

READINGS ON INFORMATION LITERACY AND TEACHING

by Marsha Miller



Anyone who has taught a course knows that finding readings outside the textbook is 1) expected; 2) necessary; and 3) iffy. They are expected because a textbook can only do so much and is often forced to summarize topics that can be enhanced by further reading. They are often necessary because teachers may require students to not only read, but also to reflect on those readings as part of the course requirements. Iffy because a teacher can spend a lot of time organizing the best reading list, only to have the students pay scant attention, either because they deem the articles non-essential or out-of-date, or because reading them is just one more time management factor in their busy student lives.

Education of Information Users, aka L554, at the Indiana University-Bloomington campus, is a class that combines a focus on information literacy issues with a chance to dabble in areas of education technology, teaching methods, and presentation skills. It is certainly not difficult to identify possible supplemental readings. Indeed, with e-mail 'alert' services such as *My Ebscohost*, *Ingenta*, etc., an educator can receive many tables of contents and results of selected keyword searches once a week. The trick is to sort through these articles, find the best potential articles, find the one readily available; i.e., available online full-text, and then encourage the students to read them. In addition, this author is very interested in exploring information literacy-related issues that appear in the non-library journal literature, and in making students aware of the variety of journals devoted to teaching.

The following supplemental reading list is excerpted from the Summer, 2006 course. The annotations provided are excerpted from database descriptions. Since most readers of this article are Indiana librarians, *INSPIRE* access is indicated for ease of retrieval.

TEACHING METHODS AND GENERAL INFORMATION LITERACY

Breivik, P. (2005, March/April). 21st century learning and information literacy. *Change*, 37(2), 20-27. This cover story includes sources from which children

gather information; the reliability of information, and the presence of information literacy in the work environment. *INSPIRE*

Buehler, M. A. (2004). Where is the library in course management software? *Journal of Library Administration*, 41(1/2), 75-84. Course management software (CMS) or courseware products, such as *Prometheus*, *FirstClass*, *Blackboard*, and *WebCT*, do not include the Library as an essential, curricular component in their design. Consequently, the task falls to librarians to creatively partner with faculty to input library resources into courseware to support students effectively in their research endeavors. *INSPIRE*

Buschman, J.; & Warner, D. A. (2005, January). Re searching and shaping information literacy initiatives in relation to the web: some framework problems and needs. *Journal of Academic Librarianship*, 31(1), 12-18. Re-examination of some recent data and studies on how students are utilizing the Web. Authors' thesis: the data are framed by an information literacy perspective, overlooking less hopeful conclusions within the same data. Author's purpose: to provide a corrective by accounting for contradictory data and broader social-economic trends.

Chakraborty, M.; & Victor, S. (2004). Do's and don't's of simultaneous instruction to on-campus and distance students via videoconferencing. *Journal of Library Administration*, 41(1/2), 97-112. A case study on Nova Southeastern University's Speech-Language Pathology (SLP) department describes transition from one-shot library BI to a three-day format for the SLP program, with instruction that builds sequentially and developmentally, incorporating a variety of assessment techniques (e.g., in-class exercises, puzzles, quizzes, take-home assignments).

Chapman, J. M.; Pettway, C. K.; & Scheuler, S. A. (2003). Teaching journal and serials information to undergraduates: challenges, problems and recommended instructional approaches. *Reference Librarian*, 79/80, 363-382. Description of interactive instructional approaches and exercises.

