

Literature Review of Current Library Instruction Best Practices Annotated Bibliography

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Adebonojo, L., Ellis, M., Campbell, K. & Hawkins, M. (2010). Redirecting library instruction based on socioeconomic data. *Reference Services Review*, 38(3), 398-416.

Article discusses gathering and analyzing local, state, and national socioeconomic data to create profile of students entering (local) colleges in order to assess their IL skills and ability to do college-level research.

Antell, K., & Huang, J. (2008). Subject searching success: Transaction logs, patron perceptions, and implications for library instruction. *Reference & User Services Quarterly*, 48(1), 68-76.

Study identifies difficulties students have with subject searches and use of controlled vocabularies in library OPACs. Implications for library instruction.

Barker-Mathews, S., & Costello, M. (2011). "If the library is the heart of the university, then information literacy is the brain": Promoting "information literacy week" at Salford University. *SCONUL Focus*, 52, 28-30.

Article discusses "Information Literacy Week" at the University of Salford, Manchester, UK.

Bravo, R., Lucia, L., & Martin, M. (2013). Assessing a web library program for information literacy learning. *Reference Services Review*, 41(4), 623-638.

Study analyzes current web-based information literacy instruction for business majors and finds that students still need help in discerning citations and plagiarism. Implications for library instruction.

Calzada Prado, J., & Marzal, M. (2013). Incorporating data literacy into information literacy programs: Core competencies and contents. *Libri: International Journal of Libraries & Information Services*, 63(2), 123-134.

Article discusses importance of incorporating "data literacy" into information literacy instruction. Provides core competencies as initial framework toward developing standards.

Carbery, A., & Hegarty, N. (2012). Introducing problem-based learning into one-shot information literacy instruction at Waterford Institute of Technology Libraries. *SCONUL Focus*, 53, 30-33.

Study reports on application of problem-based methodology for nursing students taking library instruction classes. Problem-based learning (PBL) provides "real-life, problem-solving, evidence-based, practical skills..." (from abstract)

Carter, T. (2013). Use what you have: Authentic assessment of in-class activities. *Reference Services Review*, 41(1), 49-61.

Study uses assessment techniques to measure student-learning outcomes (ACRL) and inform modifications to instructional methods based on that information.

Chen, K., Lin, P., & Chang, S. (2011). Integrating library instruction into a problem-based learning curriculum. *Aslib Proceedings: New Information Perspectives*, 63(5), 517-532.

Article examines problem-based library instruction in medical school setting. Provides a template for classes aimed at

students in different years of their medical program.

Clark, S., & Chinburg, S. (2010). Research performance in undergraduates receiving face to face versus online library instruction: A citation analysis. *Journal of Library Administration*, 50(5-6), 530-542.

Study discusses merits of embedded librarian programs on information literacy instruction taught online. Compares research outcomes of students working in online courses receiving embedded library services to those of students receiving library instruction face-to-face.

Datig, I., & Ruswick, C. (2013). Four quick flips: Activities for the information literacy classroom. *College and Research Libraries News*, 74(5), 249-252.

Article discusses successfully flipped library instruction classes at Mary Baldwin College in Staunton, Virginia.

Dunaway, M.K. & Orblych, M.T. (2011). Formative assessment: Transforming information literacy instruction. *Reference Services Review* 39(1), 24-41.

Article discusses using pre- and in-class assessments to measure student learning.

Egami, T. (2009). Information literacy education activities in American university libraries case study of Harvard University libraries etc. *Journal of Information Science and Technology Association (Joho No Kagaku to Gijutsu)*, 59(7), 334-340.

Article covers observations of information literacy classes offered at Harvard-Yenching Library and other U.S. academic library locations. Web technology, digital media, and user activities are discussed.

Elzen, A., & Roush, J. (2013). Brawling in the library: Gaming programs for impactful outreach and instruction at an academic library. *Library Trends*, 61(4), 802-813.

