Information Literacy Today: 
An Annotated Bibliography

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Introduction and Scope

The following bibliography covers current theories, approaches, and assessments of information literacy, with the intention of providing effective suggestions and methods to educate students and increase their proficiency. Articles touch upon ways to improve students’ information literacy skills through different methods and assessments of effectiveness. The students observed in these studies range from high school to undergraduates to non-traditional students, including community college and online-based. It is important to study the information literacy abilities of different students to find common patterns of success and failure. Additionally, studying a diverse range of ages supports the theory that information literacy is a life skill and is not limited solely to traditional academia.

The articles were published from 2004 to 2012. An emphasis was placed on finding current articles published within the last ten years in order to present a current overview of information literacy issues. All of the articles were published in the United States, with the exception of two published in journals based in the United Kingdom. The majority of articles were found through library science and educational databases.

Description

Information literacy is generally defined as having the ability to “access, evaluate, and use information effectively and ethically” (Latham & Gross, 2008). Its current challenges include the advancement of internet resources, needs of increasingly diverse students, and relevance outside of academia.

Summary of Findings
While the importance of information literacy has long been understood, traditional methods of instruction have failed to adequately address the diverse needs of today’s students and the overabundance of information accessible through the internet. Information literacy is an increasingly essential life skill as this unmediated information requires a unique analysis by evaluating it in critical, skeptical, and savvy ways; however, the speed of change has evolved faster than education curricula (Miller & Bartlett, 2012).

Research on students’ initial information literacy abilities showed that the majority had poor skills, such as choosing the first result in a search engine hit list (Miller & Bartlett, 2012, p. 40). Teachers and schools are often faulted for student shortcomings. Miller and Bartlett believe schools haven’t been able to keep up with rapidly changing technologies; relatedly, the majority of teachers surveyed felt they would need training in order to adequately teach digital fluency (p. 49). Latham and Gross (2008) found students’ most frequent answer to how they learned to search for information in the library or online was “taught myself” (Findings section, para.1).

Securing class time for information literacy instruction has been a barrier, as emphasis has been focused on “increasing student performance on standardized testing” (Martin, Garcia, & McPhee, 2012, p. 43). O’Sullivan & Dallas (2010) echo this sentiment, stating that No Child Left Behind legislation led many high school curriculums to abandon “inquiry-based projects that challenge students to apply the knowledge they obtain through research”; this robs students of the skills needed to “research and write an analytic paper that actually applies the knowledge a student obtains to a specific social problem or issue” (p. 4).

Librarians are criticized as well, with accusations such as “handing the students a fish” instead of showing students “how to fish” (Fox & Doherty, 2012, p. 146). The suggestion of
taking issue with surrendering their authority as learning experts to further engage students in learning is also made (Doherty & Ketchner, 2005).

Once initial evaluations were completed, the authors conducted research on students’ information literacy abilities after receiving instruction and/or attending information literacy classes, using both quantitative and qualitative methods to assess outcomes. While a variety of methods and theories were used, researchers that continuously assessed results and adjusted accordingly had highly successful outcomes. Fain (2011) reviewed the five-year long data of students whose skills increased significantly after receiving library instruction. She found these reviews showed patterns and trends in student performance, which can be used to “provide directions for improving programs” (p. 118).

Several researchers used the standards of the Association of College and Research Libraries to assess information literacy success. Funes (2004) utilized these when developing the curriculum for an information competency course, concluding the students’ skills improved. Samson (2010) presented quantitative evidence of a substantial link between learning outcomes and the rubric.

Fox and Doherty (2012) used a backward design method based on “defining the desired student’s learning outcomes (SLOs)” (p. 145) to aid in designing information literacy instruction tools accessible for students outside of the classroom. Their findings benefit non-traditional students who may not have the opportunity to attend in-person information literacy classes.

Continuing to look beyond the traditional class by incorporating information literacy lessons across the curriculum is an idea shared by many professionals. Swanson (2004) believes it will create information literacy success in students. Warren (2006) feels it is especially
important in community colleges, where students often have limited time due to balancing studies with work and family obligations. Other collaborative efforts explored include community college collaborations outside their institution to supplement their often limited resources (Warren, 2006, p. 301).

