice, Information Age, Charlotte, NC.*

A four-part compilation of case studies on distance learning practices, with focuses on teaching at a distance, collaborating at a distance, designing distance education and developing programs.

*Pinto, M., et al. (2014), "Assessing information competences of translation and interpreting trainees: a study of proficiency at Spanish universities using the InfoLiTrans test", ASLIB Journal of Information Management, Vol. 66 No. 1, pp. 77-95.*

Provides the results of a study evaluating the information competencies of translation and interpreting trainees from 17 Spanish universities through the use of the InfoLiTrans test that evaluates competencies in the domains of information searching, evaluation, treatment, communication and dissemination. Results show that these trainees have excellent information management, communication and dissemination capabilities, but that there is room for more training to improve information searching competency.

*Pinto, M., Pouliot, C. and Cordon-Garcia, J.A. (2014), "E-book reading among Spanish university students", Electronic Library, Vol. 32 No. 4, pp. 473-492.*

Evaluates the e-book usage and perceptions of Spanish higher-education students enrolled in a variety of degree programs at the University of Granada through the use of an online questionnaire and analysis tool called REWIL 2.0 that contains questions on demographics,

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academic background, digital media readership and habits of use. E-book readership is analyzed between these variables; the overall results report that e-book readership mostly comes from a need for practicality rather than an actual preference for e-books.

*Pinto, M., Pulgarin, A. and Escalona, M. (2014), "Viewing information literacy concepts: a comparison of two branches of knowledge", Scientometrics, Vol. 98 No. 3, pp. 2311-2329.*

Analyzes the presence of information literacy in social sciences and health sciences literature and how it is conceptualized within each discipline through analyzing articles' descriptors. Pulling from the relevant literature from 1974-2011, the authors identify descriptors for the sets of literature and compare how heavily they influence each field's research on information literacy.

*Porter, B. (2014), "Designing a library information literacy program using threshold concepts, student learning theory, and millennial research in the development of information literacy sessions", Internet Reference Services Quarterly, Vol. 19 Nos 3/4, pp. 233-244.*

The author discusses the creation and implementation of one-shot information literacy instruction in light of the new ACRL Information Literacy Framework and the threshold concepts it outlines at Ferrum College, Virginia. They created a topic/lesson plan, teaching method and assessment at the freshman seminar level based on the learning outcomes of research as a process and all online information not being equal.

*Porter, T.D. (2014), "A focus on reflective learning at the library instruction roundtable retreat", Kentucky Libraries, Vol. 78 No. 2, pp. 14-19.*

Analyzes reflective practice in librarianship at the 2014 Kentucky Library Association Library Instruction Roundtable (KLA LIRT) Retreat, specifically whether reflective discussions among librarians can help serve student and faculty learning. Porter presents a background of reflective learning and its inclusion in library instruction; she concludes with responses from librarians' reflection at the end of the retreat, focusing on the benefits of reflecting on shared knowledge to improve library services.

*Primary Research Group (2014), Information Literacy Efforts Benchmarks, Primary Research Group, New York, NY.*

Updated with new data, this edition covers staffing; assessment and testing; student orientation; students' abilities with QR codes, LibGuides and other library or information resources; librarians' relation to IL; relationship to the English department; interactive tutorials; instructional labs; and favored resources.

*Primary Research Group (2014), The Survey of Library Services for Distance Learning Programs, Primary Research Group, New York, NY.*

Survey of 70 distance learning library programs with data on the demographics of the student populations they serve, the information literacy training they provide, means of



contacting students, relationship with the campus distance learning office, orientation provided for students, library staffing, assessment, use of e-books and other electronic resources such as videos, development of MOOCs and the delivery of library materials to these users.

*Primary Research Group (2014), Survey of Use of Emerging Technologies in Information Literacy Instruction, Primary Research Group, New York, NY.*

Based on a questionnaire surveying 63 colleges in North America, this report provides data that shed light on areas such as new instructional practices used at libraries and the results of these efforts, use of blended learning, use of emerging technologies like apps and video creation tools and the evaluation of these technologies. Some results show nearly 18 per cent of those surveyed report using gamification within their information literacy sessions; as well, nearly 29 per cent are using video searching for instruction.

*Purcell, S. and Barrell, R. (2014), "The value of collaboration: raising confidence and skills in information literacy with first year initial teacher education students", Journal of Information Literacy, Vol. 8 No. 2, pp. 56-70.*

The authors discuss a research project to evaluate the impact of information literacy teaching on first-year students' ( $n = 70$ ) confidence in their abilities to find, select and use information within a Primary Initial Teacher Education undergraduate program at University of Worcester, UK. The authors used SurveyMonkey at the start of two semesters. The survey was given to students and academic teaching staff in the program. Results showed five main themes: impact and timing, role of academic teaching staff and librarian, collaboration and consistency, online learning support and gaps in teaching.

*Puttonen, K. (2014), "Information specialist and ICT lecturer co-teach an online course: a new way and what students think about it", Nordic Journal of Information Literacy in Higher Education, Vol. 6 No. 1, pp. 52-64.*

Describes the development of an online course called "Information Management and Communication" that highlights the collaboration between an information specialist and an ICT instructor at the Laurea University of Applied Sciences in Finland. Learning outcomes include the ability to navigate and utilize Adobe Connect, Optima Online Learning Environment and basic word-processing programs. The authors discuss course assignments, their evaluation and student feedback regarding the piloted online course featuring comments on co-teaching and online learning.

*Quinn, A. and Fitch, D. (2014), "A conceptual framework for contextualizing information technology competencies", Journal of Technology in Human Services, Vol. 32 Nos 1/2, pp. 133-148.*

Analyzes technology literacy skills expected of new employees by field agencies through a framework that groups the skills into the following groups: ability to record data, generate information, produce knowledge and communicate. Master of Social



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Work graduates are expected by employers to be well-versed in communication and information, yet employers do not hold as high of standards for knowledge production. The authors discuss these findings in relation to their implications on social work education.

*Quinn, T. and Leligdon, L. (2014), "Executive MBA students' information skills and knowledge: discovering the difference between work and academics", Journal of Business & Finance Librarianship, Vol. 19 No. 3, pp. 234-255.*

Provides the results of a survey and 12 qualitative interviews of Executive MBA (EMBA) students at the University of New Mexico to assess their information literacy competencies to enhance library instruction. Results detail students' knowledge of their industry, their lack of transferability of these skills and issues associated with locating new information. Adult learning theory is discussed as a way to help students overcome these hindrances to see the connection between their EMBA program and their professional work.

*Radom, R. and Gammons, R.W. (2014), "Teaching information evaluation with the Five Ws", Reference & User Services Quarterly, Vol. 53 No. 4, pp. 334-347.*

Overviews the development of a method for information evaluation based on the Five Ws – who, what, where, when and why – in library instruction for English Composition classes. The authors report the results of an in-class formative assessment activity, a post-class summative assessment exercise as well as a survey of instructors as to whether they would utilize the Five Ws in their own teaching based on their experiences during the one-shot session. The results find students able to distinguish sources on a superficial level but identified certain aspects of the Five Ws on which students need further instruction.

*Rafique, G.M. (2014), "Information literacy skills among faculty of the University of Lahore", Library Philosophy & Practice, pp. 1-24.*

Describes a project designed to assess the information literacy skills of University of Lahore faculty through a survey administered to randomly selected faculty. The survey identifies discipline and library use, and assesses skills such as topic definition as well as the selection, access and evaluation of information sources. Results find that faculty are largely lacking in some of these information literacy skills, particularly in searching the catalog and databases for information sources.

*Reisner, B.A., Vaughan, K.T.L. and Shorish, Y.L. (2014), "Making data management accessible in the undergraduate chemistry curriculum", Journal of Chemical Education, Vol. 91 No. 11, pp. 1943-1946.*

The authors suggest an in-class activity to help undergraduates understand data management at James Madison University during a one-credit Literature & Seminar course for undergraduate chemistry majors. Students are required to rename and organize cards that act as placeholders for "data files" from experiments in a prior

course. The authors used the activity as a springboard to model good file naming and architecture practices.

*Ringle, M. (2014), "Redesigning library instruction: a collaborative process", Indiana Libraries, Vol. 33 No. 2, pp. 68-70.*

The author discusses redesigning library instruction into a more collaborative process with academic faculty at Indiana Tech's McMillen Library. She gives suggestions and tips on fun and meaningful activities to foster collaboration, gathering research topics with other faculty, working closely on assignments and assessment tools and collecting syllabi and assignments during a redesign.

*Ritterbush, J. (2014), "Assessing academic library services to distance learners: a literature review of perspectives from librarians, students, and faculty", Reference Librarian, Vol. 55 No. 1, pp. 26-36.*

This literature review explores similarities and differences of library distance education staffing and workload, evaluation of learning outcomes from distance library instruction as well as student and faculty perspectives of using these resources and services. Similarities point to underutilization of distance education services and resources as well as the trend of multiple subject librarians to share distance education responsibilities.

*Rodriguez, E.R. (2014), Information-Seeking Behavior and the Intercultural Learning Process: Experiences of International Graduate Students from China: A Qualitative Sense-Making Case Study, Thesis, University of Pittsburgh, Pittsburgh, PA.*

This dissertation explores the experiences of Chinese graduate students attending universities abroad and their information-seeking behavior to provide evidence-based research for librarians to identify their information needs and support their educational endeavors. Interviews were conducted with 20 Chinese graduate students at the University of Pittsburgh's School of Information Sciences and analyzed. Results show common information-seeking behaviors include using assumptions of authoritativeness and relying on personal networks to identify credible sources.

*Rodriguez, J.E., Greer, K. and Shipman, B. (2014), "Copyright and you: copyright instruction for college students in the digital age", Journal of Academic Librarianship, Vol. 40 No. 5, pp. 486-491.*

Details the development of an online course for copyright instruction created by librarians at Oakland University. The article describes the technological logistics, content development and implementation of the modules developed for students. The authors discuss student and faculty feedback that supports the relevancy of this information and enables the librarians to improve the online course. One idea suggested is to create copyright scenarios outside of the Arts & Humanities field, an area in which the course was originally focused.

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Rush, L. (2014), "*Learning through play, the old school way: teaching information ethics to millennials*", *Journal of Library Innovation*, Vol. 5 No. 2, pp. 1-14.

Describes the process of creating a Candy Land-type game to engage undergraduate students in information literacy skills and improve retention, specifically with a focus on information ethics topics like plagiarism, academic honesty and copyright. Based on her process, Rush provides recommendations on the development of non-digital games for active, game-based information literacy instruction such as the benefits of a short learning curve, addressing the learning behaviors of Millennials and incorporating humor.

Rush, L. and Stott, R. (2014), "*Minute to learn it: integrating one-minute videos into information literacy programming*", *Internet Reference Services Quarterly*, Vol. 19 Nos 3/4, pp. 219-232.

A case study exploring the integration of a series of videos called One-Minute Tips into undergraduate instruction sessions at Old Dominion University. The authors explain the development, implementation, promotion and assessment of this project. Future plans include implementing more formal assessments of the video program.

Samson, S. and Swanson, K. (2014), "*Support your staff employees: they support the academy*", *Reference Services Review*, Vol. 42 No. 1, pp. 165-180.

Details a survey of administrative and academic support staff at the University of Montana to ascertain their information needs, library use and relationship with students to provide librarians with information on how to provide services and resources to a user group commonly overlooked. The authors discuss survey results that report varying levels of library use in the context of how to use it for outreach to the aforementioned staff groups.

Samuelson, T. and Coker, C. (2014), "*Mind the gap: Integrating special collections teaching*", *Portal: Libraries & the Academy*, Vol. 14 No. 1, pp. 51-66.

Examines the challenges special collections instruction librarians face in working with the general library instruction program. The authors discuss mythical assumptions of special collections and connect this to the issues specifically facing special collections instruction librarians. Samuelson and Coker anecdotally elaborate on the collaborative opportunities between general instruction librarians and special collection librarians that offer a variety of resources while providing information to break down assumptions of special collections research.

Scales, B.J., Nicol, E. and Johnson, C.M. (2014), "*Redesigning comprehensive library tutorials*", *Reference & User Services Quarterly*, Vol. 53 No. 3, pp. 242-252.

Describes the process of updating Washington State University Library's two "online tour" modules that are designed to foster basic library skills using several pedagogical frameworks including cognitive load, Keller's ARCS Model and Mayer's theory of multimedia learning. The authors also detail students' thoughts on the updated

modules, especially with regards to the visual updates like animation, highlighting and screencasts; they found that these updates helped to better communicate learning objectives.

*Scales, B.J. and Seggern, M.V. (2014), Promoting lifelong learning through government document information literacy curriculum and learning assessment in the government document information literacy program (GDLIP) at Washington State University, Reference Services Review, Vol. 42 No. 1, pp. 52-69.*

Reports on an information literacy curriculum designed specifically for improving the identification and evaluation of federal government documents for second- and third-year English composition students. The ACRL standards for government documents were used to design the curriculum, and the authors describe the implementation and results of multiple methods of assessment to measure learning outcomes. The results show evidence that the students' understanding of government documents improved after their library session.

*Schlesselman-Tarango, G. (2014), "Cyborgs in the academic library: a cyberfeminist approach to information literacy instruction", Behavioral & Social Sciences Librarian, Vol. 33 No. 1, pp. 29-46.*

Discusses teaching information literacy using a cyberfeminist approach, which are techniques that draw on feminist and critical information literacy pedagogy. Schlesselman-Tarango elaborates specific cyborg techniques for teaching that empower students to think critically about the information landscape while also encouraging students to consider the ways in which these technologies and information within promote a dominant narrative and can subvert alternative ways of thinking.

*Schreiber, T. (2014), "Conceptualizing students' written assignments in the context of information literacy and Schatzki's practice theory", Journal of Documentation, Vol. 70 No. 3, pp. 346-363.*

Presents the various ways students practice information literacy through their written assignments through the lens of Schatzki's practice theory, which sees practices such as information literacy as a network of social actions. Schreiber interviews 27 college students in-depth to analyze their practice and discusses written assignment practice through elaborating the specifics of practice theory, including the perceived understandings, rules and teleoaffective structures of written assignments.

*Scott, R.E. (2014), "HIP librarians: an introduction to historically informed performance for music librarians", Music Reference Services Quarterly, Vol. 17 No. 3, pp. 125-141.*

Examines the role of music librarians in preparing students to be able to critically think about other sources of music to create historically informed performance pieces, a skill which demands the musician to assess and decipher primary music scores, aligning

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itself as the musical component of the ACRL *Information Literacy Standards for Higher Education*. Scott examines various types of sources that can contribute to historically informed performance and presents music librarians as those who can educate students in this field of performance.

*Scull, A. (2014), "Fostering student engagement and collaboration with the library: student creation of LibGuides as a research assignment", Reference Librarian, Vol. 55 No. 4, pp. 318-327.*

Details the incorporation of a student-created LibGuide into the requirements for a literature review for a Practitioner Inquiry course within the International Education program at the School for International Training Graduate Institute. Seeking to foster information literacy skills within the students through the compilation of a LibGuide, this article on librarian–faculty collaboration shows assessment of the students' LibGuides proved impressive and found that a majority of students would recommend this exercise be implemented in the course again.

*Sen, B.A. and McKinney, P. (2014), "The SEA-change model in information literacy: assessing information literacy development with reflective writing", Nordic Journal of Information Literacy in Higher Education, Vol. 6 No. 1, pp. 6-22.*

Researchers at the University of Sheffield iSchool used the SEA-change (Situation-Evidence-Action) model of reflection to map business students' information literacy knowledge through a reflective writing assignment. They argue that use of the model allows for substantive assessment of students' information literacy understanding and progression.

