LIRT Top 20 Articles
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Bull, A. C., MacMillan, M., & Head, A. (2021, July 21). Dismantling the evaluation framework. *In The Library With The Lead Pipe*. **https://www.inthelibrarywiththeleadpipe.org/2021/dismantling-evaluation/**

Bull, MacMillan, and Head first examine two widely used methods of source evaluation: CRAAP (Currency, Relevancy, Accuracy, Authority, Purpose) and SIFT (Stop, Investigate, Find, Trace). The authors offer both context and observations about these strategies, particularly noting how the information environment has changed, especially since the introduction of CRAAP, from "you found information" to "information finding you." The authors, using their own experiences and evidence from research, advocate for moving from a reactive evaluation process to a proactive evaluation process, utilizing a comparison table to illustrate the differences. For example, the reactive process involves analyzing sources based on their own characteristics, whereas the proactive process considers the sources as part of a larger, more interconnected information network. This can be done by moving from checklist models or questions with yes/no answers to a more open-ended discussion with students, such as asking students if they would reshare an article and why. The proactive model goes further than the SIFT framework and can be used alongside it to ask students to consider the entire information system using their own previous experiences living within the current, more customized information environment, evaluating why they are seeing those particular articles or posts. The authors acknowledge the difficulties in enacting this model, especially in a one-shot environment, but call for trust in ourselves and our students in this process and reiterate the need for students to be able to evaluate information. **KB**

Cowden, C., Seaman, P., Copeland, S., & Gao, L. (2021). Teaching with intent: Applying culturally responsive teaching to library instruction. *portal: Libraries and the Academy, 21*(2), 231–251. **https://doi.org/10.1353/pla.2021.0014**

The authors put forward culturally responsive teaching (CRT) as a strategy librarians can use to create inclusive classroom environments for culturally diverse students. CRT is a pedagogy that views content and teaching strategies through the lens of students' cultural frames of reference. This is a pedagogy that has been used in K-12 education for many years and has only recently been adopted in higher education. The strategies discussed in the article can be used by any librarian doing instruction and have been adjusted from the semester-long course framing to align with the challenges presented by "one shot" library instruction. As a result, the authors focused this article on the areas of instruction preparation (reflection), communication, and facilitation or decentering the instructor.

Each of these areas is addressed through recommending applications and strategies for librarians. They also address variations for large and small courses and explain the theories that informed each strategy, making this article a roadmap for learning more about culturally responsive teaching. There are challenges noted to incorporating these strategies into library instruction such as the dependence on relationships and limited classroom time, which makes it harder to get to know students' cultural background. However, the authors successfully argue that culturally responsive teaching can benefit anyone and provide clear steps and activities librarians can engage in to improve their teaching. This article may also be of interest to librarians in K-12, public, and special libraries. **MG**

Espinosa de los Monteros, P. A., & Black, E. (2021). Information literacy for global inclusion: Designing an annotated bibliography for global search and selection. *Communications in Information Literacy, 15*(2), 208-226. https://doi.org/10.15760/comminfolit.2021.15.2.4

This article is included in the "Innovative Practices" section of Communications in Information Literacy, which highlights peer-reviewed case studies of innovative information literacy instruction practices in academic libraries. It deserves the innovative practices moniker because of its approach to encouraging undergraduates to think more globally in their research sources. The case study involves the redesign of an annotated bibliography assignment used in an international studies course to encourage the use of resources from different countries. This focus on finding global information helps to reframe knowledge production and decenter a Western perspective. A real strength of this article is how it examines why traditional library databases and online resources, like Wikipedia, tend to overly represent scholarship from the Global North, and how students benefit from understanding this information inequity.