Collaborative efforts can start in high school by guiding students in research with university-level standards. Martin et al. (2012) explore the successful outreach effort by a university library with a high school information literacy class. O’Sullivan & Dallas (2010) created a senior-level class based around a single research paper, breaking the process into a series of steps and lessons. Students who participated in the class reported how it significantly prepared them for college assignments (p. 8).

While academic success is important, information literacy must also be regarded as equally important in the workplace. D’Angelo (2012) says information has a place in business because information is needed to “innovate and to create new products and processes” (p. 639). Workplace information literacy includes textual, social, and physical information that serve “as a way of knowing about a range of sites of explicit and tacit knowledge within the workplace landscape” (Lloyd, 2006, p. 575).

Correspondingly, new ideas of redefining information literacy have recently emerged. Lloyd (2006) argues that a clear understanding of the nature of information literacy must include drawing meaning from it through “engagement and experience with information” (p. 570). Similarly, Ward (2006) argues the need to understand information in a more conceptual way so students will connect both analytically and imaginatively. Swanson (2004) believes students
must learn about information in a critical model, which includes defining information, relevance, and credibility (p. 266).

Regardless of how one defines it, assessment has proven to be an imperative aspect of improving all information literacy skills. Lindauer (2004) developed an assessment method to aid librarians, including testing students’ abilities rather than relying on their personal feedback and defining student learning outcomes at the beginning; this is similar to the backwards design method utilized by Fox and Doherty (2012). Warren (2006) believes assessment directly benefits students because they receive feedback on their educational progress, which engages them as “full partners in the learning process” (p. 302). Doherty and Ketchner (2005) support this through their theory that students learn best when they’re active participants in the learning process.

While there are no definitive solutions to the issues of improving information literacy, several successful themes have emerged. Ongoing assessment and subsequent program evolution have proven to effectively improve skills by researchers such as Samson (2010) and Fain (2011). Additionally, engaging students in education has proven to successfully empower them and increase learning (Douherty & Ketchner, 2005). Building classes around desired student learning outcomes (Fox & Doherty, 2012) and combining old and new techniques to improve digital fluency (Miller & Bartlett, 2012, p. 51) also show positive results.

The fundamental path to successful information literacy requires embracing the idea that there is no definitive end to evaluating information. In order to understand all aspects and forms of information literacy, it must be accepted as a lifelong learning process that requires continuous exploration.
Bibliography

Entry 1


Abstract: “This article reports on a case study that analyzed portfolios composed by technical communication undergraduate majors at a research university in the United States. Results showed that students, who are also practicing professionals in their field, exhibited information literacy (IL) outcomes more typical of the workplace than academia. The categories of research engaged in by students to complete course work included academic, applied, and experiential. These categories grounded the students’ research in rhetorical and contextually situated practices. They indicate that it may be important to broaden the way that information literacy is articulated, taught, and learned to bridge the gap between academia and the workplace.”

Annotation: Dr. D’Angelo concisely analyzes the case study of ten students whose information literacy studies manifested in their work, finding their outcomes were more typical of a workplace than an academic setting. She proposes how a perception change of information literacy instruction, including adapting it to the environment the student is in, would have a larger and more beneficial impact for them, both inside and outside an academic setting. This proposal is based on analysis of many scholarly resources. Although the case study is small, its findings are relevant for information literacy instruction development.

Search Strategy: I chose Library and Information Science Abstracts because it contains many valuable articles related to libraries and would be a good source for the topic of information literacy. This was one of my initial searches, which is why I used keyword searching. I included limitations for only peer reviewed and scholarly journals; published within the last three years for the most recent results; and published in the United States for domestic information.

Database: Library and Information Science Abstracts (ProQuest)

Method of Searching: Keyword searching

Search String: S1: “information literacy” AND instruct* AND librar*
S6: (improv* OR increas* OR help) AND (stud* OR class* OR homework)
S7: "incoming freshmen" OR "first year" AND (college OR university)
S8: S1 and S6 and S7

Limits: Peer reviewed and Scholarly Journal only; Location-United States; Publication date 2009-2012
**Scholarly/Refereed Status:** I had limited my results to peer-reviewed and scholarly journals only; however, I double-checked on Ulrich’s which confirmed *Library Trends* to be a refereed academic/scholarly journal.