*Sharman, A. (2014), "Roving librarian: the suitability of tablets in providing personalized help outside of the traditional library", New Review of Academic Librarianship, Vol. 20 No. 2, pp. 185-203.*

Reports on the Roving Librarian project at the University of Huddersfield (UK). Librarians took tablets to popular student hangouts on campus, allowing them to reach students that normally do not use the library, promote library resources and provide more personalized service to students.

*Sharun, S., et al. (2014), "Institutions collaborating on an information literacy assessment tool", Library Management, Vol. 35 Nos 8/9, pp. 538-546.*

Reports on the development of a standardized assessment tool designed using the ACRL *Information Literacy Standards for Higher Education* to assess ability and confidence of these skills in students across multiple institutions. Based on the piloted questionnaire in first- and second-year information literacy sessions, results show that students grasp lower-level concepts such as accessing and identification, but lack higher-level skills such as developing an appropriate research question.

*Shields, K. (2014), "Research partners, teaching partners: a collaboration between FYC faculty and librarians to study students' research and writing habits", Internet Reference Services Quarterly, Vol. 19 Nos 3/4, pp. 207-218.*

Describes a collaboration between librarians and first-year composition (FYC) faculty to analyze students' research behaviors. Using a series of five online modules developed by the librarian and implemented in half of the FYC classes, two process narratives were assigned at the beginning and end of class to assess how students' ideas about research evolved. While there was no significant difference found between the experiment and control groups, the qualitative information gathered helped the librarian and FYC faculty gain insight into students' research habits.

*Shreeve, S. and Chelin, J. (2014), "Value and impact of librarians' interventions on student skills development", New Review of Academic Librarianship, Vol. 20 No. 2, pp. 204-232.*

Reports on the LIVES (Library Impact and Value for Education and Skills) Project at the University of the West of England. Librarians used interviews and focus groups to assess the impact of four information literacy programs targeted toward different departments. Highlights of their findings indicate that LIVES improved student searching techniques, increased student engagement and created a positive attitude toward the library and its staff.

*Sieber, V. and Roberts, E. (2014), "Teacher toolkits: bridging the gap with open educational resources", ALISS Quarterly, Vol. 9 No. 3, pp. 27-29.*

Seiber and Roberts at the University of Surrey (UK) discuss using free Open Educational Resources (OERs) to create teacher toolkits. These toolkits can develop students' information literacy skills, foster collaboration between schools and colleges and increase the use of technology in the classroom.

*Sigal, A. and Wilson, S.A. (2014), "Extending our reach: enhanced library instruction in a community college", Against the Grain, Vol. 26 No. 4, pp. 24-30.*

Describes the work of librarians at Catawba Valley Community College to incorporate information literacy instruction into the college's Quality Enhancement Plan through a partnership with the psychology department. Additionally, they created a distance education version of the instruction using video tutorials, electronic handouts and LibGuides.

*Silverman, S.T. and Williams, R. (2014), "Doing more with (even) less: overcoming the community college's unique challenges through embedded instruction", Journal of Library Administration, Vol. 54 No. 3, pp. 241-250.*

An entry into the "It Takes a Community" column, Silverman and Williams discuss community colleges' efforts to provide information literacy instruction in light of budget constraints and limited resources. Many community colleges have successfully embedded librarians into online course management software. This approach allows



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librarians to reach larger numbers of students without straining existing resources while increasing student engagement and faculty outreach.

*Singh, D. and Joshi, M.K. (2014), "Information evaluation skills among university students", SRELS Journal of Information Management, Vol. 51 No. 5, pp. 315-325.*

Reports differences between students' information evaluation skills with regards to gender, mode of education delivery and education level using a 20-item survey measured by a five-point scale, the Scale of Information Evaluation Skills. Books, news and web sources were used in the survey. The authors found significant differences in the evaluation skills of online and traditional students as well as undergraduate and graduate students.

*Skipton, M.D. and Bail, J. (2014), "Cognitive processes and information literacy: some initial results from a survey of business students' learning activities", Journal of Business & Finance Librarianship, Vol. 19 No. 3, pp. 181-233.*

A study of undergraduate business majors at the Memorial University of Newfoundland (Canada) assessed their critical thinking and information literacy skills. Results found that students prefer electronic resources to print, possess self-taught information literacy skills and show a general reluctance to meet with a librarian for research assistance.

*Smith, A.-M. (2014), "Understanding the relationship between the librarian and the academic", New Review of Academic Librarianship, Vol. 20 No. 1, pp. 29-48.*

Smith studied the relationship between academics and faculty in Ireland and Northern Ireland to ascertain the success of collaboration efforts. Librarians indicated factors impeding successful collaboration include time constraints, staff and budget shortages and disinterest from teaching faculty.

*Spidal, D. and Cummings, L.U. (2014), "Teaching the use of library of congress subject headings as a research strategy for undergraduate students", College & Undergraduate Libraries, Vol. 21 No. 2, pp. 155-176.*

Spidal and Cummings discuss the importance of using the Library of Congress subject headings (LCSH) in information literacy instruction. To this end, they surveyed librarians to assess their use of LCSH in library instruction. Results showed a sharp decline in teaching controlled vocabulary. They argue that understanding and use of controlled vocabulary and the LCSH is still an important part of being information-literate and aligns with the ACRL *Information Literacy Competency Standards for Higher Education*.

*Stagg, A. and Kimmins, L. (2014), "First year in higher education (FYHE) and the coursework post-graduate student", Journal of Academic Librarianship, Vol. 40 No. 2, pp. 142-151.*

Australian study sought to determine if there were differences between undergraduate and graduate business students' information-seeking behavior and perceived



confidence in their information literacy skills. A three-year study determined that few statistically significant differences were present in students' behaviors. As a result, the authors contend that more intense information literacy training needs to be offered for graduate students and librarians should not assume that graduate students have adequate information literacy skills.

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*Stahura, D. (2014), "Information intimacy", College & Research Libraries News, Vol. 75 No. 9, pp. 486-489.*

Stahura describes her process of teaching library resources to undergraduates by comparing the process to the TV show *The Bachelorette*. She gives students "questions" to ask of the resources. At the end of the exercise, students give a "rose" to the resources they would like to know better, like the bachelorette gives to a suitor in the TV show. Stahura believes this approach gives students a better perspective on interacting with new resources.

*Stewart, K.N. and Basic, J. (2014), "Information encountering and management in information literacy instruction of undergraduate, students", International Journal of Information Management, Vol. 34 No. 2, pp. 74-79.*

A survey examines undergraduate behavior when they discover unexpected information on the Internet. Results show they rarely bookmark or use other tools to save the location of the information. Adding to this problem, the researchers also found that the *ACRL Information Literacy Competency Standards* do not address "found or discovered" information. Based on this, the authors call for a revision of the standards.

*Stewart-Mailhiot, A. (2014), "Same song, different verse: developing research skills with low stakes assignments", Communications in Information Literacy, Vol. 8 No. 1, pp. 32-42.*

Stewart-Mailhiot discusses the idea of using low-stakes assignments to improve students' information literacy skills. These assignments allow students to apply learned research skills and explore standard discipline-specific resources. Using low-stakes research also allows for increased librarian-faculty collaboration and improved student outcomes.

*Stone, S. and Sternfeld, J. (2014), "Music librarian and faculty collaboration: how an historiography assignment improved a music history class", Music Reference Services Quarterly, Vol. 17 No. 1, pp. 21-32.*

Article describes a collaboration between a librarian and music professor at Chapman University (CA). Undergraduate music students created a historiography of a Baroque or Classical composer. They were required to find sources on the composer and create an annotated bibliography. This successful higher-level

assignment encouraged students to use critical thinking skills while accessing a wide variety of library resources.

*Stone, S.M. and Lowe, M.S. (2014), "Who is citing undergraduate theses in institutional digital repositories? Implications for scholarship and information literacy", College & Undergraduate Libraries, Vol. 21 Nos 3/4, pp. 345-359.*

Article examines citations to undergraduate theses in open-access institutional repositories. Results showed that approximately a quarter of citations were in peer-reviewed journals and another 33 per cent were in other dissertations and theses. The authors further discuss the significance of their findings to information literacy instruction.

*Stonebraker, I.R., et al. (2014), "Bring your own device in the information literacy classroom", Indiana Libraries, Vol. 33 No. 2, pp. 64-67.*

Discusses the effect of Bring Your Own Device (BYOD) on information literacy classrooms through a case study of two sections of a business course. In the information literacy session, one section received library iPads and the other used the BYOD approach. Using focus groups, observations and evaluations, the students rated the BYOD class as better overall. The authors also discuss findings in the context of the TPACK (technological, pedagogical and content knowledge) framework.

*Strittmatter, C. and Bratton, V.K. (2014), "Plagiarism awareness among students: assessing integration of ethics theory into library instruction", College & Research Libraries, Vol. 75 No. 5, pp. 736-752.*

A study assessed library instruction's impact on students' perceptions of plagiarism through pre- and post-test evaluations. Results found that the library instruction actually increased students' plagiarism awareness. The authors believe adding ethics discussions to library classes will aid in developing "a holistic approach to plagiarism instruction".

*Sullivan, R. (2014), "The iPad in library instruction: collaborative inquiry for information retrieval", College & Undergraduate Libraries, Vol. 21 No. 2, pp. 232-238.*

Sullivan discusses using iPads for information literacy instruction. iPads can be used anywhere that has Wi-Fi, enabling library instruction to leave the library. It also allows for better student engagement and encourages inquiry-based learning. The downside of tablet instruction includes difficulty multi-tasking and the necessity of storing all work in the cloud.

*S'wigoń, M. (2014), "Personal knowledge and information management behaviour in the light of the comparative studies among polish and German students", Information Research, Vol. 19 No. 4, pp. 200-209.*

Explores the differences in the self-assessment of Polish and German students in regards to their personal knowledge and information management skills and whether

they differ between demographic variables. Based on a questionnaire, the author finds that Polish students assessed themselves as better at organizing and selecting knowledge and information than did German students. Other questions pertain to gathering, sharing and creating knowledge and information.

*Talikka, M., Eskelinen, H. and Varri, H. (2014), "Does IL education have an impact on undergraduate engineering students' research skills?", IATUL Annual Conference Proceedings, No. 35, pp. 1-11.*

Project assessed 10 master's-level Finnish engineering students' retention of information literacy instruction. Results showed the instruction improved students' research skills. Students receiving the instruction found better sources and showed an advanced understanding of the subject matter and the research process.

*Taylor, A. and Dalal, H.A. (2014), "Information literacy standards and the World Wide Web: results from a student survey on evaluation of internet information sources", Information Research, Vol. 19 No. 4, pp. 321-347.*

Examines students' evaluation of web sources located via commercial search engines in relation to their understanding of the evaluation criteria discussed in ACRL's *Information Literacy Competency Standards for Higher Education*. They present their survey results according to each evaluative criterion, including authorship, content accuracy, credibility and objectivity. Authorship and authority of web information appeared to be the most difficult to discern for students.

*Tewell, E.C. (2014), "Tying television comedies to information literacy: a mixed-methods investigation", Journal of Academic Librarianship, Vol. 40 No. 2, pp. 134-141.*

Tewell argues that ACRL's *Information Literacy Competency Standards for Higher Education* can be taught to first-year students by using popular television comedies in information literacy instruction sessions. Pre- and post-tests administered to undergraduates showed that viewing TV excerpts increased their understanding of information literacy concepts.

*Tewell, E.C. (2014), "What stand-up comedians teach us about library instruction", College & Research Libraries News, Vol. 75 No. 1, pp. 28-30.*

Tewell offers tips from stand-up comedians to improve one's library instruction, such as reading your audience, varying your material, reworking your act and relating to students personally.

*Thompson, E., Hunter-Jones, P. and Barker, A. (2014), "Students as consultants", SCONUL Focus, No. 61, pp. 14-16.*

Librarians at the University of Liverpool (UK) discuss their efforts to improve the library experience of foreign students from Xi'an Jiaotong-Liverpool University in

China. They created student mini-projects for the students in the library, including assessing noise, food and drink, the library's website and access to special collections. These student projects helped garner feedback to improve library services and strengthened students' library and information literacy skills.

*Tilley, E. (2014), "Information literacy: a matter of course", Journal of Information Literacy, Vol. 8, pp. 89-92.*

Article highlights the information literacy program of the English Faculty Library (EFL) at the University of Cambridge (UK). Discussion centers around the Building Bibliographies course. This course focuses on developing the research and overall information literacy skills of undergraduates by creating an author bibliography.

*Towlson, K. (2014), "An imaginative approach: paving the way to multi-sensory information literacy", ALISS Quarterly, Vol. 9, pp. 20-22.*

Article discusses De Montfort University's (UK) workshop entitled "New Ways of Seeing". This workshop offers training on using "visual techniques" for honing research skills. Students created a "research plait" by visualizing the research question, keywords and references. This plait illustrated the joining of planning and research into a completed argument.

*Tran, N.-Y. and Meadow, K. (2014), "Teaching with what you've got: testing library databases with only the iPad's web browser", Internet Reference Services Quarterly, Vol. 19 No. 2, pp. 113-126.*

Study explored delivering library instruction via tablets. Using an iPad, the authors tested the functionality of tablets when accessing library databases. They were able to see content, use database tools and view videos, but experienced trouble when attempting to e-mail articles from the databases.

*Traphagan, T., et al. (2014), "Changes in college students' perceptions of use of web-based resources for academic tasks with Wikipedia projects: a preliminary exploration", Interactive Learning Environments, Vol. 22 No. 3, pp. 253-270.*

Study looks at legitimizing Wikipedia through student monitoring, analyzing and enhancing of Wikipedia articles. This editing allows students to develop critical thinking skills and become more cognizant of the validity of web-based information. The authors believe results of this study can aid in creating a comprehensive framework for information literacy.

*Tucci, V.K., O'Connor, A.R. and Bradley, L.M. (2014), "A three-year chemistry seminar program focusing on career development skills", Journal of Chemical Education, Vol. 91 No. 12, pp. 2071-2077.*

Describes the development and learning components of a three-year seminar program for The College of New Jersey chemistry undergraduates that seeks to complement

content by teaching professional skills required by chemists, one of the skills being information literacy. Chemistry faculty and the Physical Sciences and Engineering Librarian use SciFinder instruction as one way to teach information literacy skills over the three years and discuss students' learning through evaluative exercises.

*Van Arnhem, J.-P. and Spiller, J.M. (2014), "Augmented reality for discovery and instruction", Journal of Web Librarianship, Vol. 8 No. 2, pp. 214-230.*

Article discusses using augmented reality to teach information literacy in libraries and how the authors used augmented reality techniques in their own library. They also discuss multimedia creation, technical problems and the need for continual improvement and maintenance. Suggestions for practical augmented reality applications are also given.

*Verbaan, E. and Cox, A.M. (2014), "Occupational sub-cultures, jurisdictional struggle and third space: theorising professional service responses to research data management", Journal of Academic Librarianship, Vol. 40 Nos 3/4, pp. 211-219.*

The authors discuss the state of research data management (RDM) in the UK and how theories of "occupational sub-culture, jurisdictional struggle and Third Space" shape academic libraries management of research data. Their study suggests that RDM is an extension of current open access and information literacy activities.

