

# Library instruction and information literacy 2018

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## Abstract

**Purpose** – This paper aims to present recently published resources on library instruction and information literacy 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, reports and other materials on library instruction and information literacy published in 2018.

**Findings** – The paper provides a brief description of all 422 sources, and highlights sources that contain unique or significant scholarly contributions.

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

**Keywords** Academic libraries, Information literacy, Library instruction, College libraries, School libraries, University libraries

**Paper type** Literature review

Since 1973, the annual Reference Services Review bibliography on library instruction and information literacy (IL) has provided instruction librarians and all those who teach IL with highlights of the professional literature. When I [Tessa] was an undergraduate peer research assistant at the University of Louisville, my first introduction to scholarly conversations around IL came from this very bibliography and its previous authors. We are excited to bring the bibliography to California State University, Dominguez Hills and continue this work. If you are a practitioner, you may find yourself spending more time lesson planning, teaching, and doing the actual work than reading scholarly literature that can help you do those things better. We suggest using this bibliography to reflect on your own teaching and research and look outside of your specific context to generate new ideas and consider new ways of approaching IL.

This year, 412 articles, books, reports and dissertations are annotated representing all library types, including 262 Academic, 3 Legal, 42 Medical, 42 Other, 6 Public and 57 School. Over the years, the bibliography has grown with the increase in attention to IL instruction. We hope to provide as comprehensive a list as possible while also ensuring that materials are

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relevant to our readers. As such, our method for collecting materials has changed slightly from previous iterations. We searched in Library, Information Science, and Technology Abstracts (LISTA), Education Resources Information Center (ERIC), Scopus, Web of Science, ProQuest Dissertations and Theses, and WorldCat for English-language materials that included “information literacy,” “information fluency,” or “library instruction” in the title, subject heading, or abstract. While there were only two articles within our scope that used the term information fluency, we felt it was important to include alternative terms to find relevant materials from the K-12 context that one may not have encountered otherwise. We excluded materials that were three pages or less in length, and those without substantial focus on information literacy or library instruction. We also hand-selected articles from online journals that are not indexed in the above databases, such as *In the Library with the Lead Pipe*. For researchers who want to replicate methods from bibliographies in previous years, we recommend expanding your search to the full-text for a more comprehensive scope.

Developments in the academic literature this year involve approaches to instruction based on the Association of College & Research Libraries’ *Framework for Information Literacy for Higher Education* (2016), especially those that extend beyond an in-person, one-shot instruction session to include online learning, curricular partnerships, and credit-bearing IL courses. Practical handbooks and articles on implementing the ACRL *Framework* published this year include lesson plans, assignments, and learning outcomes for each IL threshold concept, in addition to strategies for marketing and assessment (Gibson and Jacobson, 2018; Harmeyer and Baskin, 2018; Oberlies and Mattson, 2018; Pullman, 2018). However, a survey by Julien *et al.* (2018) notes that the *Framework* has had little impact overall on librarians’ teaching practices. A review (Watts, 2018) and content analysis (Saunders, 2018) of online tutorials show growth in this area and provide summaries of best practices around duration, motivation, and engagement. Two case studies stand out as innovative approaches to creating instructional videos using humor, high-budget production, and a mascot (Marchis, 2018) and a sophisticated animated character (Poggiali, 2018). Flipped classroom (Berg, 2018; Dommett, 2018) and embedded (Auberry, 2018; Inuwa and Abrizah, 2018; Rustic and Wood, 2018) approaches to library instruction are also discussed, including managing shared responsibilities with course instructors through committee governance (Kordas and Thompson, 2018). Studies that measure IL skills often recommend integrating IL concepts and instruction throughout the curriculum, strategies for which include analyzing syllabi (Aldred, 2018), partnering with academic programs (Gruber, 2018; Larsen *et al.*, 2018; Mallon, 2018; Walsh *et al.*, 2018), and facilitating workshops on assignment design for instructional faculty (Wishkoski *et al.*, 2018). Credit-bearing IL courses also demonstrate the potential of expanding IL curriculum to include intersections with scholarly communication (Buck and Valentino, 2018) and social justice (Pegues, 2018).

Discipline-specific IL framework concepts and approaches to instruction are also frequently discussed, such as the creation of business-specific IL competencies based on accreditation standards (Howard *et al.*, 2018) and critiques from art librarianship that the frame “Scholarship as Conversation” privileges written communication (Carter *et al.*, 2018). Specific approaches to science literacy (Majetic and Pellegrino, 2018; Kuglitsch, 2018) and music information literacy (Abromeit, 2018) are also addressed. Disciplinary faculty weigh in on their perceptions of language and concepts in the ACRL *Framework* (Guth *et al.*, 2018; Miller, 2018), and perspectives on teaching IL from non-librarians provide valuable insight into what students learn in the classroom, as seen in “‘It was at the library; therefore it must be credible’: Mapping patterns of undergraduate heuristic decision-making” (McGeough and Rudick, 2018), “Using pseudoscience to improve introductory psychology students’ information literacy” (Lawson and Brown, 2018), and “Journalism as model for civic and

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information literacies” (Smirnov *et al.*, 2018). There was also an emphasis on differentiating IL instruction and programming for graduate students (Hammons, 2018; Paulson and Laverty, 2018; Renfro and Stiles, 2018) and advocating for international students (Flierl *et al.*, 2018).

In “The practice and promise of critical information literacy” (Tewell, 2018), librarians share a variety of ways in which they address power dynamics and inequalities in libraries and academia, and how they empower students to resist these structures. Innovative projects that elevate the voices of marginalized groups used critical digital pedagogy (Waddell and Clariza, 2018) and participatory learning in social justice-themed exhibits (Chu, 2018). Other applications of critical theory to IL address studio art (Payne, 2018), business research (Leebaw, 2018), primary source analysis (Porterfield, 2018), open access outreach and information privilege (Hare and Evanson, 2018), open peer review (Ford, 2018) and the subversive ways students use educational technology (Webster and Gunter, 2018).

Finally, studies in this category frequently seek to measure students’ IL and information communication technology (ICT) skills, and the impact of IL programming on academic success measures (Blummer and Kenton, 2018; Brown *et al.*, 2018; He *et al.*, 2018). Of particular note are studies that use assessment results to inform institutional practices, such as “Meeting students where they are: Using rubric-based assessment to modify an information literacy curriculum” (Marowski *et al.*, 2018) and “They found it—now do they bother? An analysis of first-year synthesis” (Carlozzi, 2018). Critical approaches to assessing library instruction are also discussed (Magnus *et al.*, 2018; McCartin and Dinnen, 2018).

Medical literature includes materials that address health information literacy and evidence-based practice in clinical education. A review (Nevius *et al.*, 2018) found an increase in library instruction in medical education in recent decades, and specific approaches of note include personal librarian programs (Gillium *et al.*, 2018), online tutorials and guides (Schweikhard *et al.*, 2018; Stone *et al.*, 2018), and instruction that focuses on health-specific search tools like PubMed (Abromitis, 2018) and MedlinePlus (Sanders *et al.*, 2018). Studies on health information seeking behaviors of adolescents (St Jean *et al.*, 2018) and current practitioners (Wan *et al.*, 2018) can also inform IL instruction.

Public library literature provides insight into how IL is integrated into services in the USA and abroad. Of particular note are programs for teens in which they create and share information through podcasts (Anderson, 2018) and zines (Dankowski, 2018) based on IL, media literacy and critical thinking skills.

In school libraries, conversations continue around the American Association of School Librarians (AASL) *Standards Framework for Learners* (2017), especially its intersections with media literacy (Bryan, 2018) and the curriculum (Chambers and Terrell, 2018). In “Constructing the literate child in the library,” Rumberg (2018) calls into question standards in K-12 education that suppose that literacy and inquiry are linear processes with correct answers and advocates for libraries as spaces that empower students to engage with these concepts at their own pace. Other models for teaching IL in K-12 education discussed include guided inquiry (Garrison *et al.*, 2018; Gregory, 2018; Maniotes, 2018), Big6 (Baji *et al.*, 2018) and I-LEARN (DeCarlo *et al.*, 2018), as well as approaches to data literacy (Forster *et al.*, 2018) and government information (Taylor, 2018). Literature discussing pedagogical approaches to teaching IL concepts at this level focus on strategies for evaluating websites (Johnson, 2018; Mikkonen, 2018; Miller, 2018), especially critical Internet literacy (Harrison, 2018), and understanding the news cycle (Luhtala and Whiting, 2018; National Literacy Trust, 2018). For those interested in looking back at school library literature from the past decade, Johnston and Green (2018) provide a retrospective systematic review, and Joo and Cahill (2018) identify trends and topics for further research using text mining. Lastly,

articles call for more training and advocacy for school librarians (Berg *et al.*, 2018), especially in the developing world (Osadobe *et al.*, 2018).

Scholarly literature on the role of IL instruction in identifying misinformation and “fake news” spans all library types and often recommends partnering with other libraries (Lor, 2018) and journalists (Osborne, 2018). In the legal literature, Watson (2018) traces the root of the term “fake news” and provides historical examples related to forgery and propaganda. In “Post-facts: Information literacy and authority after the 2016 election,” Bluemle (2018) analyzes the notion of authority through the ACRL frame “Authority is Constructed and Contextual” and social cognitive theory to argue for moving away from traditional indicators of authority and toward recognizing appeals to emotion and examining evidence. Other considerations regarding misinformation include emerging technologies for media manipulation (Lamphere, 2018) and implications for health promotion (Iammarino and O’Rourke, 2018).

The “Other” category pertains to literature applicable to all library types or addresses more than one library type. For example, Gerrity (2018) makes connections between the ACRL *Framework* and the AASL *Standards*, which may be of interest to both academic and school librarians. Other topics of note include instructional design (Cordes, 2018; Decker and Porter, 2018), virtual reality (Smith, 2018), and Wikipedia initiatives (Proffitt, 2018). Connections to IL are also made to the workplace (Cogan and Martzoukou, 2018; Kurbanoğlu *et al.*, 2018; Naveed and Rafique, 2018), special libraries (Fite and Jackson, 2018) and music libraries (Lavranos, 2018). Based on the expansiveness of the “Other” category, future bibliographies may revisit ways of organizing the introduction to the year’s literature to highlight the interdisciplinary nature of IL instruction.

Areas for further research based on past and present bibliographies might include comparisons of IL skills assessment, definitions of IL and professional standards, and available resources across nationalities and library types. For example, this year’s bibliography includes studies from Europe, Central America, Africa, the Middle East and Asia, many of which highlight the role of economic development, educational systems and access to the Internet in IL and ICT skills development, which creates disparities in the developing world. For a more comprehensive international scope, there are also opportunities for annual bibliographies that review scholarly literature on information literacy and library instruction published in languages other than English. Overall, gaps in the literature this year indicate a need for varied research methods in LIS literature. For example, many studies relied on quantitative, non-representative survey methodology. The professional literature would also benefit from replicating methods with larger sample sizes that are demographically diverse, as studies also tended to focus on a single institution or population.

### **Academic**

*Abromeit, K.A. (2018), Ideas, Strategies, and Scenarios in Music Information Literacy, A-R Editions, Middleton, Wisconsin.*

Provides music librarians with techniques, strategies and case studies on music information literacy instruction post-ACRL *Framework*. Chapters cover: transitioning from the ACRL *Standards* to the *Framework*, a more iterative understanding naturally aligned with musical learning and performance processes; IL with critical assessment through lesson study; active learning for performance students; embedded music librarianship; adopting digital primary resources and gamification to improve student engagement; peer instruction; collaborating with faculty; and music libraries as partners in campus career planning. Includes a list of resources.

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Adam, T., Burgess, C., McPhee, K., Olson, L. and Sich, C. (2018), "Collaboratively creating a programmatic information literacy strategy: challenges and opportunities", *Partnership: The Canadian Journal of Library & Information Practice & Research*, Vol. 13 No. 1, pp. 1-21.

Describes how a diverse six-member librarian and archivist team at Western University in Canada created IL learning outcomes to improve student learning outcomes and better integrate the library as a true collaborator and colleague across the academic institution. Details formative background documents, contextual considerations, developmental exercises within the library, challenges and the collaborative writing process. Recommends embracing diversity (of views, team members, teaching styles) and appends an exercise for other institutions to begin the process of examining their own contextual considerations.

Aldred, B.G. (2018), "Following the arc of learning: using syllabi to target instruction in a professional graduate program", *Journal of Academic Librarianship*, Vol. 44 No. 4, pp. 511-517.

Describes a systematic study of syllabi for the Masters in Urban Planning and Policy curriculum at the University of Illinois, determining the two year "Arc of Learning" for graduate students to best target classes for IL instruction and provide students with the data and research skills needed to satisfy course requirements and prepare for later independent work. Finds that early fundamental required courses typically demonstrate the highest need for student data use and corresponding IL instruction, revealing natural scaffolding built into the curriculum. Provides framework to produce similar studies for any program and recommends syllabi analysis to better serve all stakeholders' needs: students, faculty, and librarians.

Ali, M.Y. and Richardson, J. (2018), "Workplace information literacy skills: library professionals' competency at university libraries in Karachi, Pakistan", *Information and Learning Science*, Vol. 119 Nos 7/8, pp. 469-482.

Assesses IL skills of academic librarians and library staff ( $n = 77$ ) in Pakistan through an online self-evaluative survey, identifying areas of competency and improvement, and offering strategies for remediation. Majority of competencies (13 out of 24) scored below average, finding that respondents exhibit highest levels of competency in search capabilities to provide desired information to library patrons, while indicating overall need for greater skills in IL instruction and continuing education related to IL. Recommends top-down approach to improvement, where management supports librarians and staff by recognizing the importance of IL to the profession overall and their respective institutions specifically, and integrating internal training with a special emphasis on ICT skills.

Aljanabi, A.R.A. and AL-Hadban, W.K.H.M. (2018), "Information literacy and learners' satisfaction: the mediating role of social networking technology usage", *Information and Learning Sciences*, Vol. 119 No. 11, pp. 618-634.

Survey of ( $n = 335$ ) Iraqi undergraduate students at a private university using an adaption of the IL-HUMASS survey to measure IL, social networking technology usage and learning satisfaction. Findings suggest that course IL instruction and assignments using social networking tools increase learning satisfaction and prepare students to evaluate, synthesize, and disseminate their own information on these platforms in an academic and professional setting.

Angell, K. (2018), "An exploration of academic librarian positions dedicated to serving first year college students", *Collaborative Librarianship*, Vol. 10 No. 1, pp. 18-29.

Survey of ( $n = 38$ ) academic librarians devoted to first-year student success, commonly denoted as "First-Year Experience" (FYE). Found that a majority of FYE librarians self-reported being first of their kind at their respective libraries (68 per cent); providing formal

IL instruction to students as their main responsibility (74 per cent); collaborating with other campus departments devoted to new and first-year student success (53 per cent); and viewing an insufficient number of librarians as the biggest challenge to serving first-year students (21 per cent). Recommends further research into assessment of FYE services, as well as the possible extension of resources and services towards supporting students who advance to their second year.

*Archambault, S.G. (2018), "Developing a community of online research assignments", portal: Libraries and the Academy, Vol. 18 No. 3, pp. 451-471.*

Case study of the Community of Online Research Assignments (CORA) open educational resource, which contains IL assignments and other resources for instructional use in higher education. Details development, testing and assessment, revision, current state and considerations for sustainability. Calls for more active participation as far more site visitors use the available resources than contribute their own.

*Auberry, K. (2018), "Increasing students' ability to identify fake news through information literacy education and content management systems", Reference Librarian, Vol. 59 No. 4, pp. 179-187.*

Describes an ongoing pilot program that incorporates an IL instruction module into the campus learning management system across six different courses to meet news literacy needs of college students. Pedagogical approaches include multimedia instructional content and active learning strategies directly embedded in Blackboard, along with direct librarian responses and feedback on deliverables. Wider launch forthcoming.

*Badia, G. (2018), "Forty ways to survive IL instruction overload; or, how to avoid teacher burnout," College & Undergraduate Libraries, Vol. 25 No. 1, pp. 65-71.*

Suggests forty strategies for instruction librarians to implement in their own pedagogy to deal with burnout and improve IL instruction sessions. Concrete tips fall under broader categories covering: scheduling sessions; making sessions more relevant; preparing oneself and the physical space; practicing to improve performance and self-reflection; incorporating active learning and student engagement; including personal, popular and entertaining elements; and balancing personal health and happiness with the need to improve as a teacher. Of particular note is the suggestion of knowing when to quit in the midst of an instruction session, a counterintuitive approach that may empower librarians to move forward instead of slogging through content.

*Badke, W.E. (2018), "I did the search-now what? Search lessons for the Google generation", Online Searcher, Vol. 42 No. 5, pp. 60-62.*

Discusses anecdotally the inaccurate search expectations of students accustomed to Google. Recommends instruction should introduce search concepts such as preparing for focused intentional searching; recognizing which resources provide what type of information delivery and content; and expecting to modify and filter results, knowing that a single search will not fully answer a research question. Acknowledges the difficulty that students present when they "resist learning the skills they need".

*Badke, W.E. (2018), "Infolit land. Information literacy in a teaching hospital", Online Searcher, Vol. 42 No. 3, pp. 57-59.*

Explores the state of IL through the lens of contemporary nursing students, arguing that evidence-based education molds them into practitioners rather than content experts and should be replicated in the university at large. Posits that IL instruction in academia largely follows a pattern of one-shot sessions to train students to find content covered by faculty, instead of helping students think critically to become practitioners in their field.

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Recommends that librarians collaborate in deeper ways with faculty to help transform approaches IL instruction at their institutions.

*Badke, W.E. (2018), "Search tips from a seasoned searcher", Online Searcher, Vol. 42 No. 1, pp. 59-61.*

Provides seven tips for improved online searching, including focusing on the problem in your search, using limiters on results, identifying and grouping together different positions on the problem, tweaking searches for problem-solving instead of fact-finding to avoid identical information, keeping searches simple, searching iteratively and transforming one's approach and attitude to searching. Recommends continued instruction in online searching to combat the mistaken notion that improved technology requires little to no skills from researchers.

*Baggett, K., Connell, V. and Thome, A. (2018), "Frame by frame: using the ACRL Framework for Information Literacy to create a library assessment plan", College & Research Libraries News, Vol. 79 No. 4, pp. 186-200.*

Describes the ongoing implementation of *Framework*-based plans for library assessment at a four-year private college, which includes using deconstructed research assignments and tracking frames addressed during reference desk interactions and IL instruction sessions. Finds that the majority of reference interactions address "Searching as Strategic Exploration," while the majority of instruction sessions address "Authority is Constructed and Contextual," "Searching as Strategic Exploration," and "Research as Inquiry". Upcoming plans include tracking frames addressed at non-reference service desks, incorporating "Authority is Constructed and Contextual" into first-year library orientations, and evaluating student research papers for an institutional research award with an updated rubric reflecting the *Framework*.

*Bakermans, M.H. and Plotke, R.Z. (2018), "Assessing information literacy instruction in interdisciplinary first year project-based courses with STEM students", Library & Information Science Research, Vol. 40 No. 2, pp. 98-105.*

Surveys of (total  $n = 376$ ) first-year STEM students across four different 14-week interdisciplinary seminars over a two-year period indicating self-perceived IL skills during the course. While students' perception of their familiarity with library resources, keyword searching, and citations consistently increased, self-perception of IL skills were mixed for accessing and evaluating sources and using information ethically. As researchers participated in course instruction and created IL assignments integrating discipline-specific content, they recommend further integration of IL directly and repeatedly into multidisciplinary courses to increase the relevance and therefore efficacy of IL instruction for student success.

*Barefoot, M.R. (2018), "Identifying information need through storytelling", Reference Services Review, Vol. 46 No. 2, pp. 251-263.*

Case study ( $n = 12$ ) of problem-based learning in an elective IL course using portrait photography and interviews from *Humans of New York*, focusing on the information needs depicted in the narratives. The predominantly white and senior-class student group indicated responded to an awareness of and empathy towards the issues of access and barriers to information experienced by the diverse subjects, recognizing that "some groups may be underrepresented or systematically marginalized within information dissemination systems" and exhibiting a cultural literacy that overlaps with the *Framework*. The author reports a lack of affective data to determine how students reacted emotionally to the learning activities, and suggests that further studies include reflective components.

*Barkley, M. (2018), "The library in the laboratory: implementing an online library tutorial in a freshman biology lab", Issues in Science and Technology Librarianship, Vol. 88.*

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Details the creation of an online library tutorial for an introductory Biology course in response to the request for an unfeasible amount of face-to-face instruction sessions. In line with best practices developed for the project, the online library tutorial features content chunking, user interactivity, and collaboration with the Biology department to develop learning outcomes and review assessment components. Content includes relevant databases for research and ethical information use in the academic setting.

*Bartol, T., Dolničar, D., Podgornik, B.B., Rodič, B. and Zoranović, T. (2018), "A comparative study of information literacy skill performance of students in Agricultural Sciences", Journal of Academic Librarianship, Vol. 44 No. 3, pp. 374-382.*

Assesses IL skills of Serbian agricultural undergraduates ( $n = 310$ ) lacking formalized IL instruction through a validated 40-item IL test based on the ACRL *Standards* and Bloom's taxonomy. Found that students had higher skills in evaluating and accessing information, average skills in effective information use, and low skills regarding the ethical use of information. Though students may have improved IL skills over the course of their programs, the authors recommend formalized IL instruction with a focus on the ethics of information use.

*Basile, A. and Matis, S. (2018), "Is there an app for that? A review of mobile apps for information literacy classes", College & Research Libraries News, Vol. 79 No. 10, pp. 546-550.*

Explores the use of mobile apps for more effective and engaging IL instruction, reflective of the expectations and preferences of students in higher education. Provides reviews for Padlet, Socrative, Mindomo, and Answer Garden, along with illustrative sections on how to use each tool in alignment with a specific ACRL frame. While all apps are free, more useful functionalities may belong to paid versions.

*Bauer, M. (2018), "Ethnographic study of business students' information-seeking behavior: implications for improved library practices", Journal of Business & Finance Librarianship, Vol. 23 No. 1, pp. 1-10.*

Ethnographic study ( $n = 23$ ) of senior undergraduate business students responding to journal prompts throughout the semester to provide self-reflective data on their research process. Found that students tend to rely on resources they have previously used (including library databases), use Google and other Internet sources for background information to identify a topic, acknowledge credibility as key in resource selection, and are generally unable to formulate more precise and effective search terms to locate necessary information. Recommends continuing to collaborate with faculty and integrate librarians into curriculum development to help establish IL skills early on.

*Bell, S. (2018), "Addressing student plagiarism from the library learning commons", Information and Learning Science, Vol. 119 Nos 3/4, pp. 203-214.*

Examines plagiarism in library and information science, study skills, and writing studies professional literatures. Posits the library learning commons as a space where developmental plagiarism prevention education can take place, building upon the ACRL *Framework*. Suggests a more holistic and cultural approach to teaching students citation, which empowers them to participate in dialogical and meaningful learning, rather than a punitive approach, which positions students as potential wrongdoers whose plagiarism must be prevented by brandishing policies and disciplinary measures.

*Benedetti, A., Jackson, J. and Luo, L. (2018), "Vignettes: implications for LIS research", College & Research Libraries, Vol. 79 No. 2, pp. 222-236.*

Describes two cases of library and information science (LIS) research using vignettes and scenarios to elicit honest responses and determine character actions by limiting the pressure



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or expectation to provide correct, desired, or socially acceptable answers. One example assessed student understanding and valuation of the six ACRL frames, finding that students mistakenly believe that the content and delivery of final research products determines and necessitates the use of only identical resource types. Recommends further use of the vignette research methodology in LIS to investigate and identify implicit biases, assumptions, and attitudes of all library users.

*Berg, C. (2018), "No assignment? Just flip it: the flipped classroom in first-year library instruction", College & Undergraduate Libraries, Vol. 25 No. 4, pp. 372-387.*

Describes a flipped lesson plan for a first year seminar course in which students watch two videos before class on searching in a discovery layer and evaluating sources, then complete companion hands-on activities to access a specific e-book, identify keywords, find a scholarly journal article, and evaluate a website using the CRAAP test in a 50 min library session. Recommends flipping the classroom to increase engagement for library instruction not tied to a research assignment and establishing consistent communication with course instructors to encourage students to watch the videos and submit proof of completion ahead of time. Includes activity directions and end of semester post-test questions.

*Berrio Matamoros, A. (2018), Information Literacy for Today's Diverse Students, ABC-CLIO, Santa Barbara, California.*

Recommends that academic librarians implement differentiated IL instruction for more effective student learning. Establishes the differences between traditional and differentiated instruction, how cultural background affects student learning and how to transition instructional styles. The author provides varying techniques and tools for differentiating instruction: delivery of information, student learning processes with scaffolding and active learning strategies and evaluation of student products. Concludes with hypothetical example of implementing differentiated IL instruction along with the steps to develop a one-shot session.

*Bezot, A., Duncan, T. and Litvin, K. (2018), "Implementation and evaluation of online, synchronous research consultations for graduate students", Library Hi Tech News, Vol. 35 No. 6, pp. 4-8.*

Describes the evaluation of online synchronous research consultations at Northcentral University, a service primarily used by students (96 per cent) on a campus mostly graduate level and above (98 per cent). Over the course of two years, survey respondents ( $n = 171$ ) reported overall high satisfaction levels with the service with most willing to recommend the service to others and recognizing librarian expertise; however, librarians did note that students enter consultations lacking research skills that should have been covered in required pre-consultation videos. Recommends similar survey assessment for all libraries that offer research consultations, both online and in-person.

*Bhattacharyya, S. and Patnaik, K.R. (2018), Changing the Scope of Library Instruction in the Digital Age, IGI Global, Hersey, Pennsylvania.*

Presents global viewpoints and case studies on library instruction in the contemporary digital information environment. Chapters cover: online instruction to supplement face-to-face sessions; instructional design theory, practices and challenges; backward design and assessment; creating value through IL at Harvard Business School; outreach to distance health science students and faculty; copyright literacy; digital library media in Nigeria; teacher-librarians in the Caribbean; and the integration of mobile applications for library instruction in India.

*Biando Edwards, J. (2018), "Added value or essential instruction? Librarians in the twenty-first-century classroom", Reference & User Services Quarterly, Vol. 57 No. 4, pp. 285-293.*

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Examines the evolution of the librarian's role in a post-2016 US presidential election information landscape marked by the need for more effective IL instruction. Considers the shift from the ACRL *Standards* to the *Framework* and the corresponding changes to standard one-shot IL instruction. Describes the development and implementation of a credit-bearing online asynchronous course at the University of Montana, which in light of the 2016 Stanford University study on students' ability to evaluate information online, moves focus of IL instruction away from the purely academic towards the online- and social media-centric lives of students. Argues for increased efforts by librarians to address areas of need in student IL development.

*Black, S. (2018), "Development, interest, self-direction and the teaching of information literacy", Communications in Information Literacy, Vol. 12 No. 2, pp. 203-214.*

Describes three educational psychology theories, Perry's (1999) scheme of intellectual and moral development, Renninger's (2009) phases of interest development, and Grow's (1991) stages of self-directed learning, and relates them to teaching IL to college students. This perspective piece notes how librarians can use *Framework* concepts to challenge and prepare students to transition to the next stages of development, but also set realistic expectations for how much students' dispositions can change in a one-shot or even by the end of the academic career. Recommends matching teaching style with students' stage of development and prioritizing triggering interest, especially for first-year students.

*Bluemle, S.R. (2018), "Post-facts: information literacy and authority after the 2016 election", Portal: Libraries and the Academy, Vol. 18 No. 2, pp. 265-282.*

Analyzes the internal contradictions of the "Authority is Constructed and Contextual" ACRL frame and examines the concept of authority as cognitive and political from the work of Max Weber and Patrick Wilson. Posits that appeals to indicators of authority are insufficient in a time where post-fact tendencies exist on all sides of the political spectrum. Recommends that librarians give more attention to the role of emotion in reasoning, how to interpret evidence and social justice in library instruction.

*Blummer, B. and Kenton, J.M. (2018), "Academic libraries and student learning outcomes", Performance Measurement & Metrics, Vol. 19 No. 1, pp. 75-87.*

Literature review of peer-reviewed sources ( $n = 81$ ) on student learning outcomes in libraries since 2001. The authors describe some themes within the results, for example, the largest percentage of papers discussed assessment of "library skills instruction" in one of three themes: the importance of authentic assessment measures, comparative measures, and collaboration. Other themes included assessment tools, institutional accreditation, academic libraries' impact on student learning outcomes, and designing learning outcomes.

*Bonnet, J.L., Herakova, L. and McAlexander, B. (2018), "Play on? Comparing active learning techniques for information literacy instruction in the public speaking course", Journal of Academic Librarianship, Vol. 44 No. 4, pp. 500-510.*

Compares two different active learning approaches, group discussion with small group practice and a play exercise with group discussion, with a control group in library instruction for multiple sections of a public speaking course. Found that students in all library sessions performed better on a pre/post survey regardless of instructor or active learning approach. Concludes with incorporating IL into the curriculum is as important, if not more important, than the selection of active learning techniques.

*Braasch, J.L.G., Bråten, I. and McCrudden, M.T. (2018), Handbook of Multiple Source Use, Routledge, New York, New York.*

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Drawing on the fields of educational psychology, cognitive psychology and IL, this edited handbook expands on theories of how users find, read, evaluate, and use multiple sources to respond to an information need. Topics covered include metacognition, strategic processing, models for validating sources, discipline specific source evaluation, cognitive processing and critical reading strategies.

*Bragdon, M. (2018), "Intercultural communication and online course support in Trinidad and Tobago", Portal: Libraries and the Academy, Vol. 18 No. 3, pp. 431-450.*

Describes IL instructional support for a distance education program in Trinidad and Tobago through the theories of intercultural communication as detailed by Geert Hofstede and Edward T. Hall. The author describes how understanding whether a culture is high context or low context was especially important to the success of an online workshop for students. Provides suggestions for librarians working across a cultural divide.

*Brown, E.H. (2018), Learning through Metaphor: An Introduction to Metaphors in Information Literacy, Innovative Librarian, Tallinn, Estonia.*

Argues that understanding metaphor structure and using metaphors in library instruction can make instruction more meaningful for learners. Begins with an overview of various types of metaphors and their linguistic functions, followed by brief examples of metaphors commonly used in library instruction. This short book concludes with several lesson plans involving metaphors and library instruction.

*Brown, K.E., Gilchrist, D.L., Goek, S., Hinchliffe, L.J., Malenfant, K.J., Ollis, C. and Payne, A. (2018), Shaping the campus conversation on student learning and experience: activating the results of assessment in action, Association of College & Research Libraries, Chicago, Illinois.*

Describes ACRL Assessment in Action (AiA) projects and analyzes their impact on demonstrating library value. The book is divided into three parts; the first section focuses on overarching findings from all AiA projects including that students benefit from library instruction in their coursework. The second section features individual institution case studies ranging from drop-in tutoring services to library instruction impacts on transfer students. The book concludes with essays looking toward the future and several detailed appendices include a significant bibliography and syllabus from the AiA project.

