A Library’s Role in Teaching Information Literacy to Undergraduates:
An Annotated Bibliography

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Introduction and Scope

The following bibliography covers the role that libraries play in the information literacy instruction of undergraduates. Articles examine touch upon a few trends/thoughts within library literature that affect the way in which information literacy has been, is, and will be taught. Several articles discuss the theoretical underpinnings of information literacy, theoretical practices to enhance information literacy education, and practical aspects that affect information literacy instruction in higher education. Throughout these articles, the library’s role is examined in terms of what they should do, the challenges they face, library issues that affect information literacy instruction among other things. The articles were published between the years 1997 to 2012. Currency was a factor within this study because though historical context is important, the future of academic librarianship is a concern, since according to Kapitzke (2003), information literacy was a way for academic librarians to find new relevancy in the academic realm with the emergence of technology. With budgets being cut as evidenced by Ware (2011) and Kraemer, Lombardo, and Lepowski (2007) and critiques of information literacy as a whole, Elmborg (2006), the role of information literacy needs to be examined much more closely. Articles were published both nationally and internationally.

Description

What is information literacy? Snavely and Cooper (1997) have expressed the idea that the term is rather ambiguous as there are quite a few definitions for the term, though it is used quite often. They continue by providing the ALA definition and by expressing the idea that those who are information literate become life-long learners in a society that is driven by information. Though Snavely and Cooper’s article was written years ago, Elmborg (2006) confirms the continued ambiguity of the term information literacy. Despite its ambiguity, the term seems to enjoy not only widespread popularity (Elmborg, 2006), but was also adopted by the Middle States Commission on Higher Education in 2002 as a standard for all undergraduates to meet prior to their graduation (Owusu-Ansah, 2004). The mandate for universities to ensure that their graduates are information literate then provided a new role for academic librarians who had been providing bibliographic instruction for years and were thus thought to be the best persons to help universities ensure that their students were able to not only use information, but to manipulate it skillfully and creatively.
Summary of Findings

There are a number of studies dedicated to the enhancement of information literacy skills within the realm of education, specifically higher education. This is primarily because it was adopted as a standard for graduation by the Middle States Commission on Higher Education (Owusu-Ansah, 2004). Much of this work is of a practical nature-programmatic based (Kapitzke, 2003), but fails to reflect on its own foundation and biases (Elmborg, 2006). In order to create an “informed and educated citizenry” (Jacobs and Serg, 2011) it is important to examine several aspects of information literacy instruction, both theoretical and practical. Interestingly, there are two primary theory-related approaches to information literacy instruction. The first surrounds the term information literacy.

Kapitzke (2003) explained the root of the term information literacy did not come either from the educational realm or technological realm, but was instead originated in the industrial realm. One of her critiques of the term is not only does it come from a biased background, but that it is posited as a neutral educational place, while it is actually a privileged one. Part of the issue with this privilege is that it creates as Elmborg (2006) has described is the situation in which only preselected students will succeed and others will be left behind. He recommends a more complex manner of approaching information literacy that is critical of the bases of information literacy and acknowledges that it is indeed biased to deliver a more rich form of instruction. How does this impact the library, primarily those in higher education? Well, Owusu-Ansah (2004) has posited that libraries are the natural place for information literacy to be taught and shared given the library’s relationship to knowledge and previous history with bibliographic instruction; as well as the inexperience of subject faculty in teaching information mastery.

Owusu-Ansah (2004) also shared the history of the debate within library fields regarding whether or not libraries ought/ought not engage in library instruction. He quotes Lucy M. Salmon, a critic of bibliographic instruction from over 77 years ago, who believed that subject bibliographies should not be separated from instruction in the subject. While that argument is posited against the whole idea of library involvement in teaching, the idea still is embraced in several applications of information literacy. The centrality of the library in information literacy encourages Owusu-Ansah (2004) to call for establishment of library-teaching departments, but
prior to discussing his idea, which would require a bit more formulation, it is important to examine some factors that may impact that development.

