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# Library Instruction and Information Literacy 2016

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# Library instruction and information literacy 2016

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## Abstract

**Purpose** – This paper aims to present recently published resources on information literacy and library instruction providing an introductory overview and a selected annotated bibliography of publications covering all library types.

**Design/methodology/approach** – This paper introduces and annotates English-language periodical articles, monographs, dissertations and other materials on library instruction and information literacy published in 2016.

**Findings** – The paper provides information about each source, describes 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** Academic libraries, Library instruction, Information literacy, University libraries, School libraries, Bibliography

**Paper type** Literature review

The annual *Reference Services Review* bibliography highlights the professional and scholarly literature on library instruction and information literacy (IL)-related topics.

Included this year are articles, books, dissertations and studies of interest to all library types including categories for academic, medical, legal, public and school libraries. There is also an “Other” category for articles that pertain to multiple libraries or that do not easily fit one specific type.

There was an increase in publications from 488 to 523 in 2016. The majority, (370) were oriented toward academic libraries. Additional category totals include 4 Legal, 45 Medical, 46 Other, 6 Public and 52 School related publications ([Table I](#)).

In the academic literature, conversations continue regarding the field’s guiding documents, with many focused on the *Framework for Information Literacy in Higher Education* regarding its use, clarity and implementation within information literacy instruction. Several articles analyze the *Framework* to offer increased understanding and recommendations for practical use, as seen in “Stressing Out About the Framework” ([Badke, 2016](#)), while in “A Constellation to Guide Us” ([Bombaro et al., 2016](#)), authors interview Lisa Hinchliffe about her views on the *Framework*: its meaning, use, possibilities, how it fits with other guiding documents and suggestions for changes. [Bauder and Rod \(2016\)](#) give examples for use of the threshold concepts



through exploration of the practice-based literature in “Crossing Thresholds: Critical Information Literacy Pedagogy and the ACRL Framework”. Burkhardt (2016) dedicates a book to the *Framework* in *Teaching Information Literacy Reframed: 50+ Framework-Based Exercises for Creating Information-Literate Learners*. Other authors discuss inclusion of the *Framework* and threshold concepts in information literacy instruction for specific disciplines or classes (Bjartmarsdóttir and Mole, 2016; Conor, 2016; Gersch *et al.*, 2016; Mays, 2016). There are also a few examples of using *Information Literacy Competency Standards for Higher Education* in class design, instruction or program planning. McGowan *et al.* (2016) discuss the aligning of the *Standards* with undergraduate course syllabi, and Carroll *et al.* (2016) discuss aligning modules with the *Standards* in a flipped classroom session.

Collaboration with faculty is another frequently discussed topic in the academic literature. Brancato *et al.* (2016) explore a collaboration with librarians and biological sciences faculty in teaching a writing workshop (including research skills), and Clements and Guertin (2016) write about a partnership between an instruction librarian and earth sciences professor. “The Flipped Classroom as a Tool for Engaging Discipline Faculty in Collaboration: A Case Study in Library-Business Collaboration” (Cohen, 2016) discusses a collaboration to integrate library instruction into an undergraduate business course using a flipped classroom model. “Examining the Relationship Between Faculty-Librarian Collaboration and First-Year Students’ Information Literacy Abilities” (Douglas and Rabinowitz, 2016) studied connections between faculty and librarian collaboration and student information literacy competencies.

Another popular topic in academic libraries is online instruction. Artemchik (2016) discussed the Guide on the Side platform for tutorial development for online information literacy instruction in a business course. “Designing for Engagement: Using the ADDIE Model to Integrate High-Impact Practices into an Online Information Literacy Course” (Hess and Greer, 2016) explains the ADDIE Model and its use in the design of a for-credit online information literacy course, and “Don’t Get Left Behind: Moving Library Instruction Online” (Hillman and Sabourin, 2016) looks at the creation of a professional development module for professors.

Other pertinent topics include assessment (Jones *et al.*, 2016; Rui, 2016; Smith, 2016) pedagogy (Maddison and Kumaran, 2016; Cisse, 2016), information literacy within the disciplines (Gauder and Jenkins, 2016; Bausman and Laleman Ward, 2016), diversity, social justice and pedagogy in IL instruction (Accardi, 2016; Irvin, 2016; Mathews, 2016, Pagowsky and McElroy, 2016), ESL and international students (Aytac, 2016) and librarians as teachers (Drabinski, 2016).

There were four legal publications this year, two that discussed information literacy abroad. Balog and Siber (2016) presented results of a pilot study regarding the information

Library type/focus	No. of 2016 publications	No. of 2015 publications	Difference
Academic	370	356	+14
Legal	4	1	+3
Medical	45	51	-5
Other	46	23	+23
Public	6	4	+2
School	52	53	-1
Total	523	488	+35

**Table I.**  
Comparison of  
number of articles by  
library type, 2015-  
2016

literacy skills of Croatian law students when conducting environmental related research, and [Bhardwaj and Madhusudhan \(2016\)](#) discussed a study that compared Indian online legal information sources. [Helge \(2016\)](#) explored citation skills and information source use in first, second and third year students at the University of North Texas, and [Talley \(2016\)](#) discussed the possible benefits of intelligent technology in law libraries, specifically intelligent agents and artificial intelligence.

Health and information literacy were major topics in the medical literature. One article, "Health literacy: A Natural Role for Librarians" ([Arndt, 2016](#)) discussed the need for libraries to engage in health literacy, why librarians are well suited and the connection to information literacy. [Barr-Walker \(2016\)](#) provides a review of the literature on health literacy and libraries, including a historical overview of health literacy research by library type and information on populations served. In addition, several articles compare health and information literacy, including, [Lawless, Toronto, and Grammatica \(2016\)](#) in "Health Literacy and Information Literacy: a Concept Comparison".

There are a number of articles that discuss information literacy for students in various medical related disciplines, including, "Supporting a Pathway Scholars Program: How a librarian Can Add Information Literacy to Premedical Education" ([Carlson, 2016](#)) and "A Standardized Self-Paced Nursing Library Course" ([Henry et al., 2016](#)) which discusses the design of several online modules for nursing students. In addition, there was a focus on evidence based practice as seen in, "The Case of the Giant Bladder Stone" ([Kash, 2016](#)) which discusses library instruction sessions to teach students in an evidence-based medicine class the value of primary literature through use of storytelling and case studies, and in the article "Instructional Methods Used by Health Sciences Librarians to Teach Evidence-Based Practice (EBP): A Systematic Review" ([Swanberg et al., 2016](#)). There were also articles on assessment, as explained in, "Effectiveness of a Technology-Based Intervention to Teach Evidence-Based Practice: The EBR Tool" ([Long et al., 2016](#)) and "Evaluation of the Long-Term Impact of a Curriculum-Integrated Medical Information Literacy Program" ([Maranda et al., 2016](#)).

Other articles focused on health literacy for various populations such as young men ([Hirvonen et al., 2016](#)) and older adults ([Stanziano, 2016](#)), as well other topics such as providing patient education ([Truccolo, 2016](#)), online learning ([Spring, 2016](#)) and search behavior of health practitioners ([Damarell and Tieman, 2016](#)).

There were a large number of school library publications in 2016. Several discussed the importance of teacher-librarian collaboration and information literacy, for example, the thesis entitled "Teachers + School Librarians = Student Achievement: When will we believe it?" ([D'agata, 2016](#)) and an article "When Stars Align: Teachers and Students Shine Brighter" ([Baker and Willis, 2016](#)). Information Literacy assessment was also discussed in "Examining the Practice of Information Literacy Teaching and Learning in Vietnamese Upper Secondary Schools" ([Ngo and Walton, 2016](#)) and "Adapting and Normalizing the 6th Grade Version of the Tool for Real-Time Assessment of Information Literacy Skills (TRAILS) Among the Iranian 6th Grade Students" ([Baji and Bigdeli, 2016](#)), both of which used TRAILS, Tool for Real-Time Assessment of Information Literacy Skills.

Additional topics in the school literature include games in library instruction ([Bonsignore, 2016](#); [Laubersheimer et al., 2016](#)), inquiry-based learning and student engagement ([Buchanan et al., 2016](#)), data literacy ([Fontichiaro and Oehrli, 2016](#)) and visual literacy ([Cordell, 2016](#)), as well as college and career literacy ([Foote, 2016](#); [Zhou and Adkins, 2016](#)).

The number of public library publications increased this year. Topics included the importance of information literacy, as expressed in "A Rationale for Public Library Civics Instruction" ([Crichter Lyons, 2016](#)) which explains the need for civics instruction in school

and public libraries, and “Implementation of Information Literacy Programmes in public libraries” (Kingori *et al.*, 2016) which discusses a study of Kenyan libraries and the need for IL programs. In addition, the book *Creating and Promoting Lifelong Learning in Public Libraries: Tools and Tips for Practitioners* (Gilton, 2016) also addresses the topic of IL in libraries. Digital literacy skills training for public librarians (Martzoukou and Elliott, 2016), Texas public and school library standards (Casstevens, 2016) and a study on the understanding of information literacy in young library patrons (Jovic, 2016) are also discussed in the public library literature.

The “Other” category presents publications on a variety of topics and for different types of libraries. A few among many books of note in this area include, *Teaching Information Literacy Through Short Stories* (Brier and Lebbin, 2016); *Integrating LibGuides into Library Websites* (Dobbs and Sittler, 2016); and *The Big6 Curriculum: Comprehensive information and communication technology (ICT) literacy for all students* (Eisenberg *et al.*, 2016); and *Information and data literacy: The role of the library* (Hagen-McIntosh, 2016).

Additional topics and publications in this category include workplace information literacy (Abdi *et al.*, 2016; Chaudhry and Al-Ansari, 2016), information literacy around the world (Kanazawa, 2016), online learning (Grant and Finkle, 2016), immigrant needs and information literacy (Lloyd, 2016) and financial literacy (Smallwood, 2016).

### Academic

Abrizah, A., Inuwa, S. and Afiqah-Izzati, N. (2016), “Systematic literature review informing LIS professionals on embedding librarianship roles”, *Journal of Academic Librarianship*, Vol. 42 No. 6, pp. 636-643.

Systematically reviews the library and information science literature for articles describing embedded librarianship to determine associated thematic roles. It outlines four themes based on 55 identified articles, all focused on academic librarianship: information literacy; research; distance and online learning; and classrooms, courses, and departments. Findings show that a majority of the literature focuses on information literacy skills acquirement as playing a foundational role in embedding librarians for course-integrated instruction.

Accardi, M.T. (2016), “Feminist pedagogy: changing lives, libraries, and the world”, *Choice: Current Reviews for Academic Libraries*, Vol. 54 No. 2, pp. 150-152.

Explores feminist pedagogy in relation to teaching and information literacy as well as other library services including reference consultation. The article explains and defines feminist pedagogy while giving specific examples of how it can be applied to information literacy and reference work. The author also asserts the need for and the benefits of the approach in relation to library work and how it fits organically with other teaching approaches in libraries.

Ackerman, E. and Arbour, B.K. (2016), “I have ten peer reviewed articles. Now what?” *How political science research methods textbooks teach students about scholarly context*, *Journal of Academic Librarianship*, Vol. 42 No. 5, pp. 612-619.

Analyzes 13 undergraduate political science research methods textbooks to determine how they introduce the information literacy concepts of “establishing and understanding the scholarly context of research”. The authors conclude that many textbooks go beyond discussions of research design toward discussion of context in the political science literature with step-by-step guidance through the process of writing a literature review.



*Adams, C., Buetow, S., Edlin, R., Zdravkovic, N. and Heyligers, J. (2016), "A collaborative approach to integrating information and academic literacy into the curricula of research methods courses", Journal of Academic Librarianship, Vol. 42 No. 3, pp. 222-231.*

Reports on a collaborative team of librarians and a faculty member's approach to assessment prompted by external academic reviews of postgraduate and undergraduate courses in the School of Population Health at the University of Auckland, keeping in mind potential gaps in academic and information literacy skills as an opportunity for integrating those skills in coursework and assignments. The team identified more information literacy instruction to be added to both the postgraduate and undergraduate course, in an online active storyboard and post-assignment format using the online course development tool, CourseBuilder.x

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*Adams, N.E., Gaffney, M.A. and Lynn, V. (2016), "The role of evidence-based practice in collaborations between academic librarians and education faculty", portal: Libraries & the Academy, Vol. 16 No. 4, pp. 697-720.*

Describes a study of academic librarians and classroom instructors that used evidence-based practices in teaching preservice and graduate students in education programs. Using cultural historical activity theory as a method and a narrative inquiry model, the authors interviewed four librarians and their instructor collaborators. Results show that the evidence-based approach that librarians take is at times in conflict to disciplinary methods in education that instructors strive to use.

*Adeleke, D.S. and Emeahara, E.N. (2016), "Relationship between information literacy and use of electronic information resources by postgraduate students of the university of Ibadan", Library Philosophy & Practice, Vol. 1381, pp. 1-16.*

Investigates the information literacy abilities of postgraduate students ( $n = 333$ ) and the types and usage of electronic resources available for academic purposes at the University of Ibadan, Nigeria. Results from a descriptive survey given to students across disciplines indicate a low level of usage of various types of electronic resources and a need for further training in online information literacy skills.

*Alcock, E. and Rose, K. (2016), "Find the gap: evaluating library instruction reach using syllabi", Journal of Information Literacy, Vol. 10 No. 1, pp. 86-98.*

Assesses the information literacy program at Memorial University of Newfoundland in the departments of Chemistry and History by mapping course syllabi to a question analysis

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based on the Association of College and Research Libraries Framework for Information Literacy in Higher Education. The assessment identified gaps in library instruction in upper-level history classes, while chemistry classes incorporate library instruction in fewer classes but seem to meet the needs of the department as a whole.

*Aleman, K.J. and Porter, T.D. (2016), "10-second demos: boiling asynchronous online instruction down to the essentials with gif graphics", Journal of Library & Information Services in Distance Learning, Vol. 103 Nos 3/4, pp. 64-78.*

Gives a basic overview of graphical interchange format (GIF) image files as an alternative to screencasting videos and screenshot images to illustrate concepts in an online learning environment. The authors offer examples of creating and incorporating GIFs into LibGuides research guides at Morehead State University and SoftChalk in a biology information literacy digital learning object at the University of Louisville, respectively.

*Alfonzo, P. (2016), Teaching Google Scholar: A Practical Guide for Librarians, Rowman & Littlefield, Lanham.*

Discusses the benefits of teaching Google Scholar and provides in-depth information on instructing students in basic and advanced searching. Additional chapters include topics on designing instruction including one-shot sessions, as well as sections on patents and case law, citation analysis and customization in Google Scholar.

*Allan, B. (2016), Emerging Strategies for Supporting Student Learning, Facet Publishing, London.*

Presents information on the most current teaching and learning approaches for engaging students in higher education. It also addresses various styles and settings for teaching and learning. The chapters include topics on information and digital literacy, working with diverse students, instruction design and delivery, evaluation and professional development.

*Allan, E.G. (2016), "Ethnographic perspectives on student-centeredness in an academic library", College & Undergraduate Libraries, Vol. 23 No. 2, pp. 111-129.*

An ethnographic study consisting of the following research themes: student perceptions of the role of a learning commons as a student-centered space; awareness of library's website; perceptions of other library space; and role of library in student's literacy practices conducted by an undergraduate writing studies class at Oakland University, MI. Results from observations, analysis of digital and physical artifacts and interviews with students and library staff show inconsistent and contradictory perceptions of student-centeredness in the library. Specifically, information literacy in the form of research services and access to scholarly sources was not seen as relating to a student-centered environment.

*Al-Muomen, N., Shaw, D. and Courtney, M. (2016), "How will I know?" Engagement with information resources: a comparison of undergraduates at Indiana and Kuwait Universities", Library Review, Vol. 65 Nos 4/5, pp. 242-54.*

Compares undergraduate social sciences majors at Kuwait University ( $n = 200$ ) and University of Indiana Bloomington ( $n = 181$ ) to assess information literacy perspectives and skills for differences based on cultural backgrounds. Surveys developed for Project



Information Literacy were used and analyzed with SPSS software for statistical testing. Results show Kuwaiti students rely on librarian recommendations of sources, while Indiana students evaluate sources independently and especially online, and Kuwaiti students are more likely to seek assistance beyond classmates and instructors.

*Alpi, K. and Hoggan, C. (2016), "Recognizing the value of threshold concepts: application of a conceptual tool to professional students learning to be researchers", Reference Librarian, Vol. 57 No. 2, pp. 114-130.*

The authors use Meyer and Land's threshold concepts as well as the typology of transformative learning outcomes to design and deliver information literacy instruction in a summer research scholars program for veterinary students at North Carolina State University. Librarians collaborated with faculty to determine a subset of threshold concepts used to develop learning outcomes for a library seminar: producer of knowledge; more discriminating; knowledge as contextual and constructed; nuanced caring for animals; comfortable with failure; cognitive development.

*Anderson, A. and Johnston, B. (2016), From Information Literacy to Social Epistemology: Insights from Psychology, Elsevier/Chandos Publishing, Amsterdam.*

Explores links between information literacy and its psychological underpinnings to show how epistemological research from the psychology literature can inform design of information literacy instruction. Contributions from both the field of psychology and library and information science are discussed, with an emphasis on not only the Association of College and Research Libraries documents related to information literacy but also the UNESCO proclamations detailing information literacy as a human rights issue.

*Anderson, A.L. (2016), "Conceptualization and practice of information literacy instruction in community colleges", Thesis, IA State University, Ames, IA.*

Presents studies at five community colleges in a Midwestern state in the USA to determine stated understandings of concepts related to information literacy in library mission statements and programmatic structure of information literacy in library instruction sessions. Findings show that instruction at these five sites is based on a one-shot model and includes introductions to databases, searching techniques and discussion of evaluating sources.

*Anderson, K.E. and Springs, G.R. (2016), "Assessing librarian expectations before and after LibGuides implementation", Practical Academic Librarianship: The International Journal of the SLA, Vol. 6 No. 1, pp. 19-38.*

Describes the transition from static subject guides on the library website to planning, implementing, customizing, re-evaluating and developing local uses of LibGuides at Rutgers University. The authors surveyed faculty librarians before the implementation of LibGuides as well as 21 months later to determine actual usage. Results show an increase in updating frequency of LibGuides and an increase in usage for reference rather than course instruction.

*Anderson, L.M. (2016), "Embedding information literacy and the importance of faculty and librarian collaboration: a qualitative case study", Thesis, University of Phoenix, Tempe, AZ.*

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Describes a qualitative case study focusing on faculty librarian collaborations to embed information literacy as a first-year undergraduate curricular component at a four-year, private institution in the Southeast region of the USA. Findings from interviews of instructors and librarians showed perceived benefits of information literacy, the advantages of a quality enhancement plan and institutional support and the necessity of strong instructor/librarian collaboration to ensure curricula improvement.

*Angell, K. and Boss, K. (2016), "Adapting the amazing library race: using problem-based learning in library orientations", College & Undergraduate Libraries, Vol. 23 No. 1, pp. 44-55.*

Describes a pilot project for library instruction in a First Year Program course at Long Island University, NY based on the Amazing Library Race (ALR) model where students ( $n = 185$ ) complete research challenges to fulfill a library orientation with the learning goals of reducing library anxiety and finding out about general services and collections. Using a problem-based learning and pedagogical approach, the authors developed a rubric with five indicators to assess student-to-student engagement, student-to-library faculty engagement, student learning comprehension, student engagement with library social media and workshop duration.

*Angell, K. (2016), "America's next top citation: teaching MLA skills to students", College & Research Libraries News, Vol. 77 No. 9, pp. 452-455.*

Discusses a library instruction workshop on the fundamentals of citation using the software platform Poll Everywhere in English composition classes at Long Island University – Brooklyn. Creating a competitive game modeled on the reality television show America's Next Top Model, the author paired up students and asked them 11 questions, thematic to popular culture, and relating to the Modern Language Association style manual. Student feedback suggests a preference for this format of workshop over a classroom lecture.

*Anunobi, C.V. and Ukwoma, S. (2016), "Information literacy in Nigerian universities: trends, challenges and opportunities", New Library World, Vol. 117 Nos 5/6, pp. 343-359.*

Designed to investigate varying characteristics of information literacy programs in Nigerian Universities, this study sampled 19 university libraries for characteristics, contents, and perceived adequacy of content of their programs. Using a descriptive survey research method and telephone interviews of heads of libraries, the authors compared survey data to standards and benchmarks set by the Nigerian University Commissions' "Use of Library, Study Skills and Information and Communication Technology document". Results show the benefit of revision of these programs and constant evaluation and monitoring of programs by governing bodies.

*Anyaku, E.N. (2016), "Librarians conceptions of information literacy in three federal universities in South East Nigeria: implications for effective implementations of information literacy programmes", Library Philosophy & Practice, Vol. 1357, pp. 1-16.*

An examination of the readiness of librarians ( $n = 3$ ) to teach information literacy based on their perceptions of concepts, curriculum and roles related to information literacy in South East Nigeria. Based on a cross-sectional survey approach, librarians completed questionnaires from which eight major conception themes emerged: meta competence;

information source; search skills, information needs; information awareness; information technologies; information environment; and use of library.

*Artemchik, T. (2016), "Using the instructional design process in tutorial development", Reference Services Review, Vol. 44 No. 3, pp. 309-323.*

Walks through process of choosing the tutorial platform Guide on the Side (GotS) to design context-relevant self-guided online information literacy instruction for a mandatory capstone course in the Wall College of Business at Coastal Carolina University. The author highlights design methods such as conducting a needs analysis, using best practices in platform selection, developing student learning outcomes, creating and embedding the tutorials, usability testing with colleagues and an evaluation survey given as a part of the final course assessment, which showed high completion rates and positive responses from students.

*Artman, J., Sundquist, J. and Dechow, D.R. (2016), The Craft of Librarian Instruction: Using Acting Techniques to Create Your Teaching Presence, Association of College and Research Libraries, a division of the American Library Association, Chicago, IL.*

Demonstrates how acting and performance techniques are linked to teaching identity and presence in the classroom. The book is divided into three sections, the first on preparation and rehearsing, the second on performance and connecting with students and the last on reflection and sharpening a teaching presence. Included in each chapter are exercises done alone or with a colleague, such as visualization, and the book ends with a glossary of acting terms and bibliography for further reading.

*Attebury, R.I. (2016), "Professional development of academic librarians: a phenomenological study of meaningful and transformational experiences", Thesis, University of Idaho, Moscow, ID.*

Using a hermeneutic phenomenological approach, the author interviewed ten academic librarians to identify qualities of meaningful and transformative professional development experiences. Qualities emerging from the interview include duration and interaction, reflection, discomfort, self-awareness, impact on practice and sharing.

*Auten, B., Glauner, D., Lefoe, G. and Henry, J. (2016), "Educating faculty members on the importance of requiring high-quality information resources at a community college", Community & Junior College Libraries, Vol. 22 Nos 1/2, pp. 19-30.*

Explains a formal presentation workshop given to teaching faculty at South Piedmont Community College in North Carolina to encourage faculty to connect students to library resources. Librarians stressed the importance of information literacy by focusing on the role of library resources in academic success, accreditation, supporting transfer students and the transfer of workplace and life skills. Outcomes show that presenting the workshop during an all-day professional development event on campus in the spring without competing with concurrent sessions is the most fruitful way of reaching faculty.

*Aytac, S. (2016), "Use of action research to improve information literacy acquisition of international ESL students", New Library World, Vol. 117 Nos 7/8, pp. 464-474.*

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Examines the outcomes and effectiveness of library information literacy instruction for international English as a Second Language (ESL) students at Long Island University, New York. Data were collected using an action research approach which included multiple class observations noting student behavior ( $n = 12$ ), semi-structured interviews with the students, library instructor, ESL instructor and ESL program director and content analysis of classroom artifacts such as final papers and library instruction handouts. Results identified three issues, namely, lack of semester-long information literacy communication, need for additional instruction and lack of one-on-one mentoring.

*Badia, G. (2016), "Prepping for class: a practical approach for teaching librarians", College & Undergraduate Libraries, Vol. 23 No. 4, pp. 452-459.*

Proposes and discusses the following prescriptive steps for creating information literacy instruction sessions: conducting an instruction interview; selecting problem-based examples; writing class content; practicing; and preparing for the unexpected dynamics in the classroom. The author includes an example of a workshop outline and advice for technological mishaps and classroom management.

*Badia, G. (2016), "Question formation: a teachable art", College & Undergraduate Libraries, Vol. 23 No. 2, pp. 210-216.*

Presents instructional strategies for assisting students with topic or research question formulation. Approaches include mentoring through in person one-on-one consultations with students and in-class brainstorming; the author also discusses a technique whereby students are given a list of keywords and are asked to formulate a research topic in small groups and write a collective research question.

*Badke, W. (2016), "Evidence and the doubter", Online Searcher, Vol. 40 No. 2, pp. 71-73.*

Presents concerns in an information rich environment where counterarguments based on faith or outliers impede teaching and learning of information literacy based on finding credible evidence to answer questions. The author offers explanations for these counterarguments and generic values-centered lessons to be learned for teaching information literacy.

*Badke, W. (2016), "Getting to the point of research", Online Searcher, Vol. 40 No. 6, pp. 63-65.*

Explicates on misunderstandings students may have about the idea of research as a discovery of known items and ways to clarify intended learning outcomes and approaches in the classroom. Using the ACRL Frame "Research as Inquiry", the author gives examples of ways to structure relevant research questions using information as a tool rather than a goal for successful problem-based research projects.

*Badke, W. (2016), "Stressing out about the framework", Online Searcher, Vol. 40 No. 1, pp. 71-73.*

Discusses the Association of College and Research Libraries Framework for Information Literacy in Higher Education as a complex and at times inaccessible work for the practical demands of information literacy instruction. This study breaks down the six frames into

“teachable moments” with examples of questions to ask in the design of a one-shot instruction session to provide context and bolster concepts pertaining to discipline-specific scholarship.

*Baer, A. (2016), Information Literacy and Writing Studies in Conversation: Reenvisioning Library-Writing Program Connections, Library Juice Press, Sacramento, CA.*

Brings together pedagogies from both writing and rhetorical studies and library instruction and information literacy through discussion of empirical studies, conceptual understandings and reflections on successful partnerships between teaching librarians and writing departments. The author notes obstacles to student engagement with both information and writing practices and institutional and structural barriers to deeper cross-unit collaborations.

*Baird, L. and Porritt, F. (2016), “Peer to peer part 2: a follow up study of students’ information literacy development using a student researcher”, ALISS Quarterly, Vol. 11 No. 4, pp. 17-19.*

Updates on a longitudinal study of non-traditional student academic skills development at Teesside University in Middlesbrough, England. In this stage, researchers partnered with a student researcher who interviewed participants in a peer-to-peer model which provided invaluable honest qualitative responses coded by strands of the ANCIL model of information literacy.

*Baker, A. (2016), “Active learning with interactive videos: creating student-guided learning materials”, Journal of Library & Information Services in Distance Learning, Vol. 103 Nos 3/4, pp. 79-87.*

Evaluates interactive video platforms for use in classroom instruction and describes video element features such as assessment, hotspots, audio/video lecture and discussion capability and analytics. Products reviewed include EDpuzzle, PlayPosit, Camtasia, Articulate Storyline, Flipgrid, Vialogues and VoiceThread.

*Bandyopadhyay, A. and Boyd-Byrnes, M.K. (2016), “Is the need for mediated reference service in academic libraries fading away in the digital environment?”, Reference Services Review, Vol. 44 No. 4, pp. 596-626.*

Following an extensive literature review beginning with the history of reference services and information literacy in academic libraries, a discussion of the relationship between library instruction and reference services and the influence of digital technologies on the role of reference, the authors explore current trends in mediated reference transactions and staffing both in person and in virtual spaces in academic libraries. The authors then reflect on critical questions regarding the future of mediated reference based on whether reference is a rigid service, the decrease of reference transactions and the value of librarians in an increasingly digital learning environment.

*Baroutian, S. and Kensington-Miller, B. (2016), “Information literacy: the impact of a hands-on workshop for international postgraduate students”, Education for Chemical Engineers, Vol. 14 pp. 16-23.*

Discusses the integration of an information literacy workshop into a postgraduate course on food processing in which 86 per cent of students were international. The workshop was designed to introduce these students to information resources in the subject area of food science and engineering. Surveys given pre- and post-workshop show that students' IL skills were improved, and the authors emphasize the importance of supporting international students who face different information literacy challenges than their local peers.

*Bauder, J. and Rod, C. (2016), "Crossing thresholds: critical information literacy pedagogy and the ACRL framework", College & Undergraduate Libraries, Vol. 23 No. 3, pp. 252-264.*

Authors present one or two examples from the practice-based literature on instructional methods that map to each of the six threshold concepts of the Association of College and Research Libraries Framework for Information Literacy in Higher Education.

*Bausman, M. and Laleman Ward, S. (2016), "The social work librarian and information literacy instruction: a report on a national survey in the USA", Behavioral & Social Sciences Librarian, Vol. 35 No. 3, pp. 109-122.*

Attempts to characterize and define best practices in information literacy instruction for the field of social work education in the USA based on The National Social Work Librarians (NSWL) Survey ( $n = 145$ ). Sections of the survey cover instruction, online supports, reference and research services, assessment, library and school setting and the librarian. Results show statistical limitations in methods of analysis due to the small and nonrandom sampling, but descriptive data from open-ended responses show that students enter Masters programs in social work with an information literacy skills deficit and an influential factor in the acquisition of those skills is due to perceived individual librarian intervention techniques.

*Bawden, D. and Robinson, L. (2016), "Information and the gaining of understanding", Journal of Information Science, Vol. 42 No. 3, pp. 294-299.*

Expanding on a keynote address at the 2015 i3 information science conference at Aberdeen's Robert Gordon University in the United Kingdom, the authors address possible avenues of scholarship within related fields, including library science, with which to engage in information behavior studies addressing higher-order concepts of gaining understanding in information systems design. A brief discussion of IL and understanding touches on digital literacy and the Society of College, National and University Libraries seven pillars model, respectively, as examples of processes with explicit formulations of understanding.

*Baxter, K., Johnson, B. and Chisholm, K. (2016), "Evaluating and developing an information literacy programme for MBA students", New Zealand Library & Information Management Journal, Vol. 56 No. 1, pp. 30-45.*

Provides a case study of a redesigned one-shot information literacy workshop given to two cohorts of Masters of Business Administration (MBA) students at Massey University, New Zealand during orientation week. Students in the cohorts were surveyed for confidence with research skills before starting the MBA, currently in their program, and preferences for further access to library support. Findings show that the one-shot is effective for transitioning students, and students feel more confident post-workshop in a graduate program, but further support is needed as students rated these options very highly.



*Baykoucheva, S., Houck, J.D. and White, N. (2016), "Integration of Endnote online in information literacy instruction designed for small and large chemistry courses", Journal of Chemical Education, Vol. 93 No. 3, pp. 470-476.*

Discusses the instructional design of a blended information literacy model used in 20 undergraduate and four graduate courses that served 5,000 students in chemistry courses at the University of Maryland, College Park. Through assessment results from two small and one large undergraduate course, the authors show the effectiveness of a model with face-to-face library instruction sessions as well as the online incorporation of LibGuides, handouts, online tutorials and online assignments. Emphasis on teaching Endnote, PubMed, Reaxys, SciFinder, Scopus and Web of Science are noted.

*Beard, R.M. (2016), "An investigation of graduate student knowledge and usage of open-access journals", Journal of Electronic Resources Librarianship, Vol. 28 No. 1, pp. 25-32.*

Surveyed how graduate students delineate experience in publication processes, usage and awareness of open access resources and any interest in open access publications processes at Kansas State University based on an online Qualtrics survey completed by students ( $n = 53$ ) in January 2014. Results showed a lack of understanding of how to identify sources as open access but also a willingness to use open access publishing avenues.

