Library instruction and information literacy – 2005

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Abstract

Purpose – The purpose of this paper is to set out to provide a selected bibliography or recent resources on library instruction and information literacy.

Design/methodology/approach – Introduces and annotates periodical articles, monographs, and exhibition catalogues examining library instruction and information literacy.

Findings – Provides information about each source, discusses the characteristics of current scholarship, and describes sources that contain unique scholarly contributions and quality reproductions.

Originality/value – The information may be used by librarians and interested parties as a quick reference to literature on library instruction and information literacy.

Keywords Information literacy, Library studies, Libraries

Paper type Literature review

Collaboration continues to be a persistent topic in this year's survey of the literature. Over 10 percent of the articles mention collaboration as a primary theme. There are a wide variety of ways that this is accomplished and both the literature of academic and school libraries have examples of this (Kennedy, 2005; Lampert, 2005; Somerville and Vuotto, 2005; Allen *et al.*, 2005).

Hand in hand with collaboration, the integration or embedding of information literacy (IL) into disciplines and disciplinary courses is also prevalent in many articles (approximately also 10 percent). Examples include an information environment course at the University of Albany (Mackey, 2005), National History Day (Manuel, 2005), a first-year experience program (Marcum, 2005), pre-service teachers (Naslund *et al.*, 2005), information literacy courses within the disciplines (Badke, 2005), a high school Web assignment (Scott and O'Sullivan, 2005) and a beginning composition course (Hearn, 2005). Especially hopeful are the articles written or co-written by faculty and teachers with authentic IL assignments (Larkin and Pines, 2005). Even law and medical libraries are attempting this (Clinch, 2005; Chapman, 2005).

Note from the authors: In the 2004 review, the annotation for the article "Information Literacy in Teacher Education: A Collaborative Model" (Crouse and Kasbohm, 2004) characterized the article as focusing on the undergraduate population. Although the article mentions the entire IL program, the objectives included are intended for graduate students and the focus of the article is on the collaborative development of those objectives for that group.

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There were a number of articles this year which focused on teaching users about evaluating what they find. Certainly, this is a key IL skill, but is the emphasis on it due to the increasing amount of readily available information via such popular sites as Google or Wikipedia? Perhaps this also represents a reaction to the growing recognition on the part of librarians that users can and do find information that seems to satisfy them without librarian intervention? Examples of evaluation techniques are included in Jansen (2005).

Sustaining forward movement in information literacy is being examined as programs move toward maturity. Moving librarians out of the library and into teaching and learning centers as a means of integration has been attempted (Bridgland and Whitehead, 2005), but online tutorials continue to be the primary means of supporting large numbers of students. Course management systems such as Blackboard and WebCT are also showing promise and not just in universities (Dando, 2005), but librarians need to find ways of going beyond just adding links into existing courses (Regan and Walcher, 2005).

Some thought is also being given to how librarians in instruction (and other contexts) promote the use of our resources. Boyd-Byrnes and Rosenthal (2005) wonder if convenience and ease-of-access are being oversold to students. Buschman and Warner (2005) also question some results of the research in information literacy, arguing that it is being interpreted too optimistically and proposing an alternate framework. Competency theory is used by Gross (2005) to help understand why users who lack IL skills do not seek opportunities to learn those skills.

Finally, three books with significant IL content were published this year. Libraries Within Their Institutions: Creative Collaborations (Warner and Seamans, 2005; Macklin and Fosmire, 2005; Moore, 2005; Shane, 2005; Jacobson and Germain, 2005; Huerta and McMillan, 2005; Boisselle *et al.*, 2005) has a number of chapters about IL collaborations which should be useful to academic library practitioners. Creating a Comprehensive Information Literacy Plan: A How-to-Do-It Manual and CD-ROM for Librarians (Burkhardt *et al.*, 2005) is part of the practical Neal-Schuman Library series and should be valuable to all types of librarians. A Guide to Developing End User Education Programs in Medical Libraries (Connor, 2005) details a range of IL efforts being attempted by health sciences librarians (see Table I).

Academic

College & Research Libraries News (2005), "Information literacy standards for science and technology: a draft", *College & Research Libraries News*, Vol. 66 No. 5, pp. 381-8. Developed by the ALA/ACRL/STS Task Force on Information Literacy for Science and Technology, these five standards and twenty-six performance indicators are a draft

Type of library	Number of 2004 publications	Number of 2005 publications	Difference
Academic	159	131	−28
Public	4	2	−2
School	69	95	+26
Special	20	39	+19
All types	18	21	+3
Total	270	288	+18

Table I.

based on the Information Literacy Competency Standards for Higher Education. Includes committee members' names and documents consulted in drafting the guidelines.

Library Journal (2005), "Personal trainer", *Library Journal*, Vol. 130 No. 5, p. 18
Brief profile of Vibiana Bowman, reference and instruction librarian, Paul Robeson Library, Rutgers University.

Ackermann, E., Benjes-Small, C. and Vassady, L. (2005), "The library game: engaging unengaged freshmen", *Academic Exchange Quarterly*, Vol. 9 No. 2, pp. 86-9
"...[L]ibrarians at Radford University developed a Jeopardy!-style game in which the librarian acted as game show host and the students competed in teams. This article discusses the creation of the game, the mechanics of running it, and assessment of the project."

Albanese, A., Miller, R. and Oder, N. (2005), "ACRl draws record crowd to Minneapolis", *Library Journal*, Vol. 130 No. 9, p. 18
Highlights several sessions at the 2005 ACRL Conference including Google print, open access, the Millennials, and a controversial IL discussion led by Stanley Wilder.

Allison, A.E. (2005), *Connecting Undergraduates with Primary Sources: A Study of Undergraduate Instruction in Archives, Manuscripts, and Special Collections*, University of North Carolina at Chapel Hill, Chapel Hill, NC
Responses from 85 archives, manuscripts, and special collections departments at ARL libraries reported that the majority of them provided instruction for undergraduates and that the instruction was most often related to course assignments, covered "the nature of primary sources and department procedures for using original materials", and was felt to be worthwhile despite challenges such as wear and tear on materials, crowding, and use of limited staff time.

Andretta, S. (2005), "Applied information research: helping students learn how to learn", *Library + Information Update*, Vol. 4 Nos. 7/8, pp. 54-5
An Applied Information Research module was shown to have a positive effect on students' personal and professional development at the School of Information Management, London Metropolitan University when authors examined the views of students before and after completion of the module.

Andretta, S. (2005), "From prescribed reading to the excitement or the burden of choice: information literacy; foundation of e-learning", *Aslib Proceedings*, Vol. 57 No. 2, pp. 181-90
Argues that the United Kingdom's emphasis on Information and Communication Technology (ICT) and the lack of a national policy document for IL aligned with higher education standards could result in the wrong skill set being given priority (technical skills over lifelong learning). Highlights the use of technology at Twente University (Netherlands) where "knowledge acquisition...has been replaced by knowledge construction".

Ardis, S.B. (2005), "Instruction: teaching or marketing?", *Issues in Science & Technology Librarianship*, No. 42, p. 1
Argues that one-shot IL instruction is really guest lecturing and more akin to marketing "libraries, library information sources, and staff expertise to a group of pre-selected users".

Arlitsch, K., Lombardo, N.T. and Gregory, J.M. (2005), "Another kind of diplomacy: international resource sharing", *Resource Sharing and Information Networks*, Vol. 18 Nos. 1/2, pp. 105-20
"Over the past six years, the University of Utah libraries have developed an extensive international presence through digital resource sharing". Included in the projects are a web-based IL course with instructors from across the globe and the use of videoconferencing to teach online instruction to medical students in Egypt.

Ashmore, B. and Grogg, J.E. (2004), "Library virtual tours: a case study", *Research Strategies*, Vol. 20 Nos. 1/2, pp. 77-88
"A case study examining the creation of a virtual tour for Mississippi State University's library is provided. The study addresses the technical and political issues involved in creating a library virtual tour and reveals that the most important lesson learned was the need to develop a statement of purpose for the project".

Ashoor, M.S. (2005), "Information literacy: a case study of the KFUPM library", *The Electronic Library*, Vol. 23 No. 4, pp. 398-409
Identifies three challenges in creating IL programs in developing countries: traditional (rote learning) educational systems, low literacy rates, and low levels of publishing. Profiles the IL program at King Fahd University, Saudi Arabia which includes some course-integrated aspects as well as a two-hour credit course.

Auer, N.J. and Krupar, E.M. (2005), "Librarians grading: giving A's, B's, C's, D's, and F's", *The Reference Librarian*, Nos. 89/90, pp. 39-61
"One of the authors has expanded her teaching role on campus by being involved in the development of Virginia Tech's First-Year Seminar... The other author is integrated within a junior-level course with at least four contacts with the students... The authors find that these expanded roles lead to deeper relationships with the teaching faculty and the students, due to the increased involvement".

Badke, W.B. (2005), "Can't get no respect: helping faculty to understand the educational power of information literacy", *The Reference Librarian*, Nos. 89/90, pp. 63-80
"Past attempts by librarians to collaborate with faculty to produce information literate students have had limited success. A bolder plan-to embed information literacy credit courses within existing departments-shows promise to avoid cultural conflict while creating a proper climate for collaboration."

Baldwin, V. (2005), "Science and technology information literacy: review of standards developed by an association task force", *Science & Technology Libraries*, Vol. 25 No. 3, pp. 117-25
"In January of 2002, the Science and Technology Section (STS) of the Association of College and Research Libraries (ACRL) Division of the American Libraries Association

charged the STS Task Force on Information Literacy for Science and Technology with developing standards, performance indicators and outcomes for library instruction in science and technology, based on the ACRL Information Literacy Competency (ILC) Standards for Higher Education. . . The STS Task force identified five standards, with the fifth standard [lifelong learning] being entirely new and different from the ACRL ILC Standards for Higher Education."

Barry, M.E. (2005), *Content Analysis of Help and Instruction via the Academic Library Home Page*, University of North Carolina at Chapel Hill, Chapel Hill, NC
Using systematic sampling, author analyzed 65 library home pages from 261 doctorate degree granting universities and found that 60 percent contained tutorials, 46 percent had "how do I?" links, 90 percent had research guides, and 43 percent had a FAQ. Also found more pages were categorized as help rather than instruction and there were considerable inconsistencies in and between libraries in terminology and placement and linkages.

Beile, P.M. and Boote, D.N. (2004), "Does the medium matter?: A comparison of a web-based tutorial with face-to-face library instruction on education students' self-efficacy levels and learning outcomes", *Research Strategies*, Vol. 20 Nos. 1/2, pp. 57-68
"The participants were 49 graduate-level education students at a large university who took part in either an on-campus class with face-to-face instruction, an on-campus class with a Web-based library tutorial, or a Web-based class with a Web-based library tutorial. The results indicated that the groups varied significantly on final self-efficacy levels but not on final library skills scores."

Bell, S. (2005), "Don't surrender library values", *Library Journal*, Vol. 130 No. 9, p. 79
Argues that five platitudes are short-circuiting discussion: "librarians want to turn everyone into librarians"; "good enough results are okay"; "only librarians like to search, everyone else wants to find"; "library databases are too complicated"; and "this is the Millennial generation – we should change our systems to fit their likes".

Bhavnagri, N.P. and Bielat, V. (2005), "Faculty-librarian collaboration to teach research skills: electronic symbiosis", *The Reference Librarian*, Nos. 89/90, pp. 121-38
"This article discusses faculty-librarian collaboration to integrate technology in a course that focuses on teaching empirical research methodologies and library research skills to elementary and early childhood education graduate students. Vygotsky's theory, standards in teacher education, and information literacy standards form the conceptual framework that supports this collaboration."

Bianco, C. (2005), "The design of the Wilson's Library Literature online tutorial", *Library Philosophy and Practice*, Vol. 8 No. 1, pp. 1-16
Describes the process and issues surrounding the design of the tutorial which was created for the SLIS program at Simmons College with the assistance of LIS 408 User Instruction.

Boisselle, J.H. (2005), "Talking toward techno-pedagogy: IT and librarian collaboration – rethinking our roles", in Miller, W. and Pellen, R.M. (Eds), *Libraries Within Their Institutions: Creative Collaborations*, Haworth Information Press, Binghamton, NY, pp. 123-36
"Instructional technologists and librarians from Mount Holyoke and the University of Massachusetts Amherst recount initial and subsequent collaborative efforts in infusing technology and information literacy into curricula… Former support staff roles of instructional technologist and librarian evolved into dynamic roles based on partnership."

Boyd-Byrnes, M.K. and Rosenthal, M. (2005), "Remote access revisited: disintermediation and its discontents", *The Journal of Academic Librarianship*, Vol. 31 No. 3, pp. 216-24
Based on their experience with nontraditional students, authors argue that the marketing of remote access as fast, easy, and self-service creates false expectations among students and that librarian intermediation is often still vital to student research success. Includes case studies to illustrate the problems: technical glitches, procedural programs, conceptual/cognitive issues, and personal obstacles.

Bridgland, A. and Whitehead, M. (2005), "Information literacy in the E environment: an approach for sustainability", *The Journal of Academic Librarianship*, Vol. 31 No. 1, pp. 54-9
The University of Melbourne moved twelve librarians out of Reference and into information specialist positions in the university's Teaching, Learning, Research Support division as a way to create a sustainable IL program. Issues of roles, social capital, and the best methods of instruction remain but the approach appears to offer promise.

Brown, C. (2005), "Where do molecular biology graduate students find information?", *Science & Technology Libraries*, Vol. 25 No. 3, pp. 89-104
Survey of 25 molecular biology graduate students at three University of Oklahoma campuses showed that most used bioinformatics databases that they learned about through their professors rather than the library. PubMed was the most used library database but other databases analyzed such as Biological Abstracts also had rich sources of information but students were unaware of them.

Brown, C.M. and Ortega, L. (2005), "Information-seeking behavior of physical science librarians: does research inform practice?", *College & Research Libraries*, Vol. 66 No. 3, pp. 231-47
Responses from an online survey of 72 librarians revealed that they rely "primarily on personal communication and online discussion groups for information to assist in their daily practice" and that this "does not entirely parallel that of their faculty colleagues in the physical sciences…" Also from an analysis of journals read by the librarians, "it is apparent that…experiences and opinions of colleagues and patrons are of critical importance to their practice…"

Burke, G., Germain, C.A. and Xu, L. (2005), "Information literacy: bringing a renaissance to reference", *Portal*, Vol. 5 No. 3, pp. 353-70
Authors investigate the correlation between the development of an IL program and an increase in reference desk transactions at the University of Albany.