Schroeder and Cahoy (2010) have shared the fact that ACRL standards on information literacy still have not been thoroughly accepted. These authors accepted the standards for cognitive literacy, but call for affective incomes to be included within the realm of information literacy instruction. This would mean that the librarian’s role would move beyond simply the skills based training decried by Jacobs and Berg (2011), to also prioritize persistence and comfort in information seeking, among other emotions. Jacobs and Berg (2011) have called for a change in the conception of information literacy with a focus on ‘problematizing’ situations with the purpose of providing possibilities to outcomes rather than providing deficit-minded searches. Townsend, Brunetti, and Hofer (2011) have recommended that ACRL standards be maintained but that librarians also be provided with training and ability to envision certain thresholds within information literacy, rather than envisioning information literacy, itself, as a threshold. This practice they maintain will allow libraries to achieve the outcomes they desire as regards information literacy, rather than minimal changes from vague ACRL standards. Bridges (2012) has recommended using the ACRL standards, but has also determined that information literacy is comprised of forms of literacy, this is actually also referenced and discussed by Kapitzke as hyperliteracy. All these suggestions indicate that the library’s role in information literacy instruction is quite complicated, this complication can be further seen when one views some practical examples of information literacy instruction.

Kraemer, Lombardo, and Lepowski (2007) examined three different types of information literacy instruction: face-to-face, wholly online, and a hybrid course. The results from this examination was that they determined that the hybrid groups performed better on the post-tests than the other two groups, but was satisfied with the course information on a similar level as those who had taken the course face to face. Kraemer, Lombardo, and Lepowski revealed that online courses may be more prevalent due to dwindling resources, though they believed face-to-face and hybrid instruction was more effective. Thus the library’s role will increasingly lead to providing content for instruction rather than physical instruction. Ware (2011) has followed up on Kraemer, Lombardo, and Lepowski’s article by stating that information literacy models should appeal to different learning styles. Whereas, Williams (2010) examined different technologies being utilized to assist with information literacy instruction; this research was
based on the fact that even though certain students had taken an information literacy course they lacked the ability to manipulate and use varying sources of information. Forums included course management software, websites, blogs, podcasts, screencasts, web-based board games, and virtual environments. Williams (2010) challenged librarians to utilize technologies students were familiar with and used regularly.

Gordon and Bartoli (2012) on the other hand utilized a different approach which would perhaps be more in line with Salmon’s critique. Gordon and Bartoli (2012) formulated a course that utilized discipline specific standards, while attempting to meet ACRL outcomes. Since the course used discipline-specific standards, it provided more relevancy to the students while engaging them in different information seeking/utilization behaviors. Stevens and Campbell (2008) utilized collaboration using the ACRL standards as guidelines with the primary role of the librarian as more of a consultant rather than instructor. There is an emphasis on the view of the librarian as a ‘trouble-shooter’ (Stevens and Campbell, 2008), and lessening student anxiety of the student to encourage greater interaction. Holler (2009) examined the development of information-literacy skills through engaging students in client-based projects which have no pre-determined outcome for learning. In this role, the librarian would act as more of a facilitator. Holler (2009) has stated that in this role the student would become an active participant in the learning process of information literacy, and the librarians would help them as they develop original research. The commonality in most of the programs provided lies in the fact that they all are focused on meeting certain bars of success, yet even these bars are quite diverse.

The question presented earlier still looms, what is the role of the library in information literacy instruction in higher education? As one reads through the literature, one cannot help but agree with Owusu-Ansah (2004) that the library’s role is central to ensuring that information literacy flourishes within higher education. Evidence for this, lies in the fact that even in the critiques of information literacy instruction as it currently is, there are calls to the library to reform its structural definition and actions within information literacy. Snavely and Cooper (1997) have argued that information literacy will continue to have a difficult road to acceptance while its definitions are indistinguishable from previous definitions of bibliographic instruction. The multiplicity of approaches to information literacy and the diversified interpretations of the term make it difficult to actually determine exactly what the role of the
library is in information literacy. Formulation of a concrete definition, beyond the concepts provided by the ACRL, is necessary to truly begin to address that role.