- Courtois, M. P.; Higgins, M. E.; & Kapur, A. (2005, February). Was this guide helpful? Users' perceptions of subject guides. *Reference Services Review*, 33, 188-196. This study examines methods used to evaluate guides and reports on an online survey placed on each of more than 80 web-based guides provided by Gelman Library, George Washington University.
- Costello, B.; Lenholt, R.; & Stryker, J. (2004). Using Blackboard in library instruction: addressing the learning styles of generations X and Y. *Journal of Academic Librarianship*, 30(6), 452-460. The use of Blackboard courseware in library instruction sessions at Stetson.
- Ellis, L. (2004, February). Approaches to teaching through digital reference. *Reference Services Review*, 32(2), 103-119. As "teaching libraries," many academic libraries are committed to teaching not only in classrooms but also at the reference desk. As reference has expanded to include digital modes of e-mail and chat, reference librarians are prompted to consider approaches to teaching in these new reference venues in ways that are meaningful to the user. This paper presents some challenges and benefits of teaching via digital reference.
- Gillan, B. (2003). Crossing the great divide with net works, teaching, and interactivity. *Library Media Connection*, 22(3), 38-41. Technology gaps and digital divisions exist both quantitatively and qualitatively. Quantitative gaps exist in schools and families where there is simply not enough access available to, or time spent with, technology. Many schools and classrooms lack enough modern networking technology, software applications, and online access for regular instruction and learning purposes. Even in schools with ample technology, the lack of curriculum integration, access to computers, and logistical problems results in very limited student technology exposure, making the ability to learn to use technology extremely limited. INSPIRE
- Hearn, M. R. (2005, February). Embedding a librarian in the classroom: an intensive information literacy model. *Reference Services Review*, 33(2) 219-227. A librarian was assigned to be a co-instructor in a first-year English course, taught a significant percentage of the research material, and participated in the assigning of students' grades; librarian-conducted sessions are described.
- Jenson, J. D. (2004). It's the information age, so where's the information? Why our students can't find it and what we can do to help. *College Teaching*, 52(3), 107-112. Teachers' assumptions about their students' "computer literacy," as well as to the students' lack of hands-on experience in an actual library, as potential sources of the problem are countered with practical suggestions.
- Joint, N. (2005, July). Traditional bibliographic instruction and today's information users. *Library Review*, 54, 397-402. An opinion piece which examines the impact on user behavior of traditional mechanical library skills training (such as "library orientation", "bibliographic instruction", or "information skills training" rather than true information literacy-based teaching); takes forward strands from "Evaluating the quality of library portals" by the author and places them in the context of different approaches to teaching students about information use.
- Kearley, J. P.; & Phillips, L. (2002). Distilling the information literacy standards: less is more. *Journal of Library Administration*, 37(3/4), 411-424. This paper describes the history and rationale for an interactive multimedia Web tutorial that was created by librarians at the University of Wyoming to serve the needs of distance learners and on-campus students.
- Mackey, T. P.; & Jacobson, T. E. (2005, Fall). Information literacy: A collaborative endeavor. *College Teaching*, 53(4), 140-146. Collaboration between faculty and librarians is reinforced by accreditation standards that view information literacy as central to student learning. Two models for collaboration from the University at Albany are described. INSPIRE
- Markgraf, J. S. (2004). Librarian participation in the online classroom. *Internet Reference Services Quarterly*, 9(1/2), 5-20. Librarian participation in online courses through "lurking" in Blackboard and Desire2Learn classrooms and monitoring discussion threads devoted to library research. Advantages such as improved access to students, course content, and assessment data are discussed, as are disadvantages, such as time commitment, varying expectations, and privacy issues.
- Maybee, C. (2006). Undergraduate perceptions of information use: the basis for creating user-centered student information literacy instruction. *Journal of Academic Librarianship*, 32(1), 79-85. This study uses a *phenomenographic* method to discern three ways that undergraduate students conceptualize information use.
- Meulemans, Y. N.; & Brown, J. (2001). Educating instruction librarians. *Research Strategies*, 18(4), 253-264. A literature review and case study shows that, while instruction librarians are proactive in improving their level of expertise, they also express the need to have training and experience during their graduate programs. It is proposed that future

instruction librarians be provided opportunities for extended teaching practicums combined with coursework in instructional theory during their Library and Information Science program.

Sweeney, J.; O'Donoghue T.; & Whitehead, C. (2004, July). Traditional face-to-face and web-based tutorials: A study of university students' perspectives on the roles of tutorial participants. *Teaching in Higher Education*, 9(3), 311-323. Despite considerable research on the outcomes of teaching approaches at the tertiary level, there have been very few investigations of students' perspectives on the different approaches. This study, based on a series of in-depth interviews with students who completed a unit using traditional face-to-face tutorials and web-based bulletin-board tutorials, addresses the deficit. The findings highlight the differences in students' perspectives on the two types of tutorials, including the perceived role played by the tutor, themselves and their peers. The study suggests that a balance is needed between the two types of approaches. INSPIRE

