The Role of Public Libraries in Promoting Information Literacy:
An Annotated Bibliography

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Introduction and Scope

The following bibliography covers the role of public libraries in promoting information literacy within their communities. The articles cover the need for an expanding concept of information literacy, the unique position public libraries hold in addressing information literacy, the tendency of library patrons to overestimate their abilities in this area, and the need for better education for librarians who increasingly find themselves in an instructional role. In addition, a recurring theme of the articles is the small amount of current research being done on information literacy instruction within public library settings. The authors propose that the effectiveness of public libraries in information literacy may be increased by embracing the concept of critical information literacy and by establishing new pathways of partnership and advocacy with members of their community. Due to rapidly evolving methods of information gathering, currency of the articles was a high priority. The articles range in publication date from 2001 to 2011. Much of the research presented is focused on libraries in Canada and Australia, although the United States, Denmark and South Africa are represented as well.

Description

The concept of information literacy encompasses not only the traditional skills of reading and writing, but also concepts of media literacy, computer literacy and others (Nielsen & Borlund, 2011). Information literacy is more than a set of skills; it must include the abilities needed to engage with information (Hall, 2010) and to transform the information to make it useful within a variety of contexts (Voithofer & Winterwood, 2010). Public libraries are well-situated to address information literacy among their patrons and this field is seen as a logical extension to what was formerly called bibliographic instruction or user education (Harding, 2008). However, the literature suggests that public librarians are uncomfortable with the increased levels of instruction they are called to provide in their jobs (Julien & Genuis, 2009). This situation is exasperated by the tendency of library users to overestimate their skills at gathering and evaluating information (Julien & Hoffman, 2008).

Summary

Although the field of information literacy instruction is rapidly evolving due to changes in information technology, there is a limited amount of research within public library settings. The most current bibliography by Johnson, Sproles and Detmering (2010) on library instruction and information literacy, published in *Reference Services Review,* categorizes only 2% of the resources (510 entries) as falling within the public library setting. Harding (2008) discusses the limitations of using bibliographies as a measurement of current research, but finds the literature primarily focused on information literacy instruction within school or academic institutions. Hall (2010) suggests that the lack of published research pertaining to public libraries may lead public librarians to feel instruction in information literacy is not pertinent to their work. De Jager (2007) also found a lack of research in this area, with most of the existing research focused on interventions needed in the area of Information and Communication Technology (ICT). De Jager also found that the literature is heavily focused on younger library patrons even though public libraries provide services to patrons of all ages. Increased research linking public libraries to information literacy instruction is needed before public librarians will attribute importance to this area of their job responsibilities (Nielsen, 2011).

A constant theme of the articles listed below is the need for a new, clearer understanding of what information literacy actually is and what skills and abilities it encompasses. Many researchers begin with the definition of information literacy set forth by the American Library Association (1989) stating that individuals need to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." However, this definition has been criticized as representing nothing more than an accumulation of skills and as lacking the critical element necessary in the Information Age (Hall, 2010). Hall advocates a broader concept of information literacy instruction that goes beyond teaching skills to assist citizens in engaging with information and bringing about positive change within their communities, even if this means librarians must be willing to step from behind their carefully constructed shield of neutrality. The addition of an element of critical thinking to information literacy also informs the work of Nielsen (2011) who found the processes of inquiry, analysis and critique are all important to the self-directed informal learning that is a prominent part of the mission of public libraries.

There is confusion among librarians about the scope of information literacy. Bruce and Lampson (2002) found that public librarians had difficulty articulating the difference between information literacy and information technology literacy. Although computer literacy is an important part of information literacy, Bruce and Lampson stressed the need for patrons to be able to evaluate information after locating it. The work done by Bruce and Lampson also found that educators were reluctant to acknowledge their students' use of technology as legitimate demonstrations of information literacy. Voithofer and Winterwood (2010) have called for a definition that includes not only information retrieval and evaluation, but also the ability to synthesize the information and adapt it to various audiences. The fact that information technologies are changing rapidly requires librarians to use a dynamic understanding of information literacy and be open to the diversity of information sources that can be utilized by their patrons (Stern & Kaur, 2010).

In spite of the confusion about various definitions of information literacy, there is agreement within the literature that public libraries have an important role to play in raising the information literacy levels within their communities. De Groot (2009) found public libraries to be very active proponents of childhood literacy and noted that public libraries face increased demands as school libraries suffer low funding or even elimination. In recent years, there has been increased awareness of public libraries as important civic spaces (Julien & Hoffman, 2008). The Canadian government acknowledged this importance and tasked public libraries with providing citizens with the skills necessary to use the Internet effectively. However, Julien and Hoffman noted that funding has been primarily directed at computer hardware or networks, rather than information literacy instruction. Within this bibliography, the best description of the position of the public library within the community comes from the work of Harding (2008). Harding listed a broad client base, staffing by information experts, the ability to provide instruction at the time of need and other factors that make the public library an ideal provider of information literacy instruction. Lai (2011) noted that many public libraries stress adult learning and lifelong learning which enables the libraries to reach out to people who have not received information literacy instruction through more formal means of education. Bruce and Lampson (2002) and Hall (2010) focused on the ability of public libraries to use existing links within their communities to move into roles of advocacy. Bundy's work (2002) emphasized the advantages that result in collaboration between public and school libraries, and the European PULMAN

Project described by de Groot (2003) also emphasized cooperation between public libraries and other organizations.

