

**LIRT News**

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Selected and reviewed by the LIRT Top 20 Committee: Susanna Cowan, Kate Gronemyer (Co-Chair), Ru Story-Huffman, Lisa McDaniels, Emily Nimsakont, Suzie Remilien, Mark Shores, Connie Stovall, Elise Tomlinson, and Esteban Valdez (Co-Chair).

literacy, especially for those interested in new models of instruction that move information literacy out of the library and solidly into the curriculum itself.

Allen, Maryellen. "Promoting Critical Thinking Skills in Online Information Literacy  
In **College & Undergraduate  
Libraries** 15.1/2 (2008): 21-



Deitering, Anne-Marie, and Sara Jameson. "Step by Step through the Scholarly Conversation: A Collaborative Library/ Writing Faculty Project to Embed Information Literacy and Promote Critical Thinking in First Year Composition at Oregon State University." **College & Undergraduate Libraries** 15.1/2 (2008): 57-79.

This article describes collaboration between librarians and the writing program at Oregon State University to teach information literacy in the context of first-year composition. The program goes far beyond simply teaching library skills, helping students learn how to participate in the scholarly conversation by exploring their topics, learning from sources, and learning how to synthesize their own ideas with information found elsewhere. The authors explain how the information literacy component of the course has evolved to its current iteration, a fully integrated multi-assignment information literacy portfolio (ILP). They describe how they have handled common difficulties with students, the graduate teaching assistants who teach first-year composition, and with the librarians who teach the ILP.

Gardner, Julia, and David Pavelich. "Teaching with Ephemera." **RBM: A Journal of Rare Books, Manuscripts, & Cultural Heritage** 9.1 (2008): 86-92.

In this article, two special collections librarians present ways in which they engage undergraduate students with their collection of ephemera—historical items only useful for a short time, such as pamphlets, posters, or ticket stubs. During instructional sessions in the special collections research center, librarians make use of ephemeral materials in order to teach students critical thinking skills.

collections and evaluate what they find  
discussion in our spaces and define the library



ixed-Methods Investigation of the Relationship Between Critical Thinking and Library Anxiety Among Undergraduate Students in Their Information Search Process. **College & Research Libraries**

Students all over the world are increasingly using Internet-based communication and information technologies. Citing a Canadian study, McPherson says that almost 70% of students still need help in assessing the authenticity of online information, and 75% were unaware of advertising incorporated into online product centered games. While the print-based literacy skills that school librarians teach does help with learning to surf the Internet, there are two additional skills that McPherson says are needed: multi-literacies instruction and critical engagement. Multi-

set of communicat  
consequently, contribute positively to society. Critical literacy, the definition of actively  
and independently reflect upon and question the assumptions, goals, views,

from the micro to the macro level. Developing critical literacy helps students avoid internalizing the commercial, violent, and sexualized messages buried in some Internet-based communication technologies. McPherson provides a list of suggested activities designed to help students cultivate multi-literacies and critical literacy, as well as a list of resources that school librarians can use to develop lesson plans.





were taken to show that specific learning outcomes were achieved. Examples are well illustrated and exercises are shown that that could easily be adapted to a variety of disciplines with subject-specific vocabularies.

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