**Entry 2**


**Abstract:** “The empowered intentional learner is a starting point towards a grounded theory in information literacy instruction. The authors engage this theory in a critical dialogue with instructional practice, in this instance a for-credit college freshman class built around information literacy concepts. Only through such reflection, where theory informs practice and practice informs theory, is it possible to develop a grounded theory where a less privileged role for the instruction librarian takes a back seat role to the control students should have over their own learning.”

**Annotation:** The authors, both professors with numerous published articles, discuss a theory in favor of students becoming empowered intentional learners and encouraging librarians to refrain from passive instruction. The theory was tested in freshmen classes that encouraged critical concepts. Students assessed their experience through emailed feedback. The study provides a limited sample of only freshmen and allows students to regulate their own feedback, which can be inaccurate; however, the theory itself is worth contemplating.

**Search Strategy:** I noticed the citation in the article “Design to Learn, Learn to Design” by Bruce E. Fox and John J. Doherty. I checked the references in the paper and found the article by searching Hagerty Library’s website. I went to Articles and More and searched by its title, which returned the full text article.

**Database:** N/A

**Method of Searching:** Footnote chasing

**Search String:** Referenced in:


**Scholarly/Refereed Status:** After locating the article through the above steps, I searched *Library Philosophy and Practice* in Ulrich’s database, which confirmed it as a refereed academic/scholarly online journal.

**Entry 3**

**Abstract:** “Assessment data from 5 years of a pretest/posttest with first-year students was analyzed using McNemar's test. The results show that revisiting previous assessment data can identify significant changes in information literacy skill development.”

**Annotation:** Dr. Fain, the head of Public Services at Coastal Carolina University, assesses a five year study of library and faculty integrating information literacy into classes through quantifying test results. It brings the argument that freshmen benefit from continuous research experience and instruction. The assessment brought information on methods that work and need improvement. She acknowledges her study is non-experimental due to its lack of a control group; she also acknowledges that information literacy is a continuous issue that needs consistent assessment to assure success. This is an important acknowledgement for instructors conducting assessments.

**Search Strategy:** I came across the notation in “Design to Learn, Learn to Design” by Bruce E. Fox and John J. Doherty. I checked the references in the paper and found the article by searching Hagerty Library’s website. I went to Articles and More and searched by its title, which returned the full text article.

**Database:** N/A

**Method of Searching:** Footnote chasing

**Search String:** Referenced in:


**Scholarly/Refereed Status:** After locating the article through the above steps, I looked up *The Journal of Academic Librarianship* on Ulrich’s database. Ulrich’s confirmed that it is a refereed academic/scholarly journal.

**Entry 4**


**Abstract:** “Using backward design coupled with a focus on intentional learning, a series of platform independent podcasts were created to address the need to increase student information literacy competency. The design team used a collaborative process where all members of the team worked in an iterative fashion from the specification of student learning outcomes to the creation of the final assessments. As a case study, this project brought to light the importance of clearly specifying student learning outcomes, creating meaningful assessments, employing
strong project management, and efficiently utilizing the composition and dynamics of the design team.”

**Annotation:** This case study came from a collaboration between a library team, graphic designer, and the authors, Northern Arizona University faculty who have published work before. The professionals aimed to create an effective tool for students to learn information literacy methods outside of the classroom and created an ambitious design process based on backwards design and student learning outcomes (SLOs) to do so. They cite how portions of their method can be strengthened based on their own experiences. Ultimately their process may not translate easily to most faculty as it requires somewhat idealistic circumstances, although aspects of it can easily be cherry picked for use.

**Search Strategy:** I chose Library and Information Science Abstracts because it contains many valuable articles related to libraries and would be a good source for the topic of information literacy. I decided to try title searching in order to find specific articles related to information literacy instruction, which is why I used title searching. I applied the limits peer reviewed and scholarly journals only as well as published within the last three years so the search would return very recent publications.

**Database:** Library and Information Science Abstracts (ProQuest)

**Method of Searching:** Title search

**Search String:** ti(information literacy instruction)

Limits: Peer reviewed, Scholarly journals

Date: Last 3 years

Source type: Scholarly Journals

**Scholarly/Refereed Status:** I limited my results to Peer reviewed and Scholarly Journals only, but I double-checked *Communications in Information Literacy* in Ulrich’s database. Ulrich’s confirmed it as a refereed academic/scholarly journal.