*Beaudry, J.S. and Miller, L. (2016), Research Literacy: A Primer for Understanding and Using Research, The Guilford Press, New York, NY.*

Written as a textbook on research methodology in the field of education, this volume serves as an integrative and thematic introduction to research literacy as well as qualitative, quantitative and mixed method approaches to research. Divided into seven sections, Chapter 2 focuses on definitions of information literacy in the contexts of library resources, internet resources and evaluation of digital content.

*Becker, B.W. (2016), "The librarian's information war", Behavioral & Social Sciences Librarian, Vol. 35 No. 4, pp. 188-191.*

Discusses the role of fake news in 2016 and how the proliferation of fake news in the modern information age has brought attention to the field of librarianship. The author also examines the other side of the issue, in which skepticism has led many people to dismiss any information as fake news if they do not agree with the content. The article concludes with a call to librarians to make changes in information literacy instruction to teach students to balance being critical of information with being open to new ideas.

*Becnel, K., Moeller, R.A. and Pope, J.C. (2016), "Powerful partnerships: the worth of embedding masters level library science students in undergraduate classes", Journal of Education for Library & Information Science, Vol. 57 No. 1, pp. 31-42.*

Gives an overview of a project collaboration between a Rhetoric and Composition instructor and library science graduate students to embed information literacy into undergraduate first and second year composition courses at Appalachian State University. The authors sought to determine how the graduate students felt in terms of confidence in reference skills versus peers who took part in role-play assignments and the importance of this type of experiential learning through a quantitative self-

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assessment and reflection essays. Results show that the role-playing students experienced a higher level of confidence in reference skills and found greater satisfaction in the assignment than the embedded graduate students.

*Benson, D. and Desanto, D. (2016), "The 360° feedback model for library instructors observing, teaching, reflecting, adapting", College & Research Libraries News, Vol. 77 No. 9, pp. 448-451.*

Describes the development of a small community of practice for teaching librarians at the University of Vermont through peer observation, self-reflection and student evaluations during the teaching of one-shot sessions in an introductory English course by three librarians. These three avenues of feedback were very useful in adjusting and revising instruction within the group.

*Bilawar, P.B. and Pujar, S.M. (2016), "Impact of e-information literacy on information seeking behavior of university teachers", Annals of Library & Information Studies, Vol. 63 No. 3, pp. 176-181.*

Analyzes the intervention of an e-information literacy program on educators ( $n = 360$ ) at ten state universities in Maharashtra, India to determine changes in information seeking behavior based on access and use. Results show that demographically, the highest impact of the program was on junior faculty members and women, while the sciences were observed over other faculties as having high impact.

*Bingham, T.J., Wirjapranata, J. and Chinnery, S.-A. (2016), "Merging information literacy and evidence-based practice for social work students", New Library World, Vol. 117 Nos 3/4, pp. 201-213.*

Collaboration between information literacy librarian instructors and a faculty member which introduces evidence-based practice and relevant information literacy skills to a cohort of social work students in their third year at the University of Auckland, New Zealand. These skills are introduced in the second of a six-week course that prepares students for a practicum during a three-hour block of time, and the authors address challenges encountered and solutions in the development of this collaboration.

*Bishop, N. and Mabry, H. (2016), "Using qualitative data to identify student learning barriers and alleviate instructor burnout in an online information literacy course", Internet Reference Services Quarterly, Vol. 21 Nos 3/4, pp. 63-80.*

Provides an overview of an online, asynchronous, for-credit research skills course taught by librarians and sequenced for a degree completion program for nontraditional students at Gardner-Webb University in North Carolina. To evaluate the curriculum and collect data on student learning and identify opportunities to mitigate instructor burnout, the authors followed the four-step evaluation method of context to needs, inputs, processes and products model (CIPP) to collect both qualitative and quantitative data for analysis. Findings encouraged the authors to use best practices for instructional video design as well as developing a community of practice for instructors as a preventative measure against instructor burnout.

*Bjartmarsdóttir, A. and Mole, D.L. (2016), "From quest to conquer: traversing general education at a diverse Alaskan university to integrate and assess transferable information literacy skills in foundational courses", Nordic Journal of Information Literacy in Higher Education, Vol. 8 No. 1, pp. 3-8.*

Discusses a partnership between a faculty librarian and an English professor to integrate information literacy in an introductory composition class as well as an introductory communications course at the University of Alaska, Anchorage. The faculty librarian created LibGuides with associated information literacy assignments based on three of the six frames of the Association of College and Research Libraries Framework for Information Literacy in Higher Education.

*Blackburn, H. and Dere, A. (2016), "Changing the scholarly sources landscape with geomorphology undergraduate students", Issues in Science and Technology Librarianship, No. 83.*

Describes an information literacy session in an undergraduate course on geomorphology planned by a STEM Librarian and Geology professor at the University of Nebraska at Omaha designed to engage students in deeper understandings of scholarly sources to improve skills in the research and writing of literature reviews. The authors designed a "Scholarly or Not" active learning session and based learning outcomes and assessments on the Association of College and Research Libraries Standards for Science and Technology. Completed papers throughout the semester were collected, and students were assessed via a rubric where they showed improvements in fulfilling the learning outcomes related to finding and using scholarly sources.

*Blake, M.R. and Morse, C. (2016), "Keeping your options open: a review of open source and free technologies for instructional use in higher education", Reference Services Review, Vol. 44 No. 3, pp. 375-389.*

Identifies and introduces online resources labeled as free, open source, open access, open data or open educational resources available and relevant to teaching and learning for librarians in academic spaces. Tools described fall under the headings of course management or learning management systems, online tagging, blogging, citation and portable document format management, mapping, visualization, open access and public domain ebooks, data analysis and cleaning, network analysis, screencasting and instructional tools.

*Blank, J.M., McGaughey, K.J., Keeling, E.L., Thorp, K.L., Shannon, C.C. and Scaramozzino, J.M. (2016), "A novel assessment tool for quantitative evaluation of science literature search performance: application to first-year and senior undergraduate biology majors", College & Research Libraries, Vol. 77 No. 6, pp. 682-702.*

Describes application of a literature-searching performance assessment tool used in longitudinal study of both first year ( $n = 145$ ) and senior ( $n = 43$ ) biology majors at California Polytechnic State University. The tool was designed as a homework assignment in an introductory biology course and senior capstone course and consisted of a scientific issue and an open-ended prompt to find three peer-reviewed articles to address the issue and assessed through a numeric rubric. Results of a cross-sectional analysis show that seniors outperform first years in source selection, citation quality and understanding of the scientific literature.

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Blas, E.A. (2016), "Using a murder mystery to teach evaluation skills: a case study", *Internet Reference Services Quarterly*, Vol. 21 Nos 3/4, pp. 93-100.

By creating an online murder mystery extra credit module in a one-credit online course, Library Research Strategies, the author leveraged gamification to evaluate student research skills at Washburn University in Topeka, KS. The branched tutorial was created in Storyline and deployed through the learning management system Desire2Learn, accompanied by discussion boards for student conversation, and students were also required to email the librarian an explanation of their reasoning for full credit.

Bliquez, R. and Deeken, L. (2016), "Hook, line and canvas: launching a professional development program to help librarians navigate the still and stormy waters of online teaching and learning", *Journal of Library & Information Services in Distance Learning*, Vol. 103 Nos 3/4, pp. 101-117.

Delineates the design and implementation of a professional development and outreach program on online/hybrid pedagogy in Canvas, a learning management system (LMS), for faculty librarians at Seattle University. The authors discuss a multi-pronged approach to institutional buy-in with LMS trainings for faculty librarians, creating a "Librarian role" and integrating library resources in the LMS, and cultivating relationships with the Continuing, Online and Professional Education (COPE) team on campus throughout the process. The authors provide a best practices list of identified challenges and things learned.

Boger, T.S., Dybvik, H., Eng, A.-L. and Norheim, E.H. (2016), "An assessment of library instruction: its influence on search behaviour of first- and third-year students", *Journal of Information Literacy*, Vol. 10 No. 2, pp. 64-77.

Continues a study of search behavior of students in first-year nursing studies and teacher education at Ostfold University College through a reassessment study in their third-year to identify differences in results. In the first study, students indicated a preference for Google searching over library databases regardless of library instruction, and confusion about determining search strategies and evaluating sources, while in the continuation of the study ( $n = 12$ ), the authors learned through semi-structured interviews that students display a greater level of academic maturity in resource selection, understanding of literature search processes, and retention of information literacy instruction.

Boh Podgornik, B., Dolničar, D., Šorgo, A. and Bart, T. (2016), "Development, testing, and validation of an information literacy test (ILT) for higher education", *Journal of the Association for Information Science & Technology*, Vol. 67 No. 10, pp. 2420-2436.

Provides a comprehensive historical overview of information literacy testing based on regional and global standards and incorporating various types of assessments in higher education over the past 20 years to develop a new information literacy test that meets such research objectives as being international in scope, freely accessible, accommodating to lower and higher-order thinking, paper and online compatible and applicable to small and large test groups.

Bombaro, C. (2016), "The framework is elitist", *Reference Services Review*, Vol. 44 No. 4, pp. 552-563.

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Criticizes the Association of College and Research Libraries (ACRL) Framework for Information Literacy in Higher Education (Framework) on several dimensions, including its initial reliance and later backtrack on Threshold Concepts as a central theory, concerns about a division between “philosopher librarians” that embraced the Framework and “practical librarians” that found the ACRL Standards to be sufficient and a lack of support and guidance from the governing bodies of ACRL in practical implementation of the Framework.

*Bombaro, C., Harris, P. and Odess-Harnish, K. (2016), “A constellation to guide us”, Reference Services Review, Vol. 44 No. 4, pp. 544-551.*

Provides a transcript of an interview that took place in May 2016 at a workshop titled “Implementing the New Framework for Information Literacy for Higher Education at PCLA Libraries” with Lisa Janicke Hinchliffe, Professor/Coordinator for Information Literacy Services and Instruction in the University Library at the University of Illinois at Urbana-Champaign about the Association of College and Research Libraries Framework for Information Literacy in Higher Education.

*Bond, P. (2016), “Addressing information literacy through student-centered learning”, Education for Information, Vol. 32 No.1, pp. 3-9.*

Describes a collaboration between an instructional technologist/professor and a librarian in a case study format to present successful course design elements in three courses at University of Mary Washington. The instructor received student input through anonymous surveys and reflective blog posts that informed the research design and information literacy skills built into the course curriculum.

*Bordignon, M., Strachan, G., Peters, J., Muller, J., Otis, A., Georgievski, A. and Tamim, R. (2016), “Assessment of online information literacy learning objects for first year community college English composition”, Evidence Based Library & Information Practice, Vol. 11 No. 3, pp. 50-67.*

Compares two three-part information literacy interventions, one an online learning object and the other face-to-face library instruction in first year English composition courses at Seneca College in Toronto, Canada. Results show that both interventions have a positive impact on students as evidenced by pre- and post-test measurements. However, the online learning objects, which consist of one- to three-minute videos built in Camtasia, had a greater impact in helping students learn to find articles in the library and attributed to the task-oriented nature of the learning outcome.

*Bowles-Terry, M. and Donovan, C. (2016), “Serving notice on the one-shot: changing roles for instruction librarians”, International Information & Library Review, Vol. 48 No. 2, pp. 137-142.*

Makes a case for a shift in information literacy instruction on the programmatic level, from one-shot instruction to a more consultant-based approach either through informal interactions between library and faculty that build over time or a top-level realignment where librarians lead faculty workshop supported and incentivized by campus stakeholders, including library administration. The authors use the University of Nevada, Las Vegas (UNLV) as a case study for a top-down approach and describe new roles for

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instruction librarians as equitable partners working alongside faculty to promote information literacy.

*Brancato, L., Chan, T. and Contento, A. (2016), "Broad collaboration to improve biological sciences students' writing and research skills", Issues in Science and Technology Librarianship, No. 84.*

Discusses a collaboration between faculty, staff and a librarian in biological sciences to present a once a year writing workshop for introductory biological sciences students at the State University of New York at Oswego to assist students in developing scientific writing and research skills. In addition to the 10 to 15 students who attend yearly, the writing workshops have expanded to include once a semester drop-in writing labs for students in biology or zoology courses.

*Brannock, J. and Johnson, G. (2016), "Exploring civil rights through Mississippi collections", Urban Library Journal, Vol. 22 No. 2, pp. 1-17.*

Describes civil rights primary sources, including segregationist papers, activist papers and music used by curators in instruction sessions with both university students and non-university entities that highlight the Special Collections at the University of Mississippi and the University of Southern Mississippi. Curators take on a chronological approach and teach differences in primary source format through examples of government documents, letters, photographs and sheet music and other musical recordings.

*Brett, K., Lierman, A. and Turner, C. (2016), "Lessons learned: a primo usability study", Information Technology and Libraries, Vol. 35 No. 1, pp. 7-25.*

Discusses a usability study of the discovery platform Primo at the University of Houston, TX with the intent to customize the system which revealed a lack of understanding of tasks based on concepts such as peer review, reading citations and distinguishing between material source type. The authors indicate that an emphasis on information literacy instruction alongside changes to the discovery platform would be most beneficial to students.

*Brooks, A.W. and Chesnut, M.T. (2016), "Divide and conquer: a not-so-common approach to develop information literacy programs", Practical Academic Librarianship: The International Journal of the SLA, Vol. 6 No. 1, pp. 1-18.*

Discusses a study of the organization and structure of reference and instructional services in academic libraries to compare and contrast job duties in departments that combined reference and instruction and those that split duties into a two-department model. Survey respondents (n = 115) indicated a major majority (78 per cent) organized as a single department with no clear reduction in time devoted to various instructional duties in comparison to those using a split model with the exception of increased online tutorial creation for instruction departments.

*Brown, M. and Skoyles, A. (2016), "Student-centred support: personalising information literacy at London South Bank University", ALISS Quarterly, Vol. 11 No. 4, pp. 10-12.*



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Provides an overview of personalized and individualized approaches to information skills training at London South Bank University, UK. Advisers in the Academic Liaison Department run drop-in training sessions, Assignment and Referencing surgeries, one-on-one appointments, pre-enrollment workshops and accessible sites on their course management system, Moodle.

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*Brown, N.E., Bussert, K., Hattwig, D. and Medaille, A. (2016), Visual Literacy for Libraries: A Practical, Standards-Based Guide, ALA editions, an imprint of the American Library Association, Chicago, IL.*

A workbook for academic librarians on application and teaching methods in approaches to incorporating visual literacy into the context of library instruction sessions based on the Association of College and Research Libraries Visual Literacy Competency Standards for Higher Education. Each chapter includes half a dozen activities to use in class and opportunities to reflect on the topics of image interpretation and analysis, searching for images, creation and ethical use and citation of images and how images map to the research process.

*Bryan, J.E. (2016), "The preparation of academic librarians who provide instruction: a comparison of first and second career librarians", Journal of Academic Librarianship, Vol. 42 No. 4, pp. 340-354.*

Documents perceptions of preparedness to teach library instruction based on previous work experience of academic librarians ( $n = 608$ ) and the Association of College and Research Libraries Standards for Proficiencies for Instruction Librarians and Coordinators. Results of a quantitative online survey with one open-ended question show that librarians do not feel their Masters in Library Science degrees adequately prepared them to teach in an academic setting, however, those with prior work experience indicated a much higher level of perceived preparedness than other subsets.

*Buchanan, H.E. and McDonough, B.A. (2016), The One-Shot Library Instruction Survival Guide, ALA Editions, an imprint of the American Library Association, Chicago, IL.*

Covers topics like communicating and collaborating with instructors, time management and teaching information literacy in a non-traditional classroom setting. The authors provide strategies for teaching critical thinking, using concept maps and creating assignments, and include first-hand accounts from others in the profession.

*Buckley, P. and Doyle, E. (2016), "Using web-based collaborative forecasting to enhance information literacy and disciplinary knowledge", Interactive Learning Environments, Vol. 24 No. 7, pp. 1574-1589.*

Outlines a case study where predictive markets (PM) are used as a pedagogical tool based on a Real Environment for Active Learning (REAL) framework of learning interventions in an undergraduate module in taxation at the Kemmy Business School, University of Limerick in Ireland. The University licensed a proprietary PM as an interface to the National Budget Forecasting Project where students consulted a variety of information sources for financial decision-making, which the authors conclude enabled them to engage with such information literacy practices as finding, evaluating and integrating new information throughout the course participation in the PM.

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Buhler, A. and Cataldo, T. (2016), "Identifying e-resources", *Library Resources & Technical Services*, Vol. 60 No. 1, pp. 23-37.

Offers comparative analyses of different formats of information and search tools used by students of differing characteristics at the University of Florida. Deployed via a Qualtrics survey, data were collected ( $n = 780$ ) using a face-to-face peer-to-peer model and the library website. Results show that students find difficulty differentiating between e-books, e-journals, articles and also labeling different kinds of search tools.

Burke, J.J and Tumbleson, B.E. (2016) "Communicating, collaboration, and citing", *Library Technology Reports*, Vol. 52 No. 2, pp. 28-33.

Reports on communication, citation and collaboration technology tools beneficial to use for librarians embedded in learning management systems to bolster teaching information literacy. The authors give examples of email, chat, blog, wiki, Web conferencing, free document sharing, cloud storage and citation generators and managers.

Burkhardt, J.M. (2016), *Teaching Information Literacy Reframed: 50+ Framework-Based Exercises for Creating Information-Literate Learners*, Neal-Schuman, an imprint of the American Library Association, Chicago, IL.

Outlines classroom exercises based on the Association of College and Research Libraries Framework for Information Literacy in Higher Education that map to each of the six conceptual threshold frames. After a brief history and discussion of the Framework, each chapter focuses on one of the frames and is followed by sample exercises that include learning outcomes and instructions.

Burns-Gilchrist, S. (2016), "Rediscovering renaissance research: information literacy strategies for success", portal: Libraries & the Academy, Vol. 16 No. 1, pp. 33-45.

Describes a self-directed learning project by a visual arts librarian at Towson University to identify resources and learn about the period of the Renaissance. Throughout the project, the author discusses strategies and concepts from the library science literature that art students should be exposed to in an information literacy instruction session.

Bury, S. (2016), "Learning from faculty voices on information literacy", *Reference Services Review*, Vol. 44 No. 3, pp. 237-52.

Reports findings from a study on how faculty across disciplines ( $n = 24$ ) view, define and perceive expectations for information literacy knowledge and abilities at the undergraduate level at York University, Toronto. Using research design based on a grounded theory framework, the author conducted informal 90-min interviews with faculty who met the qualifying criteria of teaching at least one undergraduate course in the past two years. Findings show, among others, that faculty define information literacy narrowly, believe it is closely associated with other academic literacies and are focused on teaching critical thinking and evaluation of information sources skills to students.

Bury, S. and Sheese, R. (2016), "Academic literacies as cornerstones in course design: a partnership to develop programming for faculty and teaching assistants", *Journal of University Teaching and Learning Practice*, Vol. 13 No. 3, Article 3.

Details a project in which librarians, instructors, counsellors and educational developers collaborated to design a program to help instructors and TAs learn how to embed academic literacies, including information literacy, into their curriculum. Instructors participated in workshops and provided generally positive feedback, but expressed a desire for more group discussion and time to work on individual subject areas.

*Caplan, V.F. and Wong, E.S.P. (2016), "Diversity within unity: jazzing up sustainable information literacy teams", Library Management, Vol. 37 Nos 6/7, pp. 326-339.*

Posits a sustainable example of large scale, integrated information literacy instruction implemented over the period of five years for undergraduate and graduate courses at the Hong Kong University of Science and Technology. A self-managing team of teaching librarians is described using a jazz metaphor that emphasizes communication with partners, team organization via shared drives and LibGuides and coordinated library use of scheduling and registration software for attendance and assessment.

*Carroll, A.J., Tchangalova, N. and Harrington, E.G. (2016), "Flipping one-shot library instruction: using Canvas and Pecha Kucha for peer teaching", Journal of the Medical Library Association, Vol. 104 No. 2, pp. 125-130.*

The authors used a flipped classroom approach in five undergraduate courses ( $n = 175$ ) in the University of Maryland, College Park School of Public Health and College of Agriculture and Natural Resources. Librarians developed modules within the University's learning management system, Canvas, to address the five standards from the Association of College and Research Libraries Information Literacy Standards for Higher Education, and in face-to-face sessions, students teamed up to complete the modules and present modules in a Pecha Kucha-style format.

*Carter, T.M. and Aldridge, T. (2016), "The collision of two lexicons: librarians, composition instructors and the vocabulary of source evaluation", Evidence Based Library & Information Practice, Vol. 11 No. 1, pp. 23-39.*

Describes a semester-long study of a first-year composition course to assess how students ( $n = 27$ ) apply and integrate the language of information literacy from course-integrated library instruction sessions and the language of rhetoric and composition from the course instructor into assignments throughout the semester at Auburn University, AL. After a library instruction session where the information lifecycle and other discussions of authority as rigor and format as genre, students completed a source selection assignment and provided an argumentative essay to explain their choice. Results of word choice evaluation show that students use broad terminology to discuss the logic, emotion and credibility of source authors, with intended learning outcomes outstripped by the relative short length of the required assignment.

*Catalano, A. and Phillips, S.R. (2016), "Information literacy and retention: a case study of the value of the library", Evidence Based Library & Information Practice, Vol. 11 pp. 2-13.*

Explores the connection between library instruction, information literacy skills and experience with writing research papers against student success variables. The authors conducted IL tests with 455 graduate and undergraduate students and compared them to variables such as GPA, retention and graduation. Results show that while there were no

significant differences in students who did receive library instruction, they found that prior research experiences resulted in higher IL test scores and GPAs.

*Chan, C. (2016), "Institutional assessment of student information literacy ability: a case study", Communications in Information Literacy, Vol. 10 No. 1, pp. 50-61.*

Compares first-, second- and third-year students' Research Ready Self-Assessment results at Hong Kong Baptist University Library. With first-year IL orientation workshops required, the author sought to compare the growth of their IL skills. Results showed that IL skills improved as they progressed through their academic careers, but that the library's IL workshop could not be singled out as the only impactful variable.

*Chanetsa, B. and Ngulube, P. (2016), "The changing roles, responsibilities and skills of subject and learning support librarians in the southern African customs union region", Journal of Librarianship & Information Science, Vol. 48 No. 2, pp. 151-176.*

Examines the changing landscape of subject librarians within the Southern Africa Customs Union (SACU) region through a questionnaire sent to subject and learning librarians across 27 universities within the five SACU countries. With 121 participants, the authors found their respondents' primary responsibility was IL-related, and that 58.7 per cent saw their roles as evolving due to technology. Experiences, qualifications and job satisfaction are also discussed in terms of the evolving responsibilities of subject librarians.

*Chase, D., Trapasso, E. and Tolliver, R. (2016), "The perfect storm: examining user experience and conducting a usability test to investigate a disruptive academic library web site redevelopment", Journal of Web Librarianship, Vol. 10 No. 1, pp. 28-44.*

Delivers the results of a usability test of faculty and students to determine their ability to successfully navigate both the recently-redesigned Stony Brook University's library website's homepage and recently implemented EBSCO Discovery Service (EDS). Prompted with questions on locating a book, finding full-text and where to get research help, the authors found that the undergraduates encountered challenges in searching the EDS. Implications for library instruction, such as placing IL digital learning objects on the library website, are discussed.

*Chavez, L. (2016), "Creating a research center: space for collaborations and conversations", Reference Librarian, Vol. 57 No. 3, pp. 213-223.*

Outlines the development of a library research center at Merrimack College's McQuade Library to promote collaboration between librarians and students with improved reference services. With reference being a key component of their IL program, the author describes the center's staffing model as well as the physical space, such as glass walls, to promote visibility to the students. She also explores the idea of collaborative reference and how the ACRL Framework shapes the library's vision for their IL program and research center services.

*Chen, C. and Larsen, R. (2016), Library and Information Sciences Trends and Research, Springer Berlin, Berlin.*

Examines library and information science trends and research in a digital context. This book contains sections focused on LIS education, looking at a case study of the iSchool at

Syracuse University and explores issues of data mining through a case study on analyzing information-seeking behavior on a website. Other discussions include bibliometrics, university rankings and the evolving role for LIS professionals.

*Chin Roemer, R. and Greer, R. (2016), "“If you build it, will they come?” Piloting a multi-day collaborative research workshop within a learning management system”, Journal of Library & Information Services in Distance Learning, Vol. 103 Nos 3/4, pp. 174-185.*

Describes the process of creating and implementing a series of asynchronous online workshops with the goal of teaching students how to effectively conduct literature reviews. With five modules ranging from defining a literature review, generating keywords and evaluating sources, this article details the content of the modules; discussion boards featuring library tutors; marketing; and implementation. Fifty of one hundred participating students gave feedback, with 83.7 per cent stating they had learned something new from the modules.

*Cisse, S. (2016), The Fortuitous Teacher: A Guide to Successful One-Shot Library Instruction, Chandos Publishing is an imprint of Elsevier, Cambridge, MA.*

Featuring chapters on effective teaching skills, academic librarians as teachers and trends in library instruction and their application, this book explores the role of librarians as teachers and shares takeaways for honing a pedagogical toolkit. Other topics explored include the history of information literacy instruction, faculty outreach and collaboration.

*Clark, S. (2016), “On the other side of the reference desk: exploring undergraduates’ information search mediation experiences through the ACRL framework”, Thesis, Oklahoma State University, Stillwater, OK.*

Investigates the feelings and behaviors of lower-division undergraduate students, as they conduct and reflect on their information search mediation encounters in order to explore how it guides their overall information search process. Through analyzing individual students’ search mediation encounters and comparing them to other study participants, Clark explores thematic findings, using the ACRL Framework as a theoretical framework. Clark discusses how students select mediators, including selection based on expertise, students’ goals and providing research assistance in a safe space.

*Clements, N. and Guertin, L. (2016), “Science literacy meets information literacy”, College & Research Libraries News, Vol. 77 No. 1, pp. 14-16.*

Details the collaboration between an Earth Sciences professor and an instruction librarian to teach students news and science literacy within two classes at Penn State-Brandywine. Featuring a semester-long assignment, students were prompted to add scientific news articles to Zotero and annotate them by summarizing and evaluating them, using the CRAP test. Students reported enjoying Zotero, and the faculty member found the sources and annotations to be good overall.

*Click, A.B. (2016), “Adapting to higher education in a new culture: international students’ perspectives on research, writing, and academic integrity”, Thesis, The University of North Carolina at Chapel Hill, Chapel Hill, NC.*

Explores how international graduate students adapt to academic research and writing at three universities and examines their perceptions of academic integrity through semi-structured interviews. Click prompts participants to describe a personal example of completing a major research assignment and found that common challenges include identifying research topics, finding and evaluating information sources and writing in English and for scholarly contexts. Implications for librarians, faculty and writing staff are explored, including how librarians can better tailor library instruction to this student population.

*Cohen, M.E. (2016), "The flipped classroom as a tool for engaging discipline faculty in collaboration: a case study in library-business collaboration", New Review of Academic Librarianship, Vol. 22 No. 1, pp. 5-23.*

Details the author's experience of flipping IL instruction for a business management course, including learning objectives and activities, and how it ultimately led to better librarian-faculty collaboration. Cohen reports that the flipped model helped her clear up previously identified knowledge gaps during in-class IL instruction. The business professor was extremely happy with students' demonstrated growth in their research skills, and it has resulted in more business faculty wanting to collaborate.

*Cohen, M.E., Poggiali, J., Lehner-Quam, A., Wright, R. and West, R.K. (2016), "Flipping the classroom in business and education one-shot sessions: a research study", Journal of Information Literacy, Vol. 10 No. 2, pp. 40-63.*

Reports on the efficacy of the flipped instruction model through a quantitative assessment of flipped and control IL instruction sessions in business management and education courses at Lehman College. With the flipped class doing a homework assignment, all classes began their IL session with a pre-test; a post-test was done at the end. While both the flipped and control groups demonstrated significant growth from pre- to post-test in IL sessions for business, the flipped students performed better on the pre-test. The education students in the flipped session performed better than their control counterparts, but not significantly.

*Cohen, N., Holdsworth, L., Prechtel, J.M., Newby, J. Mery, Y., Pfander, J. and Eagleson, L. (2016), "A survey of information literacy credit courses in U.S. academic libraries", Reference Services Review, Vol. 44 No. 4, pp. 564-582.*

Provides the results of a survey of credit-bearing IL courses within US academic libraries. With 691 librarians of different institutions responding, results show that only 19 per cent of those responding currently offer credit-bearing IL courses, with larger institutions offering them more so than smaller institutions. Of those offering for-credit courses, 64 per cent of them are face-to-face, though there is growth in the online format. Other reported results include characteristics of these courses, tenure status of librarians, funding and an analysis of open-ended survey comments.

*Cole, L., Macfarlane, A. and Buchanan, G. (2016), "Does dyslexia present barriers to information literacy in an online environment? A pilot study", Library & Information Research, Vol. 40 No. 123, pp. 24-46.*

Analyzes the role of dyslexia in IL skills, particularly the online searching competencies, of seven dyslexic and non-dyslexic undergraduate students who had taken three IL instruction



sessions. After rating their self-efficacy; screen recording their searches; and participating in a closing interview on their research, the authors found that students with dyslexia demonstrated increased difficulty in keyword generation and spelling, and reported lower confidence in locating sources.

*Coleman, J., Mallon, M.N. and Lo, L. (2016), "Recent changes to reference services in academic libraries and their relationship to perceived quality: results of a national survey", Journal of Library Administration, Vol. 56 No. 6, pp. 673-696.*

Analyzes results of a national survey of academic librarians on reference services at their institutions, with questions focusing on staffing, reference models, use of student employees and recent changes and innovations. With 420 completing the survey, results showed that 41.2 per cent of respondents reported a decrease in those with an MLS staffing the reference desk, and a majority of respondents are moving to appointment-based reference and are focusing on IL instruction services.

*Conor, E. (2016), "Engaging students in disciplinary practices: music information literacy and the ACRL framework for information literacy in higher education", Notes, Vol. 73 No. 1, pp. 9-21.*

Looks at how the ACRL Framework provides a chance to engage music students in information literacy, focusing on a specific example in which the author served as an embedded librarian in an undergraduate music history course, Ideologies of Improvisation, to help design and deliver instruction focused on improving student theses. Conor focused on "Scholarship as Conversation" and "Authority is Constructed and Contextual" to develop student learning outcomes, and discusses relevant exercises and class discussions as well as modifications made to the next iteration of the course.

*Contrino, J.L. (2016), "Instructional learning objects in the digital classroom: effectively measuring impact on student success", Journal of Library & Information Services in Distance Learning, Vol. 103 Nos 3/4, pp. 186-198.*

Details the efficacy of customized, online learning objects embedded into six courses' pages on the Ashford University learning management system. Using Google Analytics to track usage, LibAnalytics to track reference questions from students in the courses, and using a rubric to analyze final papers of two courses, Contrino found that librarians received dramatically fewer reference questions from students in the courses and that the online learning objects increased students' research-independence.

*Costiander-Huldén, E., Nisula, L. and Sundberg, A. (2016), "Variations on the theme of information literacy – implementation of information literacy into the first-year curriculum at Åbo Akademi University", Nordic Journal of Information Literacy in Higher Education, Vol. 8 No. 1, pp. 9-14.*

Overviews embedded IL instruction in a course called "Academic Skills for Chemical Engineering" for freshman at Åbo Akademi University. Within the course, students participated in an IL session; after which, students were required to research their assigned products, e.g. car tires or lactose-free milk, and detail search terms and locate references with the librarian evaluating their work and providing feedback. Students gave positive course feedback, noting learned skills such as appropriate referencing and refined search skills.

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Cowan, S. and Eva, N. (2016), "Changing our aim: infiltrating faculty with information literacy", *Communications in Information Literacy*, Vol. 10 No. 2, pp. 163-177.