*Walker, K.W. and Pearce, M. (2014), "Student engagement in one-shot library instruction", Journal of Academic Librarianship, Vol. 40 Nos 3/4, pp. 281-290.*

Author explores ways to increase student instruction through one-shot information literacy sessions. Pre- and post-tests of different pedagogical methods revealed that there was no statistical difference between traditional library instruction and a newer experimental, learner-centered approach.

*Wallis, L. (2014), "#selfiesinthestacks: sharing the library with Instagram", Internet Reference Services Quarterly, Vol. 19 Nos 3/4, pp. 181-206.*

Describes the experience and benefit of integrating an Instagram project for first-year English composition students at the University of Montevallo to familiarize them with the layout of the library and alleviate any anxiety through critical pedagogy. Wallis finds that through students sharing their experiences and feelings through Instagram, students used existing metaliteracy skills in the exercise. Wallis also explores the ramifications of using social media in the classroom.

*Wallis, L. (2014), "Building a virtual reference shelf", Serials Librarian, Vol. 67 No. 1, pp. 52-60.*

Article discusses creating a virtual reference shelf (VRS) at the University of Montevallo (AL) to promote online reference sources. Wallis explains the creation in terms of

designing, assessing, marketing and incorporating the VRS into information literacy sessions.

Walsh, A. (2014), "SEEK! Creating and crowdfunding a game-based open educational resource to improve information literacy", *Insights: the UKSG Journal*, Vol. 27 No. 1, pp. 63-67.

Walsh discusses the creation of SEEK!, a game-based active learning activity, at the University of Huddersfield (UK). In the game, players develop a search strategy and create search terms and queries for research questions. Hopes are to expand and adapt SEEK! and other information literacy gaming concepts to other libraries.

Walsh, A. (2014), "The potential for using gamification in academic libraries in order to increase student engagement and achievement", *Nordic Journal of Information Literacy in Higher Education*, Vol. 6 No. 1, pp. 39-51.

Walsh explores gaming within information literacy sessions and discusses the implementation of Lemontree, an academic-based information literacy activity. Research suggests use of gaming increases student engagement and student use of library resources.

Walton, G. and Cleland, J. (2014), "Information literacy in higher education - empowerment or reproduction? A discourse analysis approach", *Information Research-an International Electronic Journal*, Vol. 19 No. 4.

Examines whether students' information literacy skills can be adequately assessed through a discourse analysis of a peer assessment of one another's postings on an online class discussion board. From this analysis, the authors find that the students discussed their use of references with one another, but did not elaborate on the quality of the sources themselves.

Warburton, J. and Macauley, P. (2014), "Wrangling the literature: quietly contributing to HDR completions", *Australian Academic & Research Libraries*, Vol. 45 No. 3, pp. 159-175.

Case study explores library research consultation use by the University of Melbourne's PhD students. Based on the results of the study, the authors recommend librarians implement personalized problem-oriented research consultations to improve PhD students' information literacy skills. This "targeted" assistance can also increase students' knowledge of their discipline and polish their research techniques and enhance publication quality.

Weaver, K.D. and Tuten, J.H. (2014), "The critical inquiry imperative: information literacy and critical inquiry as complementary concepts in higher education", *College & Undergraduate Libraries*, Vol. 21 No. 2, pp. 136-144.

Discusses the creation and implementation of the Critical Inquiry class at the University of South Carolina-Aiken. This required one-credit, freshman seminar course focuses on



the intersection of information literacy and critical inquiry through locating, assessing, communicating and using information effectively.

*Weber, R.K. and Allen, E.J. (2014), "Student-selected journals: an emerging resource", Portal: Libraries & the Academy, Vol. 14 No. 1, pp. 5-22.*

This longitudinal study examined the journal selection of graduate students given specific selection criteria. Journals chosen needed to be published within the past decade, display quantitative or qualitative research and have undergone peer-review. Review of the data revealed that students' journal selections only partially filled the requirements. Based on their research, the authors suggest enhancements to library resources and instruction.

*Weiner, S.A. (2014), "Who teaches information literacy competencies? Report of a study of faculty", College Teaching, Vol. 62 No. 1, pp. 5-12.*

Survey of faculty at Purdue University explored the scope of information literacy instruction they provided to students. Results showed that many faculty expected students to already understand plagiarism and effectively conduct research before beginning their course. The research also discovered little collaboration among faculty and sparse use of campus information literacy resources.

*Welch, A. (2014), "Tumblr", Computers in Libraries, Vol. 34 No. 7, pp. 6-10.*

Article describes Mount Holyoke College's (MA) implementation of Tumblr to increase use of the library websites. The authors offer advice on best practices in use of Tumblr in library settings and discuss critical thinking and metaliteracy outcomes that emerged from their Tumblr use.

*White, J.W. and Hungerford-Kresser, H. (2014), "Character journaling through social networks", Journal of Adolescent & Adult Literacy, Vol. 57 No. 8, pp. 642-654.*

Article discusses frameworks for implementing social media as part of teaching pedagogy. In a study, students created Facebook pages for book characters and analyzed the text through social interactions of the characters. Using this approach encouraged critical discussion, discourse and sociohistorical research. The authors contend use of social media is not a distraction, but rather an engaging and interactive part of learning.

*White-Farnham, J. and Gardner, C.C. (2014), "Crowdsourcing the curriculum: information literacy instruction in first-year writing", Reference Services Review, Vol. 42 No. 2, pp. 277-292.*

Article discusses the creation and implementation of information literacy outcomes applied to a first-year writing course. Student achievement was measured through pre- and post-surveys and "rubric-based assessment". Students displayed a marked improvement in citation and documentation practices over the one-year period. Based

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on their findings, the authors provide a workable model that can be replicated by librarians and writing instructors.

Whitton, N., et al. (2014), "Alternate reality games as learning environments for student induction", *Interactive Learning Environments*, Vol. 22 No. 3, pp. 243-252.

Article details the design and implementation of an alternate reality game at the Manchester Metropolitan University (UK) as part of student orientation. This game, ViolaQuest, offered opportunities for student interaction, campus orientation and information literacy instruction. Results of the experiment were mixed and the authors discuss considerations for applying alternate reality games in higher education in light of their findings.

Wickramanayake, L. (2014), "An assessment of academic librarians' instructional performance in Sri Lanka: a survey", *Reference Services Review*, Vol. 42 No. 2, pp. 364-383.

Wickramanayake used a questionnaire to survey Sri Lankan academic librarians about the state of information literacy in their libraries. Results indicated that libraries do not formally include information literacy in their mission. Few librarians possessed formal instruction training and little assessment was conducted of the teaching programs. Wickramanayake calls for administrators to acknowledge information literacy as an official part of the library's mission and implement formal assessment measures.

Wilcox Brooks, A. (2014), "Information literacy and the flipped classroom: examining the impact of a one-shot flipped class on student learning and perceptions", *Communications in Information Literacy*, Vol. 8 No. 2, pp. 225-235.

Reports on a pre- and post-test analysis of two sections of the same English class to identify the impact of using the flipped classroom method on student learning and their perceptions of video tutorials. One class participated in the flipped classroom and the other in a one-shot session. Wilcox Brooks finds that while there were no differences between the pre- and post-tests, students in the flipped classroom included more citations to scholarly literature in their final research papers and 79 per cent of the students said they would prefer the flipped approach for future sessions.

Willey, M. (2014), "Library instructor development and cultivating a community of practice", in Woodsworth, A. Penniman, W.D. (Eds), *Advances in Librarianship*, pp. 83-100.

Book chapter describes Loyola University-New Orleans' library's instructional development program for its Teaching and Learning Team. They developed a "community of practice" that addressed continual pedagogical development and teaching improvement. The authors offer an adaptable model of their program that allows for other libraries to implement their own instructional development program.

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Witek, D. and Grettano, T. (2014), "Teaching metaliteracy: a new paradigm in action", *Reference Services Review*, Vol. 42 No. 2, pp. 188-208.

The authors create a model that uses social media outlets to teach metaliteracy, defined as the "critical awareness of why we do what we do with information". They contend that metaliteracy serves as the backbone of information literacy. This adaptable model is presented as the first application of Mackey and Jacobson's 2011 metaliteracy framework.

Womack, R. (2014), "Data visualization and information literacy", *IASSIST Quarterly*, Vol. 38 No. 1, pp. 12-17.

Posits that data visualization should be considered as another sub-type of information literacy due to its growing prominence in sharing data and reports competencies of the data visualization-literate individual. By analyzing where data visualization fits into the *ACRL Information Literacy Competency Standards for Higher Education*, Womack asserts that data visualization can be incorporated into information literacy instruction through evaluation, analysis and use.

Wood, B.B., Levy, F. and Montalbano, J. (2014), "The love of learning and the desire for God: information literacy through pastoral formation", *Catholic Library World*, Vol. 84 No. 3, pp. 178-184.

Article addresses how Saint Joseph Abbey Church and Seminary College (LA) used information literacy instruction to promote pastoral formation. This approach centered around quickly meeting the basic information literacy needs of the users.

Yang, S.Q. (2014), "Marketing and delivering information literacy on the web, yesterday and today, from 2009 to 2012", *Library Hi Tech News*, Vol. 31 No. 4, pp. 10-13.

Study examined use of the Internet for marketing library information literacy initiatives between 2009 and 2012. Results showed an increase in libraries that used web marketing, uploaded tutorials and discussed their information literacy program. On the other hand, approximately 30 per cent of libraries have not used the Internet at all to promote their information literacy services.

Yang, S.Q. and Chou, M. (2014), "Promoting and teaching information literacy on the Internet: surveying the web sites of 264 academic libraries in North America", *Journal of Web Librarianship*, Vol. 8 No. 1, pp. 88-104.

A 2012 study that examined US and Canadian academic libraries' information literacy presence on the Internet. A survey of 264 libraries found that 65 per cent of the libraries advertised information literacy instruction via the web and offered online research guides and tutorials. The authors believe their findings can be used to increase web-based information literacy instruction.

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Zanin-Yost, A. and Reitz, C.L. (2014), "Information literacy in music history: fostering success in teaching and learning", *Journal of Library Administration*, Vol. 54 No. 7, pp. 562-572.

Case study at Western Carolina University (NC) follows a two-year project to incorporate ACRL and Music Library Association information literacy standards into undergraduate music classes. Through assessment of the classes, the librarians learned not to make assumptions about students' information literacy skills, that student writing needs to be practiced to become effective and students often compartmentalize information and have trouble applying information learned to other settings.

Zauha, J. (2014), "Peering into the writing center: information literacy as a collaborative conversation", *Communications in Information Literacy*, Vol. 8 No. 1, pp. 1-6.

An entry into the *Teaching Matters* column, Zauha discusses the many advantages of partnering with the campus writing center and other "peer based learning programs" on campus. Zauha details the "WriteNight" research and writing event at Montana State University. This library-writing center partnership event is designed to help students at any point during their writing process in a low-key environment.

Zhao, J. (2014), "Research on improvement mode of vocational college students' information literacy", *Proceedings of the 2014 International Conference on Education Technology and Information System (ICETIS 2014)*, Vol. 115 pp. 451-455.

Covers the current issues associated with information literacy instruction for vocational college students, specifically lack of interest, the application of information literacy skills and ethics of information use. The author proposes a model to improve these students' information literacy skills through the adoption of a modified Big6 model that incorporates Chinese education standards and vocational students' information needs.

Zhao, L.L. (2014), "Riding the wave of open access: providing library research support for scholarly publishing literacy", *Australian Academic & Research Libraries*, Vol. 45 No. 1, pp. 3-18.

Zhao makes the argument that many researchers do not understand the processes and issues surrounding scholarly publishing, particularly in light of the plethora of open-access journals. She makes the argument that "scholarly publishing literacy" and considerations for digital scholarship should be incorporated into the library's information literacy framework when providing research assistance.

## Legal

Kroski, E. (Ed.) (2014), *Law Librarianship in the Digital Age*, The Scarecrow Press, Lanham.

Book discusses recent trends and developments in digital law librarianship. Chapters of information literacy interest include: Embedded librarianship, Library instruction in the information age, Educational technologies, Social software and Tablets and mobile device management.

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*Lawal, V., et al. (2014), "Information literacy-related practices in the legal workplace: the applicability of Kuhlthau's model to the legal profession", Journal of Librarianship & Information Science, Vol. 46 No. 4, pp. 326-346.*

A mixed-methods study examined application of Kuhlthau's Information Search Process (ISP) model to legal education and practice in Nigeria. Researchers found that the ISP model greatly influenced Nigerian legal pedagogy and curriculum development. They also uncovered aspects of information-seeking behavior and task complexity in the legal workplace that led directly back to Kuhlthau's work.

*Lawal, V. and Underwood, P. (2014), "Information literacy learning outcomes among undergraduate law students in two African universities", Law Library Journal, Vol. 106 No. 3, pp. 431-443.*

Study compared the information literacy skills of undergraduate law students at the University of Jos, Nigeria, and the University of Cape Town, South Africa. Results outlined the problems students encountered while doing legal research. Lawal and Underwood stress that the findings highlight the unique considerations of legal resources when integrating information literacy into the curriculum.

*Mart, S.N. (2014), The Boulder Statements on Legal Research Education: The Intersection of Intellectual and Practical Skills, William S. Hein & Co, Buffalo, NY.*

A textbook that aims to teach students to understand, analyze and implement legal information sources within their legal research based on the application of Boulder Statements' principles to legal research education. Of note is a chapter on metacognition, which is the basis of the new ACRL Information Literacy Framework.

*Peura, C.E. (2014), "Electronic legal research tools: an examination of the resources available, training of new attorneys, and employer expectations", Legal Reference Services Quarterly, Vol. 33 No. 4, pp. 269-291.*

Author conducted a survey of law firms and law school libraries in Massachusetts and found that while most law school libraries provide their students with access to and instruction on a wide variety of print and electronic legal resources, none provides training in cost-effective research techniques or research areas such as business and industry. In contrast to previous surveys, most respondents felt that their new associates could perform competent legal research.

*Talley, N.B. (2014), "Are you doing it backward? Improving information literacy instruction using the AALL principles and standards for legal research competency, taxonomies, and backward design", Law Library Journal, Vol. 106 No. 1, pp. 47-68.*

Talley discusses using Gallister's taxonomy to choose the appropriate American Association of Law Libraries' (AALL) *Principles and Standards for Legal Research Competency* to teach students reflective, analytical and research skills. She further promotes using backward design to deliver information literacy instruction and

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perform assessment of the teaching. These approaches, she argues, allow for effective teaching of the new AALL principles and standards.

*Wijetunge, P. and Manatunge, K. (2014), "Empowering 8 in practice: information literacy programme for law undergraduates revisited", Annals of Library & Information Studies, Vol. 61 No. 1, pp. 24-32.*

Paper assesses and critiques an information literacy program for law school undergraduates in Sri Lanka. The program used the Constructive Alignment Theory of Biggs and the Empowering 8 Information Literacy Model. Pre- and post-tests determined that after receiving the instruction, the students were able to effectively apply tools and search techniques to their research projects. The authors note this project stands as the first model-based information literacy program in Sri Lanka.

### Medical

*Airth-Kindree, N. and Vandenbark, R.T. (2014), "Mobile applications in nursing education and practice", Nurse Educator, Vol. 39 No. 4, pp. 166-169.*

Describes a team-based exercise in which students evaluated the quality of various medical apps as part of a capstone course for registered nurses. Focusing on data from student worksheets and focus groups, the authors emphasize the importance of critical evaluation in the context of evidence-based practice and the growing popularity of apps among health care providers and patients.