**Entry 5**


**Abstract:** “This article discusses the development of a community college online information literacy course to match the general education guidelines for the California State University System, and describes blending information literacy skills into the core GE requirements for equipping students to become lifelong learners while gaining an understanding of their psychological and physiological selves.”
Annotation: The author, an Instruction Librarian at Palomer Community College, writes in a biased tone that information literacy hasn’t been seen as important until recently. She gives an assessment of a class the college developed after investigating learning models and methods, but the research isn’t sufficiently quantified or deeply assessed and is based on students’ own assessments. The sources used throughout the paper appear outdated; however, the suggestion that information literacy should be an integral student skill is highly relevant.

Search Strategy: I chose Library and Information Science Abstracts because it contains many valuable articles related to libraries and would be a good source for the topic of information literacy. I used keyword searching as this was one of my initial searches, and added limiters to filter my results to reflect more recent changes in information literacy. After I found the article, I had to request it through Interlibrary loan as Drexel doesn’t subscribe to this particular publication.

Database: Library and Information Science Abstracts (ProQuest)

Method of Searching: Keyword searching

Search String: S1: “information literacy” AND instruct* AND librar*

Limits: Peer reviewed and Scholarly Journal only; Publication date 2004-2012

S2: community college

S3: S1 and S2

Scholarly/Refereed Status: I limited my search to peer-reviewed and scholarly journals only, and I double-checked Ulrich’s, which confirms Community & Junior College Libraries is a refereed academic/scholarly journal.

Entry 6


Abstract: “In the past decade information literacy has received increasing emphasis in K-12 and postsecondary education, yet the information literacy skill levels of high school and college graduates continue to vary considerably. This report compares findings across a subset of data collected in three independent research studies focusing on students' conceptions and perceptions of how they have learned what they know about information literacy. Competency theory, which posits that low-skilled individuals in some knowledge domains are often unable to recognize their deficiencies and therefore tend to overestimate their abilities, is used as the theoretical framework in each study. Data on participants' previous experiences with information literacy instruction was collected through surveys or interviews. A majority of students reported that they
were largely self-taught, but some also reported having received instruction from school library media specialists (SLMSs) and, to a lesser degree, public and academic librarians. Overall, low-performing students tended to identify peers as sources of knowledge while proficient students tended to identify SLMSs and teachers as sources of knowledge. These findings have important implications for researchers and practitioners in developing information literacy instruction for low-performing students.”

Annotation: Two associate professors at Florida State University’s College of Information gathered data on twenty undergraduate students’ pre-university experience in information literacy education through surveys and/or interviews. The data was quantified in percentages as well as evaluated by the authors. They acknowledge the findings aren’t generalizable but suggest incorporating student conceptions and perceptions into instruction can help librarians and staff effectively address student information literacy needs.

Search Strategy: I chose to search ERIC because it is an educational resource database which would have many journal articles related to information literacy. I used keyword searching as this was one of my initial searches. I applied limitations on my results in order to receive more recent articles published in scholarly journals.

Database: ERIC

Method of Searching: Keyword searching

Search String: ((Keywords:"information literacy") AND (Keywords:student) AND (Keywords:librar*)) and (Publication Type: “Journal Articles”) and Full-Text Available

Limits:

Publication Type: Journal Articles; Full-Text Available; Peer Reviewed; Publication Date: 2004-2013

Scholarly/Refereed Status: The search was limited to peer-reviewed articles, and I double-checked its status using Ulrich’s database. Ulrich’s confirmed that School Library Media Research is a refereed academic/scholarly online journal; however, its name changed to School Library Research. According to their official website, School Library Research is “the scholarly refereed research journal of the American Association of School Librarians. It is the successor to School Library Media Research.”

Entry 7


Abstract: “The organizational and published resources devoted to the assessment of information literacy have been steadily increasing over the last decade. Lindauer presents a view of three
arenas critical to information literacy learning and assessment, along with questions that might serve as a checklist to stimulate assessment planning and practice; and draws attention to the many organizations and resources dealing with information literacy assessment, so that one can tap into already existing examples of instruments, advice, and professional development opportunities.”