A major theme of the literature concerning information literacy in public libraries is that librarians feel inadequately prepared for an instructional role. The changing information systems landscape and the move toward digital resources place many public librarians well outside of their comfort zones. The lack of formal training in educational theory or methods has been well documented by Julien (2005). In an analysis of programs and course content at MLIS institutions, Julien found only one North American program which included a course in instruction as part of the core content. In addition, only half of MLIS or LIS schools offered a course in instruction as a possibility for interested students. Julien's survey was not comprehensive because information was gathered only from institutional websites. Websites not in English and websites without course descriptions were not included. Even considering those limitations, the work done by Julien shows the lack of academic preparation that is available to library and information science students, who often do not come from an educational background. Bruce (2002) found that public librarians were much more likely than school or academic librarians to state they had received no training in either information literacy theory or information literacy instruction. Lai (2011) found that public librarians require an increased awareness of educational theory and the different needs of adult learners.

Lack of formal training in educational practices results in public librarians feeling "conflicted" about their job responsibilities and leads to considerable job stress (Julien & Genuis, 2009). The level of stress is often increased by the librarians' uncertainty about how to assess the effectiveness of instruction when it is provided. The need for additional training in needs assessment and outcome evaluation was also discussed by Bruce and Lampson (2002). Julien and Genuis pointed out in their later work (2011) that paraprofessionals are also expected to provide instruction, particularly when handling informal reference or computer questions posed by patrons.

Although true proficiency in information literacy instruction requires formal training (Julien, 2005), public librarians do have access to training opportunities including workshops, seminars, and employer-provided training. However, Bruce and Lampson (2002) and Hall (2008) found that training opportunities to be limited by funding, staffing, and lack of internal support by library administrators. Finally, Hall (2010) found information literacy to be a low priority of

the Public Library Association (PLA) and suggests that the United States should look to the efforts of Australia, Canada, Finland, Sweden, and Norway in integrating information literacy into the mission of public libraries. The need for strong leadership is also supported by the work of the European Commission's PULMAN Project (de Groot, 2003).

A final theme addressed in several of the listed articles is the tendency of library users to overestimate their own information literacy skills. Julien (2005) described the dual problem of overconfident library users and a desire among library patrons to use only the most easily located information. In his study of Danish students, Nielsen (2011) found overconfidence to be a problem and suggested that students would benefit from library staff serving as mediators to guide them through the processes of information seeking and evaluation. Julien and Hoffman (2008) found library users were more willing to accept instruction in informal settings, while Stern and Kaur (2010) advocated that libraries move to a business model of training that would provide more flexibility and increase effectiveness by offering training tied directly to the patrons' needs.

The articles listed below address many of the problems currently experienced by public libraries engaged in information literacy instruction. Although public libraries have a vital role in efforts toward universal information literacy, additional research and training will be required to prepare librarians for this necessary responsibility. Also lacking at this time is the necessary support from library administrators, library organizations and the government agencies that set mandates and public policies.

References:

American Library Association. Presidential Committee on Information Literacy, Final Report.(Chicago: American Library Association, 1989.)

Johnson, A.M., Sproles, C. & Detmering, R. (2010). Library instruction and information literacy 2009. *Reference Services Review, 38*(4), 676-768.

Bibliography

Entry 1:

Bruce, H. & Lampson, M. (2002). Informational professionals as agents for information literacy. *Education for Information, 20*(2), 281-105.

Abstract: "Despite some progress over the past decade, library and information professionals still report that universal information literacy is a distant, if not a receding, goal. A study by the Information School of the University of Washington, in cooperation with the Washington State Library, surveyed through mail, email, telephone, and focus groups a majority of librarians in the state concerning their views on information literacy. The results of the study have clear implications for educating these professionals about information literacy and indicate that such education must include at least the following elements: a commitment to the value of a broad definition of information literacy; an acknowledgement that conveying critical and evaluative skills to patrons is an acceptable aspect of information literacy; training these professionals to be able to train others; and educating these professionals in advocacy, public relations, marketing, and coalition building. (Abstract from author)"

Annotation: Although this extensive study from 2002 includes librarians from a variety of settings, a large percentage of participants were from public libraries, making this highly relevant to the subject of this bibliography. Support is given for the recurring themes of the need for increased training in information literacy instruction and an expanded vision of information literacy among both librarians and policy makers. The findings of Bruce and Lampson have been validated by the more recent work by Julien and Harding.