*Alvarez, M.D.C.A., et al. (2014), "Information literacy: perceptions of Brazilian HIV/AIDS researchers", Health Information & Libraries Journal, Vol. 31 No. 1, pp. 64-74.*

Uses an interview and focus group methodology to examine how six HIV/AIDS researchers in Brazil regard their own scientific information literacy skills. The authors discuss various aspects of the researchers' information literacy practices, including their difficulties with "information overload" and their experiences with librarians and students. Based on the findings, the authors argue that both librarians and professional researchers have an important role to play in assisting students with information literacy tasks.

*Argyri, P., Kostagiolas, P. and Diomidous, M. (2014), "A survey on information seeking behaviour of nurses at a private hospital in Greece", Studies in Health Technology and Informatics, Vol. 202, pp. 127-130.*

Reports on a study conducted with registered nurses in an Athens, Greece, hospital, looking at how they seek and use information. Data from a questionnaire indicate that nurses primarily utilize online resources to fulfill information needs related to patient care but also rely on colleagues. The authors address the implications of the research in relation to evidence-based practice and information literacy.



Ashrafi-Rizi, H., et al. (2014), "The amount of media and information literacy among Isfahan University of Medical Sciences' students using Iranian media and information literacy questionnaire (IMILQ)", *Acta Informatica Medica: Journal of Academy of Medical Sciences of Bosnia and Herzegovina*, Vol. 22 No. 6, pp. 393-397.

Reports on a questionnaire-based study conducted at the Isfahan University of Medical Sciences (Iran), indicating that, though students demonstrate an above-average level of information literacy, they experience difficulty during the early parts of the research process. The authors recommend the development of workshops focusing on media and information literacy skills.

Association of College and Research Libraries Health Sciences Interest Group–Information Literacy Standards for Nursing Task Force (2014), "Information literacy competency standards for nursing", *College & Research Libraries News*, Vol. 75 No. 1, pp. 34-41.

Presents the new *Information Literacy Competency Standards for Nursing*, which were approved by the Association of College and Research Libraries in 2013. The article provides background information on the development and purpose of the standards and includes the performance indicators and outcomes associated with each individual standard.

Babalola, Y.T., Opeke, R.O. and Aja, G.N.D. (2014), "Determinants of the use of food product information by female workers in Nigerian state universities", *Information Development*, Vol. 30 No. 4, pp. 332-341.

Investigates the health literacy of female academic and non-academic staff at eight Nigerian universities in relation to their use of information on packaged food products. Drawing on survey data that show "younger women female workers [...] are not giving adequate attention to food product information", the authors offer several recommendations for improving health literacy among women, including enhanced awareness programs and collaboration between professionals in information and public health fields.

Baker, A. (2014), "Students' preferences regarding four characteristics of information literacy screencasts", *Journal of Library & Information Services in Distance Learning*, Vol. 8 Nos 1/2, pp. 67-80.

Reports on a survey of students in two online nursing courses examining their views on information literacy tutorials created with Camtasia and embedded in Blackboard. Based on students' reactions to four particular aspects of the tutorials (length, pace of narration, visibility and frequency of callouts), the author suggests several best practices for screencast tutorials, including minimizing callouts and limiting use of the zoom feature.

Blumenthal, J. (2014), "Creating the future", *Journal of the Medical Library Association*, Vol. 102 pp. 2-4.

Addresses large-scale changes in the work of health sciences librarians in light of the growth in free online information, the decreasing importance of print collections and evolving user behavior. The author stresses that librarians need to adapt to the current

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environment by taking on new responsibilities in online instruction (including massive online open courses), data management and other areas.

*Branstetter, M.L., Smith, L.S. and Brooks, A.F. (2014), "Evidence-based use of electronic clinical tracking systems in advanced practice registered nurse education: an integrative review", CIN-Computers Informatics Nursing, Vol. 32 No. 7, pp. 312-319.*

Reviews the literature (1996-2013) on the use of electronic tracking of clinical encounters in nursing education for advanced practitioners, focusing on the role of tracking systems in meeting information literacy and technology learning outcomes. While the review shows that educational programs use tracking systems, the systems have not been assessed in regard to particular outcome standards for registered nurses at the advanced level.

*Buchenot, A., et al. (2014), "An alternative to print-centric design for online health literacy: the redevelopment of a cancer information portal", Journal of Consumer Health on the Internet, Vol. 18 No. 4, pp. 293-312.*

Addresses concerns with evaluating the quality of a website based only on "print-centric" characteristics, arguing instead for a model incorporating the unique aspects of the online environment. Focusing specifically on the process of redesigning a website for cancer patients, the authors provide guidance in the application of their method, including a design template.

*Button, D., Harrington, A. and Belan, I. (2014), "E-learning & information communication technology (ICT) in nursing education: a review of the literature", Nurse Education Today, Vol. 34 No. 10, pp. 1311-1323.*

Reviews research studies published from 2001 to 2012 on e-learning in nursing programs, emphasizing the role of technology use, information literacy and informatics in nursing education. Based on an analysis of 28 studies, the authors argue that more comprehensive information literacy and technology instruction is needed across the nursing curriculum. Otherwise, students will not have the necessary skills to succeed as healthcare providers.

*Cacchione, P.Z. and Zurkowski, P.G. (2014), "Nurse scientists' information literacy is supported by librarians", Clinical Nursing Research, Vol. 23 No. 1, pp. 3-6.*

Argues that information literacy represents a crucial skill set for scientists and educators in the nursing field. Noting the importance of being able to evaluate and use digital information in the current health care environment, the author calls on the profession to emphasize information literacy when training nursing students and to work with librarians to fulfill this mission.

*Chesser, A.K., et al. (2014), "Health literacy assessment of the STOFHLA: paper versus electronic administration continuation study", Health Education & Behavior, Vol. 41 No. 1, pp. 19-24.*

Presents a study comparing the paper-based version of the Short Test of Functional Health Literacy in Adults (STOFHLA) to a new electronic version. An analysis of the

performance of 80 participants on the two versions found no statistical difference between them. The authors note that an electronic assessment may be more efficient and cost-effective.

*Chiarella, D., et al. (2014), "Information literacy skills retention over the first professional year of pharmacy school", Medical Reference Services Quarterly, Vol. 33 No. 3, pp. 302-312.*

Investigates how much knowledge first-year pharmacy students retain in their second semester from information literacy instruction received during their first semester. Using a pre- and post-test design, the study did not identify a significant difference in performance on the two tests, indicating a lack of knowledge retention. The authors suggest that sequencing the instruction later in the year may be helpful because, at that point in the curriculum, students have a chance to utilize their search skills more often.

*Figg, B. (2014), "Healthcare workers' choices for medical literature", Serials Librarian, Vol. 67 No. 3, pp. 248-259.*

Explores the question of why medical professionals continue to choose ease of access and convenience over authority in their searches for information on patient diagnoses. Argues that medical librarians need to be trained in instruction and to work with hospital and medical school administrations to emphasize the importance of alerting medical professionals to the evidence-based resources and the wealth of medical literature available to them.

*Foster, M.J., Shurtz, S. and Pepper, C. (2014), "Evaluation of best practices in the design of online evidence-based practice instructional modules", Journal of the Medical Library Association, Vol. 102 No. 1, pp. 31-40.*

Authors created a rubric with 28 questions examining content, design, interactivity and usability of free online EBP tutorials. Ninety-one tutorials were closely screened. Authors concluded that most modules scored higher in content and usability but not as high in design and interactivity. Room for improvement noted by evaluators included currency (many had outdated screenshots), the need for more interdisciplinarity and more integration of critical thinking concepts.

*Furnival, A.C. and Silva Jerez, N.S. (2014), "The general public's access and use of health information: a case study from Brazil", Information Research, Vol. 19 No. 4, pp. 182-188.*

Using a structured survey-type questionnaire with 73 members of the general public as to their perceptions of their own ability to find, evaluate and use health information, author found that respondents understood the importance of health information and believed they knew where to find information, but they were more unsure about their ability to evaluate and understand it. It was less clear if they actually used scholarly health information regularly and authors note that a more

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concerted educational effort could target specific populations such as the elderly to provide additional training.

*Gaspard, C.S. and Prentice, K.A. (2014), "Focused library instruction for occupational therapy, physical therapy, and respiratory care students and faculty: library instruction in allied health", Medical Reference Services Quarterly, Vol. 33 No. 3, pp. 335-342.*

Details how librarians have collaborated with faculty to integrate library orientation, evidenced-based practice, database searching and citation management software into a variety of allied health disciplines. Article includes quotations from faculty in the physical therapy, respiratory therapy and occupational therapy programs elaborating on the value librarians provide to their classes.

*Goodall, K.T., Newman, L.A. & Ward, P.R. (2014), "Improving access to health information for older migrants by using grounded theory and social network analysis to understand their information behaviour and digital technology use", European Journal of Cancer Care, Vol. 23 No. 6, pp. 728-738.*

Interviews with 54 culturally and linguistically diverse migrants in Australia regarding how they obtain health-related information revealed that "doctors, adult children, local television, spouse, local newspaper and radio" were their most important information sources and that they rarely used digital technologies such as computers, the Internet or mobile phones. Their behaviors were also influenced by their literacy in their native language and their proficiency with English.

*Hamilton, A.L., Coldwell-Neilson, J. and Craig, A. (2014), "Development of an information management knowledge transfer framework for evidence-based occupational therapy", VINE: The Journal of Information & Knowledge Management Systems, Vol. 44 No. 1, pp. 59-93.*

Describes an information management-knowledge transfer framework constructed by the authors as the third piece of a three-part study. Authors used the Delphi technique, consulting 18 experts with four rounds of qualitative questionnaires.

*Harper, R. (2014), "Development of a health literacy assessment for young adult college students: a pilot study", Journal of American College Health, Vol. 62 No. 2, pp. 125-134.*

Describes the process of creating an online health literacy assessment tool for young adult college students. Authors tested the instrument with undergraduate students as well as health education scholars and then used item response theory and goodness-of-fit values to determine that 51 questions seemed to have potential for measuring health literacy. However, authors call for testing the instrument with a larger student population.

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Hurst, E.J. (2014), "Educational technologies in health sciences libraries: teaching technology skills", *Medical Reference Services Quarterly*, Vol. 33 No. 1, pp. 102-108.

The author discusses the growing demand for health science librarians to provide training on technology topics and the skills necessary to teach technology in this kind of academic setting. Topics covered include digital literacy, class design and teaching methods. A review of technology classes offered at ten medical libraries is also included.

Janke, R. and Rush, K.L. (2014), "The academic librarian as co-investigator on an interprofessional primary research team: a case study", *Health Information and Libraries Journal*, Vol. 31 No. 2, pp. 116-122.

A case study to explore the role of librarians on research teams focused on best practices for integrating nurses into the workplace at the University of British Columbia. The authors discuss the librarians' role in editing grant applications, making suggestions for databases and manuscript development and revision. Suggestions on how to promote the role of librarians include creating biographical profiles and participating in campus-wide research workshops.

Johnson, T.V., et al. (2014), "Numeracy among trainees: are we preparing physicians for evidence-based medicine?", *Journal of Surgical Education*, Vol. 71 No. 2, pp. 211-215.

Researchers administered a quiz to ascertain medical students' numerical literacy (numeracy). Only 70 per cent of the respondents correctly answered all three quiz questions correctly. The results suggest that lack of numeracy in both patients and doctors can lead to inaccurate assessment of risk when deciding on a course of medical care.

Kelham, C. (2014), "Health care librarians and information literacy: an investigation", *Health Information & Libraries Journal*, Vol. 31 No. 3, pp. 235-238.

A report on investigations into information literacy skills training for health care professionals and findings included in the author's dissertation. The author interviewed ten librarians in the health field on roles and responsibilities and services provided by library. Findings show participants had a limited understanding of information literacy and one-on-one sessions were preferred to group services.

Khurshid, A., et al. (2014), "Louisiana clinical data research network: establishing an infrastructure for efficient conduct of clinical research", *Journal of the American Medical Informatics Association*, Vol. 21 No. 4, pp. 612-614.

Discussion of a new health information technology infrastructure to assist patients and providers in the clinical research process in Louisiana, based on a collaboration between Louisiana Public Health Institute, Pennington Biomedical Research Center, Tulane University and Ochsner Health System. The authors discuss strategy, data sources, network infrastructure and network-based research support.

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Kim, S.U. and Syn, S.Y. (2014), "Research trends in teens' health information behaviour: a review of the literature", *Health Information & Libraries Journal*, Vol. 31 No. 1, pp. 4-19.

A literature review of studies, published between 2010-2012, on the health information behavior of teens. The authors' searches found 82 articles within the databases Academic Search Premier, PsychInfo, ERIC, Medline and LISA. The data show publications over a large range of journals, with a focus on sexual health in relations to mental health and eating issues, with most studies not theory- or model-based.

Knapp, M. and Brower, S. (2014), "The ACRL framework for information literacy in higher education: implications for health sciences librarianship", *Medical Reference Services Quarterly*, Vol. 33 No. 4, pp. 460-468.

The authors discuss how the medical library community could incorporate the new ACRL Framework for Information Literacy in Higher Education. For each of the six threshold concepts, the authors offer examples of their use from a health sciences perspective. They also detail the lack of use of the previous ACRL Information Literacy Standards in health science instruction versus the flexibility of the new framework.

Kratochwil, J. (2014), "Efficiency of e-learning in an information literacy course for medical students at the Masaryk University", *Electronic Library*, Vol. 32 No. 3, pp. 322-340.

An evaluation of medical students' satisfaction with e-learning versus face-to-face information literacy instruction based on efficiency at Masaryk University, Brno, Czech Republic. The author looked at time spent by both the librarian and the students in terms of learning in the face-to-face and e-learning environments. Results show overall that e-learning is less time-consuming, with no significant change in student learning.

Kumar, S., Wu, L. and Reynolds, R. (2014), "Embedded librarian within an online health informatics graduate research course: a case study", *Medical Reference Services Quarterly*, Vol. 33 No. 1, pp. 51-59.

A pilot study ( $n = 16$ ) to evaluate online embedded librarian educational practices at the University of Tennessee Health Science Center, Memphis. Using a pre- and post-class survey, the authors collected data including demographic information, research performance, database-searching knowledge and searching skills. Results show that the pilot project was successful and valuable to students.

Le, M.-L. (2014), "Information needs of public health students", *Health Information and Libraries Journal*, Vol. 31 No. 4, pp. 274-292.

An online survey was given to Master of Public Health students at the University of Saskatchewan (Canada) to gauge their information literacy skills. Based on the results, students need more than stand-alone library instruction to acquire adequate information literacy skills. Instead, information literacy needs to be integrated into the



curriculum. Additionally, liaison librarians need to offer more specialized, discipline-specific training to public health students.

*Lloyd, A., Bonner, A. and Dawson-Rose, C. (2014), "The health information practices of people living with chronic health conditions: implications for health literacy", Journal of Librarianship & Information Science, Vol. 46 No. 3, pp. 207-216.*

The authors draw from two case studies in the health information practices of those in chronic pain to discuss the socio-cultural implications of health literacy. In each study, the authors delineate information modalities that describe the information landscape of chronic health conditions based on epistemic, social and corporeal sources. They conclude with the importance of redefining health literacy practices through orienting, information sharing and creating.