*Bryan, J.E., Asher, D. and Karshmer, E.D. (2018), "Assessing librarians' teaching of one-shot sessions: a new model for evaluating instructional performance", College & Undergraduate Libraries, Vol. 25 No. 4, pp. 350-371.*

Describes the creation of supplemental teaching evaluation tools specific to one-shot IL instruction at an institution where librarians are evaluated for retention, promotion, and tenure using the same measures as all other instructional faculty. A survey of ( $n = 511$ ) academic librarians on teaching evaluations and analysis of ( $n = 23$ ) evaluation forms found that tenure-track and faculty librarians were more likely to have required formal evaluations of their teaching, but very few included measures specific to one-shot IL instruction. Proposes two supplemental evaluation tools: a pre-observation questionnaire that includes information about the instruction request, relevant course assignment, IL concepts addressed in the session, and collaboration between the course instructor and librarian, and a teaching evaluation form that includes the use of IL content knowledge, which were viewed positively by librarians, non-library faculty and administrators who piloted the tools.

*Buck, S. and Valentino, M.L. (2018), "OER and social justice: an honors colloquium at oregon state university", Journal of Librarianship & Scholarly Communication, Vol. 6 No. 2, pp. 1-18.*

Describes an undergraduate course focused on the intersections of scholarly communication and information literacy covering topics such as open access publishing, evaluating open educational resources and information privilege. The culminating project in the course was a student created guide for faculty on adopting OER. The authors describe class assignments and activities that engaged students in addition to sharing student feedback on the course.

*Buxner, S.R., Impey, C.D., Romine, J. and Nieberding, M. (2018), "Linking introductory astronomy students' basic science knowledge, beliefs, attitudes, sources of information, and information literacy", Physical Review Physics Education Research, Vol. 14 No. 1, pp. 1-17.*

Survey of ( $n = \sim 13,000$ ) introductory astronomy students measuring scientific knowledge, interest in science, and source selection. Found that students trusted scientific information from professors, textbooks, and academic journals over social media and friends. Academic source selection was associated with greater scientific knowledge and the subset of students who valued Wikipedia misunderstood key scientific concepts such as hypotheses and replicability.

*Bynoe, V. and Katz, A. (2018), "Thinking outside the box: A critical literacy collaborative", Reference Services Review, Vol. 46 No. 2, pp. 264-271.*

Describes a grant project where the authors introduced critical literacy concepts to undergraduate education students and participated in regular class discussions throughout the semester. Students learned different strategies for close reading texts and "reading the world". The authors chose to focus on power dynamics and the social context for reading with the hopes that pre-service teachers would bring these strategies into their classrooms.

*Camacho, L. (2018), "If we built it, would they come? Creating instruction videos with promotion in mind", Journal of Business & Finance Librarianship, Vol. 23 No. 1, pp. 26-34.*

Describes the process and use of creating short videos for business courses prior to a one-shot session. Includes survey questions and results ( $n = 30$ ) of students' perception of the videos and their familiarity with the concepts covered. Provides tips on working with instructional faculty to distribute videos to students.

*Carlito, M.D. (2018), "Supporting multimodal literacy in library instruction", Reference Services Review, Vol. 46 No. 2, pp. 164-177.*

Literature review of multimodal literacy concepts in library science literature and composition studies. The author analyzes multimodal literacy in relationship to the ACRL frames and Kress and Van Leeuwen's (2001) four domains of practice for multimodal composition: discourse, design, production, and distribution. Concludes with descriptions of example activities in library instruction that engage in multimodal support and instruction.

*Carlozzi, M.J. (2018), "They found it—now do they bother? An analysis of first-year synthesis", College & Research Libraries, Vol. 79 No. 5, pp. 659-670.*

Analysis of how students in 10 sections of a first-year composition course integrated outside sources and course readings into their written work based on a holistic rubric to score essays on synthesis. The author found that most students were able to find appropriate scholarly sources; however, outside sources were "tacked on" with minimal synthesis when compared to class readings. Recommends alternative methods of IL instruction.

*Carter, S., Koopmans, H. and Whiteside, A. (2018), "Crossing the studio art threshold: Information literacy and creative populations", Communications in Information Literacy, Vol. 12 No. 1, pp. 36-55.*

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Analyzes the literature on how librarians approach studio art IL instruction using the ARLIS/NA competency documents and ACRL *Framework*. Critiques the “Scholarship is a Conversation” frame as privileging written communication over other modes. Recommends librarians use common art concepts of exploration, heuristic learning, and studio critique as a way to approach IL instruction.

*Chanakira, T.W. (2018), “The teaching of information communication in Namibian schools”, Information and Learning Science, Vol. 119 Nos 7/8, pp. 389-402.*

Survey and focus groups of teachers and principals on K-12 IL instruction in the Ohangwena, Khomas, and Otjozondjupa regions of Namibia. Identifies challenges to teaching IL including the lack of qualified assistant librarians in schools, lack of electricity and internet connectivity, and the absence of a government policy on what constitutes a school library. Recommends more national resources, in-service training for principals, and policy by the Ministry of Education, Arts and Culture.

*Charlton, N. and Martin, A. (2018), “Making the invisible visible”, Journal of Academic Language and Learning, Vol. 12 No. 1, pp. A286-A300.*

Details the development of a visual model for supporting academic skills and campus collaboration between learning advisors, digital literacy staff, and librarians. The model provides shared language, increased collaboration between units, and streamlined workshop content. The authors conclude with next steps for the model such as an online workbook for students.

*Ching, S.H. (2018), “Turning a service learning experience into a model of student engagement: The lighthouse heritage research connections (LHRC) project in Hong Kong”, Journal of Academic Librarianship, Vol. 44 No. 2, pp. 196-206.*

Describes a multi-year service learning project where students voluntarily conduct forty hours of research on heritage lighthouses in Hong Kong and use their findings in class assignments in communication and civil engineering. Includes analysis using each ACRL frame and sample student work. The author encourages other librarians to engage in service learning as a long-term meaningful form of engagement with IL concepts.

*Chirwa, M. (2018), “Access and use of internet in teaching and learning at two selected teachers’ colleges in Tanzania”, International Journal of Education and Development Using Information and Communication Technology, Vol. 14 No. 2, pp. 4-16.*

Analyzes Internet access and use at two teachers’ colleges in Tanzania. Tutors noted how unreliable access to internet impacted their overall information literacy and technology skills. Provides suggestions to increase access to computers, power and reliable internet to improve internet use and skills.

*Chu, M. (2018), “Out of context: Understanding student learning through museum studies”, In the Library with the Lead Pipe.*

Applies the contextual model of learning from museum visitor studies to curating and assessing interactive art installations tied to the curriculum in an academic library and describes how librarians collaborated with artists and course instructors to transform the library lobby of CSU San Marcos into the Context Library Series, an exhibition space and companion programming such as panels and guided class activities on local and social issues. Examples of creative strategies for engaging students and assessing learning include collecting responses to prompts with mobile apps and preserving paper-based responses to self-reflective questions in an institutional repository. Argues for using exhibit artefacts of student learning to demonstrate the impact of libraries as self-

directed and experiential learning spaces on the mission of liberal arts education and lifelong learning.

*Clark, J.C. and Johnstone, J. (2018), "Exploring the research mindset and information-seeking behaviors of undergraduate music students", College & Research Libraries, Vol. 79 No. 4, pp. 499-516.*

Analyzes focus group data and surveys ( $n = 33$ ) of undergraduate music major students' research processes in a music history course. After observing and asking about students' preferred resources to search, perceived difficulties, and the order of tasks in their research process, the authors analyzed student bibliographies. Overall, students were very confident in their abilities; however, few students cited sources appropriately in their written work or used quality academic sources.

*Clark, J.C. and Yeager, K. (2018), "Seek and you shall find? An observational study of music students' library catalog search behavior", Journal of Academic Librarianship, Vol. 44 No. 1, pp. 105-112.*

Examines student usability testing results from six tasks of a performing arts library's OPAC for finding music scores and media items. Found that students ( $n = 15$ ) had more difficulty finding music scores than media items and were unable to complete the query in nearly half of the use cases. Library instruction was not a statistically significant indicator of successful searches.

*Clary, A., Delahunt, B., Fox, C., Maguire, M., O'Connor, L. and Ward, J. (2018), "Promoting student engagement with academic literacy feedback: An institute wide initiative", Practitioner Research in Higher Education, Vol. 11 No. 1, pp. 101-109.*

Describes an initiative between librarians, instructors, and teaching and learning center staff in the UK to modify an IL prize awarded by the library into one that focused on student use of feedback. Describes how students appreciated the emphasis on feedback and how it made visible the hidden curriculum of college, but that it was unlikely to be used due to the timing of graded assignments. The authors also reflect on the nature of their collaboration.

*Clossen, A.S. (2018), "Trope or trap? Roleplaying narratives and length in instructional video", Information Technology & Libraries, Vol. 37 No. 1, pp. 27-38.*

Survey of ( $n = 1,305$ ) undergraduate students on instructional video preferences. Found that students prefer videos with a labeled timestamp of under 4:30 and did not use a roleplaying narrative. While the students preferred the screencast video to the roleplaying narrative, they also felt that the screencasts moved too quickly.

*Clough, H. and Closier, A. (2018), "Walking the talk: Using digital media to develop distance learners' digital citizenship at the Open University (UK)", Reference Librarian, Vol. 59 No. 3, pp. 129-133.*

Describes an approach to teaching digital literacy skills used at a large online open-enrollment university in the UK. An academic liaison librarian team advises faculty on integrating IL in their coursework, a team of authoring librarians create XML objects for the learning management system, and an in-person engagement team focuses on developing synchronous events.

*Cohen, R.A. and Thorpe Pusnik, A. (2018), "Measuring query complexity in web-scale discovery: A comparison between two academic libraries", Reference & User Services Quarterly, Vol. 57 No. 4, pp. 274-284.*

Analysis of search logs from two colleges using EBSCO Discovery Service, a Web scale discovery system. Found that search queries for the social sciences were highest at both

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campuses when compared with Library of Congress Classification systems. Additionally, few students used advanced search features or used natural language questions. Concludes with suggestions for library instruction on Web scale discovery systems.

*Cook, K., Çakırlar, C., Goddard, T., deMuth, R.C. and Wells, J. (2018), "Teaching open science: Published data and digital literacy in archaeology classrooms", Advances in Archaeological Practice, Vol. 6 No. 2, pp. 144-156.*

Case studies of universities instructors' experiences with and barriers to teaching open data and open science principles. For example, one instructor details a project where students peer-reviewed open-access zoo archaeological data. Found that collaboration between instructors, students, and data platforms helped make open data accessible to students at different levels.

*Daniels, R. (2018), "Developing a research-led practice: A case study examining the information needs and behaviours of first year undergraduates at the University for the Creative Arts", Art Libraries Journal, Vol. 43 No. 3, pp. 143-148.*

Mixed methods study ( $n = 20$ ) on the information needs and behaviors of first-year fine arts undergraduate students. Found while students preferred serendipitous browsing online and in the stacks, their preferred used of online search engines and social media, as opposed to library databases, could potentially increase confirmation bias and misinformation.

*Dauids, Z. and Omar, Y. (2018), "Implementing a certificate of information literacy programme and engaging with faculty: A case study of the Cape Peninsula University of Technology", South African Journal of Libraries and Information Science, Vol. 84 No. 1, pp. 1-10.*

Mixed methods case study on the value and impact of a certificate upon completion of an IL program on students and implementation for faculty. Found that since faculty did not give credit for the program, students did not find the course overall significant; however, students were receptive of the new forms of IL training. Overall, the program, and by implication the library, does make a meaningful contribution to student learning.

*De Meulemeester, A., Buysse, H. and Peleman, R. (2018), "Development and validation of an information literacy self-efficacy scale for medical students", Journal of Information Literacy, Vol. 12 No. 1, pp.27-47.*

Describes the creation and validation of a scale that measures medical students' comfort and confidence with information literacy and self-efficacy. Argues for the scale as a valuable measure to evaluate medical students' IL skills. The authors recommend using the scale to help instructors visualize where students are at in the learning process and identify problems about their IL beliefs.

*Delaney, G. and Bates, J. (2018), "How can the university library better meet the information needs of research students? Experiences from Ulster University", New Review of Academic Librarianship, Vol. 24 No. 1, pp. 63-89.*

Survey of ( $n = 61$ ) doctoral students' perceptions of the library, preferences, and research needs. Found that students were supporters of the library and felt confident in their research abilities; however, diagnostic testing of responses showed a mismatch of self-assessment and ability. This overconfidence suggests a barrier to IL training interventions, as students appreciated the library as an information provider, but appeared to value library training less.

*Dennen, V.P., Bagdy, L.M. and Cates, M.L. (2018), "Effective tagging practices for online learning environments: An exploratory study of approach and accuracy", Online Learning, Vol. 22 No. 3, pp. 103-120.*

Describes student tagging learning resources using an online social bookmarking tool, Diigo, and examines the effectiveness, strategies and collaborative knowledge base of discussing relevant resources. Found that most students can become competent taggers with relatively little instruction, and that although students may be familiar with the concept of tagging from using hashtags on social networking sites, they may not be able to tag effectively on their own in an online learning context.

*Deodato, J. (2018), "Overhyped fad or missed opportunity? A history of academic libraries and the social web", Journal of Web Librarianship, Vol. 12 No. 1, pp. 1-27.*

Assesses the impact of social media in libraries in a wide range of areas such as outreach, reference and instruction and information retrieval. Suggests that while many libraries have adopted social media as a way to maintain existing services and resources and use social media as only an extension of their website, few create new and innovative content for users. Posits that the lack of innovation in using social media could be due to the misalignment of traditional library values and Web 2.0 principles.

*Dewaay, S. (2018), "Using learning outcomes to create activities for artists' books instruction", Art Documentation: Journal of the Art Libraries Society of North America, Vol. 37 No. 1, pp. 90-103.*

Describes an art and architecture librarian's development of active learning activities and learning outcomes to use with artist's book collections to enhance information synthesis and critical thinking with primary sources. The initial implementation of the activities and learning outcomes were positive, but the author suggests continual improvement and assessment to demonstrate the value of active learning and learning outcomes in artist's book instructions.

*Dommett, E. (2018), "Using a flipped classroom to embed information literacy skills training into academic studies", Journal of Information Literacy, Vol. 12 No. 1, pp. 97-108.*

Explores using a flipped classroom model for second year psychology students. Found that students tended to overestimate their IL abilities prior to the flipped session, but they do value the skills learned. Provides a model for future iterations of the study, such as comparing flipped sessions with a face-to-face alternative.

*Dorey, J. (2018), Archival Interaction: A Framework to Assess University Archives Websites from the Perspective of History Undergraduate Students, PhD thesis, McGill University, Montreal, Quebec.*

Exploratory study on Canadian undergraduate students' expectations of and barriers to using archival websites. In reviewing the literature and surveying history students' use of an archival website using the archival metrics standardized survey, the author proposes an archival interaction framework for evaluating and presenting archival information on the web. Found that students view collection and interaction information as most useful, and recommends defining archival jargon and linking to existing resources to promote autonomous discovery and archival literacy especially for novice researchers.

*Douglas, K.A., Fernandez, T., Purzer, S., Fosmire, M. and Van Epps, A. (2018), "The critical-thinking engineering information literacy test (CELT): A validation study for fair use among diverse students", International Journal of Engineering Education, Vol. 34 No. 4, pp. 1347-1362.*

Examines the validity of using the Critical-Thinking Engineering Information Literacy Test (CELT), a scenario based, multiple choice instrument used to measure critical information literacy competencies in engineering students. Results found that CELT was significantly more difficult for non-native English speakers. Argues for using assessment instruments



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that are fair to students of diverse backgrounds and providing equal opportunities for all students within the engineering education community.

*Dowling, A., Wright, K. and Bailey, K. (2018), "Academic collaboration for experiential learning: Perspectives on using archival collections and information literacy in history education", College & Research Libraries News, Vol. 79 No. 6, pp. 323-326.*

Describes faculty–librarian collaboration on a workshop focused on archival materials using ACRL *Framework* concepts. As a result, the faculty member felt that college students' understanding of how to analyze historical objects and integrate them into their historical analyses as evidence improved.

*Dubicki, E. and Bucks, S. (2018), "Tapping government sources for course assignments", Reference Services Review, Vol. 46 No. 1, pp. 29-41.*

Survey of ( $n = 60$ ) students' use of government information in social work and health courses. Found that while students in these courses had previously used government resources they had difficulty identifying data within a source. Offers strategies for incorporating search techniques into IL instruction and marketing sessions on these concepts to faculty.

*Dubnjakovic, A. (2018), "Neutralization role in college students' information seeking procrastination", New Review of Academic Librarianship, Vol. 24 No. 2, pp. 175-191.*

Analyzes college students' procrastination and information seeking behavior using neutralization theory. Suggests ways in which librarians can use IL programming to support students by combining research activities with nonacademic stress release.

*Eastman, T., Lundstrom, K., Strand, K., Davis, E., Martin, P., Krebs, A. and Hedrich, A. (2018), "Closing the loop: Engaging in a sustainable and continuous cycle of authentic assessment to improve library instruction", Communications in Information Literacy, Vol. 12 No. 2, pp. 64-85.*

Describes efforts to close the loop on a robust authentic assessment project at Utah State University. Librarians conducted a large ( $n = 890$ ) rubric assessment project in 2015, implemented changes in the curriculum, and analyzed how the changes impacted student learning using a homegrown synthesis rubric and the AAC&U IL rubric. Found that the implemented lessons increased students' ability to narrow a topic and synthesize information; however, more focus on source evaluation and using opposing viewpoints is needed.

*El Rayess, M., Chebl, C., Mhanna, J. and Hage, R. (2018), "Fake news judgement: The case of undergraduate students at Notre Dame University-Louaize, Lebanon", Reference Services Review, Vol. 6 No. 1, pp. 146-149.*

Survey of undergraduates at a university in Lebanon on media information literacy skills based on their ability to verify the authenticity and evaluate the trustworthiness of sources, including images. Results showed a lack of critical thinking skills and overconfidence in students' perceived ability to evaluate online news sources. Argues that the results reinforce claims from library and information professionals that media and information literacy skills are essential for fostering critical thinking among students.

*Elliott, C.R., Vandenbark, T. and TeKippe, S. (2018), "An ELITE service model: Creating and implementing a peer-to-peer library tech support team", College & Undergraduate Libraries, Vol. 25 No. 2, pp. 110-121.*

Details a campus-wide collaboration between the library, instructional technology, and IT to implement a peer-to-peer service model in the library. The program was designed to meet

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both technology support needs for the campus as well as professional and IL skills development for students.

*Erlinger, A. (2018), "Outcomes assessment in undergraduate information literacy instruction: A systematic review", College & Research Libraries, Vol. 79 No. 4, pp. 442-479.*

Review of the literature on assessment theory, methodology, and practice for undergraduate IL skills at traditional four-year colleges and universities in North America. Describes strengths, including the acknowledgement of the theoretical foundation and seminal documents in almost every item reviewed, as well as gaps in overall training and reporting of undergraduate IL instruction and assessment.

*Evelyn, S. and Kromer, J. (2017), "OER evaluation as a means of teaching information literacy in individual and small group settings", The Reference Librarian, Vol. 59 No. 1, pp. 1-9.*

Describes the process of implementing open education resources (OER) in a first-year engineering course. In this case, librarians, instructors and students collaborated on searching for and evaluating resources to integrate into the course. Discusses interviews with students regarding IL skills and their awareness of information and intellectual property issues.

*Falcone, A. and McCartin, L. (2018), "Be critical, but be flexible: Using the Framework to facilitate student learning outcome development", College & Research Libraries News, Vol. 79 No. 1, pp. 16-19.*

Provides a method for uses the ACRL *Framework* to create effective student learning outcomes (SLOs). The authors describe their process, which includes brainstorming, evaluation, collaborative revision and writing SLOs for IL instruction and the program as a whole.

*Fargo, H. (2018), "They CAN and they SHOULD and it's BOTH AND: The role of undergraduate peer mentors in the reference conversation", In the Library with the Lead Pipe.*

Revisits and expands on the 2014 article, "They CAN and they SHOULD: Undergraduates providing peer reference and instruction" by Brett B. Bodemer. Addresses critiques that peer-lead reference services or IL instruction for students are lower-quality, less professional, or less effective than those provided by librarians. Focuses on the importance of robust training and assessment to quell these concerns, as well as suggests the development of more collaborative relationships with student assistants that recognize them as part of a holistic reference and instruction services program.

*Farooq, O. (2018), The Effect of Elaborative Interrogation on the Synthesis of Ideas from Multiple Sources of Information, PhD thesis, Kent State University, Kent, OH.*

Exploratory study ( $n = 120$ ) on synthesizing and integrating ideas from multiple sources using interrogation prompts to examine the effectiveness and benefits of cognitive learning tasks. Found that using interrogation techniques yielded better results than the control group and contributes to the growing body of literature around the *Framework*. Calls for additional research on cognitive learning techniques to help students develop IL threshold concepts.

*Ferguson, J.S. (2018), Using Authentic Assessment in Information Literacy Programs: Tools, Techniques, and Strategies, Rowman & Littlefield Publishers, Lanham, Maryland.*

Provides librarians with a starting point for understanding the basics of authentic assessment within the context of IL instruction. Offers case studies across informational contexts, guidelines for implementation and maps back to the ACRL *Framework*.

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*Ferrell, A. and Peach, A. (2018), "Student-faculty partnerships in library instruction", Kentucky Libraries, Vol. 82 No. 3, pp. 15-18.*

Reflects on the experiences of a library faculty member and an undergraduate education student in a structured student-faculty partnership program where students provide explicit feedback from weekly observation sessions. The student observed weekly one-shot instruction sessions for the first-year writing course, while the librarian meaningfully adjusted the lesson each week, removing extraneous material no longer relevant to curricular needs and adding interactive elements that are student-driven. Positioning students as mentors in the partnership created the opportunity for progressive professional growth for the librarian and more meaningful engagement with the content for the students in their classroom.

*Flierl, M., Bonem, E., Maybee, C. and Fundator, R. (2018), "Information literacy supporting student motivation and performance: Course-level analyses", Library & Information Science Research, Vol. 40 No. 1, pp. 30-37.*

Discusses quantitative research of survey research evaluating the relationship between IL, student motivation, and academic performance as measured through course letter grades. Regression analysis of results from ( $n = 102$ ) undergraduate sections in ( $n = 44$ ) different courses in multiple disciplines, with responses from 46 per cent ( $n = 3,152$ ) of enrolled students. Results suggest that students who frequently engage in information synthesis in disciplinary content coupled with regular communication of the results throughout the course term may have higher motivation to learn, and may also have greater chances of achieving higher course grades overall. Other aspects of IL such as posing questions, accessing and evaluating information, and source attribution were not found to be statistically significant with regard to course level academic performance or motivation.

*Flierl, M., Howard, H., Zakharov, W., Zwicky, D. and Weiner, S. (2018), "First-year international undergraduate students and libraries", portal: Libraries and the Academy, Vol. 18 No. 3, pp. 535-558.*

Mixed-methods study using a survey and subsequent semi-structured interviews with first-year international students at Purdue University replicated from a 2013 protocol designed to find broad themes in students' research needs and participation in IL activities. Students identified their primary challenges in finding and using information to be understanding instructors' expectations, formulating search strategies, selecting/locating appropriate sources, and academic writing. In interviews, students shared the importance of library spaces to their work. Students offered suggestions to promote the libraries in online orientation for all students and additional library-focused promotional materials for services and spaces. Researchers also observe that intentional partnerships with instructors in disciplines with high numbers of international students may help in easing students' concerns with determining their expectations for how to select, analyze, and use scholarly information in their course-related research.

*Folk, A. (2018), "Drawing on students' funds of knowledge: Using identity and lived experience to join the conversation in research assignments", Journal of Information Literacy, Vol. 12 No. 2, pp. 44-59.*

Argues for instructors and librarians to explicitly encourage students to draw on their "funds of knowledge" to actively participate in scholarly conversations, an approach that aims to close the achievement gap and alleviate feelings of alienation for historically marginalized and economically disadvantaged students. Discussion around applications of this theory focus on four case studies in which students were self-motivated to learn more or teach others about their chosen topic, and found that students who used their prior

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knowledge, lived experiences and interests demonstrated critical, reflective and analytical modes of thinking related to the ACRL *Framework*.

*Ford, E. (2018), "Scholarship as an open conversation: Utilizing open peer review in information literacy instruction", In the Library with the Lead Pipe.*

Discusses the use of open peer review (OPR) as a critical practice within the IL classroom. Drawing on the ACRL frame "Scholarship as Conversation," the author provides a case study for integrating OPR in a session for students studying laboratory sciences, who will likely pursue research careers. As students engaged with OPR principles, they provided feedback that demonstrated how they learned to put the steps of peer review into action, creating an understanding about how OPR can open scholarship to diverse voices and broader participation in scholarly discourse.

*Foster, E. (2018), "Cultural competence in library instruction: A reflective practice approach", portal: Libraries and the Academy, Vol. 18 No.3, pp. 575-593.*

Explores literature from disciplines adjacent to Library and Information Science for cultural competence in IL instruction. Offers a workflow for a culturally competent pedagogical practice including preparation, instructional design, teaching and self-documentation, assessment and evaluation, and reflection. Recommends building a community of practice to discuss contextually appropriate cultural competencies for shared goal setting, assessment and accountability to create an environment that meets students' needs and achieves professional goals for growth and understanding.

*Frisch, J.K., Jackson, P.C. and Murray, M.C. (2018), "Transforming undergraduate biology learning with inquiry-based instruction", Journal of Computing in Higher Education, Vol. 30 No. 2, pp. 211-236.*

Outlines a study of STEM students' engagement in an inquiry-based biology course measuring the characteristics of students who began as less engaged and felt skeptical toward the process to then seeing the value in using an inquiry-based approach to ask and answer a research question. Groups that transformed from lower to higher levels of engagement struggled with formulating a research question and navigating group dynamics, but sought support from faculty to move through the challenges to think critically about information and work as a team to create a cohesive final project. Recommendations for including inquiry-based learning at this high of saturation in course design include intentional group construction for balance in leadership skills, explicit discussion about group dynamics, and self-regulation to develop collaborative relationships.

*Fritch, M.E. (2018), "Teaching as a political act: Critical pedagogy in library instruction", Educational Considerations, Vol. 44 No. 1, pp. 1-11.*

Examines the role of engaged critical pedagogy, feminist pedagogy, and critical feminist theory in library information literacy instruction. Grounds the idea of IL instruction as a non-neutral political act through a comprehensive theoretical literature review in education and LIS scholarship about critical information literacy and critical pedagogies. Notes the challenges inherent in adopting critical feminist pedagogy in classrooms where faculty and students may not have encountered these ideas and activities in their educational experiences, and may therefore be less receptive to the shared power inherent to the feminist classroom experience.

*Gaha, U., Hinnefeld, S. and Pellegrino, C. (2018), "The academic library's contribution to student success: Library instruction and GPA", College & Research Libraries, Vol. 79 No. 6, pp. 737-746.*

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Examines the relationship between normalized cumulative GPA among (total  $n = 1,380$ ) graduating students in the classes of 2012-2015 at a small liberal arts university. Students who were enrolled in classes with at least one library instruction session over the course of their academic career had a statistically significant increase in their GPA over those students who had no library instruction. The authors note the limited ability to analyze grades by major due to small sample sizes for students who received no library instruction, as well as a limited control for students who spent greater than four years in their undergraduate program.

*Gammons, R.W., Carroll, A.J. and Carpenter, L.I. (2018), "I never knew I could be a teacher": A student-centered MLIS fellowship for future teacher-librarian", portal: Libraries and the Academy, Vol. 18 No. 2, pp. 331-362.*

Discusses a mixed methods study evaluating the Research and Teaching Fellowship (RTF) at the University of Maryland-College Park libraries, using focus group transcripts, end-of-semester reflections, and exit surveys for themes. Students identified understanding the structure of academic libraries and librarianship, developing teacher identity and expertise, and a reflective community of practice as important elements of the fellowship program. After reviewing longitudinal data, administrators adjusted expectations of the fellowship students, removing ambiguity about projects and deadlines and clarifying the structure of the overall program.

*Gantso, C.W. and Halpin, P.A. (2018), "Tailoring library instruction for non-science majors taking hybrid and online science classes: Student perceptions of information literacy in the virtual environment", Public Services Quarterly, Vol. 14 No. 2, pp. 99-118.*

Describes IL skills and learning preferences of students in biology courses for non-science majors. Found that students preferred online instruction modalities (Twitter, screencast videos of 10-15 min in length, graded assignments) to in-person instruction sessions, which may have been too general in scope. Concludes that embedded librarianship can offer more personalized and sophisticated instruction to students who have experience in basic IL principles.

*Gibson, C. and Jacobson, T.E. (2018), "Habits of mind in an uncertain information world", Reference & User Services Quarterly, Vol. 57 No. 3, pp. 183-192.*

Describes a model for incorporating the ACRL *Framework* with high-impact practices (HIPs) to develop students' IL knowledge practices and dispositions in critical thinking and metaliteracy, preparing them to manage competing priorities and interests in inquiry and evaluation. Discusses specific application of elements of the *Framework* within the context of commonly-found HIPs; for example, students can explore the subject of immigration in a living-learning community, using the language and research found in multiple disciplines to examine different perspectives from different interest groups, which is aligned with the frame "Authority is Constructed and Contextual". Provides structure for librarians to collaborate with instructors to design learning experiences that incorporate both IL threshold concepts and intellectual engagement with disciplinary material and media.

*Godbey, S. (2018), "Testing future teachers: A quantitative exploration of factors impacting the information literacy of teacher education students", College & Research Libraries, Vol. 79 No. 5, pp. 611-623.*

Quantitative study ( $n = 151$ ) junior-level teacher education students' IL skills using the iSkills assessment for ICT literacy, and explores the potential extent of the effects of background and academic characteristics such as demographics and GPA have on assessment performance. Found that having transfer credit was the only statistically

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significant factor on assessment performance. Gender, language, race, cumulative GPA, and the number of research- and library-intensive course showed no significant effect.

*Graham, R.Y., Eva, N. and Cowan, S. (2018), "SAILS, take 2: An exploration of the 'build your own test' standardized IL testing option for Canadian institutions", Communications in Information Literacy, Vol. 12 No. 1, pp. 19-35.*

Uses the Build Your Own Test (BYOT) version of SAILS to analyze pre- and post-test examination scores of ( $n = 107$ ) students in three IL-focused credit courses taught by librarians at a Canadian university. First-year students scored higher on average on the post-test, and the number of students who scored at proficiency more than doubled between pre- and post-tests, suggesting that IL instruction may be most important for students beginning undergraduate programs. There was no statistically significant improvement in scores for students in their third-year and above.

*Granruth, L.B. and Pashkova-Balkenhol, T. (2018), "The benefits of improved information literacy skills on student writing skills: Developing a collaborative teaching model with research librarians in undergraduate social work education", Journal of Teaching in Social Work, Vol. 38 No. 5, pp. 453-469.*

Describes the development of a faculty-librarian collaborative teaching model for undergraduate social work students that centers on both literacy and writing competencies by integrating practice-based labs, online and in-class library instruction and peer-review of written assignments into the course schedule. Results from pre- and post-tests quizzes, course evaluations, and written assignments indicate that students perceived a substantial improvement of their IL skills, which aided the improvement of their writing skills. Authors advise that intensive writing courses would best suite this collaborative teaching model, but a smaller class size would be ideal since grading writing courses can be time consuming.