**Annotation:** The author, who has had prior articles published, is Coordinator of Information Competency/Library Instructional Services at City College of San Francisco’s’ library. The article provides comprehensive guidelines, broken down into three “arenas”, that librarians and information instructors to improve their ability to assess the success of their information literacy lessons. Resources beyond the paper are included for independent research. The unique strategy offers a variety of useful resources for instructors.

**Search Strategy:** I saw that Bonnie Gratch Lindauer had an article referenced in Sue Samson’s article “Information Literacy Learning Outcomes and Student Success” and decided to search for all of the articles she’s written. I went to Hagerty Library’s website and searched Articles & More using Lindauer’s name. I limited the search results to show only full-text items and scholarly/peer-reviewed publications, then chose this article based on the results.

**Database:** N/A

**Method of Searching:** Author search

**Search String:** The author was referenced in:


I searched Hagerty Library’s Articles & More with these limits:

Written/created by: Gratch Lindauer

Show Only: Items with full text online; scholarly materials, including peer-reviewed; peer-reviewed publications.

**Scholarly/Refereed Status:** I had limited my results to only scholarly materials and peer-reviewed publications; however, I double-checked *Reference & User Services Quarterly* with Ulrich’s database. Ulrich’s confirmed that it’s a refereed academic/scholarly journal.

**Entry 8**

Abstract: “Purpose - To describe the various landscapes in which information literacy has been explored and to propose new ways of thinking about information literacy.

Design/methodology/approach - Draws on constructivist-influenced grounded theory method employed during doctoral research into information literacy practices of firefighters.

Findings - Information-literate people are more usefully described as being engaged, enabled, enriched and embodied. Information literacy is conceptualized through this research as a way of knowing. The revised and extended definition is a more appropriate one to underpin an emerging ontological perspective on information literacy and to foster an understanding of information literacy as a meta-competency.

Research limitations/implications - The research was limited to an in-depth exploration of one professional group in one geographic location over 18 months.

Practical implications - The provision of a broader definition of the information literacy and the illustration of how information is perceived in a variety of concepts broadens librarians' and educators' understanding of information literacy. It offers librarians and educators a different way of thinking about information literacy.

Originality/value - This paper reports and expands upon original doctoral research of significance to information professionals and educators.”

Annotation: Dr. Lloyd offers a unique approach to information literacy by arguing instructors must embrace the subject and go beyond decontextualized skills. Written in a fairly complex style, it explores the idea of information literacy’s open definition using metaphors like landscapes and topography. These ideas are mixed with the results of an in-depth study of firefighters to show the broad and complex nature of the topic. It presents a distinctive approach to information literacy and its importance in the workplace, which is often written about in strictly academic forms.

Search Strategy: I decided to search the Web of Science based on a citation I found for “Library Instruction and Information Literacy in Community and Technical Colleges” by Katherine Branch and Debra Gilchrist, which was within “Information Literacy in Community Colleges” by Leslie Warren. I wanted to find more current articles based on who had cited it and knew the Web of Science was the best database to conduct my search. I looked up the authors’ last names together in Web of Science’s Cited Reference Search, which brought up their original article. I clicked on cited articles, which brought up Warren’s article. I then clicked on “Related Records”, which returned many results. I narrowed the field down by Document Types-Articles and Countries/Territories-USA, then browsed through the results.

Database: Web of Science

Method of Searching: Citation search
**Search String:** The citation was referenced in:


**Scholarly/Refereed Status:** After locating the article through the steps listed above, I went to Ulrich’s to confirm its status as scholarly. Ulrich’s lists *Journal of Documentation* as a refereed academic/scholarly journal.

**Entry 9**


**Abstract:** “University and secondary school educators recognize many high school students will undertake a post-secondary education but find themselves unprepared for the academic demands once they arrive on campus. Although many high school students appear to possess basic abilities in retrieving information, particularly when searching the Internet, they often lack the critical evaluation skills needed to succeed at the college level (Jackson & Hansen, 2006). Developing the necessary information literacy skills among high school students to support a successful transition to college is a unique undertaking for any institution. The authors provide a case study of an outreach effort between an academic library and an urban high school during challenging budgetary times. Lessons learned from the development of their information literacy instructional program and the instructional tools created will be discussed. Student outcomes within the collaboration which include the development of research and critical thinking skills necessary to succeed after high school will be addressed as well. This collaboration may serve as a model for other institutions developing similar programming.”