*Lwoga, E.T. (2014), "Integrating Web 2.0 into an academic library in Tanzania", Electronic Library, Vol. 32 No. 2, pp. 183-202.*

A study that surveyed user requirements for undergraduate medical students at Muhimbili University of Health and Allied Sciences in Tanzania to develop Library 2.0 services and training. Of note, a discussion of utilization and application of Web 2.0 in developing countries. Students ( $n = 76$ ) were heavy users of Web 2.0 tools such as social media and preferred incorporation of search engines for electronic resources into the library website.

*Ma, J. (2014), Interacting with Health Information for Self-Care: An Exploratory Study of Undergraduate Students' Health Information Literacy, Thesis, The Florida State University, Tallahassee, FL.*

In an attempt to bridge the gap between information literacy and health education that targets undergraduate students, in both research and practice, this dissertation focuses on a study to provide a better understanding of undergraduate health information-seeking behavior and attitudes toward self-care through a group survey, interview and observational study of health information searches. Results show inconsistencies between perceived health information literacy competency and demonstrated knowledge and skills in specific contexts.

*McCulley, C. and Jones, M. (2014), "Fostering RN-to-BSN students' confidence in searching online for scholarly information on evidence-based practice", Journal of Continuing Education in Nursing, Vol. 45 No. 1, pp. 22-27.*

Details five strategies that can be used to teach RN-to-BSN students information literacy skills in an online environment to prepare them for their roles as nurses that contribute to the profession through evaluating and advancing their practice. Strategies include featuring an embedded librarian in the online classroom, metacognitive reflection, practical assignments and a subject guide including resources and modules. The reflection piece shows that students' confidence increased in searching for relevant research.

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Mi, M. and Gould, D. (2014), "Wiki technology enhanced group project to promote active learning in a neuroscience course for first-year medical students: an exploratory study", *Medical Reference Services Quarterly*, Vol. 33 No. 2, pp. 125-135.

Details a collaborative wiki assignment required of first-year medical students for a neuroscience course to promote the understanding of course content and information literacy skills. Assessment is conducted through an exercise that requires the use of scholarly and online sources on a group topic and the authors detail its evaluation based on a developed rubric. Authors also discuss a focus group of these students that explores their experience with Web 2.0 technologies like the course wiki.

Morley, S.K. (2014), *Initial Development of a Medical Information Literacy Questionnaire*, The University of New Mexico, Albuquerque, NM.

Describes the construction and content of an instrument designed to measure information literacy competencies of medical residents. Comprising 69 multiple-choice questions that evaluate five knowledge domains based on the information literacy standards for higher education, the author discusses the systematic validation of the instrument by numerous physicians and health sciences librarians and the resulting elimination of 32 questions.

Muellenbach, J.M. (2014), "Enhanced access to mental health information – a multi-type library collaboration", *Journal of Consumer Health on the Internet*, Vol. 18 No. 4, pp. 401-408.

Details the collaboration of The Commonwealth Medical College (TCMC) and the Lackawanna County Library System (LCLS) in northeastern Pennsylvania to increase access to mental health information. The collaboration consisted of two "train the trainer" workshops, LibGuides and newly purchased materials to empower other educators and librarians to be equipped to share this information with patrons. A pre- and post-workshop assessment showed that learning outcomes were achieved.

Niclas, D. (2014), *A Personal Health Record (PHR) for Use in the Management of Adult Mild to Moderate Chronic Kidney Disease in Patients with Low Health Literacy*, The College of St. Scholastica, Duluth, MN.

Discusses the benefits of a personal health record (PHR) for chronic kidney disease (CKD) patients with low health literacy in order for CKD patients to improve self-management of the disease by being able to better organize information and instructions given by their healthcare providers. The author presents a CKD PHR that takes into account the research on PHR creation and organization as well as CKD management.

Niedzwiedzka, B., et al. (2014), "Determinants of information behaviour and information literacy related to healthy eating among internet users in five European countries", *Information Research*, Vol. 19 No. 3, paper 663.

The authors discuss a survey of the healthy-eating habits of Europeans ( $n = 3003$ ) based on the information-seeking behavior to determine whether there is a need for greater health

information literacy intervention. Respondents from Belgium, Denmark, Italy, Poland and the UK indicated no knowledge of where to find sources for healthy diet information or how to evaluate whether the information they find is credible. The authors cite the participation of only five countries as a limitation for generalizing results across all of Europe and found that information literacy is strongly correlated with individual and environmental characteristics, including gender, education level and income.

*Pannabecker, V., Barroso, C.S. and Lehmann, J. (2014), "The flipped classroom: student-driven library research sessions for nutrition education", Internet Reference Services Quarterly, Vol. 19 Nos 3/4, pp. 139-162.*

A discussion of a collaboration between a librarian and faculty members in the Public Health Department of the University of Tennessee, Knoxville, to utilize a flipped classroom technique in an upper-level undergraduate nutrition course. The authors describe their approach to implementing a flipped classroom model by requiring students to complete how-to videos and expanding the web-based library course guide, all as pre-class activities. They also incorporated in-class activities to assess student knowledge gained from the pre-class assignment.

*Rajalahti, E., Heinonen, J. & Saranto, K. (2014), "Developing nurse educators' computer skills towards proficiency in nursing informatics", Informatics for Health & Social Care, Vol. 39 No. 1, pp. 47-66.*

Assesses and compares nurses' skill development in nursing informatics (NI) to other healthcare professionals through a pre- and post-questionnaire designed to elucidate how nurses and their healthcare colleagues at the Universities of Applied Sciences hospitals document and classify their electronic health records (EHR). Results show that nurse educators had a solid foundation of NI competencies and were more skilled in information literacy and management than other healthcare professional participants, but that information-gathering skills differed across the board.

*Rana, G.K. (2014), "Information empowerment: predeparture resource training for students in global health", Journal of the Medical Library Association, Vol. 102 No. 2, pp. 101-104.*

Overviews the efforts of the Taubman Health Sciences Library (THL) at the University of Michigan to provide information literacy skills through predeparture instruction to health sciences students preparing for study abroad opportunities such as clinical internships and global health research. Authors describe the interdisciplinary information sources included in the curriculum as well as data from an assessment of students' knowledge before and after the predeparture training, providing evidence as to the usefulness of the information literacy session.

*Smith, K.H., Nolan, M.E. and Knehans, A.M.Y. (2014), "Aging and health literacy", Journal of Consumer Health on the Internet, Vol. 18 No. 1, pp. 94-100.*

A study assessed older patients' health literacy and found their skills sorely lacking. Many older adults did not understand how to calculate information from a food label or

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understand routine health care instructions. This has serious implications, as poor health literacy makes it difficult for patients to follow dosing instructions, manage chronic conditions and understand their general health.

*Smith, S.C. and O'Hagan, E.C. (2014), "Taking library instruction into the online environment: one health sciences library's experience", Journal of the Medical Library Association, Vol. 102 No. 3, pp. 196-200.*

Case study reports on a project at the University of Alabama, Birmingham, to offer patrons "Express Training" classes. These classes focused on a variety of topics, such as PubMed, Google Scholar and EndNote. Survey results were positive, but highlighted areas for improvement, such as allowing more time for questions, offering technical assistance and increasing user engagement.

*Soleymani, M.R. (2014), "Investigating the relationship between information literacy and academic performance among students", Journal of Education and Health Promotion, Vol. 3, pp. 95-.*

Analyzes the relationships between students' information literacy skills and their academic achievement at Isfahan University of Medical Sciences through surveying them to assess their information literacy skills and looking at their grades for previous semesters. Their relationship was found to have a significantly positive correlation; as well, medical management and information students received a higher information literacy score than those in nursing and nutrition.

*Spring, H. (2014), "Health information, what happens when there isn't any? Information literacy and the challenges for rare and orphan diseases", Health Information & Libraries Journal, Vol. 31 No. 3, pp. 243-246.*

In the *Learning and Teaching in Action* column, Spring examines the health literacy needs of those diagnosed with rare or orphan diseases. Patients often endure long waits for diagnoses and lack information about their condition. This often forces patients to turn to the Internet for information, even if previous Internet use had been low. Librarians can aid in patients' search for information by ensuring rare diseases are searchable in the literature and be aware of the expertise within charities and support groups for rare conditions.

*Stein, C.D., et al. (2014), "What dental educators need to understand about emerging technologies to incorporate them effectively into the educational process", Journal of Dental Education, Vol. 78 No. 4, pp. 520-529.*

Examines how dental educators can incorporate technology into their teaching by examining myths based on the authors' discussions with dental faculty, students and IT support staff. The 12 myths explored range from the self-assessment of students' technology skills, the notion that social media is not useful for learning and that students can multitask; the authors use these myths to support the use of emerging technologies and to dispel any assumptions about their use in education.

Stokes, A., Light, J. and Haines, L.L. (2014), "Library support of mobile resources during clinical clerkships", *Medical Reference Services Quarterly*, Vol. 33 No. 2, pp. 179-194.

Case study describes a project by medical librarians at the University of Vermont to offer library instruction on mobile apps. The librarians offered individual and group instruction, as well as technical support for the apps. A survey of the students indicated the instruction and the mobile apps were helpful during their clinical clerkships. The librarians are currently working on ways to expand and improve the program.

Świgoń, M. and Weber, K. (2014), "Managing knowledge and information by students", *Journal of Information & Knowledge Management*, Vol. 13 No. 4.

Analyzes the relationship between personal information management (PIM), personal knowledge management (PKM) and information literacy in relation to learning and studying. Through a qualitative survey, the authors find that students overwhelmingly perceive these concepts as interrelated in relation to their studies, with minor differences pertaining to people's personal definition of knowledge versus information.

Szwajcer, A., Macdonald, K. and Kvern, B. (2014), "Health literacy training for family medicine residents", *Journal of the Canadian Health Libraries Association (JCHLA)*, Vol. 35 No. 3, pp. 128-132.

Collaborating with Family Medicine faculty members, University of Manitoba librarians created two sessions for family medicine residents focused on health literacy to educate and encourage them to share health literacy in their practice. Residents' health literacy is assessed pre- and post-librarian intervention. Sessions focused on defining health literacy, its importance for practitioners and patients, communication of health literacy to patients and health information resources and management.

Ullah, M. and Ameen, K. (2014), "Current status of information literacy instruction practices in medical libraries of Pakistan", *Journal of the Medical Library Association*, Vol. 102 No. 4, pp. 281-287.

A questionnaire surveyed 114 medical libraries in Pakistan. The survey looked at instruction methods, types, integration, collaboration and assessment. Results showed that 74 per cent of libraries offered information literacy instruction and most programs were created without input from teaching faculty. The authors suggest that greater collaboration is needed to improve and enhance the library instruction in these libraries.

Wahoush, O. and Banfield, L. (2014), "Information literacy during entry to practice: information-seeking behaviors in student nurses and recent nurse graduates", *Nurse Education Today*, Vol. 34 No. 2, pp. 208-213.

Study ascertained the information-seeking behaviors of recently graduated Canadian RNs, nursing students, nurse leaders and library staff. By using a questionnaire, the

researchers found that RNs most often consulted electronic information, while nursing students relied more on print.

*Youngkin, C.A. (2014), "The flipped classroom: practices and opportunities for health sciences librarians", Medical Reference Services Quarterly, Vol. 33 No. 4, pp. 367-374.*

Through a literature review, Youngkin looks at examples of the "flipped classroom" instructional model in libraries. He believes this model can be applied to a variety of clinical settings including point-of-care reference services, grant writing, professional development and continuing education.

*Youngkin, C.A. (2014), "Web-based technologies for health sciences reference and instruction", Medical Reference Services Quarterly, Vol. 33 No. 3, pp. 283-291.*

Youngkin explores new Web 2.0 tools that can be applied to medical library instruction. Examples of tools discussed include Poll Everywhere, SurveyMonkey, TED Talks, SpicyNodes, Clarify and Screenleap.

### Other

*Bahde, A., Smedberg, H. and Taormina, M. (Eds) (2014), Using Primary Sources: Hands-On Instructional Exercises, Libraries Unlimited, An imprint of ABC-CLIO, LLC, Santa Barbara, CA.*

Features numerous active learning exercises for teaching archival/primary source literacy skills in both K-12 and academic settings. Exercises focus on a wide variety of source types, including memoirs, legal documents, book illustrations, sound recordings and more.

*Bhimani, A. and Willcocks, L. (2014), "Digitisation, 'Big Data' and the transformation of accounting information", Accounting and Business Research, Vol. 44 No. 4, pp. 469-490.*

Addresses the impact of "Big Data" on business accounting and finance, focusing on relevant information technologies and their potential influence on how businesses operate and strategize. The authors describe various concerns with information literacy in this context.

*Bilal, D. and Beheshti, J. (Eds) (2014), New Directions in Children's and Adolescents' Information Behavior Research, Emerald, Bingley.*

Presents research, including multiple case studies, on the information behavior and information literacy practices of young people born during the Internet Age. Several chapters feature studies with specific unique groups, such as children in Appalachia. Other chapters focus on issues such as information system design and modeling the relationship between information-seeking and information literacy.



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*Bird, N.J. and Williams, T. (2014), "Casting a wider net O\*NET, workforce development, and information literacy", Reference & User Services Quarterly, Vol. 53 No. 3, pp. 227-231.*

Describes the US Department of Labor's Occupational Information Network (O\*NET) database, which provides detailed profiles of the skills and requirements for various jobs. The authors explain how librarians can use O\*NET across all library types to promote workplace information literacy and assist patrons with career preparation.

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*Bruce, C., et al. (Eds.) (2014), Information Experience: Approaches to Theory and Practice, Emerald Group Publishing Limited, Bingley.*

Explores and develops the concept of "information experience", which focuses on the ways individuals actually experience or interact with information in particular contexts. The book addresses relevant theoretical issues and research methods, with connections drawn to information behavior and information literacy research. Numerous case studies from diverse settings (school, workplace, etc.) are included.

*Chua, M. (2014), "Special library in teacher training and information literacy: Singapore's national institute of education (NIE) library as a case", New Library World, Vol. 115 Nos 3/4, pp. 175-178.*

Presents an overview of the activities of the special library of the National Institute of Education (Singapore) in promoting information literacy among teachers in training. The library provides extensive instruction to support Singapore's national information literacy agenda for public schools. The author also discusses the library's support initiatives for educational researchers.

*Crane, B.E. (2014), How to Teach: A Practical Guide for Librarians, Rowman & Littlefield, Lanham.*

Offers guidance to librarians in teaching roles across various contexts, focusing on pedagogical theory, lesson planning, assessment and other topics. The book discusses face-to-face and online information literacy instruction.

*Decesare, J.A. (2014), Streaming Video Resources for Teaching, Learning, and Research, ALA TechSource, Chicago, IL.*

Guide for finding both free and fee-based online video for use in teaching. First chapter covers why online video is relevant and important for teaching, the critical literacies of video, copyright issues and tips for searching for videos on the Internet. Most of the rest of the report is devoted to annotated lists of online video websites and repositories with a small section on tools to embed and edit video as well.

*Detmering, R., et al. (2014), "Library instruction and information literacy 2013", Reference Services Review, Vol. 42 No. 4, pp. 603-715.*

Presents bibliographic citations and brief annotations for 501 publications on library instruction and information literacy in 2013. Includes an introductory essay highlighting several themes and key publications in information literacy.

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*Devine, J. and Egger-Sider, F. (2014), Going Beyond Google Again: Strategies for Using and Teaching the Invisible Web, Neal-Schuman/American Library Association, Chicago, IL.*

Authors define the “deep” or “invisible” web as material that is unavailable for a variety of reasons to popular search engines. Other chapters include an overview of recent studies of information-seeking behavior, results of a survey of librarians’ and educators’ knowledge of the invisible web, practical suggestions for teaching the invisible web to students (including examples of graphics and websites), the advantages and difficulties of teaching students to evaluate quality on both the open and invisible webs and technology developments that will affect the invisible web.