*Graves, S.J. and German, E. (2018), "Evidence of our values: Disability inclusion on library instruction websites", portal: Libraries and the Academy, Vol. 18 No. 3, pp. 559-574.*

Analyzes websites of ( $n = 68$ ) ARL member libraries for inclusive language describing the accessibility or consideration of accessibility in the design of instruction-related services, programs, and information access. Instruction websites and online request forms rarely included accommodation statements, and disability resources pages rarely referenced library instruction services, while Web accessibility analysis tools found significant problems in coding on library websites. Regular review of online program materials to include and clarify available resources for users with disabilities with cross-connections and space for requesting accommodations can improve overall inclusivity and experience of library instruction participants.

*Green, K.E.C. (2018), "Meet them in the proximal zone: Introducing framework concepts to 'novice learners' using reference sources", College & Research Libraries News, Vol. 79 No. 10, pp. 542-545.*

Discusses strategies for teaching IL skills to novice learners who are new to college-level research by focusing on their zone of proximal development. Encourages the use of reference sources like encyclopedias in IL instruction at the introductory level to introduce concepts around classifying information resources and evaluating them for appropriateness and relevance to coursework without overwhelming a new student-scholar. Argues that reference sources are foundational tools for helping students gain a basic understanding of research questions, current topics of scholarly conversation, disciplinary knowledge, and where their knowledge and experience fits.

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Greer, K. and McCann, S. (2018), "Everything online is a website: Information format confusion in student citation behaviors", *Communications in Information Literacy*, Vol. 12 No. 2, pp. 150-165.

Survey of ( $n = 63$ ) student citation comfort levels and ability to cite appropriately in APA style, including tasks to identify and cite an electronic resource. Students had difficulty correctly identifying the format for e-books and journal articles and subsequently citing them correctly, often leaving out important elements and substituting unnecessary ones such as the ISBN. The authors also found that despite preferring Web resources students often used non-stable or redirected URLs within their citations.

Gregor, M.M. (2018), "Campus clue: Habituating students to the information search process via gaming", *Pennsylvania Libraries: Research & Practice*, Vol. 6 No. 2, pp. 86-92.

Describes a small academic library's (<400 students) exploration of the teaching potential of escape rooms, leveraging gamification and mystery to help students navigate the information search process and learn about campus resources such as the library, health services, and counseling. Over the course of three weeks, 20 initial participants, 9 completed game entries and 5 student feedback forms revealed enthusiasm and appreciation for the engaging activity, availability of campus resources, and introduction to the mystery genre. Provides ciphers, clues and structure to easily adapt.

Gross, M., Latham, D. and Julien, H. (2018), "What the framework means to me: Attitudes of academic librarians toward the ACRL framework for information literacy for higher education", *Library & Information Science Research*, Vol. 40 Nos 3/4, pp. 262-268.

Interviews ( $n = 15$ ) with instruction-focused academic librarians about their experiences with implementing the ACRL *Framework*, including pedagogical strategies, challenges, and approaches to evaluating student learning. Respondents indicated that the *Framework* helps to improve their teaching and articulate the value of librarians and IL to faculty and students, encourages collaboration, and offers further research avenues; however, they noted some resistance to the *Framework* by librarians less involved with instruction and disciplinary faculty. Advocates for revisiting how IL instruction takes place inside and outside the library context and exploring how threshold concepts are represented within academic disciplines.

Gruber, A.M. (2018), "Real-world research: A qualitative study of faculty perceptions of the library's role in service-learning", *portal: Libraries and the Academy*, Vol. 8 No. 4, pp. 671-692.

Examines disciplinary faculty expectations and perceptions of students' IL skills and how faculty perceive instruction in service learning (SL) courses through semi-structured interviews. Faculty noted a lack of time in the course and a lack of awareness for incorporating instruction and library services in their courses, and also exhibited a lack of understanding of instruction librarians' roles in teaching students about locating and evaluating non-scholarly sources for information for projects in SL courses. Recommends collaborating on assignment design and providing reflective assessment templates to increase engagement with instruction librarians and instilling programmatic IL principles into SL courses.

Gustafson, M.M. (2018), "They searched what? Usage data as a measure of library services and outreach", *Serials Librarian*, Vol. 74 Nos 1/4, pp. 240-243.

Describes collaboration between an electronic resources librarian and reference/instruction librarians to evaluate library users' search behaviors in the library's discovery service, databases, website and LibGuides. Found that users' average number of searches per visit

decreased over the course of the semester, while the use of facets increased, highlighting areas for targeted IL instruction and collection development for specific disciplines. Proposes a model for revising and developing new reporting tools to identify changes in user behavior informed by responses from reference and instruction librarians.

*Guth, L.F., Arnold, J.M., Bielat, V.E., Perez-Stable, M.A. and Vander Meer, P.F. (2018), "Faculty voices on the Framework: Implications for instruction and dialogue", portal: Libraries and the Academy, Vol. 18 No. 4, pp. 693-718.*

Survey of ( $n = 237$ ) faculty at two institutions on their perceptions of the importance of IL for student success, as well as disciplinary differences and language in the ACRL frames. In rankings of 1 to 5, all frames scored at least above 4, as did the importance of IL to student success. Many of the qualitative comments regarding the frames' language were associated with "Authority is Constructed and Contextual," which ranked lowest and had the most thematic association with jargon or "high levels of academic English". Areas of interest for instruction librarians include breakdowns of rankings of the frames by discipline, suggesting approaches for collaboration with disciplinary faculty in library liaison roles.

*Hallam, G., Thomas, A. and Beach, B. (2018), "Creating a connected future through information and digital literacy: Strategic directions at The University of Queensland Library", Journal of the Australian Library & Information Association, Vol. 67 No. 1, pp. 42-54.*

Outlines the development and application of the strategic framework for information and digital literacy at the University of Queensland Library. Guiding principles include collaboration, alignment, innovation, sustainability and evaluation, which are integrated into the library's efforts to support the undergraduate community, digital scholarship and research community. Specific efforts like research data curation and liaison librarian residencies are highlighted as having particular strategic importance.

*Hammons, J. (2018), "Reaching out to a 'hard to teach' population", Kentucky Libraries, Vol. 82 No. 1, pp. 4-9.*

Describes the development of a graduate student research symposium hosted by the university library to promote IL instruction. Sessions included faculty and current graduate student panels, breakout sessions presenting graduate research projects, and a session on the library's services and resources. Offers insight into creating effective partnerships with disciplinary faculty, graduate studies offices and graduate students to provide an academic conference focused on graduate student success in research and inquiry.

*Hanbidge, A.S., Tin, T. and Sanderson, N. (2018), "Information literacy skills on the go: Mobile learning innovation", Journal of Information Literacy, Vol. 12 No. 1, pp. 118-136.*

Examines IL instruction outcomes from a series of 13 lessons on a mobile learning platform at a Canadian university based on a survey of ( $n = 128$ ) students who took the lessons with a ( $n = 18$ ) control group who did not, evaluating pre- and post-test results alongside user experience (UX) assessments. Most students increased their skills, with the greatest gains among first-year students. In addition to feedback on UX, librarians elected to migrate to a technical platform specifically designed for online learning that is more mobile- and desktop-friendly with clearer user interface tools.

*Hare, S. and Evanson, C. (2018), "Information privilege outreach for undergraduate students", College & Research Libraries, Vol. 79 No. 6, pp. 726-736.*

Provides examples of outreach efforts at Davidson College to engage users in discussion around disparities in information access. Discusses information privilege as it relates to undergraduates enrolled in higher education institutions in the US and identifies information access as a factor in the development of IL. Proposes that information outreach



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should include bringing awareness to the topic and advocating for open access publishing to increase accessibility of scholarly work, in addition to addressing the systemic causes of these disparities.

*Harmeyer, D. and Baskin, J.J. (2018), Implementing the Information Literacy Framework: A Practical Guide for Librarians. Rowman & Littlefield, Lanham, Maryland.*

Resource for librarians, course instructors and administrators on the history and purpose of the ACRL *Framework* and how to collaboratively integrate IL into academic coursework and throughout the university curriculum. Includes lesson plans, assignments, and handouts from model institutions, scripts and strategies for talking with non-librarians, student learning outcomes for each frame, assessment rubrics, and example promotional materials. Some materials are freely available through a companion website by the same name.

*Harnett, S., Ansell, M., Stoyan-Rosenzweig, N., Schaefer, N., Pomputius, A.F., Edwards, M.E. and Tennant, M.R. (2018). "The (un)common instructor: A new role for medical librarians beyond information literacy", Medical Reference Services Quarterly, Vol. 37 No. 3, pp. 276-291.*

Provides examples of literary works and topics used in the librarian-taught "(un)common reads" transitional program at the University of Florida. Interactive, discussion-based seminars are designed as a high-impact practice for undergraduates in the honors programs and culminate in a project of the student's choice. Argues that by facilitating these seminars, liaison librarians gain additional opportunities to increase subject familiarity, which enhances their professional skills and abilities.

*Hatlevik, O.E., Throndsen, I., Loi, M. and Gudmundsdottir, G.B. (2018), "Students' ICT self-efficacy and computer and information literacy: Determinants and relationships", Computers & Education, Vol. 118, pp. 107-119.*

Analysis of results from the 2013 International Computer and Information Literacy Study using data from 15 countries on the relationship between eighth-grade students' self-efficacy with ICT and computer information literacy (CIL). Found that students who engaged with autonomous learning and had more years of experience with ICT generally developed greater self-efficacy, and that the strongest predictor of higher CIL across the countries studied is higher socioeconomic status. Recommends that curriculum include strong CIL components to equalize access and opportunity to dispel the digital divide.

*Hauck, J. and Robinson, M. (2018), "Of primary importance: Applying the new literacy guidelines", Reference Services Review, Vol. 46 No. 2, pp. 217-241.*

Discusses a faculty-librarian collaboration on a primary source literacy research project in an undergraduate history course using the Society of American Archivists' *Guidelines for Primary Source Literacy* (2017) where ( $n = 24$ ) students participated in pre- and post-course surveys evaluating their confidence in five learning objectives around primary sources: conceptualize; find and access; read, understand, and summarize; interpret, analyze and evaluate; and use and incorporate. Improvement in literacy was limited, as students did not retain information from an early session with a librarian as well as anticipated, though scaffolded assignments and hands-on practice with guidance during class sessions boosted confidence scores in the post-course survey. Students indicated that they struggled with imposter syndrome, making those most likely to need assistance also the least likely to seek help later.

*Hava, K. and Gelibolu, M.F. (2018), "The impact of digital citizenship instruction through flipped classroom model on various variables", Contemporary Educational Technology, Vol. 9 No. 4, pp. 390-404.*

Assesses pre- and post-course testing of ( $n = 59$ ) first-year education students at a Turkish university in a digital citizenship course using a flipped classroom model where most students did not have a personal computer or internet access. Examines students on learning performance, self-regulation, self-directed learning and IL, and found learning performance as the only statistically significant positive effect when comparing the flipped classroom to the traditional model. More research is needed to understand why the flipped classroom showed no effect on the other metrics studied.

*He, Y., Cook, P., Boruff-Jones, P.D. and Darr, C.R. (2018), "Assessing information literacy on a regional campus", Assessment Update, Vol. 30 No. 5, pp. 4-5, 12.*

Pre- and post-survey of ( $n = 144$ ) introductory composition and speech students to assess students' ability to evaluate sources for credibility. In the post-test after library instruction, students reported using a greater number and variety of sources and evaluation techniques; however, the authors note that students did not use meet expectations to use relevancy as an evaluative criteria. Concludes with information on how this assessment project plays a role in their re-accreditation by the Higher Learning Commission.

*Head, A.J., Wihbey, J.P., Metaxas, T., MacMillan, M. and Cohen, D. (2018), "How students engage with news: Five takeaways for educators, journalists, and librarians", Project Information Literacy Research Institute.*

Investigative report of a mixed-methods study including a survey of ( $n = 5,844$ ) undergraduate students at 11 colleges and universities, ( $n = 37$ ) follow-up phone interviews, and analysis of Twitter data examining students' conceptualization of what constitutes news, how they experience news while using social media, and how they evaluate news from both traditional and new media sources. Presents five takeaways for librarians and journalists about how news is disseminated, consumed, understood, evaluated and shared in social and contemporary media sources. Provides six recommendations for information and media literacy education, including teaching students early and often about how to evaluate news sources, re-imagining how to teach evaluation altogether, and to providing context for what is presented as news, especially in social media sources.

*Heady, C., Morrison, M.M. and Vossler, J. (2018), "Ecological study of graduation rates and GPA in a library credit course", Journal of Academic Librarianship, Vol. 44 No. 5, pp. 642-649.*

Examines the correlation between a one unit credit-bearing IL course and student success by analyzing GPA, graduation rates, first-time full time status, and demographics. Students who took the course were slightly less likely to graduate, but earned slightly higher cumulative GPAs than their peers who did not take the course. The authors acknowledge that their methodology was limited by the available data, which cannot affirmatively establish that credit bearing courses affect success, and advocate for more robust longitudinal studies with larger samples to fully explore the impact of credit-bearing courses.

*Hebert, A. and Rouge, B. (2018), "Information literacy skills of first-year library and information science graduate students: An exploratory study", Evidence Based Library & Information Practice, Vol. 13 No. 3, pp. 32-52.*

Survey of ( $n = 51$ ) first-semester LIS students at Louisiana State University measuring IL self-efficacy and demonstrated IL skills using questions adapted from Information Literacy Assessment for Education (ILAS-ED) and Michalak and Rysavy's (2016) Student's Perceptions of Their Information Literacy Skills Questionnaire (SPIL-Q). Results showed a moderate positive correlation between IL self-efficacy and demonstrated IL skills; however,

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because a significant amount of respondents demonstrated a lack of basic IL skills, the author cautions against assuming LIS students' prior knowledge.

*Hervieux, S. and Tummon, N. (2018), "Let's chat: The art of virtual reference instruction", Reference Services Review, Vol. 46 No. 4, pp. 529-542.*

Analysis of reference chat transcripts ( $n = 553$ ) exploring requests for instruction, if requests were conducive to instruction, and what kinds of instruction librarians provided. Found that 49 per cent of chats were applicable to instruction, but instruction only occurred for 23 per cent. Librarians frequently used modeling and resource sharing as their primary instructional mode and used search term suggestion, leading or lessons less frequently. Concludes with practical implications for reference training, chat staffing and library website design.

*Hinchliffe, L.J., Rand, A. and Collier, J. (2018), "Predictable information literacy misconceptions of first-year college students", Communications in Information Literacy, Vol. 12 No. 1, pp. 4-18.*

Provides nine thematic misconceptions students have about IL from coded responses to the First Year Experience Survey: Information Literacy in Higher Education (2017) conducted by Library Journal and Credo Reference and proposes student learning outcomes mapped to each. Suggests how these misconceptions can be useful for *Framework*-based instructional design and as a strategy for developing scaffolded IL learning outcomes.

*Hofer, A.R., Lin Hanick, S. and Townsend, L. (2018), Transforming Information Literacy Instruction Threshold Concepts in Theory and Practice, ABC-CLIO, Santa Barbara, California.*

Describes the educational theory of threshold concepts and its applications for how librarians teach IL. Chapters cover IL threshold concepts such as authority, format, information commodities, organizing systems and the research process. Includes suggestions for assessing conceptual learning, activities, and a case study on teaching fake news.

*Hollis, H. (2018), "Information literacy as a measurable construct: A need for more freely available, validated and wide ranging instruments", Journal of Information Literacy, Vol. 12 No. 2, pp. 76-88.*

Reviews IL testing instruments and argues for the development of additional measures to more easily assess IL skills across populations. The author identified tests that only used IL terminology, were not self-report, had been tested for validity, and were freely available in English, and found that many of the tests lacked generalizability beyond the higher education context and did not cover all of IL using the CLIP definition. Ultimately, the tests that covered all IL constructs were the Information Literacy Survey and Information Literacy Test for Higher Education.

*Hong, A.J. and Kim, H.J. (2018), "College students' digital readiness for academic engagement (DRAE) scale: Scale development and validation", Asia-Pacific Education Researcher, Vol. 27 No. 4, pp. 303-312.*

Survey of ( $n = 854$ ) undergraduate students at a Korean university to develop and validate an instrument for measuring individuals' perceived digital competencies. The Digital Readiness for Academic Engagement (DRAE) consists of 17 items categorized by five factors: digital tool application, information-sharing behavior, information seeking skills, digital media awareness and digital application usage. Proposes the DRAE Scale as an alternative to existing measurements of ICT literacy to successfully measure student engagement, but warrants further validation.

*Hopkins, R. and Davies, H. (2018), "Working together to improve information literacy provision for dyslexic students at Aston University", ALISS Quarterly, Vol. 13 No. 2, pp. 21-24.*

Describes collaboration between an information specialist and specialist teacher assessor to provide guidelines for designing an inclusive IL workshop. Found that even students without a dyslexia diagnosis face similar learning challenges to students with dyslexia, such as difficulty with verbal short-term memory and organizing information. While existing IL instruction sessions were generally inclusive, they could benefit from minor adjustments in the design and delivery.

*Howard, H.A., Wood, N. and Stonebraker, I. (2018), "Mapping information literacy using the Business Research Competencies", Reference Services Review, Vol. 46 No. 4, pp. 543-564.*

Describes work done by the ALA Business Reference and Services Section (BRASS) to develop discipline-specific IL competencies aligned with the Association to Advance Collegiate Schools of Business requirements. The authors created curriculum maps of core business curricula at their institutions and compared them with draft BRASS competencies. Suggests creating additional competencies focused on researching careers, intellectual property and decision-making.

*Hughes, H., Cooper, L., Flierl, M., Somerville, M.M. and Chaudhary, N. (2018), "The role of the university library in supporting international student transition: Insights from an Australian-American case study", Journal of Academic Librarianship, Vol. 44 No. 5, pp. 582-594.*

Collective case study of ( $n = 320$ ) first-year international students' information use across four universities. Four key insights emerged: international students are not a homogenous group and are characterized by diversity and individuality; challenges associated with transitioning from high school to university are similar to US domestic students; challenges unique to international students are generally attributed to the unfamiliarity of the socio-cultural and academic environment of their host university; and the library is vital in supporting international students' transition to the host campus. Concludes by presenting strategies for libraries to facilitate first-year student transition.

*Ince, S., Hoadley, C. and Kirschner, P.A. (2018), "The role of libraries in teaching doctoral students to become information-literate researchers: A review of existing practices and recommendations for the future", Information and Learning Sciences, Vol. 120 Nos 3/4, pp. 158-172.*

Literature review of recent works related to IL practices to identify essential research skill sets needed for doctoral students to become scholars in the twenty-first century and integrate themselves into academic workflow through the creation of scholarship. Found four key skill sets needed to effectively manage and publish their research – IL, information management, knowledge management, and knowing the lifecycle of scholarly communication. Recommends that librarians and other faculty train doctoral students in these areas to prepare them as emerging scholars and producers of knowledge.

*Ingalls, D. (2018), "Beyond databases", Journal of Information Literacy, Vol. 12 No. 2, pp. 98-112.*

Assesses the effect of tailoring IL workshops to specific needs of ( $n = 48$ ) students majoring in Dietetics, taking into account that their dietitian program requires them to work with non-academic sources and efficiently relay information from sources in preparation for their work with patients. Data from pre- and post-tests show a significant increase in scores, suggesting that tailored instruction was effective in educating students to apply precise IL skills to their career needs. Recommends taking into account the unique aspects of academic programs when creating workshops and integrating both the ACRL *Framework and Standards* to allow for a flexible instructional approach that can include precise skills and broader concepts.

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*Insua, G.M. (2018), "Framing first-year writing course guides: A content analysis", Reference Services Review, Vol. 46 No. 4, pp. 500-512.*

Content analysis of ( $n = 76$ ) first-year writing course guides (i.e. LibGuides) at academic institutions based on a rubric that mapped instructional content to the ACRL *Framework* with minimum criteria. Found that 67.3 per cent of all libraries surveyed had at least one course guides for first-year writing, the most common instructional format was text, followed by links to other sites and videos, and topics covered most often included specific search strategies, citing sources, evaluating sources and identifying scholarly articles. Notes that no guide was particularly exemplary in addressing *Framework* concepts or following design best practices, and that especially if online guides replace in-person instruction they should be updated to reflect the complexities IL more often afforded during in-person instruction.

*Insua, G.M., Lantz, C. and Armstrong, A. (2018), "In their own words: Using first-year student research journals to guide information literacy instruction", portal: Libraries and the Academy, Vol. 18 No. 1, pp. 141-161.*

Analysis of first-year students' reflective research process journals from the second semester of a required IL course. Found that students recalled research guidelines from high school, had difficulty synthesizing sources and organizing their writing, and mostly sought help from peers and their instructor rather than the library or writing center. Recommends meaningful collaboration between instructors and librarians to develop assignments that focus on building broader critical thinking skills and understanding the research process, as well as build on and challenge students' prior knowledge.

*Insua, G.M., Lantz, C. and Armstrong, A. (2018), "Navigating roadblocks: First-year writing challenges through the lens of the ACRL Framework", Communications in Information Literacy, Vol. 12 No. 2, pp. 86-106.*

Discusses results from interviews with first-year composition students on research roadblocks and the strategies they used to overcome them. All nine students reported difficulties in understanding and reading academic journal articles, and their strategies ranged from using background sources and additional non-scholarly Web sources. Provides suggestions for increasing student confidence and self-efficacy in connection with dispositions outlined in the ACRL *Framework*.

*Inuwa, S. and Abrizah, A. (2018), "Embedded librarianship in research in Nigerian universities: Practices and sources of practice knowledge", The Journal of Academic Librarianship, Vol. 44 No. 6, pp. 738-746.*

Explores how academic librarians at three Nigeria universities practice embedded librarianship to take on various roles in the creation and management of research-based knowledge at their institutions. Results from the interviews reveal six central themes relating to embedded librarianship including directly participating in faculty research, editing national journals, managing the life cycle of data, promoting research publications via media platforms, guiding faculty through publication options, and teaching research methods courses. Advises that academic librarians who wish to embed themselves should demonstrate competencies such as experience with research methodology, literature reviews, bibliometric analysis and journal assessment, while continuing to showcase their specialized experience with database content and features.

*Isibika, I.S. and Kavishe, G.F. (2018), "Utilisation of subscribed electronic resources by library users in Mzumbe university library, Tanzania", Global Knowledge Memory and Communication, Vol. 67 Nos 1/2, pp. 109-125.*

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Mixed methods study of ( $n = 60$ ) students and staff on their use of e-resources at a university library in Tanzania. Based on the technology acceptance model that explains and predicts individual acceptance of information technology based on perceived usefulness, perceived ease of use, behavioral intention and actual system use, researchers conducted interviewer-administered questionnaires and coded qualitative responses on participants' knowledge and awareness of library-subscribed e-resources and training. Participants identified barriers such as a lack of search/computer skills, poor network connectivity, and not having access to a computer, but noted that encouragement from the library through IL training and marketing would increase their use of e-resources.

*Ismail, M.N., Mamat, N. and Jamaludin, A. (2018), "The effects of Webopac self training tool with guided exploration on information literacy skills among first year degree students", Turkish Online Journal of Educational Technology, Vol. 17 No. 1, pp. 210-225.*

Study of the effectiveness of three instructional methods for library orientation – a proposed WebOPAC Self Training Tool with Guided Exploration (WSTTG), WebOPAC Self Training Tool with non-guided exploration, and traditional lecture – based on scores from ( $n = 150$ ) first-year students at a Malaysian public university. After instruction, students' logical thinking were measured using the Group Assessment of Logical Thinking Test and their IL skills were measured using the WebOPAC Training Assessment Information Literacy Skills; analysis using one-way variance, homogeneity, and internal reliability tests found that groups with guided exploration scored significantly higher in logical thinking and IL skills. Recommends teaching methods such as WSTTG that use a web-based self-guided manual developed using the ACRL *Standards* and constructivist, multimedia learning models.

*Jacobson, T.E. and O'Brien, K. (2018), Teaching with Digital Badges: Best Practices for Libraries, Rowman & Littlefield Publishers, Lanham, Maryland.*

Edited collection on the use of digital badges to motivate and assess learning in libraries with a focus on IL online instruction in higher education. Topics include the history of micro-credentialing, best practices in scaffold design, challenges to implementation and various case studies on how libraries use badges in their IL programs. Includes images of badge designs.

*Jankowski, A., Russo, A. and Townsend, L. (2018). "It was information based': Student reasoning when distinguishing between scholarly and popular sources", In the Library with the Lead Pipe.*

Qualitative analysis of ( $n = 955$ ) first-year students on their evaluation criteria for what makes a source popular or scholarly. Found that students may rely on search filters and labels to make determinations, have a preconception that scholarly articles automatically contain more accurate information, not find cues from the content or format of the source, and sometimes confuse the concept of "popular sources" with the "popularity" of a particular source. Recommends that librarians change how they teach information source evaluation by moving away from an oversimplified dichotomy that prevents students from engaging with information more critically and contextually.

*Jardine, S., Shropshire, S. and Koury, R. (2018), "Credit-bearing information literacy courses in academic libraries: Comparing peers", College & Research Libraries, Vol. 79 No. 6, pp. 768-784.*

Comparison of a credit-bearing IL course at Idaho State Universities with 14 peer institutions. Found that half offered creating-bearing IL courses with variation in how many credits and number of sections were offered; however, 86 per cent offered the course in a

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hybrid format. Concludes that each course reflects nuance service provision based on institutional context and available resources.

Jing, S. (2018), "Flipping the classroom for information literacy instruction: Considerations towards personalisation and collaborative learning", *Journal of Information Literacy*, Vol. 12 No. 1, pp. 48-67.

Phenomenological study ( $n = 5$ ) exploring instructors' perceptions and expectations of learners who have been previously exposed to a flipped classroom model. Participants provided a pre-class PowerPoint and interview responses in two stages; the first PowerPoint was a followed-up to an in-class session and the second was not and included Gorgio's notion of risk-taking resulting. Results of participants' perception on the flipped classroom model were conflicting, and the second design ultimately demonstrated that learners are accustomed to traditional learning.

Julien, H., Gross, M. and Latham, D. (2018), "Survey of information literacy instructional practices in US academic libraries", *College & Research Libraries*, Vol. 79 No. 2, pp. 179-199.

Describes the results of an electronic survey of existing practices and challenges in IL instruction among ( $n = 622$ ) academic librarians. Results suggest among other things that librarians are spending significant time on instruction, particularly at the start of the school year and for first year students, that integrating IT into instruction has affected their teaching, and that the ACRL *Framework* has a limited impact on many librarians teaching practices. Challenges faced by instruction librarians include limited staff and budget, varying levels of faculty buy-in, and lack of administrative support.

Kaneko, K., Saito, Y., Nohara, Y., Kudo, E. and Yamada, M. (2018), "Does physical activity enhance learning performance?: Learning effectiveness of game-based experiential learning for university library instruction", *Journal of Academic Librarianship*, Vol. 44 No. 5, pp. 569-581.

Comparison of an in-class activity using an experiential learning app that requires physical movement versus one that does not. Results from a pre- and post-test using the Instructional Materials Motivation Survey found significantly more learning motivation for experiential learning methods.

Kapel, S. and Schmidt, K.D. (2018), "Media literacy and newspapers of record", *Reference Services Review*, Vol. 46 No. 2, pp. 205-216.

Describes collaboration between librarians and the instructor of regional geography course to develop a list of newspapers from the USA and Canada to support student research on current topics involving indigenous peoples. The authors found that establishing criteria to select resources was difficult after considering potential barriers for students to access high quality newspaper content including pay-walls, the need to navigate a wide variety of media types, discrepancies in naming conventions between print and online newspapers, and the sheer amount of content available. Discusses implications of these barriers on providing media literacy instruction.

Keeran, P. and Forbes, C. (2018). *Successful Campus Outreach for Academic Libraries: Building Community through Collaboration*, Rowman & Littlefield Publishers, Lanham, Maryland.

Edited collection on outreach initiatives in academic libraries to promote services and serve a broader audience. Chapters address strategic planning, best practices, community engagement, stakeholder buy-in, and assessment. Case studies related to IL instruction include models for peer-mentoring programs, graduate student workshops and high school partnerships.

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*Klobas, J.E., McGill, T.J., Moghavvemi, S. and Paramanathan, T. (2018), "Compulsive YouTube usage: A comparison of use motivation and personality effects", Computers in Human Behavior, Vol. 87, pp. 129-139.*

Examines the relationship between motivation for using YouTube and compulsive use of this video sharing platform among ( $n = 807$ ) Malaysian college students. Researchers used a paper questionnaire to gather data on students' motivations for using YouTube (academic or information seeking versus entertainment), personality traits of users, and the frequency of YouTube use, among other variables. Results indicate that both personality type and motivation relate to compulsive YouTube use and that compulsive YouTube use negatively correlates with academic motivation. Suggests that comprehensive IL education should include sharing the risks associated with compulsive YouTube use with students.

*Kofo, S.A. and Mercy, O.I. (2018), "Gender influence on undergraduates' information literacy skills in the use of internet resources for learning in Kwara State, Nigeria", Malaysian Online Journal of Educational Sciences, Vol. 6 No. 3, pp. 12-19.*

Describes the IL skills of ( $n = 294$ ) undergraduate students in Kwara State, Nigeria by gender. Online surveys were administered to participants to gather information about how comfortable they felt using the Internet to find and evaluate information from a variety of different sources, including commercial and government websites, email and search engines. Overall, male students reported higher levels of skill and comfort with using internet tools to find necessary information.

*Kordas, M. and Thompson, T. (2018), "Better together: A collaborative model for embedded music librarianship", Music Reference Services Quarterly, Vol. 21 No. 1, pp. 1-11.*

Describes the development of a collaborative partnership between embedded music librarians and music faculty at a private liberal arts college. The authors challenge current embedded models that over rely on librarians to initiate and direct relationships between librarians, faculty and students and propose a system of committee governance whereby librarians and faculty can more equitably collaborate on shared goals, including supporting IL, student research and collection development. Concludes with recommendations for specific best practices for developing more collaborative partnerships between embedded librarians and faculty including regular committee meetings and creating a progress inventory.

*Krieb, D. (2018), "Assessing the impact of reference assistance and library instruction on retention and grades using student tracking technology", Evidence Based Library and Information Practice, Vol. 13 No. 2, pp. 2-12.*

Examines the relationship between student interactions with librarians in course-based instruction and reference desk consultations and student retention and grades at a community college. The author collected student ID information from consenting students who met with a reference librarian for a course-related question and library instruction session attendees. Statistically significant positive correlations were found between reference desk visits and library instruction attendance and student retention, as well as between reference desk visits and grades. No statistically significant positive or negative correlation was found between attending an instruction session and grades.

*Kuglitsch, R.Z. (2018), "An interlocking and interdependent ecology: The intersection of scientific and information literacies", Reference Services Review, Vol. 46 No. 2, pp. 294-302.*

Defines scientific literacy and critical scientific literacy and explores areas of overlap between these areas and critical information literacies. Situates the development of critical information and science literacies within the context of structural inequality in both the sciences and scholarly publishing. The author suggests that librarians integrate principles



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of both critical scientific literacy and critical information literacy into instruction sessions and other teaching opportunities.