Bury, S. and Oud, J. (2005), "Usability testing of an online information literacy tutorial", *Reference Services Review*, Vol. 33 No. 1, pp. 54-65
"At Wilfrid Laurier University, librarians applied usability assessment as a key component in the evaluation of an online information literacy tutorial integrated within a number of undergraduate first year Arts courses." Article explains the methodology and findings of the usability assessment.

Buschman, J. and Warner, D.A. (2005), "Researching and shaping information literacy initiatives in relation to the web: some framework problems and needs", *The Journal of Academic Librarianship*, Vol. 31 No. 1, pp. 12-18
Takes issue with some recent studies (2003) published in *College and Research Libraries* where the data does not seem to support the hopeful conclusion that librarians' instruction has had an impact on student use of the web for information and that past research reveals another more complex picture. Authors list five points to consider in rewriting the theoretical framework: data relies too heavily on students' perceptions and attitudes; disconnect identified by Gloria Leckie between faculty and student research skills; use of the web is overemphasized; the move away from controlled vocabulary erodes quality of access; and the web's commercial nature is not taken into account.

Byerley, S.L. (2005), "Library instruction: online or in the classroom?", *Academic Exchange Quarterly*, Vol. 9 No. 4, pp. 193-7
"Three groups of students in an English composition course received basic information literacy instruction by completing an online tutorial, attending a presentation by a librarian, or doing both. An analysis of pre and post-test scores revealed that while learning occurred in all three groups, there was a significant difference in learning between the group who received both forms of instruction and the group who attended an in-class presentation."

Callison, R., Budny, D. and Thomes, K. (2005), "Library research project for first-year engineering students: results from collaboration by teaching and library faculty", *The Reference Librarian*, Nos. 89/90, pp. 93-106
Collaboration at the University of Pittsburgh between the Freshman Engineering Program and the Engineering Library "has resulted in a library research project that is integrated into the freshman curriculum".

Campello, B. and Abreu, V.L.F.G. (2005), "Information literacy and the education of school librarians", *School Libraries Worldwide*, Vol. 11 No. 1, pp. 37-52
A study of library science students in Brazil based on Kuhlthau's model of the information-seeking process.

Catts, R. (2005), "Confirming the relational model of information literacy", *International Information & Library Review*, Vol. 37 No. 1, pp. 21-6
Uses factor analysis to examine the validity of an IL instrument (available from the author) created at Central Queensland University and based on Christine Bruce's relational model of IL. The analysis, which used data from 242 Education students validated both the instrument and Bruce's model.

Cox, J.L. and Vanderpol, D. (2004), "Promoting information literacy: a strategic approach", *Research Strategies*, Vol. 20 Nos. 1/2, pp. 69-76
"Librarians at the University of Nevada, Las Vegas...developed workshops for communications instructors that focused on helping them to design assignments that would enable their students to find reputable information to support their class work and prevent plagiarism. By helping instructors with issues of interest to them, librarians found that they gained support for the need to develop information literate students and for the library's role in this work."

Cox, J. and Vanderpol, D. (2005), "The UNLV Libraries Collaborative Learning Center: rhey came to look and stayed to learn", *Library Hi Tech*, Vol. 23 No. 3, pp. 334-42
The Libraries' new instruction spaces created an increase in course-related instruction and opportunities for collaboration with outside departments.

Crawford, J. and Irving, C. (2005), "The research agenda", *Library + Information Update*, Vol. 4 Nos. 1/2, pp. 48-9
Details how Glasgow Caledonian University (GCU) is participating in as well as investigating IL agendas such as the Lirg/Sconul Value and Impact study, the Drumchapel Project (IL in secondary school in deprived area of Glasgow), and their own evaluation of electronic information services by university staff and students. They hope to develop an IL strategy for secondary schools coordinated with higher education.

Cunningham, N.A. and Anderson, S.C. (2005), "A bridge to FARS and information literacy for accounting undergraduates", *Journal of Business & Finance Librarianship*, Vol. 10 No. 3, pp. 3-16
Author designed a hands-on session using case studies with business professor for senior accounting students in a capstone course. Three semesters of experience and surveys of 61 students showed that instruction increased awareness of and confidence in using professional literature and professional tools such as the Financial Accounting Research System (FARS) for authoritative information.

Curtis, S. (2005), "Just getting a degree", *Georgia Library Quarterly*, Vol. 42 No. 2, pp. 4-7
Author noticed use statistics for some library databases dropping even though the librarians conducted IL sessions for 25 percent of the undergraduates. Speculates that students may be satisfied with what they find in Ebsco Academic database and that they do not see assignments as important except as hurdles to a degree or that faculty do not provide oversight and guidance to students.

Daugherty, A.L. (2005), "Motivating online information literacy students", *Academic Exchange Quarterly*, Vol. 9 No. 4, pp. 286-9
"...[P]resents a brief overview of Moore's theory of transactional distance and Keller's ARCS model of motivational design. Also included are factors in course design that affect student motivation, such as: visual design, content, and communication."

De Jager, K. and Nassimbeni, M. (2005), "Information literacy and quality assurance in South African higher education institutions", *Libri*, Vol. 55 No. 1, pp. 31-8
"This paper analyses the key policy trends [in South Africa] that are likely to impact on academic libraries' efforts to extend their information literacy education programmes. The authors discuss the progress made by librarians in establishing partnerships with academics to deliver quality education and so participate in the transformative agenda."

Dearden, R., Dermoudy, J. and Evans, C. (2005), "Aligning information literacy with the faculty teaching and learning agenda", *Australian Academic & Research Libraries*, Vol. 36 No. 4, pp. 138-52
Due to additional funding, librarians at the University of Tasmania Science Library surveyed 377 students to ascertain their level of IL skills and found they lacked skills in Boolean logic and using information ethically and legally. The results were not statistically significant when comparing science disciplines and levels of students.

Dumont, R., Dupuis, M.H. and Foucault, L. (2005), "Innovative approaches by Ecole Polytechnique de Montreal library in support of research activities", *IATUL Proceedings*, Vol. 15, available at: www.iatul.org/conference/proceedings/vol15/PAPERS/Dumont-Hiller-etc-Paper_IATUL_POLY.pdf
Contains five library initiatives including a capstone research portfolio for PhD students, graded in part by a librarian. Others were dedicated information services for Research chairs, a database of faculty publications, a journal needs analysis, and a comparative analysis of Canadian engineering programs publication data.

East, J.W. (2005), "Information literacy for the humanities researcher: a syllabus based on information habits research", *The Journal of Academic Librarianship*, Vol. 31 No. 2, pp. 134-42
Reviews three studies, Research Support Libraries Group postal questionnaire (2002), Digital Library Federation (DLF) interviews and case studies, and a DLF data set of interviews of 239 researchers, to propose learning objectives which incorporate general and format-specific skills. An appendix of the objectives is included.

Emery, J. (2005), "Is our best good enough? Educating end-users about licensing terms", *Journal of Library Administration*, Vol. 42 Nos. 3/4, pp. 27-39
Overview of library efforts to inform end-users of resource license agreements. Surveys of librarians and publishers revealed that publishers believe that librarians include license terms in IL instruction whereas librarians find this difficult and usually only include information about who can access the resources.

Fabian, C.A. (2005), "Teaching the teachers: wxpanding the pedagogical role of the visual resources professional", *Visual Resources Association Bulletin*, Vol. 32 No. 2, pp. 77-80
Identifies a framework including collaborative development of instruction, a diversified approach dependent on constituent groups, curriculum development, and learner-centered instruction. Offers practical ways to implement the framework.

Ferguson, K.S. and Ferguson, A. (2005), "The remote library and point-of-need user education: an Australian academic library perspective", *Journal of Interlibrary Loan, Document Delivery & Information Supply*, Vol. 15 No. 3, pp. 43-60
Discussion of instructional methods at Charles Stuart University an Australian university with many distance learning students. Using examples such as e-mail, ask-a-librarian services, chat, online forums, web tutorials, etc., authors argue that librarians must be proactive in changing pedagogy and seeking new partnerships.

Finley, P., Skarl, S. and Cox, J. (2005), "Enhancing library instruction with peer planning", *Reference Services Review*, Vol. 33 No. 1, pp. 112-22
Librarians at the University of Nevada, Las Vegas describe how they use peer coaching, team teaching, and active learning techniques to improve instruction sessions.

Fox, L.M. (2005), "Using chat/meeting software to teach distant students", *Colorado Libraries*, Vol. 31 No. 3, pp. 15-16
Used Questionpoint to deliver distance instruction through an online meeting. Considerations include contents of the welcome e-mail, benefits of the software, equipment testing, a technical support librarian, slower pacing than face-to-face sessions, scripted text to reduce typing, and feedback questions.

Fyffe, R. and Walter, S. (2005), "Building a new future: preparing future faculty and responsible conduct of research programs as a venue for scholarly communication discussions", *College & Research Libraries News*, Vol. 66 No. 9, pp. 654-6, 663
Reviews how instruction of scholarly communication issues is embedded in existing campus-wide programs for faculty professional development at the University of Kansas.

Galvin, J. (2005), "Alternative strategies for promoting information literacy", *The Journal of Academic Librarianship*, Vol. 31 No. 4, pp. 352-7
Mines the literature on library guides, pathfinders, reference desk interviews, instruction, virtual reference, and library websites for studies that have bearing on IL aspects of these services. Recommends all of these venues since many users will not be able or willing to participate in classroom instruction.

Given, L.M. and Julien, H. (2005), "Finding common ground: an analysis of librarians' expressed attitudes towards faculty", *The Reference Librarian*, Nos. 89/90, pp. 25-38
"Content analysis is used to investigate librarians' discussions of faculty in BI-L/ILI-L postings from 1995 to 2002. By isolating and anonymizing postings reflecting librarian-faculty relationships and examining these through the authors' experiences

as trained librarians and full-time faculty, the paper explores: how librarians frame faculty relationships; and librarians' perceptions of faculty attitudes."

Gold, H.E. (2005), "Engaging the adult learner: creating effective library instruction", *Portal*, Vol. 5 No. 4, pp. 467-81
"The author examines adult learner characteristics and adult learning theory and also uses personal professional experiences to suggest ways in which librarians can create more pedagogically effective and meaningful instruction. Eckerd College's Program for Experienced Learners serves as the model for this examination."

Gratch-Lindauer, B. (2005), "Information literacy student behaviors: potential items for the National Survey of Student Engagement", *College & Research Libraries News*, Vol. 66 No. 10, pp. 715-18
Reviews the history of the development of six items for inclusion including why that particular survey was chosen, how the committee garnered feedback, and the endorsement by ACRL.

Guillot, L. and Stahr, B. (2005), "One step further: virtual instruction strategies, connection", *Louisiana Libraries*, Vol. 67 No. 4, pp. 8-11
"In the summer of 2003, the Southeastern Louisiana University Dedicated Online Virtual Reference Pilot Program was implemented to assess the effectiveness and feasibility of dedicated virtual instruction (VI)". This program "attempted to address the changing instructional dynamics faced in increasingly virtual oriented learning environments".

Halttunen, K. and Jarvelin, K. (2005), "Assessing learning outcomes in two information retrieval learning environments", *Information Processing & Management*, Vol. 41 No. 4, pp. 949-72
Study attempts to compare information retrieval (IR) instruction using a primarily lecture-based method and a more naturalistic IR game setting. Results for 57 students with a number of variables (major of study, learning style, conception questionnaire) are triangulated with open-ended student essays. Student concept mapping analyzed by authors indicates that the scaffolding and anchored instruction of the experimental IR game has significant impact on students' conceptions of "linguistic aspects and planning and management of the search process".

Hearn, M.R. (2005), "Embedding a librarian in the classroom: an intensive information literacy model", *Reference Services Review*, Vol. 33 No. 2, pp. 219-27
Describes an IL model in which a librarian is a co-instructor in an English 102 course. Each session taught by the librarian is detailed.

Hinchliffe, L.J. (2004), "Joining the conversation", *Research Strategies*, Vol. 20 Nos. 1/2, pp. 1-2
"The writer discusses the literature review in academic periodical writing. She outlines several purposes of the literature review and provides a list of resources for writing a literature review on topics related to information literacy and library instruction."

Hogenboom, K. (2005), "Going beyond.Gov: using government information to teach evaluation of sources", *Portal*, Vol. 5 No. 4, pp. 455-66
The author encourages the use of government information to teach source evaluation and gives several examples.

Hollister, C. (2005), "Bringing information literacy to career services", *Reference Services Review*, Vol. 33 No. 1, pp. 104-11
Describes "how innovative outreach activities have helped to forge a partnership between the University at Buffalo Libraries and the University's Career Services Office…Integrated library instruction, information literacy workshops, collaborative collection development, and librarian reference hours in the career services office are among the positive outcomes…"

Hollister, C.V. and Jarvis, H.W. (2005), "Expanding library instruction to the web portal", *Academic Exchange Quarterly*, Vol. 9 No. 2, pp. 151-5
"…[D]escribes how the University at Buffalo Libraries and the University's Office of Creative Services collaborate to offer *My Library*, which is a channel built into *MyUB*, the University's web portal."

Howard, H. and Newton, A. (2005), "How to win hearts and minds", *Library + Information Update*, Vol. 4 No. 1/2, pp. 27-8
A survey of IL practice at Leeds University (UK) revealed a lack of awareness among professors and students and a campaign was undertaken to address this which resulted in both positive (increased dialogue, formation of new relationships among faculty and librarians, support for existing IL efforts, etc.) and negative (rejection of IL efforts, belief that librarians were trying to take over, resistance to assessing IL, and ability of librarians to meet demand if IL widely adopted) outcomes.

Hrycaj, P L. (2005), "Elements of active learning in the online tutorials of ARL members", *Reference Services Review*, Vol. 33 No. 2, pp. 210-18
"The purpose of this paper is to determine the extent of the use of active learning in the online tutorials of members of the Association of Research Libraries (ARL) and to compare these results with those found in a similar study done in 1999 by Nancy Dewald, and also to determine what major types of active learning these sites offe…This study found that the percentage of ARL tutorials that employ active learning is significantly greater than the percentage of such tutorials in Dewald's study."