Bibliography

Entry 1:
Bridges, L. (2012). Librarian as professor of social media literacy. *Journal of Library Innovation, 3*(1), 48-65

Abstract: “... The first opportunity most students have to interact with instructors in an online environment is in higher education. University and college librarians can take the lead in providing social media literacy instruction by developing courses and workshops using the Information Literacy Competency Standards developed by the ACRL. This article discusses the development and instruction of a freshman orientation course at Oregon State University titled *Social Media: A Life Lived Online.*”

Annotation: This article is unique in that it moves beyond the general view of information literacy as one-dimensional and identifies it as multi-dimensional, with social media literacy as one portion of this literacy. The author proposes utilizing this popular medium to enhance and engage students’ into enhancing their own information literacy. This article builds upon the work of several other articles that examine the social medi a literacy. Laura M. Bridges is the Instruction and Emerging Technologies Librarian at Oregon State University who has written on several topics including use of technology to enhance a library program.

Search Strategy: I selected AcademicOneFile because of the wealth of information it contains related to academic disciplines. I chose this approach to vary some of my results.

Database: AcademicOneFile

Method of Searching: Keyword Searching

Search String: ss library* AND information literacy instruction AND Higher Education

Scholarly/Refereed Status: I located this article in AcademicOneFile and used the “Peer-Reviewed sources” tab. Ulrich’s lists the journal as a scholarly and refereed one. The journal’s website states that it is an open-access peer-reviewed journal.”

Entry 2:
**Abstract:** “This article uses critical literacy theory to define information literacy. It argues that to be educators, librarians must focus less on information transfer and more on developing critical consciousness in students. Using concepts from literacy theory, the author suggests ways library practice would change if librarians redefined themselves as literacy educators.”

**Annotation:** This article is unique in that it examines libraries and their approach to information literacy rather closely. It advocates libraries move from their stance as “value-neutral” organizations, and instead view critically the foundations upon which they and the rest of academia stand, in doing so, an evaluative process can be begun that will revolutionize the field and posit information literacy not as exclusionary, but as a truly evaluative field that is similar to other academic models. James Elmborg is an Associate Professor in the University of Iowa’s School of Library and Information Science who has research interests in pedagogy, information literacy programming, and instructional technology.

**Search Strategy:** As I read Jacobs, H. and Berg, S. (2011). Reconnecting information literacy policy with the Core Values of Librarianship. *Library Trends, 60*(2), 383-394, I noticed the name Elmborg had come up a few times, and so I researched the article through Drexel’s portal for articles and found it full text in ScienceDirect Journals.

**Database(s):** N/A

**Method of Searching:** Footnote Chasing

**Search string:** ss Critical Information Literacy: Implications for Instructional Practice

**Scholarly/Refereed Status:** Ulrich’s lists this journal as scholarly and refereed. In addition, according to the journal’s website, it is an international and refereed journal.

**Entry 3:**


**Abstract:** “This article describes the outcome of a collaboration between a faculty member and a librarian to integrate information literacy into a graduate counseling psychology program... The authors discuss how using the discipline standards allows for a richer, more authentic collaboration, especially in a graduate program geared toward students who are already working in their field. Ultimately, using discipline standards could be a more effective way to promote information literacy in graduate and professional programs.”

**Annotation:** This article is unique in that it moves beyond the examination of faculty-librarian collaboration in enhancing the information literacy skills of students, and produces an example that allowed the instruction to be more relevant to both student and faculty by using discipline specific guidelines rather than ACRL guidelines. This article builds upon the work of several other articles that examine the impact of information literacy on psychology. Dr. Eleonora
Bartoli is the Director of Graduate Programs in Counseling Psychology, and Larissa Gordon is a Reference Librarian and Coordinator of Information Literacy at Arcadia University. Ms. Gordon has written a few articles on faculty-library collaborations.

**Search Strategy:** I selected (ERIC) because of the wealth of bibliographic information it contains related to education and information science. I chose the bibliographic approach to vary some of the articles I was getting.

