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gating Primary Source

*The Journal of Academic Librarianship* 35.5 (2009): 410-420.

at the University of Maryland set out to investigate primary source materials. The authors developed an online guide of tools and

knowledge of these materials by arranging a user study consisting of undergraduate students. The goal was to determine if the online guide successfully assisted students in their research efforts. Although the results were mixed, the article demonstrates the need for students to be able to define primary sources, familiarize themselves with key terms and tools, and apply their existing knowledge to locate primary resources. As more classes delve into primary sources, this article will be of interest to instruction librarians, history bibliographers, and archivists alike.

Baildon, Mark, and James S

Credibility with a Complicated Multi-modal Web-  
39.2 (2009): 265-285.

*Curriculum Inquiry*

This article examines the way learners engage multi-modal texts—texts that mix images, music, graphic arts, video, and print—and the methods used to evaluate credibility of them. Using *Loose Change*, a documentary first published on the Web in 2005, as an example of a multi-modal text, Baildon and Damico parse the process by which a group of 32 ninth-grade students judged the credibility of the first half of the article.

Ballard, Susan D., Gail M. ... on of a Research Community  
in a K-12 School System Using Action Research and Evidence Based Practi  
*Evidence Based Library and Information Practice* 4.2 (2009): 8-36.

Interesting both for the data collected as well as the methodology used, this article reports the results of an investigation of high school and elementary ... on. The authors used action research which is intended to lead to specific action rather than generalizable data, though they claim it may be transferable to similar populations. High school students were surveyed to assess their understanding of the ethics of behaviors such as fabricating data or plagiarizing. While a high percentage of students were able to identify unethical, far fewer were clear on the ethics of behaviors. High school students were surveyed about their perceptions of typical student behavior relating to the ethical use of information as well as which behaviors they had challenged. Fifth-grade students were given a similar (but simplified) survey about their understanding of ethical uses of information. Students then completed a unit that included a research project and direct instruction about ethical use of information. A post-survey measuring understanding of ethical use of information. Of particular interest was that 31% of fifth-grade students in the pre-survey or believed it was not ethical to ask a librarian for help. Even in the post-survey the number was 10%. In addition to an improved understanding of ethical use of information, the research also led to a stronger collaboration between classroom instructors and library media specialists, improved information literacy instruction, and even



the use of a class bulletin board allowed all enrolled students to see the answer. The class librarian also felt that a personal interaction with an individual librarian or,

on teaching rather than troubleshooting problems. An appendix to the article includes a lengthy list of recommended practices for both librarians and for faculty interested in implementing a Librarian in the Online Classroom program.

Fleming-

and Social Science

*Academy* 9.2 (2009): 199-221.

*portal: Libraries and the*

In this article, the authors discuss a project to shed light on the information-seeking behaviors of doctoral students in order to provide academic librarians with insight into how best to assist them. The authors began their research by conducting a pilot survey of graduate students. The survey asked the students to explain their research process from beginning to end, how they prepare to conduct research, and their approach to the literature review. This data led the authors to investigate the behavior more deeply by conducting three focus groups of 24 students. The focus groups were asked how they conducted research, how they used the library, what role library resources and services played in their research, and how the library could serve them better.

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internal and external identity that students experience shape their information

from a librarian and often relied more heavily on assistance from faculty mentors. The authors also surveyed academic librarians to determine gauge their f

instructor on designing multiple instruction sessions. Over the course of about two years, the librarians and instructor tried many different assignments incorporating research and evaluating sources, including online tutorials, course iographic essays, and even a student-



work, and sessions included close collaboration with faculty and exposure to reference, database, and information management tools, as well as authentic assignments. Throughout the duration, students reported and reflected upon their experiences through a series of ungraded resumes called I-Skills, and, after

Maggio, Lauren A., Megan Bresnahan, David B. Flynn, Joseph Harzbecker, Mary

*Journal of the Medical Library*

*Association. 97.2 (2009): 77-83.*

Arts in Medical Sciences program who were enrolled in a required Biomedical Information course completed an assignment that used natural language tagging in order to better understand the controlled vocabulary of MeSH. Students learned fi

Oakleaf, Megan,

Literacy in Higher Education *portal: Libraries and the Academy* 9.2 (2009): 273-286.

This article aids academic librarians seeking to assess information literacy by asking six questions applicable to a wide range of institutions. After addressing these questions, the author asks, "Will the assessment tell us what we need to know?" The author evaluates which assessment approaches are most suitable at their institution. The authors explain the significance and intent of each question, breaking the larger guiding questions into sub-questions to allow for full explanation. This article will prove highly useful to librarians involved in information literacy assessment, as well as those interested in information literacy more generally.

Lines for Effective Online Instruction using Multi-media  
*Reference Services Review* 37.2 (2009): 164-177.

Oud draws upon the field of cognitive



when faculty provide guidelines for acceptable use of Google, librarians were significantly less inclined to incorporate that into their instruction. The authors feel that discussions about Google need to move away from its viability as a research tool, and instead focus on encouraging the critical thinking skills required to use it effectively for academic research.

Online Information  
54-64.

Assessing the TIP  
*Reference Services Review* 37.1 (2009):

This study provides the assessment results for a homegrown tutorial at the University of Wyoming Libraries. The tutorial known as TIP, or Tutorial for Information Power, includes five modules addressing and incorporating the 2000 ACRL Information Literacy Standards. The effectiveness in student learning, researchers developed and administered pre- and post-tests. Additionally, the time students used to take the tests were compared and