Huerta, D. and McMillan, V. (2005), "Reflections on collaborative teaching of science information literacy and science writing: plans processes and pratfalls", in Miller, W. and Pellen, R.M. (Eds.), *Libraries Within Their Institutions: Creative Collaborations*, Haworth Information Press, Binghamton, NY, pp. 19-28
"Using student self-evaluations, course evaluations, and anecdotal evidence, chronicles some strengths and weaknesses of our ten-year experience with collaborative instruction and elaborates on both successful and unsuccessful pedagogies".

Jabro, A. and Corinth, J. (2005), "Crisis in information literacy", *Academic Exchange Quarterly*, Vol. 9 No. 2, pp. 46-50
"Students attending Robert Morris University are required to successfully complete five communications courses, that include elements of information literacy, as well as communication intensive courses in their major. Students' inability to successfully complete an upper-level research assignment instigated collaboration between a librarian and the professor."

Jackson, M. and Banwell, L. (2005), "Mind the gaps: 'A' level students and IL", *Library + Information Update*, Vol. 4 Nos. 1/2, pp. 42-3
Discussion of the views of IL in institutions of further education in the United Kingdom and includes results of a survey in which educators in these institutions raised concerns about students ability to do anything but search for information with Google and copy and paste information into essays.

Jackson, S., Hansen, C. and Fowler, L. (2004), "Using selected assessment data to inform information literacy program planning with campus partners", *Research Strategies*, Vol. 20 No. 1/2, pp. 44-56
"Librarians at Weber State University, Utah, used assessment data to build campus partnerships for information literacy (IL) programs. They analyzed and shared data from four sources with several campus partners: a student survey, course-integrated instruction statistics, an IL competency examination, and course grade records."

Jacobson, T.E. and Germain, C.A. (2005), "A campus-wide role for an information literacy committee", in Miller, W. and Pellen, R.M. (Eds.), *Libraries Within Their Institutions: Creative Collaborations*, Haworth Information Press, Binghamton, NY, pp. 111-22

"The committee serves as a source of information and as an organizer of workshops for faculty members who would like to tailor their courses to fit the general education information literacy requirement. It also serves as a syllabus review body and advocates for collaboration with librarians in this distributed model of information literacy instruction."

Jacoby, T. (2005), "Teaching image use – a pilot program at Princeton", *Visual Resources Association Bulletin*, Vol. 32 No. 2, p. 77
The content of sessions for graduate students includes "finding images, evaluating images, storage and data, image capture, and copyright". Librarians and educational technology staff also teach the use of software such as PowerPoint, Luna Insight, MDID, Almagest, and ARTstor.

Johnson, G. (2005), "Supporting professionals in the north", *Library + Information Update*, Vol. 4 No. 1/2, p. 29
Describes the Yorkshire Universities Information Skills Group, formed to support practitioners of IL in that region.

Kearns, K. and Hybl, T.T. (2005), "A collaboration between faculty and librarians to develop and assess a science literacy laboratory module", Science & *Technology Libraries*, Vol. 25 No. 4, pp. 39-56
"An Introductory Biology faculty member and a Biology Librarian formed a partnership to develop a Science Literacy Laboratory Module for use in introductory biology instruction. The module, designed to assist students in performing efficient science library research, consisted of interactive in-lab and homework activities and a web-based tutorial."

Kennedy, C. (2005), "Teaching information literacy to the advanced writing class in three sessions", *E-JASL: The Electronic Journal of Academic and Special Librarianship*, Vol. 6 Nos. 1/2, available at: http://southernlibrarianship.icaap.org/content/v06n01/kennedy_c01.htm
Author worked with composition instructor to design a three session sequenced IL experience with short, open-ended assessments to gauge student retention of material. Results were disappointing but author speculates they could reflect too much material being covered, a disconnect between instruction and assignment or poor assessment design, and indicates a follow-up study is planned.

Klopfer, L., Olwell, R.B. and Hudock, S. (2004), "Charting the library: middle school and college students explore research strategies through mentoring", *Research Strategies*, Vol. 20 Nos. 1/2, pp. 35-43
"An innovative library learning workshop for sixth-grade and college students was created at Eastern Michigan University [in which] [t]he college students were assigned the role of mentors for gifted and talented sixth-grade students. The workshop helped increase both groups' motivation to learn, and the participants learned through hands-on projects that library research requires imagination and exploration."

Labelle, P.R. and Nicholson, K. (2005), "Student information research skills: report on a Quebec study on information literacy", *Feliciter*, Vol. 51 No. 1, pp. 47-9
Results of a survey of 3000 Canadian first-year undergraduates showed that many were unfamiliar with basic library and IL concepts such as controlled vocabulary, Boolean searches, etc. Only 36 percent of students could identify a journal citation, 15 percent recognized the characteristics of a scholarly journal, and only about 27 percent identified when it was necessary to cite a source.

Lampert, L. (2005), "'Getting psyched' about information literacy: a successful faculty-librarian collaboration for educational psychology and counseling", *The Reference Librarian*, Nos. 89/90, pp. 5-23
"Librarians and Educational Psychology and Counseling faculty in the Michael D. Eisner College of Education at California State University Northridge are collaborating to design instructional sessions with assessment components to support newly adopted department information competence goals and curricula. This current collaboration between librarians, faculty, and departmental administrators offers a model for incorporating information literacy instruction into pre-service programs for future educators, counselors, and administrators."

Larkin, J.E. and Pines, H.A. (2005), "Developing information literacy and research skills in introductory psychology: a case study", *The Journal of Academic Librarianship*, Vol. 31 No. 1, pp. 40-5
Authors are psychology faculty who provide a template for incorporating IL instruction (a step-by-step guided, outside-of-class written exercise) without using extra class time. Authors' study of their own students revealed "significant gains in database search and assessment skills".

tLightman, H. and Reingold, R.N. (2005), "A collaborative model for teaching e-resources: Northwestern University's graduate training day", *Portal*, Vol. 5 No. 1, pp. 23-32
"The authors report on the planning, execution, and future of …Introduction to Electronic Resources/Humanities Computing Training Day, a mandatory one-day set of classes for first-year doctoral students in humanities disciplines. The project is a collaborative effort among the Office of the Dean of the Weinberg College of Arts and Sciences; the University Library; and Academic Technologies."

Locke, R.-A. (2005), "Tech ed students strut their stuff: Information literacy and a practical assignment", *Australian Academic & Research Libraries*, Vol. 36 No. 4, pp. 180-94
From six one-on-one interviews with vocational education students, author gained insights to revise her IL instruction: IL must be in context of subject discipline, not linear but rather a "reflective thinking process", students' abilities vary, and IL includes a "range of strategies including personal ones".

Macke, B. (2005), "Roaches, guerrillas, and librarians on the loose", *The Journal of Academic Librarianship*, Vol. 31 No. 6, pp. 586-9
Adapts strategies from guerrilla marketing to instruction including reaching students in unusual places, package instruction in "small bites" rather than trying to cover everything, meet the immediate need before offering further instruction, leave out library terminology and distinctions, be empathetic with students busy lives, encourage curiosity with well-placed tangents, and use simple service techniques.

Mackey, T.P. (2005), "Web development in information science undergraduate education: integrating information literacy and information technology", *Journal of Education for Library and Information Science*, Vol. 46 No. 1, pp. 21-35
Details how the individual and group webpage/site design assignments in a 300-level information environment class at the University of Albany teach IL/IT skills. Assignment requires students to find and evaluate 15 websites on an information science topic and then link them to a page they design using HTML, XML, CSS, Unix, etc. and results of a student survey indicated the project improved both skill sets.

Macklin, A.S. and Fosmire, M. (2005), "A blueprint for progress: Collaborating with faculty to integrate information literacy into the curriculum at Purdue University", in Miller, W. and Pellen, R.M. (Eds), *Libraries Within Their Institutions: Creative Collaborations*, Haworth Information Press, Binghamton, NY, pp. 43-56
"[L]ibrarians and faculty…collaborated to integrate the Association of College and Research Libraries (ACRL) core competencies for information literacy directly into

course content using problem-based-learning. Also . . .describes the development of an overt information-centered curriculum and its impact on student learning."

Macmillan, M. (2005), "Open resume: Magic words for assessment", College & *Research Libraries News*, Vol. 66 No. 7, pp. 516-20
Describes an alternative assessment for students IL skills called an I-Skills Resume (Information Skills and Knowledge Inventory for Lifelong Learning Success) where students identify their own skills in their own words using a four category resume format: special expertise, education, experiences, and other. Author's research can be found at www2.mtroyal.ca/ ~ mmacmillan/research.htm

Maness, J. (2005), "'The users are all here, but where is the library?': distant library services at career colleges", *Colorado Libraries*, Vol. 31 No. 3, pp. 19-20
To increase use of their online library service E-Global Library, the librarian tried offering research classes. While this provided a temporary spike in usage, only persuading faculty to require use provided a permanent increase from 20 visits/month (10 percent of students) to 70 visits/month.

Manuel, K. (2005), "National History Day: an opportunity for K-16 collaboration", *Reference Services Review*, Vol. 33 No. 4, pp. 459-86
"For more than 25 years, the National History Day (NHD) program has a number of distinctive features that make it a uniquely powerful collaborative vehicle for information literacy instruction....NHD participation by higher education librarians, collaborating with their K-12 counterparts, can be a powerful learning vehicle for elementary and secondary students to learn historical content knowledge, historical thinking skills, and information literacy skills."

Manuel, K., Beck, S.E. and Molloy, M. (2005), "An ethnographic study of attitudes influencing faculty collaboration in library instruction", *The Reference Librarian*, Nos. 89/90, pp. 139-61
"Numerous surveys over the years have found that faculty value librarians more for their reference work, often described as 'service', than for their contributions to teaching; that 55-85 percent of faculty report using no LI with their classes; and that faculty have various reasons for not using librarian-provided instruction. This study differs from its predecessors by focusing specifically upon faculty who use LI heavily with their courses and interviewing them about why they use LI and what they value about it."

Marcum, B. (2005), "EKU libraries and the NOVA program: collaborating to bring information literacy to first-year students", *The Southeastern Librarian*, Vol. 53 No. 1, pp. 17-25
Eastern Kentucky University libraries and the NOVA program (a federal program intended to help first generation college students) collaborated with the intention of accomplishing two goals: "better prepare the one hundred students selected to participate in the NOVA program for their career at EKU; and provide those students with information literacy skills needed to function as discriminating consumers of information throughout their lives".

Markey, K., Armstrong, A. and De Groote, S. (2005), "Testing the effectiveness of interactive multimedia for library-user education", *Portal*, Vol. 5 No. 4, pp. 527-44
"A test of the effectiveness of interactive multimedia Web sites demonstrates that library users' topic knowledge was significantly greater after visiting the sites than before. Library users want more such sites about library services, their majors, and campus life generally."

Mcadoo, M.L. (2005), "The MAPIT and GETIT approach to introductory instruction sessions: a protocol for novice researchers", *College & Research Libraries News*, Vol. 66 No. 6, pp. 452-3, 489
The author's acronyms stand for Material, Audience, Perspective, Intention and Topic (MAPIT) and Generate, Explore, Try various resources, Investigate other strategies, and Try, try again (GETIT). The acronyms serve as the outlines for teaching instruction sessions that emphasize process, recognize different ability levels, build an IL foundation, and avoid jargon.

McDermott, D. (2005), "Library instruction for high-risk freshmen", *Reference Services Review*, Vol. 33 No. 4, pp. 418-37
"This article describes a library instruction component that was included in an English department enrichment skills program for university freshmen with low verbal SAT scores. The library component includes instruments used to evaluate library sessions from the viewpoint of both the English department faculty and library faculty."

McFadden, L. (2005), "With honors: Librarians benefit from teaching in honors programs", *College & Research Libraries News*, Vol. 66 No. 7, pp. 533-4
Lists advantages: working with students for longer periods of time and on meaningful research, justifies faculty status for librarians in another way, broadens the range of curricular choices for students, provides librarians with classroom experience, good publicity for the library and extra pay for the librarian.

McFarlane, G. (2005), "Beyond traditional information skills teaching", *Library + Information Update*, Vol. 4 No. 1/2, p. 38
Overview of an "Information Handling Skills" unit at a United Kingdom university using the SCONUL Seven Pillars model and delivered through Blackboard. Librarians found that creating the unit was fairly straightforward but navigating the requirements of integrating the unit into the university's curriculum was challenging.

McMillen, P.S. and Hill, E. (2004), "Why teach research as a conversation in freshman composition courses? A metaphor to help librarians and composition instructors develop a shared model", *Research Strategies*, Vol. 20 No. 1/2, pp. 3-22
"The writers propose a model for teaching research skills through the metaphor of conversation in freshman composition courses [and] [t]hey describe the metaconversation that surrounded the model's development and outline seven assertions that justify the model. The assertions they make are that conversation is a familiar activity, learning to research is akin to learning how to converse in a second language, conversation and research are both interactive processes, both are recursive processes, research and conversation are context sensitive and situated, meaning is

constructed from both activities, and using a model of conversation provides a common terminology with which to talk about research across disciplines."

Merrill, M., Sebek, R. and Erksine, L. (2005), "Designing and building online information literacy instruction", *Virginia Libraries*, Vol. 51 No. 2, pp. 29-32
Virginia Tech University librarians and instructional designers have developed an online IL textbook. Article discusses design, construction and structure of the textbook; information on its use; and assessment of it.

Mittermeyer, D. (2005), "Incoming first year undergraduate students: how information literate are they?", *Education for Information*, Vol. 23 No. 4, pp. 203-32
3000 entering undergraduates in Quebec responding to a mail survey showed that knowledge of IL skills was limited – the highest rate of correct answers ranged from 12.7 percent to 35.8 percent.

Mohler, B.A. (2005), "Citation analysis as an assessment tool", Science & *Technology Libraries*, Vol. 25 No. 4, pp. 57-64
Reviews the outcome of a citation analysis of bibliographies of first-year engineering students at Wichita State University. The engineering librarian used the results to evaluate the library instruction for this group of students.

Monoi, S., O'Hanlon, N. and Diaz, K.R. (2005), "Online searching skills: development of an inventory to assess self-efficacy", *The Journal of Academic Librarianship*, Vol. 31 No. 2, pp. 98-105
Authors devised a 12-item scale based on ACRL IL Standard Two (searching skills) that measured self-efficacy (defined as "belief in one's agentive capabilities, that one can produce given levels of attainment"). Using factor analysis and tests of internal consistency, the inventory was shown to be both "valid and reliable for assessing self-efficacy beliefs related to online searching skills".