**Database:** ERIC [ProQuest]

**Method of Searching:** Controlled Vocabulary

**Search String:**
- ss libraries
- ss information literacy
- su.("Academic Libraries" OR "College Libraries") AND su.("Information Literacy")

**Scholarly/Refereed Status:** I located this article in ERIC and used the “Peer-Reviewed Journals” tab, then narrowed my results to scholarly journals. Additionally, Ulrich’s lists the journal as a scholarly and refereed one. The journal’s website states that it is a “peer-reviewed journal.”

**Entry 4:**


**Abstract:** “The library literature contains many discussions on problem-based learning as a means of engaging students in instruction and promoting information literacy. A related but relatively unexplored opportunity is available through client-based projects. Using examples from the business education literature, library literature, and the author’s experience, the author attempts to connect the consulting processes of client-based projects to information literacy competencies, specifically, the ACRL Information Literacy Competency Standards for Higher Education...”

**Annotation:** This article is unique in that it examines the effects of problem-based learning (PBL) through student engagement in client-based projects on a student’s information literacy skills, by examining how these projects can help students meet ACRL thresholds for information literacy. Ms. Holler Phillips is the Business and Finance Librarian as well as an Assistant Professor of Library Administration at University of Illinois at Urbana Champaign. She has written other articles on student consultancy and information literacy and utilizes this article to expand upon the work already done in examining problem-based learning.

**Search Strategy:** I selected Library and Information Science Abstracts (LISA), because of the wealth of articles it contains related to information science. This was an initial search using this database so I chose a keyword approach.
Database: Library and Information Science Abstracts (LISA) [ProQuest]

Method of Searching: Keyword searching

Search String: ss Librar* AND information literacy AND Higher education su information literacy; higher education; user training; academic libraries; students; usa

Scholarly/Refereed Status: I located this article in LISA and used the “Peer-Reviewed Journals” tab, then narrowed my results to scholarly journals. Additionally, Ulrich’s lists the journal as a scholarly and refereed one. The journal’s website states that it is a “peer-reviewed journal.”

Entry 5:


Abstract: “…By revisiting seminal documents like the Alexandria Proclamation, the Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education, and the American Library Association's (ALA) Core Values of Librarianship, we argue that information literacy is full of possibilities to explore rather than problems to be solved…”

Annotation: This article is unique in that it advocates blending ideals inherent in library science with competencies in ACRL to promote a holistic information literacy structure that moves beyond skill-building to social/ political/cultural context literacy. It advocates utilizing Appreciative Inquiry within Information Literacy Instruction to provide problem-based questions, and possibility focused outcomes. This article builds upon other literature that examines the positivist background underlying most assumptions within information literacy. Dr. Heidi Jacobs is an Information Literacy Librarian at the University of Windsor in Canada who has written several papers on pedagogy in information literacy; Selinda Berg is the Clinical Medical Librarian at the same institution who has written a variety of articles on information literacy as it affects undergraduates.

Search Strategy: I selected Library and Information Science Abstracts (LISA), because of the wealth of articles it contains related to information science. I wanted to narrow my search so I searched within the Abstracts for my terms.

Database: Library and Information Science Abstracts (LISA) [ProQuest]

Method of Searching: Field searching

Search String: ss AB Librar* AND AB information literacy AND AB Higher education
**Scholarly/Refereed Status:** I located this article in LISA and used the “Peer-Reviewed Journals” tab, then narrowed my results to scholarly journals. Additionally, Ulrich’s lists the journal as a scholarly and refereed one. The journal’s website states that it is a “peer-reviewed journal.”

**Entry 6:**


**Abstract:** “Argues that the information literacy framework is incompatible with emergent concepts of knowledge and epistemology for digital and online environment because of its positivist philosophical orientation...” [From Education Resource Complete]

**Annotation:** This article is unique in that it provides a critique of the contemporary view of information literacy as used in school libraries and in general, and then proposes that librarians ought to engage in hyperliteracy. Hyperliteracy would be inclusive and self-critical, as compared to information literacy which is positivist and uncritical of its ‘space’. Dr. Kapitzke works in Australia at the Queensland University of Technology as an Associate Professor in the School of Cultural and Language Studies in Education and has primary interests in the sociology of literacy, creative commons and new roles for copyright.