Search Strategy:	Jane Harding's article cites this work by Bruce and Lampson. The information cited seemed pertinent, so I downloaded the article from Hagerty Library.
Database:	Education Research Complete
Method of Searching:	Footnote Chasing
Search String:	N/A
Scholarly / Refereed Status:	I confirmed through Ulrich's International Periodicals Directory that *Education for Information* is an Academic / Scholarly journal with refereed articles. I also searched the Library Literature and Information Science Full Text database through Hagerty Library to locate the article. Wilson Web confirmed that this was a peer reviewed article. Wilson Web does not rely on Ulrich's to confirm the peer review status of journals, but uses an independent process.

Entry 2:

Bundy, A. (2002). Essential connections: School and public libraries for lifelong learning. *The Australian Library Journal, 51*(1), 47-70.

Abstract: "Discusses the importance of information literacy for lifelong learning and the need for cooperation between public libraries and school libraries and teacher librarians. Reports results of a survey of Australian school and public libraries that investigated interaction and cooperation."

Annotation: A national survey of public and school librarians in Australia is the basis of this report investigating cooperative endeavors between the two types of libraries. These libraries have in common the goals of helping students to become effective users of information and of making available to those students a wide variety of current resources. Survey responses indicate cooperation is limited by lack of time, lack of knowledge about the issues faced in the other type of library and a failure to see value in cooperation. The fact that this survey was conducted in Australia ten years ago limits any direct correlation to cooperative efforts between American schools and public libraries. However, in these days of decreased funding for school media specialists, cooperation could be a useful approach as public libraries seek to promote information literacy and encourage lifelong learning.

Search Strategy: I used INFOSCI in Dialog to search multiple databases at one time and used keyword searching. At this point in my research, I was still trying to find the most appropriate terms and by using INFOSCI with the "set detail on", I could tell if there were databases where I needed to search for additional terms in the thesaurus. I knew from previous searches that it would be helpful to limit the terms to descriptors.

Database: ERIC (Dialog)

Method of Searching: keyword searching

Search String: ss information()literacy/de and public()library?/de and (instruct? or teach?)

rd

t 2/9/1-32

Scholarly / Refereed Status: The article was downloaded through Academic OneFile which states that this was a refereed article. Ulrich's International Periodicals Directory confirmed *The Australian Library Journal* as an Academic / Scholarly journal with refereed articles. The

journal's web page states that all substantial articles go through a double blind peer review process.

Entry 3:

de Groot, J., & Branch, J. (2009). Solid foundations: A primer on the crucial, critical, and key roles of school and public libraries in children's development. *Library Trends, 58*(1), 51-62.

Abstract: "This article will first look at the important role that school and public libraries play in children's development by providing crucial encouragement, critical access, and key time for reading and literacy. Then we will explore the importance of school and public library collaboration for children's literacy and academic success. We will examine the ways in which research has demonstrated that public libraries and school libraries can work together when facilities are closed, access is limited, and budgets are cut, and will conclude with the implications for library and information science (LIS) researchers in fields beyond school libraries and youth services."

Annotation: A discussion of the contributions of public libraries toward childhood literacy sets this work apart from other articles in this bibliography. Public libraries are traditionally very focused on services to children and youth, as shown by offerings of reading incentives, large children's collections and numerous programs provided for children and families. However, for school-age children, services could be improved through increased cooperation between public libraries and local schools. An analysis of issues that are seen as problems for the public libraries should spur librarians on both sides of the educational fence to take action toward more communication and cooperation. In the face of the growing trend to cut school library budgets and eliminate positions for school librarians, public libraries will face increased pressure to provide resources and information literacy instruction. De Groot and Branch draw heavily on the Australian studies done by Bundy.

Search Strategy:	Although I had done similar keyword searches through Dialog, I decided to try ProQuest Research Library on the Hagerty Library web page to see if I could find any additional resources. I went to the Advanced Search page and selected "full text" and "peer reviewed". I entered **information literacy** as an abstract term**, public libraries** as an abstract term, and **lifelong learning** or **digital citizenship** for anywhere in the text. I chose a source type of scholarly journals, a document type of articles and a sort by date with the newest articles first.
Database:	ProQuest Research Library
Method of Searching:	Keyword searching
Search String:	ab(information literacy) AND ab(public libraries) AND ((lifelong learning or digital citizenship))

Scholarly / Refereed Status: I limited the search on ProQuest to peer reviewed articles. Ulrich's International Periodicals Directory confirmed *Library Trends* as an Academic / Scholarly journal with refereed articles. *Library Trends* is published by John Hopkins University Press. According to the *Library Trends* web page, each article is peer reviewed and unsolicited submissions are not permitted.

Entry 4:

de Groot, M. & Hackett, T. (2003). Through the PULMAN glass: Looking at the future of libraries in Europe. *New Library World, 104*(3), 103-109.