TEACHING WITH TECHNOLOGY

Brown, A. H.; Benson, B.; & Uhde, A. P. (2004). You're doing what with technology? An exposé on "Jane Doe" college professor. *College Teaching*, 52(3), 100-105. Authors discuss the professional development of three college professors as they actively seek to improve their technological skills. The exposé uncovers faculty development issues regarding learning and using technology at the post-secondary level. Key questions that higher education faculty and administrators need to explore regarding faculty's technology development are disclosed. Revelations about how institutions can provide a systematic support framework for their faculty's technological professional development are explored. INSPIRE

Fichter, D. (2005). Web development over the past 10 years, *Online* 29(6), 48-50. Provides some insights on web site usability and false assumptions about web site development. factors to consider in designing web sites; tips for optimizing the usability of web sites. INSPIRE

Gerding, S. R. (2003). Training technology trainers: Lessons from the river. *Computers in Libraries*, 23(8), 14-17. Presents guidelines for librarians on training information technology trainers. INSPIRE

Gordon, R. S.; Stephens, M. (2006, May). Ten tips for technology training. *Computers in Libraries*, 26(5), 34-35. (NOTE: Computers in Libraries May 2006 was a theme issue on info/tech literacy) INSPIRE

Guenther, K. (2005). Socializing your web site with wikis, twikis, and blogs. *Online*, 29(6), 51-53. Discusses the rise of online collaboration in the U.S. Implications of online collaboration on Internet users; factors that contributed to the development of collaborative online technologies in the country. INSPIRE

Hastings, J. (2005). Cool tools; A savvy librarian reports on promising technology. *School Library Journal*, 51(9), 42-45. Analyzes the role of automated essay scoring; radio frequency identification system; iPod MP3 player; Weblogs.

Ketelhut, D. J.; Clarke, J.; Dede, C.; Nelson, B.; & Bowman, C.D. (2005). Extending library services through emerging interactive media. *Knowledge Quest*, 34(1), 29-32. Part of a special section on new roles for school librarians in digital learning environments. A study examined whether *multi-user virtual environment interfaces* (MUVes) could simulate real-world experimentation and provide engaging, meaningful inquiry learning experiences to enhance middle school students' scientific literacy. The results revealed that the use of MUVes helped to engage, challenge, and motivate students in science. INSPIRE

Maltz, L. & DeBlois, P. B. (2005). Top-ten IT issues, 2005. *Educause Review*, 40(3), 14-29. Retrieved June 23, 2006 from <http://www.educause.edu/ir/library/pdf/erm0530.pdf>

Tallent-Runnels, M. K.; Lan, W.Y.; Fryer, W.; Thomas, J.A.; Cooper, S.; & Wang, K. (2005) The relationship between problems with technology and graduate students' evaluations of online teaching *Internet and Higher Education*; 8(2), 167-174. A study to determine if the problems with technology that graduate students in a College of Education experience in online classes is related to their evaluations of their instructors. Used a university teaching evaluation scale and a second instrument was developed, called *Survey of Student Experiences in Online Courses*.

DIFFERENT POPULATIONS AND TYPES OF LIBRARIES

Educause Review is a great publication; check it regularly. Available online at <http://www.educause.edu/pub/er/>. Several articles from the September/October 2005 issue addressed today's students, including:

Dobbins, K. W. (2005) Getting ready for the net generation learner. *Educause Review*, 40(5), 8-9.

Prensky, M. (2005) "Engage me or enrage me": What today's learners demand. *Educause Review*, 40(5), 60-65.