**Search Strategy:** I selected Education Resource Complete because of the wealth of information it contains related to educational interests. I found this article title within the citations from the following article: Aguilar, P., Keating, K., Schadl, S., & Van Reenen, J. (2011). Reference as outreach: meeting users where they are. *Journal of Library Administration, 51*(4), 343-358, which I found unsuitable for this work.

**Database(s):** Education Resource Complete [EBSCOHost]

**Method of Searching:** Footnote chasing

**Search string:** ss Information literacy: A positivist epistemology and a politics of outformation

**Scholarly/Refereed Status:** Ulrich’s lists this journal as a scholarly journal, which is refereed. In addition, according to the journal’s website, it is a scholarly journal.

**Entry 7:**

Abstract: “Each year, Oakland library faculty provide information literacy instruction for Rhetoric 160, a first-year writing course, through a combination of WebCT-based online tutorials and in-class teaching. For this study, twelve sections of RHT 160 during the winter 2005 term were selected to compare three instructional methods: online instruction only, live instruction, and the current "hybrid" combination of live instruction and online tutorials... Results of the study, including differences in student performance in relation to pedagogy, are discussed.”

Annotation: This article is unique in that it uses quantitative measures to examine differences between face-to-face, online, and hybrids of both. It uses Oakland University, but explains that this study is replicable with a few adjustments, and its findings can still be valuable to examine the prudence in using “computer assisted instruction” in enhancing the information literacy of students. Elizabeth Kraemer is an Assistant Professor who has written several articles on library instruction and outreach; while Shawn Lombardo is an Associate Professor who has written several articles on library instruction, outreach, and undergraduate use; and Frank Lepkowski is an Associate Professor and Associate Dean who has written several articles on library use and instruction of a variety of persons in higher education. All three professionals work in Kresge Library at Oakland University.

Search Strategy: I selected Web of Science, because it is a site that provides a wealth of citations. This search was begun by searching for E. Cahoy to examine if any articles would apply to one of the other articles presented within this bibliography. After choosing the relevant article that she cowrote, an examination was made of its citations by title to see if any related to the topic at hand.

Database(s): Web of Science [ISI]

Method of Searching: Footnote chasing

Search string: ss Cahoy, E

Scholarly/Refereed Status: Ulrich’s lists the journal this article was retrieved from as a scholarly journal, which is also refereed. In addition, according to the journal’s website, it is a “scholarly research journal.”

Entry 8:

Abstract: “This article seeks a comprehensive approach to information literacy instruction. The author suggests a programmatic solution that ensures that every undergraduate is provided information literacy instruction before graduation. The recommended process anticipates an eventual evolution of the academic library into a bonafide teaching department.”

Annotation: This article is unique in that it utilizes previously tested strategies in information literacy to suggest a creative solution to ensure that all undergraduate students can explore utilize concepts which enhance their information literacy. There is not only suggestion of the library as a teaching department, but also the formalization of information literacy in the curriculum as a mandatory part of each student’s requirements. Dr. Owusu-Ansah is the Dean of Library & University Collections at East Stroudsburg University. He has written several articles on information literacy instruction and utilizes this article to enhance discourse of information literacy within the academic realm.

Search Strategy: I selected Library, Information Science, and Technology Abstracts because of the wealth of information it contains related to libraries and information literacy. I chose this approach to vary some of my results.

Database(s): Library, Information Science, and Technology Abstracts [EBSCOhost]

Method of Searching: Keyword

Search string: ss Librar* AND information literacy AND Higher education

Scholarly/Refereed Status: While searching in the above manner, I limited the search to scholarly and refereed journals. Ulrich’s also lists it is a scholarly journal, which is refereed. Finally, according to the journal’s website, it is an international and refereed journal.