Abstract: "This article provides information about the Public Libraries Mobilising Advanced Networks (PULMAN) project, funded under the European Commission Information Society Technologies programme. As the project is carried out in the framework of the e-Europe action plan, the e-Europe strategy is outlined. Background information is included about the history of the project and about the PULMAN network. The main results to date include the PULMAN guidelines, which are being reviewed throughout the remaining period of the project, the gateway to distance learning courses for the library, museum and archives sector, and training workshops. The role of EBLIDA as an important partner in the PULMAN project is discussed. This article concludes that public libraries play a crucial role in ensuring a literate information society. The outcome of the PULMAN project and the resulting policy actions contribute to public libraries achieving their full potential in the information society."

Annotation: The PULMAN Project, funded through the European Commission, has the goal of preparing European citizens for life in a digital, knowledge-based society. The PULMAN Project was planned to refocus public libraries on new technologies and on making those technologies and services available to all citizens. The project envisions public libraries as a gateway for adult learning through cooperation with other agencies and through library produced digital content. The most noteworthy feature of this article is the degree of cooperation among nations and the goal of re-imagining the role of the public library. The emphasis on collaborative efforts and the focus on forward-thinking are missing from much of the literature about public libraries.

Search Strategy: After reading the 2009 article by de Groot, I decided to search for more of her work. I remained with ProQuest Research Library for this search and continued to search only for articles within scholarly journals. I actually made a mistake with my search by not entering an initial for the author, so this article is by a different "de Groot". By the time I noticed this, I had read the article and decided to use it.

Database: ProQuest Research Library

Method of Searching: Author Searching

Search String: au(de groot) AND ab(public libraries)

Scholarly / Refereed Status: I searched for only peer reviewed articles within ProQuest
Research Library. I also checked Ulrich's International Periodicals
Directory, where I found that *New Library World* is Academic /
Scholarly with refereed articles. While in Ulrich's, I went to the
web page given for Emerald, the publishing company for the
journal, and found that each paper is reviewed by the editor and
two referees.

Entry 5:

de Jager, K. & Nassembini, M. (2007). Information literacy in practice: Engaging public library
workers in rural South Africa. *IFLA Journal, 33*(4), 313-322.

Abstract: Mpumalanga Provincial Library Services, South Africa, offers public library services
in a largely rural `new' province created in 1996. Many of the libraries are in isolated areas and
have to meet the very diverse needs of their communities. This paper reports the results of an
information literacy intervention designed for public library workers in this province. The
campaign, a first of its kind in Mpumalanga (and South Africa), gave public library workers the
opportunity to develop their information literacy skills and to apply them in their libraries. This
paper discusses the information and training needs that were identified, the campaigns that were
constructed, their progress and the outcomes. From the outset, emphasis was placed on the
importance of measuring and evaluating activities throughout their campaigns in order to be able
to assess the impact of their interventions. The paper attempts to show what difference even
small public libraries with unqualified library workers can make in tackling social exclusion in
disadvantaged communities."

Annotation: Public librarians were invited to attend workshops where they were given training
in conducting information literacy interventions in their community. The potential of information
literacy to bring about positive change was emphasized and participants were led through the
processes of needs assessment, project planning and outcome evaluation. Hall cites this study as
an example of the "new literacy" that calls librarians to risk involvement within their
communities. The project undertaken in Mpumalanga was limited to librarians chosen on the
basis of their written applications. This meant that the participants, although lacking any
professional library education, were all eager to learn in order to provide enhanced library
services to their community. Application of the study's findings may be difficult in a library
setting where staff members regard information literacy instruction as an undesirable job
responsibility.

Search Strategy: Early in my research, I located an article by Rachel Hall that
discussed the need for a "new literacy". She mentioned the work
being done in Mpumalanga Province as a prime example of this
concept of information literacy education. I selected this article by
de Jager and Nassimbeni from the reference list provided by Hall.

Database: Sage Journals online (through Hagerty Library)

Method of Searching: Footnote Chasing

Search String: N/A

Scholarly/Refereed Status: Sage Journals online describes the IFLA Journal as an international journal containing original peer reviewed articles in addition to selected IFLA conference papers and IFLA news. All unsolicited articles are reviewed by members of the Editorial Committee. Both authors hold PhDs and are Associate Professors in the Department of Information and Library Studies at the University of Capetown. I also searched the Library Literature and Information Science Full Text database through Hagerty Library to locate the article. Wilson Web confirmed that this was a peer-reviewed article.

Entry 6:

Hall, R. (2010). Public praxis: A vision for critical information literacy in public libraries. *Public Library Quarterly, 29*(2), 162-175.

Abstract: "Public libraries in the United States have a radical opportunity to incorporate information literacy into their service missions. This article explores the reasons why public libraries are not addressing information literacy and engages the educational theories of John Dewey, Paolo Freire, and New Literacy studies to argue that critical information literacy in public libraries is essential to the vitality of democratic societies. In order to deliver these services to their communities, public libraries must provide not only the technologies and instruction for information literacy, but also the impetus for action—what Freire called "praxis."