**Annotation:** This detailed study on outreach between an academic library and an urban high school shows the relevancy of exposing students to a higher form of information literacy for school and for life through comprehensive quantitative graphs and analysis supported by academic sources. The authors acknowledge the restrictions of their research, such as time and budget, but the program shows it continually evolves; the consistent student feedback helps it develop more efficiently. The program appears seems adaptable for other schools and creates a bridge for students transitioning out of high school to successfully navigate information today. It serves as a great argument for academic outreach.

**Search Strategy:** I chose to search ERIC because it is an educational resource database which would have many journal articles related to information literacy. This was one of my initial searches, which is why I decided to use keyword searching. I applied limits that would make my search more efficient and return current results.
Database: ERIC

Method of Searching: Keyword searching

Search String: ((Keywords:"information literacy") AND (Keywords:student) AND (Keywords:librar*)) and (Publication Type: “Journal Articles”) and Full-Text Available

Limits:
Publication Type: Journal Articles; Full-Text Available; Peer Reviewed; Publication Date: 2004-2013

Scholarly/Refereed Status: The search was limited to peer reviewed, and I double-checked its validity by looking up Education Libraries in Ulrich’s database. Ulrich’s confirmed that it is a refereed academic/scholarly online journal. Additionally, I visited the Education Libraries website, which describes itself as “an electronic, refereed journal of the Education Division of the Special Libraries Association (SLA)”.

Entry 10


Abstract: “The rise of the internet as the greatest source of information for people living in the UK today poses an acute challenge to the information literacy (IL) community. The amount and type of material available a mouse click away is both liberating and asphyxiating. There are more e-books, trustworthy journalism, niche expertise and accurate facts at our fingertips than ever before, but also mistakes, half-truths, propaganda and misinformation. This article presents research on how well young people are being equipped to meet the challenge of sorting good information from bad. It reviews current literature on the subject, and presents a new poll of over 500 teachers. With analysis supplemented by additional correspondence from librarians and other IL professionals, it argues that there is strong evidence that the web is fundamental to pupils’ learning and lives, but that many are not careful, discerning users of the internet. They are unable to find the information they are looking for, or they trust the first thing they see. This makes them vulnerable to the pitfalls of ignorance, falsehoods, cons and scams. The article proposes the appropriate response to be to embed ‘digital fluency’ – a tripartite concept consisting critical thinking, net savviness and diversity – at the heart of learning, in order to create a pedagogical framework fit for the information consumption habits of the digital age.”

Annotation: This research was the largest survey of its kind conducted in the U.K., though its findings resonate in the United States for instructors and professors. A poll of over 500 teachers was taken. The authors’ findings and analysis are shown in quantitative tables and percentages, with supplemental analytical feedback by librarians and information literacy professionals. They
admit their poll findings have a bias as teachers are overrepresented, and are consulting more widely in their continuous research. The overall conclusion states a combination of new and old techniques need to be implemented into information literacy lessons, which is a relevant consideration for all information instructors.

**Search Strategy:** I chose to utilize the search engine INFOMINE, which describes its contents as “scholarly internet resource collections”; in other words, it’s a search engine for scholarly articles. I chose to search under its Social Sciences & Humanities section and was able to limit my search to Free Access and Full-text. Journal of Information Literacy was the third choice; I selected it, and scrolled down the homepage to the list of available articles, where I chose the above because of its relevant content.

**Database:** Social Sciences & Humanities (INFOMINE)

**Method of Searching:** Keyword searching

**Search String:** “information literacy education”

Limits: Free Access; Full-text.

**Scholarly/Refereed Status:** The Journal of Information Literacy describes itself on its website as “an international, peer-reviewed journal.” I also searched Ulrich’s which confirms it as a refereed academic/scholarly online journal.

**Entry 11**


**Abstract:** “Businesses and higher education leaders are looking for students with the ability to evaluate and analyze information and to use this information to solve real-world problems. These are the information literacy skills students need for the 21st century. However, several recent studies on the ability of college freshmen to handle the rigor of college courses and research indicate that high school students are not being adequately prepared to apply these skills. The authors provide a case study of a collaborative effort between an English teacher and the high school librarian to better prepare high school seniors on how to locate reliable information, analyze the information and then determine how it can be applied to solving a real world issue or problem.”