*Du, J.T., Zhu, Q. and Koronios, A. (Eds) (2014), Library and Information Science Research in Asia-Oceania: Theory and Practice, Information Science Reference, Hershey, PA.*

This anthology of LIS research from the Asia-Oceania region focuses on various library types and user populations, with studies from Australia, China, Pakistan and other countries. The book features several studies pertaining to information literacy, including a chapter on health information literacy among older Australians and a chapter on information literacy in the travel industry in Singapore.

*Evans, R. (2014), “Cooking up cauldrons of content”, Computers in Libraries, Vol. 34 No. 7, pp. 11-15.*

Offers a practical guide for creation of video tutorials. To get started, one needs a computer, headphones, a microphone, a screen recording program and a media editing program. Author provides tips on selecting each of these. Also offers brief discussions of other aspects such as length, distracting or helpful elements, setting deadlines, working with groups, promoting or marketing and assessing the tutorial.

*Eynon, A. (2014), “Welsh Information Literacy Project: Phase 4 2013/14”, Journal of Information Literacy, Vol. 8 No. 2, pp. 161-164.*

Brief article outlining Phase 4 of the Welsh Information Literacy Project to promote information literacy in public libraries. Article mentions the reception among public libraries and notes other initiatives such as the IL Champions effort in academic libraries and the work to connect public and school libraries along with advocacy efforts.

*Forbes, C. (2014), “Free web-based tools for information literacy instruction”, Library Hi Tech News, Vol. 31, pp. 1-5.*

Provides short descriptions of nine web-based software tools for information literacy-related work. Tools include PowToon, Infogr.am, Sound Cloud, Tildee, Popcorn Maker, Screenr, Screencast-o-matic, ThingLink and Zaption.

*Foster, F. (2014), “Exposing literacies in a co-culture”, Computers in Libraries, Vol. 34 No. 4, pp. 4-32.*

Examines how hip hop producers have a need for information literacy in their music sampling by identifying how their work exemplifies the five ACRL Information Literacy Standards. Argues that music producers’ creativity has been stymied by the

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enforcement of copyright laws which were not as heavily or readily enforced during the beginnings of this music genre, i.e. "hip hop music producers learned this standard [Standard V] the hard way".

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*Frederiksen, L. (2014), "Back to school", Public Services Quarterly, Vol. 10 No. 4, pp. 319-323.*

Overview of topics including the Common Core Standards (CCS) for high school students which focus on literacy, providing support for students as they progress to college or career, information literacy, other education programs supported by libraries, open educational resources (OER) and the role of academic librarians in supporting or using the CCS or OERs.

*Friday, K. (2014), "Learning from e-family history: a model of online family historian research behaviour", Information Research, Vol. 19 No. 4, pp. 250-267.*

Using an online survey, diaries and shadowing, author found a relatively high level of information literate behavior among the researchers, in particular, the strategies they used and their ability to reframe their information searches. They also had the ability to clearly define their information need and to transfer knowledge from one domain to another. Limitations of their competencies included not fully examining their results, not realizing they had moved websites or overreliance on a particular website. Based on this research, author proposes a model of family historian online research behavior.

*Green, R. (2014), "Information at the heart of democracy", CILIP Update, pp. 30-32.*

Highlights the work of John Pullinger, Librarian and Director of Information Services for Great Britain's House of Commons. He and his staff of 150 FTE answer approximately 25,000 research requests each year. They also write briefing papers and more substantial research papers for every debate and piece of legislation that comes before the house. He discusses that he and his staff are the education arm of the House and that information literacy has become very important as "democracies only function with decent information".

*Gubnitskaia, V. and Smallwood, C. (Eds) (2014), How to STEM: Science, Technology, Engineering, and Math Education in Libraries, Scarecrow Press, Lanham.*

Contains two sections relevant to teaching information literacy and includes chapters on customizing a for-credit information literacy course for STEM majors, working with patents and librarians' roles in projects related to math and Legos. In addition, there are chapters on librarians supporting faculty research and publishing.

*Hernon, P. and Schwartz, C. (2014), "Information literacy: time to move beyond more of the same?", Library & Information Science Research, Vol. 36 Nos 3/4, pp. 133-134.*

Brief editorial in which editors enumerate important questions they feel need to still be addressed in information literacy research. Authors also argue that library

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researchers should work toward more sophisticated research designs and address their research directly to stakeholders and policy makers who currently look only at outcomes (such as graduation rates), as opposed to student learning outcomes.

*Hicks, A. (2014), "Bilingual workplaces: integrating cultural approaches to information literacy into foreign language educational practices", Journal of Information Literacy, Vol. 8 No. 1, pp. 21-41.*

The author aims to examine information environments of common Spanish/English bilingual professions in Colorado and more broadly explore the concept of multicultural information practices. The author interviewed four Colorado-based professionals – two native English and two native Spanish speakers – about their information practices. Differences in practices include the limited availability of traditional published sources in Spanish and challenges of regional variations of Spanish as a minority language in the workplace.

*Hicks, D. (2014), Technology and Professional Identity of Librarians: The Making of the Cybrarian, Information Science Reference-IGI Global, Hershey, PA.*

The author outlines the crossroads of technology, the librarian profession and how it informs identity. She begins with exploring the history behind technology implementation in libraries and cites automation in services as a major turning point. Of note is a chapter titled "Technology and Instruction: The Changing Face of Information Literacy" with a discussion of Web 2.0 tools, student engagement and faculty-librarian relationships.

*James, B.D., Boyle, P.A. and Bennett, D.A. (2014), "Correlates of susceptibility to scams in older adults without dementia", Journal of Elder Abuse & Neglect, Vol. 26 No. 2, pp. 107-122.*

Article identified traits of seniors that made them susceptible to scams. "Income, cognition, psychological well-being, social support, and literacy" all influenced seniors' ability to detect scams. The authors suggest increasing financial and health literacy, as well as psychological counseling, which can help seniors recognize when they are being victimized.

*Janks, H. (2014), "Critical literacy's ongoing importance for education", Journal of Adolescent & Adult Literacy, Vol. 57 No. 5, pp. 349-356.*

The author explains how critical literacy in education can open up opportunities for social action. She considers how critical literacy focuses on the role of language as a social practice and gives suggestions on critical literacy practice in the classroom through the following example steps: finding and naming the issue, linking the issue to learners' lives, textual design, social effects and imagining possibilities for making a positive difference.

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*Jinadu, I. and Kaur, K. (2014), "Information literacy at the workplace: a suggested model for a developing country", Libri: International Journal of Libraries & Information Services, Vol. 64 No. 1, pp. 61-74.*

A conceptual study of information literacy models in developing countries using academics in Nigeria as an example. The author analyzed four information literacy models and how they could be framed in the workplace, where individuals rely on indigenous knowledge for source information, and proposed a four-stage model with the following stages: share knowledge, analyze task, execute task and evaluation.

*Kaplowitz, J.R. (2014), Designing Information Literacy Instruction: The Teaching Tripod Approach, Rowman & Littlefield, Lanham.*

A practical book for library instructors on the basics and key components of instructional design through a tripod approach, which focuses chapter-by-chapter on identifying and developing student learning outcomes, activities and assessment to support information literacy instruction. The second part of the book contains recommendations for organizing and sequencing instruction and, finally, implementation and reflection.

*Lee, A.Y.L. and So, C.Y.K. (2014), "Media literacy and information literacy: similarities and differences", Comunicar, No. 42, pp. 137-146.*

The authors map similarities and difference in media and information literacy and discuss the scholarship in the two fields from 1956 to 2012, based on content found in Web of Science. The authors define both media and information historically and within a global context and identify differing authors, university affiliations and journals based on articles found in both fields.

*Lloyd, A. (2014), "Following the red thread of information in information literacy research: recovering local knowledge through interview to the double", Library & Information Science Research, Vol. 36 No. 2, pp. 99-105.*

An exploration of non-normative information literacy practices in the workplace based on the interview to the double (ITTD) tool. The author identifies information practice and explains the technique of interview to the double, which encompasses the reclaiming of local knowledge in the workplace. The author then elucidates on strengths and limitations of the ITTD technique.

*Mackey, T.P. and Jacobson, T. (2014), Metaliteracy: Reinventing Information Literacy to Empower Learners, Facet Publishing, London.*

This book, comprising seven chapters, gives a theoretical and contextual framework for metaliteracy and includes discussion of metaliteracy in practice. The first part of the book examines social media, metaliteracy and information literacy in relation to technology, and ends with a set of objectives within four primary metaliteracy learning goals. The second part of the book explores findings from an international survey of instruction librarians who use technology,

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two case studies that look at practical implications of metaliteracy and, finally, the importance of metaliteracy framework consideration in online courses.

*Markey, K.L.C. and Rieh, S.Y. (2014), Designing Online Information Literacy Games Students Want to Play, Rowman & Littlefield, Lanham.*

Pulling from experience and research, this book features best practices for creating games for information literacy instruction. Chapters include topics such as the design of information literacy-focused games; the BiblioBouts game, its evaluation and its impact on students' research papers; and considerations for administrators and instruction librarians regarding the gamification of information literacy instruction. Numerous appendices are included, featuring a post-game questionnaire for students.

*Martin, C. (2014), Voyage Across a Constellation of Information: Information Literacy in Interest-Driven Learning Communities, Peter Lang, New York, NY.*

Reports the ways in which information literacy skills such as locating, evaluating and using information are used in the multiplayer game World of Warcraft. Real-world information literacy skills such as the construction of collective knowledge are noted within the game and discussed in chapter topics such as Online Communities Discussion, Information and Identity and The New Collective Intelligence: Collective Information Literacy.

*Matarazzo, J.M. and Pearlstein, T. (2014), "The business case for information literacy", Online Searcher, Vol. 38 No. 5, pp. 42-49.*

Describes the need for librarians to promote and train others in information literacy skills to illustrate value and return on investment. Focusing on a corporate point of view, the authors also discuss an Assessment Matrix to enable librarians to pinpoint who to train, as well as the types of resources and the expertise and mode of delivery required.

*McKinnon, L.F. and Helge, K.S. (2014), "Copyright, open access and library instruction", Library Hi Tech News, Vol. 31 No. 10, pp. 13-16.*

Overviews copyright information and issues for instruction librarians such as fair use, Creative Commons licenses and open-access content. The authors also detail methods and technologies that can aid librarians in avoiding copyright infringement such as Haiku Deck and the Getty Open Content Program.

*O'Byrne, W.I. (2014), "Empowering learners in the reader/writer nature of the digital informational space", Journal of Adolescent & Adult Literacy, Vol. 58 No. 2, pp. 102-104.*

Details the need for educators to consider the constant flux and evolution of the literacies required of students to engage with online and offline text. O'Byrne discusses the need to re-define and examine what "text" means, promote critical literacy and multiliteracies and shift students from information consumers to content creators. He suggests one way to do this is to adopt the Online Research and Media Skills (ORMS) model that emphasizes inquiry, comprehension and construction of online content.



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*Okoli, C., et al. (2014), "Wikipedia in the eyes of its beholders: a systematic review of scholarly research on Wikipedia readers and readership", Journal of the Association for Information Science & Technology, Vol. 65 No. 12, pp. 2381-2403.*

Details the systematic review of 99 scholarly studies to analyze Wikipedia readership. Topics range from the popularity of subjects within Wikipedia to information about the readers themselves. The authors find that Wikipedia is used for topics ranging from popular culture to health information. They conclude with the implications of their findings, including discussions of legal information in Wikipedia, as well as digital literacy education.

*Passey, D. and Higgins, S. (Eds) (2014), Learning Platforms and Learning Outcomes, Routledge, London.*

Focuses on the use of learning platforms and their effect on learning outcomes through enumerating various international case studies. Chapters include topics such as the use of open-source learning platforms in a Singapore elementary school, web-based versus face-to-face college instruction against students' perceptions of learning platforms and information literacy's effect on students' impressions of a learning management system in a physical education course.

*Poirier, L. and Robinson, L. (2014), "Informational balance: slow principles in the theory and practice of information behaviour", Journal of Documentation, Vol. 70 No. 4, pp. 687-707.*

Analyzes the applicability of the Slow Movement to information behavior theory and practice through an analysis of the literature, a focus group of Slow Movement practitioners and a Delphi study of information behavior researchers. The authors find that Slow principles of "informational balance" and having time to reflect are shown in information practice, but sometimes, Slow principles are not applicable, as with simple online fact-checking and other routine online-searching behaviors.

*Raido, V.E. (2014), Translation and Web Searching, Routledge, London.*

A comprehensive study of cognitive and affective features of web searching to assist in problematic translations. Of note are the implications to online information literacy instruction in the context of translator training.

*Rush, L.L.O.E. and Whittkower, D.E.D.O.E. (2014), "Exploiting fluencies: educational expropriation of social networking site consumer training", Digital Culture & Education, Vol. 6, pp. 13-29.*

Posits that the Internet has promoted consumer training rather than encouraged any sort of information literacy, but that educators can harness this inadvertent training to foster critical inquiry. The authors analyze Facebook and the kind of consumer training it naturally provides so that educators may appropriate such elements to foster critical thinking in the classroom. They conclude with suggesting specific activities and

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assessments that use Facebook and other social networking sites to promote critical literacy.

*Savolainen, R. (2014), "The use of rhetorical strategies in Q&A discussion", Journal of Documentation, Vol. 70 No. 1, pp. 93-118.*

Reports on the analysis of 944 answers provided in Yahoo! Answers to questions about global warming to analyze how information sources support specific persuasive rhetorical strategies utilized in Q&A discussion forums. Savolainen finds that answers typically included sources such as websites of research organizations and YouTube videos to appeal to people's considerations of authority, credibility, emotions and corroboration with regards to information about global warming.

*Sebina, P.M.I.M., Moahi, K.H. and Bwalya, K.J. (Eds) (2014), Digital Access and e-Government: Perspectives from Developing and Emerging Countries, Information Science Reference, Hershey, PA.*

Designed to share strategies for promoting access to public information resources, this book examines the connection between information access laws and e-government and shares strategies for providing information access that are used in various locales such as South Africa, Spain and Tanzania. Chapters include topics such as archival legislation in Africa; inclusion strategies and legal frameworks for access; and evaluations of e-government programs in certain developing countries.

*Sherman, S. (2014), "People telling stories", Archives & Manuscripts, Vol. 42 No. 2, pp. 204-208.*

Sherman argues for teaching information literacy to aid individuals in managing their own personal records. This instruction, in turn, will aid information professionals to understand the rationale behind the creation and maintenance of personal records. She believes the record manager's role is to relate personal stories rather than to "manage the crowd".

*Stocchetti, M. (Ed.) (2014), Media and Education in the Digital Age: Concepts, Assessments, Subversions, Peter Lang, Frankfurt.*

Book covers the role of digital technology in education. Chapters of information literacy interest include "Media and Information Literacy in the Digital Age. An Example on Exploring Pluralism", "Scaffolding Curation: Developing Digital Competencies in Media Literacy Education – Filip Lab" and "Journalist Education and Truth in the Digital Age: Why We Need Critical Digital Literacy".

*Su, D. (2014), Library Instruction Design: Learning from Google and Apple, Chandos Pub, Oxford.*

Book explores rethinking library instruction by using product design features of both Google and Apple. Apple's approach features a "top-down" process, while Google's

model centers around “bottom-up and data-driven decision-making”. Using these complementary designs, librarians can incorporate what users “want to know”, while teaching what they “need to learn”.