Annotation: Hall draws on the work of Jane Harding, John Doherty and Kevin Ketchner to present the case for the new literacy studies, calling on public librarians to move beyond the teaching of basic information and technology skills. Hall encourages public libraries to engage fully with their communities to put information literacy into action. Rather than presenting original research, the article contains a valuable review of recent writings on "critical information literacy" and serves as a call to action.

Search Strategy: I went to the Library Literature & Information Science database through Hagerty Library. I entered the phrase "end user needs" into the Thesaurus and was referred to the phrase "bibliographic instruction". I then used Dialog File 438 to search for articles on bibliographic instruction within public libraries.

Database: Library Literature & Information Science (Dialog)

Method of Searching: Controlled vocabulary

Search String: ss bibliographic()instruction/de and public()librar?/de and py>1998

rd

t 9/3/all

Scholarly/Refereed Status: I checked Ulrich's International Periodicals Directory to confirm that Public Library Quarterly is an academic/scholarly journal and that the articles in the journal are refereed. Hall's article contains numerous citations to other scholarly work. I was a little concerned about the tone of the article, but after referring to the web page for Public Library Quarterly, I found that this is consistent with the journal's aim to bring about change within the public library field. I also searched the Library Literature and Information Science Full Text database through Hagerty Library to locate the article. Wilson Web confirmed that this was a peer-reviewed article.

Entry 7:

Harding, J. (2008). Information literacy and the public library: We've talked the talk, but are we walking the walk? *The Australian Library Journal. 57*(3), 274-294.

Abstract: "There has been much talk about libraries, including public libraries, being uniquely positioned to act as key agents for developing the critical skill of information literacy in their communities. Yet there is a notable lack of literature addressing information literacy and the public library, especially when compared to the volume of material on the topic in relation to school and academic libraries, which might suggest that public libraries are not actively engaged in information literacy efforts. In light of this, a literature review was undertaken to discover why public libraries are viewed as such valuable agents in developing information literacy and what efforts, if any, have been undertaken by public libraries. The literature reveals that, despite myriad challenges, public libraries worldwide are embracing this imposed responsibility and have implemented a wide array of information literacy programs. Not only have public libraries talked the talk, they are walking the walk with respect to furthering information literacy in their communities, albeit along a poorly-defined and obstacle-strewn path."

Annotation: Harding presents the need for public librarians to embrace a new definition of information literacy, encompassing critical levels of thinking that allow library patrons to apply information to their daily lives. Public libraries are described as holding a unique position within communities that enables the libraries to positively impact the level of information literacy. Factors that limit the ability of public libraries to conduct effective information literacy instruction are discussed, along with the need for a clearer vision and increased training for library staff. Of the articles contained in this bibliography, Harding presents the strongest case for why public libraries are the best institutions to address the information literacy needs of patrons of all ages and abilities.

Search Strategy: This article was located during one of my first searches in Dialog, using a "wide net" approach through INFOSCI. I had broad search terms in mind, and then used a descriptor limit to narrow the results.

Database: Eric (Dialog)

Method of Searching: Keyword searching

Search String: ss information()literacy/de and public()library?/de and (instruct? or teach?)
rd
t 2/9/1-32

Scholarly/Refereed Status: The article was downloaded through Academic OneFile which states that this was a refereed article. Ulrich's International Periodicals Directory confirmed *The Australian Library Journal* as an Academic / Scholarly journal with refereed articles. The journal's web page states that all substantial articles go through a double blind peer review process.

Entry 8:

Julien, H. (2005). Education for information literacy instruction: A global perspective. *Journal of Education for Library and Information Science, 46*(3), 210-216.

Abstract: "Information literacy instruction is a core activity in academic libraries, and an increasingly important focus in public libraries. To explore the degree to which professional librarians are trained for this work, the curricula at ninety-three schools of library and information science around the world were examined using content analysis of the schools' Web pages. A majority of the schools appear to offer no course in information literacy instruction. In existing courses, a range of topics was included: instructional strategies (pedagogy), program planning and implementation, assessing instruction, learning theory, instructional design, basic information literacy concepts, outcomes evaluation, needs assessment, and Web-based instruction strategies. Only one school in the world makes its instructional course core (required) for the training of its graduate librarians. These results reveal inadequate formal preparation for professional librarians doing instructional work. It is hoped that the results may provide some guidance to curriculum development in the area of instruction, by assisting programs to address the core competency of instructional skills in their graduates."

Annotation: A recurring theme in the literature dealing with information literacy in public libraries is that public librarians feel uncomfortable when asked to instruct clients. Julien's survey of instructional courses offered within MLIS programs provides insight into this continuing issue. Although professing to be a global perspective, the research only included

graduate programs which had web pages in English and which offered course descriptions online. Even so, it illustrates the need for increased training in educational theory and methods for public librarians.

Search Strategy: Like the article by Harding, this was located through an INFOSCI search in Dialog. I had first tried a simple keyword search, later adding descriptor limits, and finally changing to a abstract limit to see how the results compared.