Study discusses introduction of gaming into library outreach and instruction (Lawrence University Seeley G. Mudd Library).

Farkas, M. (2012). Participatory technologies, Pedagogy 2.0 and information literacy. *Library Hi Tech*, 30(1), 82-94.

Article discusses application and impact of participating technologies—Pedagogy 2.0 (student-driven curriculum)—on information literacy instruction.

Gong, X., & Loomis, M. (2009). An empirical study on follow-up library instruction sessions in the classroom. *E-JASL: The Electronic Journal of Academic and Special Librarianship*, 19(1).

Study measures students' knowledge of library resources before and after library session via pre- and post-session surveys. Implications for enhancement of library instruction for "millennial" generation.

Gonzalez, A. (2009). Needs assessment of library instruction at Texas A&M University Libraries using student feedback. *Performance Measurement and Metrics*, 10(2), 122-133.

Study uses data that is about 10 years old (from mid-2000s) to assess effective library instruction methods. Findings are still relevant and show that students rank engaging instructor as highest factor in learning during instruction session. (Technology also rated highly, including ability to follow along with the instructor by having own computer workstations.)

Gustavson, A., Whitehurst, A., & Hisle, D. (2011). Laying the information literacy foundation: A multiple-media solution. *Library Hi Tech*, 29(4), 725-740.

Article outlines design of new online instruction tutorial with ten different teaching tools. Researchers used this tutorial as a way to measure student IL skills, which allowed instructional staff to modify and update instruction methodology accordingly to address gaps in student understanding of IL.

Hahn, E. (2012). Video lectures help enhance online information literacy course. *Reference Services Review*, 40(1), 49-60.

Study covers use of pre-recorded, video lectures that students view before library instruction session. Students also had option of obtaining the same material in course readings.

Hanz, K., & Lange, J. (2013). Using student questions to direct information literacy workshops. *Reference Services Review*, 41(3), 532-546.

Study covers use of student questions about research and library services to guide direction of library instruction session.

Holderied, A. (2011). Instructional design for the active: Employing interactive technologies and active learning exercises to enhance library instruction. *Journal of Information Literacy*, 5(1), 23-32.

Study based at University of North Carolina at Pembroke assesses various instructional scenarios that create active and engaging learning situations. Scenarios include use of “class response systems (clickers), interactive whiteboards, wireless slates, and digital cameras...” (from abstract)

Hoppenfield, J. (2012). Keeping students engaged with web-based polling in the library instruction session. *Library Hi Tech*, 30(2), 235-252.

Article discusses efficacy of incorporating web-based polling during instructional session.

Houlihan, M., & Click, A. (2012) Teaching literacy: Methods for studying and improving library instruction. *Evidence Based Library and Information Practice*, 7(4), 35-51.

Study finds that instructors benefit from feedback and from reflecting on their teaching, faculty are happy with instruction but would like students to get more hands-on experience during sessions, and students need more authentic learning and less lecturing.

Hsieh, M., & Holden, H. (2010). The effectiveness of a university’s single-session information literacy instruction. *Reference Services Review*, 38(3), 458-473.

Article assesses the efficacy of one-shot instruction sessions at Monmouth University, New Jersey. Pre- and post-test measures used, as well as a student survey after the post-test. Findings indicate that the one-shot sessions have “a positive if not dramatic impact on learning outcomes.” (from abstract)

Jacobsen, T.E. (2011). Team-based learning in an information literacy course. *Communications in Information Literacy*, 5(2), 82-101.

Article covers components of team-based learning—highly structured methodology (and successes of applying this method in classes with large class size): team formation and management, accountability, feedback, assignment design.

Johnson, A., Sproles, C., and Detmering, R. (2013). Library instruction and information literacy 2012. *Reference Services Review*, 41(4), 675-784.

Annotated bibliography of recent approaches to design and methodology in library instruction sessions.