Moore, M. (2005), "Reeling 'em in: how to draw teaching faculty into collaborative relationships", in Miller, W. and Pellen, R.M. (Eds), *Libraries Within Their Institutions: Creative Collaborations*, Haworth Information Press, Binghamton, NY, pp. 77-84
"[E]xplores the need for this collaboration to be relational rather than circumstantial, with a long-term focus...[and] explores practical ways to develop and maintain these relationships throughout the campus community."

Moreau, F. and Brodkom, F. (2005), "Developing a global information learning policy at the Catholic University of Louvain", Belgium, *IATUL Proceedings*, Vol. 15, available at: www.iatul.org/conference/proceedings/vol15/PAPERS/Moreau.doc
Efforts to increase and standardize IL instruction following the centralization of library services included courses in pedagogy, developing common instructional tools, and setting up a tutorial.

Mutula, S.M., Wamukoya, J. and Zulu, S.F. (2005), "An evaluation of information literacy competencies amongst library and information science students at the University of Botswana", *Journal of Interlibrary Loan, Document Delivery &*

Information Supply, Vol. 15 No. 3, pp. 77-93
Using focus groups and surveys, this study of 4th year library science BS students and first year MA students revealed that while many LIS courses had IL components, there was "little evidence these competencies were being transferred during teaching". Respondents also listed many issues and problems in their LIS curriculum: unqualified instructors, scheduling issues, and ill-equipped classrooms.

Naslund, J.A., Asselin, M. and Filipenko, M. (2005), "Blueprint for collaboration: an information literacy project at the University of British Columbia", *PNLA Quarterly*, Vol. 69 No. 3, pp. 10, 29-32
"The Information Literacy Project began at the University of British Columbia in 1998 and is a joint project between the Education Library and the Faculty of Education. Specific objectives of the project are to increase pre-service teachers' knowledge of: 1)the role of the teacher-librarian as instructional partner; integrated collaborative school library programs; information literacy skills; and selection and critical evaluation of learning resources for resource based teaching."

Nichols, J.W., Spang, L. and Padron, K. (2005), "Building a foundation for collaboration: K-20 partnerships in information literacy", *Resource Sharing and Information Networks*, Vol. 18 Nos. 1/2, pp. 5-12
"The authors have developed collaborative partnerships with K-12 educators and school library/media specialist students to promote information literacy. This article traces the history beginning with on-site workshops collaboratively developed by K-12 and university library staff; a continuing education course in information literacy for teachers and school librarians; an in-service workshop prepared collaboratively by a high school staff and university librarians; and a graduate-level library science course in information literacy for school library/media specialist students."

Nicol, D., Littlejohn, A. and Grierson, H. (2005), "The importance of structuring information and resources within shared workspaces during collaborative design learning", *Open Learning*, Vol. 20 No. 1, pp. 31-49
"This paper investigates how the organization or structure of information and resources in shared workspaces influences team sharing and design learning…The discussion focuses on the need to help students develop information literacy skills and on why asking students to structure resources might help develop their design expertise."

Noe, N.W. and Bishop, B.A. (2005), "Assessing Auburn University Library's Tiger Information Literacy Tutorial (TILT)", *Reference Services Review*, Vol. 33 No. 2, pp. 173-87
"Following the Texas model, Auburn's TILT is comprised of three modules, covering searching, selecting, and evaluating information resources. Overall student perceptions of the tutorial, including technology difficulties, is reviewed; and students' personal views of their own research skills are discussed."

Nutefall, J. (2004), "Paper trail: one method of information literacy assessment", *Research Strategies*, Vol. 20 Nos. 1/2, pp. 89-98
"Librarians at the State University of New York used a Paper Trail assignment to assess students' information literacy skills. The assignment required students to write a short essay about their research process and to reflect on what they would do differently [which] allowed librarians to determine whether students understood the difference between the library catalog and article databases, evaluate the students' search terms to see if they used effective topic keywords and Boolean operators, and learn more about how the students reflected on their research process."

Ojedokun, A.A. and Lumande, E. (2005), "The integration of information literacy skills into a credit-earning programme at the University of Botswana", *African Journal of Library, Archives & Information Science*, Vol. 15 No. 2, pp. 117-24
Includes literature review of IL in African universities and profiles the IL program at the University of Botswana where a change to a semester system in 2000 prompted the creation of a general education program. The library now offers, in conjunction with the computer science department, two required courses on computing and information skills despite difficulties in maintaining levels of other library services.

Ondrusek, A., Dent, V.F. and Bonadie-Joseph, I. (2005), "A longitudinal study of the development and evaluation of an information literacy test", *Reference Services Review*, Vol. 33 No. 4, pp. 388-417
Describes "the development, construction and evaluation of an information literacy testing instrument connected with the VOILA! online information literacy tutorials, developed by librarians at Hunter College libraries for students enrolled in the college's first-year orientation seminar … The longitudinal development and evaluation of the test are reviewed, including initial statement of competencies, test creation, test construction (assessment type, question formulation and question type) and test evolution."

Parker, J. (2005), "Is a standalone IL course useful?", *Library + Information Update*, Vol. 4 Nos. 1/2, pp. 34-5
Examines the ways that United Kingdom universities have used the IL tools of the Open University available at http://library.open.ac.uk/help/infolitunit.html including the MOSAIC 12-week online standalone course and the Safari information skills tutorial. Different approaches are necessary given the varied skill levels of the different user groups.

Proctor, L., Wartho, R. and Anderson, M. (2005), "Embedding information literacy in the sociology program at the University of Otago", *Australian Academic & Research Libraries*, Vol. 36 No. 4, pp. 153-68
Using a combination of quantitative (survey delivered at the beginning and end of the semester) and qualitative (focus group interviews) data, researchers concluded that students IL skills improved by embedding IL into the course. IL components included a short tour of the library including reference sources and a hands-on session of discipline-specific databases taught by librarian and class instructor.

Regan, A.E. and Walcher, S. (2005), "Environmentalist approaches to portals and course management systems", *Journal of Library Administration*, Vol. 43 Nos. 1/2, pp. 173-88
Argues that current library efforts to integrate into course management systems (usually by the placement of links) are inadequate and that the metaphor of course management is also flawed. Proposes a definition of portal to replace it that includes "places where people and information can be brought together to comingle in productive, and perhaps more importantly unplanned ways" and provides examples from the Scholars Portal Project at the University of Utah.

Rockman, I.F. (2005), "Editorial: ICT literacy", *Reference Services Review*, Vol. 33 No. 2, pp. 141-3
Briefly describes the information and communication technology assessment tool produced by the Education Testing Service.

Rockman, I.F. and Smith, G.W. (2005), "Information and communication technology literacy: new assessments for higher education", *College & Research Libraries News*, Vol. 66 No. 8, pp. 587-9
Briefly highlights four information and technology literacy assessment projects including the ICT Literacy Assessment from ETS, Project SAILS from Kent State/ACRL, the Bay Area Community Colleges Information Competency Assessment Project, and the International Computer Driver's License.

Scales, B.J. and Lindsay, E.B. (2005), "Qualitative assessment of student attitudes toward information literacy", *Portal*, Vol. 5 No. 4, pp. 513-26
"Many distance degree students at Washington State University enroll in General Education 300, a one-credit information literacy course taught online by librarians that exposes students to activities and materials that support the ACRL information literacy standards. In a final assignment, students write about the origins, applicability, and future use of information literacy and their newly minted skills in this area ... The majority of students articulated a broad view of information literacy not tied to a specific course project or to the library as a place."

Scales, J., Matthews, G. and Johnson, C.M. (2005), "Compliance, cooperation, collaboration and information literacy", *The Journal of Academic Librarianship*, Vol. 31 No. 3, pp. 229-35
Uses the theories of Kenneth Bruffee for an in-depth exploration of the collaboration involved in restructuring a one-credit IL course at Washington State University. Issues that arose in assumptions, authority, group composition, and language are the aspects analyzed in the collaborative process.

Scamman, C., Kinder, R. and Coulter, P. (2005), "Your brain on information literacy: ACRL Immersion '05", *College & Research Libraries News*, Vol. 66 No. 9, pp. 650-3
Overview of the ACRL 2005 Immersion Program including sessions by Randy Burke Hensley, Dane Ward, Carol Hansen, Craig Gibson, and Beth Woodard.

Shane, J.M.Y. (2005), "Formal and informal structures for collaboration on a campus-wide information literacy program", in Miller, W. and Pellen, R.M. (Eds), *Libraries Within Their Institutions: Creative Collaborations*, Haworth Information Press, Binghamton, NY, pp. 85-110
Argues that Binghamton, NY, "[a] campus-wide Information Literacy Initiative can improve teaching and learning, and further the mission of the institution. . .[and that] librarians. . .must develop strong leadership and interpersonal communication abilities...and be able to work within the strictures of present campus bureaucracies and campus perceptions of roles and responsibilities."

Simmons, M.H. (2005), "Librarians as disciplinary discourse mediators: using genre theory to move toward critical information literacy", *Portal*, Vol. 5 No. 3, pp. 297-311
Proposes that academic librarians "extend our information literacy instruction programs to include tenets of genre theory as a way to move toward a more critical stance in our pedagogy. By developing an anthropologist's sensitivity to culture, academic librarians can learn the characteristics of the academic disciplines and then help students learn these characteristics as a way for them to understand the rhetorical practices in these fields."

Singh, A.B. (2005), "A report on faculty perceptions of students' information literacy competencies in journalism and mass communication programs: the ACEJMC survey", *College & Research Libraries*, Vol. 66 No. 4, pp. 294-310
Analysis of 425 returned surveys revealed that although most faculty required library research assignments, believed that library instruction improved their students research skills, and believed that their students were not information literate (according to the ACRL definition), library instruction "was not integrated in a consistent and intentional manner" into their courses. Author notes that the ACEJM professional standards call for students to "conduct research and evaluate information" and urges librarians and faculty to work together to integrate IL instruction more rigorously.

Smart, J. (2005), "Consistency, context and collaboration", *Library + Information Update*, Vol. 4 Nos. 1/2, pp. 30-1
The University of Plymouth (United Kingdom) is attempting to create a consistent approach to IL instruction that will clarify which skills are taught at which levels and which will build upon skills previously taught.

Somerville, M.M. and Vuotto, F. (2005), "If you build it with them, they will come: digital research portal design and development strategies", *Internet Reference Services Quarterly*, Vol. 10 No. 1, pp. 77-94
A one-year pilot project by a subject specialist librarian at California Polytechnic State University resulted in a collaboratively-designed Agribusiness research web portal designed for students and new staffing patterns at the Reference desk. The portal combines core disciplinary content with IL concepts which improves student retention and transfer of IL skills.

Somi, N.G. and De Jager, K. (2005), "The role of academic libraries in the enhancement of information literacy: a study of Fort Hare Library", *South African Journal of Library & Information Science*, Vol. 71 No. 3, pp. 259-67
Survey of 246 South African university students showed that fewer than half attended a mandatory library orientation and that they remembered learning about photocopiers; did not seem confident in using the OPAC, reference and journal sources; and that they use the internet mainly for non-academic purposes.

Song, Y.-S. (2004), "A comparative study on information-seeking behaviors of domestic and international business students", *Research Strategies*, Vol. 20 Nos. 1/2, pp. 23-34
"Participants were 30 domestic and 54 international students enrolled at the University of Illinois at Urbana-Champaign's College of Business. Results revealed that the participants perceived library instruction sessions to be highly effective and helpful for research needs."

Sosin, A.A. and Deleo, P.A. (2005), "Uniting information literacy and teacher education", *Academic Exchange Quarterly*, Vol. 9 No. 4, pp. 209-13
Describes a partnership between the library and teacher education program at Adelphi University

Springer, C. (2005), "Library profile: the personal and professional impact of the ACRL's Information Literacy Immersion Institute", *Arkansas Libraries*, Vol. 62 No. 4, pp. 6-8
Brief overview of what author found to be the most useful components of the institute: the distinction between BI and IL, active learning, and assessment.

Stylianopoulos, L.W. (2005), "Teaching images: finding the bigger picture in information literacy", *Visual Resources Association Bulletin*, Vol. 32 No. 2, pp. 74-6
Discussion of image literacy and how IL applies to finding and analyzing the image and using it within the stricture of copyright. The web plays a large role due to the increasing amount of images found there and varying degrees of quality.

Tao, D. (2005), "Bibliographic instruction for a diverse population: understanding, planning, and teaching in the twenty-first century", *Art Documentation*, Vol. 24 No. 1, pp. 29-37
Reviews literature on designing instruction for multicultural and nontraditional students and applies it to the teaching of architecture design students. Approaches include knowing/assessing your own attitudes and the culture of the students in question, learning styles, active learning methods, a variety of methods, a welcoming atmosphere, speaking clearly and jargon-free, and collaborative activities.

Thomas, W.J. (2005), "Department-integrated information literacy: a middle ground", *The Southeastern Librarian*, Vol. 53 No. 3, pp. 38-42
Points to a department-integrated IL as a stepping stone to a campus-wide IL initiative. Steps to integration include "select an entry point, map information literacy goals onto the department's goals, work with departmental faculty to plan, draft assessment measures, and support the students".

Toth, M. (2005), "Research and writing and theses – oh my! The journey of a collaboratively taught graduate research and writing course", *The Reference Librarian*, Nos. 89/90, pp. 81-92
Profiles the collaboration between an administrator, a thesis advisor, and a librarian in the creation of a graduate-level research and writing course at SUNY Plattsburgh. "It takes a semester-by-semester look at the issues that came up and the solutions that were found and put into practice."

Walton, G. (2005), "Assessing students is essential for success", *Library + Information Update*, Vol. 4 Nos. 1/2, pp. 36-7
Urges that assessment of IL skills needs to be done and that learning outcomes need to be communicated clearly in language students can understand. Addresses the complex issue of student motivation and that well-done assessment can be a good student motivator.

Wang, Y.-M. and Artero, M. (2005), "Caught in the web: university student use of web resources, Educational Media International", Vol. 42 No. 1, pp. 71-82
Survey of 647 Pacific Rim public university students (62 percent female and 80 percent between ages 18-30) revealed students had difficulty finding information on the web due to the amount of information available. Also 40 percent considered web information as trustworthy as printed books and journals and 33 percent didn't know if it was; 20 percent considered it acceptable to copy information from a web page and 15 percent were unsure.