**Annotation:** The paper is aimed at high school teachers and librarians looking to improve students’ information literacy abilities. The students in the studied class benefit from its guidelines and structure; however, it fails to address if any students had learning disabilities and how that could be handled. It acknowledges their high school has the advantage of access to
many databases, but does not address how high schools with less adequate resources could adjust
the program.

**Search Strategy:** I found the article’s citation while reading “Information Literacy Outreach” by Coleen Meyers Martin, Eric P. Garcia, and Marc McPhee. I checked the references in the paper and found the article by searching Hagerty Library’s website. I went to Articles and More and searched by its title, which returned the full text article.

**Database:** N/A

**Method of Searching:** Footnote chasing

**Search String:** Referenced in:


**Scholarly/Refereed Status:** After locating the article through the above steps, I looked up *Education Libraries* on Ulrich’s database. Ulrich’s confirmed that it is a refereed academic/scholarly online journal.

**Entry 12**


**Abstract:** “Information literacy learning outcomes randomly selected first-year and capstone students were analyzed using an assessment instrument based on the ACRL competency standards. Statistically significant differences between student populations in the selective and relative use of information inform the library instruction program and apply to research and teaching libraries.”

**Annotation:** The author, a professor and Head of Information & Research Services at The University of Montana’s library, took a small random sample of first year and capstone students and analyzed their information literacy learning outcomes using the Association of College and Research Libraries. Through quantified tables that compare the outcomes of the two groups, patterns are identified where the curriculum can improve, and adjusted accordingly. The language is thorough and clearly presented, allowing her results of the curriculum’s importance and need for continuous assessment to stand strong.

**Search Strategy:** I chose Library and Information Science Abstracts because it contains many valuable articles related to libraries and would be a good source for the topic of information literacy. This article was found through one of my initial keyword searches. I applied several
restrictions, seen below, in order to find the most relevant articles related to students and information literacy instruction.

**Database:** Library and Information Science Abstracts (ProQuest)

**Method of Searching:** Keyword searching

**Search String:** “information literacy” AND instruct* AND librar*

Limits:

Peer reviewed and Scholarly Journal only; Publication date 2009-2012

Narrow Results by:

Subject-Students

**Scholarly/Refereed Status:** I limited my search to peer-reviewed and scholarly journals only, and I double-checked it on Ulrich’s as well. *The Journal of Academic Librarianship* is listed on Ulrich’s as a refereed academic/scholarly journal.

**Entry 13**


**Abstract:** “The weakness of the print-based bibliographic instruction model is its focus on format of the information source over the type of information the source contains. Drawing from the critical literacy movement in the education literature, this article presents an example of a critical information literacy model as applied to the research paper component of a first-year composition course. In this model, students work from their own experiences as they are prepared to make predictive judgments about the information they will need.”

**Annotation:** The author, a teaching and learning librarian at Moraine Valley Community College, presents an example of a critical information literacy model applied to a first year composition course that emphasizes defining information and credibility. Using concise language, he emphasizes how information literacy should be integrated into curriculums rather than taught as a separate course for maximum efficiency. Conceptualizing ideas such as how to define information and credibility are important considerations within information literacy instruction.

**Search Strategy:** I chose Library and Information Science Abstracts because it contains many valuable articles related to libraries and would be a good source for the topic of information literacy. This search is a continuation of an earlier keyword search, with the specification of “high school” “first year” and “freshm*” added to the search, as seen below.
Database: Library and Information Science Abstracts (ProQuest)

Method of Searching: Keyword searching

Search String: S1: “information literacy” AND instruct* AND librar*

Limits: Peer reviewed and Scholarly Journal only; Publication date 2004-2012

S3: student AND ("high school" OR "first year" OR freshm*)

S4: S1 and S3

Scholarly/Refereed Status: I limited my results to peer reviewed and scholarly journal only; however, I double-checked with Ulrich’s database. Ulrich’s confirmed that Portal: Libraries and the Academy is a refereed academic/scholarly journal.

Entry 14


Abstract: “Information literacy is a broader capacity than current practices would suggest. In addition to critical thinking, information literacy includes information processes that explicitly address meaning, motivation, and the quality of life. A more robust notion of the concept delivers significant opportunities for libraries and instructional programs.”