Ke, I. (2009). More hands-on information literacy activities. *The Journal of Academic Librarianship*, 35(4), 388-389.

Book review of text describing hands-on activities for the information literacy instruction class.

Kenney, B. (2008). Revitalizing the one-shot instruction session using problem-based learning. *Reference & User Services Quarterly*, 47(4), 386-391.

Article discusses application of problem-based learning to library instruction. Includes lesson plans and challenges and benefits to incorporating this model into information literacy instruction.

Lowe, M., & Stone, S. (2010). Information literacy for professional programs: Two case studies at one university. *Information Outlook*, 14(6), 17-23.

Article reviews instructional programs for pharmacy and law students at Drake University. The instruction methodology aims to address the fact that, "Modern professionals in a variety of disciplines are largely judged successful or not based on their ability to locate and manipulate appropriate information and this is particularly true for Law and Pharmacy. For these professions, producing students that do not know how to find and evaluate information can lead to jail and even death for those reliant on the professional's skills." (from abstract)

Markey, K., Leeder, C., & Rieh, S. (2012). Through a game darkly: Student experiences with the technology of the library research process. *Library Hi Tech*, 30(1), 12-34.

Article discusses application of "BiblioBouts" information literacy game to address student-learning difficulties using technology involved in library research.

Martin, J., & Ewing, R. (2008). Power up! Using digital gaming techniques to enhance library instruction. *Internet Reference Services Quarterly*, 13(2-3), 209-225.

Article discusses ways to implement gaming in library instruction due to parallels in gaming and information retrieval.

Massis, B. (2011). Information literacy instruction in the library: Now more than ever. *New Library World*, 112(5-6), 274-277.

Literature review that underscores the importance of continued collaboration between library instructional staff and faculty in order to continue to provide students with tools they need to become adept at college-level research.

Mayer, J., & Bowles-Terry, M. (2013). Engagement and assessment in a credit-bearing information literacy course. *Reference Services Review*, 41(1), 62-79.

Article includes overview of philosophy, activities, and assessment used in library instruction course.

Meer, P., Perez-Stable, M., & Sachs, D. (2012). Framing a strategy: Exploring faculty attitudes toward library instruction and technology preferences to enhance information literacy. *Reference & User Services Quarterly*, 52(2), 109-122.

Article discusses faculty insights and perceptions on use of different technologies

in library instruction (Western Michigan University). The technologies rated highest were online videos, personal or university homepages, and discussion boards.

Mery, Y., Newby, J., & Peng, K. (2012). Performance-based assessment in an online course: Comparing different types of information literacy instruction. *Portal: Libraries and the Academy*, 12(3), 283-298. Article examines impact of type of instruction (single, one-shot session; instructor-led session; or online instruction) on student-generated bibliographies. Students in online course produce bibliographies of higher quality.

Mery, Y., Newby, J. & Peng, K. (2012). Why one-shot information literacy sessions are not the future of instruction: A case for online credit courses. *College and Research Libraries*, 73(4), 366-377. Article covers research on student-learning outcomes post-instruction for both one-shot and online sessions. Study shows more significant improvement in student scores after online instruction session, indicating efficacy of online instruction.

Mitchell, E. & Smith, S. (2009). Bringing information literacy into the social sphere: A case study using social software to teach information literacy at WFU. *Journal of Web Librarianship*, 3(3), 183-197. Case study that explores the use of social software to teach information literacy skills.

Oakleaf, M., Hoover, S., Woodard, B., Corbin, J., Hensley, R., et al. (2012). Notes from the field: 10 short lessons on one-shot instruction. *Communications in Information Literacy*, 6(1), 5-23. Article covers strategies for developing one-shot sessions, including planning, delivery, and integration. Also includes discussion of

instructional design, user training, guidelines, and learning.

Petersohn, B. (2008). Classroom performance systems, library instruction, and instructional design: A pilot study. *Portal: Libraries and the Academy*, 8(3), 313-324.