Examines how librarians could instruct teaching faculty to guide their own students to become information literate and merge IL into the campus teaching culture overall, given concerns of staffing issues and prior established relationships with students. The article explains how the authors are planning for this at their own institution, such as with faculty newsletters and workshops for faculty and graduate students. The authors conclude with a discussion on their four-prong approach to guide the inclusion of IL into faculty teaching: communicate, encourage, educate and infiltrate.

Craven, H. (2016), "ACRL and community college libraries: we've been framed!", *Community & Junior College Libraries*, Vol. 22 Nos 1/2, pp. 3-5.

Comments on the burdensome impact of rescinding the ACRL Standards, which Craven states is against the interest of community college libraries. Although the Standards provided a way for community college librarians to promote and assess their IL program while assisting in their colleges' efforts to demonstrate value, the ACRL Framework does not clearly provide measures for demonstrating value to stakeholders.

Croxton, R.A. (2016), "Undergraduate students and academic library utilization: a quantitative dominant mixed methods study of information seeking needs, preferences, and motivation", *Thesis, The University of North Carolina at Greensboro, Greensboro, NC*.

Examines the role of academic libraries in student engagement and whether libraries should roll out new services to engage students within their daily lives and to assist in the university's goals of retention. Croxton interviewed academic librarians, university enrollment officials and undergraduate students; surveyed 1,280 undergraduate students; and analyzed 50 academic library websites. Croxton found that library use is correlated with the frequency of library instruction sessions, and that students reported they would use the library more if resources also focused on their everyday information needs.

Curtis, R. (2016), "Information literacy advocates: developing student skills through a peer support approach", *Health Information & Libraries Journal*, Vol. 33 No. 4, pp. 334-339.

Discusses an IL module, called Information Literacy Advocates (ILAs), designed to prepare medical and health sciences students to assist their peers in the development of their IL, communication, organization and teamwork skills to help expand the reach of librarians at the University of Nottingham who noted an increase in one-on-one research help requests. The article details the pilot of the ILA module as well as promoting this service to the ILAs' peers. Peer inquiries and impact are discussed, and the program was found to benefit ILAs with their own IL and communication skills.

Daland, H. and Walmann-Hilde, K.-M. (2016), *New Roles for Research Librarians: Meeting the Expectations for Research Support*, Elsevier Science.

Explores the ways in which librarians can play critical, beneficial roles within faculty and graduate students' research processes. Chapters include communication strategies for outreach to graduate students as well as potential library research support services. One chapter specifically focuses on the IL skills needed during the research process, with

sections on pedagogical approaches, fostering a supportive community for researchers, and source evaluation.

*Dangi, R.K. and Saraf, S.G.R.C. (2016), "Information literacy in Banaras Hindu University library system", International Journal of Information Dissemination & Technology, Vol. 6 No. 3, pp. 207-210.*

Details the information and communication technologies, library services and other logistics of the library at Banaras Hindu University. The authors provide a brief overview of information literacy-related programming, including training on databases, reference assistance and library marketing materials.

*Darowski, E.S., Patson, N.D. and Helder, E. (2016), "Implementing a synthesis tutorial to improve student literature reviews", Behavioral & Social Sciences Librarian, Vol. 35 No. 3, pp. 94-108.*

Details the implementation of a video tutorial to teach undergraduate psychology students how to synthesize sources to improve their literature reviews in an introductory research methods course. Half of the twenty students viewed the tutorial, which focused on identifying relevant sources and synthesizing them for a literature review. Results showed that the students who viewed the video tutorial were more concise in their writing and also used more citations per paragraph in their literature reviews.

*Dempsey, M. and Valenti, A.M. (2016), "Student use of keywords and limiters in web-scale discovery searching", Journal of Academic Librarianship, Vol. 42 No. 3, pp. 200-206.*

Examines the use of keywords and limiters by English 1 composition students via the Raritan Valley Community College instance of EBSCO Discovery Service, RVOneSearch, which is taught during IL sessions as a way to locate and access scholarly articles. With more focus in their IL instruction on keyword selection, the authors looked at the search history of 118 students. They found that students averaged 5.9 searches and 41 per cent used the peer reviewed limiter; a consistent problem was while keywords were appropriate, their search strategies were not effective.

*Dempsey, P.R. and Jagman, H. (2016), "I felt like such a freshman": first-year students crossing the library threshold", portal: Libraries & the Academy, Vol. 16 No. 1, pp. 89-107.*

Uses the ACRL Framework to analyze reflective essays by students in a first-year experience course at DePaul University to understand their experiences with going to the library to check out materials; what was new about academic libraries to them; and how the library could help them as students. In the analysis of 97 essays, the authors describe students' reported affective experiences, including confusion, excitement and surprise. These and other findings are discussed in the context of the ACRL Framework, including how using the catalog embodied "Searching as Strategic Exploration".

*DiPrince, E., Wilson, A., Karafit, C., Bryant, A. and Springer, C. (2016), "Don't panic! Managing Library Anxiety with a Library Survival Guide", Reference & User Services Quarterly, Vol. 55 No. 4, pp. 283-292.*

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Details the creation of a Library Survival Guide to introduce IL concepts and market the library's resources and services to new students at the University of Central Arkansas. The authors detail the creation process, with the content divided into two sections: answering common research questions and an index of library jargon and services. The survival guide committee distributed books to ten classes and used another ten as a control group, and found that the guide was likely helpful in answering basic questions, but was not sufficient enough to answer more detail-oriented questions, such as database searching.

*Dodd, L. (2016), "Embedding information literacy through critical skills, collaboration and a new curriculum", SCONUL Focus, No. 68, pp. 37-41.*

Details the groundwork for which a suite of IL-focused tutorials and other digital learning objects were able to be created by the Maynooth University Library and its Centre for Teaching and Learning (CTL). With both the library and the CTL focused on supporting the university's new strategic plan, which emphasized multidisciplinary and IL skills, Dodd outlines how this partnership developed to create, implement and assess a series of modules that supports the IL-focus of the new strategic plan.

*Doi, C. (2016), "Applying the flipped classroom methodology in a first-year undergraduate music research methods course", Music Reference Services Quarterly, Vol. 19 No. 2, pp. 114-135.*

Reviews a flipped undergraduate course at the University of Saskatchewan for all music majors titled Introduction to Library Research Methods, which is designed and taught by the music librarian. This article discusses the benefits of flipped learning in the context of this course, as well as instructional videos and exercises highlighting benefits such as freeing up time for higher-order, in-class exercises. Varying assessments include an annotated bibliography on a specific piece of music, and the pre- and post-test results showed students grew to enjoy the flipped model.

*Donlan, R. and Sieck, S. (2016), "Stop, collaborate & listen: how the librarian/publisher relationship can facilitate the development of the information literacy curriculum", Collaborative Librarianship, Vol. 8 No. 1, pp. 16-21.*

Describes the partnership of a librarian and a Library Communications Manager for Taylor & Francis and their ongoing development of a publishing toolkit to help Florida Gulf Coast University students and faculty gain a better understanding of scholarly publishing. Building from the idea that a facet of information literacy is to teach people how to effectively communicate research, this article details the collaboration of the authors and ideas for the toolkit, including webinars and infographics.

*Dorvlo, S.S. and Dadzie, P.S. (2016), "Information literacy among post graduate students of the University of Ghana", Library Philosophy & Practice, 1392, pp. 1-66.*

Analyzes the information literacy skills of 151 University of Ghana post-graduates through a survey, with questions focusing on search tools and strategies as well as ethical information use. Though 55 per cent reported attending a first-year library orientation and 58.9 per cent could identify their information needs, their search strategies were ineffective. Dorvlo ultimately recommends a credit-bearing IL course at the institution to address the gaps identified in her survey.

*Douglas, V.A. and Rabinowitz, C.E. (2016), "Examining the relationship between faculty-librarian collaboration and first-year students' information literacy abilities", College & Research Libraries, Vol. 77 No. 2, pp. 144-163.*

Examined the faculty-librarian relationship and its connection to students' IL competencies in a First Year Seminar (FYS). By surveying students about their library knowledge and utilization during the first week of the FYS; assessing the 106 students' culminating research papers with a rubric; and surveying both participating faculty and librarians, the Assessment in Action team found that while the reported faculty-librarian relationship was more consultation than collaboration, students enrolled in classes with more collaborative faculty-librarian relationships reported higher use of library resources and services.

*Downey, A. (2016), Critical Information Literacy: Foundations, Inspiration, and Ideas, Library Juice Press, Sacramento, CA.*

Delves into the conversation on critical information literacy (CIL) by introducing readers to the conceptual framework of CIL and guiding librarians on how to develop and implement programs that use this framework. Based on the author's dissertation research, each chapter discusses CIL themes highlighted by her dissertation's 19 CIL practitioners, including pedagogy, institutional support for CIL and professional identity.

*Drabinski, E. (2016), "Becoming librarians, becoming teachers: Kairos and professional identity", Canadian Journal of Information and Library Science, Vol. 40 No. 1, pp. 27-36.*

Uses the concept of Kairos, the relationship between time and action, to explore debates around the role of librarians as teachers and their professionalization. Beginning by exploring Kairos and moving to the role of librarians as teachers (and debates about this) throughout the nineteenth century to present, Drabinski concludes with the Kairos of the framework and proposes that by performing this reflective work, it constitutes a part of our professional practice and status.

*Drabinski, E. (2016), "Turning inward: reading the framework through the six frames", College & Research Libraries News, Vol. 77 No. 8, pp. 382-384.*

Prompts librarians to step back from the ACRL Framework and analyze it with its own lens and see the Framework as a document that has implications for authority and value unto itself. For example, the authority of the Framework is contextualized just like all other information, and the Framework has varying value based on librarians' unique contexts. Drabinski concludes that the Framework is not binding but can serve as a way to think about our professional work.

*Duffner-Ylvestedt, N. and Rayner, J. (2016), "Hooking up data with literacy: creating an educational framework for Uppsala University Library", Nordic Journal of Information Literacy in Higher Education, Vol. 8 No. 1, pp. 38-44.*

Details a project at the Uppsala University Library to determine how data literacy is being taught at the school. Through data literacy instruction in an Earth Science class, student evaluations of the session and a faculty survey on how data literacy is being taught, the authors found that while the students found the session helpful, they wanted more education on data management. In total, 94.5 per cent of the 73 faculty respondents thought it

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important for students to be able to locate and use data, and the University Library concluded to begin teaching data literacy workshops.

*Echavarria-Robinson, T. (2016), "Library research instruction reimagined: a basic level of information literacy for all students", Alki, Vol. 32 No. 1, pp. 17-21.*

Discusses the revitalization of the library instruction program at Whitworth University. Providing background on the faculty turnover between the IL program, Writing Center and Writing Program during 1999-2000, the author details how the ACRL Framework helped Whitworth's new IL faculty cohort recreate their library instruction program through bridging relationships between librarians and faculty by using a language that helped faculty grasp the benefit of librarian-faculty collaboration to promote IL skills.

*Edwards, J.A. (2016), "Evolving pedagogical practice at Middlesex university", SCOL Focus, No. 68, pp. 47-57.*

Details the evolving pedagogical practices of librarians at Middlesex University to teach information literacy skills to students, particularly focused on their recent shift to using games and other exercises to increase student engagement in the learning process. The author details the impetus for this change as well as specific games, such as a card sorting exercise to foster an understanding of library resources. Other exercises and certifications, such as dialogue prompts for group discussion and reward badges, are discussed.

*Encheva, M. (2016), "Teaching information literacy courses in the context of library and information science education in Bulgaria: challenges and innovative approaches", Journal of Library Administration, Vol. 56 No. 5, pp. 595-602.*

Explores training LIS students in IL skills at the State University of Library Studies and Information Technologies (SULSIT), specifically using the approaches of "learning by doing", "learning by trial and error" and "interaction in the learning group". The author details how students could learn IL skills such as finding, accessing and using information via these approaches at SULSIT, and concludes by discussing a new project, "Transforming Information Literacy Instruction in the University Environment through the Serious Games Approach", a game-based approach to IL instruction.

*Eriksson, F. (2016), "Constructive alignment as a means to establish information literacy in the curriculum", Nordic Journal of Information Literacy in Higher Education, Vol. 8 No. 1, pp. 15-19.*

Considers the potential of constructive alignment (CA) – the connection of learning objectives, learning activities and assessment – as a framework by which to establish IL instruction. Eriksson discusses the work being undertaken by the libraries of the Faculty of Humanities and Theology at Lund University to begin to use CA as a framework for their IL instruction, and briefly touches on future goals, including implementation.

*Eshleman, J., Moniz, R., Mann, K. and Eshleman, K. (2016), Librarians and Instructional Designers: Collaboration and Innovation, ALA Editions, Chicago, IL.*

Explores the necessary relationship between librarians and instructional designers to better serve their faculty, staff and students through their combined knowledge of



pedagogy and technology. The authors include successful, collaborative case studies that highlight efforts involving digital media, the ACRL Framework, instructional design within the learning management system and emerging intersections between these fields.

*Fazal, S. (2016), "Library strategic planning for middle states accreditation: a 10-year road to success", Journal of Library Administration, Vol. 56 No. 1, pp. 27-40.*

Reviews three pertinent areas on which academic libraries need to focus to prepare for accreditation review through a case study of SUNY Maritime College's Luce Library and the Middle States Commission on Higher Education. Fazal details the three steps the library took to prepare for the review in the article, including increased librarian collaboration with students and faculty; a redesign of the IL instruction program; and a thorough IL assessment program to demonstrate student learning.

*Feng, L. and Ha, J.-L. (2016), "Effects of teachers' information literacy on lifelong learning and school effectiveness", EURASIA Journal of Mathematics, Science & Technology Education, Vol. 12 No. 6, pp. 1653-1663.*

Provides the results of a survey of 276 university teachers in the Fujian Province to study their perceptions of the relationship between teachers' IL, lifelong learning and school efficacy. Results show a significant positive correlation between teacher IL skills and teaching efficacy as well as lifelong learning and school efficacy. Practical implications are discussed, including how to foster teachers' IL skills as well as expanding teachers' opportunities for professional development.

*Fernández-Ramos, A. (2016), "Online library tutorials in Mexican universities: presence and characteristics", Library Hi Tech, Vol. 34 No. 4, pp. 787-802.*

Analyzes the presence and content of online library modules at 230 public universities in Mexico. With 279 libraries having websites, only 81 were found to have some form of online module, with central libraries having more than branch libraries (39.2 vs 23.2 per cent). The most common topic in in-house created tutorials was library services (53.9 per cent), though 12.2 per cent covered information literacy topics. Fernández-Ramos explores the implications of these tutorials for library instruction and calls for an increased use in digital technologies to educate library users.

*Ferrer-Vinent, IJ. (2016), "Programmatic and scaffolded information literacy embedded in the science curriculum", Science & Technology Libraries, Vol. 35 No. 4, pp. 295-303.*

Chronicles the process of how to develop and implement a scaffolded, programmatic information literacy program embedded within science programs based on the successful implementation of such a program by the author within the chemistry and biology departments at two universities, which are also briefly described. Steps within the process detailed by the author include persistent faculty outreach, collaboration and assessment.

*Fitzgerald Quintel, D. and Sloane, M. E. (2016), "A brief introduction to ACRL's information literacy framework and how it may impact technical services", Journal of Electronic Resources Librarianship, Vol. 28 No. 3, pp. 201-204.*

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Explores the implications of the ACRL IL Framework for technical services as well as ways in which technical services librarians can support it. Examples include how electronic resources librarians can support “Searching as Strategic Exploration” through user-centric language, varying ways to sort resources and technologies that foster online browsing. Another example includes how discovery can be fostered through intuitive link resolver pages.

*Flynn, A.B. and Amellal, D.G. (2016), “Chemical information literacy: Pka values—where do students go wrong?”, Journal of Chemical Education, Vol. 93 No. 1, pp. 39-45.*

Examines students’ competencies in finding, estimating and using pKa values in organic acid-base problems and uses identified knowledge gaps to develop and implement instruction that improves these learning outcomes. While students improved overall, after instruction, they still struggled with questions where they needed to estimate pKa values. Implications for future chemical IL teaching opportunities are discussed, including further scaffolding the instruction.

*Folk, A.L. (2016), “Academic self-efficacy, information literacy, and undergraduate course-related research: Expanding Gross’s imposed query model”, Journal of Library Administration, Vol. 56 No. 5, pp. 540-558.*

Illustrates the relationship between undergraduate students’ academic self-beliefs and Gross’s imposed query (IQ) model, specifically at the IQ2 (transferred) and IQ3 (interpreted) stages. She argues that at these stages, students will decide on the level of their research skills and whether they will seek help from an expert (e.g. a librarian). Folk explores the relationship between self-efficacy, self-belief and IL, and proposes these concepts act as mediators during the IQ2 and IQ3 phases.

*Folk, A.L. (2016), “Academic reference and instruction librarians and Dweck’s theories of intelligence”, College & Research Libraries, Vol. 77 No. 3, pp. 302-313.*

Examines psychologist Carol S. Dweck’s entity and incremental theories of intelligence and whether academic librarians’ thoughts on whether intelligence is fixed or can develop affects their IL instruction and reference interactions to help students become more information literate. Folk distributed a survey to academic librarians on their perceptions of intelligence, and based on the 279 who responded, found that most thought their own intelligence as well as students’ was incremental. She concludes by exploring ways to help students master IL, regardless of being rooted in an entity or incremental mindset.

*Folk, A.L. (2016), “Information literacy in postsecondary education in the United Kingdom, the USA, Australia, and New Zealand”, portal: Libraries & the Academy, Vol. 16 No. 1, pp. 11-31.*

Compares the predominant documents for information literacy competencies for postsecondary institutions in four countries: the UK, the USA, Australia and New Zealand. The author details the history of postsecondary education IL standards in the countries, and in her analysis of the current prevailing documents, finds that they are largely similar (though the UK document offers no explicit definition of IL) and serve to guide and legitimize the profession.

*Folk-Farber, K. (2016), "Engaging undergraduates in copyright and fair use fundamentals", College & Undergraduate Libraries, Vol. 23 No. 4, pp. 460-466.*

Overviews the development and content of a module, Copyright and Fair Use Fundamentals, that was incorporated into a for-credit IL course at the University of California Santa Barbara. Teaching the session after students had created political cartoons, Folk-Farber uses some of their work to showcase concepts such as copyright, public domain and Creative Commons. Students' own definitions of these concepts are discussed and assessed, and the author concludes with advice for other librarians considering creating a similar course.

*Fong, B.L. (2016), "Assessing graduate and undergraduate student needs to redesign a chemistry seminar course", Science & Technology Libraries, Vol. 35 No. 1, pp. 70-90.*

Details the assessment of upper-level undergraduate and new graduate students' information literacy and other course-related knowledge by a faculty member and physical sciences librarian to redesign a Chemistry Seminar course at Rutgers University-Newark. Based on the results of the pre-course and post-course knowledge tests students took, the students reported the redesigned course to be valuable and demonstrated their use of databases like SciFinder and Web of Science in locating scholarly sources for their oral presentations.

*Frank, E.P. and MacDonald, A.B. (2016), "Eyes toward the future: framing for-credit information literacy instruction", Codex, Vol. 4 No. 4, pp. 9-22.*

Discusses the redesign of a one-credit hour information literacy course for undergraduate students at Louisiana State University and variables that influenced it such as the shift from face-to-face instruction to online delivery and the new Quality Enhancement Plan focused on undergraduate research. The authors then detail the process by which the Instruction Committee redesigned the course, including revamping student learning outcomes based on the ACRL Framework.

*Frank, E.P. and Pharo, N. (2016), "Academic librarians in data information literacy instruction: a case study in meteorology", College & Research Libraries, Vol. 77 No. 4, pp. 536-552.*

Investigates librarians' perceptions of data information literacy (DIL) and its role in their instruction for graduate students in a meteorology program, specifically at the University of Oslo's Department of Geosciences' Meteorology program. Using the Delphi method to gather faculty, student, librarian and other perspectives, all stated DIL was important to the meteorology program. However, there were conflicting views on whether formalized instruction was needed, and some librarians reported mixed feelings about whether they were properly equipped to train students in DIL.

*Friedman, S. and Miller, R. (2016), "Launching students towards source-based writing", College & Research Libraries News, Vol. 77 No. 4, pp. 198-201.*

Examines both the problem librarians encounter when trying to help a student integrate a source into their writing as well as writing techniques to help students better synthesize their sources. Written by a librarian and a writing instructor, this article explores the dilemma librarians face when finding sources is easy, but knowing what to do with them is

not always clear. Friedman, the writing instructor, details scaffolded steps from various handbooks to help with this, and Miller, the librarian, recommends creating handouts and partnering with the writing program.

*Fry, L. (2016), "Student attitudes towards library usage and sources at a Turkish university", IFLA Journal, Vol. 42 No. 2, pp. 126-133.*

Provides the results of a survey of English Language and Literature students at a Turkish university regarding their preferences for internet and library sources. In total, 46 per cent of the 91 respondents agreed that the library had information relevant to their coursework, while 96 per cent said the internet contained needed information. Those that received IL instruction reported increased library use and source citation.

*Gariepy, L.W., Stout, J.A. and Hodge, M.L. (2016), "Using rubrics to assess learning in course-integrated library instruction", portal: Libraries and the Academy, Vol. 16 No. 3, pp. 491-509.*

Reports the development, implementation, and assessment results of rubrics to assess a worksheet given in the one-shot IL classroom for a sophomore research and writing class called "Inquiry and the Craft of Argument". With 258 worksheets assessed, students detailed items like their research questions, keywords and relevant scholarly sources on the worksheet. The results demonstrated that students were fairly good at identifying relevant search terms and truncating them, and that students in 75-min sessions were more successful overall than their 50-min counterparts.

*Gasque, K.C.G.D. (2016), "Information literacy for inquiry-based learning", Transinformação, Vol. 28 No. 3, pp. 253-262.*

Explores the literature on curriculum design surrounding the research process, specifically inquiry-based learning, and its relationship to information literacy. The authors find that there are not many studies tying improved learning of information literacy skills from inquiry-based learning techniques from a broad, global context (as opposed to discipline-specific case studies), and hypothesize several reasons for this gap, including lack of IL integration into the institutional curriculum.

*Gauder, H. and Jenkins, F.W. (2016), "The research skills of undergraduate philosophy majors: teaching information literacy", Teaching Philosophy, Vol. 39 No. 3, pp. 263-278.*

Details a case study of a one-credit IL course for University of Dayton philosophy students, specifically focusing on search strategies and source evaluation. With learning outcomes based on the ACRL IL Standards and the American Philosophical Association's IL outcomes, the authors detail their applicable assignments and pedagogical approach for the course, including an annotated bibliography and a 10-minute presentation on a database. Student feedback reported hands-on demonstrations of databases being helpful, as well as practicing citations.

*Germek, G.P. (2016), "Starting almost from scratch: developing special collections as a teaching tool in the small academic library", College & Undergraduate Libraries, Vol. 23 No. 4, pp. 400-413.*

Describes how librarians at small academic libraries can include book history as an instructional initiative within their IL program and eventually scale it up to a three-credit hour course by detailing the author's own experience in doing this. Rare book selection, outreach, promotion, as well as initial scaling efforts from one-shots for various English and Medieval Studies professors to the approval and content of a three-credit course are discussed. After five years of the credit-bearing course and close to 600 student responses to feedback surveys, 98 per cent of the students reported positive course feedback.

*Gersch, B., Lampner, W. and Turner, D. (2016), "Collaborative metaliteracy: putting the new information literacy framework into (digital) practice", Journal of Library & Information Services in Distance Learning, Vol. 103 Nos 3/4, pp. 199-214.*

Illustrates the collaboration between a subject librarian, communications faculty member, and instruction designer to use the ACRL IL Framework and the Technological Pedagogical Content Knowledge (TPACK) framework to aid student learning in an online public speaking course. The authors discuss how the four themes of the course, i.e. types of speeches and developing a speech, align to these frameworks and how the online environment fosters collaborative metaliteracy.

*Gibeault, M.J. (2016), "Embracing geek culture in undergraduate library instruction: the TIL subreddit for resource evaluation and qualitative assessment", Reference Librarian, Vol. 57 No. 3, pp. 205-212.*

Illustrates the application of Reddit's "Today I Learned" forum as a way for students to reflect about learning in the IL classroom and provide source links to provide attribution to what they learned. While done on paper for logistical reasons, the author describes showing the forum to undergraduate students in a one-shot course to show model TIL posts, and upon collecting the papers, found that students were better able to identify what students understood and more importantly, their knowledge gaps.

*Gilchrist, S.B. (2016), "Rediscovering renaissance research: information literacy strategies for success", portal: Libraries and the Academy, Vol. 16 No. 1, pp. 33-45.*

Examines the author's experience with engaging her own information literacy skills to research the Renaissance for an upcoming panel at the 2014 meeting of the Southeastern College Art Conference, which allowed her to reflect on her instructional methods by taking the role of a student in preparation for the panel. Relatedly, the author also uses the Renaissance as a way to talk about the evolving field of information literacy, e.g. as with evolving digital technologies and the need to experiment as a researcher in order to better develop information literacy skills.

*Gleeson, C., Verlander, P. and Hardisty, J. (2016), "Developing a new coordinated approach to information literacy at the University of Chester", SCONUL Focus, No. 68, pp. 42-46.*

Delves into the year-long process during which University of Chester librarians, who are geographically dispersed over northwest England, examined their current role in IL instruction with the university curriculum to create a unified IL framework across their disciplinary liaison roles. The librarians developed learning outcomes based on the ANCIL (A New Curriculum for IL) framework, and the authors conclude with a discussion of how

they plan to incorporate and assess these new, shared learning outcomes in their IL instruction.

*Glover, J. (2016), "Embedding information literacy in an MFA novel workshop", Reference & User Services Quarterly, Vol. 55 No. 4, pp. 273-276.*

Describes a Virginia Commonwealth University librarian's collaboration with a faculty member to plan for being embedded in a year-long MFA novel writing course to help students with the course's research component. The author details the course structure and materials as well as library instruction, which focused on finding primary sources, images, government documents and more. Informal assessment through engagement and comments showed students gathered research skills beneficial to their novel writing.

*Goldman, C., Turnbow, D., Roth, A., Friedman, L. and Heskett, K., (2016), "Creating an engaging library orientation: first year experience courses at UC San Diego", Communications in Information Literacy, Vol. 10 No. 1, pp. 81-98.*

Details the creation and content of a library orientation module for students enrolled in a First Year Experience course, comprised of a brief, in-person introduction to library services and resources, an online module organized as a scavenger hunt and an assessment via the creation of a public service announcement whereby students highlight their favorite library space. Goals for the module, aligned with the ACRL Framework, are discussed, as well as logistical concerns such as time constraints, technology and design. In total, 411 students completed the module, and 77 per cent reported being content with what they learned from it.

*Gonnerman, K. and Johnson, K. (2016), "Peer reference assistants in a small liberal arts college: case study", Reference Services Review, Vol. 44 No. 3, pp. 292-308.*

Presents a case study on the development of a peer mentoring program at St. Olaf College by which student "research tutors" are trained to provide reference assistance, and many also help with instruction and technology projects using Camtasia. Aimed at assisting other institutions in creating similar programs, assessment of the program is provided through in-depth interviews with the peer mentors.

*Graf, A.J. and Harris, B.R. (2016), "Reflective assessment: opportunities and challenges", Reference Services Review, Vol. 44 No. 1, pp. 38-47.*

Examines the literature on self-reflection and assessment, exploring the possible impact of incorporating librarian self-reflection into the assessment of library instruction. Models for reflective assessment are discussed.

*Greco, G.E. (2016), "Chemical information literacy at a liberal arts college", Journal of Chemical Education, Vol. 93 No. 3, pp. 429-433.*

Discusses the creation of a stand-alone, one credit chemical information literacy class taught by a chemistry professor in the absence of a "dedicated" science librarian. The article includes specifics of the class such as objectives, topics covered, assignments and outcomes.



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*Greenwell, S. (2016), "Using the I-Learn model for information literacy instruction", Journal of Information Literacy, Vol. 10 No. 1, pp. 67-85.*

Examines the results of a research study comparing the I-LEARN instructional design model of library instruction, with standard IL instruction (systems approach) to determine if there is an increase in the understanding of evaluation and selection of sources with I-LEARN. Though there were no statistically significant differences, students in the I-LEARN session used the I-LEARN research guide more and also "self-reported" the benefits of the guide.

*Greer, K., Hess, A.N. and Kraemer, E.W. (2016), "The librarian leading the machine: a reassessment of library instruction methods", College & Research Libraries, Vol. 77 No. 3, pp. 286-301.*

Builds on a 2007 research article, with authors discussing the results of a recent study comparing student learning in a face-to-face library instruction session to that of a blended session. Findings revealed that there was very little difference between the two methods, but students in the session containing online instruction scored somewhat better overall on assessment questions.

*Gross, L.K., Chang, S.-H. and Dinneen, M. (2016), "Strengthening information literacy in a writing-designated course in the mathematics major", College & Undergraduate Libraries, Vol. 23 No. 1, pp. 56-78.*

Reports on an embedded library instruction collaboration within a mathematics class at Bridgewater State University to improve information literacy skills in senior undergraduates. Class specifics, assessment methods and outcomes are discussed. Study reinforces the need for integrated information literacy instruction in the undergraduate curriculum.

*Group, P.R. (2016), Survey of Best Practices in Developing Online Information Literacy Tutorials, 2017 ed., Primary Research Group, New York, NY.*

Analyzes results of a survey of academic libraries on their use and development of information literacy tutorials. Reasons for developing tutorials, the time and funding related to their development, tutorials accessibility, use of vendors and/or other libraries' tutorials, and partners in the development of tutorials are discussed. The book also separates responses by institutions' tuition level, enrollment and other variables.

*Guo, Y.R. and Goh, D.H.-L. (2016), "Evaluation of affective embodied agents in an information literacy game", Computers & Education, Vol. 103, pp. 59-75.*

Examines the impact of affective embodied agents (EAs), who act as instructors, on variables such as student learning outcomes, engagement and usefulness within a digital, role-playing information literacy game called Library Escape. Within this game, the EA is a ghost librarian. With 159 university students split between games that used affective EAs, neutral EAs and no EAs, pre- and post-test results demonstrated that students experienced higher motivation, enjoyment and usefulness among the game with the affective EA, whose responses encouraged students to continue through the game.

*Guo, Y.R. and Goh, D.H.-L. (2016), "Library escape: user-centered design of an information literacy game", Library Quarterly, Vol. 86 No. 3, pp. 330-355.*

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Explains the process and outcomes in the creation of the game “Library Escape” and the use of participatory design as well as user-centered strategies to build and evaluate it. Findings point to the importance of user-centered design in creating educational and engaging IL games.

*Gupton, P. (2016), “PREP: outreach to online learners through admissions”, Journal of Library & Information Services in Distance Learning, Vol. 103 Nos 3/4, pp. 215-226.* Outlines a collaboration between admissions advisors and librarians at National American University to develop a learning tool (PREP tutorials) for incoming students to attain skills needed for academic success including information literacy, time management and computer skills. Key findings including the advantages are explained.

*Härtinger, S. and Clarke, N. (2016), “Using patent classification to discover chemical information in a free patent database: challenges and opportunities”, Journal of Chemical Education, Vol. 93 No. 3, pp. 534-541.* Explores patent classification and its use in searching the free patent database, Espacenet. Provides instructions for concept identification, using keywords for classification symbol retrieval, and refining a search based on chemical concepts. Information for incorporating chemical information literacy into classes and additional study materials are included.

