LIRT News
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LIRT's Top Twenty for 2012

The Top 20 Committee of the Library Instruction Round Table met virtually through the year to select the top articles dealing with bibliographic instruction and information literacy. Listed below are the winners for 2012 along with selected annotations. Special thanks to the Committee for their work this past year:

Christopher Granatino (University of California, Santa Barbara)
Joe Hardenbrook (University of Wisconsin – Green Bay)
Jennifer Nardine (Virginia Tech University)
Jo Oehrli (University of Michigan)
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Yvonne Mery (University of Arizona)
Wayne Finley, Vice Chair (Northern Illinois University)
Wendell G. Johnson, Chair (Northern Illinois University)

Óæ弾^ˆ, R (2012). %₵-{¦{ æ}Ù&¦^^} Ôæ•cɟ̑* KÜ^•˘|₥ [~æÔustomer-Satisfaction Survey ¸ã₢@æÔ[}ç^}ã̑^}&^ Ùæ{]|^.+ *New Library World*, 113.1: 7-26.

> Jody Bailey surveyed 103 faculty, staff, and students at the University of Texas, Arlington, to describe their use and acceptance of informal screencasting in response to information seeking. Most of the participants reacted positively to the experiment, but preferred to receive email instruction rather than screen shots in answer to their questions. Bailey believes the shortcoming of the study was that it did not include a representative sample of the university community (participants were recruited via email, so the data pool is a convenience sample). However, after an extensive literature search, Bailey believes that the study was the first to survey screencasting as an instructional tool. WJ

The article also includes a review of existing programs, sample lesson plans, and models for a curriculum that targets adult learners.

Detmering and Johnson discuss four of these narratives in depth, plumbing the language use and story construction to better understand how undergraduate college students see the research process in sometimes surprising ways. The authors find value both for themselves and other educators with regard to understand the student perspective on research, and also for the students creating the narratives, who have the opportunity to distance themselves from the act of research enough to observe and learn from their own behavior and to solidify their own questions about the definition and purpose of research. JN

Òå¸ æå•, T . Ò. & Ó|æ&\ , Ò. Y . (2012). %Ô[} č^{] [¦æ^ Ģ•ď &¦-Librarian Collaboration: ŒÔæ^ Ùč å^ [~æ} U}|ā ^ Ò{ à^åå^å Šā¦æãæ} Ģ] |^{ ^} ææā } .+ *Journal of Library & Information Services in Distance Learning*, 6.3-4: 284-311.

Using a small study sample (seven students), an online embedded librarian sought to measure how the graduate students in an eight week, online, ^ǎ &ææā } æ¦č^&@[|[*ˆ ¦^•^æå&@&|æ• ¸ ^¦^ æ-^&č^å à^ č@^ |āā¦æãæ} ç ā &|ˇ•ā } in the course. This was a mixed methods study using a pre and post-assessment of information literacy self-efficacy, citation analysis, and participant reflections. Librarian field notes and a debriefing session with the instructor also informed the study. The study found that the students had an increase in self-efficacy and used high quality sources in their annotated bibliographies throughout the &[ˇ ¦•^. V@ā ā &|^æ•^ ¸ æ æ&č æ|^ ææ čāˇ č^å ǫ č@^ •čˇ å^} ơ q ā č^¦æ&q̄ } • ¸ ãč@ơč@^ content that the librarian provided rather than due to their interactions with the librarian. Because the study was completed with a small sample size of a very specific population (non-traditional learners who may have had prior experience with library research), it may be hard to extrapolate the findings to other settings. In addition, the librarian did not have an instructor role in the course which may have influenced the result. One may conclude that in some cases, librarians may want to focus on improving content that they provid

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information literacy skills. JH

Gross, M., Latham, D. & Armstrong, B. (2012). Improving below-proficient information literacy skills: Designing an evidence-based educational intervention.´ *College Teaching*, 60.1: 104-111.

This article describes the development of the Attaining Information Literacy (AIL)

title. Academic libraries are often treated as a homogeneous group, but they may not be. The researchers surveyed the librarians with the word instruction in their titles at these 100 libraries and found that a small majority conducted some type [~ã•dˇ &ã] } æ•^••{ ^} ç U~c@•^ c@æcåãã} çå[æ•^••{ ^} ç }^æ|ˆ @æ|~[~ them had the word instruction in her or his title. Of those that did conduct

instruction was underused in classes that required significant research. By using these and other results, the librarians have discovered areas for potential growth in the library instruction and outreach programs at Notre Dame. JN

Stockham, M. & Collins, H. (2012). Information literacy skills for preservice teachers: Do they transfer to K-12 classrooms? *Education Libraries*, 35(1-2): 59-72.

Researchers surveyed education majors at Kansas State University, Washburn University, and members of the Kansas Association of School Librarians with several goals in mind: ʠ { ^æˇ ¦^ •&@ [| { ^åãœ•] ^&ãœãœ q] ^¦&^] ʠ } • [~ whether new teachers in their schools integrate information literacy (IL); to discover whether education majors feel aware of and ready to teach IL concepts; and to raise awareness of IL standards and partnership opportunities with school media specialists. The authors theorized, based on research showing first-year college students as unprepared in IL skills, that K-

examines how such a migration can both decrease the grading burden on the instructor without sacrificing the individualized assignment components of the course. The purpose is a familiar one, finding ways to reduce instructional load while retaining the quality of the course. By isolating the three major assignments from the course, outlining their intended instructional goals, and identifying the assignments that necessarily required a paper-based component, they successfully found ways to reduce the amount of time spent grading assignments, which in turn gave the students timely feedback on their performance. For the first assignment, a series of online quizzes were created, and though it proved a time consuming at first, it has now allowed for the first assignment to be graded entirely online. The second assignment which focused on database searching and critical literature review was left in a paper-based format, as it was critical to the instructors to use a format that would accurately capture student search strategies and analysis. It was, however, accompanied with an online assessment that was universal enough to apply despite any differences in individually selected topics final section was done in a similarly hybrid style, combining paper-based responses with online components for assessment. While the conversion required an investment of time and resources at the outset, ultimately it would create a stable online platform that would be easy to update for future sessions, and uniform enough that it would still allow students to select individualized topics. It could also be integrated into cfe(r)]TJEy3(m20(o)-3(b