- Windham, C. (2005). Father Google and Mother IM: confessions of a net gen learner. *Educause Review*, 40(5), 42-59.
- Behr, M. D. (2004). On ramp to research: Creation of a multimedia Library instruction presentation for off-campus students. *Journal of Library Administration*, 41(1/2), 19-30. The tutorial used several different forms of technology and media (Macromedia Flash for animation, MP3 sound files for voice narration, text, still images, and Web screen shots) to appeal to any learning style a student prefers, and it offers non-linear navigation to allow students to select the section they need, and to repeat any section.
- Chau, M. Y. (2003). Helping hands: Serving and engaging international students. *Reference Librarian*, 79/80, 383-394. We do not really know much about the relationship between learners and the Web: what processes are involved, how students go about the search process and what their perceptions of the Web are. To find out more about these questions, a study involving 198 students of Spanish at the University of Southampton was initiated, with the aim of obtaining information on how foreign language higher education students interact with the Web in general and in the context of a search for content/reading tasks in particular. The goal was to produce a descriptive snapshot of student impressions and abilities at one given moment. To measure their degree of online information literacy, a scale was created.
- Durrington, V. A.; Berryhill, A; & Swafford, J. (2006). Strategies for enhancing student interactivity in an online environment. *College Teaching*, 54(1), 190-193. Article describes how to establish an interactive online learning environment and provides strategies for increasing student interactivity.
- Eshet-Alkali, Y.; & Amichai-Hamberger, Y. (2004, August). Experiments in digital literacy. *CyberPsychology & Behavior*, 7(4), 421-429. A conceptual model that was recently described by the authors suggests that digital literacy comprises five major digital skills: photo-visual skills ("reading" instructions from graphical displays), reproduction skills (utilizing digital reproduction to create new, meaningful materials from preexisting ones), branching skills (constructing knowledge from non-linear, hyper-textual navigation), information skills (evaluating the quality and validity of information), and socio-emotional skills (understanding the "rules" that prevail in cyberspace and applying this understanding in online cyberspace communication). The present paper presents results from a performance-based pioneer study that investigated the application of the above digital literacy skills conceptual model among different groups of scholars. Results clearly indicate that the younger participants performed better than the older ones, with photo-visual and branching literacy tasks, whereas the older participants were found to be more literate in reproduction and information literacy tasks.
- Foggett, T. (2003). Information literacy at the primary school level? *Australian Library Journal*, 52(1), 55-64. Retrieved October 3, 2006 from <http://www.alia.org.au/publishing/alj/52.1/full.text/information.literacy.html>. A case study examines how a cohort of primary school children utilize specific information processes as outlined in the Australian Capital Territory's Information Access Curriculum Support Paper.
- Geck, C. (2006). The Generation Z connection: teaching information literacy to the newest net generation. *Teacher Librarian*, 33(3), 19-23; 2006. Focus on the use of the Internet in developing information literacy of young learners. A definition of Generation Z and their technological inclinations are also provided. INSPIRE
- Larsen, K. (2004). Sink or swim: Differentiated instruction in the library. *Library Media Connection*, 23(3), 14-16. The goal of differentiation is to bring the ideas and concepts of the curriculum to the learner at a pace and depth that is appropriate for the ability of each student. One of the benefits of differentiated instruction in the library media center is that teachers are very open to doing collaborative lessons.
- Viggiano, R. G. (2004). Online tutorials as instruction for distance students. *Internet Reference Services Quarterly*, 9(1/2), 37-54. The online tutorial has gained popularity in recent years and this article addresses Web-based interactive tutorials as a means of providing library instruction to distance learners. Examples of tutorials aimed at distance students are examined, along with studies assessing the effectiveness of online tutorials.

ASSESSMENT

- Brown, C.; Murphy, T. J.; & Nanny, M. (2003). Turning techno-savvy into info-savvy: Authentically integrating information literacy into the college curriculum. *Journal of Academic Librarianship*, 29(6), 386-398. Information literacy instruction must focus on the learning styles and preferences of the target population. This case study reports a series of hands-on/minds-on information literacy activities that dissolve students' misconceptions that "techno-savvy" is synonymous with information literate. Careful and thorough instruction in the mining of popular Internet search engines for authoritative information was coupled with instruction in the use of

traditional library resources. It was found that the college students studied possess a high need for clarity and a low tolerance for ambiguity, and therefore any activities assigned must be thoroughly, yet succinctly, described in order to achieve success. Combining traditional information literacy instruction with novel approaches appeals to the confidence in and reliance on Internet search engines that college students exhibit, while it moves this microcosm toward a higher level of information literacy and commitment to life long learning. INSPIRE

Choinski, E; & Emanuel, M. (2006). The one-minute paper and the one-hour class: Outcomes assessment for one-shot library instruction. *Reference Services Review*, 34(1), 148-155. An "outcomes" assessment tool was created based on the ideas of the one-minute paper and student reflection papers. The tool was administered to one shot library sessions classes in Spanish and Biology. The assessment tool was helpful in pointing out areas where librarians need to improve instruction in their one shot classes. This contribution is unique; there is no other outcomes assessment tool for one-shot classes in the library literature.