*Haigh, A.E. and Kinsella, C.J. (2016), “Bringing in the librarians: rethinking collaboration for political science research projects”, Behavioral & Social Sciences Librarian, Vol. 35 No. 1, pp. 19-31.* Details a partnership with librarians and political science faculty in their efforts to redesign library instruction and a class assignment to improve research skills and source selection among upper level researchers. The revised plan included two interactive information literacy sessions as well as individual or group research meetings with the librarian. Assessment information and overall findings are included.

*Hale, A. and Reading, J. (2016), “When the personal enables the independent: taking the library to the students”, Australian Academic & Research Libraries, Vol. 47 No. 1, pp. 3-17.* Explores collaborative efforts of librarians and professors at Western Sydney University (Australia) to provide information literacy and independent learning skills in a core English literacy class for incoming students lacking needed preparation for college study. Librarians assisted by providing library instruction in over 80 online sessions (tutorials) which were paired with an assessment piece used to determine IL competency and accounted for 40 per cent of the student class grade. Detailed assessment data and program explanation is provided.

*Hall, K. (2016), “Faculty outreach: forging new partnerships”, Public Services Quarterly, Vol. 12 No. 2, pp. 172-178.* Promotes the importance of connecting and building relationships with faculty, especially in efforts to best serve students. The article gives suggestions on types of outreach for academic libraries and librarians, actions to take and also touches on the importance of building mutually beneficial partnerships.

*Halpern, R. (2016), "Active learning works! Until it doesn't: measuring the effectiveness of activity-based learning exercises on information anxiety", Journal of Library & Information Services in Distance Learning, Vol. 103 Nos 3/4, pp. 242-253.*

Explores connections between IL (using active learning strategies) and alleviating student anxiety, indicating that in an online setting activity-based learning may not be as effective as researchers have estimated. Methods of assessment included a pre- and post-test survey instrument.

*Hanell, F. (2016), "Information activities and appropriation in teacher trainees' digital, group-based learning", Information Research-an International Electronic Journal, Vol. 21 No. 1.*

Discusses an ethnographic study of 249 education students "through a lens of information literacy" on how they use digital tools in group learning activities, and how they appropriate them. Students are observed online and in person in several processes including organizing the project and choosing digital tools, choosing a topic, gathering information and presenting the material. Findings related to the information literacy of educators in digital and group based learning are further discussed.

*Harbo, K. and Jensen, T.S. (2016), "How can the digital library contribute to employability?", Nordic Journal of Information Literacy in Higher Education, Vol. 8 No. 1, pp. 20-29.*

Describes the creation of a program by a consortium of Danish university libraries to enhance the employability of their students through teaching information literacy skills via the creation of a digital library, featuring instruction through learning management systems and massive open online courses. This article details the purpose, goals, methods, theoretical framework and platforms of this developing program and concludes with a brief overview of the recently launched MOOC.

*Harrington, A. and Libby, A.G. (2016), "Chasing the white "whale": a case study in using iPads to promote active learning", Internet Reference Services Quarterly, Vol. 21 Nos 3/4, pp. 53-61.*

Reports on efforts of librarians at Tidewater Community College to create a flexible classroom more conducive to active learning to enhance information literacy instruction and engagement. The authors discuss the process of designing the new classroom, and choosing the technology including the iPads and the apps. The authors elaborate on early outcomes of the project and future plans.

*Hawes, S.L. and Mason Adamson, J. (2016), "Flipping out over online library instruction: a case study in faculty-librarian collaboration", Journal of Library & Information Services in Distance Learning, Vol. 103 Nos 3/4, pp. 254-267.*

Explores a collaboration with an instructional design professor and online services librarian to create an information literacy session including a flipped classroom module and online class for online graduate students. The article details the collaboration, the class design and components, class activities, student assessment and feedback.

*Hebrang Grgic, I. (2016), "Information literacy and open access in Croatian academic libraries", Library Review, Vol. 65 Nos 4/5, pp. 255-266.*

Explains a study conducted on information literacy concerning open access issues within Croatian academic libraries. Results indicate that about 77 per cent of libraries offer some kind of training, but only 60 per cent educate around predatory publishers.

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Held, T. and Gil-Trejo, L. (2016), "Students weigh in: usability test of online library tutorials", *Internet Reference Services Quarterly*, Vol. 21 Nos 1/2, pp. 1-21.

Details a study regarding the student usability testing of online tutorials conducted in order to gauge student learning as well as to provide feedback for use in updating the tutorials. The study illustrates how techniques borrowed from computer science can be adapted and used to inform IL tutorial design for information literacy instruction.

Hess, A.K.N. and Greer, K. (2016), "Designing for engagement: using the ADDIE model to integrate high-impact practices into an online information literacy course", *Communications in Information Literacy*, Vol. 10 No. 2, pp. 264-282.

Explores how librarians teaching a for credit information literacy class used the instructional design framework called ADDIE and its various phases (analysis, design, development, implementation and evaluation) as well as other IL best practices to guide the creation of the course.

Hess, A.N. (2016), "A case study of job-embedded learning", *portal: Libraries and the Academy*, Vol. 16 No. 2, pp. 327-347.

Provides details of a case study of job embedded professional development through the creation of a learning community focused on instructional technology, instructional design and the Framework for Information Literacy for Higher Education. Assessment of the learning community by way of participant feedback is also discussed.

Hicks, A. (2016), "Student perspectives: redesigning a research assignment handout through the academic literacies model", *Journal of Information Literacy*, Vol. 10 No. 1, pp. 30-43.

Follows a case study detailing a redesign of a research assignment handout created through an academic literacies framework for an undergraduate history capstone class that used qualitative feedback from students to inform changes.

Hicks, A. and Lloyd, A. (2016), "It takes a community to build a framework: information literacy within intercultural settings", *Journal of Information Science*, Vol. 42 No. 3, pp. 334-343.

Considers the importance of information literacy with regard to cultural context including how people become acclimated to a setting. The paper considers information literacy frameworks and how they are more focused on individual aspects than cultural, and how including cultural context can more fully allow for its use and relevance in a global world.

Hillman, C.R. and Sabourin, K. (2016), "Don't get left behind: moving library instruction online", *Journal of Library & Information Services in Distance Learning*, Vol. 103 Nos 3/4, pp. 277-285.

Reports on a case study of the creation of a professional development module at St John Fischer College to make faculty aware of embedded librarian possibilities for online courses. The Assessment and Online Program Librarian created a module to be included in the schools standing online teaching course for professors. The module modeled a library instruction session showcasing elements the library could provide including video tutorials, assessments and other customizable options based on needs of the class.

*Hinchliffe, L.J. and Prom, C.J. (2016), Teaching with Primary Sources, Society of American Archivists, Chicago, IL.*

Provides information as well as practical examples for archivists, librarians and educators regarding teaching with primary sources, connecting literature on information literacy and archives. The book includes three related modules on the topic.

*Hoag, B.A. (2016), "Opposites or perfect partners: student affairs and libraries in collaboration to advance student learning", Thesis, Bowling Green State University, Bowling Green, OH.*

Describes a study of librarians and student affairs professionals and their collaboration to improve student learning at Augustana College. Challenges, benefits and overall outcomes are explained.

*Hoffman, S. (2016), Dynamic Research Support in Academic Libraries, Facet Publishing, London.*

Provides chapters on data management, open access and GIS support services in efforts to expand the vision of research support in academic libraries. Specific IL-related chapters include a case study on a first-year massive open online course focused on information literacy to ease the transition between high school and college.

*Hollister, J.M. (2016), "In- and out-of-character: the digital literacy practices and emergent information worlds of active role-players in a new massively multiplayer online role-playing game", Thesis, The Florida State University, Tallahassee, FL.*

Studies the digital literacy practices (including information literacy) of players of the massively multiplayer online role-playing game, WildStar, while considering the "social context" of the game players' digital literacy practices. Outcomes are explored and documented for various literacy types.

*Huang, R., Li, B. and Zhou, L. (2016), "Information literacy instruction in Chinese universities: MOOCs versus the traditional approach", Library Hi Tech, Vol. 34 No. 2, pp. 286-300.*

Reports on efforts at Wuhun University in China to adapt its information literacy instruction module to a massive open online course (MOOC) to improve quality, interactivity and access. Assessment of the program is provided through student survey results.

*Hudson, A. and Azadbakht, E. (2016), "Redesigning library instruction for English 102: a preliminary report", MS Libraries, Vol. 79 No. 4, pp. 100-103.*

Discusses the revision of an English 102 library instruction session including information on the teaching strategies and class components, as well as the ways in which humor and music are used.

*Hufford, J.R. (2016), "The academic library and the culture for learning", portal: Libraries & the Academy, Vol. 16 No. 2, pp. 349-372.*

Provides details of a library assessment study at Texas Tech University to understand how the library supports students through ways that are not usually analyzed including supporting both civic and engaged learning activities. The assessment was conducted by

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reviewing course syllabi. The article mentions that the results can be used in creating improved goals for assessment and learning outcomes; in addition, it stresses that the methods can be adapted to other institutions.

*Hughes, H., Hall, N., Pozzi, M., Howard, S. and Jaquet, A. (2016), "Passport to study: flipped library orientation for international students", Australian Academic & Research Libraries, Vol. 47 No. 3, pp. 124-142.*

Documents a workshop for first year international students at an Australian university which involved a flipped classroom experience. The session aimed to create awareness about the library's support services by engaging students in fun self-guided activities in which they had to ask questions to complete a quiz within the library; a more formal library session followed. The authors provide evaluation information, assignment materials and suggestions for other institutions interested in conducting a similar workshop.

*Ibraheem, A.I. and Devine, C. (2016), "Saudi students, American academic library: a survey", Library Review, Vol. 65 Nos 4/5, pp. 267-280.*

Presents a study of the library experiences of Saudi Arabian students at Robert Morris University. It indicates that students struggle with communication and language barriers, and many report problems because the structure of the library is different than at home. It is noted that this is one of the only recent studies of Saudi students and their library experiences at an American university.

*Irvin, V. (2016), "Gazing the diversity stance in North America: bringing practitioner inquiry into the LIS classroom", Journal of Education for Library and Information Science, Vol. 57 No. 2, pp. 151-160.*

Calls for diversity to be a main principle of the LIS curriculum and calls for educators to be intentional, reflective and actively engaged with topics of diversity within their own practice as librarians and to be aware of how their identity impacts their practice. Irvin explores the role of practitioner inquiry in the LIS classroom and how it can unearth new ways of thinking and understanding and foster self-awareness, which can help fill gaps in the LIS curriculum, especially with regards to diversity and privilege.

*Ismail, L. (2016), "Removing the road block to students' success: in-person or online? Library instructional delivery preferences of satellite students", Journal of Library & Information Services in Distance Learning, Vol. 103 Nos 3/4, pp. 286-311.*

Explores a study of satellite community college students at Limestone College that was conducted to determine their preferences for library instruction as well as their level of comfort with technology. It was determined that overall, they all prefer face-to-face instruction over online instruction, phone or email.

*Jabeen, M., Yun, L., Rafiq, M., Jabeen, M. and Tahir, M.A. (2016), "Information literacy in academic and research libraries of Beijing, China", Information Development, Vol. 32 No. 3, pp. 579-591.*

Examines results of a study of information literacy methods and practices in Chinese research institutes and universities. One important finding is that research institutes



fall behind research libraries in terms of information literacy activity, although both are engaged in IL. It stresses the importance of the government and library organizations in supporting IL initiatives as well as the need for a national policy on information literacy.

*Jacobs, D.L., Dalal, H.A. and Dawson, P.H. (2016), "Integrating chemical information instruction into the chemistry curriculum on borrowed time: a multiyear case study of a capstone research report for organic chemistry", Journal of Chemical Education, Vol. 93 No. 3, pp. 444-451.*

Explores the evolution of a capstone project for Organic Chemistry students at Rider University created in collaboration with librarians and chemistry faculty to teach students IL skills including the proper use of the SciFinder database. It also explains the changes during the six years that the assignment has been taught, and how assessment has been used to inform the process.

*Jacobson, T.E. and Mackey, T.P. (2016), Metaliteracy in Practice, Neal-Schuman, An imprint of the American Library Association, Chicago, IL.*

Provides a practical look at how metaliteracy has been implemented as a framework for engaging learners in information literacy. Case studies within this book include chapters on metaliteracy within nursing education, its application for engaging with emerging technologies and social media and its impact on undergraduate student learning outcomes.

*Jacoby, J., Ward, D., Avery, S. and Marcyk, E. (2016), "The value of chat reference services: a pilot study", portal: Libraries & the Academy, Vol. 16 No. 1, pp. 109-129.*

Studies chat service in relation to an assignment for an introductory composition class to determine factors leading to "high" student and instructor perceptions of value related to chat use, and to inform the creation of best practices for chat service. A grounded theory approach was used and librarians, students, and instructors participated in focus groups and surveys. Findings were divided into different areas of discussion in the article, including question resolution, speed/convenience, customer service, instruction and referrals.

*Jinadu, I. and Kiran, K. (2016), "Practices leading to information literacy development among Nigerian undergraduates", Malaysian Journal of Library & Information Science, Vol. 21 No. 1, pp. 109-121.*

Explores a study of the workplace IL skills of employees in academia and how their practices may impact the development of information literacy and problem solving skills for their students in the workplace.

*Johnson, B. and McCracken, I.M. (2016), "Reading for integration, identifying complementary threshold concepts: the ACRL framework in conversation with naming what we know: threshold concepts of writing studies", Communications in Information Literacy, Vol. 10 No. 2, pp. 178-198.*

Provides analysis and discussion of two threshold based documents, the *ACRL Framework of Information Literacy* and *Naming What We Know: Threshold Concepts of Writing Studies*. The

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authors present a guide for reviewing the documents for complimentary aspects that may encourage conversations and integration across the two disciplines.

*Johnson-Grau, G., Archambault, S.G., Acosta, E.S. and McLean, L. (2016), "Patience, persistence, and process: embedding a campus-wide information literacy program across the curriculum", Journal of Academic Librarianship, Vol. 42 No. 6, pp. 750-756.*

Explores Loyola Marymount University and its efforts to work with faculty to incorporate information literacy training into the core curriculum. The case study provides information and direction for working with faculty to push for inclusion.

*Jones, M.L.B. and Seybold, P.G. (2016), "Combining chemical information literacy, communication skills, career preparation, ethics, and peer review in a team-taught chemistry course", Journal of Chemical Education, Vol. 93 No. 3, pp. 439-443.*

Discusses a for credit semester long class that teaches chemical information literacy along with other competencies such as communication skills, career skills, professional ethics. Information literacy aspects include source evaluation, database use and reference management instruction.

*Jones, P., Bauder, J. and Engel, K. (2016), "Mixed or complementary messages: making the most of unexpected assessment results", College & Research Libraries.*

Explores an action research study at Grinnel College, Assessment in Action (AIA), which evaluated how effective library instruction sessions were in increasing the research skills of upper level students taking Spanish, psychology and economic classes. Unexpected results revealed that although student qualitative responses indicated they understood concepts taught in the sessions, the citation study including the students work did not show significant improvement. Librarian actions and program changes in response to the results are discussed.

*Julien, H. (2016), "Beyond the hyperbole: information literacy reconsidered", Communications in Information Literacy, Vol. 10 No. 2, pp. 124-131.*

Discusses the challenges in defining and teaching information literacy, while asserting its importance not only in academic settings but in everyday society. The author urges librarians, especially those in higher education, to recognize broader needs and considerations in teaching IL, including information behavior, information practices and cultural context. Suggestions for continued development of IL and implications for librarians are addressed.

*Junisbai, B., Lowe, M.S. and Tagge, N. (2016), "A pragmatic and flexible approach to information literacy: findings from a three-year study of faculty-librarian collaboration", Journal of Academic Librarianship, Vol. 42 No. 5, pp. 604-611.*

Discusses a study to access the change in undergraduate research skills after the integration of information literacy into the undergraduate curriculum and other programmatic changes. The article discusses the positive outcomes associated with librarian-faculty collaboration on IL skills.

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*Kale, A.S. (2016), "Disciplinary background, educational level and information literacy skills of pre-service teachers: a case study", SRELS Journal of Information Management, Vol. 53 pp. 281-291.*

Examines a study of pre-service teachers in Mumbai colleges of education to understand their information literacy skills as well as any connections between level of education and discipline. Connections were found between discipline but no relationship was found based on level of education.

*Karn-Carmichael, K. and Weaver, K.D. (2016), "Giving government information the green light", DttP: A Quarterly Journal of Government Information Practice & Perspective, Vol. 44 No. 1, pp. 14-18.*

Discusses the development and use of the Stop Gap Evaluation Guide for students at the University of South Carolina Aiken. The author also addresses the issue of evaluation models that focus mainly on scholarly versus non-scholarly sources and how this leaves out government sources that can be useful to student research. Favorable faculty and student feedback is briefly discussed.

*Kavšek, T., Peklaj, C. and Žugej, U. (2016), "Information literacy training evaluation: the case of first year psychology students", Journal of Academic Librarianship, Vol. 42 No. 4, pp. 293-299.*

Details a study of two Slovenian universities on the impact of IL training of freshman psychology students taught over several months. Results indicate favorable results for the gradual teaching of IL over time.

*Keiser, B.E. (2016), "How information literate are you? A self-assessment by students enrolled in a competitive intelligence elective", Journal of Business & Finance Librarianship, Vol. 21 Nos 3/4, pp. 210-228.*

Explores results of a small study of masters and undergraduate students in a Competitive Intelligence class regarding their views of their information literacy skills before and after taking the course. Results are compared to previous studies, and indicate the impact information literacy skills training can have within a class.

*Keller, P.S. (2016), "The framework for information literacy: academic librarians' perceptions of its potential impact on higher education library praxes", Thesis, The University of New Mexico, Albuquerque, NM.*

Explores a dissertation study which assessed the responses of academic librarian deans and non-deans about the Framework for Information Literacy for Higher Education and perceptions about its impact. Deans perceived a higher level of impact than non-deans. The author states that the findings may be helpful to librarians, teaching faculty and others with interest in IL in higher education.

*Kellner, M.N., Tchangalova, N., Gammons, R.W., Carroll, A.J. and Payne-Sturges, D.C. (2016), "Collaborating for success: a case study on mentoring, partnering, and teaching", Collaborative Librarianship, Vol. 8, pp. 202-223.*

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Describes a partnership initiative with the University of Maryland (UMD) College Park Libraries and UMD iSchool to provide MLIS students with mentoring and hands on teaching and assessment experience through a formal paid fellowship program. The case study describes the experience and discusses the overall benefits for an MLIS student, librarian and students who received instruction.

*Kim, K.-S. and Sin, S.-C.J. (2016), "Use and evaluation of information from social media in the academic context: analysis of gap between students and librarians", Journal of Academic Librarianship, Vol. 42 No. 1, pp. 74-82.*

Describes a study to compare different social media used by students and librarians for informational purposes and the ways in which they approach evaluating them. Results show that there were many similarities in tool use, but there were also differences among the two groups. The article also shed light on evaluation and suggested areas where teaching opportunities may exist in relation to social media evaluation tools.

*King, R.P. (2016), "Popular sources, advertising, and information literacy: what librarians need to know", Reference Librarian, Vol. 57 No. 1, pp. 1-12.*

Considers "native advertising" or "sponsored content" as well as financial sponsorship in popular source publishing, and the issues it raises for librarians as well as students who use popular sources. It also discusses what librarians need to know about these issues and implications for information literacy.

*Kirkwood, H. and Dejoie, R. (2016), "Business information literacy integration into a freshman summer bridge course for underrepresented minorities", Journal of Business & Finance Librarianship, Vol. 21 Nos 3/4, pp. 198-209.*

Reports on a summer-bridge program for incoming freshmen from underrepresented groups who are interested in business. The class is a partnership with a management professor and librarian faculty member at Purdue and was recreated to prepare students by focusing on academic, life and information skills that will benefit the students in college and beyond.

*Kitchens, R.K. and Barker, M.E. (2016), "Synthesizing pedagogies and engaging students: creating blended eLearning strategies for library research and writing instruction", Reference Librarian, Vol. 57 No. 4, pp. 323-335.*

Details a partnership between a digital presence librarian and a language and literature professor in efforts to fully support students in the writing and research process through a two-month research project. Teaching methods, strategies, tools and types of library support offered during the project are discussed.

*Kleinveldt, L.T. and Zulu, M. (2016), "Integrating tablet technology into information literacy training at CPUT libraries: a pilot project", Vol. 33 pp. 10-14.*

Discusses efforts at Cape Peninsula University of Technology to create an IL session which adapted tablet technology to teach several modules on topics including identifying and evaluating sources, analyzing a topic, using databases and citation and

avoiding plagiarism. The article discusses applications and strategies used as well as the outcomes of the project.

*Klomsri, T. and Tedre, M. (2016), "Poor information literacy skills and practices as barriers to academic performance", Reference & User Services Quarterly, Vol. 55 No. 4, pp. 293-305.* Reports on results of a study of the IL skills of post-graduate students at the University of Dar es Salaam in Tanzania. The study discussed the overall poor results and gave suggestions for improvement.

*Klubek, P. (2016), "Librarians applying information literacy standards as evaluators of peer-to-peer course content in a first-year college success course", Reference & User Services Quarterly, Vol. 56 No. 1, pp. 26-35.* Discusses efforts of librarians at Magnolia Library in Baton Rouge to assist a college success class through providing professional IL standards to the evaluation of peer-to-peer class materials for student use and learning.

*Klucsevsek, K.M. and Brungard, A.B. (2016), "Information literacy in science writing: how students find, identify, and use scientific literature", International Journal of Science Education, Vol. 38 No. 17, pp. 2573-2595.*

Follows the study in which a science writing professor and a science librarian collaborated to study student writing practices and IL improvement through the application of a literature review assignment as well as an embedded librarian. They used surveys, reflection and assessment of student writing to understand the progress and practices, determining that the students improved in IL abilities while also pinpointing areas for improvement.

*Koltay, T. (2016), "Are you ready? Tasks and roles for academic libraries in supporting research 2.0", New Library World, Vol. 117 No. 1, pp. 94-104.*

Discusses the new roles of librarians and libraries due to Research 2.0 including opportunities to support researchers (especially faculty) through information and data literacy.

*Koltay, T., SPiranec, S. and Karvalics, L.S.Z. (2016), Research 2.0 and the Future of Information literacy, Chandos Publishing is an imprint of Elsevier, Amsterdam*

Addresses the connections between information literacy and Research 2.0 as well as the future development of IL. Other related literacies are also discussed. Chapters include SHIFTING Research Paradigms Toward Research 2.0, The Nature of Information Literacy, Transformations of Information Literacy: From Bookshelves to the Web 2.0 and Conclusion: Shaping Forces, Future Challenges.

*Kuglitsch, R.Z. and Burge, P. (2016), "Beyond the first year: supporting sophomores through information literacy outreach", College & Undergraduate Libraries, Vol. 23 No. 1, pp. 79-92.*

Explores a case study of an outreach program geared toward sophomore students in efforts to support and assist in the retention efforts of this population.

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*Kvenild, C., Tumbleson, B.E., Burke, J.J. and Calkins, K. (2016), "Embedded librarianship: questions and answers from librarians in the trenches", Library Hi Tech, Vol. 34 No. 2, pp. 8-11.*

Reports on an embedded librarianship and learning management systems related study to determine best practices and the current state of the field based on librarian feedback. The study looks at various themes and highlights findings.

*Låg, T. (2016), "Flipped versus traditional classroom information literacy sessions: student perceptions and cognitions", Nordic Journal of Information Literacy in Higher Education, Vol. 8 No. 1, pp. 45-50.*

Reports on a study to assess the impact of a flipped classroom information literacy session and a traditional classroom session for 2nd and 3rd year psychology students at UiT, The Arctic University of Norway. Study results determined that the flipped classroom sessions are an acceptable alternative to the traditional sessions and also a way to promote more student-centered learning.

*Lantz, C., Insua, G.M., Armstrong, A.R. and Pho, A. (2016), "Student bibliographies: charting research skills over time", Reference Services Review, Vol. 44 No. 3, pp. 253-265.*

Explores a research study to determine the retention of research skills of first-year students over time through the comparison of two bibliography assignments that were completed by students after an information literacy session. The areas assessed include the accuracy of citations, annotation quality and the variety as well as quality of sources used. The results determined that the highest scores were maintained for the use of quality sources.

*Lavoie, K.O. (2016), "Using r2d2 to create information literacy objects in academic libraries: design-based research", Thesis, Wayne State University, Detroit, MI.*

Presents a dissertation study detailing the creation of an "IL Object Design Guide" which was implemented to assist librarians when designing information literacy objects for online students. The research, design process and data analysis are discussed.

*Leeder, C. (2016), "Student misidentification of online genres", Library & Information Science Research, Vol. 38 No. 2, pp. 125-132.*

Details the results of a genre identification study of 204 undergraduates to understand how they identify the genres of sources they find while researching online. Although results showed large numbers of misidentified source types, library instruction was shown to improve these outcomes.

*Leeder, C. and Shah, C. (2016), "Practicing critical evaluation of online sources improves student search behavior", Journal of Academic Librarianship, Vol. 42 No. 4, pp. 459-468.*

Details an experimental study to determine the effects of critical source evaluation on the online search behavior and search results of students receiving IL instruction. Favorable results are presented for students in the experimental group who received guided instruction over those in the control group who received no instruction.



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*Lemire, S. (2016), "Scaling instruction to needs updating an online information literacy course", Reference & User Services Quarterly, Vol. 56 No. 1, pp. 17-22.*

Explores the updating of an online information literacy course for students in a writing class at the University of Utah. The revision of the online class included the move to a new platform called Canvas and also incorporated updated modules and instruction to accommodate various learning styles, as well as digital badges, and enhanced assessment capabilities.

*Lenker, M. (2016), "Motivated reasoning, political information, and information literacy education", portal: Libraries & the Academy, Vol. 16 No. 3, pp. 511-528.*

Considers motivated reasoning and the effect it can have on the objective interpretation of political information. In this light, the article asserts that IL should expand its focus to consider not only knowledge about information and sources but also about how people interact with these sources.

*Lenton, E. and Dineen, C. (2016), "Set it and forget it (almost): how we make DIY 3D printing work in our library", Public Services Quarterly, Vol. 12 No. 2, pp. 179-186.*

Explores various 3D printing services including makerspaces in academic libraries, supporting information literacy and self-directed learning through technology.

*Loftis, E. and Wormser, J.M. (2016), "Developing online information literacy instruction for the undergraduate art student: a collaborative approach in the context of the framework for information literacy", Art Documentation: Bulletin of the Art Libraries Society of North America, Vol. 35 No. 2, pp. 241-261.*

Explains how the library directors of the Association of Independent Colleges of Art and Design consortium created online tutorials covering information literacy for undergraduate students. The authors discuss their platform selection, the marketing and timeline of the program and the content and its integration into curriculum.

*Lombard, E. (2016), "Translating information literacy: online library support for ESL students", Journal of Library & Information Services in Distance Learning, Vol. 103 Nos 3/4, pp. 312-319.*

Examines the influence of an online course format of an ESL freshman composition course on information literacy skills. Students ability to identify, locate, evaluate and use information was observed. While noting that students lose social cues with online communication, the author finds that the self-pacing asynchronous course format is beneficial to students.

*Lombard, E. (2016), "Information fluency: not information literacy 2.0", Journal of Academic Librarianship, Vol. 42 No. 3, pp. 281-283.*

Explains the difference between information fluency and information literacy and identifies collaboration and commitment as components of information fluency. The author provides a collaboration table and a commitment checklist as a means of assessing institutional information fluency.

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Long, D. (2016), "Librarians and student affairs professionals as collaborators for student learning and success", Thesis, IL State University, Normal, IL.

Reports on the perceptions of the roles of librarians and student affairs professionals on student success. While noting that librarians and student affairs professionals have different roles, the author draws attention to opportunities for collaboration in support of student success.

Loo, J.L., Eifler, D., Smith, E., Pendse, L., He, J., Sholinbeck, M., Tanasse, G., Nelson, J.K. and Dupuis, E.A. (2016), "Flipped instruction for information literacy: five instructional cases of academic librarians", *Journal of Academic Librarianship*, Vol. 42 No. 3, pp. 273-280.

Examines the impact of a pre-class assignment and greater active learning during class in a case study with a multi-case design by University of California, Berkeley librarians. The authors provide a diagram of catalysts and building blocks and describe multiple positive outcomes, including increased opportunities for information literacy instruction without additional class time.

López, J. and Ballan, D. (2016), "Exploring new horizons for information literacy in FE", *CILIP Update*, pp. 43-45.

Describes the one-to-one tutorials offered that teach research skills, referencing, writing and study skills. The author mentions that students take ownership of skills they need to learn.

Lovitt, C.F., Shuyler, K. and Li, Y. (2016), *Integrating Information Literacy Into the Chemistry Curriculum*, American Chemical Society, WA, DC.

Presents options for integrating information literacy skills in chemistry assignments. Topics include data information literacy and communication of advanced topics to the general public.

Lowe, M.S., Stone, S.M., Booth, C. and Tagge, N. (2016), "Impact of assignment prompt on information literacy performance in first-year student writing", *Journal of Academic Librarianship*, Vol. 42 No. 2, pp. 127-134.

Examines the influence of assignment prompts and scaffolded assignments on information literacy. The assignments were evaluated on attribution, evaluation, communication and assignment sequencing. The authors suggest that assignment prompts may not improve information literacy performance.

Lundstrom, K., Martin, P. and Cochran, D. (2016), "Making strategic decisions: conducting and using research on the impact of sequenced library instruction", *College & Research Libraries*, Vol. 77 No. 2, pp. 212-226.

Examines the influence of library instruction interventions on psychology course grades at Utah State University. The authors suggest this study can be used to guide librarian instruction and has increased communication with faculty on campus.

Macy, K.V. and Coates, H.L. (2016), "Data information literacy instruction in business and public health", *IFLA Journal*, Vol. 42 No. 4, pp. 313-327.

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Reports on an undergraduate business program case study and a graduate public health program case study at Indiana University-Purdue University Indianapolis (IUPUI) which aimed to supplement curriculum with data information literacy. The authors describe the five steps for including data information literacy in the curriculum.

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*Maddison, T. and Kumaran, M. (2016), Distributed Learning: Pedagogy and Technology in Online Information Literacy Instruction, Elsevier Science, Kent.*

Examines the influence of distance learning on library instruction. Topics include pedagogy, technology and collaboration.

*Mahmood, K. (2016), "Do people overestimate their information literacy skills? A systematic review of empirical evidence on the Dunning-Kruger Effect ", Communications in Information Literacy, Vol. 10 No. 2, pp. 199-213.*

Presents a systematic review of literature in Library and Information Science Abstracts (LISA) and Library, Information Science & Technology Abstracts (LISTA) to demonstrate that the Dunning–Kruger Effect applies to information literacy skills. The author discusses the search strategy, inclusion and exclusion criteria, and study selection and data extraction to demonstrate that low-performers rate their perceived information literacy skills as higher than their actual skill level.

*Malik, M. (2016), "Assessment of a professional development program on adult learning theory", portal: Libraries and the Academy, Vol. 16 No. 1, pp. 47-70.*

Discusses the literature on adult learning theory, and a case study involving a professional development program in which librarians were introduced to literature on adult learning and then asked to assess how adult learning theories can be used in teaching graduate students. Data were collected through pre- and post-reflection essays and revealed two major themes: many of the librarian participants were (unknowingly) already including adult learning aspects in their teaching, and they agreed that the theories could be helpful when instructing graduates and other groups.

*Manso Rodriguez, R.A. and Machado Rivero, M.O. (2016), "Information skills training through mobile devices: practical applications of QR codes in academic libraries", Electronic Library, Vol. 34 No. 1, pp. 116-131.*

Presents a descriptive study examining the usage of QR codes in academic libraries to complement information skills training. The authors recommend best practices for usage of QR codes, including examining the user experience and needs before defining the intended informational display.

