

LIRT Top 20 Articles 2020 Committee

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Albert, A. B., Emery, J. L., & Hyde, R. C. (2020). The proof is in the process: Fostering student trust in government information by examining its creation. *Reference Services Review*, 48(1), 33–47. <https://doi.org/10.1108/RSR-09-2019-0066>

This article presents a detailed lesson plan, aligned with the Information Creation as Process frame of the ACRL Framework, to help increase students' understanding of government information. Government documents can be important primary sources for student research, yet they are sometimes avoided due to various factors including growing skepticism toward government sources, and information in general, and a lack of evaluation skills. The literature review provides timely context to the lesson by discussing the decline in public trust in government information along with the role of government documents in teaching source evaluation and addressing student skepticism surrounding information more broadly. As the article notes, government document evaluation can pose particular challenges not only due to an inherent mistrust but also because of the complexity of politics and data practices surrounding these resources. To address this challenge, the lesson guides students through a careful examination of how and why the documents were produced.

Framework aligned government document instruction is not well represented in the literature and lesson plans and instructional guides are particularly sparse. This article addresses that gap by providing a well-crafted lesson plan including learning objectives and an appendix of sample materials. In particular, the lesson plan contains a list of critical reflection questions that could be used as a starting point for lessons adapted to different instructional scenarios that guide students through source evaluation from the Information Creation as Process mindset. The active learning strategies help students

assumption built into the framework and how students from different sociocultural backgrounds understand and engage in those concepts.

This article provides a significant step forward in this project by examining how English language learners (ELLs) understand and interpret the concept of authority as described

disciplines. The researchers examined overlap percentage by database between the simple and advanced searchers, scored results for relevancy, and precision. The authors found no compelling evidence that either search is superior.

Upper-level student researchers should be encouraged to do both types of searches if they want to perform a comprehensive literature search. Previous studies indicate students of all levels are unaware of Boolean searching beyond using AND and students who are familiar with more advanced strategies do not typically use them when searching databases. The benefits to advanced Boolean searching depend on individual projects, subject areas, and relevant databases. The authors recommend providing advanced Boolean searching instruction through asynchronous instruction, a flipped classroom format, or through individual consultation.

The authors challenge librarians to address algorithmic challenges in their instruction particularly as a way to help students determine which databases to start with and how algorithms can impact search results. Additionally, the authors make the case that it is important for librarians to continually review and examine search efficacy across databases, because of the direct impact to teaching, learning, and research. **MSG**

Mabee, S. H., & Fancher, S. E. (2020). Curiosity is a luxury of the financially secure: The affective thresholds of information literacy. *Library Trends*, 68(3), 482–505.
<https://doi.org/10.1353/lib.2020.0002>

This article describes the exploration of affective dimensions of information literacy at Ozarks Technical Community College in Southwest Missouri. The research described gains inspiration from observations that students have not developed appropriate critical evaluative skills related to information, due to stress and anxiety associated with food or housing insecurity or other significant personal responsibilities. The authors suggest the process of questioning and critically assessing information is considered a luxury. The questions driving this research are: “Why are our students so overwhelmed, not just by critical information literacy, but by the work of research? And, from what context does our particular student population operate and does that matter?”

The literature review provides a rich background exploring the work of psychologists, educational psychologists and behavioral economists to better understand affect, learning and cognition, as well as the effects of poverty and gender as it relates to information literacy. The discussion focuses on affect related to learning, information science, and the ACRL Framework for Information Literacy for Higher Education.

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findings provide interesting insights for any educator who works with college-aged students. **RPM**

Matteson, M. L., & Gersch, B. (2020). Information literacy instruction in public libraries. *Journal of Information Literacy*, 14(2), 71–95. <http://dx.doi.org/10.11645/14.2.2680>

Matteson and Gersche explore how public librarians provide information literacy (IL) instruction via one-on-one encounters with patrons. While there has been significant research about IL instruction in academic and K-12 settings, there is a gap in the literature regarding its implementation in public libraries. The authors sought to address this gap by asking US public librarians to record information about their instructional interactions using an online instrument, coding the entries, and sharing data about the nature of those interactions and the IL concepts taught in the transactions. As such, this article is an important contribution to the literature on IL instruction.