Garner, R.L. (2006) Humor in pedagogy: How ha-ha can lead to aha! *College Teaching*, 54(1), 177-180. Researchers have identified that educators who use humor in their instruction are more positively rated by their peers and their students; others have suggested that humor may enhance learning. Although much of this evidence has been anecdotal, the present study assesses the impact of curriculum-specific humor on retention and recall, as well as student evaluations of the course and the instructor. INSPIRE

Gross, M. (2005). The impact of low-level skills on information-seeking behavior: Implications of competency theory for research and practice. *Reference and User Services Quarterly*, 45(2), 155-162. Competency theory suggests that people who function at a low level of skill lack the metacognitive ability to recognize their own incompetence and are unable to accurately assess the skill levels of others. Therefore, they tend to overestimate their own abilities and to proceed with confidence as they develop awkward strategies and make poor decisions. Worse still, because the incompetent do not know they are incompetent, they may be unlikely to seek training or skill-remediation services. This article reviews competency theory and outlines how this theoretical perspective may allow for a new approach to research and practice in the area of information literacy instruction.

Kenney, A.J. (2006). The final hurdle? A new test may finally bring information literacy the recognition it deserves. *School Library Journal*, 52(3), 62-65. A new standardized test developed by the Educational Testing Service (ETS) may finally bring information literacy the recognition it merits. Librarians should avail of the test as an opportunity to demonstrate both their significance as instructors of information literacy and the important role that knowing how to properly locate, use, and evaluate information plays in students' lives.

Kohn, A. (2006). The trouble with rubrics. *English Journal*, 95(4), 12-15. Author details his doubts over the efficiency of rubrics in the assessment of students, arguing that the ultimate goal of authentic assessment must be the elimination of grades. But rubrics actually help to legitimate grades by offering a new way to derive them.

Mupinga, D. M.; Nora, R. T.; & Yaw, D. C. (2006). The learning styles, expectations, and needs of online students. *College Teaching*, 54(1), 185-189. Because of the unknown make-up of online classes, the characteristics of online students may be unclear, making it difficult to develop effective online courses. This study sought to establish learning styles, expectations, and needs of students taking an online course. Data were collected from a variety of student communications and the Myers-Briggs Type Inventory. Suggestions to accommodate identified learning styles, needs, and expectations of online students are presented. INSPIRE

Scales, B. J.; & Lindsay, E. B. (2005). Qualitative assessment of student attitudes toward information literacy. *Portal*, 5(4), 513-526. Many distance degree students at Washington State University enroll in General Education 300, a one-credit information literacy course taught online by librarians that exposes students to activities and materials that support the ACRL information literacy standards. In a final assignment, students write about the origins, applicability, and future use of information literacy and their newly minted skills in this area. Authors used ATLAS.ti, (<http://www.atlasti.de/>), to analyze the text of these assignments and explore student attitudes toward information literacy. The majority of students articulated a broad view of information literacy not tied to a specific course project or to the library as a place.

LEARNING THEORIES AND TEACHING STYLES

Atlas, M. (2005). Library anxiety in the electronic era, or why won't anybody talk to me anymore? One librarian's rant. *Reference and User Services Quarterly*, 44(4), 314-319. Decreasing statistics reported by reference librarians in academic libraries reflect

the fact that fewer patrons are approaching the librarian at the reference or information desk in the library. Much blame is placed on the availability of online catalogs, databases, and full-text resources, but some explanations have their roots in problems long extant in the reference librarian's world. The idea of fearing the library and librarians was first labeled *library anxiety* in 1986. With the increasing use of electronics, the number and variety of mechanical barriers to comfort in the library have increased significantly. Students who use computer indexes and online facilities were found to have the highest levels of library anxiety with respect to all antecedents. It has also been found that name recognition increased library success, that if a patron knew the name of a librarian they were more likely to have a good library experience. INSPIRE

Cooperstein S. E.; & Kocevar-Weidinger, E. (2004, February). Beyond active learning: A constructivist approach to learning. *Reference Services Review*, 32(2), 141-148. Guided by four principles - learners construct their own meaning; new learning builds on prior knowledge; learning is enhanced by social interaction; and learning develops through "authentic" tasks - constructivist learning moves from experience to knowledge and not the other way around. In a constructivist classroom, abstract-concepts become meaningful, transferable, and retained because they are attached to the performance of a concrete activity.