Warner, J.E. and Seamans, N.H. (2005), "Teaching centers, libraries, and benefits to both", in Miller, W. and Pellen, R.M. (Eds), *Libraries Within Their Institutions: Creative Collaborations*, Haworth Information Press, Binghamton, NY, pp 29-42
"...presents ways in which libraries and teaching centers have developed partnerships and identifies benefits for both entities...[A]uthors suggest ways in which other institutions might develop these kinds of relationships or expand those that already exist, and identify other campus units that may provide valuable partnerships for academic librarians."

Webb, J. and Powis, C. (2005), "Start with the learner", *Library + Information Update*, Vol. 4 Nos. 1/2, pp. 50-2
Briefly outlines five elements of learning, five sources of motivation, a variety of learning theories, and a few practical approaches in applying this knowledge for IL practitioners.

Wilder, L. (2005), "Changes in reference service in academic libraries", *Illinois Library Association Reporter*, Vol. 23 No. 1, pp. 9-10
Muses on the changes in resources (print to electronic) and student attitude (I know it because I looked on the internet) experienced by reference librarians in the last fifteen years and argues that reference service has not changed but reference librarians roles have: from gatekeepers to collaborators with students on their research.

Wilder, S. (2005), "Information literacy makes all the wrong assumptions", *The Chronicle of Higher Education*, Vol. 51 No. 18, p. B.13
Argues that IL movement assumes students do not know how to find information when in fact they find what they need or are satisfied with and that emphasis on IL distracts librarians from simplifying our resources to make it easier for users to find high quality information. Suggests librarians focus on helping students become more sophisticated in the discourse of their chosen discipline.

Zuke, J.E. (2005), "The teaching of information literacy by public community college librarians in the united states", *Southern Illinois University at Carbondale*, Carbondale, IL
Survey of 300 community college librarians revealed that 83 percent of them were aware of the ACRL IL Standards and that 60 percent of them taught IL in group instruction as opposed to individual sessions. Accessing information was the Standard most often taught (96.5 percent) with critical evaluation of information second (85 percent) and determining the extent of information needed third (81.6 percent).

All types

Armstrong, C. (2005), "Defining information literacy for the UK", *Library + Information Update*, Vol. 4 Nos. 1/2, pp. 22-5
The Chartered Institute of Library and Information Professionals (United Kingdom) attempts to define IL in "plain English" and list competencies (understanding how to find information) with real-life examples (such as scanning RSS and news feeds).

Arthur, R., Stewart, C. and Irving, C. (2005), "Bite-sized learning for all Scottish citizens", *Library + Information Update*, Vol. 4 Nos. 1/2, pp. 40-1
Addresses the nationwide IL effort in Scotland in which the Scottish Library and Information Council (SLIC) provided grants to libraries wishing to develop programs of IL for their constituents. SLIC is especially interested in decreasing the gap between the information rich and poor.

Barsky, E. and Bar-Ilan, J. (2005), "From the search problem through query formulation to results on the web", *Online Information Review*, Vol. 29 No. 1, pp. 75-89
"The purpose of the research was to create internet search instructions, to test their effectiveness and to track the search behavior. . .[T]he authors recommend systematic training of internet users."

Bianco, C. (2005), "Online tutorials: tips from the literature", *Library Philosophy and Practice*, Vol. 8 No. 1, pp. 1-6
Convenience makes online tutorials a popular choice for users but designers must make them clear and must address a variety of learning styles as well as IL standards.

Breivik, P.S. (2005), "21st century learning and information literacy", *Change*, Vol. 37 No. 2, p. 20
Laments the lack of IL skills demonstrated by many college students and employees in the workforce despite an overabundance of readily available information. Calls for the

integration of IL skills into higher education curriculum by faculty and departments in partnership with librarians and points to the accreditation standards developed by the Middle States Commission on Higher Education and the Western Association of Schools and Colleges that call for IL student learning outcomes.

Burkhardt, J.M., MacDonald, M.C. and Rathemacher, A.J. (2005), *Creating a Comprehensive Information Literacy Plan*, Neal-Schuman Publishers
Divided into three parts, the book provides a step-by-step approach including writing, assessing, maintaining, and promoting the plan. An overview and history of IL as well as actual plans for school and academic libraries are also included.

Chou, S.-W. and Liu, C.-H. (2005), "Learning effectiveness in a web-based virtual learning environment: a learner control perspective", *Journal of Computer Assisted Learning*, Vol. 21 No. 1, pp. 65-76
Study of 210 junior high school students in Taiwan using surveys seemed to show that students in a technology – mediated virtual learning environment achieve better learning performance and report higher levels of computer self-efficacy, satisfaction, and learning climate "than their counterparts in the traditional environment". Limitations of the study included the subject matter (computers skills) and the fact that high computer self-efficacy could be due to greater time spent interacting with the technology.

Doherty, J.J. and Ketchner, K. (2005), "Empowering the intentional learner: a critical theory for information literacy instruction", *Library Philosophy and Practice*, Vol. 8 No. 1, pp. 1-10
Argues that IL is one of the primary issues of the 21st century and has the potential to be a tool of empowerment and liberation which makes it much broader than a library issue.

Edzan, N.N. and Saad, M.S.M. (2005), "NILA: A national information literacy agenda for Malaysia", *Malaysian Journal of Library & Information Science*, Vol. 10 No. 1, pp. 91-103
Authors describe the various IL initiatives in Malaysia and propose the implementation of a National Information Literacy Agenda.

Gross, M. (2005), "The impact of low-level skills on information-seeking behavior", *Reference & User Services Quarterly*, Vol. 45 No. 2, pp. 155-62
Overview of competency theory and its implications for intervention in IL including future areas of research. People who lack competence in certain domains (such as IL) generally are unaware of their incompetence, cannot judge the competence of others, and thus believe they have no reason or need to seek help.

Intner, S.S. (2005), "Training – are we all on the same page?", *Technicalities*, Vol. 25 No. 1, pp. 1, 12-14
A plea for libraries to place more attention on both user training and staff training. The author also states that every new librarian should be skilled in teaching.

Johnson, A.M. and Jent, S. (2005), "Library instruction and information literacy – 2004", *Reference Services Review*, Vol. 33 No. 4, pp. 487-530
Bibliography of articles and books published in 2004 dealing with all aspects of IL and library instruction across different types of libraries.

Lloyd, A. (2005), "No man (or woman) is an island: information literacy, affordances and communities of practice", *Australian Library Journal*, Vol. 54 No. 3, pp. 230-7
Using data gathered from 20 semi-structured interviews with firefighters in New South Wales, author "conceptualises information literacy as a cultural practice that is critical to workplace learning and the development of collective competency". Implications for librarians include recognizing that IL may involve engagement with information from a range of physical, social, and textual sites and guiding and mentoring students in their "engagement with information rather than teaching a prescribed set of information sources".

Masoom Raza, M. and Eqbal, M. (2005), "Design and development of library and information science gateway: an Indian initiative", *International Information & Library Review*, Vol. 37 No. 4, pp. 365-74
"[D]escribes the LISgateway, India's the first gateway in the field of library and information science and is a project of the University Grants Commission (UGC) of New Delhi, India, which was launched in April 2004. The service aims to provide a trusted source of selected, high-quality Internet information and also promote the electronic resources which result from research and teaching in the library profession."

Rader, H. (2005), "Preparing library users for productive use of information. The United States experience", *Bibliothek*, Vol. 29 No. 1, pp. 18-24
Emphasizes the growing importance of IL skills in the education arena and in workforce development and highlights IL milestones and developments in the United States for a European audience. Argues that librarians need to "become aggressive and dynamic participants in the campus community's teaching, learning, and research agendas".

Roberts, G. (2005), "Instructional technology that's hip high-tech", *Computers in Libraries*, Vol. 25 No. 10, pp. 26-8
Describes two pieces of technology: screencasting software and classroom response systems and briefly mentions instruction possibilities for each.

Snavely, L. (2005), "Visual images and information literacy", *Reference & User Services Quarterly*, Vol. 45 No. 1, pp. 27-32
The author investigates topics surrounding IL as it relates to digital images. "As commercial image databases and local digital image collections become more pervasive, and as various disciplines continue to rely more and more heavily on visual materials, librarians are and will be teaching more about information literacy issues in the visual realm, about effective searching strategies, appropriate sources, and evaluative techniques for assessing images."

Solomon, M. (2005), "In search of discovery: the case for library research instruction", *Searcher*, Vol. 13 No. 5, pp. 27-31
Gives tips on creating a training program on web searching.

Squire, K. and Steinkuehler, C. (2005), "Meet the gamers", *Library Journal*, Vol. 130 No. 7, pp. 38-41
Discusses the confluence of research skills and gaming, highlighting several online games where "research is a core component of game play". Authors identify ways libraries can connect with gamers including "carry games in libraries", "set up workstations with games or host gaming nights", and use games with historical contexts as jumping off points for research discussions.

Tuominen, K., Savolainen, R. and Talja, S. (2005), "Information literacy as a sociotechnical practice", *The Library Quarterly*, Vol. 75 No. 3, pp. 329-45
Defines IL in the context of work-related activities involving relationships, "sociotechnical configurations" and the organizational structure. "...[A]rticle suggests that studying and understanding the interplay between information technologies, workplace learning, and domain-specific knowledge formation processes is necessary for the advancement of information literacy initiatives."

Woodard, B.S. (2005), "One-on-one instruction: from the reference desk to online chat", *Reference & User Services Quarterly*, Vol. 44 No. 3, pp. 203-9
Reviews the "library literature for expressions of instruction in reference, and how what is known about reference as a discipline might be applied to the new mode of interaction through online chat reference transactions".

Public

Julien, H. and Breu, R.D. (2005), "Instructional practices in Canadian public libraries", *Library & Information Science Research*, Vol. 27 No. 3, pp. 281-301
In light of the Canadian government's "Connecting Canada" initiative which focuses mainly on hardware and networks, the authors surveyed 836 Canadian public libraries about their IL efforts. Despite a low response rate, results showed that though libraries considered this an important role, they lack the resources to fulfill it.

Scordato, J. (2005), "What? No books? The other school visit", *Young Adult Library Services*, Vol. 3 No. 2, pp. 11-12
Author encourages other YA librarians to conduct research instruction classes for teenagers and gives tips and hints on creating these classes.

School

School Library Media Activities Monthly (2005), "Baa baa black sheep Dewey relay", *School Library Media Activities Monthly*, Vol. 21 No. 5, pp. 28, 33
A lesson plan designed to teach students to find books in the school media center.

The School Librarian's Workshop (2005), "Bard times", *The School Librarian's Workshop*, Vol. 25 No. 5, p. 10
A brief lesson plan, helpful websites, and possible topics geared toward high school students doing research on topics related to Shakespeare's *Merchant of Venice*.

School Library Media Activities Monthly (2005), "Counting sheep", *School Library Media Activities Monthly*, Vol. 21 No. 5, p. 22
An activity sheet designed to teach students about the Dewey Decimal classification system.

School Library Media Activities Monthly (2005), "Dewey decker puzzler", *School Library Media Activities Monthly*, Vol. 21 No. 10, p. 24
An activity sheet to help students learn the Dewey Decimal classification system.

School Library Media Activities Monthly (2005), "Famous fairies", *School Library Media Activities Monthly*, Vol. 21 No. 7, p. 20
A word scramble activity sheet designed to help students practice using the media center catalog.

The School Librarian's Workshop (2005), "In my own words", *The School Librarian's Workshop*, Vol. 25 No. 6, pp. 18-19
Brief exercise to help second through fourth grade students learn to avoid plagiarism by citing and paraphrasing correctly.

The School Librarian's Workshop (2005), "Planets up close", *The School Librarian's Workshop*, Vol. 25 No. 3, pp. 11-12
A lesson plan geared toward middle and high school students doing research on planets and NASA missions.

School Library Media Activities Monthly (2005), "Play keyword masterwords", *School Library Media Activities Monthly*, Vol. 21 No. 6, p. 25
An activity sheet designed to help students practice using the media center catalog.

School Library Media Activities Monthly (2005), "Potted poetry, please!", *School Library Media Activities Monthly*, Vol. 21 No. 9, pp. 23, 42
A lesson plan designed to introduce students to poetry indexes.

American Libraries (2005), "Straight answers from Margaret Spellings", *American Libraries*, Vol. 36 No. 8, p. 28
Brief interview with Margaret Spellings, Secretary of Education, where she discusses the part played by school libraries in the No Child Left Behind Act.

The School Librarian's Workshop (2005), "What did they learn?", *The School Librarian's Workshop*, Vol. 26 No. 1, pp. 1-2
A brief article with ideas to help school librarians assess what students have learned during library sessions.

The School Librarian's Workshop (2005), "Working for a dream", *The School Librarian's Workshop*, Vol. 25 No. 3, p. 13
A lesson plan geared toward second through fifth grade students doing research on topics stemming from the book On Sand Island by Jacqueline Briggs Martin.

Achterman, D. (2005), "Information literacy: surviving Wikipedia: improving student search habits through information literacy and teacher collaboration", *Knowledge Quest*, Vol. 33 No. 5, pp. 38-40
Cites studies that show high school students need more guidance in evaluating the information they find on the internet and also need to be directed toward library databases but that this is only partially effective unless it happens in conjunction with collaboration with teachers.

Allen, S.M. and Dutt-Doner, K.M. (2005), "Using digitized documents in the classroom", *Educational Leadership*, Vol. 63 No. 4, pp. 66-7
Brief article on recent innovations in digital primary sources and how these might improve students' IL skills.

Asselin, M. (2005), "Teaching information skills in the information age: an examination of trends in the middle grades", *School Libraries Worldwide*, Vol. 11 No. 1, pp. 17-36
"This study examined the extent of information literacy instruction in grades 6 and 7 and the degree to which a variety of supportive factors are in place in classrooms and school library programs in one western Canadian province. Based on responses to questionnaires from teachers and teacher-librarians, four trends emerged: the existence of broad-level support in schools including a constructivist teaching and learning environment, principals' support of information literacy, and teachers' knowledge of information literacy; the need for school- and district-level frameworks of information literacy; the need for increased attention to teaching ethical and critical thinking aspects of information literacy; and challenges to increasing the potential role of the school library program."