*Marrall, R.M. (2016), "Sequential art in library credit instruction: exploring multiple literacies through graphic novels, comics, and comix", Behavioral & Social Sciences Librarian, Vol. 35 No. 1, pp. 32-41.*

Describes the process to develop and implement an academic library course, "LIBR 320: Multiple literacies through graphic novels, comics, and commix", examining multiple types of literacy. The author presents organizational information and future improvements for the course.

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Matamoros, A.B. (2016), "Differentiated instruction in information literacy courses in urban universities: how flipping the classroom can transform a course and help reach all students", *Urban Library Journal*, Vol. 22 No. 1, pp. 1-28.

Describes the use of a flipped classroom approach and differentiated instruction pedagogy to maximize acquisition of information literacy skills in diverse student populations. The author suggests that additional class time be used for a tutorial model of differentiated instruction.

Mathews, K. (2016), "Moving beyond diversity to social justice", *Progressive Librarian*, No. 44, pp. 6-27.

Discusses the role of academic libraries in developing authentic social justice frameworks. Noting challenges related to funding, demographics and campus climate, the author describes methods and tools, including usage of information literacy lessons, research services, collection development and collaboration with the campus community, to accomplish a social justice agenda.

Maybee, C., Doan, T. and Flierl, M. (2016), "Information literacy in the active learning classroom", *Journal of Academic Librarianship*, Vol. 42 No. 6, pp. 705-711.

Presents a study using semi-structured, audio-recorded interviews to analyze instructors' views of students' acquisition of information literacy skills in active learning courses. The authors identify information literacy skills, learning and empowerment as three major themes.

Mays, D.A. (2016), "Using ACRL's framework to support the evolving needs of today's college students", *College & Undergraduate Libraries*, Vol. 23 No. 4, pp. 353-362.

Describes the usage of a community engagement project about childhood vaccination as a means for teaching the Association of College and Research Libraries' Framework for Information Literacy for Higher Education. Noting that all six concepts cannot be addressed in one session, the author recommends collaborating with teaching faculty to teach the six concepts.

McClellan, S. (2016), "Teaching critical thinking skills through commonly used resources in course-embedded online modules", *College & Undergraduate Libraries*, Vol. 23 No. 3, pp. 295-314.

Describes the steps taken to create online learning modules from content development through digital integration in courses. The author shows how critical thinking skills can be embedded into information literacy sessions.

McClure, R. and Purdy, J.P. (2016), *The Future Scholar: Researching and Teaching the Frameworks for Writing and Information Literacy*, Published on behalf of the American Society for Information Science and Technology by Information Today, Medford, NJ.

Addresses the Framework for Success in Postsecondary Writing and the Association of College and Research Libraries' Framework for Information Literacy, and how to use them in first year writing courses and elsewhere. This book also uses the framework documents to assess instruction.

McClure, R. and Kramer, M. (2016), *Rewired: Research-Writing Partnerships Within the Frameworks*, Association of College and Research Libraries, a division of the American Library Association, Chicago, IL.

Examines collaboration between librarians and their colleagues with consideration given to digital writing. The book addresses writing and information literacy assessments, and the connection between research and writing.

McCormack, B. (2016), "Embedding unique and distinctive collections into the curriculum", *SCONUL Focus*, No. 68, pp. 77-80.

Discusses the information literacy efforts of special collections librarians at Maynooth University libraries in providing information literacy instruction using special collections including archival materials, manuscripts, early books and artefacts. IL workshops are conducted within various disciplines with the goal of full integration of the primary materials and IL into the curriculum.

McGowan, B., Gonzalez, M. and Stanny, C.J. (2016), "What do undergraduate course syllabi say about information literacy?", *portal: Libraries & the Academy*, Vol. 16 No. 3, pp. 599-617.

Examines the alignment of undergraduate syllabi at the University of West Florida to the Association of College and Research Libraries Information Literacy Competency Standards for Higher Education. The authors include steps and recommendations for completing a syllabus review and recommend results be used to increase collaboration with faculty members.

McNally, A. (2016), "The university archive as teaching resource", *SCONUL Focus*, No. 68, pp. 72-76.

Shares information about University of Westminster archives path in shifting its focus toward teaching and supporting the curriculum, as well as using object based learning. The author discusses their teaching practices, changes in scope, as well as what has and has not worked.

Meehlhause, K. (2016), "Two parts reflection, one-part selfie", *Communications in Information Literacy*, Vol. 10 No. 1, pp. 14-22.

Ponders the limitations of a Minute Paper and describes the use of a "selfie" project to increase retention of information literacy skills. The author suggests librarians take advantage of students' interest in social media to increase active learning.

Meier, J.J. and Miller, R.K. (2016), "Turning the revolution into an evolution", *College & Research Libraries News*, Vol. 77 No. 6, pp. 283-286.

Asserts that the concept of rapid prototyping from manufacturing can be used in academic libraries for the design of research guides, lesson plans and tutorials. The authors argue that the implementation of rapid prototyping in a library results in creative innovation without the risk of a high cost of failure.

Mezick, E.M. and Hiris, L. (2016), "Using rubrics for assessing information literacy in the finance classroom: a collaboration", *Journal of Business & Finance Librarianship*, Vol. 21 No. 2, pp. 95-113.

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Discusses a collaborative framework for assessing information literacy in MBA and upper-level undergraduate classes and how it has changed over time. Included in the framework is guidance on collaborating with instructors, an evaluation rubric and sample assignments.

*Mi, M. and Riley-Doucet, C. (2016), "Health professions students' lifelong learning orientation: associations with information skills and self-efficacy", Evidence Based Library and Information Practice, Vol. 11 No. 2, pp. 121-135.*

Presents a cross-sectional research study comparing health professions students' learning orientation with their information literacy self-efficacy. Results indicate a positive correlation between learning orientation and self-efficacy.

*Michalak, R. and Rysavy, M.D.T. (2016), "Information literacy in 2015: international graduate business students' perceptions of information literacy skills compared to test-assessed skills", Journal of Business & Finance Librarianship, Vol. 21 No. 2, pp. 152-174.*

Presents a study using the Information Literacy Assessment instrument to compare international graduate business students' information literacy skill levels and their perceptions. Results indicate students' actual information literacy skill levels are lower than perceived skill levels related to developing a topic, locating, accessing and evaluating information, writing and citing.

*Miller, D.M. and Chengelis-Czegán, D.A. (2016), "Integrating the liberal arts and chemistry: a series of general chemistry assignments to develop science literacy", Journal of Chemical Education, Vol. 93 No. 5, pp. 864-869.*

Presents information literacy assignments for a General Chemistry course. Student surveys completed after the course indicate positive feedback when asked about finding and evaluating sources.

*Miller, M. (2016), "Mature learners and information literacy instruction in academic libraries: how LIS programs prepare academic library instructors for adult education roles", Thesis, TX Woman's University, Denton, TX.*

Reports on availability of adult learning theory and instruction in library and information science programs in the USA. Findings indicate that courses teaching instruction are present in 46 of 50 ALA-accredited programs, but there is little evidence of adult learning theory included in the programs.

*Miller, S.D. and Minkin, R.M. (2016), "Qualitative teaching and learning needs assessment for a community of academic librarians", Journal of Library Administration, Vol. 56 No. 4, pp. 416-427.*

Presents a study to identify and address teaching needs and attitudes of librarians at Michigan State University by the Information Literacy Unit. Based on results from this study, the authors successfully advocated for three new librarian positions and for improved technology in the classrooms during renovations.

*Misa, M. (2016), "Application of instructional design principles in developing an online information literacy curriculum", Medical Reference Services Quarterly, Vol. 35 No. 1, pp. 112-121.*



Reports on the analysis, design, development, implementation and evaluation (ADDIE) phases used to create an online information literacy curriculum for medical students at Oakland University William Beaumont School of Medicine. The author points to the developed curriculum to provide students with information literacy skills necessary to be active and lifelong learners.

*Moyo, M. and Mavodza, J. (2016), "A comparative study of information literacy provision at university libraries in South Africa and the United Arab Emirates", Library Review, Vol. 65 No. 1/2, pp. 93-107.*

Examines information literacy interventions used by university students in South Africa and United Arab Emirates and describes the negative influence of constraints on information literacy. The authors conclude that the United Arab Emirates should create a library association similar to the Library and Information Association of South Africa (LLASA).

*Mullins, K. (2016), "Idea model from theory to practice: integrating information literacy in academic courses", Journal of Academic Librarianship, Vol. 42 No. 1, pp. 55-64.*

Presents a case study using the IDEA (interview, design, embed and assess) model to demonstrate how information literacy is embedded in three Doctor of Education courses. While noting that this process is time-consuming, the author suggests it is best applied to small, frequently offered courses that contain a substantial research requirement.

*Musa, A.B. (2016), "Factors affecting the pattern of information use by final year undergraduate students in federal university libraries of North Central, Zone, Nigeria", Library Philosophy & Practice, Vol. 1364, pp. 1-29.*

Presents a study using a descriptive survey to analyze patterns and factors of information usage by final year undergraduate students in North-Central Nigeria and methods to improve this usage. Findings indicate a varying pattern in the frequency, format and usage of information, and that technology and lack of experience influence usage.

*Myers, A. and Ishimura, Y. (2016), "Finding sound and score: a music library skills module for undergraduate students", Journal of Academic Librarianship, Vol. 42 No. 3, pp. 215-221.*

Examines the impact of the Music Library Instruction Module on first-year music students' ability to retrieve music information from the library catalog. Noting statistically significant changes in the students' abilities to search by composer for a CD title or reference, by song title for an opera songbook, BCM reference or composer and by major composer for a subject heading, scores or recordings, the authors show that the online module positively impacts students' library search skills.

*Naveed, M.A. (2016), "Exploring information seeking anxiety among research students in Pakistan", Libri: International Journal of Libraries & Information Services, Vol. 66 No. 1, pp. 73-82.*

Presents a qualitative study using the critical incident technique to determine if and under what circumstances research students at the University of the Punjab, Lahore, experience anxiety when seeking information and how they respond to it. Results indicate a large majority of students experience anxiety which could result in avoidance behaviors as well as affect academic performance, and the author identifies types of anxiety.

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Naveed, M.A. and Kanwal, A. (2016), "A mixed-method investigation of information seeking anxiety in Pakistani research students", *Pakistan Library & Information Science Journal*, Vol. 47 No. 2, pp. 24-33.

Reviews results of a study of Library Anxiety of postgraduate students in Pakistan at the University of the Punjab, Lahore. Students were questioned using the Information Seeking Anxiety Scale. Findings determined widespread library anxiety of various described types among the students. The anxiety did not change significantly based on demographics such as age or gender, but computer skills and program of study did impact anxiety scores.

Nazari, M. (2016), "The actuality of determining information need in geographic information systems and science (GIS): a context-to-concept approach", *Library & Information Science Research*, Vol. 38 No. 2, pp. 133-147.

Presents an exploratory case study of geographic information science/systems faculty at the universities of Leeds and Southampton and Pennsylvania State University and online students in Iran enrolled in the joint master's degree program to determine the actual information requirements. The author mentions the quality of geographic information and correct usage of geographic information science/systems tools as information needs required for actual university assignments.

Neerpath, S. (2016), "Integrating information literacy in the general education module at the Durban University of Technology, South Africa", *Mousaion*, Vol. 34 No. 1, pp. 43-55.

Describes the librarians' collaborative role in the re-designed General Education Module at the Durban University of Technology. The author describes the General Education Module principles, including information literacy.

Neumann, C. (2016), "Teaching digital natives: promoting information literacy and addressing instructional challenges", *Reading Improvement*, Vol. 53 No. 3, pp. 101-116.

Discusses issues related to teaching digital natives who are adept at using technology, but who may lack information literacy and other important skills. The study interviewed English teachers of first-year students in Indianapolis and determined their teaching challenges with students included plagiarism, distractions, problems evaluating online information and citing properly as well as other issues. Recommendations are presented.

Ng, V.L.L. (2016), "Understanding the basis behind undergraduates' pre-existing perceptions of the library in order to improve library help services", *Thesis, University of Baltimore, Baltimore, MD*.

Presents a qualitative study of millennial students and their usage and perception of the library online catalog. Findings indicate that students are unaware that the library online catalog searches a variety of sources and that librarians could help students search specific databases.

Nichols Hess, A. (2016), "A case study of job-embedded learning", *portal: Libraries & the Academy*, Vol. 16 No. 2, pp. 327-347.

Presents a qualitative case study to examine the influence of learning communities on instructional design and instructional technology. Findings indicate a positive influence of

learning communities on instructional approaches and usage of technology during information literacy sessions.

*Nutefall, J. (2016), Service Learning, Information Literacy, and Libraries, Libraries Unlimited, an imprint of ABC-CLIO, LLC, Santa Barbara, CA.*

Examines the relationship between service learning and academic librarians. Case studies with practical strategies are included.

*Nzomo, P., Ajiferuke, I., Vaughan, L. and McKenzie, P. (2016), "Multilingual information retrieval & use: perceptions and practices amongst bi/multilingual academic users", Journal of Academic Librarianship, Vol. 42 No. 5, pp. 495-502.*

Examines the influence of linguistic determinants on bi/multilingual academic users and their information searching habits and needs. The authors suggest that librarians could customize information literacy sessions and promote the usage of Multilingual Information Access tools.

*Oakleaf, M. (2016), "Getting ready & getting started: academic librarian involvement in institutional learning analytics initiatives", Journal of Academic Librarianship, Vol. 42 No. 4, pp. 472-475.*

Describes the several levels of learning analytics and learning analytics initiatives which support student success. While noting challenges to learning analytics initiatives that include data privacy, security, data quality and ethical concerns, the author recommends suggestions to prepare librarians for learning analytics initiatives at their institutions.

*Oberg, D. (2016), Media and Information Literacy in Higher Education, Chandos Publishing, Oxford.*

Examines university and college students' media and information literacy skills. Topics include ethics, civics, pedagogy, collaboration and the limitations of one-shot instruction as related to media and information literacy.

*Ocholla, L., Mutsvunguma, G. and Hadebe, Z. (2016), "The impact of new information services on teaching, learning and research at the University of Zululand library", South African Journal of Libraries & Information Science, Vol. 82 No. 2, pp. 11-19.*

Follows a study at the University of Zululand library to determine if their new IL workshops for students and researchers at various levels created to increase awareness about a variety of new products and topics were successful. Students and professors provided feedback via questionnaires which were then analyzed. Findings reflect the positive impact of the new services on research, teaching and learning.

*Okpala, H.N. (2016), "Making a makerspace case for academic libraries in Nigeria", New Library World, Vol. 117 Nos 9/10, pp. 568-586.*

Asserts that makerspaces have a role in Nigerian academic libraries and that librarians need to be open to this opportunity. Noting the benefits of a makerspace, the author also considers user training, security, funding, space, cost, erratic power supply and technophobia challenges.

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Oliver, J.T. (2016), "Come fly with me: screencasts with zooming fly-in-style highlights", *Journal of Academic Librarianship*, Vol. 42 No. 4, pp. 401-410.

Examines the impact of attention directing callouts in digital learning objects and their design on learning. While suggesting that gradual zoom callouts and immediate zoom callouts improved learning, the author draws attention to the inability to make robust statistical comparisons due to small sample size.

O'Toole, E., Barham, R. and Monahan, J. (2016), "The impact of physically embedded librarianship on academic departments", *portal: Libraries & the Academy*, Vol. 16 No. 3, pp. 529-556.

Examines the influence of an embedded subject librarian on walk-up transactions, reference and instructional transactions, and rates of collaboration within the education, biology and art departments. Results indicate that reference appointments, email reference questions, instruction sessions and request for course guides increased by 275, 371, 11.5 and 54 per cent, respectively.

Pagowsky, N. and Mcelroy, K. (2016), *Critical Library Pedagogy Handbook*, Association of College and Research Libraries, a division of the American Library Association, Chicago, IL.

Presents best practices and lesson plans on information literacy and critical pedagogy in two volumes. Volume one focuses on personal practice for teaching social justice; volume two focuses on lesson plans.

Perruso, C. (2016), "Undergraduates' use of Google vs. library resources: a four-year cohort study", *College & Research Libraries*, Vol. 77 No. 5, pp. 614-630.

Examines the influence of librarian instruction and instructors' source requirements on students' usage of library resources and websites over four years. Findings indicate that students' usage of library resources for the majority of their research increased from 30 to 71 per cent over four years due to librarian instruction and source requirements.

Phillips, A. (2016), "Educating at scale: sustainable library learning at the University of Melbourne", *Library Management*, Vol. 37 No. 3, pp. 149-161.

Presents a case study of the development of library learning services at the University of Melbourne. A service blueprint including a service model, strategy and job redesign elements was created to provide sustainable library learning service with fewer resources.

Pilerot, O. (2016), "A practice-based exploration of the enactment of information literacy among PhD students in an interdisciplinary research field", *Journal of Documentation*, Vol. 72 No. 3, pp. 414-434.

Presents a study using semi-structured interviews to examine PhD students' relationship with information literacy and material objects. The author suggests PhD students use colleagues, email lists and literature when learning information literacy.

Pilerot, O. (2016), "Connections between research and practice in the information literacy narrative: a mapping of the literature and some propositions", *Journal of Librarianship & Information Science*, Vol. 48 No. 4, pp. 313-321.

Examines the influence of research, practice and policymaking on information literacy. Noting that there are weak interconnections between strands, the author suggests two propositions to create a stronger interconnection between research and practice.

*Piloiu, R.G. (2016), "Rethinking the concept of "information literacy": a German perspective", Journal of Information Literacy, Vol. 10 No. 2, pp. 78-93.*

Examines the interdisciplinary nature of information literacy in Germany. The author suggests that librarians with a pedagogical, cultural or cognitive perspective of information literacy all add to the concept of what it means to be information literate.

*Pinto, M. (2016), "Assessing disciplinary differences in faculty perceptions of information literacy competencies", Aslib Journal of Information Management, Vol. 68 No. 2, pp. 227-247.*

Presents a study using an attitudinal test, the Information Literacy–Humanities and Social Sciences online survey, to examine Spanish faculty members' opinions and attitudes toward information literacy skills. The author suggests faculty members at the University of Granada would benefit from a targeted promotion of the following information literacy skills: searching, evaluation, processing and communication dissemination.

*Pinto, M. and Fernandez-Pascual, R. (2016), "Exploring LIS students' beliefs in importance and self-efficacy of core information literacy competencies", College & Research Libraries, Vol. 77 No. 6, pp. 703-726.*

Examines the influence of Spanish library and information science students' attitudes toward information literacy skills and self-efficacy. The authors suggest that students view communication and evaluation as important skills and feel most confident with their evaluation and searching skills.

*Pinto, M., Fernández-Pascual, R., Gómez-Hernández, J.A., Cuevas, A., Granell, X., Puertas, S., Guerrero, D., Gómez, C. and Palomares, R. (2016), "Attitudes toward information competency of university students in social sciences", portal: Libraries & the Academy, Vol. 16 No. 4, pp. 737-761.*

Reports on a study using an attitudinal test, the Information Literacy–Humanities and Social Sciences online survey, to examine the influence of Spanish students' attitudes toward information literacy skills. The authors suggest that students view their information literacy skills as inadequate but do not view the library as a resource to improve these skills.

*Pinto, M., Fernandez-Pascual, R. and Puertas, S. (2016), "Undergraduates' information literacy competency: a pilot study of assessment tools based on a latent trait model", Library & Information Science Research, Vol. 38 No. 2, pp. 180-189.*

Examines the impact of attitudes and motivation on students' information literacy skills at the University of Granada. Findings indicate statistical associations between attitudes and motivation.

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Pullman, E.P. (2016), "Qatari students' pre-college experience with information literacy", *Performance Measurement & Metrics*, Vol. 17 No. 1, pp. 55-69.

Reviews findings from a study of first year Qatari students taking an online IL course at Carnegie Mellon University and their perceptions of their information literacy skills. Pre- and post-surveys were conducted. Results determined that students had IL experiences before entering college and viewed it positively. The author created the study to inform the teaching of the class given the lack of updated information available on IL experiences of Qatari students.

Pun, R., Collard, S. and Parrott, J. (2016), "Bridging Worlds: Emerging Models and Practices of USA Academic Libraries Around the Globe", *Association of College and Research Libraries, a division of the American Library Association, Chicago, IL*.

Discusses academic libraries and practices with US affiliated libraries worldwide. This book includes a chapter entitled "Library Instruction Programs at American Style Academic Libraries Outside of the USA" which discusses a study of instruction programs developed to better understand information literacy worldwide. Findings show that most participating institutions teach over 70 classes a year on average, have formal IL definitions and standards and collaborate on and off campus. Challenges include a lack of dedicated space for instruction and assessment of IL.

Rahanu, H., Georgiadou, E., Khan, N., Colson, R., Hill, V. and Edwards, J.A. (2016), "The development of student learning and information literacy: a case study", Vol. 32 pp. 211-224.

Examines the impact of Library and Student Support on information literacy in a case study at Middlesex University London. The authors suggest that active learning in the workshop model through games and other activities increases student involvement.

Rapchak, M.E., Brungard, A.B. and Bergfelt, T.W. (2016), "What's the value of information literacy? Comparing learning community and non-learning community student learning outcomes", *Learning Communities: Research & Practice*, Vol. 4 No. 1, Article 5.

Presents the Learning Outcomes study which assessed capstone assignments from freshman-level learning community and non-learning community students in an information literacy research course. While noting that findings indicated a higher performance level of non-learning community students, the authors draw attention to the evaluation criterion and question the quality of student achievement.

Rawlins, B. (2016), "Research genius", *Online Searcher*, Vol. 40 No. 6, pp. 15-18.

Discusses the development of the Research Genius website and mobile app, a tool to aid students in academic research. Research Genius consists of three modules covering topics like primary and secondary sources, writing an annotated bibliography, and plagiarism. The author hopes to incorporate assessment measures in future iterations.

Rawson, C.H. (2016), "In search of synergy for science: a collaborative lesson plan assignment for preservice elementary school teachers and preservice school librarians", *Thesis, The University of North Carolina at Chapel Hill, Chapel Hill, NC*.



Presents a study for science-focused teacher-librarian collaboration. The author discusses best practices for instructors of preservice teachers and librarians to improve collaboration as well as the potential of activity theory.

*Read, K.G. and Morasch, M.J. (2016), "Research performance support: connecting online graduate students from the LMS to the library", Internet Reference Services Quarterly, Vol. 21 Nos 3/4, pp. 101-113.*

Defines and identifies the benefits of performance support at Concordia University Portland. Noting that students can learn from online performance support, the authors suggest that librarians can best focus their time on advanced research questions and unique information literacy needs.

*Reading, J. (2016), "Providing enhanced information skills support to students from disadvantaged backgrounds: Western Sydney University library outreach program", Journal of Academic Librarianship, Vol. 42 No. 6, pp. 694-704.*

Describes the Outreach Program at Western Sydney University which aimed to create engaging, student-centered, sustainable information literacy courses that could be embedded within academic courses for students from disadvantaged backgrounds. The author observes that students benefited from learning why and how to reference and engage with academic sources.

*Ream, T. and Parker-Kelly, D. (2016), "Expanding library services and instruction through LibGuides", Medical Reference Services Quarterly, Vol. 35 No. 3, pp. 342-349.*

Reports on the results by the Charles R. Drew University Health Sciences Library of a LibGuides usage survey in Southern California and Arizona. Findings indicate that libraries use LibGuides for instructional use as well as innovative collaborative work spaces.

*Rice, S.E. and Gregor, M.N. (2016), E-learning and the Academic Library: Essays on Innovative Initiatives, McFarland & Company, Publishers, Jefferson, NC.*

Presents 12 essays on innovative e-learning initiatives in academic libraries covering topics ranging from library orientations and spaces to instruction and reference. The editors encourage librarians to use these case studies as inspiration to innovate and create new e-learning projects at their own institutions.

*Rinto, E., Bowles-Terry, M. and Santos, A.J. (2016), "Assessing the scope and feasibility of first-year students' research paper topics", College & Research Libraries, Vol. 77 No. 6, pp. 749-764.*

Presents a content analysis study using rubric and textual analysis approaches to examine students' ability to select a research topic and to analyze research topics selected. Finding that students struggle to develop research topics, the authors suggest that future research will be used to develop evidenced-based activities to guide information literacy sessions.

*Rizvi, M. (2016), "Been there, done it, badge it! Information literacy and the use of digital badges at Middlesex University", SCOUNL Focus, No. 67, pp. 89-93.*

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Explains how digital badges are awarded to students upon completion of information literacy units. The author observes that subject guide and specialized database usage increased. While gamification helps motivate some students, the author notes that developing information literacy skills is more important than collecting badges.

*Rodriguez, J.E. (2016), "A massively flipped class designing and implementing active learning information literacy instruction for a large enrollment course", Reference Services Review, Vol. 44 No. 1, pp. 4-20.*

Presents a case study of flipped classroom methods for information literacy instruction in a large health science lecture using an online learning module prior to the instruction session. The author details the design and implementation process and discusses both advantages and challenges with the module and in-person sessions.

*Rose, R., Cullen, M.A. and Slutskaya, S.A. (2016), "Effective collaborations in multi-campus and online environments using LibGuides", GA Library Quarterly, Vol. 53 No. 2, pp. 11-29.*

Reports on a series of case studies that use LibGuides as a tool for librarian-librarian and librarian-faculty collaboration. The authors found that the LibGuides they collaborated on were the most successful and well-used, and that the act of collaboration increased communication and community-building within their organizations.

*Rosman, T., Mayer, A.K. and Krampen, G. (2016), "A longitudinal study on information-seeking knowledge in psychology undergraduates: exploring the role of information literacy instruction and working memory capacity", Computers & Education, Vol. 96 pp. 94-108.*

Presents the findings of a longitudinal study on the information-seeking skills of psychology students to find out if information literacy skills develop from formal instruction or develop naturally over time. The authors found that formal instruction is important in developing these skills, particularly curriculum-embedded instruction. Findings also suggest that working memory capacity is essential in developing IL skills.

*Rosman, T., Mayer, A.K. and Krampen, G. (2016), "Measuring psychology students' information-seeking skills in a situational judgment test format: construction and validation of the pike-p test", European Journal of Psychological Assessment, Vol. 32 No. 3, pp. 220-229.*

Reports on three studies that were conducted to develop a test on information-seeking skills in psychology students. These studies led to the creation of the comprehensive PIKE-P test that is used to determine the information literacy of psychology students in a format that is easy to administer and score.

*Ross, M., Perkins, H. and Bodey, K. (2016), "Academic motivation and information literacy self-efficacy: the importance of a simple desire to know", Library & Information Science Research, Vol. 38 No. 1, pp. 2-9.*

Surveys undergraduate business students at a large university to find the relationship between information literacy self-efficacy and academic motivation. The authors found that information literacy self-efficacy and students' motivation to learn for pleasure and satisfaction were strongly associated.

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Roth, A., Turnbow, D., Goldman, C. and Friedman, L. (2016), "Building a scalable mobile library orientation activity with Edventure Builder", *Library Hi Tech*, Vol. 34 No. 1, pp. 36-44.

Describes the creation of a mobile library scavenger hunt for a first-year library orientation activity using Edventure Builder software. The authors chose Edventure because it worked across a wide variety of mobile devices, was easy to use and, most importantly, was scalable in the event of the pilot First Year Initiatives program becoming required for all incoming students. It also discusses the design and development process of the scavenger hunt as well as feedback from students.

Rui, W. (2016), "Assessment for one-shot library instruction: a conceptual approach", *portal: Libraries & the Academy*, Vol. 16 No. 3, pp. 619-648.

Reports on the development of a new assessment instrument for one-shot instruction, the research readiness-focused assessment (RRFA), which measures changes in students' thoughts and actions before and after library instruction. Results from the pre-survey and post-survey suggest that students' research readiness was improved by attending the instruction session.

Ruppel, M., Fry, S.W. and Bentahar, A. (2016), "Enhancing information literacy for preservice elementary teachers: a case study from the USA", *New Review of Academic Librarianship*, Vol. 22 No. 4, pp. 441-459.

Studies the effects of a one-credit information literacy course on pre-service teachers' information literacy skills. The findings of the study did not conclusively support the authors' hypothesis that the one-credit course would prepare participants to be more effective teachers of information literacy skills. Limitations of the study are discussed, along with recommendations for future studies.

Ryan, M. (2016), "Framing the framework the rigorous responsibilities of library and information science", *Reference & User Services Quarterly*, Vol. 55 No. 3, pp. 199-202.

Analyzes the ACRL Framework for Information Literacy for Higher Education in the context of the past, present and future of librarianship as well as evolving technologies and multidisciplinary modes of thinking. The Framework is stated to be a shift from the more procedural IL outcomes to those that address metaliteracy, the affective domain of learning and evolving digital formats, and the author calls for collaborative leadership to put the Framework into practice.

Sakarya, B. (2016), "Two-way learning with LibQuizzes at UCL Institute of Education", *ALISS Quarterly*, Vol. 11 No. 3, pp. 5-8.

Outlines the evolution of LibQuizzes at the UCL Institute of Education. The author used student responses to quiz questions to make questions clearer, add open-feedback questions and make the quizzes more visible to students in LibGuides. The author hopes to move from self-help quizzes to more interactive tutorials used for courses and workshops with the purchase of LibWizard.

Salisbury, L. and Mattice, G. (2016), "Early exposure to the scientific research process through collaboration with chemistry faculty and the science librarian", *Science & Technology Libraries*, Vol. 35 No. 2, pp. 119-135.

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Reports on a study in which undergraduate honors chemistry students were exposed to research by interviewing professors about their laboratory research and presenting their findings to the class. Students attended two library instruction sessions to learn how to find information on science professors at the university and develop interview questions based on the information they found. A survey sent to students after the presentations indicated that many students now felt more comfortable approaching faculty about research opportunities.

*Salmerón, L., Gómez, M. and Fajardo, I. (2016), "How students with intellectual disabilities evaluate recommendations from internet forums", Reading and Writing: An Interdisciplinary Journal, Vol. 29 No. 8, pp. 1653-1675.*

Discusses the findings of an experiment assessing how students with intellectual disabilities (ID) evaluate internet information sources compared to two control groups: a verbal-mental age-matched group of fifth-grade students and a chronological age-matched group of undergraduate students without ID. Students looked at forum advice examples and were asked to determine if a fictitious user should follow the advice. Students with ID tended not to use source information, such as authorship and evidence, to evaluate sources and most often encouraged users to follow the advice in the forum. The authors suggest that students with ID might benefit from using social networks in conjunction with specific training to improve their evaluative abilities.

*Sanches, T. (2016), "Information literacy and the ethics of academic writing", Journal of Information Ethics, Vol. 25 No. 2, pp. 104-114.*

Studies the ethical component of academic work and writing and reports on best practices and examples of learner support. The author posits that it is possible to add an ethical component to information literacy instruction and urges librarians to discuss the ethics of information literacy with students.

*Sanches, T. (2016), "Improving research and learning in higher education in Portugal: digital resources, e-books, and a discovery system as enabling factors for students", Journal of Web Librarianship, Vol. 10 No. 4, pp. 327-342.*

Reports on the on-going integration of e-resources at a Portuguese institution of higher education. It also discusses the strategic investment in e-resources and the need for students to be competent in digital literacy. The author suggests exposing scholars to the different points of access to digital information and encouraging scholars to disseminate their research more widely.

*Sandercock, P. (2016), "Instructor perceptions of student information literacy: comparing international IL models to reality", Journal of Information Literacy, Vol. 10 No. 1, pp. 3-29.*

Explores instructor perceptions of students' information literacy skills at an international technical college. Instructors were asked about their students' information literacy, then completed a survey considering seven information literacy skills. After the survey, instructors' perceptions had shifted toward thinking their students were not as information literate as they had originally thought. The author believes both the students and instructors would benefit from information literacy training.