Database: Library Literature & Information Science (Dialog)

Method of Searching: Keyword searching

Search String: information()literac?/ab and public()library?/ab and (instruct? or teach? or train?)

Scholarly/Refereed Status: The web page for *The Journal of Education for Library and Information Science* describes the journal as a scholarly journal for the presentation of research and issues within the field of Library and Information Science. Two referees review each manuscript before approval. In addition, Ulrich's International Periodicals Directory states that the journal is Academic / Scholarly with refereed articles.

Entry 9:

Julien, H., & Genuis, S. K., (2009). Emotional labour in librarians' instructional work. *Journal of Documentation. 65*(6), 926-937.

Abstract: "*Purpose* – Library staff are experiencing increased work role complexity as they move from being service providers towards greater instructional roles, providing bibliographic instruction, user education, and information literacy instruction. The purpose of this paper is to explore how library staff members relate to their instructional roles and the implications of those self-understandings for instructional outcomes.

Originality/value – The study draws attention to the affective experiences of library staff. This is the first research article in the LIS literature to explore emotional labour as it relates to librarians." (Partial Abstract provided.)

Annotation: The emotional stress experienced by academic and public librarians during instructional sessions has implications for library administrators and MLIS graduate programs. The use of two independent methods of data gathering enhanced the reliability of this study. A national survey of Canadian librarians, published by Julien and Genuis in 2011, continues this body of work examining information literacy within Canadian public libraries.

Search Strategy: At the time I located this article, I was using keyword searching to gather articles that could give me a basic understanding of my topic. After reading 2 earlier articles by Julien, I knew that her work was applicable to the subject I was researching.

Database: INSPEC (Dialog)

Method of Searching: Keyword searching

Search String: information()literac?/ab and public()library?/ab and (instruct? or teach? or train?)

Scholarly/Refereed Status: I downloaded the article through Hagerty Library from Emerald Insight Online. Emerald Insight states that the *Journal of Documentation* is a highly regarded scholarly journal and that all articles are subject to a rigorous double blind peer review. Ulrich's International Periodicals Directory confirmed that the journal is Academic / Scholarly with refereed articles. I also searched the Library Literature and Information Science Full Text database through Hagerty Library to locate the article. Wilson Web confirmed that this was a peer-reviewed article.

Entry 10:

Julien, H., & Genuis, S.K. (2011). Librarians' experiences of the teaching role: A national survey of librarians. *Library & Information Science Research. 33*(2), 103–111.

Abstract: "A Canadian national survey of 788 library staff doing instructional work revealed that most participants expected to be doing some teaching in their workplaces, and the largest proportion of participants have been teaching for more than 10 years. Most instruction continues to take the form of short presentations to groups of learners. On the whole, preparatory experiences are informal—on-the-job experience, reading professional literature, and attending workshops. The majority of respondents identify instructional work as integral to their professional identity, but nearly one-third see this work as a duty or expectation, and a small proportion view it as an imposition. The study results have implications for design of programs that prepare library staff for the workplace, and for library managers who need to support effective instructional practice."

Annotation: This study builds on previous work by Julien and contributes significantly to an understanding of how professional librarians view their instructional roles. Notable differences in preparation for instructional responsibilities are outlined based on the type of library institution, with 25.9% of respondents working in public libraries. As the latest report based on her many years of studying Canadian public libraries, Julien's conclusion that more formal training opportunities are needed carries significant weight.

Search Strategy: From Julien's 2009 article on the emotional labor of librarians, I knew there would be a later article containing the results of her national survey. I used INFOSCI in Dialog to search for anything written by Julien about information literacy and published after 2009.

Database: Social SciSearch (Dialog)

Method of Searching: Author Search

Search String: ss public()librar? and au=julien? and py>2009
t 6/3/1

Scholarly/Refereed Status: Ulrich's International Periodicals Directory confirmed that the journal is Academic / Scholarly with refereed articles. The web page for Library & Information Science Research states that it is a refereed journal with a double-blind reviewing process. I also searched the Library Literature and Information Science Full Text database through Hagerty Library to locate the article. Wilson Web confirmed that this was a peer-reviewed article.

Entry 11:

Julien, H., & Hoffman, C. (2008). Information literacy training in Canada's public libraries. *The Library Quarterly, 78*(1), 19-41.

Abstract: "The article reports on the role and significance of public libraries in information literacy skills training in Canada. It discusses the significant factor which signifies the importance of libraries as tools used to impart knowledge and experience that are needed in information literacy trainings. It also elucidates survey results regarding the impact of national libraries on delivering knowledgeable information as part of the literacy programs in the country."

Annotation: Julien has produced a sizeable body of work in the field of information literacy instruction. This study utilizes a phenomenological approach of analysis, placing the focus on the perspectives of library patrons. Although a small sample of Canadian public libraries was used for this study, this article is notable for the interview responses by both library patrons and library staff.