Bacon, P. (2005), "Giant steps to creating online orientations", *Library Media Connection*, Vol. 23 No. 4, pp. 60-1
Steps for creating a library media program orientation include "Get Support", "Identify Your Curriculum", "Assemble Your Program", "Navigate Students Through the Pilot Project", and "Test Students".

Bailey, L. (2005), "Intellectual property: guidelines for young researchers", *The School Librarian's Workshop*, Vol. 25 No. 5, pp. 21-2
Tips for teaching students about the concept of intellectual property.

Baily, L.J. (2005), "Variables of information literacy in academically successful elementary schools in Texas", Texas Woman's University
Analysis of data (including a web survey of school librarians, list of their IL projects, and school test data) showed that most schools had a librarian and most principals supported the library. Collaboration between teachers and librarians was perceived to be occurring more than librarians felt it was.

Barrett, L. (2005), "From basic to sophisticated levels", *Library + Information Update*, Vol. 4 Nos. 1/2, p. 57
Provides tips such as attending department meetings, finding places in the curriculum for research projects, and holding departmental workshops to introduce IL to teachers and to show that the incorporation of IL would not be a burden to them. Also relates IL to Bloom's Taxonomy (analysis, synthesis, and evaluation) as a way of communicating with teachers.

Bell, M.A. (2005), "Encouraging image-savvy imagination: creative and ethical student use of graphics", *Library Media Connection*, Vol. 23 No. 6, pp. 55-7
Rather than use stale clipart and as a lesson in ethical use of graphics, the students were asked to create images and agreed to have their work posted on a royalty-free website for use by their teachers or others.

Bishop, K. and Janczak, S. (2005), "Conducting effective staff development workshops", *Library Media Connection*, Vol. 23 No. 7, p. 50
Provides tips for selecting workshop topics, who should conduct the workshop, the best format and how one can encourage teachers to attend. Includes guidelines such as "always provide copies of a written agenda", "begin and end your workshop on time", "utilize demonstrations", "include hands-on activities", "be patient with your participants", "include some type of evaluation", and "offer follow-up activities".

Boston, J. (2005), "Are we there yet? CSLA standards at the junior high level", *CSLA Journal*, Vol. 28 No. 2, pp. 21-2
Describes author's experience helping students with note-taking and organizing material from a source they found. Students used brainstorming software (Inspiration) to create a concept map that could then be translated to an outline.

Bradnock, M. (2005), "Information skills models: tackling the research process", *The School Librarian*, Vol. 53 No. 2, p. 86
Briefly describes and provides websites for several models of information handling, including the PLUS model and the Big6.

Brewer, S. (2005), "Tapping into multiple intelligences to teach information literacy skills", *School Library Media Activities Monthly*, Vol. 21 No. 9, pp. 19-21
Summarizes Howard Gardner's theory of multiple intelligences and provides examples that show how the theory can be used in the school library media center.

Buddy, J.W. (2005), "A library media specialist's introduction to International Baccalaureate Programmes", *School Library Media Activities Monthly*, Vol. 22 No. 4, pp. 56-8
"This article provides an overview of the International Baccalaureate (IB) Programmes and the implications for school library media specialists."

Callison, D. (2005a), "Bias", *School Library Media Activities Monthly*, Vol. 21 No. 5, pp. 34-6
Discusses ways to teach the concept of bias to students.

Callison, D. (2005b), "Plagiarism", *School Library Media Activities Monthly*, Vol. 22 No. 4, pp. 41-5
Author offers advice on student plagiarism. "By engaging students in projects that reward original ideas, the need to copy or cheat is discouraged."

Callison, D. (2005c), "The student information scientist, Part I", *School Library Media Activities Monthly*, Vol. 22 No. 2, pp. 39-44
Discusses the scientific method; possible projects for student information scientists; and ability levels and standards for students in science, social science, and the humanities.

Callison, D. (2005d), "The student information scientist, Part II", *School Library Media Activities Monthly*, Vol. 22 No. 3, pp. 37-41
Describes scaffolding, problem identifiers, modeling inquiry with nonfiction, and the inquiry learning laboratory.

Coatney, S. (2005), "Ask a teacher-librarian!", *Teacher Librarian*, Vol. 33 No. 2, p. 59
"Teacher-librarians need to teach students how to find and use information. Although it is easier to give students the information or the material they need, teachers-librarians must show them how to find what they need so that they can become independent."

Dando, P.M. (2005), "First steps in online learning: creating an environment for instructional support and assessment", *Knowledge Quest*, Vol. 34 No. 1, pp. 23-4
High school's use of Blackboard Course Management software allows librarian to securely post instructions and passwords for databases as well as design and use an information skills inventory for incoming 9th grade orientation. Author plans to use Blackboard for assessments and virtual book clubs.

Darrow, R. (2005a), "Big6 stage 3 – location and access treasure hunting", *Library Media Connection*, Vol. 23 No. 7, pp. 28-32
Identifies ways library media specialists and teachers can assist students with locating and accessing information sources including using print and digital indexes, scanning a source for needed information, locating an expert, etc.

Darrow, R. (2005b), "Evaluating… anything and everything!", *Library Media Connection*, Vol. 24 No. 3, p. 26
Emphasizes the importance of having students judge the process they used to complete a research project and highlights the Big6 Evaluation Process questions such as "which sources was the most helpful for this assignment?" and "describe one new research skill that you learned?"

Darrow, R. (2005c), "Finding the right search engine for high school students: information seeking strategies and the LMC connection", *Library Media Connection*, Vol. 23 No. 6, p. 36
Details a relatively simple ten-step lesson based on the "Search the Web" Webquest to help students understand how to better search the web and increase their information seeking strategies.

Darrow, R. (2005d), "Synthesis can take many forms", *Library Media Connection*, Vol. 24 No. 2, p. 28
Uses the example of a WWII biography board project to show the numerous types of synthesis required in the student research process.

Darrow, R. (2005e), "Use of information – LMC connection", *Library Media Connection*, Vol. 24 No. 1, p. 33
Promotes use of Cornell Note Taking Method for helping students with the Use of Information stage of the Big6 process.

Dunsker, E. (2005), *Development and validation of a Systematically Designed Unit for Online Information Literacy and its Effect on Student Performance for Internet Search Training*, University of South Florida
Forty-one high-achieving 8th graders divided into two groups were tested before and after completing two internet search modules – one content-centered and one learner-centered. No significant difference was found but author wonders if this would hold true for more heterogeneous ability groups.

Eisenberg, M.B. (2005a), "Evaluation – checking it all out", *Library Media Connection*, Vol. 24 No. 3, pp. 22-3
Discusses formative evaluation (evaluating at various points in the research process) and summative (evaluating at the end of the process) evaluation in connection with evaluating both the product and the process which are pieces of the Big6. Includes tips for how to help students determine if their process was efficient and if their product was effective.

Eisenberg, M.B. (2005b), "It all starts with task definition", *Library Media Connection*, Vol. 23 No. 5, pp. 33-8
The first article in a series, each discussing one of the stages of the Big6. This article covers task definition, which includes defining the information problem and identifying the information needed.

Eisenberg, M.B. (2005c), "Stage 2 – information seeking strategies", *Library Media Connection*, Vol. 23 No. 6, pp. 34-7
The second article in a series, each discussing one of the stages of the Big6. This article covers information seeking strategies, which include determining the range of possible sources and evaluating the different possible sources.

Eisenberg, M.B. (2005d), "Synthesis – where it all comes together", *Library Media Connection*, Vol. 24 No. 2, p. 26
The fifth article in a series, each discussing one of the stages of the Big6. This article covers synthesis, which includes organizing information and presenting information.

Eisenberg, M.B. (2005e), "Use of information: getting to the heart of the matter", *Library Media Connection*, Vol. 24 No. 1, pp. 30-4, 112
The fourth article in a series, each discussing one of the stages of the Big6. his article covers use of information, which includes engaging the information and extracting relevant information.

Engelbretsen, I. (2005), "Bringing the high school library to the California Standards Tests (CST)", *CSLA Journal*, Vol. 28 No. 2, pp. 30-1
Shows how the California Standards Test Blueprints can be "used to demonstrate to teachers that a collaboratively planned and executed library research project will naturally address standards questions". Includes a grid with sample questions aligned with English Language Arts and IL standards.

Fenner, K.M. (2005), "Book folders for high school readers", *Library Media Connection*, Vol. 23 No. 6, p. 29
"Book folders are an effective way of assessing and encouraging student reading at the high school level. This article describes what book folders are, how teachers utilize them, and how both reading and information literacy skills are promoted when teachers and library media specialists collaborate on this project."

Geier, D.B. (2005), "One curriculum for media and technology in the elementary school?", *Library Media Connection*, Vol. 24 No. 1, pp. 44, 111
States the case for a shared curriculum for computer teachers and library media specialists. Areas of focus for the curriculum would be: skills vs. application, language arts literacy standards, mathematics standards, technological/print literacy, and cross-curricular connections.

Gordon, A. (2005), "Fact finders go to work", *Library Media Connection*, Vol. 24 No. 3, pp. 36-7
Describes a "Fact Finder" program in which specific students are assigned to be official "Fact Finders" for their class. These students would find answers to questions that arise during the course of a classroom lesson, guided by the school librarian, and would develop skills in evaluating information.

Greenblatt, M. (2005), "Library connections: creating lifelong learners", *Catholic Library World*, Vol. 76 No. 1, pp. 27-35
Second of two articles describing aspects of the Library Connections program of the Archdiocese of New York. Includes specific examples of collaborative IL projects created in the schools as a result of funding for "library teachers" in the schools and it also has action points for librarians, principles, and dioceses.

Gunn, H. (2005), "Become a Google power user", *Teacher Librarian*, Vol. 32 No. 5, pp. 14-21
"Become a Google Power User was developed for incoming students in Sackville High School, Nova Scotia, Canada, in 2003, and has been adapted for use in other local schools and in several universities. . .This article describes the rationale for developing the program, the administration of the unit, and the changes in students' searching skills following the activity."

Haeffner, C. (2005), "Dewey decimal detectives", *School Library Media Activities Monthly*, Vol. 22 No. 4, pp. 21-2
A lesson plan for 1st and 2nd grade, designed to teach about the Dewey Decimal system.

Haeffner, C. (2005), "Read my mind!", *School Library Media Activities Monthly*, Vol. 22 No. 3, p. 20
A lesson plan for students in grades two through five, designed to teach dictionary skills.

Harada, V.H. (2005), "Librarians and teachers as research partners: reshaping practices based on assessment and reflection", *School Libraries Worldwide*, Vol. 11 No. 2, pp. 49-72
This article "describes a multi-year project to identify key components of effective teaching in collaborative elementary school classroom-library settings, and to translate this knowledge into practitioner-facilitated professional development alternatives".

Harvey, C.A., II (2005), "What should a teacher expect a school library media specialist to be?", *Library Media Connection*, Vol. 23 No. 5, p. 23
A brief article listing the many roles of the school library media specialist.

Hechtkopf, J. (2005), "Beach ball toss", *The School Librarian's Workshop*, Vol. 26 No. 1, pp. 10-11
An exercise for 3rd-6th grade students to understand the use of various types of reference tools.

Heil, D. (2005), "The internet and student research: teaching critical evaluation skills", *Teacher Librarian*, Vol. 33 No. 2, pp. 26-9
Before and after Likert scale surveys of 14 eighth grade students showed that providing them with instruction about information on the internet and library databases caused them to be more discerning users of both. At the beginning 71 percent of students ranked the internet as their first choice for information but at the end of the unit, 75 percent ranked library databases first.

Hoctor, M. (2005), "Accessing information: the internet – a highway or a maze?", *Gifted Child Today*, Vol. 28 No. 3, pp. 32-7
An introductory overview of the AASL IL Standards and some basic websites and ideas for instruction of gifted students to accompany those standards.

Hofmann, M. (2005), "Electing research", *School Library Journal*, Vol. 51 No. 2, p. 35
The author, a media specialist at a middle school, describes an elective class on research that she created.

Hylen, J. (2005), "Help students and teachers become information literate", *Teacher Librarian*, Vol. 32 No. 5, pp. 22-4
Studies show that collaboration between teachers and teacher-librarians results in improved student test scores. This article outlines the reasons this collaboration is crucial and what the school principal can do to make collaboration happen.

Jansen, B.A. (2005a), "Copying from the encyclopedia? No way! Helping young learners make sense of sources", *Library Media Connection*, Vol. 24 No. 1, pp. 31-2
Provides suggestions on helping students with stage #4 of the Big6 including having students identify keywords and related words, different techniques to teach note taking, and using technology to take better notes.

Jansen, B.A. (2005b), "Evaluation: the forgotten stage", *Library Media Connection*, Vol. 24 No. 3, pp. 24-5
Suggestions for the evaluation stage of the Big6 process include continuous evaluation during each stage of the process. Two types of evaluation instruments are included.

Jansen, B.A. (2005c), "I found it on the internet, so it must be true: guiding children to reputable resources", *Library Media Connection*, Vol. 23 No. 6, p. 35
Discusses strategies for helping students understand the reasons for and the procedure of assessing information found on the internet.

Jansen, B.A. (2005d), "Meaningful products: making the whole greater than the sum of the parts", *Library Media Connection*, Vol. 24 No. 2, pp. 27-8
Encourages "going beyond the facts" for final products associated with the synthesis step of Big6. Learning transferable skills, collaborating across subjects, and providing an audience can all be used to produce more meaningful results.

Jansen, B.A. (2005e), "Relieving the confusion: location and access made (relatively) easy", *Library Media Connection*, Vol. 23 No. 7, pp. 29-30
Suggestions for helping students locate sources and the information within those sources.

Jansen, B.A. (2005f), "Task definition: a motivating task – eager learners!", *Library Media Connection*, Vol. 23 No. 5, pp. 34-5
Outlines a multi-step process for the Big6 step of "defining the task": identify the content objectives in which the students will engage, create an interesting information problem based on objectives, decide what information the students need to have to do the task, present the information problem assignment to the students, and instruct the students to brainstorm the task.

Jones, R. (2005), "Information literacy and independent learning", *Library + Information Update*, Vol. 4 Nos. 1/2, p. 56
Describes how a school librarian "introduced a cross-curricular information skills program" and how it relates to two specific educational programs in Great Britain: the proposed 17-19 curriculum and the National Literacy Strategy.

