

LIRT Top 20 Articles

2018 Committee

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of the homeschoolers. Some of the characteristics and special needs include their culture

regards to the effectiveness of embedded librarianship versus the one-

questions or problems, accessing information outside of assigned readings, evaluating

the future based on the program assessment and outlines several considerations for those thinking of instituting a similar program. MH

use and perceptions of Guided Inquiry. *School Library Research*, 21. Retrieved from <https://eric.ed.gov/?id=EJ1182159>

the Guided Inquiry (GI) process, a research-based information literacy model. Based in the context of Year 9 students in an Australian independent private school, beliefs and opinions were gathered throughout a ten-week GI unit to investigate

personal choice, and effects on motivation and engagement. The paper provides an

Information Search Process model as well as a detailed description of the instructional scenario, which is further documented with instructional materials in the appendices. The mixed-method approach of this study lends itself to a multi-faceted understanding, with the

final research products leading to both qualitative and quantitative results. Further, the school librarian who led the project is one of the researchers, providing an evidence for practice foundation that grounds the work in professional experience. Results are supported by ample quotations from the students and findings are clearly connected to their implications for practice with GI process teaching methods. MK

Gascó-Hernández, M., Martin, E. G., Reggi, L., Pyo, S., & Luna-Reyes, L. F. (2018). Promoting the use of open government data: Cases of training and engagement. *Government Information Quarterly*, 35(2), 233–242. <https://doi.org/10.1016/j.giq.2018.01.003>

Countries around the world have implemented open government data (OGD) repositories to increase public accessibility to government information, yet research suggests that

through a qualitative study of

Hanbridge, Tin, and Sanderson at the University of Waterloo located in Canada conducted a mixed-methods study to evaluate their Mobile Information Literacy Tool (MIL), which librarians and faculty collaborated to develop to help meet students just-in-time information

and use information. 128 undergraduates across the humanities and social sciences participated in the study, which examined the effectiveness of mobile technology in

their knowledge throughout the semester, with first-year students showing the largest increase in IL knowledge. Students in the study had research components in their courses, which allowed them to directly apply the knowledge they learned through the MIL and was seen as a key to success. The lessons viewed the most included finding scholarly articles, citing sources, finding journal articles, and determining if articles are popular or scholarly. Instruction librarians who work with commuter students, nontraditional students, and students in online programs will be particularly interested in this article. The authors discuss challenges, limitations, and future directions for mobile learning tools and resources from a library perspective. MG

Insua, G. M., Lantz, C., and Armstrong, A. (2018). In their own words: Using first-year student research journals to guide information literacy instruction. *portal: Libraries and the Academy* 18(1): 141-

Miller, S. D. (2018). Diving deep: Reflective questions for identifying tacit disciplinary information literacy knowledge practices, dispositions, and values through the ACRL Framework for Information Literacy. *Journal of Academic Librarianship*, 44(3), 412-418. <https://doi.org/10.1016/j.acalib.2018.02.014>

In this thought-provoking article, Sara D. Miller leads us through deeper conversations about the ACRL Framework for Information Literacy for Higher Education, informed by a series of self-reflective interactions between librarians and disciplinary faculty. The choice to use reflection, as opposed to other methods of data collection, such as interview or survey, I feel is an effective one. By positioning faculty as learners, Miller writes, the conversation can more centrally focus

Miller takes care to outline prompts for reflection for each of the Framework concepts, along with highlights and observations from her own facilitated discussions at Michigan State University. For a librarian looking to engage with their faculty in regards to the Framework, these prompts can be very helpful in both breaking the ice, and engaging with challenging aspects of disciplinary information literacy. The discussion highlights are insightful, and likely will help others find common threads and themes to weave into their own discussions with faculty at every level. CG

Napier, T., Parrott, J., Presley, E., & Valley, L. (2018). A collaborative, trilateral approach to bridging the information literacy gap in student writing. *College & Research Libraries*, 79(1), 120-145. <https://doi.org/10.5860/crl.79.1.120>

Napier, Parrot, Presley and Valley present us with a case study examining how a trilateral approach to information literacy instruction can provide a more holistic approach to supporting student research in a first-year writing program than the traditional bilateral approach. This case study examines how a partnership between the faculty, library and writing center at Eastern Kentucky University (EKU), led to improvements in first-year student compositions.

The authors provide us with an excellent background on how the traditional bilateral approaches (faculty-library, library-writing center, faculty-writing center) tend to miss out on opportunities to expand student learning in certain areas. For example, at EKU, assessment showed that while students could locate items to include in their work, their synthesis of that work would be incomplete. The trilateral approach allows for each partner

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