Jiao, Q. G.; & Onwuegbuzie, A. J. (2004). The impact of information technology on library anxiety: The role of computer attitudes. *Information Technology and Libraries*, 23(4), 138-144. Although many students continue to experience high levels of library anxiety, it is likely that the new technologies in the library have led them to experience other forms of negative affective states that may be, in part, a function of their attitude towards computers. This study investigates whether students' computer attitudes predict levels of library anxiety. INSPIRE

Lee, C.-I.; & Tsai, F.-Y. (2004, February). Internet project-based learning environment: The effects of thinking styles on learning transfer. *Journal of Computer Assisted Learning*, 20(1), 31-39. The purpose of this study, in an environment of Internet project-based learning, is to undertake research on the effects of thinking styles on learning transfer with a sample of elementary school students.

Weiler, A. (2005). Information-seeking behavior in Generation Y students: Motivation, critical thinking, and learning theory. *Journal of Academic*

Librarianship, 31(1), 46-53. Research in information-seeking behavior, motivation, critical thinking, and learning theory was explored and compared. The research indicates that only a very small percentage of the general population prefer to learn by reading.

PROGRAM PLANNING

D'Angelo, B. J.; & Maid, B. M. (2004). Beyond instruction: Integrating library service in support of information literacy. *Internet Reference Services Quarterly*, 9(1/2), 55-64. The Multimedia Writing and Technical Communication Program at Arizona State University East offers the majority of its courses online. To date, the library and program collaboration has focused on an information literacy initiative. This article focuses on the need for library support from the perspective of the program director and librarian as well as potential methods of delivery.

Finley, P.; Skarl, S.; Cox, J.; & VanderPol, D. (2005, January). Enhancing library instruction with peer planning. *Reference Services Review*, 33(1), 112-122. A group of librarians scheduled brainstorming sessions with instructors interested in making changes in their classroom approaches. Most participating instructors chose to enhance their classes by trying either an active learning activity or a group work activity that was new to them. A member of the enhancement team attended each of the peer-planned sessions to take notes and act as an observer, assistant or team teacher, as requested by the instructor. The instructors who participated also filled out brief assessment forms.

Hearn, M. R. (2005, February). Embedding a librarian in the classroom: an intensive information literacy model. *Reference Services Review*, 33(2), 219-227. A librarian was assigned to be a co-instructor in a first-year English course, taught a significant percentage of the research material, and participated in the assigning of students' grades. Each session taught by the librarian is described in detail, and the impact of the experiment on the students, the instructors and the college is addressed.

THE FUTURE OF INFORMATION LITERACY

Abram, Stephen. (2005, May/June). Once more with feeling: What does information literacy look like in the Google world? *Multimedia and Internet@schools*, 12(3), 18-20. Presents the findings of the report "The Crisis in Canada's School Libraries: The Case for Reform and Reinvestment," written by Ken Haycock, (University of British Columbia). Impact of having a school with properly stocked libraries that offer library pro-

grams on students; development of programs that linked public and school libraries in Canada; information on several reading and literacy initiatives launched by Canadian companies. INSPIRE