Saunders, L., Severyn, J., Freundlich, S., Piroli, V. and Shaw-Munderback, J. (2016), "Assessing graduate level information literacy instruction with critical incident questionnaires", *Journal of Academic Librarianship*, Vol. 42 No. 6, pp. 655-663.

Studies efforts to assess graduate student information literacy instruction using a questionnaire that allowed students to self-reflect on their own information literacy learning. Results indicated that graduate students are engaged with information literacy instruction, suggesting that the sessions contained information that was new to the students. Graduate students benefit from library instruction but librarians need to be aware of the range of experience with information literacy concepts and accommodate graduate students appropriately.

Schwieder, D. (2016), "Low-effort information searching: the heuristic information-seeking toolkit", *Behavioral & Social Sciences Librarian*, Vol. 35 No. 4, pp. 171-187.

Argues for the development of a low-effort approach to information seeking that is more in line with studies suggesting users prefer a low-effort approach. The author offers a toolkit of these strategies to complement traditional information literacy instruction and emphasizes that librarians will play a valuable role in helping students master low-effort approaches.

Scott, R.E. (2016), "Accommodating faculty requests and staying true to your pedagogical ideals in the one-shot information literacy session", *Communications in Information Literacy*, Vol. 10 No. 2, pp. 132-142.

Outlines how the author dealt with a faculty member's request to teach multiple databases in a 50-min session with little time left for instruction on search strategy or source evaluation. The author integrated this instruction into the database demonstrations by asking questions and describing the process when searching, then asking students to reflect on the results they found.

Shannon, A. and Shannon, V. (2016), "Librarians in the midst: improving student research through collaborative instruction", *Journal of Political Science Education*, Vol. 12 No. 4, pp. 457-470.

Explores how the presence of an embedded librarian improves student research in introductory courses. Librarians who visited a classroom repeatedly to emphasize information literacy significantly affected the number and quality of sources used, as well as the overall quality of student papers.

Shao, X. and Purpur, G. (2016), "Effects of information literacy skills on student writing and course performance", *Journal of Academic Librarianship*, Vol. 42 No. 6, pp. 670-678.

Studies the correlation between information literacy skills, writing abilities and course grades of freshmen. Findings agree with those of previous, similar studies: information literacy skills can help improve student writing and academic performance. These IL skills are indicative of the critical thinking skills that students need for their future careers.

Shultz, G.V. and Li, Y. (2016), "Student development of information literacy skills during problem-based organic chemistry laboratory experiments", *Journal of Chemical Education*, Vol. 93 No. 3, pp. 413-422.

Presents a study in which the authors analyzed the coursework of undergraduate students in a chemistry laboratory course and conducted interviews to study how students find and use information when completing problem-based learning experiments. Findings suggest that problem-based learning did not improve information literacy skills for a majority of students. The authors recommend scaffolding of IL skills, focusing on information needs and evaluating sources.

*Smith, P.A. (2016), "Integrate and assess: information literacy as quality enhancement of undergraduate curriculum", Communications in Information Literacy, Vol. 10 No. 2, pp. 214-244.*

Presents the case study of the curriculum integration and assessment of information literacy as a part of one liberal arts college's QEP. Librarians provided instruction via lessons, lectures and learning activities and assessed the curriculum using standardized assessment tools as well as surveys and focus groups. The author found that students were more proficient in information literacy after the curriculum integration.

*Sobel, K., Avery, S. and Ferrer-Vinent, I.J. (2016), "Teaching them to teach: programmatic evaluation of graduate assistants' teaching performance", Public Services Quarterly, Vol. 12 No. 3, pp. 189-213.*

Studies the classroom teaching growth of graduate assistants who were assessed using observation and self-evaluation. Both the observations and the self-evaluations showed growth in the GAs' teaching between the first, second and third semester instruction sessions. The authors posit that their findings show the greatest teacher development happens during the first semester of employment as a graduate assistant.

*Spackman, A. (2016), "Client-based experiential learning and the librarian: information literacy for the real world", Journal of Business & Finance Librarianship, Vol. 21 Nos 3/4, pp. 258-273.*

Explores the shift from academic learning to experiential learning in the context of information literacy instruction. The author suggests ways in which business librarians can teach students more than valuing and evaluating information and help students apply information in new ways, giving them an advantage in the workplace.

*Spezi, V. (2016), "Is information-seeking behavior of doctoral students changing? A review of the literature (2010-2015)", New Review of Academic Librarianship, Vol. 22 No. 1, pp. 78-106.*

Presents a literature review on the information-seeking behavior of doctoral students over the past five years. The review showed no major changes in information-seeking behavior, but did include minor changes in social media use. The author reports on trends in a variety of areas, including support for doctoral students in their information seeking from mentors and librarians.

*Spievak, E.R. and Hayes-Bohanan, P. (2016), "Creating order: the role of heuristics in website selection", Internet Reference Services Quarterly, Vol. 21 Nos 1/2, pp. 23-46.*



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Reports on a study in which undergraduate students were asked to evaluate Google search results. The authors were interested in the use of heuristics in information seeking; results showed that participants used heuristics, such as order of results, to select which sites to click on. Students became more critical of the results after being presented with a rubric.

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*Spiranec, S., Zorica, M.B. and Kos, D. (2016), "Information literacy in participatory environments: the turn towards a critical literacy perspective", Journal of Documentation, Vol. 72 No. 2, pp. 247-264.*

Discusses the shift toward critical information literacy brought about by Web 2.0. The authors find that critical information literacy is made necessary by the participatory Web 2.0 environment where one can hear multiple perspectives and question assumptions.

*Squibb, S.D. and Mikkelsen, S. (2016), "Assessing the value of course-embedded information literacy on student learning and achievement", College & Research Libraries, Vol. 77 No. 2, pp. 164-183.*

Investigates the value of integrating information literacy instruction into an undergraduate writing class. The study involved reading study reflections and papers and observing students; the course grades and GPAs of students were also considered. Findings did not meet the hypothesized targets, but the authors believe there is a positive relationship between the information-literacy integrated curriculum and student learning and plan to conduct further research.

*Stevens, C.R. (2016), "Citation generators, OWL, and the persistence of error-ridden references: an assessment for learning approach to citation errors", Journal of Academic Librarianship, Vol. 42 No. 6, pp. 712-718.*

Explores barriers that prevent students from creating error-free bibliographies in a world of free citation tools like database-generated citations, citation generation machines and Purdue OWL models. The author reports on an in-class activity that explained some of the barriers, like not being able to navigate to the correct section of the OWL for examples or not understanding OWL terminology.

*Stonebraker, I.R. (2016), "Toward informed leadership: Teaching students to make better decisions using information", Journal of Business & Finance Librarianship, Vol. 21 Nos 3/4, pp. 229-238.*

Discusses information literacy in the context of informed leadership and decision management. The author argues that information literacy instruction can help students learn to make better decisions using information and describes activities that make this possible. For example, the author describes an activity that asks students to make a decision as a class, examine the biases that led them to that decision and discuss how systematic bias might affect scholars.

*Stonebraker, I.R. and Fundator, R. (2016), "Use it or lose it? A longitudinal performance assessment of undergraduate business students' information literacy", Journal of Academic Librarianship, Vol. 42 No. 4, pp. 438-444.*

Describes the effects of information literacy courses on undergraduate business students. The author compared the information literacy skills of business students who took both an IL course and a career strategies course with students who only took the career strategies course. Students who took both courses scored higher on the career strategies post-test than students who did not take the IL course.

*Storksdieck, M. (2016), "Critical information literacy as core skill for lifelong STEM learning in the 21st century: reflections on the desirability and feasibility for widespread science media education", Cultural Studies of Science Education, Vol. 11 No. 1, pp. 167-182.*

Presents an argument in favor of making Science Media Education an integral part of STEM education. The goal of SME is to help students critically evaluate and use media as a source of scientific information. The author presents the counter-argument that integrating SME is unrealistic and educators should focus on broader information literacy education skills in STEM.

*Stuart, R.B. and McEwen, L.R. (2016), "The safety 'use case': co-developing chemical information management and laboratory safety skills", Journal of Chemical Education, Vol. 93 No. 3, pp. 516-526.*

Describes five tools for safety in undergraduate chemistry laboratories and how information literacy concepts can be used to organize these tools. The authors describe information literate processes for risk assessment using the ACRL framework.

*Sullivan, B.T. and Porter, K.L. (2016), "From one-shot sessions to embedded librarian", College & Research Libraries News, Vol. 77 No. 1, pp. 34-37.*

Discusses lessons learned from seven years of embedded librarianship in a First-Year Experience sociology course. The librarian and faculty member collaborated on creating course materials and team teaching. The authors emphasize integrating information literacy throughout the entire course and not making IL a separate module.

*Taylor, D.M. (2016), "Academic librarians' learners", Thesis, The University of Memphis, Memphis, TN.*

Examines the practices and perceptions of academic librarians in regard to Web-based instruction for adult academic library patrons. The author interviewed academic librarians and found that more Web-based instruction designed specifically for adult learners is needed; she recommends outcomes assessment in Web-based instruction to enhance the library's value.

*Theng, Y.-L., Lee, E.A., Chu, S.K.-W., Lee, C.W.Y., Chiu, M.M.-L. and Chan, R.C.H. (2016), "Scaffolding in information search: effects on less experienced searchers", Journal of Librarianship & Information Science, Vol. 48 No. 2, pp. 177-190.*

Studies the difference in information searching between novice postgraduate students and an expert information professional. Differences in choice of keywords and operators are discussed, with the largest difference between the expert and novices being the use of elaboration by the expert to expand search statements. The novices also took part in scaffolding sessions with the expert, which observably improved their search skills.

Thielen, J., Grochowski, P. and Perpich, D. (2016), "Read smarter, not faster: reflections on a speed reading and reading retention workshop for engineering graduate students", *Science & Technology Libraries*, Vol. 35 No. 4, pp. 313-337.

Discusses the results of a workshop on speed reading that the authors used as an opportunity to teach reading retention skills. Most attendees, graduate students in engineering, found the workshop helpful; a survey conducted one year after the workshop showed that these students were more confident in their reading retention skills. The authors also discuss the workshop as a way to reach out to a population they rarely see in the library.

Thill, M.C., Rosenzweig, J.W. and Wallis, L.C. (2016), "The relationship between student demographics and student engagement with online library instruction modules", *Evidence Based Library & Information Practice*, Vol. 11 No. 3, pp. 4-15.

Presents the results of a study in which students were asked to complete an online information literacy module before or instead of a library instruction session. The authors looked at how long students spent on each page of the module to measure engagement and then looked at demographic variables like gender, age, GPA and race to find any relationships. Findings suggest that older students with higher GPAs were more engaged with online instruction.

Thompson, L. and Carrier, H.S. (2016), "Scalable equals asynchronous and asynchronous equals boring. Or does it?", *Internet Reference Services Quarterly*, Vol. 21 Nos 3/4, pp. 81-92.

Discusses the creation of a modular tutorial series with the intention of making asynchronous instruction engaging. The modules, created in GotS, included a guide on the side, video, activities and assessment. Results suggest that students did find the materials engaging, and the authors plan on improving the design, adding new topics and reaching out to faculty about the modules.

Tomaszewski, R. (2016), "The concept of the 'Imploded Boolean search': a case study with undergraduate chemistry students", *Journal of Chemical Education*, Vol. 93 No. 3, pp. 527-533.

Presents findings of a workshop in which undergraduate chemistry students were taught the search strategy of "imploded Boolean searching". This type of searching involves students using keywords, numerical values and a chemical structure or reaction. A survey administered after the workshop revealed that the majority of students planned on using imploded Boolean searching in the future.

Tompkins, E.K. (2016), "Application of cognitive apprenticeship model (CA) to library instruction", *College & Undergraduate Libraries*, Vol. 23 No. 1, pp. 1-15.

Discusses the use of the cognitive apprenticeship model by librarians in information literacy instruction. The author used the CA model in her library instruction sessions using modeling, coaching and scaffolding to foster student articulation, reflection and exploration. She compares CA with other learning theories like problem-based learning and discusses the benefits of implementing CA in a library session.

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Totleben, K. and Birrell, L. (2016), *Collaborating for Impact: Special Collections and Liaison Librarian Partnerships*, Association of College and Research Libraries, a division of the American Library Association, Chicago, IL.

Presents a literature review, proposed framework, tutorial, and case studies on current collaboration efforts between liaison librarians and special collections librarians. The author argues that this type of collaboration can increase exposure to special collections and benefit the university's scholarly community.

Townsend, L., Hofer, A.R., Hanick, S.L. and Brunetti, K. (2016), "Identifying threshold concepts for information literacy: a Delphi study", *Communications in Information Literacy*, Vol. 10 No. 1, pp. 23-49.

Presents the findings of a study in which a panel of expert practitioners seek to identify the threshold concepts for information literacy instruction. The panel came up with a list of proposed threshold concepts for information literacy including authority, format, information commodities, information structures, research process and scholarly discourse.

Trott, B. and Glover, J. (2016), "Embedding information literacy in an MFA novel workshop", *Reference & User Services Quarterly*, Vol. 55 No. 4, pp. 273-276.

Presents a case study in which a librarian was embedded in an MFA novel writing workshop to help develop assignments for incorporating research into creative writing and to meet with students in research workshops and one-on-ones. The author was unable to quantitatively assess the impact of embedding in the workshop, but student comments and engagement with activities suggested they benefited from learning about research.

Tumbleson, B.E. (2016), "Collaborating in research: embedded librarianship in the learning management system", *Reference Librarian*, Vol. 57 No. 3, pp. 224-234.

Describes the presence of LMS embedded librarians for information literacy instruction and research assistance. The author discusses the need for faculty collaboration to make LMS embedded librarianship possible, and describes other benefits of embedding like introducing students to digital collections and being proactive in outreach efforts.

Turbow, D.J. and Evener, J. (2016), "Norming a value rubric to assess graduate information literacy skills", *Journal of the Medical Library Association*, Vol. 104 No. 3, pp. 209-214.

Reports on the process of creating a modified version of the VALUE rubric and its application in assessing information literacy skills of graduate students in health sciences. Faculty used the rubric on student assignments, including a peer-review essay and a patient case report. The case report proved difficult for the scorers to grade, but the rubric was found to be an appropriate tool for assessing the students' information literacy.

Turnbow, D. and Zeidman-Karpinski, A. (2016), "Don't use a hammer when you need a screwdriver: how to use the right tools to create assessment that matters"

Discusses instructional design approaches and tools that can be used to improve information literacy instruction assessment. The authors provide examples of written learning outcomes to gauge student satisfaction and learning, and suggest using only a

realistic sample of students for higher-level assessment to show value and improve instruction.

*Uukkivi, A. (2016), "Personal factors supporting intercultural communication in e-learning of information sciences", Library Review, Vol. 65 Nos 1/2, pp. 20-32.*

Discusses a case study in which LIS students and lecturers were interviewed about personal factors that support intercultural communication in e-learning. Participants emphasized the importance of a person's character in intercultural communication in e-learning, particularly openness, friendliness, helpfulness and flexibility.

*Valentine, B. and West, B. (2016), "Improving primo usability and teachability with help from the users", Journal of Web Librarianship, Vol. 10 No. 3, pp. 176-196.*

Examines the usability of a newly implemented cloud-based discovery system. The authors recorded participants' Thinking Aloud sessions and found that both students and faculty need a simple and familiar interface to interact effectively with search results. Results of the study were used to improve the system and help librarians enhance their teaching.

*Vella, L. (2016), "Re(create)ing credible authority and "Teacherly ethos": measuring the effect of library instruction on engineering students' research papers", Cea Critic, Vol. 78 No. 3, pp. 393-401.*

Investigates the effect of information literacy on research paper quality of engineering students. The author is in the process of coding papers but has not yet coded a substantial quantity for identifying patterns, though she does address issues with the InfoSEAD rubric used for grading.

*Vine, M.M., Chiappetta-Swanson, C., Maclachlan, J., Brodeur, J.J. and Bagg, J. (2016), "Exploring local level factors shaping the implementation of a blended learning module for information and geospatial literacy in Ontario", Canadian Journal for the Scholarship of Teaching and Learning, Vol. 7 No. 2, Article 9.*

Examines factors involved in the application of blended learning via online modules. The authors conducted focus groups with faculty, staff and administrators and found that instructors valued the modules and believe that students should provide feedback during the development of future modules. Another important finding was that support services like the library are a critical component of blended learning.

*Wakimoto, D.K., Alexander, S., Bussman, J.D., Winkelman, P. and Jiansheng, G. (2016), "Campus-wide information literacy assessment: an opportunity for library leadership through understanding faculty perspectives", Library Leadership & Management, Vol. 31 No. 1, pp. 1-19.*

Reports the findings of a study in which faculty members were surveyed about their perspectives on information literacy, IL teaching and assessment practices and desired support structures. This information was used to create a rubric for information literacy assessment; the rubric went through many iterations based on faculty feedback before the final six criteria were established.

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Walker, M.A. and Li, Y. (2016), "Improving information literacy skills through learning to use and edit Wikipedia: a chemistry perspective", *Journal of Chemical Education*, Vol. 93 No. 3, pp. 509-515. Provides an overview of Wikipedia's chemistry content and how students can use Wikipedia effectively while critically evaluating content. Chemistry students edited Wikipedia articles to improve their information literacy skills. The authors conclude that Wikipedia can be useful for chemical information as long as students recognize the pitfalls and potential of the source.

Wang, R. (2016), "Assessment for one-shot library instruction: a conceptual approach", *portal-Libraries and the Academy*, Vol. 16 No. 3, pp. 619-648.

Reports on a study in which a new instrument (the Research Readiness-Focused Assessment) for assessing one-shot library instruction was developed based on the information search process model. Student readiness was measured before and after one-shot sessions; results showed that students were more research-ready after the session. Students understood their assignment and research topics more clearly and knew where to look for information and were also more confident in their abilities post-instruction.

Washburn, K.M.M. (2016), "No literacy left behind: addressing information illiteracy in the information age", *Thesis, Western Carolina University, Cullowhee, NC*.

Presents a research study on the elements and causes of information illiteracy in secondary education. The author assessed the information literacy of junior high students and found that direct IL instruction helped these students gain information literacy skills. The author also stresses the importance of information literacy's inclusion in discussions of literacies needed to prepare students for careers and college.

White, S. and Cheng, H. (2016), "Assessing the effectiveness of one-hour instruction sessions after Hurricane Sandy: a comparison study of English 101 students", *Community & Junior College Libraries*, Vol. 22 Nos 1/2, pp. 31-46.

Discusses a study in which students who had received one-shot information literacy instruction were tested and compared with students who had not received IL instruction due to class cancellations during Hurricane Sandy. Students who attended a library instruction session performed better on tested learning outcomes, including identifying appropriate keywords and accessing library databases.

Whitlock, B. and Ebrahimi, N. (2016), "Beyond the library: using multiple, mixed measures simultaneously in a college-wide assessment of information literacy", *College & Research Libraries*, Vol. 77 No. 2, pp. 236-262.

Provides a look into one community college's experience with the Association of College & Research Libraries' Assessment in Action (AiA) program. Student artifacts were scored for choice of sources, incorporation of sources and ethical use of sources. Faculty also completed a survey regarding their familiarity with information literacy, teaching methods, expectations of students and use of the library. Results revealed that a large number of graduating students did not demonstrate appropriate information literacy skills, and that faculty members value information literacy as a learning outcome at the institution.



Whitmer, S., Cool, C. and Mims, A. (2016), "Presentation software: tools to engage an audience", *Public Services Quarterly*, Vol. 12 No. 4, pp. 310-320.

Highlights three types of presentation software, Haiku Deck, Pecha Kucha and Presentain, for engaging students during one-shot instruction. The authors offer practical tips, benefits and drawbacks to each technology and conclude that presentation tools like these can help librarians communicate information effectively.

Widener, J.M. and Slater Reese, J. (2016), "Mapping an American college town: integrating archival resources and research in an introductory GIS course", *Journal of Map & Geography Libraries*, Vol. 12 No. 3, pp. 238-257.

Presents a research study in which a special collections librarian and a GIS librarian-instructor collaborated to enhance students' information and data literacy skills. Information and data literacy were integrated throughout the course rather than being taught in a standalone session, and students created their own data sets to become researchers-as-producers rather than researchers-as-consumers.

Wiebe, T.J. (2016), "The information literacy imperative in higher education", *Liberal Education*, Vol. 102 No. 1.

Discusses information literacy as a liberal art and a fundamental part of students' skill set in college and in the world. The author argues that information literacy cannot be taught in a single library session and that students must be taught to think about information, not just find it.

Wilkes, B. (2016), "Let's work out!", *College & Research Libraries News*, Vol. 77 No. 7, pp. 334-337.

Presents one librarian's experience engaging with faculty and students outside of the library. The author joined a PE class and asked the professor for 15 min to speak with her classmates about evaluating fitness resources, and has since been a part of many PE classes and collaborates with faculty for IL instruction, activities and assessment.

Williamson, P.O. (2016), "Situating cognition principles increase students' likelihood of knowledge transfer in an online information literacy course", *Evidence Based Library & Information Practice*, Vol. 11 No. 4, pp. 66-68.

Investigates the use of situated learning theory in an online information literacy course for distance learners. Students in treatment and control groups were tested on retention of what they learned about evaluating information; students in the situated learning environment were more likely to do well on the far transfer project at the end of the course than those in the control group.

Wilson, D. (2016), "Managing an information literacy needs assessment across multiple campuses", *Library Leadership & Management*, Vol. 31 No. 1, pp. 1-21.

Discusses the challenge of coordinating information literacy efforts across multiple physical campuses and an online campus for one university. A needs assessment team created an information literacy plan that would be applicable to student needs across all campuses. The final IL plan covers information literacy over three mandatory classes for freshman; initial results have shown improvement in student IL skills.

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Wilson, M.W. (2016), "Librarians' use of instructional design methods in creating information literacy instruction", Thesis, Nova Southeastern University, Ft. Lauderdale, FL. Presents the findings of a study seeking to determine if instruction librarians in North America use instructional design methods when planning information literacy instruction. Among the many findings of the study was the significant relationship between instructional design use and the length of time librarians had been teaching IL. Also, librarians who identified themselves primarily as teachers used more instructional design than those who did not identify themselves as teachers.

Witek, D.D.W.S.E. (2016), "Becoming gardeners", *College & Research Libraries News*, Vol. 77 No. 10, pp. 504-508.

Provides an analogy of the ACRL Framework as a packet of seeds to be planted by academic institutions, with the resulting flowers arranged differently on each campus. The author offers strategies for using the Framework on existing curriculum, including a model from her own campus. The Framework should be used as a lens to identify existing IL in the curriculum as well as places where IL integration still needs to grow.

Wittebols, J.H. (2016), "Empowering students to make sense of an information-saturated world: the evolution of 'Information searching and analysis'", *Communications in Information Literacy*, Vol. 10 No. 1, pp. 1-13.

Presents the case study of a sociology course that evolved to help students become better online researchers. The author added activities and assignments to the course to address confirmation bias and information searching across multiple resources and concludes that structuring courses like this is necessary as students become more dependent on digital sources of information.

Xu, A. and Chen, G. (2016), "A study on the effects of teachers' information literacy on information technology integrated instruction and teaching effectiveness", *EURASIA Journal of Mathematics, Science & Technology Education*, Vol. 12 No. 2, pp. 335-346.

Presents the findings of a study in which university teachers in Taiwan and Fujian Province completed a questionnaire about their information literacy and use of information technology. Results showed that teachers with better information literacy had more intention and ability to integrate information technology equipment into instruction. There is a close relationship between information literacy, IL technology integrated instruction, professional growth and teaching efficacy.

Yeagley, A.A., Porter, S.E.G., Rhoten, M.C. and Topham, B. J. (2016), "The stepping stone approach to teaching chemical information skills", *Journal of Chemical Education*, Vol. 93 No. 3, pp. 423-428.

Outlines one university's information literacy program consisting of several courses focusing on information techniques and skills. The creation and implementation of this program, the Stepping Stone Approach, is discussed in detail. The first cohort will complete the program in 2017, at which time the program will be evaluated in further detail.

Young, J. (2016), "Can library research be fun? Using games for information literacy instruction in higher education", *GA Library Quarterly*, Vol. 53 No. 3, pp. 1-7.

Discusses the use of games for information literacy instruction and how the ACRL Information Literacy Standards are relevant to game playing. The author summarizes the literature on how games facilitate learning and what characteristics make a successful library game. Library games can create a collaborative and fun learning environment while motivating students and teaching research skills.

*Zdravkovic, N. (2016), "Getting it right: an investigation into the effects of the team teaching pedagogy in doctoral skills information literacy workshops", New Zealand Library & Information Management Journal, Vol. 56 No. 1, pp. 69-77.*

Discusses the challenges and importance of meeting the information literacy needs of doctoral candidates, postdocs and early-career academics. This study examines a team-teaching approach to accommodate the learning needs of doctoral students and findings suggest that team-teaching can foster an interactive and collaborative peer-learning environment for teaching doctoral skills.

*Ziegenfuss, D.H. and Borrelli, S. (2016), "Exploring the complexity of student learning outcome assessment practices across multiple libraries", Evidence Based Library & Information Practice, Vol. 11 No. 2, pp. 9-27.*

Reports on a research project that explored how librarians craft and assess student learning outcomes. Librarians were surveyed and interviewed and emerging themes were used to create a framework for describing and explaining student learning object assessment practices in the library. The authors discuss important factors to consider when crafting and assessing library student learning outcomes.

*Zoellner, K. (2016), "Exploring undergraduate student experiences with information literacy", Performance Measurement & Metrics, Vol. 17 No. 3, pp. 241-251.*

Compares freshman and senior undergraduate students' information literacy behaviors and experiences using an information literacy module. Seniors were more likely to complete assignments using the library's e-resources, and both groups of students exhibited behaviors requiring higher-order thinking less frequently.

*Zwicky, D.A. and Hands, M.D. (2016), "The effect of peer review on information literacy outcomes in a chemical literature course", Journal of Chemical Education, Vol. 93 No. 3, pp. 477-481.*

Reports the findings of an anonymous peer-review study in which undergraduate students evaluated peer papers using a rubric based on ACRL standards. Student papers improved significantly in relation to several standards-based outcomes after peer review.

### Legal

*Balog, K.P. and Siber, L. (2016), "Law students' information literacy skills and attitudes towards environmental protection and environmental legislation", Libri: International Journal of Libraries & Information Services, Vol. 66 No. 3, pp. 201-212.*

Describes a pilot study of skills and abilities of students in the Faculty of Law, University of Osijek, Croatia to conduct legal research on environmental issues. Students ( $n = 110$ ) completed an open-ended and multiple choice, 11 question survey with a section on preferred information sources, trustworthiness of sources and views of Croatian and

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European environmental legislation. Results show students use television and radio, the internet and newspapers and magazines to obtain information on the environment and very few mentioned the resources provided by the library for the Faculty of Law.

*Bhardwaj, R.K. and Madhusudhan, M. (2016), "Comparative analysis of online legal information sources in Indian environment", New Library World, Vol. 117 Nos 3/4, pp. 251-278.*

Presents the findings of a study seeking to compare the online legal information sources available in law libraries in India using a structured checklist. Findings revealed that the online resources available were often lacking important Web 2.0 features such as advanced search function and mobile view; open access resources were not found to be user-friendly. The author suggests funding agencies take the initiative to make these resources more robust and improve access to legal information for the people of India.

*Helge, K. (2016), "Impetuses for first, second, and third year law student information seeking behavior, and perception of common knowledge and citation", Thesis, University of North Texas, Denton, TX.*

Analyzes the use of information sources and the decision-making of source attribution by law students through focus groups and online surveys to discern whether they use the path of least resistance to complete their assignments. Considering variables such as prior IL instruction, gender, age and educational attainment, Helge found that the 30 respondents mostly used Google for legal information because it saved time, and that second- and third-year law students understood citations better than their first-year counterparts.

*Talley, N.B. (2016), "Imagining the use of intelligent agents and artificial intelligence in academic law libraries", Law Library Journal, Vol. 108 No. 3, pp. 383-401.*

Discusses the use of intelligent technology in law libraries and how both intelligent agents and artificial intelligence can benefit these libraries. Drawing on current uses of intelligent agents such as digital tutors, digital collections and chatbots, the author suggests how intelligent agents could help with reference interactions, information literacy instruction and circulation in law libraries. Drawbacks to this technology are also discussed.

### Medical

*Argüelles, C. (2016), "Curriculum-integrated information literacy (CIIL) in a community college nursing program: a practical model", Community College Journal of Research and Practice, Vol. 40 No. 11, pp. 942-953.*

Posits a model for integrating informatics in nursing programs at community colleges at the curricular level as a first step toward incorporating the Association of College and Research Libraries Framework for Information Literacy in Higher Education into nursing education programs. The four-stage model consists of preparatory, planning, implementation and evaluation phases, and the author interprets the Framework through the lens of undergraduate nursing programs.

*Arndt, T.S. (2016), "Health literacy: a natural role for librarians", Reference Services Review, Vol. 44 No. 2, pp. 81-84.*

Presents an introduction to a themed issue of *Reference Services Review* on the intersection of health literacy and libraries. It also describes the articles in the issue and their importance

as practical examples of health literacy initiatives and interrogations of the meaning of health literacy through a review of the literature.

*Barr-Walker, J. (2016), "Health literacy and libraries: a literature review", Reference Services Review, Vol. 44 No. 2, pp. 191-205.*

Begins with a definition of health literacy and the importance of such literacies in the public health context. Searching four databases, Library Literature, Library Information Science & Technology Abstracts, PubMed and Web of Science, the author emphasizes the importance of constructing a history of health literacy research by type of library as supported by the Medical Library Association going back to the early 2000s. Populations present in health literacy programs described in the literature focus on older adults, underserved groups, the general public and health-care professionals and students. Gaps in the literature include the involvement of school libraries, opportunities for improvement in the measurement of library impact and more robust methods of assessment.

*Beyer, C. and Thomson, J.S. (2016), "Promoting health literacy within a graduate-level nutrition curriculum", Reference Services Review, Vol. 44 No. 2, pp. 122-131.*

Puts forth a case study as an example of introducing health literacy concepts in a week long online module to a graduate, online Information and Health Literacy course in the department of Nutrition at Rosalind Franklin University of Medicine and Science in Chicago, IL. Students complete readings and two discussion posts on personal examples of low health literacy and a critical analysis of a consumer health website, moderated by librarians.

*Bin Naeem, S. and Bhatti, R. (2016), "Barriers in seeking health information from primary healthcare facilities in Pakistan", Information Development, Vol. 32 No. 4, pp. 1014-1026.*

Presents a study to identify barriers experienced by primary care physicians in obtaining health information resources in over 80 health facilities in Multan District, Pakistan. A three-part questionnaire was completed by 122 registered primary care physicians and identified barriers due to unavailability of content, lack of time to update professional knowledge and insufficient search skills to find appropriate sources. The respondents identified access to librarians and medical libraries as a key requirement for improvements, and findings show the benefit of lobbying for policies that incorporate an online information literacy program.

*Boyce, L.M. (2016), "Play it, learn it, make it last: developing an online game to create self-sufficient library information users", Medical Reference Services Quarterly, Vol. 35 No. 3, pp. 274-284.*

Describes a revision of a traditional presentation-based orientation at Nathan Cummings Medical Library, New York, to incorporate interactive online gaming as a supplemental activity. Results of a pilot show that further marketing and promotion of the game with help mitigate low participation rates.

*Brackett, A. (2016), "Tips for the first-year health sciences librarian", Medical Reference Services Quarterly, Vol. 35 No. 4, pp. 454-460.*

Provides information and insights from a new librarian regarding her first year at a health sciences library. She also shares teaching experiences and lessons learned.

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Campbell, S., Kung, J.Y.C. & Dennett, L. (2016), "A curriculum for an introductory systematic review searching workshop for researchers", *Journal of the Canadian Health Libraries Association (JCHLA)*, Vol. 37 No. 1, pp. 2-5.