Annotation: The author is Associate Dean for Public Services at Illinois State University’s library. Using pop culture references and clear language, he suggests information literacy be redefined and conceptualized to emphasize knowing and understanding information. This theoretical approach is meant to influence faculty to incorporate a new approach to information literacy lessons. Because of its mix of pop culture and scholarly references, this paper is understood as having a theoretical rather than fact-based approach.

Search Strategy: I decided to search the Web of Science based on a citation I found for “Library Instruction and Information Literacy in Community and Technical Colleges” by Katherine Branch and Debra Gilchrist, which was within “Information Literacy in Community Colleges” by Leslie Warren. I wanted to find more current articles based on who had cited it and knew the Web of Science was the best database to conduct my search. I looked up the authors’ last names together in Web of Science’s Cited Reference Search, which brought up their original article. I clicked on cited articles, which brought up Warren’s article. I then clicked on “Related Records”, which returned many results. I narrowed the field down by Document Types-Articles and Countries/Territories-USA, then browsed through the results.

Database: Web of Science
Method of Searching: Citation search

Search String: The citation was referenced in:

Scholarly/Refereed Status: After locating the article through the steps listed above, I confirmed through Ulrich’s database that *The Journal of Academic Librarianship* is a refereed academic/scholarly journal.

Entry 15


Abstract: “The article by Katherine Branch and Debra Gilchrist ("Library instruction and information literacy in community and Technical colleges", RQ, 35 Summer 1996, 476-483) is taken to provide the counterpoint for a discussion of information literacy in community colleges, ten years later. The account discusses the reputation and growth of community colleges, teaching and learning in the community college, the teaching of information literacy in community colleges, the need to create collaborations for successful information literacy teaching, and the need to expand online options to enhance the information literacy teaching process and serve the needs of the students. Suggests that there is a need to assess learning and help students to help themselves. Concludes that the ten years that have elapsed since Branch and Gilchrist's article, community colleges' information literacy instruction has attracted positive political attention and dramatic growth, and the focus on students and learning outcomes fits well with the lifelong learning nature of information literacy."

Annotation: The author, the Information Literacy Librarian at Moraine Valley Community College, looks at the improvements in community college information literacy trends ten years after an article in the same journal addressed the subject. Published in 2006, it addresses issues that are still current today, like addressing information literacy for the diverse student body of a community college. Emphasis is placed on the best ways to engage students in information literacy, including incorporate it into curriculums and through the continuation of internal partnerships due to community colleges’ limited resources. Lucidly written, community college faculty can implement its strategies to create student success amid the challenges of their diverse student body and limited resources.

Search Strategy: I chose Library and Information Science Abstracts because it contains many valuable articles related to libraries and would be a good source for the topic of information literacy. This search was a continuation of an earlier keyword search, with the additional words “community college” added in, as seen below.
Database: Library and Information Science Abstracts (ProQuest)

Method of Searching: Keyword searching

Search String: S1: “information literacy” AND instruct* AND librar*

Limits: Peer reviewed and Scholarly Journal only; Publication date 2004-2012

S2: community college

S3: S1 and S2

Scholarly/Refereed Status: I limited my search to peer-reviewed and scholarly journals only, and I double-checked it on Ulrich’s as well. Reference & User Services Quarterly is listed on Ulrich’s as a refereed academic/scholarly journal.

Conclusion and Personal Statement

I learned many things while researching information literacy. First, I did not realize how complex of an issue it is, or how ongoing efforts are made to redefine and reassess it as information resources change. Initially, I assumed I would find information about teaching evaluation of materials; my research expanded far beyond that as I delved deeper into issues such as defining information and creative methods of instruction. I also did not expect to learn the importance of continuous assessment after lessons; however, it became clear that assessment led to improvements in the curriculum, which leads to better informed students.

Second, I began to understand how evaluating sources can be tricky. Evaluation goes beyond credibility; one must determine whether a source has a bias slant by presenting its information in manipulative language in order to sway the reader towards their point of view. It is easy to see how students become confused, especially when evaluating online sources.

Lastly, I discovered many valuable searching methods that will serve me well in my career. From voluntarily utilizing the Web of Science database to whittling hundreds of results in
LISA and ERIC to those that best suited my research, I think it’s safe to say I have improved my database searching information literacy.