*Suhr, K. (2014), “Using animated GIF images for library instruction”, In the Library with the Lead Pipe, 22 October, pp. 1-9.*

Suhr explores using animated Graphics Interchange Format images (GIFs) in library tutorials and discusses software that can be used to create library GIFs. GIFs excel at demonstrating simple operations, such as how to use the OPAC or the photocopier and can be used to explain even more abstract concepts such as copyright.

*Tewell, E.C. (2014), “‘Punk-ass book jockeys’: library anxiety in the television programs community and parks and recreation”, Library Philosophy & Practice, pp. 2-21.*

Tewell examines library anxiety as portrayed through the popular TV shows *Community* and *Parks and Recreation*. Library anxiety, Tewell contends, leads to decreased academic performance and substandard information literacy skills. To combat library anxiety, he recommends using information literacy sessions to ease students’ fears and make them more comfortable with using the library and asking for assistance.

*Whitworth, A. (2014), Radical Information Literacy: Reclaiming the Political Heart of the IL movement, Chandos Publishing, an imprint of Elsevier Limited, Oxford.* Book explores the theory of a combined Digital, Media and Information Literacy (DMIL). This hypothesis combines theories of information literacy, information-seeking behavior and digital media. To strengthen his argument, Whitworth conducts a bibliometric analysis of published literature to form bridges between information literacy and digital literacy.

*Wilkinson, C.W. and Bruch, C. (2014), “Building a library subculture to sustain information literacy practice with second order change”, Communications in Information Literacy, Vol. 8 No. 1, pp. 82-95.*

The authors analyze the literature to develop best practices for creating an organizational culture for information literacy. They contend that, to achieve this, institutions must consider information literacy of the highest value and have mechanisms in place to implement, support and maintain information literacy initiatives. Librarians themselves should continue professional development, foster dialogue and dedicate their careers to the promotion and teaching of information literacy.

*Yu, H., Abdullah, A. and Saat, R.M. (2014), “Overcoming time and ethical constraints in the qualitative data collection process: a case of information literacy research”, Journal of Librarianship & Information Science, Vol. 46 No. 3, pp. 243-257.* Article discusses strategies that were put in place to conduct an information literacy field study that contained prohibitive time and ethical considerations. The authors

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overcame the limitations by meticulously drafting the research plan using Gorman and Clayton's research plan circle framework and using a "multi-stage, simultaneous data collection protocol". Their successful research plan addressed the constraints of the study while allowing effective research to be conducted.

Zastrow, J. (2014), "*PIM 101: Personal information management*", *Computers in Libraries*, Vol. 34 No. 2, pp. 22-24.

Zastrow discusses personal archiving literacies, which includes knowing the future value of one's files, remembering where personal information is stored and managing the metadata and migration of personal information. Strategies for managing personal information include identifying everything that needs to be preserved, deleting unneeded items and maintaining backup copies of important files.

### Public

Kanazawa, M. (2014), "*An evaluation of young adult web pages in public library websites in Japan*", *Public Library Quarterly*, Vol. 33 No. 4, pp. 279-295.

An exploration into the content types of web pages used by young adults on public library websites in Japan. The author looked at 722 Japanese public library websites, and narrowed their focus to 55 websites in terms of reading advice and information literacy instruction.

Malachowski, M. (2014), "*Obamacare and the proper role of public libraries in health literacy*", *Computers in Libraries*, Vol. 34 No. 1, pp. 4-9.

An informal discussion of the role of public libraries in disseminating health information in light of the passage of the Affordable Care Act (ACA). Topics discussed include libraries as access points to information, helping patrons quickly and efficiently and teaching health literacy.

McKrell, L. (2014), "*Spreading the word: how public libraries are helping to extend digital inclusion*", *Library & Information Research*, Vol. 38 No. 117, pp. 77-84.

Discusses how UK public libraries are reaching out to those who lack computer skills by providing free Internet access and assistance. McKrell provides examples of this outreach, such as the Scottish Library and Information Council (SLIC) providing computer courses to improve digital literacy as well as their efforts to create such training opportunities on a consistent and national scale.

Mi, M., Stefaniak, J. and Afonso, N. (2014), "*Community needs assessment to reach out to an underserved population*", *Medical Reference Services Quarterly*, Vol. 33 No. 4, pp. 375-390.

Overviews a community-based research project conducted by a medical library seeking to assess health information needs of individuals at the South Oakland Shelter (SOS) to provide outreach assistance to public librarians and medical students that work with those at the

shelter. SOS clients reported obtaining health information through the Internet and healthcare providers, though provider access was sometimes identified as an issue.

*Nassimbeni, M. and Jager, K.D. (2014), "Even we can read: evaluating the impact of a project to expand library services to visually impaired users in rural South Africa", Libri: International Journal of Libraries & Information Services, Vol. 64 No. 3, pp. 247-253.*

Details the development and impact of newly established decentralized library services for visually impaired users at seven rural public libraries initiated by the South African Library for the Blind. The logistics of the project and training of users and rural librarians in assistive technologies is elaborated, as well as the impact through number of patrons using this service and the circulation of reading materials.

*Smith, C.A., Hundal, S. and Keselman, A. (2014), "Knowledge gaps among public librarians seeking vaccination information: a qualitative study", Journal of Consumer Health on the Internet, Vol. 18 No. 1, pp. 44-66.*

A pilot study looked at the ability of library workers in four public library systems to answer patron questions about consumer health. Findings indicated that library workers have "knowledge gaps" in providing health information and need formal assessment and training to improve their health research skills.

### School

*Anderson, M.A. (2014), "Ten titles for your professional growth and collection", Internet@Schools, Vol. 21 No. 3, pp. 9-11.*

Discusses a selection of key books for school media specialists, focusing on topics such as the Common Core State Standards, intellectual freedom and educational technology. The author emphasizes the value of the books as a means of communicating and collaborating with teachers and administrators.

*Ash-Argyle, R. and Shoham, S. (2014), "Professional self-efficacy and role perception of school librarians and their impact on the development of students' information literacy: an evidence-based study", Journal of Information Literacy, Vol. 8 No. 2, pp. 118-140.*

Examines how school librarians in Israel teach information literacy skills through the provision of reference service and assistance with assignments. Drawing on data from an online survey, the authors look at how these reference activities affect the librarians' "professional self-efficacy", with "self-efficacy in the self-teaching and professional development domain" having a positive relationship with greater involvement in reference work.

*Butler, W. (2014), "Is my info lit program effective? Answers from our assessments", Library Media Connection, Vol. 33 No. 1, pp. 20-23.*

Describes the author's creation of a school-wide information literacy program for students in Grades 6 through 12. The curriculum and assessment instruments are grounded in the AASL *Standards for the 21st-Century Learner*, Common Core and other

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related standards. The author explains how particular assessments, including evaluation exercises and writing assignments, have been used to enhance the program.

*Callison, D. (2014), "Information literacy to inquiry: a timeline", School Library Monthly, Vol. 31 No. 1, pp. 14-25.*

Presents a timeline delineating the various stages in the movement from information literacy towards inquiry-based learning. The timeline identifies key conceptual ideas developed since 1960 and lists relevant literature in each section. In the introduction to the timeline, the author emphasizes the growing importance of active learning, instructional technology and collaboration between librarians and teachers.

*Callison, D. and Baker, K. (2014), "Elements of information inquiry, evolution of models, & measured reflection", Knowledge Quest, Vol. 43 No. 2, pp. 18-24.*

Delineates the five elements of Daniel Callison's model of information inquiry: Questioning, Exploration, Assimilation, Inference and Reflection. The authors also discuss the influence of the concept of inquiry on other information literacy models. They note that reflection, as an aspect of inquiry, has not been fully investigated by researchers and requires more attention.

*Chen, L.C., Chen, Y.H. and Ma, W.I. (2014), "Effects of integrated information literacy on science learning and problem-solving among seventh-grade students", Malaysian Journal of Library & Information Science, Vol. 19 No. 2, pp. 35-51.*

Reports on a study with an experimental design, evaluating the impact of an inquiry-based approach to teaching science information literacy at the seventh-grade level. Students who received the inquiry-based instruction, which was grounded in the Big6 model, demonstrated stronger skills in "problem-solving and comprehension learning" in comparison to students who received more traditional, lecture-based instruction. However, the inquiry-based approach did not have an effect on students' ability to memorize facts.

*Decesare, J.A. (2014), "The expanding role of online video in teaching, learning, and research", Library Technology Reports, Vol. 50 No. 2, pp. 5-11.*

Opening chapter of a report which examines "searching for, viewing, sharing, and embedding" video for library teaching and other instructional purposes. This chapter focuses on why video has become so important and references metaliteracy as a means of identifying why video and other non-print formats are seen as part of a larger information landscape that students need to be able to navigate successfully. Copyright resources and tips for searching comprise most of the chapter.

*Diaz, T. (2014), "A notable process: Teaching critical reading via notetaking (making)", Library Media Connection, Vol. 32 No. 4, pp. 18-20.*

Author noted that students were having trouble with close reading and note-taking in their research projects. She details the strategies she used to teach note-taking,



paraphrasing and summarizing as part of library research instruction and how she worked to convince teachers that it fit within her purview.

*Donham, J. (2014), "College ready—what can we learn from first-year college assignments? An examination of assignments in Iowa colleges and universities", School Library Research, Vol. 17, pp. 1-21.*

Conducted qualitative content analysis on 41 first-year college research assignments and noted three themes: information literacy, academic writing and learner dispositions. Each theme is explored with examples such as the emphasis that college instructors put on choosing a topic or citing evidence or being curious and open-minded as a part of the research process. These are often at odds with the way high school research assignments are taught and conducted. The implications for high school library programs and high school teachers are discussed and Common Core State Standards that might apply are noted.

*Eisenberg, M.B., Murray, J. and Bartow, C. (2014), "Big6 by the month: a common sense approach to effective use of common standards for information literacy learning", Library Media Connection, Vol. 32 No. 6, pp. 38-41.*

Provides examples of how the Big6 by the Month program correlates with a number of other standards, including the College and Career Readiness Anchor Standards, Standards for Mathematical Practice, Standards for the 21st Century Learner and the International Society for Technology in Education standards. While these and other standards emphasize critical thinking, they do not provide a common vocabulary, and the authors argue that the Big6 by the Month program can give teachers a curriculum approach that bridges this gap.

*Enders, J. (2014), "The military life of Joshua H. Bates: A Camp Lewis soldier—analyzing primary sources through inquiry learning, a history mystery lesson", Teacher Librarian, Vol. 42 No. 2, pp. 29-34.*

Describes an assignment created by the author wherein students use primary sources from the life of her uncle, a World War I soldier, to learn to do historical research. Describes her collaboration over the course of five years with the high school history teacher, her surprise and delight at how engaged the students are with the project, and encouragement for other librarians to seek out personal histories in their local communities to create similar assignments.

*Fontichiaro, K. and Oehrli, J.A. (2014), "Turning the tables on collaboration part I: planning for success", Library Media Connection, Vol. 32, pp. 36-38.*

A library school professor who began her career as a school librarian and a teacher who became an academic librarian and was embedded in the media for children course that the professor taught share lessons learned from their collaboration in this first of two-part article. Some of the lessons include "Know What's Going On" and don't ask extraneous questions, "be up front about expectations and limitations", "be flexible" and "take something off the other person's plate".

Foo, S., et al. (2014), "Information literacy skills of secondary school students in Singapore", *ASLIB Journal of Information Management*, Vol. 66 No. 1, pp. 54-76.

Survey of 3,164 secondary school children in Singapore using a 30-question IL assessment based on the Big6 Information Seeking Model with additional questions related to information ethics and collaborative information-seeking revealed that students struggled with all aspects of IL. Task definition was the highest scoring area, whereas information synthesis was the area where students scored the lowest. Results also showed that students' demographic information (parents' education level, affluence, type of school) were significantly correlated with their scores.

Froggatt, D.L. (2014), *The Theory of the Informationally Underserved: A Pragmatic Model for Social Justice*, PhD thesis, Simmons College, Boston, MA.

Using surveys and 30-minute semi-structured interviews with students in schools without an active school library program (ASLP). The data revealed students' information worlds were confined to textbooks, guided reading books, limited free reading books and lack of access to technology. Family members, public libraries and book stores serve their personal information needs, and the author argues for increased access to school libraries and the attention of educational policy makers to this issue.

Fuller, C., et al. (2014), "Community collaboration for inquiry success", *Knowledge Quest*, Vol. 43 No. 2, pp. 56-59.

Describes the collaboration between public, academic and school librarians in Denton, TX, to form an organization called Denton Inquiry 4 Lifelong Learning (DI4LL) to create an IL curriculum for K-20 using Guided Inquiry Design. Their effort started with an online book study using Carol Kuhlthau's work, a successful grant that allowed them to hire several experts to help write the new curriculum, and professional development for librarians who were realizing how broadly their instructional roles were now conceived.

Heine, C. and O'Connor, D. (2014), *Teaching Information Fluency: How to Teach Students to be Efficient, Ethical, and Critical Information Consumers*, Scarecrow Press, Lanham.

Book is divided into five parts: Digital Fluency, Speculative Searching, Investigative Searching, Ethical and Fair Use and Instructional Applications, and nine chapters which include information on the Common Core State Standards, self-taught search box strategies, Internet search challenges, case studies, embedding information fluency and applied information fluency. In addition to examples and references to research, the book contains practical searching and teaching tips.

Howell, S. (2014), *How to Gather Information, Take Notes, and Sort Evidence*, PowerKids Press, New York, NY.

A how-to book for basic research skills aimed at a juvenile audience. The author explains print and digital sources, note-taking skills and evaluation of sources for credibility as a part of the research cycle.

Jacobson, T.E. and O’Keeffe, E. (2014), “Seeking—and finding—authentic inquiry models for our evolving information landscape”, *Knowledge Quest*, Vol. 43 No. 2, pp. 26-33.

The authors discuss metaliteracy in practice, threshold concepts and the new ACRL Information Literacy Framework. The authors also discuss new metaliteracy learning objectives and their implications for high school library practice.

Jun, S., et al. (2014), “Assessing the computational literacy of elementary students on a national level in Korea”, *Educational Assessment Evaluation and Accountability*, Vol. 26 No. 4, pp. 319-332.

Korean researchers developed an information and communication technology (ICT) literacy test tool that examines computational literacy, current skills and basic concepts. The test found that students’ computational literacy (CL) skills were lacking in comparison to the other ICT skills. As a result, the authors call for Korean to develop a national strategy to expand CL to various educational fields and to add computational literacy (CL) to its information and communication technology (ICT) literacy education.

Keengwe, J., Onchwari, G. and Hucks, D. (Eds) (2014), *Literacy Enrichment and Technology Integration in Pre-Service Teacher Education*, *Information Science Reference*, Hershey, PA.

In a series of essays, the editors explore the incorporation of writing with media-rich technologies in the K-12 environment. The audience of this volume is pre-service teachers.

Kennedy, K. and Green, L.S. (Eds) (2014), *Collaborative Models for Librarian and Teacher Partnerships*, *Information Science Reference*, Hershey, PA.

A book of essays on best practices and technological approaches to form collaborative partnerships between media specialists and teachers. Of note is an essay on “Teaching multiliteracies” by Judith Stanton at Walden University and “Building literacy through media-rich projects” by Joan Lange at Pope John Paul II High School.