Search Strategy: I located this early in my research when I was still using keyword searching through INFOSCI to get a broad feeling for the resources that were available on this topic. Once I discovered that Julien had

conducted several studies in Canadian public libraries, I continued to seek for articles by her.

Database: Eric (Dialog)

Method of Searching: Keyword searching

Search String: information()literacy/de and public()library?/de and (train? or instruct? or teach?)

Scholarly/Refereed Status: Ulrich's International Periodicals Directory states that The Library Quarterly is an Academic / Scholarly journal with refereed articles. The journal is published by the University of Chicago Press and is dedicated to publication of scholarship and reports of research. All manuscripts undergo a double blind review process.

Entry 12:

Lai, Horng-Ji. (2011). Information literacy training in public libraries: A case from Canada. *Educational Technology & Society. 14*(2), 81-88.

Abstract: "The purpose of this study was to explore the current state of information literacy (IL) training and to identify the strategies and methods used by Canadian public libraries in improving IL skills for their staff and patrons. Also, the study sought to identify problems associated with the development of IL training. This study employed document analysis, observations, and focus group interviews to collect research data. The focus group interview consisted of six library staff members. The research findings revealed that Canada's public libraries valued their roles as IL training providers and paid careful attention to staff development by offering various training approaches in order to provide efficient IL instruction for the public. Another issue explored in this study is that Canadian public libraries build partnerships with other organizations to extend their IL teaching responsibilities. In addition to the financial concern, a major challenge, based on the research findings, is that public libraries need to let their staff understand the learning theories associated with IL education and adult learning in order to enhance the quality of this training. This study also proposes four guidelines for developing effective IL trainings at public libraries. [ABSTRACT FROM AUTHOR]"

Annotation: Lai's recent study builds upon the work of Julien concerning information literacy instruction within Canadian public libraries. A unique contribution to the existing body of literature is Lai's use of document analysis to determine methods of instruction offered to library patrons, as well as library policies and publicity. The discussion of programming offered within the subject library system is noteworthy, but may have limited applicability to smaller library districts.

Search Strategy: This was one of the first group of articles I retrieved using INFOSCI in Dialog. I knew I needed to combine the terms "information literacy" and "public libraries". I used descriptor

limits for those terms, and added keyword to provide the concept of instruction or teaching.

Database: Eric (Dialog)

Method of Searching: Keyword searching

Search String: information()literacy/de and public()library?/de and (instruct? or teach?)

rd

t/2/9/1-32

Scholarly/Refereed Status: Ulrich's International Periodicals Directory states that *Educational Technology & Society* is an Academic / Scholarly journal with refereed articles. The journal's web page describes a double blind review process by subject experts.

Entry 13:

Nielsen, B.G., & Borlund, P. (2011). Information literacy, learning, and the public library: A study of Danish high school students. *Journal of Librarianship and Information Science, 43*(2)*,* 106-119.

Abstract: "The paper reports on a study of 12 Danish high school students' perceptions of public libraries' role in learning, user education, information literacy, and librarians' information competencies. The study is undertaken by use of literature review and interviews with a purposive select sample of public library users in Denmark. The study demonstrates that public libraries are considered an important place for learning. The high school students view the public librarians as very competent and as good at helping them to develop their information needs, identify sources, and support the students in the information search processes. The high school students show rather good critical skills, but poor information need developing skills. The study further shows that concepts of information literacy and lifelong learning are not very well understood by the users, i.e. the high school students. The results have a range of implications, both for pedagogical praxis in the public library and for Library and Information Science (LIS)."

Annotation: A qualitative study of Danish students provided insight into the attitudes of teens toward information searching at public libraries. The small sample size drawn from one age group and one geographical location prevents this study from having broad implications. However, the study supports Hall's assertion that librarians must move beyond the role of gatekeeper of information. Nielson also concludes that librarians must be intentional in learning more about models of the information seeking process, so that library services may be improved.

Search Strategy: The article by Nielsen and Borlund was located when reading an article by Webber and Johnston. Sage Journals Online provided a

list of articles that cited the article by Webber and Johnston. The title looked promising, so I read through the article and found it applicable to my topic.

Database: N/A

Method of Searching: Citation Search

Search String: Nielsen's article cited the following article by Webber and Johnston:

Johnston, B., & Webber, S. (2000). Conceptions of information literacy: new perspectives and implications. *Journal of Information Science, 26*(6)*,* 381-397.

Scholarly/Refereed Status: The Journal of Librarianship and Information Science is published in the United Kingdom. Ulrich's International Periodicals Directory lists this publication as a refereed journal with Academic / Scholarly content. The publication website describes the required review of content as an anonymous process with two referees.

Entry 14:

Stern, C., & Kaur, T. (2010). Developing theory-based, practical information literacy training for adults. *The International Information & Library Review, 42*(2)*,* 69-74.