*Kvenild, C., Eastman, T., Davis, E. and Conerton, K. (2018), "Multi-institutional assessment of distance instructors: High satisfaction, low knowledge of library services", portal: Libraries and the Academy, Vol. 18 No. 4, pp. 719-736.*

Assesses the needs and current library use practices of distance instructors teaching at five mid-sized public universities. An electronic email survey yielded ( $n = 270$ ) responses from distance instructors who identified online resource guides and interlibrary loan as the most used library services, and found that instructors generally assign a combination of library resources, freely accessible Web sources, and print materials to their students. Common barriers to use of library services and resources for distance instructors included a lack of awareness about library services, lack of necessary resources, and a perception that students lack the necessary technological proficiency to access library resources.

*Larsen, D., Wallace, S. and Pankl, L. (2018), "Mapping library values and student learning outcomes: Alignment with university pedagogical goals and practices", Journal of Information Literacy, Vol. 12 No. 1, pp. 109-117.*

Describes the development of an internal set of guidelines for IL instruction created by the office of Graduate and Undergraduate Studies at the University of Utah Marriott Library, and their use in one semester of a first-year Learning, Engagement, Achievement, and Progress (LEAP) class that included an embedded librarian. These guidelines were developed using their University's Quality Course Framework (QCF), Marriott Library's Four Core Student Library Learning Outcomes, and the ACRL *Framework*. Suggests that the use of these guidelines is beneficial for developing consistent and effective curriculum, as well as integrating a wide variety of pedagogical styles and philosophies held by instruction librarians and faculty.

*Lawson, T.J. and Brown, M. (2018), "Using pseudoscience to improve introductory psychology students' information literacy", Teaching of Psychology, Vol. 45 No. 3, pp. 220-225.*

Details the creation of an assignment focused on evaluating the scientific credibility of various information sources in psychology. Found that having students evaluate scientific and pseudoscientific sources on autism and vaccines using a set of criteria and guiding questions increased students IL skills when they were presented with scenarios evaluating other pseudoscience therapies. The authors found a statistically significant increase in IL skills in students who received the assignment ( $n = 13$ ) compared with 28 students who did not ( $n = 28$ ).

*Leebaw, D. (2018), "Is corporate a bad word?: The case for business information in liberal arts libraries", portal: Libraries and the Academy, Vol. 18 No. 2, pp. 301-314.*

Argues in favor of increased integration of business information and resources into IL curriculum at liberal arts colleges and universities. A survey of liberal arts librarians found that most are uncomfortable with teaching IL using business information due to perceived inexperience and lack of funding for necessary resources. By deconstructing the utility of business information for addressing each of the ACRL frames, the author concludes that teaching IL using business information aligns with institutional goals of liberal arts colleges and universities as well as established critical information literacy theories.

*Lewis, A.B. (2018), "What does bad information look like? Using the CRAAP test for evaluating substandard resources", Issues in Science and Technology Librarianship, Vol. 88.*

Describes an instruction activity for a science writing course designed to introduce undergraduate students at the University of Colorado Boulder to the Currency, Relevance,

Authority, Accuracy, Purpose (CRAAP) test as a tool for evaluating information sources. The activity builds on student's existing familiarity with peer review, the differences between scholarly and popular sources, and the construction of authority across different types of literature by using the online tool Padlet to guide learners through evaluating a blog post on the subject of climate change using the CRAAP test.

*List, A. and Alexander, P.A. (2018), "Corroborating students' self-reports of source evaluation", Behaviour & Information Technology, Vol. 37 No. 3, pp. 198-216.*

Examines the relationship between the self-reported source evaluation processes of ( $n = 197$ ) undergraduates and their observed source evaluation behaviors using the Credibility Assessment Scale (CAS). Data on the frequency of use and subjects' beliefs about the quality of different types of sources were assessed using the Information Source Credibility Scale (ISCS) and then compared with subjects' actual behaviors when presented with a research prompt. Investigators found no correlation between students' responses on the ISCS and their observed research behaviors; however, some correlation was found between how students ranked the trustworthiness of different sources and behavioral measures of sources evaluation exhibited.

*Lowe, M.S., Maxson, B.K., Stone, S.M., Miller, W., Snajdr, E. and Hanna, K. (2018), "The boolean is dead, long live the boolean! Natural language versus boolean searching in introductory undergraduate instruction", College & Research Libraries, Vol. 79 No. 4, pp. 517-534.*

Evaluates the results of database searches conducted by ( $n = 25$ ) academic librarians to compare the effectiveness of Boolean operations "AND" and "OR" with natural language searching. Found a comparable relevance for the two methods where natural language searching is at least as good as Boolean operations. Suggests that because Boolean searching is no longer explicitly identified as a competency after the implementation of the ACRL *Framework*, first-year students would benefit from reducing the prominence of Boolean searching and redirecting instruction time to cover other more relevant IL concepts.

*Lugya, F.K. (2018), "User-friendly libraries for active teaching and learning: A case of business, technical and vocational education and training colleges in Uganda", Information and Learning Science, Vol. 119 Nos 5/6, pp. 275-294.*

Reports on an eight-month training program designed in partnership with the Ministry of Education in Uganda and Belgium Technology Corporation implemented to create user-friendly libraries across various types of Ugandan colleges. The training program included developing a new strategic plan and policies/procedures, capacity building in systems, physical space planning, and organizational restructuring including a revision of job descriptions. Describes how centering users of the library can help transform spaces, services and pedagogical approaches.

*Luo, L. (2018), "Experiencing evidence-based library and information practice (EBLIP): Academic librarians' perspective", College & Research Libraries, Vol. 79 No. 4, pp. 554-567.*

Investigates the use of evidence-based library and information practice (EBLIP) at a mid-sized California university. Through a series of focus group interviews with librarians, library administrators and non-MLIS holding library staff, investigators found that EBLIP has been primarily used for understanding what choice will lead to a desired outcome, or for understanding a choice in context. Challenges to using EBLIP are lack of time, lack of training for librarians and staff, not having enough evidence to base a decision on, and inconsistent application by administration.

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*Lwehabura, M.J.F. (2018), "An assessment of information literacy skills among first-year postgraduate students at Sokoine University of Agriculture Tanzania", Journal of Librarianship and Information Science, Vol. 50 No. 4, pp. 427-434.*

Surveys of ( $n = 175$ ) first-year post-graduate students at Tanzania University in agriculture, veterinary medicine, and development studies to assess IL skills and identify challenges with searching for and using information sources in their academic work. Found that while 53 per cent of incoming students received some form of IL training in their undergraduate programs, the lack of training acquired by the remaining percentage of students greatly impacted their skill levels. Recommends a mandatory IL course for postgraduate programs to address this deficiency and highlights IL skills as a prerequisite for academic development and lifelong learning.

*Lwoga, E.T. and Sukums, F. (2018), "Health sciences faculty usage behaviour of electronic resources and their information literacy practices", Global Knowledge Memory and Communication, Vol. 67 Nos 1/2, pp. 2-18.*

Surveys of ( $n = 135$ ) faculty at a public university in Tanzania to assess the correlation between individual IL skills and usage of electronic library resources with other online resources. Found that faculty self-rated below "good" in the majority of pre-defined IL competencies including skills in searching for resources, evaluating information, managing references, and engaging with Web 2.0 technology, but expressed a lack of familiarity with the library's collection of scholarly databases. The authors note the need for specialized IL training for faculty in using electronic resources.

*MacDonald, K.I. (2018), "The business of chemistry: Opportunities for interdisciplinary collaboration in information literacy", Science & Technology Libraries, Vol. 37 No. 4, pp. 323-331.*

Argues for the inclusion of business resources in chemistry IL sessions to better prepare chemists for the workforce. The author provides resource suggestions such as finding North American Industry Classification Systems (NAICS) codes for chemical manufacturing and then creating a list of potential employers using the database ReferenceUSA. Other suggestions for interdisciplinary chemistry and business collaborations include patent searching.

*Magnus, E., Belanger, J. and Faber, M. (2018), "Towards a critical assessment practice", In the Library with the Lead Pipe.*

Examines critiques of assessment in higher education and responds with suggestions on how to implement an equity mindset in assessment. Recommendations are provided from a critical perspective on research project recruitment, participative design, ethnography and survey design. Concludes with a series of thoughtful questions to guide assessment work.

*Majetic, C. and Pellegrino, C. (2018), "Building information literacy skills using science news media: Evidence for a hands-on approach", Journal of College Science Teaching, Vol. 48 No. 1, pp. 83-91.*

Pre/post-assignment survey of ( $n = 86$ ) undergraduate students in an environmental science course to assess the effectiveness of a scaffolded science media assignment in building information and science literacy. Found clear increases in students' ability to locate the original scientific articles mentioned in science news media and self-reported student confidence levels with information literacy skills; identifies a need for additional training in critical media assessment and understanding of science content. Explains the importance of science literacy and information literacy as two distinct, yet related skill sets required for

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academic success and informed decision making for personal health and civic engagement around science related issues.

*Mallon, M.N. (2018), The Pivotal Role of Academic Librarians in Digital Learning, Libraries Unlimited, Santa Barbara, California.*

Articulates how librarians can support IL throughout the university curriculum and in online learning environments by collaborating with course instructors on assignment design, learning objects, and assessment. Written for both librarians and non-librarians alike, chapters cover practical ways to support distance learners, use tools like digital concepts maps for performance-based assessment, and strategies for reaching out to graduate and professional program, as well as advocating for librarian-faculty collaborations and integrating digital literacy and digital humanities into the curriculum. Includes an example curriculum map for general education, digital/information literacy activities, sample assignments, and worksheets.

*Marchis, B.A. (2018), "Putting levity into literacy", Journal of Information Literacy, Vol. 12 No. 2, pp. 113-120.*

Describes an instructional video project at Stanford Libraries that introduces services and teaches IL skills through short, entertaining and humorous videos with the aim of more student engagement rather than boredom. The ongoing project, spanning months for each finished video, involved the creation of an animated squirrel mascot, the hiring of an outside professional service for high production value (\$34,231 total for the first five videos), and branded promotional stickers featuring the mascot. Despite dealing with initial institutional pushback over the team's vision for the videos' tone and style, the library reports positive responses from both students and instructors, as each video posted on YouTube has been viewed hundreds or thousands of times, as well as increased visibility and relatability to students.

*Markowski, B., McCartin, L. and Evers, S. (2018), "Meeting students where they are: Using rubric-based assessment to modify an information literacy curriculum", Communications in Information Literacy, Vol. 12 No. 2, pp. 128-149.*

Describes a rubric assessment project of first-year student work using a modified AAC&U Value rubrics for communication, critical thinking and IL. The authors analyzed student papers ( $n = 124$ ) and found that many students used information found in the introduction or literature portion of an academic article, making it difficult for the student to create an argument based on the actual research study results. While student scores did not improve in the following semester after some changes to the instruction, the authors discuss the value they found in helping students participate in scholarly conversations.

*Mawson, M. and Haworth, A.C. (2018), "Supporting the employability agenda in university libraries: A case study from the University of Sheffield", Information and Learning Science, Vol. 119 Nos 1/2, pp. 101-108.*

Discusses contributions made by the library at the University of Sheffield to promote IL as employability attribute in the institute's employability agenda, including the development of commercial awareness workshops and videos of students and alumni discussing their use of IL skills. Feedback from the workshops was positive and the inclusion of student and alumni voices to the employability guide helped emphasize the differences between IL skills needed in academic versus workplace settings. Highlights the benefits of contextualizing IL in workplaces, collaborating with career services on campus, and being involved with cross-university strategic issues.

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Maybe, C. (2018). *Impact Learning: Librarians at the Forefront of Change in Higher Education*, Chandos Publishing, Cambridge, Massachusetts.

Details the Instruction Matters: Purdue Academic Course Transformation (IMPACT) program that integrates IL and related pedagogical practices throughout the curriculum as a result of a course redesign initiative at Purdue University using principles of informed learning theory and design. Chapters cover a range of topics related to this approach, including the role of librarians, course instructors' perceptions of IL, design methods, considerations for implementation, and professional development for librarians.

McCartin, L. and Dineen, R. (2018), *Toward a Critical-inclusive Assessment Practice for Library Instruction*, Library Juice Press, Sacramento, California.

Examines the relationship between critical pedagogy and assessment with insights from the authors' personal assessment journeys. Details the literature in critical theory and existing assessment literature. Provides practical examples of how to reflect on and critically assess teacher performance and student learning outcomes in one-shot information literacy instruction and credit-bearing courses.

McCartin, L.F. (2018), "Self-efficacy of academic librarians: Implications for public services managers", *International Information & Library Review*, Vol. 50 No. 2, pp. 163-169.

Survey of ( $n = 68$ ) academic librarians in an instruction/liaison role that addresses deference behavior when working with disciplinary faculty by exploring the relationship between self-efficacy and faculty status, and self-efficacy and years of experience in the profession. Found no significant relationship between faculty status or years of experience with self-efficacy, but did uncover a relationship between gender and self-efficacy where men reported higher perceived self-efficacy than women. Calls for librarians in this role to identify and address issues with self-efficacy as a starting point for shifting their role from service provider to partners at academic institutions.

McGeough, R. and Rudick, C.K. (2018), "It was at the library; therefore it must be credible": *Mapping patterns of undergraduate heuristic decision-making*", *Communication Education*, Vol. 67 No. 2, pp. 165-184.

Interviews of ( $n = 26$ ) undergraduate students enrolled in an introductory communication course to identify heuristic strategies for evaluating sources used in public speaking assignments. Found four factors primarily used to make decisions about which sources to include appeal to authority, appeal to form, appeal to popularity and the appeal to the students' own preconceived ideology. Advises that IL instruction must avoid an over reliance upon these four strategies to effectively support students with the development of their speeches and ability to make knowledgeable claims in the public sphere.

Michalak, R., Rysavy, M., Hunt, K., Smith, B. and Worden, J. (2018), "Faculty perceptions of plagiarism: Insight for librarians' information literacy programs", *College & Research Libraries*, Vol. 79 No. 6, pp. 747-767.

Survey of ( $n = 47$ ) undergraduate and graduate faculty at a small private college to assess their understanding of plagiarism and use of IL resources to deter plagiarism in classroom assignments. Found that faculty's definition of plagiarism varied but were most similar to the college's official definition, and that they underused library resources including course-based instruction provided by librarians. Because librarians lead IL instruction efforts across campus, there is an opportunity for their involvement in faculty professional development around plagiarism with the goal of improving student understanding of appropriate use of sources.

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*Miller, R.E. (2018), "Reference consultations and student success outcomes", Reference & User Services Quarterly, Vol. 58 No. 1, pp. 16-21.*

Exploratory study conducted by the University of Wisconsin-Eau Claire's Office of Institutional Research in partnership with the university's library to analyze the correlation between library usage, student retention, and student academic achievement. Found that students who used library services including circulation, IL instruction, interlibrary loan, computers, and physical spaces maintained the highest GPAs. Future research intends to identify strategies that can better track the impact of reference interactions while considering issues with student privacy and collecting or mining user data for the purpose of learning analytics.

*Miller, S.D. (2018), "Diving deep: Reflective questions for identifying tacit disciplinary information literacy knowledge practices, dispositions, and values through the ACRL Framework for Information Literacy", Journal of Academic Librarianship, Vol. 44 No. 3, pp. 412-418.*

Presents a set of reflective questions designed using the theory of Decoding the Disciplines and ACRL frames to disambiguate less obvious elements of IL by discipline. By presenting these questions to librarians and faculty at various institutions and conferences, major themes emerged including disciplinary cultures that may not be obvious to learners who have not been "pre-educated" or exposed to undergraduate research including disciplinary idiosyncrasies, processes, and conventions. Identifies ACRL frames as sites for critical examination of structures in IL and exclusionary practices that can be used as tools for uncovering barriers to student research practices and ensuring inclusion across disciplines.

*Morris, A. (2018), "Creating captivating information literacy tutorials", Public Services Quarterly, Vol. 14 No. 2, pp. 160-169.*

Provides strategies for creating and introducing a new set of online video tutorials made with Adobe Captivate covering IL concepts at Texas Woman's University. Found that while there is extensive research on how to implement new tutorials, research on how to design, create and produce the videos is lacking. Describes specific strategies including limiting tutorial length, considering modularity of tutorials, providing proof of completion for each tutorial and maintaining an in-house approach to tutorials instead of working with outside vendors so that library staff can assist with technical or content-based questions quickly.

*Musgrove, A.T., Powers, J.R., Rebar, L.C. and Musgrove, G.J. (2018), "Real or fake? Resources for teaching college students how to identify fake news", College & Undergraduate Libraries, Vol. 25 No. 3, pp. 243-260.*

Describes the current information landscape, focusing on the intersection of social media and online news sources and presents best practices for teaching strategies for evaluating online information to "digital natives" in college environments. Found that understanding the role of psychological heuristics in IL in combination with the use of ACRL frames can help produce effective lesson plans and worksheets designed to build skills in determining the credibility of information. Highlights the impact online news platforms have on the evaluation of news-based information.

*Napier, T., Parrott, J., Presley, E. and Valley, L. (2018), "A collaborative, trilateral approach to bridging the information literacy gap in student writing", College & Research Libraries, Vol. 79 No. 1, pp. 120-145.*

Uses assessment data from a first-year writing and library IL programming to identify the shortcomings of a traditional bilateral approach to collaboration among librarians, course instructors, and university writing centers. Partnerships between faculty and librarians

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support students' ability to locate and evaluate information, and faculty and writing centers support composition skills; however, students' challenges with integrating information sources in research-based assignments can be addressed best by a trilateral approach to collaboration that engages all three resources. A restructuring of writing center services at Eastern Kentucky University enabled the evaluation of this issue and created the opportunity to integrate the library, faculty and writing centers in strategic planning to better support student research and writing.

*Ndumbaro, F. (2018), "Understanding user-system interactions: An analysis of OPAC users' digital footprints", Information Development, Vol. 34 No. 3, pp. 297-308.*

Analyzes OPAC transaction logs at the University of Dar es Salaam library in Tanzania to examine the extent to which users succeed in locating information and uncover the major factors resulting in a 19 per cent search failure rate. Found overall low usage of OPAC and highlights spelling mistakes, syntax issues, misuse of search fields, and lack of user familiarity with LCSH as the most prominent factors in search results with zero results. Calls attention to the lack of research on user behavior in developing countries and points to evidence-based information literacy as a strategy for supporting students in returning more relevant results and avoiding search failure.

*Neely-Sardon, A. and Tignor, M. (2018), "Focus on the facts: A news and information literacy instructional program", The Reference Librarian, Vol. 59 No. 3, pp. 108-121.*

Explains the connection between news literacy and IL in the context of an academic library at a large public state college. Found that faculty and students may not understand this connection and describes a comprehensive IL program that includes faculty outreach and professional development, one-shot workshops, course assignments and learning objects made available through LibGuides. Highlights the role of librarians as experts in source evaluation and fact-checking across disciplines and various information types.

*Nichols Hess, A. (2018), Transforming Academic Library Instruction: Shifting Teaching Practices to Reflect Changed Perspectives, Rowman & Littlefield Publishers, Lanham, Maryland.*

Explores how and if academic librarians develop identities as teachers using Mezirow's transformative learning theory and results from a 2017 survey. Chapters cover topics such as shifting responsibilities with the transition from the ACRL *Standards* to the *Framework* and how teaching identities are developed. Includes takeaways for teaching librarians, administrators, and LIS educators.

*Nwosu, J.C., John, H.C., Izang, A.A. and Akorede, O.J. (2018), "Assessment of information and communication technology (ICT) competence and literacy skills among undergraduates as a determinant factor of academic achievement", Educational Research and Reviews, Vol. 13 No. 15, pp. 582-589.*

Survey of ( $n = 300$ ) Nigerian undergraduate students' ICT competencies and IL skills, and their perceived effect on academic grades. Concludes that while their ICT competence and IL skills were high, students were not confident in their ability to select appropriate sources for research assignments. Recommends including IL in the curriculum and increasing access to electricity and WiFi on campus.

*O'Clair, K. and Gillard, S.M. (2018), "Student perceptions of an online model for library orientation in agriculture and related disciplines", Journal of Agricultural & Food Information, Vol. 19 No. 1, pp. 21-36.*

Survey of ( $n = 1,048$ ) first-time freshman and transfer students at California Polytechnic State University in the College of Agriculture, Food and Environmental Sciences after

completing an online library orientation tutorial and assignment. Students perceived the tutorial as a good use of time, and found it effective in learning about research assistance and plagiarism, but were less likely to view answering the accompanying assignment questions as a good use of time. Higher scores from transfer students suggest designing library orientation tutorials specifically for this group could be more apt to prepare them for upper division coursework.

*Oberlies, M.K. and Mattson, J.L. (2018), Framing Information Literacy: Teaching Grounded in Theory, Pedagogy, and Practice, Association of College and Research Libraries, Chicago, Illinois.*

A six volume edited collection of IL lesson plans with one volume for each ACRL *Framework* concept tagged by frame, discipline, subject, learning theory, pedagogy, and special population. Includes narratives of how materials were developed, learning outcomes, activities, assessment measures, suggestions for modification, and Creative Commons permissions. Topics include problem-based learning, critical media literacy, hip-hop pedagogy, social and cooperative learning, guided inquiry, and flipped classroom methods.

*Orgeron, J.P. (2018), "Understanding the language of information literacy", Journal of Academic Librarianship, Vol. 44 No. 1, pp. 81-87.*

Examines the results of Schaub *et al.* (2017) "The language of information literacy" through ordinary language philosophy, Putnam's division of linguistic labor, and Grice's Cooperative Principle. Schaub *et al.* found no statistical significance between library instruction and identifying IL term definitions, and recommended providing glossaries and working with faculty to improve student learning. However, through the cooperative principle Orgeron questions whether library educators should clarify technical language, replace it with natural language, or embrace its complexity, ultimately advocating for a holistic understanding through early exposure.

*Owusu-Ansah, C.M., Rodrigues, A. and Van Der Walt, T. (2018), "Factors influencing the use of digital libraries in distance education in Ghana", Libri, Vol. 68 No. 2, pp. 125-135.*

Survey of ( $n = 463$ ) distance learners, as well as some tutors, coordinators and librarians, at a multi-campus public university in Ghana to explore factors that contribute to digital library use. Found that academic tasks did not require distance learners to use library resources and that they preferred print resources such as books over digital resources. Argues for online IL tutorials and collaborating with programs to integrate IL throughout the curriculum to promote inquiry-based and lifelong learning through policy requirements to use digital library resources.

*Palumbo, L.B. (2018), "Instruction is contextual: An examination of McNair Program curricula for STEM scholars and recommendations based on the framework for information literacy in higher education", Science & Technology Libraries, Vol. 37 No. 2, pp. 187-210.*

Survey of ( $n = 25$ ) McNair Scholars programs across the country and analysis of the application of the ACRL *Framework* for STEM IL instruction. Found some evidence of programmatic awareness of the need for STEM-specific reading materials, instructors and subject librarians, but that most programs seemed to rely on individual faculty mentors to drive pedagogy and the curriculum. Based on the author's experience with curriculum design and teaching a credit-bearing research course for McNair scholars at Rutgers University, Palumbo aligns the frames with curriculum recommendations, learning outcomes, and assignments.



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Paulson, E. and Laverty, C. (2018), "Leveraging learning outcomes to build an online information literacy tool", *Journal of Library & Information Services in Distance Learning*, Vol. 12 Nos 1/2, pp. 35-48.

Reflects on the development of Student2Scholar, a sequence of IL modules for graduate students in the social sciences, in collaboration with librarians, instructional technologists, students and a graduate program director. Recommends identifying shared learning outcomes and using backward design to sequence content, develop activities and assess learning. After identifying areas where in-person activities were needed to reinforce higher-order skills, the team also developed accompanying resources and facilitator guides.

Payne, D. (2018), "Bookworms as information literacy? How Henri Lefebvre's spatial triad encouraged OCAD University to replace the art library through site-interventions", *Art Libraries Journal*, Vol. 43 No. 3, pp. 153-160.

Analyzes student studio art projects from a site-intervention IL program at the Ontario College of Art and Design University Library using Lefebvre's spatial triad to realign students' conceived understanding of libraries as "books" with emerging spatial practices. After an introduction to library and spatial theory, students created and installed exhibitions in the library that reflected libraries as complex spatial entities. Qualitative analysis and peer studio critiques of two case studies highlight themes such as feminist critiques of traditional modes of scholarship, ephemerality of information objects and intellectual freedom.

Pegues, C. (2018), "Engendering social justice in first year information literacy classes", *Communications in Information Literacy*, Vol. 12 No. 2, pp. 193-202.

Proposes that first-year IL courses deal with social justice, focusing on issues of race, gender, free speech, and social media, all of which are increasingly relevant on college campuses, the current socio-political climate, and to the personal growth of individual students. Provides examples of how assignments that develop IL skills, such as selecting sources and evaluating their authority, can be used to approach topics like police brutality against the black community, sexual assault and the #metoo movement, free speech versus hate speech, fake news, and social media as an influential information source. Argues for a full 3-h credit course that denotes the necessity of first-year IL courses, especially to potential on-campus partners.

Perret, R. (2018). "Librarian attitudes toward librarians teaching nonlibrary subjects", *portal: Libraries and the Academy*, Vol. 18 No. 2, pp. 315-330.

Survey of ( $n = 139$ ) academic librarians on perceptions of librarians teaching subjects outside of library skills and information literacy, such as college readiness or humanities courses. Found that instruction librarians were more likely to view teaching non-library subjects as an inappropriate use of librarians' time, and referenced concern for compensation, release time, and juggling multiple responsibilities. However, those who had taught outside the library emphasized that the experience improved their own pedagogy and their relationships to and with students and faculty.

Perret, R. (2018), "Mission critical? The presence of information literacy in academic library mission statements", *Library Philosophy and Practice*, pp. 1-5.

Analyzes academic library websites for the presence of IL in the mission or vision statement of the institution. Found that 24 per cent of the selected libraries explicitly mention IL or associated concepts like evaluating information within their vision or mission. Discusses the importance of having a mission and vision statement aligned with educational goals of libraries.

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Perry, H. (2018), "Understanding financial conflict of interest: Implications for information literacy instruction", *Communications in Information Literacy*, Vol. 12 No. 2, pp. 215-225.

Describes the importance of considering financial conflict of interest (FCOI) statements in evaluating scientific information as part of IL instruction. Situates FCOI and their role in disinformation in health sciences literature, then discusses in detail how teaching FCOI can be aligned with dispositions and knowledge practices of various frames in the ACRL Framework.

Petermanec, Z. and Šebjan, U. (2018), "The impact of components of information literacy on student success in higher education", *Knjižnica*, Vol. 62 Nos 1/2, pp. 151-168.

Regression analysis of ( $n = 197$ ) Slovenian undergraduate economics student scores on an pre- and post-test and final grades upon graduation. Found that students who received IL instruction had higher test scores and final grades, but searching was the only concept that significantly impacted grades. Recommends introductory IL courses and scaffolding IL throughout the curriculum to increase all components of proficiency.

Phillips, M., Van Epps, A., Johnson, N. and Zwicky, D. (2018), "Effective engineering information literacy instruction: A systematic literature review", *Journal of Academic Librarianship*, Vol. 44 No. 6, pp. 705-711.

Systematic review of IL articles published from 2000 to 2016 discussing engineering instruction. Found 11 examples of effective instruction and notes that the teaching style in most of these was face-to-face lecture, which is also the dominant style found in the literature. Overall, the authors found few indicators from the review of what makes an engineering IL course successful aside from collaborating with course instructors.

Pieterse, E., Greenberg, R. and Santo, Z. (2018), "A multicultural approach to digital information literacy skills evaluation in an Israeli college", *Communications in Information Literacy*, Vol. 12 No. 2, pp. 107-127.

Survey of ( $n = 95$ ) students in an Israeli College regarding their access to technology and three IL dimensions: technological, cognitive, and socio-emotional. There were significant differences between students based on their primary language of Hebrew or Arabic. Students who spoke Arabic were more likely to use library discovery tools and prefer reading print sources. Hebrew students were more likely to feel confident using technology and have access to devices; however, there were no significant differences in how students evaluated information.

Pilerot, O. and Lindberg, J. (2018), "Inside the library: Academic librarians' knowing in practice", *Journal of Librarianship and Information Science*, Vol. 50 No. 3, pp. 254-263.

Ethnographic study of ( $n = 26$ ) Swedish academic librarians' information use in their professional practice through observations, object analysis and interviews. Findings suggest that teaching librarians especially learn through observing peer and user behaviors and curating a variety of sources. Overall, these librarians stayed up to date through passive alertness toward trends and relied more on informal information such as reading and socializing to inform their practice.

Pinto, M., Fernandez-Pascual, R. and Sales, D. (2018), "Communication of information in the digital age among social sciences students", *Aslib Journal of Information Management*, Vol. 70 No. 4, pp. 326-343.

Survey of ( $n = 1,575$ ) communication-dissemination competency by degree program at six Spanish universities based on belief-in-importance, self-efficacy, knowledge and skill in producing and sharing information. Used statistical modeling to develop the ILCom sythenetic indicator. Recommends subject offerings on communication-dissemination for

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broad disciplines and specific degree courses to prepare students to engage in academic and professional research practices, with a need for intervention identified especially for psychology, education, pedagogy, tourism and social work.

*Poggiali, J. (2018), "Student responses to an animated character in information literacy instruction", Library Hi Tech, Vol. 36 No. 1, pp. 29-42.*

Discusses the collaborative process of developing a custom animated character for an instructional video on evaluating Internet sources and preliminary results from variable focus groups (total  $n = 24$ ). The character was well-received, and influencing factors included the viewer's suspension of disbelief, identifying with her peer-status or personality, and attention to human-like gestures. Despite divided opinions on character traits and format, animated pedagogical agents show promise for engaging students in IL concepts and alleviating anxiety around asking questions synchronously.

*Porterfield, J.M. (2018), "Overcoming challenges to critical information literacy: Primary source analysis as consciousness-raising", Pennsylvania Libraries: Research & Practice, Vol. 6 No. 2, pp. 106-112.*

Case study of an IL lesson for a gender and communication course involving primary source analysis. The author makes connections between critical pedagogy concepts and the role of archives in shaping collective memory to argue that primary source analysis in particular is an accessible way to introduce critical pedagogy in the IL classroom. Provides suggestions for adapting the lesson to other disciplinary contexts and highlights the use of primary sources as a way to raise consciousness on social justice issues.

*Powers, A. (2018), "Teaching research outside the classroom: A case study and assessment", Art Documentation: Bulletin of the Art Libraries Society of North America, Vol. 37 No. 2, pp. 241-252.*

Describes the development of a course LibGuide, video and modules to support art history research papers and prepare students for research consultants. After completing the online activities, students who meet a benchmark quiz score earned a consultation with a librarian and extra credit points. Includes a rubric for scoring final research papers, module outlines, handouts and quiz questions.

*Pretorius, L. (2018), "Experiential and self-discovery learning in digital literacy: Developing the discernment to evaluate source reliability", College & Undergraduate Libraries, Vol. 25 No. 4, pp. 388-405.*

Explores the conversion of a face-to-face session into an online tutorial designed to teach source reliability through experiential learning, and analyzes its effectiveness using ( $n = 385$ ) tutorial scores and qualitative feedback. Throughout the tutorial, students scored a source's reliability and prompts provided feedback for incorrect scores to redirect assessment. Most students could identify source reliability correctly, and of the approximately 10 per cent who had difficulty with a specific source type (i.e. blog post), all but one were able to understand and incorporate feedback that improved their performance in evaluating other source types; however, students demonstrated barriers to understanding how to evaluate source reliability, such as how to define and apply credibility markers, a lack of understanding about what features are in a reliable source, and incorrect preconceptions about what constitutes reliability.