Discusses the refinement of an introductory systematic review searching workshop based on four years of participant evaluations. Among other changes, the workshop was lengthened from one and a half to three hours, more librarians were added to provide one-on-one support, and an advanced reading on systematic reviews was required for participants. In addition, more time was dedicated to the basics of searching rather than on searching multiple databases. The authors' workshop slides and handouts are freely available online.

Carlson, K. (2016), "Supporting a pathway scholars program: how a librarian can add information literacy to premedical education", *Journal of Hospital Librarianship*, Vol. 16 No. 2, pp. 186-191.

Describes the participation of the library in a medical school preparatory program over several cohorts that leads to either a graduate certificate or matriculation into the College of Medicine at The University of Arizona College of Medicine – Phoenix. Over time, librarians have progressively given physical tours, a 50-min library session focusing on library resources, and a session on evidence-based methods of searching the medical literature. Student post-session evaluations show a general agreement of the benefit of library instruction in their program.

Clifton, S. and Jo, P. (2016), "A journey worth taking: exploring a hybrid embedded library instruction model through three distinct cases", *Medical Reference Services Quarterly*, Vol. 35 No. 3, pp. 305-318.

Details three case studies of a hybrid embedded instruction program into three departments at the University of Oklahoma Health Sciences Center. Each case study contains one-shot instruction, a series of instruction sessions and/or online delivery. Outcomes show that embedded hybrid instruction facilitated greater ongoing collaboration between the librarians, faculty and students. Preliminary data show that students have engaged in more mediated searches and requested more research consultations based on the embedded hybrid instruction program.

Damarell, R.A. and Tieman, J.J. (2016), "Searching PubMed for a broad subject area: how effective are palliative care clinicians in finding the evidence in their field?", *Health Information & Libraries Journal*, Vol. 33 No. 1, pp. 49-60.

Studies the information search practices of palliative care clinicians seeking palliative care literature, especially due to the lack of standardized terminology and research studies within the field. With 37 participating clinicians required to complete a search task for relevant literature within PubMed, the authors found that many searches demonstrated basic errors such as spelling, though 76 per cent believed they could easily obtain at least 50 per cent of PubMed's palliative care literature within their search results. Potential interventions, including training in using the database and MeSH terms, are discussed.

Durieux, N., Pasleau, F., Piazza, A., Donneau, A.-F., Vandenput, S. and Maillart, C. (2016), "Information behaviour of French-speaking speech-language therapists in Belgium: Results of a questionnaire survey", *Health Information & Libraries Journal*, Vol. 33 No. 1, pp. 61-76.



Explores Belgian, French-speaking speech language therapists' (SLTs) cognizance of evidence-based practice (EBP) and their related information-seeking behavior via an online survey. With 415 SLTs responding, results demonstrate that SLTs largely rely on their previous experience (82.2 per cent) and colleagues (78.0 per cent), while only 6.63 per cent used academic libraries. 88.2 per cent had never heard about EBP. Durieux discusses how librarians can address these gaps, namely, through IL instruction during graduate training and gathering materials for SLT educators on how to teach EBP skills.

*Dyson, J.L. (2016), "A comparative study of perceived versus measured information literacy skills of practicing non-traditional registered nursing students", Thesis, Northcentral University, Scottsdale, AZ.*

Compares the perceived and actual IL skills of non-traditional Registered Nurse (RN) to Bachelor of Science of Nursing (BSN) students and RN to BNS to Master of Science of Nursing (MSN) students. With eight students completing the IL Self-Efficacy Scale and self-guessing their scores on the Standardized Assessment of IL test, results revealed that the students overestimated their IL abilities. The implications of these perceptions, such as the misinterpretation of evidence-based research, are discussed in terms of the need for more library instruction for non-traditional nursing students.

*Enwald, H., Hirvonen, N., Huotari, M.-L., Korpelainen, R., Pyky, R., Savolainen, M., Salonurmi, T., Keranen, A.-M., Jokelainen, T. and Niemela, R. (2016), "Everyday health information literacy among young men compared with adults with high risk for metabolic syndrome - a cross-sectional population-based study", Journal of Information Science, Vol. 42 No. 3, pp. 344-355.*

Compares the everyday health information literacy (EHIL) skills of healthy, young men against adults with an elevated risk for metabolic syndrome. Using a ten-item screening tool to which patients agree or disagree on a scale of 1-5, results show that those with an increased risk for metabolic syndrome value health information but have difficulty discerning authoritative information sources, and women in general had higher levels of motivation to seek health information. Implications for EHIL instruction and promotion are discussed, particularly motivating men to seek out health information.

*Epstein, H.-A.B. (2016), "Community college libraries prepare workforce-ready health professionals", Journal of Hospital Librarianship, Vol. 16 No. 1, pp. 65-70.*

Presents information and several case studies to demonstrate how community college libraries assist in the development of workforce-prepared health professionals through library instruction and other services.

*Federer, L. (2016), The Medical Library Association guide to data management for librarians, Rowman & Littlefield, Lanham, MD.*

Details the ways in which librarians are helping researchers' data management needs, particularly within the health sciences. Federer organizes the books into sections on the background of data management as well as practical applications of data management, which includes case studies of data services and data information literacy initiatives at academic, government and hospital libraries.

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*Federer, L.M., Lu, Y.-L. and Joubert, D.J. (2016), "Data literacy training needs of biomedical researchers", Journal of the Medical Library Association, Vol. 104 No. 1, pp. 52-57.*

Explores the data literacy competencies and gaps of 190 biomedical researchers as well as their data sharing practices through a survey. Seventy-seven per cent of respondents reported never receiving formal training in data literacy, and ranked data visualization as the most relevant skill and data management practices as the least relevant skill to their work. With results showing respondents lacking these skills, the authors discuss opportunities for data literacy training.

*Franzen, S. and Bannon, C.M. (2016), "Merging information literacy and evidence-based practice in an undergraduate health sciences curriculum map", Communications in Information Literacy, Vol. 10 No. 2, pp. 245-263.*

Details the implementation of a curriculum map based on the ACRL's recently rescinded Standards, the ACRL Framework, and evidence-based practice (EBP) to guide the development of research assignments and IL instruction for the health sciences. Developed by librarians in partnership with health sciences faculty, this article details assignments based on the curriculum map, including meeting with a librarian, evaluating health information and analyzing a research article. Throughout, the authors identify how the Standards and the Framework work together in the health sciences to promote EBP.

*Gann, B. (2016), "Combating digital health inequality", CILIP Update, pp. 34-36.*

Examines the challenges libraries face in responding to the digital divide that exists as it pertains to health services offered by consumer technologies. Gann details the UK's Widening Digital Participation program, which uses libraries in low socioeconomic status communities to teach patrons ways to support their health through new technologies. Evaluation of the program demonstrated that 85 per cent of participants feel more enabled to oversee their health with online resources.

*Hallyburton, A. (2016), "A conceptual approach to practitioners' health information literacy", Reference Services Review, Vol. 44 No. 2, pp. 178-190.*

Examines the importance of considering the health literacy skills and practices of health practitioners in providing care to their potential patients. Also provides an approach to IL training and research needs assessment by focusing on evidence-based practice and the information-seeking behavior of the practitioner.

*Haruna, H. and Wema, E. (2016), "Practices of locating health information in an electronic environment: reflections on conducted health information skills training", International Information & Library Review, Vol. 48 No. 4, pp. 249-257.*

Examines the results of a reflective study to assess the skill applicability and usability of various online IL trainings received by health science librarians in Tanzania. Survey questions focused on four categories related to how the skills obtained were used, how they were shared with patrons and colleagues, issues encountered when applying learned information and overall usefulness. Recommendations based on the study are included to inform future online course design.

Henry, N., Lynn, V., Lysiak, L. and Sutterlin, J.E. (2016), "A standardized self-paced nursing library course", *College & Research Libraries*, Vol. 77 No. 2.

Details the development of a standardized, self-paced library course for the Pennsylvania State University College of Nursing in order to provide consistent IL instruction across the program. Consisting of four health sciences librarians and an instructional designer, the article describes the task force's creation of five modules and their content, focused on topics such as locating scholarly sources and writing advice. Assessment of the modules' pilot showed that 99 per cent of respondents perceived the modules as navigable.

Hirvonen, N., Ek, S., Niemelä, R., Pyky, R., Ahola, R., Korpelainen, R. and Huotari, M.-L. (2016), "Everyday health information literacy in relation to health behavior and physical fitness: a population-based study among young men", *Library & Information Science Research*, Vol. 38 No. 4, pp. 308-318.

Examines the relationship between health information literacy and health behaviors in a study of Finnish young men in generally good health. The results support findings similar to other studies, and also validate the use of the EHIL Tool.

Hughes, E. (2016), "Can Twitter improve your health? An analysis of alcohol consumption guidelines on Twitter", *Health Information & Libraries Journal*, Vol. 33 No. 1, pp. 77-81.

Reports on a study of Twitter and its use for health information. Study determined that Twitter has the potential to be used in this capacity; however, researchers would need the information literacy skills to evaluate the quality of the information.

Joseph, R., Fernandes, S., Hyers, L. and O'Brien, K. (2016), "Health literacy: a cross-disciplinary study in American undergraduate college students", *Journal of Information Literacy*, Vol. 10 No. 2, pp. 26-39.

Provides details of a study to assess the health literacy of undergraduate health and non-health majors. For the purpose of the study, 235 students were interviewed, and it was determined that (as expected) the nursing and health majors scored higher than non-majors, with nursing majors scoring the highest overall. Results and suggestions for skill improvement are discussed for various groups.

Kash, M.J. (2016), "Teaching evidence-based medicine in the era of point-of-care databases: the case of the giant bladder stone", *Medical Reference Services Quarterly*, Vol. 35 No. 2, pp. 230-236.

Reports on a program to teach medical students in an evidence based medicine class when it is necessary to search for primary literature and how to do this in lieu of searching in point-of-care databases. The article discusses how storytelling and clinical cases are used to increase student understanding about the importance of using primary source databases.

Lawless, J., Toronto, C.E. and Grammatica, G.L. (2016), "Health literacy and information literacy: a concept comparison", *Reference Services Review*, Vol. 44 No. 2, pp. 144-162.

Covers a concept study of the terms information literacy and health literacy concentrating on their understandings within the fields of nursing and library science as well as the shared understandings between the fields. The article includes suggestions and implications for nurse educators and librarians.

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Long, J.D., Gannaway, P., Ford, C., Doumit, R., Zeeni, N., Sukkarieh-Haraty, O., Milane, A., Byers, B., Harrison, L., Hatch, D., Brown, J., Proper, S., White, P. and Song, H.X. (2016), "Effectiveness of a technology-based intervention to teach evidence-based practice: the EBR tool", *Worldviews on Evidence-Based Nursing*, Vol. 13 No. 1, pp. 59-65.

Examines the effectiveness of an evidence-based research tool created to assist nursing students in evaluating and locating evidence-based research. Preliminary findings are favorable for increased research and evidence-based practice skills.

Lu, J.Y., Zhou, J. Z., Ruan, H.L. and Luo, G.C. (2016), "Establishing a university library-based health information literacy service model in the age of big data", *Journal of Medical Imaging and Health Informatics*, Vol. 6 No. 1, pp. 260-263.

Addresses the problems and needs related to health information services in China including the importance of patient information literacy and patient-doctor communication barriers. Discusses academic health libraries in countries including the USA, and advances in this area. It also supports a transformation in China including the establishment of an information resources bank focused on health information for patients and incorporating library service teams.

Maranda, S., Harding, B. and Kinderman, L. (2016), "Evaluation of the long-term impact of a curriculum-integrated medical information literacy program", *Journal of the Canadian Health Libraries Association*, Vol. 37 No. 3, pp. 109-117.

Presents a study to measure retention and improvement of information literacy skills in medical students at Queen's University, Kingston, Ontario. While noting that graduating students have a positive self-perception regarding their information literacy skills, results indicate that curriculum revisions to strengthen skills are needed.

Murray, A. and Preston, H. (2016), "Empowering international nursing students to become effective library users", *Health Information & Libraries Journal*, Vol. 33 No. 3, pp. 239-243.

Describes a small case study using a census approach of international students' usage of the library and the expectations of their faculty in the Bachelor of Nursing International program. Findings indicate that cultural barriers exist and that mandatory one-on-one database training sessions with librarians be set up for students.

Naeem, S.B. and Bhatti, R. (2016), "Barriers in seeking health information from primary healthcare facilities in Pakistan", *Information Development*, Vol. 32 No. 4, pp. 1014-1026.

Presents a study of primary care physicians at Basic Health Units and Rural Health Centers in Pakistan to determine barriers to their information needs and possible solutions. Results indicate that barriers include the absence of a medical library, librarian and information technology infrastructure.

Nix, A.T., Huber, J.T., Shapiro, R. M., II and Pfeifle, A. (2016), "Examining care navigation: librarian participation in a team-based approach?", *Journal of the Medical Library Association*, Vol. 104 No. 2, pp. 131-137.

Compares skills sets, requirements, and certification for patient navigators as found in job announcements with responsibilities of health sciences librarians. The authors suggest there are collaborative opportunities for librarians and patient navigators.

*Ryba, H.M. and Pledger, T. (2016), "Supporting the teaching of information literacy with first year Bsc nursing students: the case for a printed workbook", New Review of Academic Librarianship, Vol. 22 No. 4, pp. 430-440.*

Reports on the development and implementation of an information literacy workbook for improving evidence-based practice in nursing students. While a physical resource for library instruction is often seen as outdated, the majority of student feedback was positive and grades improved. The nursing faculty and library staff were collaborative partners in the process.

*Samuel, S., Bayissa, G., Asaminewu, S. and Alaro, T. (2016), "Electronic information sources access and use for healthcare services in governmental and non-governmental hospitals of western Oromia, Ethiopia: a cross sectional study", Ethiopian Journal of Health Sciences, Vol. 26 No. 4, pp. 341-350.*

Assesses the use of electronic information sources by health professionals in Ethiopia. Only 42 per cent of surveyed health professionals use electronic information sources and three-quarters of professionals had no training on using these resources. Lack of internet access, computer access and information literacy skills were some of the factors influencing use of electronic information sources, and the authors urge policymakers to develop strategies to address these shortcomings.

*Secco, M.L., Furlong, K.E., Doyle, G. and Bailey, J. (2016), "Validation of the mobile information software evaluation tool (MISNET) with nursing students", Journal of Nursing Education, Vol. 55 No. 7, pp. 385-390.*

Evaluates the Mobile Information Software Evaluation Tool with undergraduate nursing students to assess their perceptions of usefulness, information literacy support and use of evidence-based sources. Findings suggest that the MISET is a valid tool for faculty to evaluate these criteria in nursing students but that more studies should be conducted to further test the validity.

*Søvik, M.B. (2016), "Teaching information literacy for lifelong professional use", Nordic Journal of Information Literacy in Higher Education, Vol. 8 No. 1, pp. 30-37.*

Explores the link between information literacy and evidence-based practice in nursing using a questionnaire distributed to practicing nurses. Preliminary findings show that nurses tend to use interpersonal sources of information, such as their own experience or that of a colleague, before consulting text-based or research-based sources.

*Spring, H. (2016), "Online learning: the brave new world of massive open online courses and the role of the health librarian", Health Information & Libraries Journal, Vol. 33 No. 1, pp. 84-88.*

Describes the role of Massive Open Online Courses in health librarianship. The author gives examples of the challenges and benefits of health-related MOOCs and outlines how librarians can use MOOCs to support health literacy.

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Spring, H., Kunkel, M., Gilman, I., Henderson, N. and White, J. (2016), "International collaborations in learning and teaching: perspectives from a visiting professorship", *Health Information & Libraries Journal*, Vol. 33 No. 3, pp. 249-254.

Reflects on a faculty exchange program from the perspectives of both the visitor, a lecturer in health sciences, and the host, librarians at Pacific University Library. The visiting professor helped with curriculum development and valued the rich exchange of knowledge between partners. The host gained valuable lessons in clinical librarianship that they will use to contribute more to interprofessional education and practice.

Stanziano, S. (2016), "Information seeking behavior of older adults", *Serials Librarian*, Vol. 71 Nos 3/4, pp. 221-230.

Explores how older adults find health information. The author discusses the barrier of computer literacy and the use of proxies, like caregivers, when seeking health information; she also outlines ways in which information professionals can improve the information-seeking experience of older adults.

Stenson, M.C. and Olson, A. (2016), "Scaffolding undergraduate research in integrative health science", *Cur Quarterly*, Vol. 37 No. 1, pp. 35-43.

Presents a case study of one university's pilot program in integrative health sciences. The authors outline the learning and assessment goals of the program and present a model of the scaffolded curriculum that they believe can be easily applied at other institutions.

Swanberg, S. M., Dennison, C.C., Farrell, A., Machel, V., Marton, C., O'Brien, K.K., Pannabecker, V., Thuna, M. and Holyoke, A.N. (2016), "Instructional methods used by health sciences librarians to teach evidence-based practice (EBP): a systematic review", *Journal of the Medical Library Association*, Vol. 104 No. 3, pp. 197-208.

Presents a literature review to investigate how health science librarians teach evidence-based practice to students. The authors found that librarians often taught using a combination of formats like lecture, lab practice, and discussion, but did not find which teaching method for evidence-based practice was most effective.

Truccolo, I. (2016), "Providing patient information and education in practice: the role of the health librarian", *Health Information & Libraries Journal*, Vol. 33 No. 2, pp. 161-166.

Discusses the role of the health librarian in providing patient education. The author discusses the evolution of patient education to a more proactive approach and outlines some of the patient education activities she has organized, such as classes, handouts and a narrative medicine program.

Ullah, M. and Ameen, K. (2016), "Barriers when advocating or providing information literacy instruction in medical institutions of Pakistan", *Pakistan Journal of Information Management & Libraries*, Vol. 17 pp. 146-154.

Reports on the results of a study in which head librarians of medical institutions in Pakistan were surveyed and interviewed on barriers to providing information literacy instruction. Findings indicate that lack of policy and training regarding information literacy instruction



is the biggest barrier to information literacy initiatives, with lack of librarian–faculty collaboration and staff shortages being among the other impediments to IL initiatives.

*Weng, H.C., Chen, H.-H., and Hsieh, P.-N. (2016), "A curriculum development and implementation of information literacy in nursing practice", Journal of Educational Media & Library Sciences, Vol. 53 No. 2, pp. 163-170.*

Reports on a study of nursing students developed to assess learning in students participating in an evidence-based information literacy program. It was determined through pre-tests and post-tests that the experimental group receiving instruction had significant improvements with regard to their IL competency skills.

### Other

*Abdi, E.S., Partridge, H. and Bruce, C. (2016), "Web designers and developers experiences of information literacy: a phenomenographic study", Library & Information Science Research, Vol. 38 No. 4, pp. 353-359.*

Uses a relational viewpoint exploring how web developers experience information literacy within the workplace context. The article discusses four ways in which IL is experienced, including keeping up-to-date information, successfully creating a website, interacting with a community of practice and solving problems.

*Applegate, R. (2016), "Educating assessors: preparing librarians with micro and macro skills", Evidence Based Library and Information Practice, Vol. 11 No. 2, pp. 74-86.*

Studies the prevalence of assessment skills in library positions and the opportunities for gaining such skills in various educational settings such as course-level graduate work and professional development opportunities. For library positions, the author used job listings and the American Library Association (ALA) Core Competencies for Librarianship as prescriptive and descriptive data sets, and national and state level professional development course offerings as well as courses from ALA-accredited Master's level library science degree programs as data to determine availability of assessment skill acquisition. Results show 10-30 per cent of positions list evaluation skills as essential while less than 10 per cent of professional development opportunities include offerings to support development of evaluation skills.

*Baran, K.S. and Knautz, K. (2016), Facets of Facebook: Use and Users, De Gruyter, Boston, MA.*

Introduces information science research related to the social network service Facebook. Of interest is a chapter on the information literacy skills observed in Facebook users ( $n = 742$ ) and via self-assessments of perceptions of those skills in an online survey.

*Becker, B.W. (2016), "Contemporary search behavior and the information age", Behavioral & Social Sciences Librarian, Vol. 35 No. 3, pp. 123-127.*

Reflects on Kuhlthau's six stage model on search behavior and its applicability in an information rich, digital age. Also, there are comments on D'Counto and Rosenhan four types of researchers: the Gen-Req-er; the Domain Learner, the Apprentice and the Scholar.

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*Benseñin, J.C. and Ragsdell, G. (2016), "Information overload: the differences that age makes", Journal of Librarianship & Information Science, Vol. 48 No. 3, pp. 284-297.*

Explores perceptions of information overload based on age using online and print questionnaires ( $n = 45$ ), semi-structured interviews ( $n = 5$ ) and week-long diaries ( $n = 4$ ). Information literacy-based results focused on perceptions of ability, absorption, accuracy, trust and control surround access to information. Overall, no conclusive evidence was found linking age to perceptions of overload; however, older adults had a lower use of technology.

*Bent, M. (2016), Practical Tips for Facilitating Research, Facet Publishing, London.*

Presents theoretical and practical approaches to the research process and discusses how librarians can support researchers in terms of associated frameworks and models, collaborative strategies, spaces, staff and collections. Of note are two sections on teaching practices and information literacy skills workshops and programs.

*Brier, D.J. and Lebbin, V.K. (2016), Teaching Information Literacy Through Short Stories, Rowman & Littlefield, Lanham, MD.*

Expounds on a project of collecting short stories, mapping them to the Association of College and Research Libraries Framework for Information Literacy in Higher Education, and adding post-reading questions as a teaching method for engaging with information literacy principles in the classroom. Divided into six chapters, one for each frame with three short stories each, the authors introduce each short story, provide the story text, associated frame and suggested questions for students to discuss.

*Bruce, C.S. (2016), "Information literacy research: dimensions of the emerging collective consciousness. A reflection", Australian Academic & Research Libraries, Vol. 47 No. 4, pp. 239-244.*

Looks back at an article of the same title written in 2000 reflecting on shifts, phases, territories and the future in information literacy (IL) as a research object and domain. Reflections include the volume of research in the literature, new research focused on workplace and community IL, the expansion of related vocabularies to describe the field, and opportunities to explore and clarify aspects of IL research such as differing paradigms and agreement on determining priority areas in the field.

*Chaudhry, A.S. and Al-Ansari, H. (2016), "Information behavior of financial professionals in the Arabian Gulf Region", International Information & Library Review, Vol. 48 No. 4, pp. 235-248.*

Surveys the information seeking behavior of 61 financial professionals from several countries in the Arabian Gulf Region, with attention paid to the information they consider important including how they locate information, frequently used sources, evaluation of sources and barriers to access. Bloomberg was found to be the most used source of information, and the largest reported barrier to information access was lack of necessary subscription-based sources. The authors recommend work-based information literacy instruction sessions.

*Click, A.B., Ahmed, S., Hill, J. and Martin, J.D., III (2016), Library and Information Science in the Middle East and North Africa, De Gruyter Saur, Berlin.*

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Provides information on the current LIS climate in the Middle East and North Africa, including topics ranging from LIS education, information literacy, intellectual property, copyright and more. A part of the Global Studies in Libraries and Information series, this book features chapters on reading in Morocco, open access in Algeria and case studies of information literacy in the Middle East.

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*Crawford, J. (2016), "Information literacy development in a small country: a practical proposition?", Library & Information Research, Vol. 40 No. 123, pp. 47-68.*

Reviews policy development related to information literacy initiatives in Scotland since 2004 and explores the success of such policy initiatives based on three case studies: The Young Scot and 5Rights framework, the Scottish Library and Information Council's IL policy conference and the Royal Society of Edinburgh's "Spreading the Benefits of Digital Participation" report. Highlights of the three projects include the success of moving IL initiatives past higher education, but there is still a struggle to maintain momentum as well as the continuing issue of digital inclusion.

*Demasson, A., Partridge, H. and Bruce, C. (2016), "Information literacy and the serious leisure participant: variation in the experience of using information to learn", Information Research: An International Electronic Journal, Vol. 21 No. 2.*

Examines the information use of 22 survey respondents engaged in various serious leisure activities through a phenomenographic approach. The authors found four unique ways in which respondents used information to learn about their serious leisure activity: acquiring new information, helping others, fostering self-awareness and entertainment. They conclude by discussing how serious leisure is a way to explore IL behaviors outside of educational situations.

*Dobbs, A.W. and Sittler, R.L. (2016), Integrating LibGuides Into Library Websites, Rowman & Littlefield, Lanham, MD.*

Offers both an overview of LibGuides for new users as well as in-depth ideas and topics to explore for more experienced users. Sections focused on an overview of LibGuides and LibApps, administration and maintenance, and designing effective LibGuides. Specific chapters explore issues of user experience, LibGuides and pedagogy, as well as using LibGuides for online modules for information literacy.

*Eisenberg, M.B., Murray, J.R. and Bartow, C. (2016), The big6 Curriculum: Comprehensive Information and Communication Technology (ICT) Literacy for All Students, Libraries Unlimited, an imprint of ABC-CLIO, LLC, Santa Barbara, CA.*

Provides a rationale for librarians and teachers to implement information and communication technology (ICT) literacy in their classrooms, and explicitly outlines goals, sample lesson plans, and assessment to foster ICT literacy within students. The authors discuss how to develop ICT literacy via a Big6 by the Month program, which provides a theoretical framework for how to teach these skills over the academic year.

*Elmborg, J. (2016), "Tending the garden of learning: lifelong learning as core library value", Library Trends, Vol. 64 No. 3, pp. 533-555.*

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Scrutinizes the meaning of “lifelong learning”, one of the ALA’s Core Values of Librarianship, within the historical context of the early twentieth-century debate between student-centered and employment-centered schools. Elmborg discusses how libraries moved to claim teaching and learning as a main focus of the profession with the ALA’s 1989 Presidential Committee on Information Literacy report and poses the question of whether librarians’ debates about this are relevant, since academic librarians have a small window of time with students.

*Forster, M. (2016), “Developing an “experience framework” for an evidence-based information literacy educational intervention”, Journal of Documentation, Vol. 72 No. 2, pp. 306-320.*

Details how an “experience framework” for an evidence-based IL instructional innovation can be developed based on a phenomenographic study of people’s IL experiences and variation theory, i.e. pulling together people’s experiences to identify commonalities to create an instructional framework that can best meet the needs of learners. Forster uses a 2005 study of 41 nurses’ IL to go through the phenomenological approach to highlight the variation in people’s IL experiences and concludes that the experience framework can be used to develop an evidence-based approach to teach IL.

*Forster, M. (2016), “Phenomenography: a methodology for information literacy research”, Journal of Librarianship & Information Science, Vol. 48 No. 4, pp. 353-362.*

Describes and uses the phenomenographic qualitative method to provide a better, more practical understanding of people’s information literacy experiences. Incorporating the analysis and description of people’s subjective IL experiences, the author uses previous literature to detail how the qualitative method of phenomenography can yield more concrete understandings of people’s IL experiences and goes into varying methods for how researchers can conduct their own phenomenographic studies of people’s IL experiences.

*Fourie, I. and Meyer, A. (2016), “Role of libraries in developing an informed and educated nation”, Library Hi Tech, Vol. 34 No. 3, pp. 422-432.*

Raises awareness of the need for libraries to foster and support an educated public for both developing and developed countries by touching on a variety of issues including information literacy, information access, information behavior and outreach. The authors focus on a guided inquiry approach to IL to help foster higher-order thinking skills.

*Gårdén, C. (2016), “Information literacy in the tension between school’s discursive practice and students’ self-directed learning”, Information Research, Vol. 21 No. 4, pp. 1-20.*

Explores the IL and self-directed learning experiences of adult students via the analysis of a student assignment, interviews with the adult students and observations and documents that enabled the authors to see their information seeking and thought processes. The authors identify seven critical aspects of IL based on their case study, including an understanding of different information sources and the need to communicate with others regarding information access and use.

*Grant, A. and Finkle, D. (2016), Take Your Library Workshops Online!, Rowman & Littlefield, Lanham.*

Provides practical ways that librarians can move their face-to-face instruction into an online format to reach more users. Chapters include advice on how to create real-time online instruction sessions, develop tutorials, gather buy-in from library staff and assess online instruction. The authors conclude with a chapter on tips, sample lesson plans and incorporating online instruction into an overall information literacy program.

*Hagen-McIntosh, J. (2016), Information and Data Literacy: The Role of the Library, Apple Academic Press, Oakville, ON.*

Addresses new directions, roles and challenges of information and data literacy in libraries. In four sections, the book covers various topics including several on information literacy in public libraries as well as school libraries, the changing reference desk, IL for students in the mobile environment, IL on college campuses, and challenges of promoting IL. Of particular interest is the first chapter, "Dealing with Data: A Case Study on Information Literacy and Data Management Literacy" which discusses how libraries have traditionally been seen as the place to acquire information but more and more is tasked with educating others on managing it.

*Johnston, B. (2016), "Ageing and information: the Scottish older people's movement", Library & Information Research, Vol. 40 No. 123, pp. 4-13.*

Explains the importance of and advocates for the need of Scotland to develop structures to improve access to services and resources (including information literacy training) for its elderly residents.

*Kanazawa, M. (2016), Information Literacy Education in Japanese Libraries for Lifelong Learning, Hauppauge, Nova Science Publishers, New York, NY.*

Reports on information literacy related issues and needs of Japanese libraries of various types, including academic, school and public. It also reports on key studies regarding information literacy in the USA and Japan and compiles information pertaining to the major guidelines for IL education.

*Lloyd, A. (2016), "Reflection on: 'on becoming citizens: examining social inclusion from an information perspective'", Australian Academic & Research Libraries, Vol. 47 No. 4, pp. 316-319.*

Presents an updated report on the status of immigration research. The author stresses that information literacy, health literacy and advocacy for refugees are needed to improve social inclusion.

*Lloyd, A. and Wilkinson, J. (2016), "Knowing and learning in everyday spaces (KALiEDS): mapping the information landscape of refugee youth learning in everyday spaces", Journal of Information Science, Vol. 42 No. 3, pp. 300-312.*

Presents a study on how refugee youth in Australia use "everyday spaces" such as libraries, religious organizations and community centers to gain practical knowledge and information literacy skills needed to successfully assimilate in a new country. The components of the study and findings are discussed, as well as the implications for service providers in these areas.

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Lowe, M. (2016), "Editor's column: information literacy & privacy/security", *Codex*, Vol. 4 No. 4, pp. 1-8.

Asserts that privacy and security should be taught as part of information literacy programs. The author suggests that these are not simply technology-based concerns.

Luyt, B. (2016), "Wikipedia, collective memory, and the Vietnam war", *Journal of the Association for Information Science & Technology*, Vol. 67 No. 8, pp. 1956-1961.

Examines the impact of the talk pages of the Wikipedia article on the Vietnam War and their power as a collective memory. The author observes that collective memory is not homogenous.

McNicol, S. (2016), *Critical Literacy for Information Professionals*, Facet Publishing, London.

Examines case studies used to encourage critical literacy. Topics include information literacy related to mature students, students with disabilities, online students and multilingual students.

Mehra, B. and Rioux, K. (2016), *Progressive Community Action: Critical Theory and Social Justice in Library and Information Science*, Library Juice Press, Sacramento, CA.

Examines critical theory, social justice, social relevance and community involvement to encourage progressive community action. Topics include emergent conceptual frameworks and contextual examinations.

Oud, J. (2016), "Accessibility of vendor-created database tutorials for people with disabilities", *Information Technology & Libraries*, Vol. 35 No. 4, pp. 7-18.

Describes the usage of an evaluation checklist to determine the accessibility of vendor created tutorials. Elements of accessibility tested include the following: alternate formats and keyboard operated functionality, high-contrast visuals and audio, simple language and concise content. Findings indicate poor accessibility for recorded webinars and mixed results for screencast tutorials.