Article assesses efficacy of use of Classroom Performance Systems (or Classroom Response Systems) in library instruction (study tested 48 freshmen college students). Implications for instruction design.

Resnis, E., Gibson, K. Hartsell-Gundy, A., & Misco, M. (2010). Information literacy assessment: A case study at Miami University. *New Library World*, 111(7-8), 287-301.

Case study of information literacy instruction at Miami University, which reveals faculty, library instructional staff, and student perceptions. Implications for instructional methodology.

Ross, A., & Furno, C. (2011). Active learning in the library instruction environment: An exploratory study. *Portal: Libraries and the Academy*, 11(4), 953-970.

Study based at the American University of Sharjah Library, United Arab Emirates (UAE), which covers active learning strategies and clicker technology.

Sproles, C., Detmering, R., & Johnson, A. (2013). Trends in the literature on library instruction and information literacy, 2001-2010. *Reference Services Review*, 41(3), 395-412.

Comprehensive bibliography of instructional trends over the decade 2001-2010.

**Stowe, B. (2011). “I can’t find anything”:
Towards establishing a continuum in
curriculum-based library instruction.
Reference Services Review, 39(1), 81-97.**
Study conducted at Long Island University’s
Brooklyn Campus Library to assess library
instruction for undergraduates enrolled in
writing-intensive courses. Instructional
design and collaboration with faculty are
among the factors studied.

**Su, S., & Kuo, J. (2010). Design and
development of web-based information
literacy tutorials. *The Journal of
Academic Librarianship*, 36(4), 320-328.**
Study analyzes recent web-based
information literacy tutorials in PRIMO.

**Sult, L., Mery, Y., Blakiston, R., & Kline,
E. (2013). A new approach to online
database instruction: Developing the
“Guide on the Side.” *Reference Services
Review*, 41(1), 125-133.**
Article covers development of a scalable,
interactive online tutorial.

**Swoger, B. (2011). Closing the assessment
loop using pre- and post-assessment.
Reference Services Review, 39(2), 244-259.**
Article reviews application of pre- and post-
test assessment tools to measure student
skills and appropriateness of library
objectives.

**Valentine, A., & Wukovitz, L. (2013).
Using the filter bubble to create a
teachable moment: A case study utilizing
online personalization to engage students
in information literacy
instruction. *Pennsylvania Libraries*, 1(1).
Retrieved from
[http://palrap.org/ojs/index.php/palrap/art
icle/view/18](http://palrap.org/ojs/index.php/palrap/article/view/18)
Study reports on technique to break through
student “filters”—students tuning out when**

course content is not interesting to them—to
reach a higher level of student engagement
and learning during library instruction
sessions.

**Walker, Billie E. 2008. This is Jeopardy!
An exciting approach to learning in
library instruction. *Reference Services
Review*, 36(4): 381-388.**
Article discusses “Library Jeopardy” (based
on popular television show) as effective
methodology for library instruction session.
Focuses on active learning technique.

**Wickramanayake, L. (2012). Instruction
and help services in the academic library
websites and web pages in Sri Lanka. *The
Electronic Library*, 30(3). 377-389.**
Study set in Sri Lanka that assesses the
efficacy of library web pages and other help
tools to aid online instruction.

**Willson, R. (2012). Independent searching
during one-shot information literacy
instruction sessions: Is it an effective use
of time? *Evidence Based Library and
Information Practice*, 7(4), 52-67.**
Study follows students as they keep research
logs during sessions. Findings show that
students are demonstrating some of the skills
and objectives of the instruction, but they
are still having trouble developing a thesis
statement and are using simple searches.
Students rate individual time with instructor
as the most useful part of the instruction
class.

**Zhong, Y. (2012). Universal design for
learning (UDL) in library instruction.
College and Undergraduate Libraries,
19(1), 33-45.**
Study addresses universal design features
for library instruction as a way to address all
learning styles and challenges.