Abstract: "Teaching librarians seeking to educate people to be lifelong, information literate learners, often employ training sessions to introduce new skill sets to patrons. To create and deliver effective training, one must first understand how training differs from traditional education, how adults learn (andragogy) in different ways than do children, and how using instructional design can yield effective, low cost information literacy programs. A wealth of on-line, open source resources is available on how to learn more about and implement training, andragogical teaching principles, and instructional design. Librarians interested in honing their teaching skills can access these resources to expand and improve their understanding of how to be better educators and trainers."

Annotation: To be effective, information literacy instruction must be responsive to the needs of users and adaptable to rapidly evolving information systems. Stern advocates using business models of training rather than training methods favored by educational institutions that are typically slow to adapt. The emphasis on training rather than education stands out from other recent literature on information literacy. Specific needs of adult learners in public libraries are an important part of this article.

Search Strategy: My earliest searches using INFOSCI had found no results from the Library Literature & Information Science Database. I went into the database through Hagerty Library, where I entered the phrase

"end user needs" into the Thesaurus and was referred to the phrase "bibliographic instruction". I then used Dialog File 438 to search for articles on bibliographic instruction within public libraries. I had seen with previous search results that rapidly changing technology systems made articles from as little as fifteen years ago seem dated. For this reason, I chose to limit my search to results published after 1998.

Database: Library Literature & Information Science (Dialog)

Method of Searching: controlled vocabulary

Search String: s bibliographic(w3)instruction/de and public()librar?/de and
                         py>1998

                         rd

                         t 9/3/all

Scholarly/Refereed Status: *The International Information & Library Review*, published in the United Kingdom provides scholarly articles of a wide variety of topic of interest to librarians and information scientists. Ulrich's international Periodicals Directory confirms the journal's status as Academic / Scholarly with refereed content.

Entry 15:

Voithofer, R., & Winterwood, F. (2010). Articulating and contextualizing multiple literacies in an urban setting. *Urban Education, 45*(5), 687-707.

Abstract: "This study uses articulation theory to frame how social actors and institutions in an urban community in Columbus, Ohio, form linkages and understandings about computer and information literacies. Using interviews with 33 key educators (e.g., principals, computer literacy teachers, library media specialists, district integration specialists), public librarians, and directors from local recreation and community centers, the results show not only how members of this community construct computer and information literacies but also how the participants support these literacies with available resources. Different structural and cultural barriers and opportunities are identified that impact how computer and information literacies are articulated within this community."

Annotation: Semi-structured interviews were used to examine the participants' understanding of information literacy. Consistent with the article by Bruce (2002), the educators typically held narrow definitions of both computer and information literacy and had difficulty relating these concepts to either academic standards or their students' lives outside the classroom. Although not specifically about public librarians, this has practical implications due to the need for public librarians to understand the various literacies addressed by local schools. A discussion of literacy

barriers experienced by students concludes with a suggestion by the authors that students would be better served by a discourse of possibility, rather than deficit.

Search Strategy: This was in one of the first groups of articles I retrieved using INFOSCI in Dialog. I knew I needed to combine the terms "information literacy" and "public libraries". I used descriptor limits for those terms, and added keywords to provide the concept of instruction or teaching.

Database: Eric (Dialog)

Method of Searching: Keyword searching

Search String: information()literacy/de and public()library?/de and (instruct? or teach?)

Scholarly/Refereed Status: Ulrich's International Periodicals Directory confirms that Urban Education is an Academic / Scholarly journal with refereed articles. I retrieved this article from ProQuest and it was confirmed to be a peer-reviewed article.

Concluding Personal Statement

The experience of writing an annotated bibliography has stretched my capabilities in both online searching and in synthesizing the information I locate. As a result, I feel much better prepared to handle more difficult reference requests or to guide a library patron through the process. The librarians studied in many of my articles felt unsure of the best way to offer information literacy instruction. Some of that uneasiness comes from not knowing educational techniques, but it can also come from a lack of confidence in the librarian's ability to actually perform the required information seeking. This assignment, and also the entire class, have made me much more confident in my own abilities.

The assignment was very useful in reinforcing the skills we learned during the course. Several times I found it necessary to go back to lecture notes or articles we had read. I learned that even though I was eager to get results, it saves time in the end if you carefully plan each search. For example, it would have taken less time to search through my Dialog results if I had used "document type" to narrow the results. I really enjoyed the time I spent in Dialog and wish

we could have continued access for more practice. I also learned the importance of investigating all the features offered by each database.

This is the first time I have written an annotated bibliography, so it gave me an appreciation of the work required to read and annotate each article. By the end, I feel that I was beginning to see how each work fits into the body of literature. The subject of information literacy within public libraries continues to interest me, even after the long hours I have spent with it. Perhaps that's because it is something I deal with every day at work, whether in presenting a program to a class of students or in helping someone with no computer experience write a resume for a job application. I definitely could relate to the frustration of the librarians I was reading about. We usually do an adequate job helping patrons at my library, but we could do so much better if time and funding were made available for staff training. I know that I will continue to work on expanding my knowledge of online searching and will try to pass on what I learn to patrons and coworkers.

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: Margaret Dean
Date: August 27, 2011