Kingsley, T. and Tancock, S. (2014), “Internet inquiry: fundamental competencies for online comprehension”, *Reading Teacher*, Vol. 67 No. 5, pp. 389-399.

A description of four competencies necessary for successful Internet inquiry, including classroom implementation and a discussion of scaffolding techniques. The four competencies outlined are “generating high-quality topics”, “effectively and efficiently searching for information”, “determining credibility of internet resources” and “connecting ideas across internet texts”. A list of action items to incorporate these competencies is also included.

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Kong, S.C. (2014), "Developing information literacy and critical thinking skills through domain knowledge learning in digital classrooms: an experience of practicing flipped classroom strategy", *Computers & Education*, Vol. 78, pp. 160-173.

A study of the effectiveness of creating digital classrooms for secondary students using a school-based e-learning platform for the creation of digital learning objects used in a flipped classroom model in Hong Kong. The author discusses a 13-week trial teaching period, classroom pedagogical intervention and the use of digital learning resources. Based on a pre- and post-test, the author found that students were generally able to develop critical thinking skills and to develop information literacy competency through interaction in digital classrooms.

Lau, W.W.F. and Yuen, A.H.K. (2014), "Developing and validating of a perceived ICT literacy scale for junior secondary school students: pedagogical and educational contributions", *Computers & Education*, Vol. 78, pp. 1-9.

The authors developed a 3-factor, 17-item information and communication technology (ICT) scale to assess the ICT skills of junior secondary school students ( $n = 826$ ) from 36 schools in Hong Kong. Through a reading of relevant studies and focus group interviews from students, teachers and parents, the authors built a scale and 60-minute online survey. Results show that female students reported a higher competency in Internet literacy and computer literacy and that empirically validated data speak to the multidimensional view of ICT literacy.

Lin Ching, C., Yaw-Huei, C. and Wen, I.M. (2014), "Effects of integrated information literacy on science learning and problem-solving among seventh-grade students", *Malaysian Journal of Library & Information Science*, Vol. 19 No. 2, pp. 35-51.

A case study of junior high school students in Taiwan to determine effectiveness of inquiry-based science curriculum infused with information literacy concepts from the Big6 model. The methodology included a control (lecture-based) and experimental (Big6 model) class, both taught by the same teacher for three weeks. Results of achievement tests in memory, comprehension and problem-solving skills show that the experimental class performed higher on all but the memory test.

Lo, P., et al. (2014), "Attitudes and self-perceptions of school librarians in relations to their professional practices: a comparative study between Hong Kong, Shanghai, South Korea, Taipei, and Japan", *School Libraries Worldwide*, Vol. 20 No. 1, pp. 51-69.

A cross-cultural study of the perception of school librarians as to their role in the learning development of their students. School librarians from Hong Kong, Shanghai, South Korea, Taipei and Japan were surveyed on demographics; education; access to library technologies, collections and programs; and job satisfaction, with a minimum 100-response quota for each region. Findings show differences in regions, including lack of formal job-training programs in China; understaffed, underfunded and underutilized school libraries in Japan and Shanghai; and Hong Kong's higher educational development.

Lo, P., et al. (2014), "The roles of the school librarians as information literacy specialists: a comparative study between Hong Kong, Shanghai, South Korea, Taipei and Japan", *New Library World*, Vol. 115 Nos 7/8, pp. 314-339.

A study to examine roles and expectations of school librarians from Hong Kong, Japan, Shanghai, South Korea and Taipei in terms of information literacy. School librarians from each region ( $n = 466$ ) completed a survey questionnaire with questions focused on collaborations between librarians and teachers, challenges with IL implementation and involvement with school curriculum as a whole. Results indicate that school librarians in Taipei and South Korea are more successful than other East Asian regions, due to increased numbers, specialization and opportunity to collaborate with school curriculum planning.

Markey, P.T. (2014), *Introducing an Information Seeking Skill in a School Library to Students with Autism: Using Video Modeling and Least-to-Most Prompts*, Thesis, Drexel University, Philadelphia, PA.

This thesis is a case study to determine the effectiveness of a video peer modeling and least-to-most prompting activity in instruction delivery to bolster the information literacy skill in students with autism spectrum disorders (ASD). Results show the success of such interventions in teaching five participants how to access an online library card catalog, which in turn helped them develop a discrete information literacy skill.

McNicol, S. (2014), "Inflow (information flow): an integrated model of applied information literacy", *School Library Monthly*, Vol. 31 No. 3, pp. 20-23.

Article describes the model of "InFlow", developed by a grant from the European Commission. Characteristics of InFlow include asking students for ideas, collaboration on projects, exploring resources, imagine challenges to their task, create an artifact from the research, reflect on their work and present their output. Feedback from teacher have been positive and further testing is planned.

Mock, E. (2014), *School Librarians and the Common Core: How They Can Help Teachers and Students through the New Standards*, Thesis, City University of New York, New York, NY.

Enumerates the ways in which school media librarians can assist with the implementation of the Common Core State Standards through collaborating with teachers on curriculum design to incorporate critical thinking, information literacy and research into lesson plans and exercises. To support this statement, the author analyzes curricula at Masters of Library Science programs in the USA to show the skill set librarians have in literacy and research training and provides examples of how these librarians are already making a difference at inner-city schools as with the MyLibraryNYC program.

Mulch, B.E. (2014), "Library orientation transformation", *Knowledge Quest*, Vol. 42 No. 4, pp. 50-53.

Reports on the update of the library orientation program at T. C. Williams High School in Alexandria, Virginia, through the use of Aurasma, a smartphone app that

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uses augmented reality. Students used the app on iPads to film and discuss different parts of the library to teach the other students about the library through increased engagement.

*Naluai, N. (2014), "Approaching the inquiry process from a cultural perspective", Knowledge Quest, Vol. 43 No. 2, pp. 38-41.*

Includes discussion of information literacy in the context of inquiry-based learning from Kamehameha School librarians in their efforts to integrate Hawaiian values and culture into the curriculum. Naluai describes the translation of the IL Standards into Hawaiian concepts and values through task definition and how they fit together to advance information literacy skills while promoting Hawaiian culture in the classroom.

*Penney, D. (2014), The Elusiveness of the Technology in the Classroom: How Teachers Might More Effectively Address Digital Literacy and Adhere to the Frameworks, University of Massachusetts Boston, Boston, MA.*

Analyzes the varying levels of technology and digital literacy-inclusion in the classroom in light of the lack of standards for doing and bases this analysis on the evaluation of one framework – the Massachusetts English Language Arts and Literacy Frameworks. The author posits that the Frameworks should be read through a new lens instead of waiting for standards to be updated; this lens includes reinterpreting words like text, read and write, to include digital texts and incorporates research such as Stuart Selber's three categories of digital literacy to show that a more holistic literacy can be conceived and taught.

*Pickard, A.J., Shenton, A.K. and Johnson, A. (2014), "Young people and the evaluation of information on the World Wide Web: principles, practice and beliefs", Journal of Librarianship & Information Science, Vol. 46 No. 1, pp. 3-20.*

Reports on an online survey of 149 English high school students that asks them to assess the importance they attach to ten criteria used for evaluating information to assess actual behavior against evaluation recommendations of information literacy models. The ten criteria include accuracy, currency, authority, citations and coverage. Students were found to more likely use grammar/spelling and corroboration as evaluative criteria over authorship.

*Rabbat, S. (2014), "Designing inquiry for upper elementary students: lessons learned from driver's ed", Knowledge Quest, Vol. 43 No. 2, pp. 34-37.*

Features information literacy as a discussion point in the context of the short research exercises for upper elementary students in alignment with the Common Core English Language Arts Standards. Rabbat also discusses the design of the research tasks to foster information literacy and research skills within students, including inquiry-based discussions and short assignments that require students to analyze texts.



*Ratzer, M.B. (2014), "Opportunity knocks", Knowledge Quest, Vol. 43 No. 2, pp. 64-70.*

Explores opportunities for librarians to bring information literacy to students in accordance with the Common Core State Standards (CCSS) through inquiry-based education. Ratzer discusses how the American Association of School Librarians (AASL) standards can work with CCSS, such as adopting the inquiry-based College, Career and Civic Life Framework for Social Studies State Standards and the Next-Generation Science Standards.

*Rawson, C.H. (2014), "Every flower in the garden: collaboration between school librarians and science teachers", School Libraries Worldwide, Vol. 20 No. 1, pp. 20-28.*

Provides an overview of the literature dealing with collaborations between K-12 school librarians and sciences teachers and reports emerging themes. Rawson discusses hindrances to collaboration as well as prospects for partnership including information literacy instruction, using media to connect scientific information to students' lives and applying technology in the classroom.

*Rodney-Wellington, K.-A. (2014), "An examination of information literacy instruction on the information-seeking skills of primary school children in Jamaica: an experiment using grade six students", Journal of Information Literacy, Vol. 8 No. 2, pp. 73-100.*

A case study of the impact of information literacy instruction on Grade 6 students in a single school in Jamaica based on information-seeking activities. The author took a quasi-experimental approach by using a non-random control group with a pre- and post-test along with an experimental group ( $n = 66$ ) and asking questions about the research process, reference books, naming parts of books, note-taking, alphabetizing, the Dewey decimal system, the catalogue card, use of cross-references and bibliographies. Results show marked improvement in information literacy abilities for the experimental group that was given a limited amount of instruction.

*Ruffin, B. (2014), "Library geek feats", Texas Library Journal, Vol. 90 No. 3, pp. 95-97.*

Focuses on using technology to support and enhance library instruction by discussing the ideas of Don Johnson, an author and consultant on technology and school libraries. Building on the ideas of what can enhance, extend and elevate library instruction, Ruffin elaborates on how to use technology to improve sessions, when technology may not be appropriate in library instruction and specific technologies that may be beneficial.

*Salem, J.A., Jr. (2014), The Development and Validation of All Four TRAILS (Tool for Real-Time Assessment of Information Literacy Skills) Tests for K-12 students, Thesis, Kent State University, Kent, OH.*

Reports on the efficacy of using the TRAILS (Tools for Real-Time Assessment of Information Literacy Skills) items developed for 3rd-, 6th-, 9th- and 12th-grade level

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assessments to create tests to measure information literacy skills at each grade level. Through having experts analyze the items, the results support that the TRAILS items are adequate items of measurement.

*Shaw, C., Flynn, D. and Barrett, L. (2014), "The bridge learning commons", School Librarian, Vol. 62 No. 1, pp. 3-5.*

Discusses the creation of the Bridge Learning Commons at Dixons Allerton Academy (UK). The authors discuss the impact the new Learning Commons, new technology and new programming have had on collaborative learning and the improvement of students' information literacy skills.

*Shenton, A.K. and Pickard, A.J. (2014), "Facilitating pupil thinking about information literacy", New Review of Children's Literature & Librarianship, Vol. 20 No. 1, pp. 64-79.*

Shenton and Pickard develop a framework for teaching information literacy based on the work of James Herring. It calls for students to develop personal information literacy models that meet their unique needs and complement their own information-seeking behaviors.

*Sormunen, E., et al. (2014), "Students' group work strategies in source-based writing assignments", Journal of the Association for Information Science & Technology, Vol. 65 No. 6, pp. 1217-1231.*

Researchers at the University of Tampere (Finland) assessed high school students' group writing assignments with the assumption that group collaboration actually increases learning. They found that successful groups used four strategies to complete the assignment: "(a) delegation, (b) division, (c) pair collaboration, and (d) group collaboration". The success of the group method indicated that the present information literacy instruction which discourages group activity actually leads to lower learning outcomes.

*Søvik, M.B. (2014), "Practices of ambiguity: becoming "information literate" in two Norwegian schools", Journal of Information Literacy, Vol. 8 No. 2, pp. 101-117.*

Assesses the information literacy skills of Grade 9-10 students in two Norwegian schools against the national curriculum put forth in 2006 that emphasizes digital information literacy. A questionnaire and follow-up interview examines students' information-seeking behavior and their understanding of the digital skills expected of them. Søvik finds that only some students are aware of their training in digital skills, pointing to a lack of explicit dialogue in the classroom about learning objectives.

*Spruill, J.E. (2014), A Study of the 8th Grade Technology Literacy of a Michigan Charter School, Thesis, Nova Southeastern University, Fort Lauderdale, FL.*

PhD thesis explores the impact of technology literacy on middle schools' Adequate Yearly Progress (AYP) rating. The author conducted a case study to determine if use of "an educational technology integrated curriculum" (the Using Technology in Career Education curriculum) could improve students' overall technology literacy. Results showed that implementation of this technology-focused curriculum did indeed improve the students' overall technology and test performance skills.

*Stephenson, C. and Stone, J. (2014), "Why a middle school learning commons?"*, *Teacher Librarian, Vol. 41 No. 5, pp. 45-49.*

A middle-school library decided to transform its space into a Learning Commons. In addition to the physical changes, the new area will increase the online class presence, encourage greater resource sharing and become more accessible to parents. This newly formed learning commons will also support instruction, encourage innovation in teaching and increase technology literacy.

*Toerien, D. (2014), "Not waving but drowning: reconsidering transitions at Oakham school"*, *ALISS Quarterly, Vol. 9 No. 3, pp. 12-15.*

Toerien discusses information literacy initiatives he developed at Oakham School in Rutland, England. His ultimate goal is to implement information literacy instruction across the entire curriculum. In addition, he has used assessment tools to gauge the success of these programs.

*Tseng, S.-C., Liang, J.-C. and Tsai, C.-C. (2014), "Students' self-regulated learning, online information evaluative standards and online academic searching strategies"*, *Australasian Journal of Educational Technology, Vol. 30 No. 1, pp. 106-121.*

A study of 307 Taiwanese high-school students assessed self-regulated learning (SRL) and online information evaluative standards (OIES) on students' online information-searching strategies (OISS). Results showed that students SRLs heavily influenced search strategies. The authors call for increasing "metacognitive SRL" to improve students' online searching techniques.

*Varlejs, J., Stec, E. and Kwon, H. (2014), "Factors affecting students' information literacy as they transition from high school to college"*, *School Library Research, Vol. 17, pp. 1-23.*

Study examined the information literacy skills of high school students from 19 different high schools. Librarians at these schools described their collaboration efforts with teachers, assessed their students' information literacy skills and gave data on budgets and staffing. Results indicate that librarian collaboration with teachers is difficult and school librarians encounter few chances to provide information literacy instruction to students.

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Walton, G., Hetherington, J. and Childs, M. (2014), "AMORES: discovering a love for literature through digital collaboration and creativity", *Journal of Information Literacy*, Vol. 8 No. 1, pp. 85-88.

Article describes the European AMORES project to increase reading interest in school-age children. By using ICTs (information and communications technology), collaboration and interactive activities based on national and European literature, the project hopes to increase student engagement and improve teaching methodologies.

Willer, D. B. (2014), Targeting Success. An Evaluation of Information Literacy Standards: A Mixed Method Approach Utilizing the Judgments of National Board Certified Teachers, Thesis, *University of Washington, Seattle, WA*.

Focuses on the reflection of information literacy competencies identified in the Big6 model in Common Core State Standards and the American Association of School Librarians standards and analyzes whether they are grade-level appropriate. This is done through analyzing the standards against a survey and several focus groups of National Board Certified Teachers in Washington. The author finds that teachers disagreed with some grade-level competencies in the standards and sometimes had difficulty identifying grade-level placement of certain skills.

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**Corresponding author**

Robert Detmering can be contacted at: [robert.detmering@louisville.edu](mailto:robert.detmering@louisville.edu)

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