Entry 9:


Abstract: “Higher education information literacy standards have readily addressed cognitive skills, although affective competencies… have not yet been incorporated into standards. This paper presents examples of current information literacy standards, integrating affective competencies or dispositions, including the American Association of School Librarians (AASL) 21st Century Learning Standards, and proposes a model for affective-focused higher education information literacy standards. The role of affect in library learning, the importance of affective competencies, and the centrality of affective learning to student mastery of research skills are discussed...”

Annotation: This article is unique in that it espouses the idea of changing traditional ACRL information literacy standards to include affective thresholds, rather than the current cognitive-based thresholds. Co-authors Robert Shroeder, a reference librarian and
Coordinator of Information Literacy at Portland State University, and Elyssa Cahoy, reference librarian at Penn State University libraries, have published several articles, with Cahoy publishing several times on affective library standards. In this article, they recommend a marriage of standards long discussed, but never formalized in library science with traditional standards, and presented ideas on how this may be successful.

**Search Strategy:** I selected two ProQuest databases, because they provide a wealth of articles as relates to information science, and education. This search was a general one using the Advanced Search platform, using Library and Information Science Abstracts (LISA) and ERIC, and general search terms.

**Database(s):**
- Library and Information Science Abstracts (LISA) [ProQuest]
- ERIC [ProQuest]

**Method of Searching:** Keyword

**Search string:** `ss(librar*) AND all(information literacy learning) AND all(higher education)`

**Scholarly/Refereed Status:** While searching in the above manner, I limited the search to scholarly and refereed journals. Ulrich’s also lists it is a scholarly journal, which is refereed. Finally, according to the journal’s website, it is a peer-reviewed journal.

**Entry 10:**


**Abstract:** “The purpose of this article is to examine information literacy, critical thinking, and computer literacy in higher education and discuss the application of the information fluency model, … The article provides ideas and concepts for enhancing the critical thinking and technology components of an information literacy course or program as well as touches on what to avoid when modifying assignments and projects…”

**Annotation:** This article is unique in that it explores models on information fluency within the realm of academics and moves beyond the theoretical aspects of the model to practical aspects. Several factors within the model are considered, including the idea of critical thinking as a separate concept that functions alongside information literacy. Ms. Sharkey is an Assistant Professor of Library Science and Head of Information Use and Fluency at Illinois State University and has published several articles that examines the combination of information literacy and other technologies.

**Search Strategy:** I selected Library, Information Science, and Technology Abstracts because of the wealth of information it contains related to libraries and information literacy. I chose this approach to vary some of my results.

**Database(s):**
- Library, Information Science, and Technology Abstracts [EBSCOhost]
Method of Searching: Keyword

Search string: ss Librar* AND information literacy AND Higher education

Scholarly/Refereed Status: While searching in the above manner, I limited the search to scholarly and refereed journals. Ulrich’s also lists it is a scholarly journal, which is refereed. Finally, according to the journal’s website, it is international and refereed.

Entry 11:


Abstract: “The issues surrounding the term and the meaning of the phrase information literacy have propelled academic librarians into a debate over their role in meeting the educational mission of an institution of higher education and over what they should be calling what they are doing.”

Annotation: This article is unique in that it examined all the ideas surrounding the debate over the use of the term information literacy both by librarians and faculty. The authors coauthored another paper on higher education and information literacy and utilized actual discussions in this article. Loanne Snavely is the Head of Instructional Programs at Penn State Libraries and has published both texts and articles on information literacy. Natasha Cooper is a bibliographer for Education, Information Studies, and Public Communications; and a Librarian for Information Studies Research, Collections & Scholarly Communication at Syracuse University.

Search Strategy: I selected Web of Science, because it is a site that provides a wealth of citations. This search was begun by searching for E. Cahoy to examine if any articles would apply to one of the other articles presented within this bibliography. After choosing the relevant article that she cowrote, an examination was made of its citations by title to see if any related to the topic at hand.