*Primary Research Group. (2018), Survey of American College Students: Use of Citation Tools, Primary Research Group, Inc., New York, New York.*

Survey of ( $n = 11,400$ ) American college students on the use of citation management software. Found that students from more privileged backgrounds such as Caucasian

students at private four-year universities with a higher family income were more likely to have used citations tools, and that nearly half of respondents reported that their college or library provided no training on citation management software. Includes questionnaire and detailed demographics for use of various software.

*Pullman, E. (2018), "Applying the Framework as a reflective tool: A teacher learner perspective", College & Research Libraries News, Vol. 79 No. 8, pp. 416-419.*

Discusses the ACRL *Framework* as a reflective tool for teaching librarians to gain proficiency in unfamiliar disciplines and think about knowledge practices and dispositions from a novice perspective. Describes and provides an example of using a process map to reflect on a frame in terms of a description of what happened, feelings and reactions, evaluation of experience, analysis, general conclusions, specific conclusions and a personal action plan. Found that changing an activity based on this method resulted in a deeper understanding of authority for students, and recommends further conversations around the *Framework*, reflection and assessment.

*Qayyum, D.M.A. and Smith, D.D. (2018), "Changing research behaviours of university students with progression throughout a course", Journal of the Australian Library & Information Association, Vol. 67 No. 3, pp. 256-277.*

Mixed methods study of novice and experienced students' online information searching behaviors using eye tracking, screen captures, and interviews. Found that novice students stuck with keywords from the assignment and spent less time reading or skimming sources, while experienced students made more modifications to their search strategy, read results more deeply, and made greater use of library resources. Recommends providing additional instruction for all students in speed reading and search strategies, and designing assignments that facilitate student behaviors in the search process.

*Raish, V. (2018), "A link in every syllabus: Providing students with current information", Journal of New Librarianship, Vol. 3, pp. 276-281.*

Describes a project to place a link to a library orientation and IL skills guide in every syllabus for distance learning classes at Penn State World Campus. Details working with instructional designers to place the guide into standard course shells in the learning management system. The author notes that the guide saw a 264 per cent increase in views after inclusion on syllabi.

*Rapchak, M.E. (2018), "Collaborative learning in an information literacy course: The impact of online versus face-to-face instruction on social metacognitive awareness", The Journal of Academic Librarianship, Vol. 44 No. 3, pp. 383-390.*

Survey of ( $n = 309$ ) first-year students in face-to-face and online credit-bearing IL courses using the Social Metacognitive Awareness Inventory (SMAI) to determine whether course modality affects students' perceptions of their ability to regulate and plan a collaborative research assignment. Found statistically significant lower social metacognitive awareness in online students and recommends synchronous discussions, scripting software and project management tools to scaffold skills for online students. Includes collaborative research assignment and SMAI as appendices.

*Reale, M. (2018), The Indispensable Academic Librarian: Teaching and Collaborating for Change, ALA Editions, Chicago, Illinois.*

Meditations on the role of librarians as educators who are an integral part of teaching and learning in higher education. Each chapter includes strategies for thinking and talking about librarians as uniquely positioned educators on topics such as teaching at the reference desk, critical pedagogy and inquiry in the classroom, collaborating with course faculty, space and

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service design, reflective practices and leadership. The author also alludes to instruction librarian burnout and offers tips for reducing stress and setting healthy boundaries.

*Rebmann, K.R. (2018), "Supporting open information literacy via hybridised design experiments", Journal of Information Literacy, Vol. 12 No. 2, pp. 89-97.*

Describes a project where LIS graduate students conducted research in open access journals and completed a blogging assignment through the lens of design experiment research (Brown, 1992). The author posits that competencies associated with searching open access literature are a dimension of "open information literacy". Students were exposed to open access publications with the hopes of encouraging them to publish in open publications in the future.

*Renfro, C. and Stiles, C. (2018), Transforming Libraries to Serve Graduate Students, American Libraries Association, Chicago, Illinois.*

Edited collection of chapters covering library services, spaces, technology and partnerships that meet the unique needs of graduate students and their specialized disciplines such as studio art, business, social work, health sciences and STEM. Case studies highlight how IL programs use the ACRL *Framework* for graduate-level one-shot instruction, online tutorials, research consultations and workshops. Other topics of interest include data management, makerspaces and GIS workshops, training graduation student teachers and diversifying PhD pathways.

*Reyes, B.M., Hicks, A. and Maxson, B.K. (2018), "Information literacy practices of Spanish-speaking graduate students at the University of Kansas", portal: Libraries and the Academy, Vol. 18 No. 3, pp. 595-615.*

Analyzes how multilingual international graduate students approach research from a sociocultural perspective. Focus group interviews ( $n = 21$ ) found that students initially feel overwhelmed and confused by available information resources, are seeking to understand their disciplines through a cannon, and are eager to apply their knowledge in careers or other contexts. As a result of the study, the authors detail changes they have made to their international student orientations and workshops.

*Rhodes, A., Danaher, M. and Kranov, A.A. (2018), "Concurrent direct assessment of foundation skills for general education", On the Horizon, Vol. 26 No. 2, pp. 79-90.*

Presents a framework for assessing general education concepts such as IL using task-specific scenarios. Undergraduate students were given discussion prompts and scored via a rubric across multiple semesters at Zayed University. Overall, student scores on the rubric improved as they progressed throughout their academic careers with the exception of IL and global awareness.

*Richards, M., Bladek, M. and Okamoto, K. (2018), "Interactive whiteboards in library instruction: Facilitating student engagement and active learning", Practical Academic Librarianship, Vol. 8 No. 1, pp. 1-27.*

Case study discussing the use of interactive whiteboards in the academic library to support affective learning goals and increase student engagement. Found that the most frequently used features were clicking and selecting items, writing, annotating and drawing objects. Recommends ongoing face-to-face training and a shared file of lessons and activities to make effective use of the technology and includes example learning activities as well as instructor assessment questionnaire in the appendices.

*Richter-Weikum, E. and Seeber, K. (2018), "Library experiences of transfer students at an urban campus", Student Success, Vol. 9 No. 2, pp. 63-71.*

Survey ( $n = 459$ ) and interviews undergraduate transfer students at a public urban college about their library experiences. In all, 44 per cent of students had transferred from a four-year college and 89 per cent agreed on a scale that they felt comfortable finding peer-reviewed articles. When interviewed, students expressed a preference for finding information on their own without assistance, and the authors provide suggestions for librarians to serve transfer students in light of these findings.

*Rose-Wiles, L. (2018), "Reflections on fake news, librarians, and undergraduate research", Reference & User Services Quarterly, Vol. 57 No. 3, pp. 200-204.*

Reflects on how students use and evaluate different sources and can be affected by fake news, research roadblocks like paywalls, and the overall development of IL skills. Discusses the role of librarians and library services in curriculum content and how students can learn these skills based on the author's experience with implementing Bernard Lonergan's generalized empirical method into library instruction.

*Rosman, T., Peter, J., Mayer, A.K. and Krampen, G. (2018), "Conceptions of scientific knowledge influence learning of academic skills: Epistemic beliefs and the efficacy of information literacy instruction", Studies in Higher Education, Vol. 43 No. 1, pp. 96-113.*

Investigates epistemic beliefs and IL instruction of psychology students using two intervention studies. The first study focuses on the effects of epistemic beliefs and effectiveness of IL instruction surrounding increases in information-seeking skills; the second study focuses on whether the findings from the first study are transferable to more naturalistic settings. Advocates for more embedded instruction that would allow for greater integration of epistemic beliefs and IL skills based on the results.

*Rush, L. (2018), "Examining student perceptions of their knowledge, roles, and power in the information cycle: Findings from a 'fake news' event", Journal of Information Literacy, Vol. 12 No. 2, pp. 121-130.*

Reports on feedback from a university panel and discussion on fake news featuring journalists and professors in which students learned more about the definition of fake news and the editorial process. Respondents also noted that their most important takeaway was the role of fact checking and the impact fake news has on the community. Provides discussion questions asked of the panelists for those wishing to host their own panel.

*Rustic, A.E. and Wood, J.K. (2018), "Increasing information literacy with a librarian as the class research mentor", Communication Teacher, Vol. 32 No. 4, pp. 243-248.*

Details collaboration between introductory public-speaking communication faculty and an embedded librarian who served as a research mentor by attending nine class sessions, presenting three IL workshops, attending instructor meetings with students, and providing an evaluation as part of students' grades. The collaboration resulted in the use of more credible sources, and students noted the importance of evidence in their speeches. Concludes with recommendations on how to replicate the research mentor experience in larger classes or in cases where the librarian is not able to be present.

*Rysavy, M.D.T., Michalak, R. and Hunt, K. (2018), "Mapping points of interest: An analysis of students' engagement with digital primary sources", American Journal of Distance Education, Vol. 32 No. 3, pp. 202-216.*

Describes the development and assessment of the Digital Archival Advertisements Survey Process (DAASP) model, an active learning strategy used to teach evaluating primary sources in a first-year writing course. The research and design team, which consisted of a library and learning center director, English faculty member and institutional research and training director, created four surveys in Qualtrics that allowed students to upload images

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from a primary source database, analyze the image using heat map clicks, respond to reflect prompts and peer-review each other's work. Found that students were more likely to choose appropriate print-based advertisements when required to use a specific collection and provided more substantial feedback to their peers online than in-person.

*Salisbury, L., Omolewu, A.O. and Smith, J.J. (2018), "Technology use for non-educational purposes during library instruction: Effects on students learning and retention of information", Science & Technology Libraries, Vol. 37 No. 3, pp. 274-289.*

Discusses a study conducted in 28 chemistry library instruction sessions where some groups were asked to put away their cell phones and others were not given this instruction. The average score on IL questions was 0.17 points higher for students who self-reported not using a cell phone. Over 40 per cent of students in the control group reported they used a device at some point during a library session and their main activity engaged in was texting.

*Salisbury, M. (2018), "Out of the stacks and into the studios: A creative approach to information literacy", Art Libraries Journal, Vol. 43 No. 4, pp. 169-174.*

Describes a pilot program for an embedded librarian model with 30 incoming low-residency MFA students to assess their current research methods and to offer supporting materials on artistic approaches and practice, as well as to foster relationships between MFA students and librarians. The program was seen as effective and successful, and the author outlines the benefits and future of the program.

*Saunders, L. (2018), "Information literacy in practice: Content and delivery of library instruction tutorials", Journal of Academic Librarianship, Vol. 44 No. 2, pp. 269-278.*

Content analysis of 517 publicly accessible online tutorials from 52 academic libraries identified from the 2000-2017 ACRL Excellence in Academic Libraries winners to determine the spectrum of IL skills and competencies taught. Found that while tutorials cover a wide range of IL topics, those associated with the lower levels of Bloom's Taxonomy, for instance 49.3 per cent of all tutorials cover some aspect of searching, were predominant; in contrast, IL topics associated with higher levels occur far less with only 13 per cent on information evaluation and less than 10 per cent each on plagiarism, copyright, peer review and the information life cycle. Recommends that future tutorials follow instructional best practices, as only 20.3 per cent of tutorials included an assessment component and only 13 per cent explicitly included learning outcomes.

*Savard, D. (2018), "Seeing through the network: A focus on interdisciplinary student research and information discovery", Reference Services Review, Vol. 46 No. 1, pp. 4-15.*

Analysis of focus group ( $n = 18$ ) data from graduate and undergraduate students on their experience with interdisciplinary research. Students discussed tensions between comparing versus integrating disciplines, the importance of defining terms when conducting research, and that at times they felt overloaded by information yet needed access to a broad array of sources. Recommends supporting interdisciplinary research by promoting multidisciplinary discovery tools and fostering enthusiasm for interdisciplinarity.

*Schaus, M. and Snyder, T. (2018), "False starts and breakthroughs: Senior thesis research as a critical learning process", portal: Libraries and the Academy, Vol. 18 No. 2, pp. 251-264.*

Describes how undergraduate students in anthropology and history conducted research for a senior thesis. The authors conducted research with different cohorts of students spanning six years where students were asked open-ended questions about their research process and resources used, and evaluated students' bibliographies with a rubric. Discusses recommendations for librarians within these disciplinary differences such as the importance of theoretical works in anthropology and primary sources in history.

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Schlak, T. (2018), "Academic libraries and engagement: A critical contextualization of the library discourse on engagement", *Journal of Academic Librarianship*, Vol. 44 No. 1, pp. 133-139.

Analyzes the use of the term "student engagement" in broader social sciences and library literature. The author groups library literature into the categories of student learning, service-based learning, library as place, engagement through technology and relational engagement. Suggests areas for further research, including psychological dimensions of engagement in IL instruction and impacts of student employment.

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Schwartz, J. (2018), "Visual literacy: Academic libraries address 21st century challenges", *Reference Services Review*, Vol. 46 No. 4, pp. 479-499.

Explores the role of librarians teaching IL in developing students' visual literacy skills. An electronic survey of ( $n = 118$ ) librarians along with follow up interviews with 16 librarians indicate that while visual literacy is considered an important skill across disciplines only about a third of libraries include teaching visual literacy in their IL curriculum. Recommends that librarians become more familiar with the ACRL *Visual Literacy Competency Standards for Higher Education* and engage in further professional development to meet student needs for visual literacy skill support.

Silva, E., Green, J. and Walker, C. (2018), "Source evaluation behaviours of first-year university students", *Journal of Information Literacy*, Vol. 12 No. 2, pp. 24-43.

Details a think-aloud study analyzing how first-year university students ( $n = 84$ ) evaluate a selection of websites for credibility and authority. Students most often referenced sources as a way to determine credibility followed by their previous experience, judgement bias, publication venue, and authors. The authors also analyzed observed evaluation behaviors compared to what students say were most important for evaluation and found students valued website domain, grammar, fact checking, and publication date significantly more than their behaviors suggested. Finally, when students were given the opportunity to research and fact check each article their initial assessment of credibility did not change significantly.

Sloane, M.E., Quintel, D.F. and Groves, C. (2018), "Lesson plan pilot project for physical science", *Issues in Science and Technology Librarianship*, Vol. 90.

Describes the process of developing a lesson plan for use with geology students as part of an ongoing Quality Enhancement Plan focused on student engagement. The lesson plan aligned with the ACRL *Framework* and emphasized citation using Geological Society of America guidelines, as well as using authoritative information in a newscast assignment. The authors scored student work with rubrics and provided suggestions on effective partnerships with disciplinary faculty in the physical sciences.

Smith, K. (2018), "Popular culture as a tool for critical information literacy and social justice education: Hip hop and Get Out on campus", *College & Research Libraries News*, Vol. 79 No. 5, 234-238.

Describes the creation of a hip-hop activism series created in response to the Hip Hop Symposium in 2017 to help students channel their feelings and discuss social justice issues. The series included two panel presentations and two film screenings with online discussion posts and resource guides to support the discussion and provide an opportunity for students to become more familiar with the library's resources and collection. Using hip-hop and activism was found to be cathartic for students dealing with oppression, as well as a meaningful and impactful way to engage students and introduce them to library resources.

Sobel, K. (2018), "The actor-oriented transfer perspective in information literacy instruction", *Journal of Academic Librarianship*, Vol. 44 No. 5, pp. 627-632.



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Offers a detailed background and framework using actor-oriented transfer (AOT) for tailored IL in mathematics and instruction. Presents the concept of AOT, different contexts and methods, and using AOT in instruction, as well as suggestions for integrating AOT into library instruction.

*Sobel, K., Ramsey, P. and Jones, G. (2018), "The professor-librarian: Academic librarians teaching credit-bearing courses", Public Services Quarterly, Vol. 14 No. 1, pp. 1-21.*

Survey of ( $n = 30$ ) librarians who teach credit-bearing courses for IL as well as courses in departments and topics outside of the library. The responses demonstrated that librarians teach in a wide array of disciplines (general education, history, composition, library, etc.) and over 50 per cent of the courses taught were three or more credits. Survey results include which academic departments funded the courses and how librarians were compensated.

*Squire, N.M. (2018), A Comparative Study of Quiz-style PowerPoint Games as an e-Learning and Instructional Pedagogy, PhD thesis, Northcentral University, San Diego, CA.*

Quantitative study of mandatory IL instruction for online first-year writing students in Arizona comparing effects of passive (e.g. study guide) and active learning (e.g. PowerPoint quiz games) pedagogies, as well as the effect of online formative assessment completion or avoidance on summative assessment scores. Found no significant difference between pedagogies, but there was a significant difference between students who completed online formative assessments versus those who did not. Recommends further research and implementation of active learning such as different gamification methods in IL instruction to improve student learning.

*Stark, E., Kintz, S., Pectorious, C. and Teriba, A. (2018), "Assessment for learning: Using programmatic assessment requirements as an opportunity to develop information literacy and data skills in undergraduate students", Assessment & Evaluation in Higher Education, Vol. 43 No. 7, pp. 1061-1068.*

Describes a workshop for juniors and seniors at a Midwestern US university where students participated in university-level programmatic assessment. An iterative process allowed for self-directed students with faculty feedback and guidance to apply research skills in areas of practical importance to the psychology department, which involved surveys and focus groups of other psychology students and culminated in a report to faculty and a research poster presentation with findings on student success and satisfaction. Participants appreciated the opportunity to assess and test their own capabilities as researchers and contribute to their institution in a meaningful way, and they exhibited IL development in line with "Research as Inquiry" ACRL *Framework* concepts.

*Stonebraker, I. and Howard, H.A. (2018), "Evidence-based decision-making: Awareness, process and practice in the management classroom", Journal of Academic Librarianship, Vol. 44 No. 1, pp. 113-117.*

Focuses on instructional strategies for helping students learn how to use information to make evidence-based decisions using the example of library collaboration with an introductory management course. The authors describe how prior flipped library instruction focused on finding information, but a switch to focusing on decision metacognition and decision-making models increased student abilities to quickly make informed decisions. Provides examples of class activities and an overview of the decision-making literature.

*Sural, S. and Dedeali, N.C. (2018), "A study of curriculum literacy and information literacy levels of teacher candidates in department of social sciences education", European Journal of Educational Research, Vol. 7 No. 2, pp. 303-317.*

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Survey of ( $n = 895$ ) Turkish university teacher candidates on IL skills based on the ACRL *Standards* and levels of curriculum literacy as described by the Turkish Education Foundation. Found that there was a positive relationship between IL competency and curriculum literacy, and that 4th grade teacher candidates had higher levels of competence for ethical and legal uses of information.

*Talikka, M., Soukka, R. and Eskelinen, H. (2018), "Effects of brief integrated information literacy education sessions on undergraduate engineering students' interdisciplinary research", New Review of Academic Librarianship, Vol. 24 No. 1, pp. 48-62.*

Discusses a short-term seminar and integrated IL education of engineering undergraduate students in Finland, specifically on research around sustainability. Students showed both a deepened understanding of the problem and a more distinct focus on sustainability, and there was a significant correlation between understanding of the research problem and information searching. Integrating short-term IL education in s appears to cause a change in students' IL mindset.

*Tanacković, S.F. (2018), "Academic databases in humanities and social sciences setting: The case of students at University of Osijek", Knjižnica, Vol. 62 No. 1, pp. 93-110.*

Mixed methods study ( $n = 381$ ) on how students in the humanities and social science departments perceive and use academic databases at both the graduate and undergraduate level at a Croatian university. Found that 80 per cent of students thought that IL skills were important to their academic success and that overall the social sciences received more formal training in IL than the humanities. The study was successful in gathering insight into general trends and issues, as well as exploring the topic more broadly and in-depth.

*Tewell, E.C. (2018), "The practice and promise of critical information literacy: Academic librarians' involvement in critical library instruction", College & Research Libraries, Vol. 79 No. 1, pp. 10-34.*

Mixed methods exploratory study on how academic librarians incorporate critical information literacy (CIL) into their instruction through what and how they teach, as well as its benefits, such as positive student and faculty engagement, and challenges, such as institutional roadblocks and lack of support. Examines broadly how CIL is defined and applied through survey responses ( $n = 154$ ). Discusses possibilities, institutional expectations, professional norms and other demands and considerations when starting to integrate CIL into library instruction.

*Thacker, M.L. and Laut, J.R. (2018), "A collaborative approach to undergraduate engagement", portal: Libraries and the Academy, Vol. 18 No. 2, pp. 283-300.*

Qualitative study on collaboration between librarians and faculty to examine how students engage in scholarly research and a larger scholarly discussion by participating in a final project that allowed them to create an online guide and facilitate a panel event. An overlapping goal of between the library and faculty member was for students to become more information literate and be able to evaluate a variety of library resources, which was not an initial outcome but one that was met as a result of the collaboration.

*Thielen, J. (2018), "When scholarly publishing goes wry: Educating ourselves and our patrons about retracted articles", portal: Libraries and the Academy, Vol. 18 No. 1, pp. 183-198.*

Provides an introduction to the article retraction process in academic publishing with recommendations and strategies for incorporating retracted article information into instruction. Suggests aligning retraction with the ACRL *Framework* and educating students about the fallibility of scholarly publishing.

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Thomas, S. (2018), "Zines for reaching: A survey of pedagogy and implications for academic librarians", *portal: Libraries and the Academy*, Vol. 18 No. 4, pp. 737-775.

Survey of ( $n = 57$ ) non-library faculty on their use and knowledge of zines in teaching. Nearly half of the respondents had involved a librarian in some aspect of teaching zines, such as archiving the final zine project students created in the library. Faculty motivates for using zines included personal interest, unique content and perspectives, and student development. Concludes with recommendations for instruction librarians on how to collaborate with faculty to teach zines and make connections to the ACRL *Framework*.

Thomas, S.N. (2018), "Promoting digital citizenship in first-year students: Framing information literacy as a tool to help peers", *College & Undergraduate Libraries*, Vol. 25 No. 1, pp. 52-64.

Describes an inquiry-based assignment in a first-year seminar where students discussed digital citizenship, defined a social problem, created a website to share credible information, and critique each other's work. Includes outline of scaffolded assignment, rubric and connection to each ACRL frame.

Todd-Diaz, A., Gutierrez, A. and O'dell, B. (2018), "Using augmented reality to enhance outreach, instruction, and library exhibits", *Computers in Libraries*, Vol. 38 No. 1, pp. 8-11.

Briefly introduces multiple augmented reality (AR) applications and scaffolded implementation in an academic library, first for outreach around Banned Books Week in videos, then in exhibits to provide more contextual information for a unique object from special collections. Describes integration of AR into assignments in IL course instruction.

Torres, L. (2018), "Research skills in the first-year biology practical: Are they there?", *Journal of University Teaching and Learning Practice*, Vol. 15 No. 4, pp. 1-23.

Discusses a qualitative A/B observational study of first-year biology students in a practical unit, where three groups received conventional instruction and two groups received inquiry-based instruction, in an effort to identify which research skills and levels of autonomy students developed and demonstrated. Using the research skill development (RSD) framework facets, researchers evaluated materials and found that most research skills were hidden in the curriculum, and that teaching assistants had to explicitly prompt engagement with specific skills to encourage students to use research skills like information evaluation and make claims based on data, and demonstrate increasing autonomy. Librarians could approach faculty in STEM disciplines by using the RSD framework to structure collaborative assignment design and RSD.

Tran, C.Y., Miller, C.A, and Aveni, D. (2018), "Baseline assessment: Understanding WISE freshman students' information literacy skills in a one-shot library session", *Science & Technology Libraries*, Vol. 37 No. 3, pp. 302-321.

Evaluates the self-perceptions of IL skills and preparation for undergraduate research before and after a one-shot IL orientation session for students in a STEM honors program. No significant differences were found between pre- and post-survey results for most areas, though students rated their confidence in understanding plagiarism and citation as higher. Researchers will use the survey results to shape the content for future sessions, including the possibility of adding more sessions to future courses to enhance understanding across more IL areas.

Trembach, S. and Deng, L. (2018), "Understanding millennial learning in academic libraries: Learning styles, emerging technologies, and the efficacy of information literacy instruction", *College & Undergraduate Libraries*, Vol. 25 No. 3, pp. 297-315.

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Discusses background research into millennial learning in higher education and contextualizing it within the academic library setting. Focuses on Price's 5Rs model: research-based methods, relevance, rationale, relaxed and rapport. Recommends introducing and embracing technology tools and collaborative learning activities in teaching for maximum student engagement.

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*Tsatsou, P. (2018), "Literacy and training in digital research: Researchers' views in five social science and humanities disciplines", New Media & Society, Vol. 20 No. 3, pp. 1240-1259.*

Qualitative study of researchers' understanding of their digital literacy and training and its use in their research cases. Confirms in a qualified manner that researchers reflectively approach learning and use of digital technologies in research, seek out communities of practice to gain experience, and rely less upon institutional support and training for gaining fluency in new technologies. Considers digital literacy as "user-technology interactivity," not simply skills-based familiarity and understanding.

*Unyial, N. and Kaur, B. (2018), "Proposition of media and information literacy curriculum for integration into pedagogy in IITs", Desidoc Journal of Library & Information Technology, Vol. 38 No. 3, pp. 221-226.*

Survey of ( $n = 1,054$ ) students in undergraduate and graduate studies at selected institutions in Northern India measuring perceptions of the inclusion of mandatory IL curriculum in academic programs and their effectiveness in increasing overall media and IL skills. Found that while students were generally against or ambivalent about including media and IL in curriculum, they expressed support for IL instruction in higher education to empower students to evaluate information and think critically.

*Veach, G. (2018), Teaching Information Literacy and Writing Studies, Volume 1 First-Year Composition Courses, Purdue University Press, West Lafayette, Indiana.*

An edited collection on collaborations in first-year composition courses between writing instructors and librarians. Case study topics include the WPA *Outcomes Statement* and ACRL *Framework*, academic inquiry, designing research assignments, rhetorical approaches to evaluation, multimodal methods and multilingual students. A great resource to share with writing instructors.

*Vick, T.E. and Nagano, M.S. (2018), "Preconditions for successful knowledge creation in the context of academic innovation projects", Journal of Information & Knowledge Management, Vol. 17 No. 1, pp. 1-22.*

Interview analysis of ( $n = 40$ ) Brazilian academic project teams including IL as one of four critical factors for knowledge creation. Found that IL was the most substantial factor in combining knowledge. Proposed the informational dimension as one of four perspectives to theorize innovative teams.

*Vrbancic, E.K. and Byerley, S.L. (2018), "High-touch, low-tech: Investigating the value of an in-person library orientation game", College & Undergraduate Libraries, Vol. 25 No. 1, pp. 39-51.*

Discusses the logistics and sustainability of an in-person library orientation game for first-year students in light of increased enrollment and staff fatigue. Positive feedback from student surveys persuaded the team to continue the event, but they scaled back and offered shorter shifts and free food for staff to boost morale. While the game reaches about 40 per cent of all incoming students, the authors also discuss adapting it as an online tutorial using Guide on the Side to reach more students.

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Waddell, M. and Clariza, E. (2018), "Critical digital pedagogy and cultural sensitivity in the library classroom: Infographics and digital storytelling", *College & Research Libraries News*, Vol. 79 No. 5, pp. 228-232.

Describes two library collaborations at the University of Hawai'i at Mānoa using infographics as an alternative research assignment in a global environmental science course and digital storytelling in the Ub-Ufok Ad Fiallig: Tales of Enchantment Teaching Module Project. By shifting the focus from teaching digital tools toward empowering content creators, the authors highlight how critical digital pedagogy can be used within the ACRL *Framework* and *Visual Literacy Competency Standards* to promote inquiry-centered learning, critique power structures, and honor indigenous ways of knowing.

Wade, S. and Hornick, J. (2018), "Stop! don't share that story!: Designing a pop-up undergraduate workshop on fake news", *Reference Librarian*, Vol. 59 No. 4, pp. 188-194.

Describes the creation of a workshop on source evaluation for undergraduates developed in collaboration with the university's Office of Student Development. This workshop was part of a larger series of "pop-up" library workshops designed to give students a more holistic understanding of the role of the library on campus and the services and support it offers. Asynchronous access to the workshop materials is also available via a related LibGuide.

Walsh, A. (2018), *Librarians' Book on Teaching Through Games and Play, Innovative Libraries. Tallinn, Harju Makond, Estonia.*

Argues for using active learning and play theory for adult education to teach IL, providing examples like CRAAP dice, card games and escape rooms. Describes the process of creating an educational game, as well as other playful interventions that give students "permission to play" such as blowing bubbles and paper airplane feedback.

Walsh, L., Zytoskee, A.M., Ragains, P., Slater, H. and Rachal, M. (2018), "The Burkean Parlor as boundary object: A collaboration between first-year writing and the library", *Composition Studies*, Vol. 46 No. 1, pp. 103-123.

Explores how the boundary object metaphor of the Burkean Parlor, a common model in composition studies, can be used to foster interdisciplinary collaboration to support students in their research-writing skills and provides one instance of a collaboration between librarians and first-year writing instructors at the University of Nevada, Reno to illustrate this potential. Describes the process of librarians and first-year writing instructors working together to develop curriculum, create and co-teach four modules, and assess the program. Results of a student survey indicate increased confidence in using library resources, and a comparison of assignments with a control group indicates some increased performance in students who participated in the collaboration.

Wang, X., Cui, Y. and Xu, S. (2018), "Evaluating the impact of web-scale discovery services on scholarly content seeking", *Journal of Academic Librarianship*, Vol. 44 No. 5, pp. 545-552.

Explores trends in the use of web-scale discovery tools and the role of libraries and librarians in directing users to scholarly content through these services, primarily focusing on referrals to DOIs made by ProQuest affiliated services using time series analysis. Found that ProQuest services lead to the most DOI referrals followed by Web of Knowledge, Google and Scopus, and that use of these services has shown significant growth since 2011. Significant monthly and seasonal variations in the use of these services were also found.

Watts, K.A. (2018), "Tools and principles for effective online library instruction: Andragogy and undergraduates", *Journal of Library & Information Services in Distance Learning*, Vol. 12 Nos 1/2, pp. 49-55.

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Reviews selected research on asynchronous online instruction methods and divides existing literature into four categories: articles that compare different types of delivery, studies that evaluate online tutorials, articles that describe how learning theory and consideration of different learning styles affect student learning outcomes, and articles that focus on Web and instructional design. Found that college students can benefit greatly from online instructional design and delivery that is relevant, problem based, and self-directed. Argues that these adult learning principles are key to effective online instruction methods due to the diverse learning styles of students and the rise of point-of-need instructional opportunities.

*Weber, H., Hillmert, S. and Rott, K.J. (2018), "Can digital information literacy among undergraduates be improved? Evidence from an experimental study", Teaching in Higher Education, Vol. 23 No. 8, pp. 909-926.*

Study of how digital IL skills affect the outcomes of online search processes using a workshop and a browser plug-in to gather data, targeting third year sociology and education science students. Found that workshop participants significantly increased their usage of scholarly databases and cited more articles published in academic journals; however, the sophistication of the search queries remained low. Suggests that students tend to use the library's databases in the same way they use Google, with a simple search query and rarely going beyond the first page of results.