Perdew, L. and Stebbins, L.F. (2016), *Information Literacy in the Digital Age, Essential Library*, an imprint of Abdo Publishing, Minneapolis, MN.

Examines the influence of digital technology on information literacy. Topics include history of literacy, evaluation, ethics and the future of literacy.

Perret, R. (2016), "Librarian attitudes toward classroom humor", *Reference & User Services Quarterly*, Vol. 55 No. 4, pp. 261-266.

Presents a qualitative survey designed to measure humor used in library instruction sessions. Findings indicate the types of humor that surveyed librarians found appropriate and inappropriate, and the advantages and disadvantages of using humor.

Priestner, A. and Borg, M. (2016), *User Experience in Libraries: Applying Ethnography and Human-Centered Design*, Routledge, Abingdon, Oxon.



Examines the assessment of innovative library services through case studies and discussion. The authors show how library professionals can use the user experience research method to evaluate what library users do.

*Ragains, P. and Wood, M.S. (2016), The New Information Literacy Instruction: Best Practices, Rowman & Littlefield, Lanham, MD.*

Discusses planning and implementing information literacy instruction. This book is intended for instructional librarians, library administrators, school librarians and public librarians. Topics include information literacy as related to freshman composition courses, medical education courses, one-shot courses and distance courses.

*Raish, V. and Rimland, E. (2016), "Employer perceptions of critical information literacy skills and digital badges", College & Research Libraries, Vol. 77 No. 1, pp. 87-113.*

Reports on an online survey that measures employers' views of employees' information literacy and metaliteracy skills and digital badges. Findings indicate that employers value information literacy skills and would like a measurement of these skills.

*Reynolds, L., McClellan, S., Finley, S., Martinez, G. and Linares, R.H. (2016), "Library instruction and information literacy 2015", Reference Services Review, Vol. 44 No. 4, pp. 436-543.*

Introduces bibliographic citations and brief annotations for 488 publications in 2015. Topics include library instruction and information literacy from all types of libraries.

*Rieh, S.Y., Collins-Thompson, K., Hansen, P. and Lee, H.-J. (2016), "Towards searching as a learning process: a review of current perspectives and future directions", Journal of Information Science, Vol. 42 No. 1, pp. 19-34.*

Examines the importance of researching "searching as learning" and assessing search-related learning. The authors define perspectives, evaluation, system and interface.

*Salmerón, L., Macedo-Rouet, M. and Rouet, J.-F. (2016), "Multiple viewpoints increase students' attention to source features in social question and answer forum messages", Journal of the Association for Information Science & Technology, Vol. 67 No. 10, pp. 2404-2419.*

Examines how primary, secondary and undergraduate students evaluate information credibility based on author identity and supportive evidence in advice forums. Two experiments were conducted. Experiment 1 indicated that students from all three groups did not rely on the author or evidence provided to make evaluative decisions, focusing instead on the content of the message. Experiment 2 presented students with multiple answers in the advice forums, and students preferred the information from self-identified experts.

*Savolainen, R. (2016), "Information seeking and searching strategies as plans and patterns of action", Journal of Documentation, Vol. 72 No. 6, pp. 1154-1180.*

Analyzes the concepts of information seeking strategy and information search strategy as library and information science terminology. The author analyzed the conceptualizations of strategy from the 1970s to present day using two "key aspects of strategy": plan and pattern in a stream of actions. Findings suggest that researchers commonly use the word strategy when writing about

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information seeking and searching without explaining the concept further, and that the concept of strategy is constantly shifting depending on contextual factors.

*Seeker, J. and Morrison, C. (2016), "Educating and empowering: copyright and information literacy", CILIP Update, pp. 36-38.*

Discusses the importance of copyright education in information literacy. The authors cover resources like a copyright card game and explain why copyright is such an important topic for librarians.

*Sibal, H.T. and Foo, S. (2016), "A study on the information seeking behaviour of Singapore-based Filipino domestic workers", Information Development, Vol. 32 No. 5, pp. 1570-1584.*

Surveys low-paid Filipino domestic workers who are generally believed to be information poor about their information seeking behavior. Findings suggest that while these workers have access to and know-how of information and communication technology, they lack requisites for digital and information literacy like adequate training to analyze information instead of accepting it at face value.

*Smallwood, C. (2016), The Library's Role in Supporting Financial Literacy for Patrons, Rowman & Littlefield, Lanham, MD.*

Provides perspectives from public, school and academic librarians on providing basic financial literacy instruction to patrons. Sections include an overview of financial literacy, library resources for financial literacy and case studies for financial literacy library instruction, programming and marketing.

*Tait, E. and Edwards, R. (2016), "Information literacy and information seeking of public sector managers in the Welsh government", Library & Information Research, Vol. 40 No. 123, pp. 88-105.*

Presents the findings of an empirical study investigating the information literacy of Welsh government public sector managers. Managers were most likely to gather information using online sources or by talking to colleagues. Interviewees were also asked about their use of the Knowledge and Analytical Services available to them; they responded that KAS needed to market itself better.

*Tenopir, C., Levine, K., Allard, S., Christian, L., Volentine, R., Boehm, R., Nichols, F., Nicholas, D., Jamali, H.R., Herman, E. and Watkinson, A. (2016), "Trustworthiness and authority of scholarly information in a digital age: results of an international questionnaire", Journal of the Association for Information Science & Technology, Vol. 67 No. 10, pp. 2344-2361.*

Reports on a survey of researchers about their decision-making on scholarly reading, citing and publishing. Findings show that trust in quality is most important for scholars making decisions about what to read and cite, and where to publish. Scholars use criteria like journal name, content and author credibility to evaluate quality.

*Tewell, E. (2016), "Toward the resistant reading of information: Google, resistant spectatorship, and critical information literacy", portal: Libraries & the Academy, Vol. 16 No. 2, pp. 289-310.*

Discusses information literacy in the context of resistant spectatorship, the theory that those interacting with information may have power to do more than passively accept it as true. The authors critique Google Search, with its personalized algorithms and autocomplete searches, from this perspective and argue that information literacy librarians should encourage students to be “resistant” in their search for information.

*Zhang, Y. (2016), “What makes information strategic? An examination of access to information resources for entrepreneurs and business performance”, Thesis, University of South Carolina, Columbia, SC.*

Explores the relationship between access to and use of information resources by entrepreneurs and the performance of their respective business. The author collected qualitative and quantitative data and the results indicate that use of information resources by entrepreneurs has a positive influence on their business performance.

### Public

*Casstevens, S.W. (2016), “Joint use library standards for Texas school/public libraries: a Delphi study”, Thesis, Dallas Baptist University, Dallas, TX.*

Details the development of library standards for joint use public schools/libraries in Texas through the use of a Delphi study. Using the Texas Public Library Standards, School Library Programs: Standards and Guidelines for Texas, and the Minimum Requirements for Accreditation in the Texas State Library System, the 29 professional librarian panelists of the study agreed upon 42 standards for joint use public schools/libraries, which can be used to assess the effectiveness of library services.

*Critcher-Lyons, R. (2016), “A rationale for public library civics instruction”, Public Library Quarterly, Vol. 35 No. 3, pp. 254-257.*

Proposes that public and school libraries and librarians need to become more involved in programming that fosters critical thinking skills with a focus on civics education. Outlining the eroding of civics education in the USA, Lyons argues that libraries need to foster IL skills within students so that they can critically engage with the exchange of different ideas and viewpoints in the world.

*Gilton, D.L. (2016), Creating and Promoting Lifelong Learning in Public Libraries: Tools and Tips for Practitioners, Rowman & Littlefield, Lanham, MD.*

Emphasizes the importance and implementation of information literacy instruction for the diverse population of public library patrons and aligns the type of learning occurring in libraries to that of museums, community organizations and other informal gatherings for education. Gilton delves into practical ways that public librarians can develop IL formal and informal instruction, including sections on pedagogy, technology and programming.

*Jovic, M. (2016), “Understanding the concept of information literacy students—for example, the city library “Don Mihovil Pavlinovic” Imotski”, Universal Journal of Educational Research, Vol. 4 No. 2, pp. 378-382.*

Explains a study of public library members and students from fifth grade through high school conducted to determine their understanding of information literacy. Details of the

study are explained, and the article determines that it is important to continue the focus on information literacy given its “misunderstanding” among some students.

*Kingori, G., Njiraine, D. and Maina, S. (2016), “Implementation of information literacy programmes in public libraries”, Library Hi Tech, Vol. 34 No. 2, pp. 17-22.*

Reports on a study of the implementation of IL programs in Kenyan public libraries. The study, focused on the Kenya National Library Service, determined various sources of research used and also the need for information literacy. It was determined that IL should be included at all public libraries.

*Martzoukou, K. and Elliott, J. (2016), “The development of digital literacy and inclusion skills of public librarians”, Communications in Information Literacy, Vol. 10 No. 1, pp. 99-115.*

Presents a qualitative, multiple case study to analyze public librarians’ digital literacy and inclusion skills. Results indicate that skills necessary for the profession lacking in Masters in Library and Information Science programs include knowledge of operating systems, basic computer trouble shooting, Web design, emerging technologies and database design.

### School

*Archer, A., Ghee, J. and Archer, D. (2016), “Using live mobile polling (Poll Everywhere) to engage students in information literacy”, ALISS Quarterly, Vol. 11 No. 3, pp. 17-20.*

Discusses the incorporation of Poll Everywhere, a mobile audience response system, in a regional pilot of The British Library’s ‘Digital Pathways’ Information Literacy Programme for teenagers at Newcastle Libraries. During the course of the program, which lasted from January 2014 to March 2015, the authors incorporated Poll Everywhere in digital skills sessions to obtain live, useful feedback from students and teachers and will continue to embed the interactive tool into future programming at the libraries.

*Baji, F. and Bigdeli, Z. (2016), “Adapting and normalizing the 6th grade version of the tool for real-time assessment of information literacy skills (TRAILS) among the Iranian 6th grade students”, Pakistan Journal of Information Management & Libraries, Vol. 17, pp. 137-145.*

Using the Tool for Real-Time Assessment of Information Literacy Skills (TRAILS), the researchers sought to measure the effectiveness, reliability and validity of such an information literacy (IL) assessment in the K-12 environment in Iran. Examples of research methodologies used include quantitative data from multiple choice surveys given to sixth grade Iranian students ( $n = 701$ ), and measurements taken of difficulty and discrimination indices as well as descriptive statistics. Findings show that female students score slightly higher than male students; however, low overall scores indicate the need for IL integration into the curriculum in Iranian K-12 education.

*Baker, S.F. and Willis, J. (2016), “When stars align: teachers and students shine brighter”, Knowledge Quest, Vol. 45 No. 2, pp. 56-62.*

Discusses the importance of teacher and librarian partnerships in integrating technology into lessons and achieving learning goals. The barriers that teachers face are discussed as well as the outcomes of a pilot study involving a collaborative assignment with library science and teacher education students.

*Bonsignore, E.M. (2016), "Playing for real: designing alternate reality games in learning contexts", Thesis, University of Maryland, College Park, MD.*

Analyzes two design cases of alternate reality games as a learning environment that promotes information literacy and participatory culture in formal and informal contexts for adolescents through interactive, transmedia storytelling. The author proposes a theoretical narrative design framework as an analytical tool and also discusses practical design implications.

*Buchanan, S., Harlan, M.A., Bruce, C.S. and Bruce, S.L. (2016), "Inquiry based learning models, information literacy, and student engagement: a literature review", School Libraries Worldwide, Vol. 22 No. 2, pp. 23-39.*

Provides a review of the literature on inquiry based learning, information literacy and student motivation and engagement in K-12 schools. Together, the author believes these three fields point to a need for greater exploration of student driven inquiry, a student-centered learning model.

*Caviglia, F. and Delfino, M. (2016), "Foundational skills and dispositions for learning: an experience with information problem solving on the web", Technology, Pedagogy and Education, Vol. 25 No. 4, pp. 487-512.*

Examines the Information Problem Solving (IPS) skills of locating and evaluating Web-based information of students at a secondary school in Italy. With both an experimental group that received IPS activities and a control group that did not, results demonstrated that the IPS activities increased the confidence of evaluating information in the experimental group; however, for both groups, there was a question amongst the researchers of whether students were simply finding relevant research rather than also comprehending it.

*Cheby, L. (2016), "Search strategy instruction: shifting from baby bird syndrome to curious cat critical thinking", Knowledge Quest, Vol. 44 No. 4, pp. 48-53.*

Explores the issues students face in engaging in critical thinking for individual research and proposes that teaching students how to develop search strategies and engage in curiosity as methods to address this challenge. Cheby, a school librarian, details a collaboration with a high school English teacher whereby students learned how to develop a search strategy for an essay that prompted them to explore different facets of 1950s life in the context of the August Wilson play *Fences*.

*Chen, L.C, Shen, K.-C. and Lai, H.-C. (2016), "Civic action-oriented information literacy curriculum: an example of sixth-grade "US-Taiwan eco-campus partnership program", Journal of Educational Media & Library Sciences, Vol. 53 No. 2, pp. 237-244.*

Explores a USA-Taiwan partnership to provide a civic action information literacy program for elementary school students in Taiwan. The feasibility of the program is tested, and favorable results are presented.

*Chung, J.S. and Kim, J. (2016), "How do low achieving students in an urban high school learn with information? An exploratory study", Journal of the Korean Library and Information Science Society, Vol. 50 No. 2, pp. 25-45.*

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Examines the information seeking and usage behavior of seven high school students enrolled in an American Literature and Composition class that serves as a part of an 11th grade Remedial Education Program. Through interviewing the students, their teachers, library media specialists and analyzing students' research documents and final papers on an American author, the authors found that the students' lack of reading ability and cognitive flexibility, as well as feelings of frustration, contributed to their inability to fully complete the final papers. The authors discuss potential interventions, such as reference appointments, to help in the future.

*Cordell, D. (2016) Using Images to Teach Critical Thinking Skills: Visual Literacy and Digital Photography, Libraries Unlimited, an Imprint of ABC-CLIO, LLC, Santa Barbara, CA.*

Discusses how visual literacy can be integrated into the classroom curriculum for both K-12 educators and librarians. This book, a publication in the Tech Tools for Learning series, contains sections focused on visual literacy, photography and digital images. Cordell considers how visual literacy can foster critical thinking and information literacy skills and provides lesson plans for readers to implement these ideas in their own classrooms.

*D'agata, G. (2016), "Teachers + school librarians = student achievement: when will we believe it?", Thesis, University of Nevada, Las Vegas, Las Vegas, NV.*

Explores the collaborative teacher-librarian relationship through a content analysis of 37 discussion board responses posted by K-12 school librarians. Responses detailed barriers and administrative supports with regard to teacher-librarian collaboration. Barriers include time and territoriality, whereas supports included communication and persuasion.

*Essel, J.E. (2016), "A study of Ghanaian teacher trainees' conceptions of information literacy", Thesis, University of Sheffield (United Kingdom), Western Bank, Sheffield.*

Investigates the conceptualization of information literacy by Ghanaian teacher trainees and argues that current ideas about how to teach and learn IL skills need to be adapted to emphasize individuals' conceptions of IL. Using a phenomenographic lens, Essel interviewed 25 teacher trainees and found that they focused more on the information literate teacher (ILT) as opposed to information literacy itself. Five themes of ILTs emerged, including information and communication technology literacy, critical awareness and professional development.

*Farmer, L.S.J. (2016), Information and Digital Literacies: A Curricular Guide for Middle and High School Librarians, Rowman & Littlefield, Lanham, MA.*

Guides how librarians can create and implement instruction that addresses the information and digital literacy needs of middle and high school students. Farmer includes chapters on standards for IL, such as Common Core and the American Association for School Librarians; how students learn; instructional design; and sample learning activities for fostering these literacies.

*Farmer, L.S.J. (2016), "Teaching ethics to teens via school library reference services", Catholic Library World, Vol. 86 No. 4, pp. 242-250.*



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Explores the opportunities for school librarians to teach ethical information use skills to students during reference interactions. Farmer explores professional standards for teaching ethical information use as well as ethics in reference services and research practices and explains a four-step process for how school librarians can engage students in ethical information use as digital citizens.

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*Fontichiaro, K. and Oehrli, J.A. (2016), "Why data literacy matters", Knowledge Quest, Vol. 44 No. 5, pp. 21-27.*

Identifies and explores six themes of data literacy for school librarians to consider when developing ways to foster data literacy within their students. The six themes are statistical literacy, data visualization, data in argument, big data and citizen science, personal data management and ethical data use. The authors explore practical examples embodied by these themes, such as Facebook's personalized advertisements and digital citizenship.

*Foote, C. (2016), "Building success beyond high school with career-and college-ready literacies", Knowledge Quest, Vol. 44 No. 5, pp. 56-60.*

Identifies relevant areas through which high school librarians can help their students gain skills for post-secondary education as well as their careers and personal lives, particularly easing library anxiety. Examples include university library website tours, using university library LibGuides for high school research projects, using public library websites focused on career support, and teaching digital life literacies such as managing a social media presence and setting up e-mail accounts for job applications.

*Gray, M. (2016), "Information literacy and technology", Access, Vol. 30 No. 4, pp. 32-39.*

Reports on a survey of 100 Teacher Librarians in Australia to gain statistical knowledge of IL activities. Results reveal that 94 of 100 TLs are teaching IL and technology skills mainly to students (93), but 46 also taught other teachers, 26 taught staff and 3 taught community members.

*Gross, M. and Witte, S. (2016), "An exploration of teacher and librarian collaboration in the context of professional preparation", New Review of Children's Literature & Librarianship, Vol. 22 No. 2, pp. 159-185.*

Explores a pre-service collaboration of LIS and education students where the students collaborate to create a series of assignments that include language arts and information literacy skills. The literature on collaboration, findings of the study and factors impacting successful collaboration are discussed.

*Hamilton, B. (2016), "Citizenship in the digital world", Library Sparks, Vol. 13 No. 8, pp. 11-14.*

Provides practical advice on how school librarians can partner with parents and teachers to educate children on how to interact in a digital environment. Hamilton lists specific resources that librarians can share with parents to foster this digital information literacy, such as the Internet Safety Toolkit. She also lists specific resources by source type (e.g. video) and grade level to promote digital citizenship competence, as well as specific activities, such as developing digital citizenship slogans.

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Harada, V.H. (2016), "A practice-centered approach to professional development: teacher-librarian collaboration in Capstone projects", *School Library Research*, Vol. 19, pp. 1-47.

Details a statewide professional development training program for high school teams of teachers and librarians that adopted a "constructivist inquiry approach" in line with their teaching approach when working with students completing capstone projects. The week-long training focused on allowing teams to gain the insight needed to determine student IL needs for their capstone projects, and strategies to address the needs. Specifics of the "Pathways to Excellence and Achievement in Research and Learning" (PEARL)" program and outcomes are discussed.

Harvey, C.A., II. (2016), *The 21st-Century Elementary School Library Program, 2nd ed.*, ABC-CLIO, LLC, Santa Barbara, CA.

Focuses on elementary school library services, including topics related to budgeting, staffing and education. While covering logistics such as the past and present of school library services, including stakeholders, communication and programming, two chapters specifically delve into the library and its role in the curriculum, featuring topics such as collaborating with teachers as well as tips and examples for readers' advisory.

Henry, N.L. (2016), "An investigation of tool mediation in the research activity of eighth-grade students", *Thesis, Temple University, Philadelphia, PA.*

Provides details of a dissertation study that explores tool mediation and learning and assessed the extent that resources and technology tools (including Prezi and Power Point) influence student thoughts and their decisions during an assignment. Surprising results determined that the assignment parameters and research topic information had more influence than the tool features or resources, and in addition the students used a variety of tools instead of focusing on Prezi and Power Point. Insights into how the results can impact tool mediation for students in the classroom and libraries are discussed.

Hutchinson, E. (2016), "Improving teacher-librarian collaboration: what can we do?", *CILIP Update*, pp. 36-38.

Presents information about collaboration between librarians and teachers gained by a librarian as she completed her dissertation. Key discussions include the importance of collaboration and its impact on student learning, the necessity of librarian input in teaching technology and IL Skills, the importance of librarian communication regarding services provided, and the need for support from administration.

Johnson, I.M. (2016), "Under-resourced, inadequately staffed, and little used: some issues facing many school libraries, seen through the lens of an exploration of the situation in Iraq", *Library Trends*, Vol. 65 No. 2, pp. 217-250.

Discusses the history of school libraries and services (including information literacy) in Iraq and how it has had an impact on the growth and current functioning of libraries in the country today.

*Laubersheimer, J., Ryan, D. and Champaign, J. (2016), "Infoskills2go: using badges and gamification to teach information literacy skills and concepts to college-bound high school students", Journal of Library Administration, Vol. 56 No. 8, pp. 924-938.*

Discusses the creation of InfoSkills2Go, a collection of online games, tutorials and assessments to increase the IL skills of high school students. The article discusses the use of digital badges as well as the construction of the website.

*Leeder, C. and Shah, C. (2016), "Measuring the effect of virtual librarian intervention on student online search", Journal of Academic Librarianship, Vol. 42 No. 1, pp. 2-7.*

Explores a study of online search behavior of high school students. The study also looked at the incorporation of an embedded librarian and the impact on student online search results.

*Luetkemeyer, J.R. (2016), "The information worlds of school librarians as digital learning leaders", Thesis, The Florida State University, Tallahassee, FL.*

Examines the influence of school librarians' self-perception to act as technology leaders in Florida. Findings indicate that developing a culture of understanding of the librarian's role with technology improves librarians' self-perception.

*Maharaj, D.S. (2016), "Collaboration between a teacher librarian and a teacher of technology to infuse 21st century skills within a k-4 school setting: a case study", Thesis, Northeastern University, Boston, MA.*

Explains how collaboration between enrichment teachers and classroom teachers can positively influence the curriculum. The author points to an innovative, flexible school climate that allows opportunities for enrichment teachers to teach information literacy skills.

*Majid, S., Chang, Y.-K. and Foo, S. (2016), "Auditing information literacy skills of secondary school students in Singapore", Journal of Information Literacy, Vol. 10 No. 1, pp. 44-66.*

Presents results from a study measuring information literacy skills using a quantitative method of questionnaire survey in ninth grade students in Singapore. Results indicate that 71.9, 77.0, and 95.3 per cent of students "rarely" or "never" used the library resources at school libraries, public libraries, and the National Reference Library and academic libraries, respectively. The study also suggests that students are more likely to ask friends and classmates than librarians for information literacy help.

*McPherson, H. and Dubé, M. (2016), "Reducing the information literacy gap in high school students", Knowledge Quest, Vol. 45 No. 2, pp. 48-55.*

Describes the steps taken by a school librarian and middle school teacher to improve their students' information literacy skills. The evaluation of the program included informal conversations with students and rubrics to grade the assignments.

*Miller, C. (2016), "TRAILS: tool for real-time assessment of information literacy skills", Charleston Advisor, Vol. 17 No. 3, pp. 43-48.*

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Reviews TRAILS: Tool for Real-time Assessment of Information Literacy Skills which is a tool developed by Kent State University Libraries. The author mentions how to use TRAILS and provides a critical evaluation of this free, online tool which is used to evaluate information literacy skills.

*Mojapelo, M.S. (2016), "(Re)thinking and (re)positioning library programmes and services in public high schools in Limpopo province, South Africa", Mousaion, Vol. 34 No. 3, pp. 60-88.*

Explains the disparities and challenges faced by schools in Limpopo province in South Africa with respect to library programs and services including information literacy instruction. The study which surveyed schools in the area determined that of 160 schools, only 3 per cent reported having information literacy instruction. Findings for other services and programs are reported, and recommendations are given.

*Murphy, N.G. (2016), "Approaching source illiteracy, or how a source is like a frog", Knowledge Quest, Vol. 44 No. 5, pp. 44-48.*

Describes source literacy and explains why students need this. The author uses an example of frog dissection to argue for the importance of why students need source literacy before suggesting how to teach students source literacy.

*Ngo, H. and Walton, G. (2016), "Examining the practice of information literacy teaching and learning in Vietnamese upper secondary schools", Education for Information, Vol. 32 No. 3, pp. 291-303.*

Presents a study using a survey based on TRAILS – Tool for Real-time Assessment of Information Literacy Skills given to students aged 15-18 in a non-public school in Vietnam, interviews with students and a document analysis to measure information literacy levels. While noting that females scored higher than males, the authors suggest all students would benefit from improved information literacy skills.

*Novo, A. (2016), "Collaboration and information literacy in Portuguese school libraries: a challenge for the future", Qualitative & Quantitative Methods in Libraries, pp. 473-481.*

Reports on a study of school librarians in Alberta on collaboration and IL. Findings reflect that although collaboration is considered to be of major importance, many teachers and librarians rarely move past "coordination" or "cooperation" in teaching students. Challenges are discussed as well as suggestions for improvement.

*Reynolds, R.B. (2016), "Relationships among tasks, collaborative inquiry processes, inquiry resolutions, and knowledge outcomes in adolescents during guided discovery-based game design in school", Journal of Information Science, Vol. 42 No. 1, pp. 35-58.*

Presents a study of discovery-based learning experiences to engage students in information seeking and knowledge building while learning game design. The author notes that the program would need to be redesigned to better assess learning outcomes of all students.

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*Sakai-Miller, S. (2016), Innovation Age Learning: Empowering Students by Empowering Teachers, International Society for Technology in Education, Eugene, OR.*

Presents actionable ideas for teachers preparing students to be innovative and make a difference. Part 1 describes the Innovation Age and how the classroom must change to accommodate this age of learners. Part 2 moves from theory to practice with concrete examples of innovation in the classroom, while Part 3 outlines steps to ensure that all students have the benefit of innovation in their classroom.

*Schutte, A. (2016), "Making a literacy plan: developing an integrated curriculum that meets your school's needs", Knowledge Quest, Vol. 44 No. 5, pp. 50-55.*

Details a concrete, six-step process for school librarians to develop long-term information literacy in students. The author concludes that building a curriculum for student mastery of IL skills takes time and encourages librarians to dive in, even if they feel overwhelmed by the project.

*Shenton, A.K. (2016), "Uniting information literacy with a taxonomy of learning", CILIP Update, pp. 41-43.*

Argues for the use of the Solo Taxonomy (Structure of the Observed Learning Outcome) in information literacy at secondary schools. The author outlines the five stages of the taxonomy and includes a student progress form based on Solo.

*Smeaton, K., Maybee, C., Bruce, C.S. and Hughes, H. (2016), "Crossing literacy and informed learning boundaries with Manga", Access, Vol. 30 No. 1, pp. 12-26.*

Discusses the participation of high school students in a Manga workshop that focused on informed learning and literacy development. In the workshop, students used information to develop a plan for the scenario of a zombie invasion in addition to art and story-telling lessons. The workshop was intended as an informed learning lesson, but even students who experienced it as an art lesson or a life lesson still developed some new information awareness.

*Smith, D. (2016), "Lessons learned from designing flipped lessons for fourth grade students: implications for school librarians", Library Hi Tech News, Vol. 33 No. 8, pp. 19-23.*

Reports on a study in which fourth-grade students were taught information literacy through online lessons at home. The lessons were delivered via PlayPosit and students watched a video and responded to questions throughout. The author found that students overall enjoyed the lessons and found them helpful, and suggested that anyone implementing a flipped classroom approach be prepared to deal with technology issues and a large up-front time requirement.

*Smith, L. (2016), "Information literacy as a tool to support political participation", Library & Information Research, Vol. 40 No. 123, pp. 14-23.*

Discusses two of the author's recent research projects on political information literacy in schools. The author found that young people need support to navigate available information and make informed political decisions, but that some school librarians do not feel confident

teaching these skills or do not feel that it is the role of school libraries to provide political education.

*Smith, L.N. (2016), "School libraries, political information and information literacy provision: findings from a Scottish study", Journal of Information Literacy, Vol. 10 No. 2, pp. 3-25.*

Presents the finding of research studying how school libraries support the development of political information literacy. One key finding was that students ask school library workers about their own political perspectives, suggesting that students view library workers as people with authority on political issues.

*Sundin, O. and Carlsson, H. (2016), "Outsourcing trust to the information infrastructure in schools: how search engines order knowledge in education practices", Journal of Documentation, Vol. 72 No. 6, pp. 990-1007.*

Reports on interviews conducted with elementary and secondary school teachers about their pupils' use of search engines to find information. The authors found that teachers had difficulties with the concept of search as something that could be taught, and argue that a more intricate understanding of how search engines rank results is important when teaching students to be researchers.

*Taylor, F.L. (2016), "Administrators' and librarians' perceptions of the roles of school librarians as instructional leaders and teachers of information literacy skills", Thesis, TN Technological University, Cookeville, TN.*

Investigates administrator and librarian perceptions of the school librarians' role in information literacy. Findings suggest that administrators and librarians agree that the role of librarians is essential to instruction; administrators see school librarians as an integral part of the instructional staff.

*Vaughan, L.J., Smith, S. and Cranston, M. (2016), "An argument for disciplinary information literacy", Knowledge Quest, Vol. 44 No. 5, pp. 38-41.*

Argues for an alternative approach to information literacy instruction in which instruction is based in subject-specific content. The authors suggest that disciplinary information literacy will help students participate in the scholarly conversation in a subject area and will reinforce student perspectives through practice.

*Walton, G., Pickard, A., Dodd, L. and Hepworth, M. (2016), "Not 'born digital': enabling teens to question information sources", CILIP Update, pp. 42-45.*

Discusses a new framework for digital information literacy based on the understanding that young people, though able to function well in digital environments, still need support in those areas. The authors found that students are generally trusting of online sources, but that participation in digital literacy workshops enabled students to better evaluate information.

*Wine, L.D. (2016), "School librarians as technology leaders: an evolution in practice", Journal of Education for Library & Information Science, Vol. 57 No. 2, pp. 207-220.*



Describes the evolution of the role of school librarians from the first half of the twentieth century to present day. The author argues for a partnership between school librarians and instructional technology specialists as they now have complementary support roles and could work as a team to benefit the entire school.

*Yu, H., Abrizah, A. and Sani, M.K.J.A. (2016), "Information literacy through resource-based learning: Malaysian teachers' conception and instructional practices", Malaysian Journal of Library & Information Science, Vol. 21 No. 1, pp. 53-67.*

Examines the conceptualization of information literacy by teachers in Malaysia, where information literacy is not a focus of the curriculum. Findings suggest that Malaysian teachers have similar IL conception as teachers in developed countries, but their understanding lacked in depth and sophistication. Providing information literacy training to teachers is important in helping them develop the IL skills of their students.

*Zane, M. and Tucci, V.K. (2016), "Exploring the information literacy needs and values of high school chemistry teachers", Journal of Chemical Education, Vol. 93 No. 3, pp. 406-412.*

Presents the findings of an investigation into the need for additions to a three-year information literacy seminar for chemistry majors. The seminar focuses on IL skills for students going into the chemistry industry and graduate programs, but lacks features for students interested in becoming secondary education teachers. The investigation revealed that secondary education chemistry majors need to be taught an IL pedagogy to effectively teach their future students.

*Zhou, E.Y. and Adkins, D. (2016), "The role of the school library in college access and choice", Library & Information Science Research, Vol. 38 No. 4, pp. 336-343.*

Investigates the role of high school libraries in college choice and access based on variables like students' race, ethnicity, and socioeconomic status. Findings suggest that school library resources and services do not play a very strong role in students' access and choice of college, but that school libraries are a major source of information for students and thus can increase the visibility of these college resources.

*Zinn, S., Stilwell, C. and Hoskins, R. (2016), "Information literacy education in the South African classroom: reflections from teachers' journals in the Western Cape province", Libri: International Journal of Libraries & Information Services, Vol. 66 No. 1, pp. 31-44.*

Provides a case study of Western Cape teachers embedding information literacy in their classrooms. Findings from the teachers' reflexive journals showed that many understand information literacy instruction, but few are able to mediate information literacy in the classroom.

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