Database(s): Web of Science [ISI]

Method of Searching: Footnote chasing

Search string: ss Cahoy, E

Cited References

**Scholarly/Refereed Status:** Ulrich’s lists the journal this article was retrieved from as a scholarly journal, which is also refereed. In addition, according to the journal’s website, it is an international journal that is also refereed.

**Entry 12:**


**Abstract:** “Studies suggest that course-integrated information literacy instruction is an effective way to enhance the quality of student research. However, many political science professors are unfamiliar with the growing information literacy movement in higher education today, with strategies for integrating information literacy into their courses and assignments, and with opportunities to collaborate with librarians beyond requesting a 50-minute library instruction session for their classes. This paper addresses these issues…”

**Annotation:** This article is unique in that it examines the instruction of information literacy of students within the discipline of political science, a field that is only beginning to embrace information literacy. Christy Stevens, the Information Literacy Coordinator at California Polytechnic University in Pomona, has published several articles on faculty collaboration and information literacy. On other fronts, both she and the other author, Patricia Campbell, Professor and Program Director for International Relations and Middle Eastern Studies at American Public University, have studied the information literacy of political science students and presented papers or wrote articles in 2006, and in 2007 on this topic, this paper presents an answer regarding the ability of librarians and political science professors to improve the skills of these students, while meeting the competency levels established by the ACRL.

**Search Strategy:** I selected three EBSCOhost databases, because they provide a wealth of articles as relates to information science, and education. This was an initial search using Academic Search Premier, Education Source Complete, and Library, Information Science, and Technology Abstracts databases, and I chose subject searching. This did not yield many results and so, I used controlled vocabulary within one of the results I found, and used that in combination with a keyword search.

**Database(s):** Academic Search Premier[EBSCOhost], Education Source Complete[EBSCOhost], and Library, Information Science, and Technology Abstracts [EBSCOhost]

**Method of Searching:** Controlled Vocabulary and Keyword

**Search string:** SU Librar* AND SU information literacy AND SU Higher education DE "INFORMATION literacy -- Study & teaching" AND Higher education
Scholarly/Refereed Status: While searching in the above manner, I limited the search to scholarly and refereed journals. Ulrich’s also lists it is a scholarly journal, which is refereed. Finally, according to the journal’s website, it is a peer-reviewed journal.

Entry 13:


Abstract: “What do we teach when we teach information literacy in higher education? This paper describes a pedagogical approach to information literacy that helps instructors focus content around transformative learning thresholds. The threshold concept framework holds promise for librarians because it grounds the instructor in the big ideas and underlying concepts that make information literacy exciting and worth learning about. This paper looks at how this new idea relates to existing standards and posits several threshold concepts for information literacy.”

Annotation: This article is unique in that it examines the idea of information literacy instructors using “threshold concepts” to enhance information literacy instruction. The article continues by looking into many concepts that affect the outcomes of current information literacy instruction with an explanation that librarians need to move beyond the ACRL guidelines, and instead move forward to ensuring their courses utilize a problem-based method that encourages both students and instructors to become learners. Lori Townsend works in the University of New Mexico Libraries as Assistant Professor and Data Librarian for Social Sciences and Humanities, with interests in application of ‘threshold’ concepts to information literacy instruction and collaboration. Korey Brunetti works at the East Bay Campus of California State University as Senior Assistant Librarian and Collections Coordinator and has published several articles on information literacy, pedagogy, and use of low cost web management resources. Amy Hofer is the Distance Learning Librarian and Senior Instructor at Portland State University.

Search Strategy: I selected ERIC because of the wealth of information it contains related to educational interests. I chose this approach because it addresses factors within teaching.

Database(s): ERIC [EBSCOhost]

Method of Searching: Field searching (Abstract)

Search string: ss AB Librar* AND AB information literacy AND AB Higher education

Scholarly/Refereed Status: While searching in the above manner, I limited the search to scholarly and refereed journals. Ulrich’s also lists it is a scholarly journal, which is refereed. Finally, according to the journal’s website, it is a peer-reviewed journal.