*Webster, L. and Gunter, H. (2018), "How power relations affect the distribution of authority: Implications for information literacy pedagogy", Journal of Information Literacy, Vol. 12 No. 1, pp. 68-85.*

Uses Whitworth's (2014) "radical information literacy" and Foucauldian theory to examine the results of a study of postgraduate students in an educational technology course at a research university in the UK. An analysis of student working group data, interviews, and discussion boards found that IL is developed in relation to the power held by the university and program department representatives. Although limitations in radical information literacy are evident in the experience of students with IL, students are able to redistribute authority through informal communication outside of coursework.

*Wegener, D.R. (2018), "We may be teaching information literacy, but are the design first year students actually getting it?", Journal of Academic Librarianship, Vol. 44 No. 5, pp. 633-641.*

Study of ( $n = 146$ ) first-year design students at a university in Singapore using participatory action research including diagnostic pre-tests, multiple choice tests and group exercises to examine the effectiveness of IL instruction and attitudes towards librarians. Found that librarians were seen as approachable by students and the IL lessons were considered valuable. Highlights action research as a valid tool for better understanding instruction strategies with the goal of modifying and improving discipline-specific instruction for design students.

*Weinraub, J.Y. (2018), "Harder to find than nemo: The elusive image citation standard," College & Research Libraries, Vol. 79 No. 4, pp. 480-498.*

Uses ACRL *Visual Literacy Standards* to evaluate the image sections of the current MLA Handbook and Chicago Manual of Style. Found that these and other examples of style guides are inadequate in their coverage of referencing standards for images. Recommends specialized guidance to update standards for the use of widely accessible images in academic work.

*Williamson, J.M. (2018), Teaching to Individual Differences in Science and Engineering Librarianship: Adapting Library Instruction to Learning Styles and Personality Characteristics, Chandos Publishing, Cambridge, MA.*

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Discusses the Kolb learning styles model to encourage science and engineering librarians to understand typical learning styles and personality traits of the students they serve and to adapt library instruction accordingly. Chapters provide a detailed description of learning styles, personal characteristics of both teachers and learners, and how they specifically apply to science and engineering library instruction. The author acknowledges critiques questioning the effectiveness of tailoring instruction with Kolb learning styles, but proposes that there is value in both approaches.

*Wiratningsih, R. (2018), "Library clinic services in avoiding transaction in the predatory journal", Library Management, Vol. 39 No. 1, pp. 21-30.*

Examines the phenomenon of predatory and hijacked journals and how it affects academics, particularly in Indonesia. Describes information habits and expectations of Generations X, Y and Z, and the necessity of academic librarians to assist in navigating academic publishing. Recommends and provides examples of relevant IL services during library clinics, such as how to identify predatory journals and how to find reputable journals in specific fields.

*Wise, H., Lowe, J., Hill, A., Barnett, L., and Barton, C. (2018), "Escape the welcome cliché: Designing educational escape rooms to enhance students' learning experience", Journal of Information Literacy, Vol. 12 No. 1, pp. 86-96.*

Describes the process of designing an escape room at the University of Surrey as the library's welcome week activity. The activity included a story prompt and puzzles linked to Library and Learning Support Services. Concludes that a playing learning approach is an effective method to increase awareness of library services.

*Wishkoski, R., Lundstrom, K., and Davis, E. (2018), "Librarians in the lead: A case for interdisciplinary faculty collaboration on assignment design", Communications in Information Literacy, Vol. 12 No. 2, pp. 166-192.*

Describes a program piloted by three librarians at a mid-sized public university to offer assignment design workshops for instructional faculty. Faculty were compensated through a university grant to attend one of three, day-long workshops run using a charrette model to facilitate critical thinking and discussion between librarian and faculty peers. Posits that providing structured support for faculty in assignment design is a potential niche librarians may explore in their efforts to promote student success.

*Wray, C.C. and Mulvihill, R. (2018), "Framing up digital literacy: Reviewing and reframing information literacy modules", Reference Librarian, Vol. 59 No. 4, pp. 195-204.*

Describes the process of updating ACRL *Standards*-based modules from the University of Central Florida to align with the *Framework*. The authors plan to create five core problem-based modules from scratch on an updated platform, Obojobo Next, as well as survey faculty on their perceptions and assess the impact of the modules on first-year and transfer student success. Includes a curriculum map of the frames and module content.

*Yevelson-Shorsher, A. and Bronstein, J. (2018), "Three perspectives on information literacy in academia: Talking to librarians, faculty, and students", College & Research Libraries, Vol. 79 No. 4, pp. 535-553.*

Semi-structured interviews ( $n = 32$ ) of Israeli students, faculty, and librarians on their perceptions of IL and the role of the library. Participants agreed that an ideal IL program would integrate hands-on instruction into credit-bearing departmental courses with tutorials taught by librarians and reinforced by instructors at the beginning of upper-level coursework.

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Zanin-Yost, A. (2018), "Academic collaborations: Linking the role of the liaison/embedded librarian to teaching and learning", *College and Undergraduate Libraries*, Vol. 25 No. 3, pp. 150-163.

Details piloted workshop collaboration between the library and education department to integrate and develop IL skills throughout the curriculum. The pilot spanned five semesters as students progressed through the program with workshops divided into two parts, one for discussion and for implementation, and emphasized integrating IL. Summarizes suggestions and insight into the workshops, including strategies for maintaining a partnership.

Zhang, L. (2018), "Analyzing citation and research collaboration characteristics of faculty in aerospace, civil and environmental, electrical and computer, and mechanical engineering", *College & Research Libraries*, Vol. 79 No. 2, pp. 158-178.

Citation analysis of source selection and citation practices of engineering faculty in four departments using citation lists generated in Scopus. Researchers assessed the types of sources cited (i.e. articles, conference papers, technical reports, patents), the average publication date, and instances of co-authorship among faculty. Based on the results, the authors recommend similar studies across disciplines to support evidence-based collections decisions.

Zielinski, D., Matthews, R., Koman, C., Kiel, E. and Jezik, K. (2018), "College student feedback about librarian-created instructional videos: Why aren't they using them?", *Journal of Library & Information Services in Distance Learning*, Vol. 12 Nos 1/2, pp. 56-66.

Survey of ( $n = 192$ ) community college students on the perceived usefulness of librarian created instructional video on citation styles which used zooming and a picture-in-picture format. Found that the majority of students who responded were not aware of librarian created videos and thought the video's best qualities were that it was informative and relatively short; however, a small group of students did not like having a person in the video. The authors also note that a majority of respondents indicated they felt more comfortable asking for help from a librarian after seeing the video.

### Legal

Niedringhaus, K.L. (2018), "Information literacy in a fake/false news world: Why does it matter and how does it spread?", *International Journal of Legal Information*, Vol. 46 No. 2, pp. 97-100.

Presents three case studies as examples of the "fake news" phenomenon and shares recent research findings that trace how fake news spreads across different platforms. Argues that technology and social media are the primary vehicles for the circulation of fake news. Calls for a consideration of fake news as a challenge to expertise in knowledge work and not simply another facet of IL.

Osborne, C.L. (2018), "Programming to promote information literacy in the era of fake news", *International Journal of Legal Information*, Vol. 46 No. 2, pp. 101-109.

Provides an overview of how to create a successful IL program around "fake news". Describes barriers to becoming information literate, including attention deficit, confirmation bias, increasing sophistication of fake news business models and acquiring news from unmediated social media platforms. Argues for using contextual definitions of fake news, distinguishing between types of news (e.g. straight news, opinion pieces, satire, infotainment and misappropriation) and partnering with journalists.

Watson, C.A. (2018), "Information literacy in a fake/false news world: An overview of the characteristics of fake news and its historical development", *International Journal of Legal Information*, Vol. 46 No. 2, pp. 93-96.



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Defines “fake news” from a journalistic perspective and explains its connection to legal professions. Argues that fake news is not a new phenomenon and traces its development by citing specific historical examples from the Roman Empire through the twenty-first century. Points out that it is imperative for information professionals to define and understand the historical underpinnings of fake news before developing strategies to intervene in its current societal impact.

### Medical

*Abromitis, R.A. (2018), “How does pretesting for PubMed knowledge spark student learning?”, Medical Reference Services Quarterly, Vol. 37 No. 4, pp. 357-366.*

Describes the development of a pre- and posttest of PubMed search strategies used in an IL session for first-year pre-doctoral dental students. This intervention was chosen to address dental accreditation standards for self-assessment and to motivate student learning by highlighting knowledge deficit. Post test scores for multiple cohorts significantly increased after a 90-min lecture and hands-on session in which the librarian explicitly reviewed the answers to the pretest but students were not aware that the post test would be identical.

*Alving, B.E., Christensen, J.B. and Thysoe, L. (2018), “Hospital nurses’ information retrieval behaviours in relation to evidence based nursing: A literature review”, Health Information & Libraries Journal, Vol. 35 No. 1, pp. 3-23.*

Explores hospital nurses’ use of evidence-based resources via literature review in ( $n = 9$ ) studies from 2010 to 2016 representing a total of 6,636 nurses from North America, Asia and Africa. Found that nurses typically prefer to search in Google and other search engines ( $n = 8$ ), or ask their colleagues in-person ( $n = 6$ ), over searching in CINAHL ( $n = 5$ ), PubMed/MEDLINE ( $n = 7$ ), and other bibliographic databases ( $n = 4$ ); and that barriers to using bibliographic databases reflect the reality of current clinical nursing practice where time, patient needs and institutional expectations influence information-seeking behavior and skill development. With lack of a support structure for reinforcing the use of bibliographic databases, the authors recommend local changes such as increased educational opportunities for nurses, support and encouragement from leadership, and training provided by health librarians.

*Boruff, J.T. and Harrison, P. (2018), “Assessment of knowledge and skills in information literacy instruction for rehabilitation sciences students: A scoping review”, Journal of the Medical Library Association, Vol. 106 No. 1, pp.15-37.*

Scoping review ( $n = 40$ ) exploring how knowledge and skills are assessed in IL instruction for physical therapy, occupational therapy, and speech-language pathology students. Found that librarians were involved with about half of the studies and course-assignments were a common tool for assessment. Recommends the use of validated rubrics and the Modified Fresno Test for IL assessment related to evidence-based practice concepts.

*Coleman, D.E., Kamai, S. and Davis, K.F. (2018), “Impact of a collaborative evidence-based practice nursing education program on clinical operations”, Journal of Hospital Librarianship, Vol. 18 No. 4, pp. 323-330.*

Reports on collaboration between a nursing program and library regarding integrating IL and literature research into evidence-based practice curriculum. The authors noted an increase in the number of reference requests regarding clinical issues, as well as the sophistication of the requests.

*Costello, J. (2018), “Updating professional development for medical librarians to improve our evidence-based medicine and information literacy instruction”, Journal of the Medical Library Association, Vol. 106 No. 3, pp. 383-386.*

Describes how medical librarianship lacks professional development around IL and proposes that more professional development with a focus on IL and critical thinking will help improve evidence-based medicine. Concludes that this will allow clinical practitioners to be more aware of changes to best practices and regulations in the field of health and medicine.

*Eriksson-Backa, K., Enwald, H., Hirvonen, N. and Huwila, I. (2018), "Health information seeking, beliefs about abilities, and health behaviour among Finnish seniors", Journal of Librarianship and Information Science, Vol. 50 No. 3, pp. 284-295.*

Study based on a subset of results from a previous, larger survey from 2011 examining the relationships between beliefs about ability, health IL and the information seeking behaviors and perceptions of health among Finnish elderly. Results showed that health IL can be understood in several ways and that education and gender had the greatest effect on perceived ability to influence health and understanding.

*Esmailzadeh, S., Seyedin, H., Ashrafi-Rizi, H., Shahrzadi, L. and Mostafavi, F. (2018), "A survey on adolescent health information seeking behavior related to high-risk behaviors in a selected educational district in Isfahan", PLOS One, Vol. 13 No. 11, pp. 1-14.*

Survey of ( $n = 364$ ) students between ages 15-18 from select public schools in Isfahan, Iran, to determine adolescent health information seeking behavior. Found that determining credibility is a barrier to adolescents in accessing and using health information related to high-risk behaviors, and student's positive attitudes towards using health information is dependent on whether the information they find is appropriate according to their level of IL.

*Fitterling, L., Garber, D. and Palazzolo, E. (2018), "Medical information literacy Q-Bank: A collaborative and developing project", Medical Reference Services Quarterly, Vol. 37 No. 4, pp. 331-340.*

Survey of ( $n = 14$ ) medical librarians from three osteopathic libraries that assesses how many librarians are teaching or incorporating medical informatics and IL into for-credit courses, and how librarians feel they fit into curricular decision-making at their universities. Found that the majority of these medical librarians do contribute to formal medical courses, especially with Continuing Medical Education and as guest lectures, but that others (43 per cent) still felt unwelcome to contribute to curriculum outside of stand-alone instruction. Results also indicated interest in a question bank that would allow librarians to share and review medical informatics and IL exam questions, a database tool that could be particularly helpful for librarians that have less training with test writing than other faculty.

*Fleming-Castaldy, R.P. (2018), "Developing occupational therapy students' information and historical literacy competencies: an interprofessional collaborative project", Journal of the Medical Library Association, Vol. 106, pp. 340-351.*

Documents a six-year study of an occupational therapy graduate course with integrated information and historical literacy instruction and objectives as part of a capstone project. Pre- and post-tests, grade information, and qualitative analysis of course evaluations found a statistically significant difference in overall competence in information and historical literacy and high student satisfaction with the course. Creating an intentional environment for collaboration between disciplinary faculty and research librarians in researching and understanding the history of the field increases students' connection to the present and past of their occupation and can inform how they critically engage with the future directions in their field.

*Fredriksson, M. (2018), "Delivering information literacy within a global health care degree: Reflections from a health information specialist", Health Information & Libraries Journal, Vol. 35 No. 4, pp. 341-345.*

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Discusses the developments and challenges of a global health care degree program taught in Kenya and ran collaboratively by Kenyan and Finnish universities with emphasis on the health librarians' efforts to create a repository, manage LibGuides, instruct students on information skills, and hold online tutoring sessions for distance students. The joint international program allowed for a pooling of university library resources and resulted in a repository that could be used freely by the local Kenyan communities and universities. Librarians were challenged by the weak network connections in Kenya, but working around this setback improved their e-learning approaches and experience with integrating online library services into international programs.

*Gaines, J.K., Blake, L., Kouame, G., Davies, K.J., Ballance, D., Thomas Gaddy, V., Gallman, E., Russell, M. and Wood, E. (2018), "Partnering to analyze selection of resources by medical students for case-based small group learning: A collaboration between librarians and medical educators", Medical Reference Services Quarterly, Vol. 37 No. 3, pp. 249-265.*

Evaluates the accuracy and quality of resources cited in learning summaries produced over the course of an academic year by first and second year medical students in the process of researching a clinical or basic science issue. Found that students tended to cite more heavily from resource types that were introduced in the current semester. Librarians and course facilitators identified a need for more formally structured feedback on the quality and usefulness of the resources selected, as well as citations and attribution within the summaries, and highlighted the importance of IL instruction in the course in preparation for research for the summaries.

*Gillum, S., Williams, N., Herring, P., Walton, D. and Dexter, N. (2018), "Encouraging engagement with students and integrating librarians into the curriculum through a personal librarian program", Medical Reference Services Quarterly, Vol. 37 No. 3, pp. 266-275.*

Discusses the creation, administration and evolution of a personal librarian program for first and second year medical students. Assigning personal librarians (PLs) created the opportunities for integrating IL instruction into specific points in the first-year curriculum. In a five-year retrospective, researchers the authors observed that students remained connected with their PLs beyond the second year for both curricular needs and informal advising.

*Goodman, X., Watts, J., Arenas, R., Weigel, R. and Terrell, T. (2018), "Applying an information literacy rubric to first-year health sciences student research posters", Journal of the Medical Library Association, Vol. 12 No. 1, pp. 108-112.*

Describes an assessment project evaluating first-year health science students' ( $n = 1,253$ ) research posters over multiple years and selected a subset ( $n = 120$ ) for analysis using a rubric to score for relevance, authority, summary and citation. Students performed well in finding relevant articles from authoritative sources, but struggled with summarizing findings and providing accurate APA citation. Shares modification of subsequent instruction sessions for this course to include more time for skills practice, and indicates future directions for research in deeper assessment of summary and citation.

*Griebel, L., Enwald, H., Gilstad, H., Pohl, A.L., Moreland, J. and Sedlmayr, M. (2018), "eHealth literacy research-Quo vadis?", Informatics for Health & Social Care, Vol. 43 No. 4, pp. 427-442.*

Explores the current state of eHealth literacy research and identifies gaps in knowledge for the scientific community to explore in future research efforts around this metaliteracy concept. Findings include multiple definitions for eHealth literacy, no "gold standard" for assessment, and little inclusion of medical professionals in creating the definitions and

assessments that are available. Among the directions recommended for future research are to agree on a definition, find appropriate assessment models and use assessment outcomes to develop appropriate tools for learning for users with differing levels of literacy.

*Hanneke, R. (2018), "The hidden benefits of helping students with systematic reviews", Journal of the Medical Library Association, Vol. 106 No. 2, pp. 244-247.*

Describes how assisting graduate students with systematic review is mutually beneficial for both the student and librarian as they enable students to become familiar with a variety of research methodologies and while provides opportunities to make their own intellectual contributions to their discipline. While there are limitations to conducting systematic reviews as a graduate student with limited time and resources, librarian can gain valuable knowledge on students' searching skills and educate users on key IL concepts.

*Haruna, H. and Hu, X. (2018), "International trends in designing electronic health information literacy for health sciences students: A systematic review of the literature", Journal of Academic Librarianship, Vol. 44 No. 2, pp. 300-312.*

Literature review ( $n = 24$ ) on the electronic health information skills identified in the Big6: Information Problem-Solving (IPS) model with the aim to help design electronic health information literacy (EHIL) skills programs 2005 and 2015. Analysis revealed an increase in discussing EHIL, especially assessment of EHIL levels of competencies and instructional techniques for teaching HIL in an electronic environment. Results further elucidated that health sciences students' competencies to seek, evaluate and use health information were inadequate.

*Huo, C., Zhang, M. and Ma, F. (2018), "Factors influencing people's health knowledge adoption in social media", Library Hi Tech, Vol. 36 No. 1, pp. 129-151.*

Mixed methods study on the role of trust in health knowledge adoption in social media using data from ( $n = 20$ ) scores on the perceived severity of a health condition as seen in photos and results from ( $n = 355$ ) questionnaires. Found that trust does play a significant role in knowledge adoption, which is stronger in high health threat scenarios, and that knowledge quality, knowledge consensus and source credibility have a positive effect on trust. Calls for social media providers to monitor and promote content credibility and for consumers to adopt more health knowledge to develop their health information literacy skills.

*Ianmarino, N.K. and O'Rourke, T.W. (2018), "The challenge of alternative facts and the rise of misinformation in the digital age: Responsibilities and opportunities for health promotion and education", American Journal of Health Education, Vol. 49 No. 4, pp. 201-205.*

Discusses the growing problem of misinformation in health and medical science, and in particular, the effects of false information on laypersons' understanding of the scientific method for research in the health sciences. Recommends strategies for health professionals to use in counteracting misleading sources, including teaching principles for critical evaluation of online health information sources and search engines, incorporating fact-checking tools into IL instruction and collaborating on instruction strategies with information professionals in other fields who are working on combating misinformation.

*Jefferson, K.L., Shultz, M. and Heiselt, A. (2018), "Serving community faculty through a dedicated liaison", Medical Reference Services Quarterly, Vol. 37 No. 1, pp. 1-9.*

Discusses a model for supporting volunteer faculty at the University of Nevada, Reno School of Medicine by providing access to library resources and services. Found that a dedicated liaison librarian provided better support for volunteer faculty and increased visibility of library services, manifesting as new medical library branch. While this serves as a

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successful collaboration and framework for providing information services, fine-tuning assessment methods will better serve to measure the impact of the program.

*Khosravi, S., Aghaei, A. and Karimi, F. (2018), "Investigating the information literacy skill of students in Kermanshah University of medical science based on information literacy standards of ICRL in 2000", Revista Publicando, Vol. 5 No. 16, pp. 561-580.*

Explores the IL skills of students attending Kermanshah University of Medical Sciences in Kermanshah, Iran using the ACRL *Standards*. Researchers distributed print questionnaires to 300 students and received 242 back for a response rate of 80.67 per cent. Overall students scored 3.1 out of 5 across standards with lower levels of IL observed among female students.

*Muellenbach, J.M., Houk, K.M., E. Thimons, D. and Rodriguez, B. (2018), "Integrating information literacy and evidence-based medicine content within a new school of medicine curriculum: Process and outcome", Medical Reference Services Quarterly, Vol. 37 No. 2, pp. 198-206.*

Reports on the process for integrating IL in the curriculum of a new medical school at the University of Nevada Las Vegas. Strategies include collaborating with medical school faculty by joining curriculum committees and identifying a specific course, Analytics in Medicine, where librarians developed student learning outcomes, delivered course content, and conducted assessment. This level of engagement increased library visibility and engagement, but also required a significant time commitment that leads to the hiring of an additional librarian at the Health Sciences Library.

*Nelson, T.M. (2018), "Preparing for practice: Strengthening third-year medical students' awareness of point-of-care resources", Medical Reference Services Quarterly, Vol. 37 No. 3, pp. 312-318.*

Details the development and implementation of a hybrid library course offered to third-year medical students at the University of Mississippi designed to strengthen students' understanding of evidence-based research and train them in accessing and using materials in the medical library's collection. Feedback from ( $n = 127$ ) students is used to assess the effectiveness of the course in which 87 per cent of respondents report that the course was beneficial to their medical training and 96 per cent report feeling confident in accessing and using materials. The course responds to the evolution of medical electronic resources to meet evidence-based medicine standards that rely on the integration of quality research evidence.

*Neuius, A.M., A'Lyn Ettien, A.P. and Sobel, L.Y. (2018), "Library instruction in medical education: A survey of current practices in the United States and Canada", Journal of the Medical Library Association, Vol. 106 No. 1, pp. 98-107.*

Mixed methods study ( $n = 73$ ) of libraries at accredited medical schools in the USA and Canada used to update research on IL instruction practices, including what is being taught through the library and how often, library involvement in curriculum committees, and librarian satisfaction with student and faculty interactions. Found that formal instruction has increased by 20 per cent since the last formal study on this topic in 1996. While most instruction is intended to be asynchronous, synchronous instruction is usually delivered in response to curriculum requirements.

*Øvern, K.M. (2018), "Information use among first-year students in health sciences: Is an intervention needed?", Liber Quarterly: The Journal of European Research Libraries, Vol. 28 No. 1, pp. 1-28.*

Survey ( $n = 125$ ) of students in majors related to health sciences at three universities in Norway on what information they used for research assignments, in addition to coded librarian interviews and a literature review. Found that students primarily rely on

textbooks, lecture notes and Google for sources. Recommends integrating a stronger framework for IL and the *Norwegian Qualifications Framework for Lifelong Learning* into institutional learning outcomes, and introducing first-year health science students to subject-specific resources to prepare them for evidence-based practice.

*Russell, F., Rawson, C., Freestone, C., Currie, M. and Kelly, B. (2018), "Parallel lines: A mixed methods impact analysis of co-curricular digital literacy online modules on student results in first-year nursing", College & Research Libraries, Vol. 79 No. 7, pp. 948-971.*

Study ( $n = 802$ ) on first-year nursing students and their use of evidence-based practices and IL using integrated online learning modules into the curriculum. Found a weak but positive correlation between students finishing the modules and higher academic results. Nonetheless, academic staff were interested in the results, and was a positive indicator of performance of library activity.

*Sanders, M., Bringley, K., Thomas, M., Boyd, M., Farah, S. and Fiscella, K. (2018), "Promoting MedlinePlus utilization in a federally qualified health center using a multimodal approach", Journal of the Medical Library Association, Vol. 106 No. 3, pp. 361-369.*

Case study of a project to promote MedlinePlus at a federally qualified health center through multimodal intervention by providing access and training to patients in the waiting room and in group scenarios, as well as training to clinicians and nurses for utilization at different points of care. Cross-sectional data found an increase of patient use from 2 to 6 per cent and an increase from 21 to 43 per cent of clinicians and nurses recommending MedlinePlus to patients. Authors note the importance of their medical librarian to the project and recommend a more forward-facing role for future medical librarians, such as training patients in MedlinePlus directly during appropriate group settings.

*Sandieson, R. and Goodman, M. (2018), "The current environment of e-learning development for information literacy instruction by hospital librarians", Journal of Hospital Librarianship, Vol. 18 No. 4, pp. 348-355.*

Survey of ( $n = 49$ ) hospital librarians on their use of e-learning, which found that of the 35 per cent who do, their decision is largely based on interest from library staff and a lack of appropriate spaces for in-person instruction, and that most are creating static websites and YouTube videos, along with re-using existing tutorials from other libraries to supplement original offerings. For the majority who do not use e-learning at this time, librarians cite barriers such as a lack of time, money, and technical knowledge, along with staffing challenges and newness to roles in their hospital. Authors note e-learning as an opportunity for growth in IL instruction in the medical field.

*Schweikhard, A.J., Hoberecht, T., Peterson, A. and Randall, K. (2018), "The impact of library tutorials on the information literacy skills of occupational therapy and physical therapy students in an evidence-based practice course: A rubric assessment", Medical Reference Services Quarterly, Vol. 37 No. 1, pp. 43-59*

Reports on the rubric assessment ( $n = 90$ ) of IL skills demonstrated in allied health student papers for a course including a librarian-made Guide of the Side tutorials focused on evidence-based practice. Found that the post-tutorial cohort used more MeSH terms and search filters than their pre-tutorial counterparts did, and students who had taken the tutorial were more likely to cite stronger forms of evidence, such as randomized controlled trials or systematic reviews, than those who did not.

*Soltany, N., Abdekhoda, M. and Habibi, S. (2018), "Effective methods in preventing plagiarism in medical research: A qualitative study at Tabriz University of Medical Sciences-Iran", Bali Medical Journal, Vol. 7 No. 2, pp. 407-414.*

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Analysis of semi-structured interviews with faculty members ( $n = 18$ ) at a medical school about effective strategies to prevent plagiarism. The authors classified responses into four themes: policymaking, legislation, institutionalization of ethics, and using technology. Participants emphasized the need for institutionalized approaches to teaching effective citation practices and more education on enforcing existing rules around plagiarism.

*Spring, H. (2018), "Making information skills meaningful: A case study from occupational therapy", Health Information and Libraries Journal, Vol. 35 No. 1, pp. 78-83.*

Case study of an occupational therapy program in the UK that integrates IL into the curriculum with a heavy emphasis on the environmental conditions that healthcare providers face to create a more meaningful learning experience for students. Examines how traditional IL training often focuses on the early stages of information need assessment within an academic setting, leaving future professionals with underdeveloped or forgotten skills, and how IL training should instead take place within the context of evidence-based practice. Recommends that current practitioners aid the profession by contributing their experience and expertise on where field-relevant IL skills training can take place in occupational therapy programs.

*St Jean, B., Taylor, N.G., Kodama, C. and Subramaniam, M. (2018), "Assessing the health information source perceptions of tweens using card-sorting exercises", Journal of Information Science, Vol. 44 No. 2, pp. 148-164.*

Assesses the habits and attitudes of ( $n = 22$ ) middle school students in the Washington DC metro area regarding health information sources through card-sorting exercises conducted during a 12-week afterschool program. Found that a slight majority select sources perceived as trustworthy, convenient, and accessible, such as sources by doctors and nurses, the internet and books; half would turn to family or friends, or watch YouTube videos depending on the creator; and most find medical websites trustworthy. Researchers note that these tweens demonstrate a surprising level of health IL, yet further research can identify how to assess and subsequently supplement their existing IL skills.

*Stone, S., Quirke, M. and Lowe, M.S. (2018), "Opportunities for faculty-librarian collaboration in an expanded dentistry curriculum", Health Information & Libraries Journal, Vol. 35 No. 2, pp. 170-176.*

Details the integration and assessment of IL concepts in a dental hygiene bachelor's program through assignments and scaffolded course sequencing. Found that the new curriculum aided students in evidence-based decision making throughout their coursework and aligned with critical thinking outcomes in the *Accreditation Standards for Dental Hygiene Education Programs* from the American Dental Hygienists' Association. The authors note that rapid formative assessment cycle with immediate feedback was essential to their success and describe assessment beyond course grades such as digital badges as instrumental to the progress students made.

*Stone, S.M., Sara Lowe, M. and Maxson, B.K. (2018), "Does course guide design impact student learning?", College & Undergraduate Libraries, Vol. 25 No. 3, pp. 280-296.*

Describes a study ( $n = 43$ ) of instructional effectiveness of pedagogical- versus pathfinder-style research guides on IL learning and retention of first-year dental hygiene students. Usability surveys revealed students' perception that the pedagogical-style research guide provided more help in conducting research than the pathfinder-style, while assessment instruments found that students with the pedagogical-style guide performed better in demonstrating and retaining IL concepts with a statistically significant difference in citing sources. Recommends that pathfinder-style guides may

work best for more advanced students with previous research process experience, and that pedagogical-style guides better align with student learning, particularly as an asynchronous instructional tool with applications outside of traditional face-to-face in-class instruction.

*Tagge, N. (2018), "Leveraging accreditation to integrate sustainable information literacy instruction into the medical school curriculum", Journal of the Medical Library Association, Vol. 106 No. 3, pp. 377-382.*

Presents a case study where a health sciences library used a flipped classroom model in the first-year medical curriculum to teach IL concepts. Describes the alignment between the ACRL *Framework* and medical school accreditation requirements and includes a description of the four flipped class sessions. The model also shifted perceptions of the library to a curriculum partner.

*Thompson, H. (2018), "Managing a biomedical library's instruction program: Redefining scope", Medical Reference Services Quarterly, Vol. 37 No. 1, pp. 97-104.*

Outlines a case study of the library instruction program at the National Institutes of Health and other Health and Human Services divisions. The instruction program has been redesigned to move away from solely teaching users about specific tools and toward topical introductions to services and programs developed by the Education Services branch for supporting research, scholarship, and information needs, such as bioinformatics, data services and bibliometrics. Researchers can also find support for building skills in scholarly communication for composing abstracts, posters and manuscript drafts for publication.

*Vandendriessche, T., Michels, M., Stoop, L., Vissenaekens, N. and Discart, I. (2018), "2BIC: Taking your adventuring gear to organise pop-up health information literacy sessions", Health Information & Libraries Journal, Vol. 35 No. 3, pp. 256-261.*

Needs assessment survey of ( $n = 104$ ) undergraduate and ( $n = 24$ ) doctoral students in biomedical and science disciplines at KU Leuven Libraries in Belgium on perceived IL skills and interest in focused IL workshops, as well as student satisfaction surveys. Describes the development of a logo, website, and marketing materials for the 2BIC program and offering flexible workshops with various days, topics, locations on campus, and languages. Found that participants attended sessions on IL topics they had the most difficulty with and saw higher participation during semesters where master's students were writing their theses and doctoral students were beginning research.

*Wadson, K. and Phillips, L.A. (2018), "Information literacy skills and training of licensed practical nurses in Alberta, Canada: Results of a survey", Health Information and Libraries Journal, Vol. 35 No. 2, pp. 141-159.*

Explores the IL competencies of recent graduates (i.e. within five years) from a two-year Licensed Practical Nurse (LPN) program in Alberta Canada. An online survey of ( $n = 218$ ) LPNs asked subjects to rate their comfort and ability levels with a variety of IL skills drawn from the ACRL *Standards*. Though nearly all respondents agreed that IL is important for the performance of their job, results suggest that many LPNs do not feel they have adequate skills to meet their information needs and that there is an over reliance on commercial or popular Web sources. Suggests the need for improved instruction from librarians for students in two-year nursing programs, particularly in the areas of selecting and accessing credible sources.