Kaser, L.R. (2005), "A new spin on library media centers: the hub of the school with the help of technology", *Library Media Connection*, Vol. 24 No. 1, pp. 64-6
Suggestions for making the media center "the technological, informational, and recreational hub of the school".

Keller, C.A. (2005), "What are the information literacy skills needed by early learners to be successful in school?", *School Library Media Activities Monthly*, Vol. 22 No. 3, pp. 55-8
"Early learning standards are making an impact on education ... The school library media specialist must take a proactive role in developing partnerships, creating early learning educational opportunities, and advocating for library programs for preschool and primary age children."

Kramer, K. and Largent, C. (2005), "Sift and sort: the answers are in the questions!", *School Library Media Activities Monthly*, Vol. 21 No. 8, pp. 33-7
The authors, a school library media specialist and a third grade teacher, describe a new process for the questioning stage of any inquiry model: "Question-Organize-Categorize".

Lacina, J. (2005), "Media literacy and learning", *Childhood Education*, Vol. 82 No. 2, pp. 118-20
Includes IL in the umbrella of media literacy (along with computer, film and cultural literacies) and argues that children come to school knowing a lot about the culture but lack the critical thinking skills to interpret their knowledge. Provides tips and websites for working with media.

Lamb, A. and Callison, D. (2005), "Online learning and virtual schools", *School Library Media Activities Monthly*, Vol. 21 No. 9, pp. 29-35
Stresses the importance of a school library media center's online presence in an online course. "Without a well-organized, readily available virtual library, online students will resort to poor quality materials often found by using search engines on the Internet."

Lindsay, K. (2005), "Teacher/teacher-librarian collaboration – a review of the literature", *School Libraries in Canada*, Vol. 25 No. 2, pp. 3-17
Includes topics such as the importance of IL integration and the factors that influence it such as school culture, the principal, the leadership of the teacher-librarian, teacher training, and teacher overload.

Lowery, J. (2005), "Information literacy and writing: natural partners in the library media center", *Knowledge Quest*, Vol. 34 No. 2, pp. 13-15
Details an authentic writing project where 3rd grade students used research skills to create an original ABC book of significant people and places in their city (New Haven, CT).

MacDonell, C. (2005), "The problem of plagiarism", *School Library Journal*, Vol. 51 No. 1, p. 35
The author, a school librarian, describes a lesson on plagiarism for high school students.

McKellar, D. (2005), "UDLib/SEARCH: Enhancing information literacy in Delaware public schools through use of technology", *E-JASL: The Electronic Journal of Academic and Special Librarianship*, Vol. 6 No. 3, available at: http://southernlibrarianship.icaap.org/content/v06n03/mckellar_d01.htm
Details the history of Delaware's efforts to provide access to online encyclopedias and periodical databases in public schools.

McPherson, K. (2005), "Online information literacy: moving from the familiar to the new", *Teacher Librarian*, Vol. 33 No. 1, pp. 69-70
Suggestions for transferring IL skills learned from traditional print resources to online resources.

Milam, P. (2005), "The power of reflection in the research process", *School Library Media Activities Monthly*, Vol. 21 No. 6, pp. 26-9
Emphasizes the importance of the reflection step in an information problem-solving model and gives examples of how the library media specialist can encourage reflection.

Moore, P. (2005), "An analysis of information literacy education worldwide", *School Libraries Worldwide*, Vol. 11 No. 2, pp. 1-23
"The author explores some of the factors that facilitate and hinder the drive toward information literacy around the world, as reflected in publications of the International Association of School Librarianship (IASL) between 1998 and 2002."

Mueller, J. (2005), "Authentic assessment in the classroom…and the library media center", *Library Media Connection*, Vol. 23 No. 7, pp. 14-18
Describes and gives reasons for examples of authentic assessment. "Authentic assessment is a form of assessment in which students perform real world tasks that demonstrate meaningful application of essential knowledge and skills."

Pappas, M.L. (2005), "Managing information literacy instruction", *School Library Media Activities Monthly*, Vol. 21 No. 10, pp. 37-8
Provides a list of websites and books to help school library media specialists develop curriculums based on standards, lessons, and instructional activities.

Rosenfeld, E. (2005), "High school and college: the skills disconnect", *Teacher Librarian*, Vol. 33 No. 1, p. 6
Recent research shows that high school students are not ready for college. Teacher-librarians should share these findings with principals and school staff members and then form and implement a plan to teach the IL skills students need to succeed in college.

Rowland, M. (2005), "Information literacy standards and the core content standards – finding the links", *CSLA Journal*, Vol. 28 No. 2, pp. 27-9
Describes how author mapped California's core content standards to English Language Arts and IL standards to convince teachers that the latter do not take up extra instructional time but are a path to teaching lifelong learning within the existing curriculum. Author also comments that this examination of the curriculum has helped her find literature that matches instructional units being taught at particular grade levels.

Ruffin, B. (2005), "Teaching pupils through teaching partnerships", *Texas Library Journal*, Vol. 81 No. 2, pp. 54-8
Tips for school librarians on collaborating with classroom teachers, including sample lesson plans.

Russell, P. (2005), "Information literacy and education policy: a Canadian case study", *School Libraries Worldwide*, Vol. 11 No. 2, pp. 96-111
"This Canadian research explored a single education jurisdiction's information literacy curriculum policy development…This research found that the teacher-librarian

community's advocacy network, the diminished state of school libraries in Canada, and the Ministry's emphasis on traditional literacy priorities have had significant effects on the development of information literacy policy."

Russell, S.E. (2005), "Genres and library skills: a topical approach", *Academic Exchange Quarterly*, Vol. 9 No. 2, pp. 131-5
"Through the use of topical units, the school library media specialist is able to introduce, in an interesting yet informative manner, the variety of materials that are available to students and how a particular topic can be depicted across a variety of genres."

Scott, T.J and O'Sullivan, M.K. (2005), "Analyzing student search strategies: making a case for integrating information literacy skills into the curriculum", *Teacher Librarian*, Vol. 33 No. 1, pp. 21-5
"A Hypertext Literacy Exercise was conducted among four ninth-grade social studies classes. . .and it was structured to evaluate and observe how high school students would navigate four web sites in order to locate specific information". Findings showed that there is a correlation between a student's search skills and the hypertext environment of the internet and also showed that hypertext presents challenges to the teaching and learning process.

Shenton, A.K. (2005), "Integration of paper and electronic resources in school libraries: a look at issues and potential solutions", *The School Librarian*, Vol. 53 No. 3, pp. 121-3
Outlines strategies that can be used by school librarians to encourage more use of print resources and discourage an over-reliance on electronic resources.

Smith, M. and Hepworth, M. (2005), "Motivating learners to become information-literate", *Library + Information Update*, Vol. 4 Nos. 1/2, pp. 46-7
Study of secondary students' perceptions of IL found that many lacked an understanding of what constitutes information literacy and felt their research skills were not what they wanted them to be. The IL instruction students had received appeared to be hit or miss and not related to their coursework.

St. Lifer, E. (2005), "Literacy skills are in vogue", *School Library Journal*, Vol. 51 No. 2, p. 11
Criticizes ETS's ICT Literacy assessment for college students as "too little, too late" and describes School Library Journal's Leadership Summit, designed "to challenge 200 of the nation's most innovative thinkers to come up with a dynamic action plan that addresses three core areas – literacy, student achievement, and 21st-century learning skills".

Stucker, H. (2005), "Digital 'natives' are growing restless", *School Library Journal*, Vol. 51 No. 6, pp. Special Report 9-Special Report 10
Report of the 21st Century Learning Skills Technology group. "The group's final action plan called for redefining the roles and qualifications of media specialists to better communicate the kind of sophisticated program today's school librarians can provide."

Sundar, J. (2005), "Collaborations between teacher-librarians and classroom teachers: reflections from the English teacher in room 108", *School Libraries in Canada*, Vol. 25 No. 2, pp. 39-45
Uses the example of a successful writing across the curriculum effort begun by the English Department at a school in the Dominican Republic to advocate for IL across the curriculum. Provides examples of "broad information literacy collaboration" at schools in Michigan and Oregon.

Tarter, A.-M. and Wavell, C. (2005), "Learning the vocabulary of education", *Library + Information Update*, Vol. 4 No. 1/2, pp. 54-5
Discussion of the alignment of IL with educational theories in order to bring IL into language familiar to teachers and administrators. Identifies tools and standards (such as Information Power) that can be used as frameworks for integrating IL but cautions that these can become a one-size-fits all model.

Thompson, H.M. (2005), "Ideas, information, and organization: connecting information literacy and writing", *School Library Media Activities Monthly*, Vol. 21 No. 7, pp. 48-50
The author suggests that collaborating on writing projects (not just research projects) should be part of the services offered in the school library media center and gives examples of such projects.

Troutner, J. (2005), "Best sites for information literacy tools", *Teacher Librarian*, Vol. 33 No. 2, pp. 39-40
Brief descriptions of several "spoof" websites to use with lessons on evaluating information.

Vesey, K. (2005), "Eliminate 'wobbly' research with the information resource tripod", *Teacher Librarian*, Vol. 32 No. 3, pp. 35-7
Suggests teaching students to use a variety of types of sources in their research by introducing the "three-legged stool" or" information resource tripod" model. Each leg of the stool or tripod represents a different type of resource: books, articles, and web-based resources. Students should use a variety of sources in their research in order to have a "stable" piece of furniture (research paper).

Wavell, C. (2005), "How do secondary teachers see IL?", *Library + Information Update*, Vol. 4 Nos. 1/2, p. 53
Describes a study of secondary school teachers that will be undertaken in the United Kingdom to examine ways teachers could be supported in their efforts to integrate IL into the curriculum.

Youssef, J.L. (2005), "Collaboration: it really does work!", *Library Media Connection*, Vol. 24 No. 1, pp. 40-1
A sixth-grade teacher describes a successful collaboration project between middle school teachers and a school library media specialist.

Special

Abell, A. and Skelton, V. (2005), "Intellectual linking: making sense of the dots", *Library + Information Update*, Vol. 4 Nos. 1/2, pp. 44-5

Compares the concepts of knowledge management and IL and concludes that despite their importance and advocates, both concepts remain somewhat problematic for many business and education practitioners in terms of their value.

Allen, M., Jacobs, S.K. and Levy, J. (2005), "Continuing education as a catalyst for inter-professional collaboration", *Medical Reference Services Quarterly*, Vol. 24 No. 3, pp. 93-102

"The authors work with professional library and nursing organizations to present interdisciplinary continuing education to improve the information literacy of nurses and the ability of librarians to provide resources and services that meet nurses' information needs. This article reviews behavioral and practice changes reported by nurses and librarian participants in symposia on evidence-based nursing in March 2001 and May 2003."

Blumenthal, J.L., Mays, B.E. and Weinfeld, J.M. (2005), "Defining and assessing medical informatics competencies", *Medical Reference Services Quarterly*, Vol. 24 No. 2, pp. 95-102

"As academic health sciences libraries assume larger roles in informatics instruction within medical school curricula, librarians are challenged to develop useful and accurate measures for assessing the effectiveness of instructional approaches. . .This paper reports on a pilot project developed at Dahlgren Memorial Library, Georgetown University Medical Center, for two courses using an instructional intervention and tailored assignment for assessing student competencies."

Britigan, D.H. and Gehringer, A.K. (2005), "Hardin Library for the Health Sciences: experiencing change", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 61-71

After creating two fifty-seat computer classrooms, Hardin Library offers instruction through a variety of methods including handouts, drop-in workshops, "tailored workshops, walk-in consultations, scheduled consultations, and course-integrated instruction". Despite increased promotion, attendance at drop-ins is often low, with bibliographic management software being the most popular topic.

Chapman, M. (2005), "Introducing quizzes and discussion boards on the Bar Vocational Course", *Legal Information Management*, Vol. 5 No. 2, pp. 87-94

Companion to Clinch article on the British Bar Vocational Course (BVC), this article describes specific methods that one law school uses to deliver legal research instruction within the context of BVC. Interactive large group lecture, small group tutorials, and e-learning using WebCT and discussion boards are described along with the merits of each.

Clinch, P. (2005), "Training to be a barrister: The Bar Vocational Course", *Legal Information Management*, Vol. 5 No. 2, pp. 81-6
Describes the place of legal research instruction in the British Bar Vocational Course including specific learning objectives and how the legal research piece is taught and assessed. Argues the merits of the BVC approach and outlines the type of law library that universities certified to offer the BVC must have.

Connor, E.E. (2005), "A guide to developing end user education programs in medical libraries", Haworth Information Press and Haworth Medical Press, Binghamton, NY
Each chapter deals with an aspect of instruction to medical students. Chapters are listed in this bibliography under the authors' names.

Easterby-Gannett, S. and Justice, E.M. (2005), "Medical informatics intervention: teaching the teaching residents at Christiana Care Health System", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 73-84
Librarians use Medical Informatics Intervention with teaching residents (TR) which include five hours of IL instruction on more efficient use of Medline and other databases. Due to the intervention, there was significant improvement in the TRs' abilities in areas such as using subheadings to refine a search (79 percent improvement), using advanced limits (59 percent improvement), using the Evidence Based Medicine database (126 percent improvement), and finding answers to clinical questions quickly (45 percent improvement).

Frisby, A.J. and Kipnis, D.G. (2005), "Using computer-based case studies for developing information searching skills and implementing evidence-based medicine at Jefferson Medical College", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 99-115
"This chapter describes the case development process, presents learner support issues for library staff, reviews the evaluation process and results, and identifies Jefferson's future plans for teaching successful information searching skills."

Fry, E. (2005), "Practical legal research and the legal practice course", *Legal Information Management*, Vol. 5 No. 4, pp. 235-7
Based on a United Kingdom Law Society assessment and taught in stand-alone sessions, this course attempts to help students identify the objectives of the client as well as develop legal research skills.

Gonzalez, L.J., Afes, V.B. and Evjy, C.C. (2005), "Educational programs at the New York University College of Dentistry", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 153-165
Overview of the educational offerings at the library for the largest College of Dentistry in the country including drop-in workshops on Medline, HTML, EndNote, the library's resources, and evidence-based health care practice searching. The library also designed a four-class series for evidence-based dentistry for pediatric dental residents

and co-designed a course on the application of technology in health and health practice for first-year students in the Doctorate in Dental Surgery program.