Entry 14:

**Abstract:** “This feature considers the challenges that academic librarians are increasingly being faced with in the delivery of information skills training to large student numbers with limited time and staff resources. A case study is presented of how an academic liaison librarian used a blended learning approach and innovative teaching practice to successfully deliver information skills training to large student numbers within the Faculty of Health and Social Care at Hull University.”

**Annotation:** This article is unique in that it examines options for increasing information literacy of students within a large cohort, such as a health-related student group. It builds upon a body of literature that examines options for enhancing information literacy with practical library constraints. Fiona Ware is the Academic Librarian Liaison at the University of Hull.

**Search Strategy:** I selected Web of Science, because it is a site that provides a wealth of citations. This search was begun by searching for E.W. Kraemer to examine if any articles would apply to one of the other articles presented within this bibliography. After choosing the relevant article that she cowrote, an examination was made of its citations by title to see if any related to the topic at hand.

**Database(s):** Web of Science [ISI]

**Method of Searching:** Footnote chasing

**Search string:** ss Kraemer, EW

- ss Cited References

**Scholarly/Refereed Status:** Ulrich’s lists this journal as scholarly and refereed.

**Entry 15:**


**Abstract:** “This article investigates the new landscape of information literacy tools, such as embedding resources into course management software and specific academic organizations’ web sites and using podcasts, screencasts, blogs, Web-based board games, and virtual three-dimensional environments. This article also explores the influence these methods have on information literacy skills of undergraduate students.”

**Annotation:** This article is unique in that it examines options for increasing information literacy of students utilizing a wide range of online tools. The article relies quite heavily on the literature of other universities, then combines its analysis of the studies at these universities in a
comparative format to evaluate the impact that these online tools can have in information literacy instruction. Simone Williams is the online librarian at Broward Community College.

**Search Strategy:** I selected Education Resource Complete because of the wealth of information it contains related to educational interests. I found this article title within the citations from the following article: Aguilar, P., Keating, K., Schadl, S., & Van Reenen, J. (2011). Reference as outreach: meeting users where they are. *Journal of Library Administration, 51*(4), 343-358.

**Database(s):** Education Resource Complete [EBSCOHost]

**Method of Searching:** Footnote chasing

**Search string:** ss New Tools for Online Information Literacy Instruction

**Scholarly/Refereed Status:** Ulrich’s lists this journal as a scholarly journal, which is refereed. In addition, according to the journal’s website, it is a peer-reviewed journal.

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**Conclusion and Personal Statement**

The role that libraries play in information literacy instruction within universities is quite diversified. Practically, libraries are responsible for providing contexts for students to enhance their information literacy, and to do so, many librarians engage faculty, and different forms of technology to reach students and help make them into lifelong learners. Yet to be taken seriously, information literacy cannot be viewed within a vacuum; it must be assessed not only internally, but also externally. Attempts to examine information literacy as it has currently been espoused have sometimes been met with hostility and disbelief, while at other times it has been used in transformative ways. If information literacy is to flourish in the future beyond skills based learning, serious evaluation of critiques set forth needs to be accomplished and a recognized definition that is operational needs to be actualized. Until this occurs, the information literacy of students within academia will be within the hands of the library, but the role that the library will play won’t be something that is easily determined or truly examined. Rather the role that the library plays will vary from institution to institution, with each fumbling its way through a process believed to be well examined, but one not truly so.

In taking this assignment, I expected that finding sources would be easy for this topic since information literacy is imbedded in library culture, and library instruction seems to be
taken for granted as part of the role of an academic librarian. I was surprised by the controversial history behind the phrase information literacy, the theoretical critiques regarding it, and simply the diverse ways that librarians attempt to enhance the information literacy of students. Indeed, I was also surprised by the repeated mention of hostility towards librarians as instructors of information literacy.

I certify that:

- This assignment is entirely my own work.
- I have not quoted the words of any other person from a printed source or website without indicating what has been quoted and providing an appropriate citation.
- I have not submitted this assignment to satisfy the requirements of any other course.

Signature  Kenya Flash
Date  August 31, 2012