*Wan, O.S., Hassali, M.A. and Saleem, F. (2018), "Community pharmacists' perspectives of online health-related information: A qualitative insight from Kuala Lumpur, Malaysia", Health Information Management Journal, Vol. 47 No. 3, pp. 132-139.*



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Data gathered in face-to-face interviews with community pharmacists (CPs) practicing in Malaysia ( $n = 11$ ) were analyzed using a thematic content analysis framework to determine CPs' attitudes towards online health information. Results found that CPs frequently used online information in their work, were able to identify higher-quality, respected online health resources and found online information to be fast and convenient to access. Recommends further development of health-related IL and the creation of more high-quality Web resources on health issues.

Wissinger, C.L., Raish, V., Miller, R.K. and Borrelli, S. (2018), "Expert teams in the academic library: Going beyond subject expertise to create scaffolded instruction", *Journal of Library Administration*, Vol. 58 No. 4, pp. 313-333.

Case study at Pennsylvania State University where functional and subject experts employ a closed card-sorting methodology to organize the learning outcomes from the *Information Literacy Competency Standards for Nursing* into academic levels. Sorting decisions were influenced by experts' respective experience, but the results did not demonstrate a significant difference in sorting and instead demonstrated agreement towards a scaffolded IL instruction model. Proposes that similar collaborative efforts between internal and external library partners can facilitate discussions for curriculum integration.

Wojcik, L. (2018), "Library participation in a health sciences summer camp", *Journal of Hospital Librarianship*, Vol. 18 No. 1, pp. 64-74.

Describes the development, assessment, and improvement of a health information literacy session taught by medical librarians as part of a career exploration and readiness summer camp at a clinical education center in Texas. Differentiated lessons for middle and high school students included learning outcomes and activities around finding health information and evaluating sources based on a checklist; however, survey question responses from ( $n = 130$ ) participants were mixed. Discusses how the session was adapted into an optional workshop the following summer and included more hands-on application.

Young, S. and Maley, M. (2018), "Using practitioner-engaged evidence synthesis to teach research and information literacy skills: A model and case study", *The Journal of Academic Librarianship*, Vol. 44 No. 2, pp. 231-237.

Presents a model for delivering IL training to undergraduates that takes advantage of service learning trends in higher education by integrating service learning with evidence-based practice to address the full spectrum of IL skills. Discusses aspects of service learning and evidence-based practice using an internship to support IL in a variety of ways. Provides an outline of the internship project, outcomes, and suggestions for future iterations.

Zhong, Z., Hu, D., Zheng, F., Ding, S. and Luo, A. (2018), "Relationship between information-seeking behavior and innovative behavior in Chinese nursing students", *Nurse Education Today*, Vol. 63, pp. 1-5.

Study of ( $n = 1,247$ ) Chinese nursing students information-seeking behavior and innovative behavior at all levels. Found that medical students have a good capacity of evaluating information for accuracy, authority and novelty, but are largely unfamiliar with information sources and how to use information. Suggests that by increasing IL education with information retrieval courses students will have improved innovative behavior.

### Other

Barclay, D.A. (2018), *Fake News, Propaganda and Plain Old Lies: How to Find Trustworthy Information in the Digital Age*, Rowman & Littlefield Publishers, Lanham, Maryland.

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Provides a guide to evaluating information amidst the current environment of social media saturation and non-stop news. Chapters cover: what makes information credible and why it matters in decision-making; the history of misinformation and the unique circumstances of today's fake news; the various techniques used to spread misinformation, including logical fallacies; questions to ask when evaluating information; the use and misuse of statistics to inform or misinform; how to recognize and understand scholarly information; and online resources to help evaluate information. Intended for a broad audience.

*Cogan, A. and Martzoukou, K. (2018), "The information literacy and continuous professional development practices of teachers at a Jewish Day School", Reference Services Review, Vol. 46 No. 4, pp. 600-627.*

Phenomenological study of ( $n = 6$ ) in-service teachers on perceptions of IL and continuous professional development (CPD) to explore the extent to which Jewish learning, which is interactive, disputative, critical, and restrictive, impacts their information practices. While participants had not heard of the term "information literacy" and thought of CPD as traditional learning experiences like conferences and workshops, they used and valued IL in the workplace to gain expertise in unique ways, such as sharing information with new teachers and collaborating with others. Argues for sociocultural, contextual approaches to IL within a community of practice, and criticizes approaches to IL that are overly formal and skills-based.

*Cordes, S. (2018), Instructional Design Essentials: A Practical Guide for Librarians, Rowman & Littlefield Publishers, Lanham, Maryland.*

A manual for instructional design that touches on instructional theory, analysis and design of instructional systems, the design process and considerations for the future of library instruction. Offers a step-by-step map of the design process of effective development and understanding.

*Decker, E.N. and Porter, S.M. (2018), Engaging Design: Creating Libraries for Modern Users, ABC-CLIO, Santa Barbara, California.*

Demonstrates how aesthetics, design and design thinking can be used in various aspects of all libraries using engaging design. Discussions connections between IL and aesthetics, learning science and cognitive psychology in Chapter 5, specifically around designing your instruction space and program around IL concepts.

*Fite, L. and Jackson, E.M. (2018), "ACRL Framework: Integrations for special libraries", Journal of Library Administration, Vol. 58 No. 8, pp. 881-890.*

Presents two case studies from the Mt. Cuba Center and the New York Botanical Garden (NYBG) on how the ACRL *Framework* is integrated into the instructional work of special libraries. The Mt. Cuba Center case describes a library session focuses on expanding a search by focusing on an author's network. The NYBG study focuses on a Wikipedia edit-a-thon where "Scholarship as a Conversation" was emphasized.

*Foster, M.J. (2018), "Navigating library collections, black culture, and current events", Library Trends, Vol. 67 No. 1, pp. 8-22.*

Discusses the curation of four specific projects at the Schomburg Center for Research in Black Culture at the New York Public Library, which were designed to connect historical artifacts from the Center's collections to contemporary events and movements. Through digitization of the *Green Book* and additional digital instructional resources, the Center provides contextualization of the travel guides in history and demonstrates how someone may have used the guides to travel safely, how state violence affected Black movement around the USA, and to create a nuanced understanding of how Black culture is linked from

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these historical artifacts to Black Lives Matter and other present-day justice movements. Shares a framework for conceptualizing connections between historical literacy and literacy about current events and engaging with synthesizing the two to create understanding about the past's influence on the present.

*Freeman, L. (2018), Information Literacy: Progress, Trends and Challenges, Nova Science Publishers, New York, New York.*

Edited collection of studies from USA and international researchers on topics relating IL to learning theory, open science initiatives in higher education, primary school education, and organizational theory.

*Gasco-Hernandez, M., Martin, E.G., Reggi, L., Pyo, S. and Luna-Reyes, L.F. (2018), "Promoting the use of open government data: Cases of training and engagement", Government Information Quarterly, Vol. 35 No. 2, pp. 233-242.*

Describes assesses efforts to train different target audiences in the use of open government data using a framework developed by the Open Data Institute (ODI) in three case studies in Spain, Italy, and the United States. Training in all three cases focus on introduction to open government data and building analysis skills, but leaves a gap in asking meaningful questions post-analysis, which is not assessed in the ODI framework at present. Notes difficulties in finding instructors to work with data sets, as well as sustainability in project efforts.

*Gerrity, C. (2018), "The new National School Library Standards: Implications for information literacy instruction in higher education", Journal of Academic Librarianship, Vol. 44 No. 4, pp. 455-458.*

Discusses the AASL *Standards* for learners who are moving from the K-12 environment to university curriculum and its increased aligned with the ACRL *Framework*. The AASL *Standards* include six shared foundations: inquire, include, collaborate, curate, explore and engage; with four domains of mastery under each: think, create, share and grow. The author highlights implications for instruction librarians in post-secondary environments to emphasize design thinking, growth mindset, makerspaces, inclusion of and respect for diversity of perspectives, finding and using technology tools appropriately, and collaborative information seeking as a process rather than linking understanding to an end product.

*Gilchrist, A. (2018), "Post-truth: An outline review of the issues and what is being done to combat it," Ibersid, Vol. 12 No.2, pp. 13-24.*

Explores the landscape of "post-truth" information through discussion of popular sources and discussion of globalization, populism, and the Internet. Names IL education and efforts to investigate claims that may be false as key factors in the development of critical thinking about and assessment of information that purports to be factual.

*Goncalves, Z., Bennett, T., Murray-Chandler, L. and Hall, C. (2018), "Inquiry scholars collaborative: Growing a culture of assessment", New Directions for Teaching and Learning, Vol. 155, pp. 105-112.*

Discusses collaboration between two programs that use high-impact practices to improve students' IL and analysis skills through inquiry-based learning. Describes specific collaborative learning, service learning, undergraduate research and common intellectual experiences students explore, including teaching inquiry skills to primary and middle school students. Students in the Inquiry Scholars program achieved higher scores on and inquiry and analysis from the AAC&U's VALUE rubrics.

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*Hani Syazillah, N., Kiran, K. and Chowdhury, G. (2018), "Adaptation, translation, and validation of information literacy assessment instrument", Journal of the Association for Information Science & Technology, Vol. 69 No. 8, pp. 996-1006.*

Covers the process of adapting and translating the English-language IL assessment instrument, Tool for Real-Time Assessment of Information Literacy Skills (TRAILS), into a cross-cultural context for use in a Malaysian secondary school population, and test validation using Rasch modeling to categorize both test items' difficulty and the ability of individuals taking the assessment. Students ( $n = 165$ ) in the 10th grade completed the test as adapted, with sufficient item reliability demonstrated in the validation stage. Four of the five TRAILS domains tested overall as reliable, though the researchers recommend reviewing the current adaptation for evaluating sources. This process models the contextual adaptation of an existing IL assessment instrument for a different cultural implementation.

*Hicks, A. (2018), "Developing the methodological toolbox for information literacy research: Grounded theory and visual research methods", Library & Information Science Research, Vol. 40 Nos 3/4, pp. 194-200.*

Discusses existing applications of grounded theory and visual research in LIS studies.

Posits that an updated and combined research approach of grounded theory and visual research diversifies research data, expands the LIS methodological toolbox and increases understanding of IL through theory, research, and practice.

*Hicks, A. and Lloyd, A. (2018), "Seeing information: Visual methods as entry points to information practices", Journal of Librarianship and Information Science, Vol. 50 No. 3, pp. 229-238.*

Discusses the use of two visual methods for learner-centered research in IL, photovoice and photo-elicitation, which are each designed to identify information needs and learning practices of language learners outside of the classroom setting. In the photovoice project, refugee youth photographed information sources and information types that had meaning for them, selecting five final images to share with researchers and community organizations in a presentation about their IL needs. Using photo-elicitation, ( $n = 26$ ) English-speaking exchange students in 15 countries took photos of items that helped them learn about or settle into their new environments over the course of at least three months, with periodic interviews with researchers. Argues that visual research methods can provide more nuanced qualitative information than traditional interviews, and offers challenges and opportunities to discuss ethics in information gathering through photographs.

*Housand, B.C. (2018), Fighting Fake News!: Teaching Critical Thinking and Media Literacy in a Digital Age, Prufrock Press, Waco, Texas.*

Identifies four challenges to evaluating information in a digital environment and presents 15 activities to engage students in media literacy and critical thinking skills to overcome them. These activities are designed to develop the five essential skills outlined by the New Literacies framework: identifying important questions, locating information, critically evaluating information, synthesizing information, and communicating information. Activities do not have to be used sequentially and each comes with a "From consumer to Producer" section to guide instructions for adapting and enhancing the activity to better suit their students.

*Hovious, A. (2018), "Toward a socio-contextual understanding of transliteracy", Reference Services Review, Vol. 46 No. 2, pp. 178-188.*

Literature review tracing the history and various definitions of transliteracy and its relationship to information literacy. Emphasizes transliteracy as a process of incorporating various information technology-based or multimodal literacies based on a given context,

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making it a socio-contextual practice rather than a defined set of skills, and aligns this approach to the ACRL *Framework* in terms of the knowledge practices and dispositions of each frame. Encourages librarians to use critical pedagogical practices that include metacognition or awareness of using multiple literacies together to prepare students for lifelong learning and success in a variety of information environments.

*Howard, M. and Bussell, H. (2018), "Habituated: A Merleau-Pontian analysis of the smartphone", Library Trends, Vol. 66 No. 3, pp. 267-288.*

Analyzes how people use smartphones to access and consume information in the unseen relationships between their bodies and their devices through the lens of philosophers Merleau-Ponty and Leder's work on bodily habits and incorporation. Posits that as people have incorporated smartphones into bodily habits so much so that the devices have become extensions of their physical bodies, they no longer consider using the phone as a discrete act and are unaware of all the ways that they use it. Using the smartphone in this way also allows people to incorporate information found through the phone unconsciously and pre-reflectively. Asks questions for IL instruction and critical thinking about smartphone use, and offers an avenue for further research into how people disrupt their bodily habits to assess information accessed through their phones.

*Ireland, S. (2018), "Fake news alerts: Teaching news literacy skills in a meme world", Reference Librarian, Vol. 59 No. 3, pp. 122-128.*

Discusses ideas and visual resources librarians can use to help users' understand and the information evaluation process (e.g. how to identify fake news, identify reliable sources and address bias). Argues that librarian's should be proactive in preventing the proliferation of misinformation by developing their "information literacy imagery" talents and participate in the conversation of the meme world.

*Kiili, C., Leu, D.J., Utriainen, J., Coiro, J., Kanninen, L., Tolvanen, A., Lohvansuu, K. and Leppänen, P.H.T. (2018), "Reading to learn from online information: Modeling the factor structure", Journal of Literacy Research, Vol. 50 No. 3, pp. 304-334.*

Proposes a six-factor model for reading to learn from online information (locating, confirming or questioning credibility, identifying main ideas, synthesizing, and communicating) based on confirmatory factor analysis of results from a performance-based assessment of ( $n = 426$ ) Finnish sixth graders. The Internetlukemisen arviointitesti (ILA) test, adapted from a prior validated test, asks students to read and evaluate predetermined online texts, find additional texts in a controlled search engine, and defend their position to a persuasive prompt in an email. Results are discussed in terms of implications for theory, assessment and instruction, such as complicating evaluation to include purpose and validity of claims.

*Kurbanoglu, S., Boustany, J., Špiranec, S., Grassian, E., Mizrachi, D. and Roy, L. (2018), Information Literacy in the Workplace, Springer, Cham, Switzerland.*

An edited collection of selected conference papers from the European Conference on Information Literacy 2017 organized into themes: workplace IL, data literacy, media literacy, copyright literacy, digital literacy, science literacy, health IL, information behavior and IL in higher education, K-12 schools, and libraries. While the overall conference theme focused on IL and information behaviors in the workplace, the scope of the papers covers all types of international libraries. For example, readers can find a study on Croatian lawyer information behaviors and how American universities prepare students for the workplace using case studies in IL sessions all within this expansive volume. The diversity of the authors' country of origin would be especially useful to those examining IL instruction and information seeking across countries using varying IL definitions and frameworks.

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*Lacović, D. and Faletar Tanacković, S. (2018), "Information needs and behavior of Catholic priests in Croatia", Journal of Religious & Theological Information, Vol. 17 No. 3, pp. 81-99.* Investigates the information seeking behaviors and information needs related to the work of ( $n = 327$ ) Catholic priests across five archdioceses in Croatia. Using surveys and interviews informed by the Critical Incident Technique, researchers determined that the most common sources of information for priests beyond religious texts were religious books and websites. These preferences were most informed by ease of access of these types of resources, ease of use, positive past experiences with these resources, as well as the demands of different types of clerical work including care-giving, church governance, and liturgical duties. Differences in information seeking were also observed to correlate with demographic variances, particularly age and education level.

*Lamphere, C. (2018), "Does new media generation technology pose an existential threat to factual information?," Online Searcher, Vol. 42 No. 1, pp. 27-30.*

Explores the current state of misinformation or "fake news" being spread online, as well as illuminating concerns about the use of new technologies for video and voice manipulation. Posits potential ethical concerns around the use of tools such as text to speech synthesis systems such as Adobe VOCO and Face2Face, and other media manipulation and synthesis tools for creating intentionally misleading media to further fuel the spread of political misinformation. Advocates for librarians to work towards improving IL skills among media consumers in an effort to combat the continued spread of fake news.

*Lavranos, C. (2018), "Music librarianship and creativity: the case of international association of music libraries, archives and documentation centres (IAML)", Library Management, Vol. 39 Nos 8/9, pp. 553-568.*

Explores the relationship between access to music information other resources provided by music libraries and musical creativity using the example of the International Association of Music Libraries, Archives and Documentation Centres. Theorizes that access to musical information supported by strong IL skills is essential to fostering musical creativity among music students. Suggestions for improving IL and access to musical information include increasing the digital presence and accessibility of music information online, using music information management software to support access and supporting a culture of openness in regards to sharing music information.

*Lonzo, L. (2018), Adult Public Library Patrons' Perceptions of an Academic Library e-Learning Resource, PhD thesis, Walden University, Minneapolis, MN.*

Explores the efficacy of using an academic library e-resource to support the learning of adults developing IL skills using observations, semi structured interviews, and document review at a Midwestern public library based on ( $n = 10$ ) adults from a pool of library computer users. Findings suggest that using a resource developed by academic librarians to support adult IL learning in a public library helps address issues of digital exclusion among public library patrons. The author also argues that facilitating increased digital inclusion for marginalized public library users supports larger social justice goals.

*Lopes, P., Costa, P., Araujo, L. and Avila, P. (2018), "Measuring media and information literacy skills: Construction of a test", Communications: European Journal of Communication Research, Vol. 43 No. 4, pp. 508-534.*

Describes the creation of the Media and Information Literacy Test, a tool for assessing media and IL skills and related cognitive abilities across broad populations. The test was developed using Item Response Theory (IRT) and results indicate particular efficacy in distinguishing between medium and low skill subjects.

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Lor, P.J. (2018), "Democracy, information, and libraries in a time of post-truth discourse", *Library Management*, Vol. 39 No. 5, pp. 307-321.

Examines twenty-first century post-truth phenomena by suggesting possible causes and identifying manifestations in online media resources and discusses current library-based interventions to "fake news" to argue in favor of critical media literacy programs. Finds that traditional IL in higher education falls short in addressing the public's susceptibility to false information. Advocates for partnerships between different types of libraries (e.g. public), educators at all levels and media sources to strengthen civic engagement based on credible sources of information beyond the library.

McDevitt, T. and Finegan, C.P. (2018). *Library Service and Learning Empowering Students, Inspiring Social Responsibility, and Building Community Connections*, Association of College & Research Libraries, Chicago, Illinois.

Edited collection of case studies on experiential and service learning initiatives in both academic and public libraries. Chapters describe service learning in credit-bearing IL courses, partnerships with librarians to enhance other disciplinary projects through IL instruction or using library resources, and libraries are sites for service learning and community engagement. Also includes materials for adapting programs, such as assignments and rubrics.

Naveed, M.A. and Rafique, F. (2018), "Information literacy in the workplace: A case of scientists from Pakistan", *Libri*, Vol. 68 No. 3, pp. 247-257.

Survey of ( $n = 121$ ) scientists employed at the Pakistan Council of Scientific and Industrial Research measuring different aspects of IL including formal training, self-efficacy, attitudes and knowledge of IL concepts and functions. Found that a large majority of the scientists had not received formal training and are confident in using search tools, but are less comfortable defining information needs and assessing information sources. IL is relevant to the workplace as workers are expected to interact with information in new ways due to the expanding role of information in society and need for new skills.

Nguyen, L.C. and Hider, P. (2018), "Narrowing the gap between LIS research and practice in Australia", *Journal of the Australian Library & Information Association*, Vol. 67 No. 1, pp. 3-19.

Examines results from the Relevance 2020 project's focus groups to identify which research topics LIS practitioners and academics felt should be prioritized and what barriers and enablers are associated with conducting collaborative research. Thematic analysis indicated a moderate gap between the research priorities of practitioners and academics and that while many enablers were discussed, none were singularly prominent enough to completely resolve the main barriers of funding, time, and mentoring. To develop LIS research theory that results in evidence-based practice in Australia, the authors recommend that academics emphasize implications for practice in their research and that LIS employers and library associations support practitioners as they participate in research.

Omeluzor, S.U. and Ogo, E.P. (2018), "Role of Nigerian libraries for sustainable educational system, information literacy and national development", *Annals of Library & Information Studies*, Vol. 65 No. 2, pp. 122-127.

Addresses the role of public and academic libraries and IL in the growth of national development and improving the quality of education in Nigeria. Argues that by providing equitable access to ICT and IL programs, especially in rural communities, libraries are central to the development of human capital.

Proffitt, M. (2018), *Leveraging Wikipedia: Connecting Communities of Knowledge*, American Library Association, Chicago, Illinois.

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Edited collection on the mutual benefit of librarians, archivists, and Wikipedians using the open online encyclopedia and related repositories to increase information creation, discovery, access, and representation. Chapters represent a variety of academic, public, and special libraries and discuss topics such as the Wikipedia Education Program and Visiting Scholars, Wikipedia edit-a-thons, and using Wikipedia in the classroom to teach IL concepts.

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*Robinson, L. and Bawden, D. (2018), "International good practice in information literacy education", Knjižnica, Vol. 62 Nos 1/2, pp. 1-17.*

Review of literature on "good" practices for IL instruction to inform the creation of Information Literacy Online, a massive open online course (MOOC) for IL that can be used for high school, university, and workplace learners, offered in multiple languages and addressing multicultural aspects of IL. Recommendations cover definitions and frameworks for IL, learning materials, multilingual and multicultural considerations and exemplary MOOCs.

*Sales, D., Pinto, M. and Fernandez-Ramos, A. (2018), "Undressing information behaviour in the field of translation: A case study with Translation trainees", Journal of Librarianship and Information Science, Vol. 50 No. 2, pp. 186-198.*

Examines the information seeking behavior of translating and interpreting trainees at a Spanish university and determines strengths and weaknesses to aid in improving educational initiatives. Findings showed that first-year students relied heavily on the Internet for the documentation of the translations, but lacked a larger understanding of effective search strategies. Proposes a framework to continue developing the strengths of the existing structure of the program.

*Shenton, A.K. (2018), "Reading in information behaviour and information literacy frameworks", Collection Building, Vol. 37 No. 2, pp. 60-64.*

Literature review of the skill of reading as it appears over 80 years of scholarship in models for IL and information behavior. Focuses on the misrepresentation of children's motivation to read as only for leisure and for education. Recommends incorporating IL beyond fulfilling basic information needs and for fun, and incorporating instruction on basic reading skills like scanning, skimming, personal information needs and time management skills while reading into IL lessons.

*Smallwood, C. and Gubnitskaia, V. (2018), Genealogy and the Librarian: Perspectives on Research, Instruction, Outreach and Management, McFarland & Company, Jefferson, North Carolina.*

Covers multiple topics in genealogy research, collections, outreach, support, and management; of particular interest are Part III: Case Studies and Part V: Instruction. Discusses instruction models for research, preservation guidance, and incorporation of multiple active pedagogical techniques. Case studies in genealogy reference and genealogy in the academic library setting offer insights into family history research.

*Smirnov, N., Saiyed, G., Easterday, M.W. and Lam, W.S.E. (2018), "Journalism as model for civic and information literacies", Cognition and Instruction, Vol. 36 No. 1, pp. 1-29.*

Cognitive task analysis based on interviews with ( $n = 5$ ) expert journalists on their approaches to gathering, organizing, and presenting information to inform approaches to youth participatory politics and IL education. Proposes seven phases of journalism production: scanning and filtering for story ideas, selecting a newsworthy topic, framing the story, planning, reporting or gathering information, narrativizing or structuring the story, and reviewing or revising with audience in mind. Argues for provides students with authentic experiences that engage with all phases of the process.



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Smith, C.L. and Matteson, M.L. (2018), "Information literacy in the age of machines that learn: Desiderata for machines that teach", *Libri: International Journal of Libraries & Information Services*, Vol. 68 No. 2, pp. 71-84.

Argues that machine-learning search systems like Google algorithmically diminish the need for exploration and the ability to differentiate between information sources to such an extent that it hinders the development of IL and the information search process. Describes characteristics of human-assigned context (e.g. subject headings) and machine-inferred context (e.g. location-based search results) to propose the need for context literacy, or the ability to find and understand the context of an information source and make a decision based on an information need. Recommends designing search systems that intertwine representation, affordance and facilitation to teach context literacy using examples related to IL education.

Smith, F.A. (2018), "Evaluating the options for virtual reality in literacy instruction", *Computers in Libraries*, Vol. 38 No. 1, pp. 22-25.

Proposes a virtual reality game for teaching IL concepts and describes how learners can apply common sense to evaluating information in virtual scenarios. Includes a budget to make the game and design graphics for an "infinity library" that defies the laws of physics.

Sosulski, N.W. and Tyckoson, D.A. (2018), "Reference in the age of disinformation", *Reference & User Services Quarterly*, Vol. 57 No. 3, pp. 178-182.

The *RUSQ* editors provide a personal-professional look at the current information landscape. Sosulski reflects on the state of government websites as sources of reliable information before and after the 2017 inauguration. Tyckoson summarizes the transformation of available information from a primarily vetted and printed medium to the acceptance of news on television, and the explosion of content in a variety of formats. As the internet and social media have created outlets for new and fringe viewpoints, mass misinformation is a reality that librarians and libraries must address.

Wang, Y., Li, H. and Ding, Z. (2018), "Information literacy assessment with a modified hybrid differential evolution with model-based reinitialization", *Computational Intelligence and Neuroscience*, Vol. 2018, pp. 1-22.

Proposes a hybrid differential evolution with model-based reinitialization (HDEMUR), an update to the differential evolution algorithm, to accurately address the weight parameters of the information literacy assessment index system (ILAIS). Three experiments were conducted to compare HDEMUR with a variety of other algorithms to assess the effectiveness of HDEMUR. Compared with other algorithms, HDEMUR was successful in optimizing the weight parameters of ILAIS at China University of Geosciences.

Xie, Z. and Zhang, J. (2018), "New directions in health sciences libraries in China", *Health Information and Libraries Journal*, Vol. 35 No. 2, pp. 165-169.

Review of recent trends and new services offered by health science research, university, and hospital libraries in China, including continuing online education for librarians, research services, data management, institutional repositories and IL education. Notes the shift in pedagogy toward problem-based learning, blended teaching, and video tutorials, as well as new formats like small private online courses (SPOCs). The authors particularly emphasize the role of hospital librarians in improving low health IL rates in Chinese citizens through outreach and bibliotherapy.

Yap, J. and Manabat, A. (2018), "When the library steps in: Introducing media and information literacy as a programme for library professionals", *Journal of Information Literacy*, Vol. 12 No. 2, pp. 131-141.

Reports on a program introduced in the Philippines on the importance of media and information literacy (MIL) using ( $n = 26$ ) participant evaluations over two years. Modules of the program included understanding MIL, how to interpret media and cooperating/sharing ideas. The program was overall well received, and the authors recommend expanding the reach beyond public and school librarians.

**Public**

*Anderson, J. (2018), "Utilizing digital technology and media literacy to create the turn it up teen radio outreach program", Voice of Youth Advocates, Vol. 41 No. 4, pp. 36-38.*

Details the successful Turn It Up Teen Radio studio intern program launched by the Charlotte Mecklenburg Library system in North Carolina, which after its inaugural season with 14 teens has become an ongoing outreach curriculum serving more than 200. The current program includes two stages: the first focuses on introducing the fundamentals of media and information literacy, critical thinking, and research; and the second focuses on digital and technology literacy training by providing students with the necessary skills to complete their podcast projects. Recommends building community partnerships with local colleges and radio stations as the key to launching a similar program.

*Dankowski, T. (2018), "Engaging civic-minded teens: Data literacy fosters YA participation and innovation", American Libraries, Vol. 49 No. 3/4, pp. 38-41.*

Describes a week-long program offered at a public library where teen students created zines on a chosen civic topic using both quantitative and qualitative data. Materials cover strategies for introducing teens to data and its usage, visualizations and privacy topics.

*Hackett, D. (2018), "An elephant in the room? Information literacy in the narrative of UK public libraries", Journal of Information Literacy, Vol. 12 No. 1, pp. 4-26.*

Study conducting textual and thematic analysis of publicly available documents from professional and government sources in the UK that advocate for IL and public libraries. Found that the library is cast in a passive role regarding IL development and instruction and that IL is not commonly found in advocacy narratives, but digital literacy and media literacy are. To improve and strengthen these advocacy documents, researchers suggest greater collaboration among academic libraries, public libraries, and researchers in IL; joining digital literacy and IL skills, especially when discussing the library's role in digital inclusion; and recognizing how public library professionals contribute to advocacy and their important role in IL.

*Kalugho, B.A. (2018), "The role of the Kenya National Library Service in the provision of information for youth empowerment in Nairobi County, Kenya", Journal of Librarianship & Information Science, Vol. 50 No. 1, pp. 88-102.*

Analyzes the role of the Kenya National Library Service (KNLS) in promoting political empowerment and self-efficacy among youth between the ages of 15-30 using the case study of a branch of Kenya's public library system located in the BuruBuru neighborhood of Nairobi, Kenya. Personal interviews, focus groups, and thematic analysis were used to assess the needs and expectations of youth using the library, how the library did or did not meet those needs, and possible gaps in service. Found that KNLS is having an impact on youth empowerment and that youth generally found library services to be adequate at meeting their needs with gaps in service around access to spaces to collaborate and talk.

*Mahesh, G.T. and Kumari, H.A. (2018), "Use of public library services by the distance learners of Bangalore University", DESIDOC Journal of Library & Information Technology, Vol. 38 No. 2, pp. 117-124.*

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Survey of ( $n = 1,445$ ) distance students from Bangalore University that examines their use of public libraries as a way to supplement their lack of physical access to a university library. Results indicate that a significant number of students view public libraries as providers of both academic and non-academic services and that the majority of distance learners use public libraries when taking contact classes, use book borrowing services for research, spend less than an hour in the library at a time, and find that reference services are effective. To further meet the academic needs and expectations of distance students, the authors suggest that university and public librarians should collaborate to provide in-person academic instruction at public libraries.

*Ottowicar, S.L.C., da Silva, R.C. and Barboza, E.L. (2018), "The contributions of information and media literacy to public hybrid libraries", Library Quarterly, Vol. 88 No. 3, pp. 225-236.*

Reflects on resources and services offered by Brazilian and British hybrid public libraries to promote lifelong learning. Draws distinctions and interactions between information, media and digital literacies within the context of how hybrid libraries provide analog and traditional information sources for study, recreation and informed citizenry. Recommends that libraries create and use documents that define goals and educational objectives and provides a table connecting Belluzzo's 2007 standards and indicators for IL with adaptations to public hybrid librarian and user behaviors and its impact on standard users.