Their research indicates that public librarians introduce users to a variety of IL concepts as they help them plan their information tasks, and then access and evaluate information. The researchers also discovered that while public librarians strongly believe in the value and importance of IL instruction, they are sometimes unable to provide it effectively. Their findings suggest that public librarians may have a broader understanding of IL instruction than that of academic and K-12 librarians. Also, many of the instruction transactions between users and public librarians are brief and focused on everyday life information literacy (ELIL). As the vast majority of these interactions are very brief, the authors recommend that micro-teaching techniques be implemented in public libraries. **KM**

Montague, R.-A., Reyes, K., & Meyer, K. (2020). *N n I Ke Kumu* - Look to the source. *School Libraries Worldwide*, 26(1), 99–109. <https://doi.org/10.14265.26.1.004>

This article provides an overview of the *N n I Ke Kumu* – Look to the Source project developed and enacted in Hawai'i to increase awareness of and proficiency in exploring culturally relevant digital resources among school library users. The project arose both as a response to a long history of cultural and linguistic inequity in Hawai'i as well as recent observations that Native Hawaiian high school students demonstrate a lack of

Oberlies, M. K., Buxton, K., & Zeidman-Karpinski, A. (2020). Adapting evidence-based practices to improve library instruction: Using customized tools to support peer mentoring and observation. *New Review of Academic Librarianship*, 26(1), 6–30.
<https://doi.org/10.1080/13614533.2019.1628078>

This article describes an instruction-focused development program utilizing a community of practice model. The authors suggest that a lack of resources, along with librarians' underdeveloped knowledge of teaching practices, can result in the use of less effective strategies such as lecture and demonstration during one-shot sessions. The goal of this program is to improve librarians' teaching quality through unbiased peer-mentoring, reflection, observation, and encouragement to develop evidence-based practices for teaching.

A pilot project helped to identify three observation tools for use in the one-shot context. The authors provide descriptions on the evaluation, development and use of each tool:

- ◁ **Teaching Squares (TS):** TS describes four instructors who build a small community to encourage self-reflection, not peer-evaluation. Details include the composition of the square, the setting of goals, observations, reflections, and suggested meeting times.
- ◁ **Teaching Practices Inventory Information Literacy Instruction (TPI-ILI):** TPI-ILI helps instructors to document their preparation for teaching through identification of classroom activities and effective practices. The tool

methods ranging from librarians teaching a session during class to having a librarian presence in the CMS. Their results also showed that faculty highly valued library collaboration as well. The authors examined results looking for differences across disciplines and levels of faculty teaching experience.

Finally they used open ended questions to determine faculty motivations for working with librarians. Some of the most useful information in the article is in the section discussing these motivations or lack thereof. The top factors mentioned for working with librarians were to improve student research skills, to utilize librarians' expertise, and to provide students with access to resources. Among reasons for not collaborating with a librarian, faculty included not having time for it in the syllabus, and that the instructors teach IL themselves throughout the course. The authors offered suggestions for how this information could be used to increase marketing and outreach efforts to both groups. **KM**

Quiñonez, T., & Olivas, A. (2020). Validation theory and culturally relevant curriculum in the information literacy classroom. *Urban Library Journal*, 26(1), 1–17.

<https://academicworks.cuny.edu/ulj/vol26/iss1/2>

Quiñonez and Olivas focus on the idea of a “student scholar identity,” first introducing how students from underrepresented groups, particularly from Latinx backgrounds, can be less prepared for college due to a lack of previous information literacy instruction in under-resourced schools, but also how they are then put into a higher education system that may not reflect their culture or values which could make them feel unwelcome. As a possible solution, the authors discuss the use of validation theory teaching methods in four academic library information literacy classes, filling a gap within the research. The article further discusses the reasoning behind using Rendón's validation theory, which accepts first-generation college students' experiences, backgrounds, and values can and should be used as knowledge.

The authors, who both self-identify as Latinx, taught information literacy classes to first year college students, where they provided examples of scholarship by Latinx authors and self-disclosed personal stories while attempting to foster an atmosphere of trust. The qualitative and quantitative study had six control groups of other information literacy classes, whose instructors did not vary their usual information literacy instruction, and a majority of the 200 students involved in the study self-identified as Latinx. The qualitative portion asked the students to reflect on their student scholar identities, while the quantitative portion used a Likert scale asking students to rate their satisfaction and understanding of validation theory concepts. Quiñonez and Olivas noted the students in the validation theory sections “Agreed” or “Strongly Agreed” more often than the control sections with the statements “I am more culturally aware about the diversity of Latinx experiences than I was before participating in this class” and “I was introduced to Latinx role models in the class through guest lectures, readings, service learning, attending related events on campus, and/or the instructor sharing examples during the semester.” The authors also discuss some discrepancies in the groups regarding what content they perceived was included in the sessions, which is worthwhile to note for future studies and practices. Although the qualitative findings show no difference between the groups, the authors note observations that the students in the validation theory classes were willing to share their own stories. While this study was limited due to the lack of time spent with the students and the backgrounds of the librarians, the authors see validation theory as a way forward to support and empower Latinx students. **KB**

Saunders, L., & Budd, J. (2020). Examining authority and reclaiming expertise. *The Journal of Academic Librarianship*, 46(1), 1-8. <https://doi.org/10.1016/j.acalib.2019.102077>