- Bell, S. J. (2005, October) Submit or resist: Librarianship in the age of Google. *American Libraries*, 36(9), 68-71. Discusses the importance of user education in the efforts of librarians to avoid marginalization. identification of mechanisms to integrate library content into consumer search engines; significance of meta-searching; limitations of the Google search engine. INSPIRE
- Bosc, H., & Harnad, S. (2005, April). In a paperless world a new role for academic libraries: Providing open access. *Learned Publishing*, 18(2), 95-100. Academic libraries should be considered research tools, co-evolving with technology. The Internet has changed the way science is communicated and hence also the role of libraries. It has made it possible for researchers to provide open access (OA) to their peer-reviewed journal articles in two different ways: (i.) by publishing in them in OA journals, and (ii.) by publishing them in non-OA journals but also self-archiving them in their institutional OA archives. Librarians are researchers' best allies in both of these strategies.
- Burke, G.; Germain, C. A.; & Xu, L. (2005). Information literacy: Bringing a renaissance to reference. *portal: Libraries and the Academy*, 5(3), 353-370. The authors evaluated the increase in reference desk transactions at the University Library reference desk at the University at Albany. Additionally, they surveyed students enrolled in information literacy courses to measure patterns of reference activity. Project Muse.
- Cardina, C.; & Wicks, D. (2004). The changing roles of academic reference librarians over a ten-year period. *Reference and User Services Quarterly*, 44(2), 133-142. This study assessed the role changes that occurred for academic reference librarians from 1991 to 2001. A list of traditional as well as newly developed duties of reference librarians was developed and were incorporated into a questionnaire sent to a randomly selected group of librarians. INSPIRE
- Gordon, R. S. (2005). The "bridge" generation. *Library Journal*, 130(19), 46. Generation X librarians are nestled between boomer and Millennial colleagues, between long-term librarians and their younger customers, and between traditional librarianship and technology and are in an excellent position to build connections between boomer and Millennial colleagues. This means that they can build solidly on their professional foundations while also forming institutions' technological future. (NEXTGEN column) INSPIRE
- Gordon, R. S. (2006). Next generation librarianship: Examining the unique role of GenX and GenY librarians can strengthen our future. *American Libraries*, 37(3), 36-39. Presents an excerpt from the book "The NextGen Librarian's Survival Guide," by Rachel Singer Gordon. INSPIRE
- Harley, B.; Dreger, M.; & Knobloch, P. (2001) The Postmodern condition: Students, the Web, and academic library services. *Reference Services Review*, 29(1), 23-32. A framework for the re-evaluation of reference and bibliographic instruction is proposed that focuses attention on two significant variables affecting these services: student attitudes and the World Wide Web. These variables exemplify the postmodern condition, characterized by consumerism, superficiality, and knowledge fragmentation. Academic librarians can devote more attention to facilitating student critical thinking than to training students in the use of library resources to find information. Their primary goal is to enhance librarian-student interaction.
- Mathews, B. S. (2006). The inevitable Gen X coup. *Library Journal*, 131(5), 52. Discusses the increase in the number of Generation Xers who are librarians and how they will soon inherit the responsibility of librarianship. It is questioned whether this group is ready for such responsibility. The author believes it is time for this generation to recognize its own significance and start moving toward the path of leadership and responsibility. INSPIRE
- Mitchell, G. (2005). Distinctive expertise: Multimedia, the library, and the term paper of the future. *Information Technology and Libraries*, 24(1), 32-36. Multimedia will have a profound effect on libraries during the next decade. INSPIRE
- Owusu-Ansah, E. K. (2005, June). Debating definitions of information literacy: enough is enough! *Library Review* 54(6), 366-374. Examines the leading definitional contributions since the American Library Association's 1989 seminal work on information literacy. Demonstrates the lack of substantive definitional differences between those and the ALA definition. Suggests librarians concentrate on the expectations deriving from such unanimity, and outlines those expectations.
- Tuominen, K.; Savolainen, R.; & Talja, S. (2005). Information literacy as a socio-technical practice. *Library Quarterly*, 75(3), 329-345. This article introduces a definition of information literacy as a socio-technical practice. Information literacy evolves in the course of realizing specific work-

related tasks and mundane activities, which usually involve a complex system of social relationships, socio-technical configurations, and work organization. From the perspective of a situated understanding of learning and learning requirements, information skills cannot be taught independently of the knowledge domains, organizations, and practical tasks in which these skills are used. The article suggests that studying and understanding the interplay between information technologies, workplace learning, and domain-specific knowledge formation processes is necessary for the advancement of information literacy initiatives.

Walter, S. (2006). Instructional improvement: Building capacity for the professional development of librarians as teachers. *Reference and User Services Quarterly*, 45(3), 213-218. Instructional improvement is a term found in the literature of higher education to describe professional development opportunities for college faculty aimed at helping them to improve their performance in the classroom. Often, the environment for instructional improvement is discussed as part of the broader question of how to foster the development of a culture of teaching across an academic department, school or campus.

Whelan, D. L. (2003, September). Why isn't information literacy catching on? *School Library Journal*, 49(9), 50-53. Presents the result of a survey by "School Library Journal" about information literacy, including percentage of media specialists who encounter barriers to teaching information literacy. INSPIRE