### School

*Abdulkarim, A., Ratmaningsih, N. and Anggraini, D.N. (2018), "Developing civicpedia as a Civic education e-learning media to improve students' information literacy", Journal of Social Studies Education Research, Vol. 9 No. 3, pp. 45-61.*

Describes the development and implementation of the Civicpedia multimedia website for ( $n = 477$ ) junior high school students in Indonesia, which provides opportunities for self-directed, active, and communal learning in civic education. Questionnaires found that overall students responded positively to the communication capabilities, content and design of Civicpedia. Researchers see demonstration of students' increased self-sufficiency in perceiving and determining information needs through educational technologies as a marker of IL necessary for life in a democracy.

*Aillerie, K. and McNicol, S. (2018), "Are social networking sites information sources? Informational purposes of high-school students in using SNSs", Journal of Librarianship & Information Science, Vol. 50 No. 1, pp. 103-114.*

Survey of ( $n = 473$ ) students between the ages of 15 and 19 primarily from the UK, France, Thailand and Denmark on their use of social networking sites (SNS) as information sources for personal everyday life information seeking and academic purposes. Found that a majority of students use SNSs primarily for social and community information and a significant minority seek information for school-related tasks, suggesting that SNSs function as "online information grounds," and that some students did not identify SNSs as information sources, which may indicate differing notions on what constitutes information. The authors also note that the consideration of SNSs as information sources should influence IL standards.

*Aisah, M.A., Abrizah, A., Aspura, M.K.Y.I. and Dollah, W.A.K.W. (2018), "Development of an information literate school community: Perceived roles and practices of teacher librarians", Malaysian Journal of Library & Information Science, Vol. 23 No. 2, pp. 63-75.*

Survey of ( $n = 148$ ) secondary school teacher-librarians in Malaysia measuring gaps between their perception of the importance of IL and actual practices adapted from the benchmarks identified by James Henri in developing an information literate school community (ILSC). Found that teacher-librarians perceived roles associated with providing

ICT instruction and access as most important, the latter of which aligns most closely with IL. Consistent gaps between perceived importance and successful practice in all benchmark areas demonstrates the need for increased training, time for professional development, and integration of teacher-librarians into the curriculum for improved ILSC development.

*Baji, F., Bigdeli, Z., Parsa, A. and Haeusler, C. (2018), "Developing information literacy skills of The 6th grade students using the Big6 model", Malaysian Journal of Library & Information Science, Vol. 23 No. 1, pp. 1-15.*

Mixed-methods sequential explanatory design study of the Big6 Model for IL integrated into a 6th grade Iranian science curriculum where an experimental group of students ( $n = 24$ ) received IL instruction and the control group ( $n = 24$ ) received traditional text- and lecture-based instruction. Found that the experimental group demonstrated greater initial improvement and retention of IL skills, and interviews with students revealed their self-perceived need for additional IL instruction to improve on use of information and synthesis. Recommends further integration of IL instruction into programmatic design so that teachers, librarians, and the curriculum work together collaboratively to reinforce the importance of the library and in turn affect better learning outcomes.

*Berg, C., Malvey, D. and Donohue, M. (2018), "Without foundations, we can't build: Information literacy and the need for strong school library programs", In the Library with the Lead Pipe.*

Examines the importance of school library media specialists (SLMS) at the elementary, middle, and high school levels who are specifically trained to teach IL skills tailored to the increasingly complex needs of students on the K-12 pathway. Argues for the necessity of SLMSs in the face of their decreased numbers, especially as a partner with public and academic librarians who best carry out their respective specialized services if students come to them equipped with the foundational IL skills presumably learned at school. Concludes with a call to advocacy across the entire library profession and includes practical tips to move forward.

*Boyer, B. (2018), "Badges for information literacy: Not just digital stickers", Teacher Librarian, Vol. 45 No. 5, pp. 22-26.*

Describes a high school librarian's online instruction modules and badges developed in collaboration with language arts teachers. Students enjoyed using breakout boxes from BreakoutEdu to earn digital badges in preparation for their senior research project. Recommends the use of digital badges as an assessment mechanism.

*Bryan, L. (2018), "Media literacy & the AASL standards", Knowledge Quest, Vol. 47 No. 1, pp. 39-44.*

Connects each competency in the *American Association of School Librarians Standards Framework for Learners* (2018) to media literacy, including examples for each domain. Advocates for a greater role for libraries to teach information and media literacy in schools.

*Chambers, R. and Terrell, N. (2018), "Planting seeds across curricula", Teacher Librarian, Vol. 46 No. 1, pp. 15-19.*

Describes collaboration between a 7th grade teacher and a librarian to develop curriculum in history and language arts on foundational research skills aligned with *AASL Standards*. The lesson included stations where students learned in small groups about different protests from a variety of texts including fiction and nonfiction. The project culminated in students creating a visual representation of how they deal with conflict.

*Costa, C., Tyner, K., Henriques, S. and Sousa, C. (2018), "Game creation in youth media and information literacy education", International Journal of Game-Based Learning, Vol. 8 No. 2, pp. 1-14.*

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Multi-case study of four schools in the USA and Portugal with students of age 9-14 to explore the effectiveness of creating a digital game on developing media information literacy (MIL). Results showed promising links between creating digital media and MIL development. Beyond its importance as an individual skill, MIL opens social and cultural dialogue that emphasizes its plurality.

*Costello, D. (2018), "Personas and jobs to be done", Computers in Libraries, Vol. 38 No. 5, pp. 32-36.*

Qualitative study of user-centered thinking about information seeking behaviors in K-12 students according to jobs and personas. Found that students get the most value from IL instruction when the librarian partners with the educator and they lead the project together.

*Crockett, L.W. (2018), "Librarians lead the growth of information literacy and global digital citizens", Knowledge Quest, Vol. 46 No. 4, pp. 28-33.*

Offers five steps to information fluency (ask, acquire, analyze, apply and assess) and five characteristics to consider in asking effective questions (focus, purpose, intent, frame and follow-up). Describes strategies for teaching these skills to prepare K-12 students to become global digital citizens.

*Cunningham, V. and Williams, D. (2018), "The seven voices of information literacy (IL)", Journal of Information Literacy, Vol. 12 No. 2, pp. 4-23.*

Phenomenographic study of ( $n = 52$ ) students, parents, teachers and librarians, IT staff, and school administrators on their perceptions of IL in an international middle school. The only common conceptions of IL across all user groups were that IL was thought of as a process of using IT tools. Provides a detailed analysis of all 27 IL concepts identified, as well as suggestions for developing common understanding.

*Curtis, N. (2018), "School library staff share: Our wish list for the future", Access, Vol. 32 No. 3, pp. 32-38.*

Outlines the wish list results from a survey of school libraries in Australia, New Zealand, and the UK. The following five major themes emerged: changes to the library space, more IL and research teaching opportunities, more access to technology, more time and opportunities for collaboration and more time and resources to offer comprehensive services. Regarding IL, librarians wished for more time to teach IL, more involvement in planning, and greater promotion from the school of the need for IL skills.

*Dean, R. (2018), "Constructing an information literacy continuum", Access, Vol. 32 No. 3, pp. 25-31.*

Outlines an information continuum model to help create more proficient IL skills in K-12 students. Presents collaborative planning and marketing stages, as well as next steps in implementing the curriculum. The author notes that this continuum has been helpful in facilitating conversations about skill sets and values with other faculty.

*DeCarlo, M.J.T., Grant, A., Lee, V.J. and Neuman, D. (2018), "Information and digital literacies in a kindergarten classroom: An I-LEARN case study", Early Childhood Education Journal, Vol. 46 No. 3, pp. 265-275.*

Describes research using the I-LEARN model to understand how information and digital literacy could be taught in developmentally appropriate practices by examining four classrooms of kindergartners ( $n = 51$ ). Found that even young children can understand IL concepts, such as how information is organized and using searching strategies, when done in a strategic, scaffolded way.

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Forster, M., Bestmeyer, S., Baez-Rodriguez, N., Berkowitz, A., Caplan, B., Esposito, R., Grace, E. and McGee, S. (2018), "Data jams", *Science Teacher*, Vol. 86 No. 2, pp. 48-53.

Discusses the Data Jam model, a pedagogical program designed to increase high school students' data literacy, develop an understanding of scientific inquiry using authentic data sets from local sources, and nurture creative expression of their findings through artistic media. Students shared their projects through presentations in class or special events, which were then assessed by a local teacher or a juried panel using a rubric shared with the students. Provides a roadmap for implementation, including sources for data sets and advice for anticipated challenges in design, outcomes and examples from previous events.

Garrison, K.L., FitzGerald, L. and Sheerman, A. (2018), "Just let me go at it': Exploring students' use and perceptions of guided inquiry", *School Library Research*, Vol. 21.

Mixed-methods study on the perceptions and experiences of ( $n = 22$ ) freshman students at an Australian school who engaged in a guided inquiry (GI) unit in a personal development and health issues course. Through examining process journals, survey results, focus groups, and final projects, researchers found that students understand aspects of GI like independent learning, the structure and pace of the GI process, and independent topic selection; however, they had divergent perceptions of the usefulness of GI in that some appreciated the value placed on independent learning and self-motivation, while others preferred more structure and guidance from librarians and teachers. Students were more in agreement on preferring to investigate topics and questions of their own choice with personal interest and meaning.

Gerber, L. (2018), Cited!: Identifying Credible Information Online, *Rosen Central*, New York, New York.

Brief text for upper-elementary and middle school audiences discussing basic IL concepts such as finding resources, evaluating facts in multiple media types, understanding relevancy, and an introduction to citation. Provides examples of methods for introducing IL concepts in the classroom. Also includes a glossary of terms and list of questions a student may ask a research librarian when seeking assistance.

Gerick, J. (2018), "School level characteristics and students' CIL in Europe: A latent class analysis approach", *Computers & Education*, Vol. 120, pp. 160-171.

Analyzes data from 12 European countries that participated in the International Computer and Information Literacy Study (ICILS 2013), identifying five distinct and country-specific clusters for integration of ICT into school curricula based on three school level characteristics: school visions and strategies, teachers' professional development, and ICT infrastructure. Among key findings, students' computer and information literacy (CIL) scores did not significantly differ across most clusters, but were different for "ICT as a challenge". Other characteristics such as teacher collaboration may be useful for further analyzing differences among schools in ICT integration and CIL scores to find areas for improvement.

Gibson, M.L. (2018), "Scaffolding critical questions: Learning to read the world in a middle school civics class in Mexico", *Journal of Adolescent & Adult Literacy*, Vol. 62 No. 1, pp. 25-34.

Discusses a year-long scaffolded social issues inquiry project using problem-posing curriculum principles to teach critical democratic literacy in eighth grade social science and civics course at a private American school in Guadalajara, Mexico. Students engaged in critical inquiry about questions related to their social context in Mexican society, such as "is global warming a human rights issue?", and "why should wealthy people care about child labor?" using the Question-Answer Relationships framework as a tool for self-assessment

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and deeper exploration, evaluation, and synthesis of ideas. As a result, students engaged more fully with multiple perspectives and began to take steps toward active engagement with civic issues affecting their communities.

*Gibson, P.F. and Smith, S. (2018), "Digital literacies: Preparing pupils and students for their information journey in the twenty-first century", Information and Learning Sciences, Vol. 119 No. 12, pp. 733-742.*

Examines the development of two groups of learners – primary school and university students – as they advanced on “information journeys,” a term chosen to emphasize life-long learning. Information journeys are broken down into a five-stage model that provides strategies that educators can use to help guide and prepare learners to make their journeys more navigable. Significantly discusses the similarities and differences found between child and adult learners as groups that approach the journey toward IL at different times in their lives.

*Gregory, J. (2018), "The information literate student: Embedding information literacy across disciplines with guided inquiry", Teacher Librarian, Vol. 45 No. 5, pp. 27-34.*

Explores the use of a specific strategy of guided inquiry design to teach documentation of information search processes via structured search keyword logging. Encourages reflection on search strategies and practice with search tools. Offers a template for a keyword log that can be used for multiple content areas.

*Gregory, J. (2018), "The keyword inquiry log: Documenting progress of information searches", Teacher Librarian, Vol. 45 No. 3, pp. 29-33.*

Discusses efforts to teach IL using principles of guided inquiry design, based on a model developed by Kuhlthau, Maniotes and Caspari. Centers guided inquiry design within Common Core and AASL *Standards*. Offers brief examples for lessons plans using guided inquiry in multiple disciplines that are designed to reflect the need for inquiry, information evaluation and use of information in context in each field.

*Gretter, S. and Yadav, A. (2018), "What do preservice teachers think about teaching media literacy? An exploratory study using the theory of planned behavior", Journal of Media Literacy Education, Vol. 10 No. 1, pp. 104-123.*

Uses the theory of planned behavior to explore preservice teachers’ perceptions and attitudes towards teaching media and information literacy (MIL) topics using semi-structured interviews of ( $n = 19$ ) education students and ( $n = 12$ ) focus groups. Preservice teachers viewed instruction in MIL to be beneficial for students, but also expressed concern about disapproval or a lack of support in teaching MIL concepts from administrators, teachers and parents from older generations. Both teacher educators and preservice teachers can benefit from designing an integrated instruction curriculum with topics in MIL, particularly digital literacy.

*Hamilton, B. (2018), Digital Tools in Schools: Ethnography of Technology in Town and Rural Elementary Schools, PhD thesis, University of Colorado, Boulder, CO.*

Examines the use of digital tools by teachers and students in three town and rural elementary schools. Students used devices daily as part of the one-to-one device programs in their classrooms, which for many was their only means of accessing the internet to explore a digital platform. Among the findings, the one-to-one devices allowed instructors to streamline instruction, but limited open-ended project exploration.

*Harrison, C. (2018). "Critical Internet literacy: What is it, and how should we teach it?", Journal of Adolescent and Adult Literacy, Vol. 61 No. 4, pp. 461-464.*

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Examines the critical Internet literacy skills that ( $n = 21$ ) 11-year olds exhibited during a group assignment in which they were tasked with navigating and evaluating selected websites. Nine strategies for enhancing critical Internet literacy were listed based on the transcript of student group interactions, including understanding one's task before searching, knowing when to skim text and scroll down on a Web page, being cautious of websites based on tone and advertising, and integrating information across sources. Recommends that teaching critical Internet literacy should also involve teaching critical language awareness as a way for students to identify the motives and values a source is conveying through linguistic choices.

*Harrison, C. (2018), "Defining and seeking to identify critical Internet literacy: A discourse analysis of fifth-graders' internet search and evaluation activity", Literacy, Vol. 52 No. 3, pp. 153-160.*

Re-evaluation of Harrison's 2015 study that examined seven triads of fifth graders under two lenses: Vygotskian's concept of *obuchenie* and Mercer's notion of interthinking. The author acknowledges the narrow scope of the study, but points out that students demonstrated a high degree of engagement and learning, supporting Vygotskian's concept of *obuchenie*. Results do not provide strong support for Mercer's concept of interthinking.

*Johnson, M. (2018), "Fighting 'fake news': How we overhauled our website evaluation lessons", Knowledge Quest, Vol. 47 No. 1, pp. 32-36.*

Describes an ongoing redesign of website lessons used to teach middle school students media literacy based on the AASL Standards. Provides suggestions for keeping lesson content relevant and includes resources provided to students to assist with identifying fake-news.

*Johnson, S. and Ewbank, A.D. (2018), "Heuristics: An approach to evaluating news obtained through social media", Knowledge Quest, Vol. 47 No. 1, pp. 8-14.*

Argues for heuristic decision-making as a tool for evaluating information, particularly teens and social media. Suggests that educators must take into account the context in which most teens find news and information while considering how best to prepare them to find and evaluate information in the future. Argues for teaching students to use a heuristic that considers content, motivation and credibility cues such as the reputation of the author or publisher to make decisions about the credibility of news found on social media.

*Johnston, M.P. and Green, L.S. (2018), "Still polishing the diamond: School library research over the last decade", School Library Research, Vol. 21, pp. 1-63.*

Revisits Neuman's (2003) article on school library research to provide a systematic review from ( $n = 15$ ) journals sorted by the Neuman's original themes. Identifies recent trends and areas for future research, including emerging social and ethical issues surrounding evaluating information and how to adapt national standards to local contexts in light of ever more limited funding for school libraries.

*Joo, S. and Cahill, M. (2018), "Exploring research topics in the field of school librarianship based on text mining", School Libraries Worldwide, Vol. 24 No. 1, pp. 15-28.*

Examines current trends in the field of school library research using text mining of ( $n = 245$ ) articles published in *School Library Worldwide* and *School Library Research* over the last ten years. Employs the Latent Dirichlet allocation method of topic modeling to identify topics and themes, and uses text frequency analysis to identify areas that have increased in popularity, such as professional roles and technology leadership, as well as those that have decreased, such as IL and reading. The authors also suggest that text mining is an underused method in school library research and recommend using text mining for future research on these topics.



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*Karakoyun, F. and Yapici, Ü. (2018), "Use of slowmation in biology teaching", International Education Studies, Vol. 11 No. 10, pp. 16-27.*

Describes a study of ( $n = 12$ ) preservice third grade teachers' perceptions of the efficacy of slowmation as a tool for teaching biology, as well as developing students' creativity, communication, IL, research, digital literacy and media literacy skills. Uses a descriptive model of data from semi-structured interviews and observations. Found that while subjects had an overall positive view of slowmation as a tool for teaching, there were issues with learning to use the necessary technology for both students and teachers.

*Khan, A., Idrees, H., Asghar, A. and Aziz, U. (2018), "Information literacy for visually impaired teachers in Pakistan", Journal of Librarianship & Information Science, Vol. 50 No. 1, pp. 14-22.*

Assesses the IL skills of ( $n = 55$ ) visually impaired teachers (VIT) at schools for the blind in Pakistan according to their proficiency and comfort with finding, evaluating, and presenting information in their work and personal lives using a 22 question survey based on IFLA's Information Literacy Empowering Eight model (IFLA E8). Concludes that while VITs show above average skill in identifying information needs, organizing information, and practicing self-efficacy in information seeking, more development is needed in learning to use current search and retrieval tools and in presenting data effectively.

*Kim, H., Shin, A. and Kye, B. (2018), "Evaluation of a digital textbook program in terms of implementation fidelity", Kedi Journal of Educational Policy, Vol. 15 No. 1, pp. 3-20.*

Evaluates the effectiveness of a national, government sponsored digital textbook program implemented in over 130 South Korean secondary schools in terms of implementation fidelity, which describes the extent to which an intervention is implemented according to the original plans of its creators. Measures changes in students' self-directed learning ability, creativity and innovation, and IL skills alongside the implementation fidelity of different schools and instructors. Overall results indicate a correlation between higher levels of implementation fidelity and improved outcomes in all three areas.

*Kohnen, A.M. and Saul, E.W. (2018), "Information literacy in the internet age: Making space for students' intentional and incidental knowledge", Journal of Adolescent & Adult Literacy, Vol. 61 No. 6, pp. 671-679.*

Challenges current practice surrounding the curation of nonfiction information sources presented to K-12 students. Argues that not allowing enough opportunity for students to practice information seeking on the open Web creates an information bubble that does not adequately prepare students for the information landscape they will face as adults. Suggests two frameworks for encouraging more nuance and critical thought in how students are guided in developing strategies for evaluating nonfiction sources.

*Kohnen, A.M. and Saul, E.W. (2018), "Literacy instruction for life online", Phi Delta Kappan, Vol. 99 No. 6, pp. 33-38.*

Explores the role of literacy educators in preparing students not only to read, but also to navigate a constantly changing information landscape. Calls for a reimagining of the goals of IL and its role in preparing learners to read and understand what they are reading in the context of increasingly complex network of information sources. Advocates for using the work of Mumford Lewis as a starting point for developing a curriculum that will prepare learners to be generalists in their information seeking and evaluation.

*Lamb, A. (2018), "Aardvarks to zebra: Addressing new standards through Animal Studies", Teacher Librarian, Vol. 45 No. 5, pp. 56-59.*

Discusses the use of animal examples in K-12 IL instruction in relation to the AASL Standards. Provides strategies for using projects in which students are required to research

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animals to address each of the learning domains (think, create, share and grow) and learning foundations (inquire, include, collaborate, curate, explore and engage).

*Little, H.B. (2018), "Media literacy: A moving target", Knowledge Quest, Vol. 47 No. 1, pp. 16-23.*

Describes recent research from Pew Research, Stanford University, and the author's own school library into the need for more effective strategies for teaching media literacy to K-12 students. Suggests that K-12 students are often unable to identify credible information sources online and argues for increased intervention by school librarians, as well as incorporating media literacy into classroom curriculum. Includes an interview with journalism professor Robert Byrd on how teachers and school librarians and media specialists can better incorporate media literacy into their lesson plans, including suggestions for specific lesson plans and primary resources.

*Luhtala, M. and Whiting, J. (2018), News Literacy, ABC-CLIO, Santa Barbara, California.*

School librarians provide scaffolded lesson plans and resources for middle and high school educators on strategies for critically evaluating news and Web sources. Provides 26 IL lesson plans covering topics such as recognizing bias, close reading primary sources, identifying different types of news articles, and evaluating various types of sources like editorials, propaganda and visual texts. Includes handouts, quizzes and rubrics.

*Lundh, A.H., Dolatkah, M. and Limberg, L. (2018), "From informational reading to information literacy: Change and continuity in document work in Swedish schools", Journal of Documentation, Vol. 74 No. 5, pp. 1042-1052.*

Presents four examples of document work conducted by students in the context of 1960s Swedish secondary schools in an effort to historicize research regarding information seeking behavior and IL instruction. Found that historical examples of the informational reading of print materials prove to be fragmentary, facts-oriented, and procedural in nature where students prioritize finding correct answers over analyzing content. Illuminates the importance of a historical approach to IL research as a means of avoiding the misinterpretation of the impact of new technologies on information seeking behavior in contemporary school settings.

*Maniotes, L.K. (2018), Guided Inquiry Design® in Action: Elementary Schools, ABC-CLIO, Santa Barbara, California.*

A companion text to previous volumes on the process and value of guided inquiry and its applications for middle and high school. Provides examples of inquiry tools design by school librarians and teachers to build a strong foundation in early grades K-2, transitioning in grade 3 and grades 4-6. Covers schedules, routines and instructional strategies appropriate for this level, as well as comprehensive units for each phase of inquiry (open, immerse, explore, identify, gather, create, share and evaluate) and checklists for *Common Core State Standards*.

*Mikkonen, T. (2018), "Justifying the use of Internet sources in school assignments on controversial issues", Information Research, Vol. 23 No. 1.*

Interviews of ( $n = 39$ ) students in a religion and ethics class at a Finnish upper secondary school to identify the most commonly used criteria for evaluating internet sources while doing research for an assignment on controversial issues. Found that the authority of a writer or institution and neutrality were the most widely used criteria when arguing for the truthfulness of information resources. The author moves beyond the assessment of evaluation criteria often provided to students in checklist form and engages in discourse analysis to assess student justifications for resource selection and use in academic work.

*Miller, A. (2018), "There's so much there! Helping kids conquer the Internet and save democracy", Knowledge Quest, Vol. 47 No. 1, pp. 24-30.*

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Discusses media literacy and challenges with IL instruction within the context of high school research. Found that students need most support with developing subject terms to locate relevant search results and lateral reading as a tool for evaluation. Suggests that explicitness and transparency are key to successfully preparing students for research.

*Moto, S., Ratanaolarn, T., Tuntiwongwanich, S. and Pimdee, P. (2018), "A thai junior high school students' 21st century information literacy, media literacy, and ICT literacy skills factor analysis", International Journal of Emerging Technologies in Learning, Vol. 13 No. 9, pp. 87-106.*

Survey and factor analysis of ( $n = 380$ ) junior high school students' IL, media literacy, and ICT skills to determine which elements of the Information, Media and Technology Skills (IMTS) model Thailand's education system should focus on. Results show that ICT literacy was the most important and that student proficiency levels were low in this category, and that media literacy was the second most significant, followed by information literacy. Recommends that Thailand should embrace the need for ICT and media literacy alongside IL by incorporating ICTs like smart phones and Google Apps into classroom education to prepare students to achieve 21st century competencies.

*National Literacy Trust. (2018), NewsWise: Pilot Report 2018, National Literacy Trust, London, United King.*

Responds to the need for news literacy instruction for children in primary education settings and reports on the model and outcomes of the 2018 NewsWise Pilot program using ( $n = 234$ ) student surveys from participants between the ages of 9 and 11 in England and Wales. Found that 76.3 per cent of students demonstrated an understanding of why and how news stories are created after implementation of the program. Provides strategies for addressing areas of need in news literacy interventions through workshops, training and identifying reliable information resources for students and teachers.

*Ortlieb, E., Cheek, E.H. and Semingson, P. (2018), Best Practices in Teaching Digital Literacies, Emerald Publishing Limited, Bingley, United Kingdom.*

An edited collection on topics relating to digital literacy and pedagogy in PK-12 education with an emphasis on pre-service teacher preparation. Topics include integrating technology into the curriculum and to support special populations (e.g. English language learners, visually impaired students), designing multimodal instruction and materials and critical literacy in online environments. Abstracts for each chapter include purpose, approach, findings and practical implications.

*Osadche, N.E., Babarinde, E.T., Ekere, J.N. and Dike, V.W. (2018), "Competencies required by teacher librarians for improved primary school library services in Enugu State of Nigeria", African Journal of Library, Archives & Information Science, Vol. 28 No. 1, pp. 61-75.*

Survey of ( $n = 16$ ) primary school teacher librarians in Nigeria using an observation checklist for accommodations, collections, personnel and services, a questionnaire based on the IFLA competencies for school librarians, and interviews about their action plan. Found that private schools had better resources, management and qualifications than public schools. Highlights the need for additional training and developing a curriculum for library and IL skills.

*Paul, J., Cerdan, R., Rouet, J.F. and Stadler, M. (2018), "Exploring fourth graders' sourcing skills", Infancia y Aprendizaje, Vol. 41 No. 3, pp. 536-580.*

Results from two quantitative studies on German and Spanish fourth graders' sourcing skills, or their ability to identify and evaluate information and clues about the creation process, authority, and intention of a text. Used age-appropriate reading materials and multiple-choice questions to test ( $n = 178$ ) their ability to identify source information, experts, and intentions and asked ( $n =$

35) smaller group to read simplified texts with conflicting health information and reflect on who they choose to believe. Found that higher reading comprehension did not predicate a greater ability to source information or use sources to justify their decision, indicating more complex factors likely lead to higher sourcing ability in young, developing readers.

*Rumberger, A.T. (2018), "Constructing the literate child in the library: An analysis of school library standards", Berkeley Review of Education, Vol. 7 No. 2, pp. 115-137.*

Examines the New York City School Library System information fluency standards through a critical discourse analysis lens to understand what values they promote. Argues that the notion of literacy as attainable and a binary is problematic and highlights sections from the standards that exemplify this idea of literacy, and that the standards promote inquiry as a linear process with correct answers. Proposes that the ideal student presented in the standards does not leave space for school media specialists to advocate against inequitable practices and in fact may perpetuate them.

*Saechan, C. and Siriwipat, V. (2018), "Level of information literacy among upper-secondary school students in Thailand and the problems they encounter", Journal of Educational Media & Library Sciences, Vol. 55 No. 1, pp. 71-91.*

Assesses IL of ( $n = 390$ ) high school students in Southern Thailand through a multiple-choice test measuring seven different standards and a questionnaire collecting their demographic information. Found that students pass five of the standards, but fail in ICT usage and in information analysis, evaluation and selection, and that students reported lack of ICT access and training as the biggest issues in their IL development. Recommends that administrative powers set guidelines and standards for providing modern ICT equipment to students.

*Shaw Jr., G. (2018), "Exploring the development of deeper learning skills: A case study analysis of a Python e-learning course", Library Technology Reports, Vol. 54 No. 4, pp. 17-22.*

Case study analyzing e-learning environments and deeper learning approaches to engaging online students. Identifies three themes: critical thinking, communication and self-directed learning. Offers instruction librarians with insight into tech integration and evaluation for optimal student benefits.

*Taylor, N.G. (2018), "Youth information-seeking behavior and online government information: Tween's perceptions of US federal government websites", Journal of Documentation, Vol. 74 No. 3, pp. 509-525.*

Examines information seeking behaviors in middle schoolers to better understand their perceptions of government and government websites. Found that students were confused as to what government websites were and their uses. Suggests numerous strategies for government websites to improve their marketing towards young people and how to address greater concerns of privacy and overall transparency.

*Thomas, M. (2018), Information Literacy Skills Proficiency and Academic Achievement of Select 12th-grade Students at a High-minority High-poverty School, Ph.D. Thesis, Sam Houston State University, Huntsville, TX.*

Compares IL skills, knowledge and proficiency of students in the 12th grade using the Tools for Real-time Assessment of Information Literacy Skills (TRAILS) to find correlations of employing IL skills for job readiness based on five criteria of IL, such as identifying and evaluating sources of information. Found correlations between TRAILS and GPA despite indicating that they had not received IL instruction from their teacher or librarian, which was an area of consideration when looking at how to incorporate IL skills for job readiness. Also found differences in IL skills between males and females.

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Walton, G., Pickard, A.J. and Dodd, L. (2018), "Information discernment, mis-information and pro-active scepticism", *Journal of Librarianship and Information Science*, Vol. 50 No. 3, pp. 296-309.

Uses a participatory action research model to assess IL skills of ( $n = 79$ ) students of age 16-18 in the UK in which three questionnaires that were distributed to participants and group meetings were used to determine where learners sought information and how that information was evaluated. Students then created and presented posters describing what they felt to be "good" or "bad" sources of information. Suggests that students rely heavily on the Internet for information with little critical thought as to the provenance or quality of the information they find.

Wassermann, S. (2018). *Teaching in the Age of Disinformation: Don't Confuse Me with the Data, My Mind is Made Up!*, Rowman & Littlefield, Landham, Maryland.

Provides rationale and strategies for teaching critical thinking and IL skills in K-12 education to evaluate information and seek multiple perspectives. Chapters include introductions to concepts like observing social issues, comparing, identifying assumptions, interpreting, making decisions and evaluating with classroom applications and examples.

Yeung, A.H.W., Chu, C.B.L., Chu, S.K.-W. and Fung C.K.W. (2018), "Exploring junior secondary students' plagiarism behavior", *Journal of Librarianship & Information Science*, Vol. 50 No. 4, pp. 361-373.

Mixed methods study ( $n = 143$ ) of the ethical use of information among Chinese secondary students in a project-based learning environment using information literacy tests, originality scores from an online plagiarism checker and semi-structured interviews. Common themes included an inability to recognize acts of plagiarism such as self-plagiarism, incomplete citation information and formatting for Internet sources, difficulty reading and writing in English, and a lack of direction from assignments, despite some IL training. Recommends starting instruction on plagiarism and citation in primary school, clearly defining plagiarism as academic misconduct in school policies, and integrating IL and citation practices into the curriculum and assessment rubrics.

Yu, H., Abrizah, A., Rafedzi, E.R.K. and Abdullah, S.N.M. (2018), "Reinforcing information literacy development through a subject-focused resource-based project", *Journal of Librarianship and Information Science*, Vol. 50 No. 4, pp. 386-398.

Describes the development of an IL project assignment in selected Malaysian middle schools in a learning environment where IL is not a primary focus. Found that while the project was highly structured, very little emphasis was given to any IL skills development. Highlights the need for clear IL direction and instruction for greater development of those skills to better complement the existing structure of the assignment.

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