Graves, R.S., Prost, E. and Silvey, Y. (2005), "Researching the evidence in physical therapy at the University of Missouri-Columbia", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 25-35
Evidence-Based Practice (EBP) is taught in three phases: year one includes a two-hour library workshop where databases such as CINAHL, MEDLINE, and PEDro are introduced; year two includes three sessions at the Health Sciences Library where additional search strategies are introduced; year three introduces the students to open-access sources since many practitioners will not have access to a professional library. Authors identify several challenges such as "lack of transfer of knowledge to actual clinical practice" and lack of a system to "evaluate library effectiveness in teaching EBP skills".

Greenidge, E. and Gosine-Boodoo, M. (2005), "Building an effective user education program: the medical librarian as coeducator at the University of the West Indies", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 143-151
Provides a history of the Information Literacy Program (ILP) which includes the list of courses taught from 1996-1999. Due to decreases in registrants and an increase in no-shows and curriculum-integrated IL, the ILP was suspended in 1999-2000 for a comprehensive evaluation based on data collected on class surveys during the previous three years and the results of that evaluation are included.

Guillot, L., Stahr, B. and Plaisance, L. (2005), "Dedicated online virtual reference instruction", *Nurse Educator*, Vol. 30 No. 6, pp. 242-6
As a follow-up to a one-hour face-to-face BI session, librarians used tutor.com software with 300-level nursing students in a 45-minute dedicated virtual meeting where librarians helped with locating and evaluating citations for a literature review. Although considered successful, authors feel idea is not feasible for larger groups due to costs of software and personnel (required 2 librarians).

Hannibal, M. and Pope, A. (2005), "Developing practical legal research skills on the legal practice course", *Legal Information Management*, Vol. 5 No. 4, pp. 237-9
Course uses practical exercises to teach British legal concepts.

Hannigan, G.G. (2005), "Computers and medical information elective at Texas A&M University", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press, Binghamton, NY, pp. 1-14
Describes a one- or two-week long elective class taught to fourth year medical students that offers a combination of web and face-to-face instruction. Instruction includes aspects of IL such as evaluating websites as well as computer instruction on software such as Adobe Pagemaker and Photoshop.

Hartman, L.M. (2005), "Educating users of the health sciences library system at the University of Pittsburgh", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 51-60
Outlines the various education services offered to meet the needs of a diverse set of patrons, including formal drop-in classes on a variety of topics, two-hour orientation open houses, consultation services, and liaison-provided, course-related instruction.

Jackson, C. and Mogg, R. (2005), "Embedding IL into the curriculum", *Library + Information Update*, Vol. 4 Nos. 1/2, pp. 32-3
Describes an IL module in a Legal Foundations course where students are taught to do an independent research project from a case study on the British legal system.

Johnson, A. (2005), "Training the trainees: developing effective programmes and partnerships in legal practice", *Legal Information Management*, Vol. 5 No. 1, pp. 34-41
Outlines the need for and development of a legal research training program for recent law school grads at a United Kingdom law firm that had recently moved from a regionally managed firm to a centralized one. Provides details of program's content, the challenges trainers encountered, and participants' feedback.

Keefe, T. (2005), "Teaching legal research from the inside out", *Law Library Journal*, Vol. 97 No. 1, pp. 117-31
Contends that incoming law students are accustomed to using online sources for research and thus the teaching of legal research should begin with what the students are already comfortable with and expand into the more traditional print sources rather than the other way around.

Kirton, J. and Barham, L. (2005), "Information literacy in the workplace", *Australian Library Journal*, Vol. 54 No. 4, pp. 365-76
Emphasizes the need for IL training and highlights the latest research and studies being undertaken in the field.

McCabe, J. (2005), "The librarian as partner in the development of the health care informatics curriculum at James Madison University", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 37-50
The College of Integrated Science and Technology created an undergraduate health informatics class in which a librarian was involved in curriculum design. The librarian became a central coordinator for the course, team-taught by faculty from five disciplines' and the benefits of the arrangement included stronger relationships with each department and highlighting services and resources for faculty and students.

McCord, S.K. and Croft, V.F. (2005), "Instructional outreach and liaison to a veterinary medicine program at Washington State University", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 15-24

Details the history of librarian participation in week-long, case-based units called diagnostic challenges where students are instructed in literature searches. Benefits of this approach include students seeing direct impact of using current literature, increased library use, and opportunities to interact with faculty.

Mcneil, B.J. et al. (2005), "Nursing informatics knowledge and competencies: a national survey of nursing education programs in the United States", *International Journal of Medical Informatics*, Vol. 74 Nos. 11/12, pp. 1021-30
"[O]nline survey of deans/directors of 266 baccalaureate and higher nursing programs in the U.S. was developed by informatics expert nurses". "Frequency data and qualitative responses were analyzed and the results showed that [a]pproximately half of undergraduate nursing programs were teaching information literacy skills and required students to enter with word-processing and email skills" and "[a]lmost 50 percent of respondents perceived faculty as 'novice' and 'advanced beginners' in teaching and using NI applications" but "...reported no future plans to offer NI training..."

Morris, D. (2005), "E-learning in the common learning curriculum for health and social care professionals: information literacy and the library", *Health Information & Libraries Journal*, Vol. 22 No. 74-80
At the University of Southampton (United Kingdom), libraries are part of interprofessional student learning groups which include a variety of IL skills instruction. The instructional model "is a fusion of guided discovery learning, collaborative learning and interprofessional learning".

Needham, G. and Thomas, J. (2005), "A little e-learning can go a long way in transforming a traditional print-based distance learning course: a case study at the UK's Open University", *Health Information & Libraries Journal*, Vol. 22 No. 80-84
After transforming the course, entitled Critical Practice in Health & Social Care, librarians found that IL skills are better demonstrated "within a continuing professional development framework" and that committing library staff to developing e-learning can result in "sustainable" models and long-term benefits.

Owen, D.J., Persily, G.L. and Babbitt, P.C. (2005), "An informatics course for first-year pharmacy students at the University of California, San Francisco", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 129-142
Describes library's role in a pharmacy informatics course. Library taught three areas of the course: "searching for drug information using controlled vocabularies, database principles and design, and applying a conceptual model for drug information to clinical pharmacy."

Peoples, L.F. (2005), "The death of the digest and the pitfalls of electronic research: what is the modern legal researcher to do?", *Law Library Journal*, Vol. 97 No. 4, pp. 661-79
Twenty-eight 3rd and 4th year law students were tested as to their abilities to find case law in printed digests or in online databases. The students were most successful in the

printed format but their preference remained for the online sources nevertheless and author recommends law librarians be more proactive in instructing students and in advocating for better designed electronic resources.

Reavie, K., Persily, G.L. and Souza, K.H. (2005), "Integrating medical informatics into the School of Medicine curriculum at the University of California, San Francisco", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 209-225
Provides four examples of how librarians worked collaboratively with faculty to help integrate informatics including a medical informatics orientation, an introduction to problem-based learning, locating clinical research, and using key internet resources. Includes appendix of objectives for a medical informatics component developed by the librarians and faculty.

Robertson, J. (2005), "The librarian's role as information technology educator at the University of South Alabama", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 85-97
Overview of the design of Information Technology in Medicine, a for-credit, fourth-year elective which is under the responsibility of the library's education coordinator but in which many librarians guest lecture according to their specialties and interests over the course of 16 sessions. Includes syllabus and the basic personal computer confidence survey.

Robinson, L. et al. (2005), "Healthcare librarians and learner support: a review of competences and methods", *Health Information & Libraries Journal*, Vol. 22 No. 42-50
A group of London health science librarians reviewed 106 articles on learner support and teaching of IL as the first phase of a project to "develop the role of their library and knowledge services staff". The review makes the case for staff and user competencies and points to "blended learning" (face-to-face and e-learning) as being effective for both groups.

Shaw-Kokot, J. (2005), "Education services at the Health Sciences Library of the University of North Carolina at Chapel Hill", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 167-179
Describes several initiatives including drop-in workshops, a collaboration with English composition instructors to improve student research capabilities before they enter the Health Affairs school, and a media "kitchen" where users can design presentations and web pages. Library also received funding to develop online learning modules for PubMed, EndNote, etc: www.hsl.unc.edu/Services/Guides/guides.cfm

Sheffield, C.L., Campbell, J.M. and Zhang, D. (2005), "Educational e-learning at the William H. Welch Medical Library", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 117-127

Due to a dispersed and disparate learner community, the librarians at the John Hopkins Medical Library developed a series of e-learning tools to assist users in learning both computer technology (such as Photoshop) and also information resources such as PubMed. Article describes resources they produced as well as listing development software and programming languages for producing similar products.

Shershneva, M.B., Slotnick, H.B. and Mejicano, G.C. (2005), "Learning to use learning resources during medical school and residency", *Journal of the Medical Library Association*, Vol. 93 No. 2, pp. 263-70
Using open-ended semi-structured interviews with 32 first- and third-year medical students and residents, authors found that "learning to use learning resources occurs at the same time as learning done to address instructional and clinical problems that physicians-in-training face, with all kinds of learning following well-documented stages. Skills for using resources are developed gradually and by overcoming barriers such as time constraints and existing habits".

Smith, N.M. and Presser, P. (2005), "Embed with the faculty: legal information skills online, *The Journal of Academic Librarianship*, Vol. 31 No. 3, pp. 247-62
In six months with faculty cooperation, librarians at the University of Melbourne Law School "planned, built, and delivered" an interactive online tutorial (Legal Information Skills Tutorial or LIST) based on the Council of Australian University Librarians (CAUL) IL Standards. Includes excerpts from evaluations which show positive feedback over the previous lecture style from the technology-savvy, "time-poor" students.

Stewart, D.C. (2005), "Thinkpads, medical education, and the library at Wake Forest University", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 227-238
Describes evolution of the Mobile Computing Project and the role the library played in the training of students on the laptops they received. Due to changes in the student population over the seven years of the program, training has shifted from basic computer literacy to encompass more information resources and small-group learning experiences.

Tannery, N., Scheuer, M.L. and Foust, J.E. (2005), "A month-long daily instruction curriculum for residents at the University of Pittsburgh: can intensive training make a difference", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 181-187
According to pre- and post-test scores, the five first-year residents in this study improved significantly in choosing appropriate resources but several of them still struggled with "articulating structural clinical questions". A follow-up survey sent six months after completion of the course showed that the residents felt more confident in their searching and evaluating skills as a result of the course.

Van Moorsel, G. (2005), "Health care informatics education at Stony Brook University: evaluation of end user education and mission redefinition for the academic health sciences library", in Connor, E. (Ed.), *A Guide to Developing End User Education Programs in Medical Libraries*, Haworth Information Press and Haworth Medical Press, Binghamton, NY, pp. 189-208

Evolution from virtually no program of instruction to a required, noncredit course to a required one-credit course on computer literacy for healthcare professionals. Includes extensive pre- and post-test results, results of evaluations, copies of both test and evaluation, and the list of other informatics classes taught in the various health disciplines by the librarians in the Center for Healthcare Informatics Education.

Woodworth, K. and Markwell, L.G. (2005), "Bored, yawning residents falling asleep during orientation? Wake 'em up with a test!", *Medical Reference Services Quarterly*, Vol. 24 No. 1, pp. 77-91

"The librarians at the Grady Branch Library of Emory University School of Medicine describe the Ovid MEDLINE pretest given to incoming residents. The pretest is a 'wake-up call' to the residents who have an inflated perception about their searching skills. . .[and] gives the new residents an incentive to listen carefully to the Ovid MEDLINE presentation during the orientation of incoming residents."

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Allen, M., Jacobs, S.K. and Levy, J. (2005), "Continuing education as a catalyst for inter-professional collaboration", *Medical Reference Services Quarterly*, Vol. 24 No. 3, pp. 93-102.

Badke, W.B. (2005), "Can't get no respect: Helping faculty to understand the educational power of information literacy", *The Reference Librarian*, Vol. 89/90, pp. 63-80.

Boisselle, J.H., Fliss, S., Mestre, L.S. and Zinn, F. (2005), "Talking toward techno-pedagogy: It and librarian collaboration – rethinking our roles", in Miller, W. and Pellen, R.M. (Eds), *Libraries Within Their Institutions: Creative Collaborations*, Haworth Information Press, Binghamton, NY.

Boyd-Byrnes, M.K. and Rosenthal, M. (2005), "Remote access revisited: disintermediation and its discontents", *The Journal of Academic Librarianship*, Vol. 31 No. 3, pp. 216-24.

Bridgland, A. and Whitehead, M. (2005), "Information literacy in the E Environment: an approach for sustainability", *The Journal of Academic Librarianship*, Vol. 31 No. 1, pp. 54-9.

Burkhardt, J.M., Macdonald, M.C. and Rathemacher, A.J. (2005), *Creating a Comprehensive Information Literacy Plan*, Neal-Schuman Publishers, New York, NY.

Buschman, J. and Warner, D.A. (2005), "Researching and shaping information literacy initiatives in relation to the web: some framework problems and needs", *The Journal of Academic Librarianship*, Vol. 31 No. 1, pp. 12-18.

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Dando, P.M. (2005), "First steps in online learning: creating an environment for instructional support and assessment", *Knowledge Quest*, Vol. 34 No. 1, pp. 23-4.

Gross, M. (2005), "The impact of low-level skills on information-seeking behavior", *Reference and User Services Quarterly*, Vol. 45 No. 2, pp. 155-62.

Hearn, M.R. (2005), "Embedding a librarian in the classroom: an intensive information literacy model", *Reference Services Review*, Vol. 33 No. 2, pp. 219-27.

Huerta, D. and Mcmillan, V. (2005), "Reflections on collaborative teaching of science information literacy and science writing: plans processes and pratfalls", in Miller, W. and Pellen, R.M. (Eds), *Libraries Within Their Institutions: Creative Collaborations*, Haworth Information Press, Binghamton, NY.

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Kennedy, C. (2005), "Teaching information literacy to the advanced writing class in three sessions [computer file]", *E-JASL: The Electronic Journal of Academic and Special Librarianship*, Vol. 6 Nos 1/2, p. 1.

Lampert, L. (2005), "Getting psyched About information literacy: a successful faculty-librarian collaboration for educational psychology and counseling", *The Reference Librarian*, Vol. 89/90, pp. 5-23.

Larkin, J.E. and Pines, H.A. (2005), "Developing information literacy and research skills in introductory psychology: a case study", *The Journal of Academic Librarianship*, Vol. 31 No. 1, pp. 40-5.

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