The redesign of the assignment involved scaffolding it into three different parts. This scaffolding approach allowed students to slow down and find information that was less easily accessible than standard research sources. It also meant they were engaging with their sources throughout the semester rather than creating the annotated bibliography and moving on to the next assignment. The librarians created a rubric, which shows how this assignment aligned with the ACRL Framework for Information Literacy for Higher Education and the UNESCO Global Citizenship Education Elements. Several features of the assignment encouraged students to be self-reflective and think about how to write for an external audience, including requiring students to describe not just the resources but their search process in their annotations and having students transform their annotated bibliography into blog posts. Librarians should find inspiration for encouraging more inclusive citing practices in their own instruction. The article includes a link to the full assignment directions and rubrics in a supplementary section: http://hdl.handle.net/1811/92921. **AHG**

Ezell, J., & Rosenbloom, L. (2021). Improv(is)ing research: Instructional design for serendipity in archival exploration. *The Journal of Academic Librarianship, 47*(1), 102257. https://doi.org/10.1016/j.acalib.2020.102257
In teaching a first-year seminar in 2018, "Beyond Stonewall: Histories of U.S. Gay Liberation," two librarians, one as the instructor, and one as the embedded librarian, tried different methods of instructional design in hopes of fostering serendipity in digital archival exploration of Gale's Archives of Sexuality & Gender: LGBTQ History and Culture Since 1940. They then engaged in an exploratory SoTL study of student's reflections on their search experiences during a small pilot study consisting of 12 students in one semester.

By using L. Björneborn's framework for serendipity and tying it conceptually into the 2016 Framework for Information Literacy, Ezell and Rosenbloom were able to isolate the different categories of serendipity: surprise, experience, attention, stumbling as they occurred in the students' reflections. They then were able to reflect on how to create opportunities for further serendipitous exploration by preparing the students ahead of time and following up with "research actions." **HH**

Farooq, O., & Maher, M. (2021). Synthesis and generativity: Elaborative interrogation prompts for graduate information literacy instruction. *The Journal of Academic Librarianship, 47*(5), 102398. https://doi.org/10.1016/j.acalib.2021.102398
Authors Farooq and Maher argue that the pedagogical tool of elaborative interrogation, a tool that is widely used in education, is also helpful within the realm of information literacy instruction. In their work with graduate students who were drafting research proposals, theses, and dissertations, they developed a set of interrogation prompts, a series of questions aimed to activate higher level cognition while also familiarizing students with the research process.

Elaborative interrogation is a higher-order questioning strategy that employs 'why' questions (e.g., why would this be true) in order to encourage students to connect new information to their already established knowledge base. This pedagogical tool aligns with constructivist theory in that students are building upon prior knowledge with the integration of new knowledge, and through that cognitive process, learning occurs.

Farooq and Maher list 25 interrogation prompts they employed with graduate students in the article, including questions like: What is your fundamental motivation for doing this study? How would you describe your focus? Are you drawing primarily from one theory or multiple theories? By asking students these questions/prompts, the student is forced to explain the 'so what' and 'whys and hows' in regards to their research. Through this explanation process, students better comprehend their approach to their research, as well as gain a greater conceptual understanding of the research process. Utilizing elaborative interrogation prompts to facilitate greater understanding would benefit not only graduate students, but all researchers, and is a useful pedagogical tool for information literacy instructors. **BK**

Graves, S. J., LeMire, S., & Anders, K. C. (2021). Uncovering the information literacy skills of first-generation and provisionally admitted students. *The Journal of Academic Librarianship, 47*(1), 102260. https://doi.org/10.1016/j.acalib.2020.102260

In this article, the authors describe their initiative to design and teach a unique section of their university's first year composition course targeted specifically toward first-generation provisionally-admitted students and compare the information literacy gains with students in other course sections. This grant funded project provided an opportunity for librarians to teach two full semester-long course sections that integrate IL concepts into the composition curriculum more fully than the one-shot model used in other sections. As the first phase of a larger mixed methods study, they used a standardized IL assessment tool to administer pre- and post-tests to both student groups in an attempt to understand how different populations are affected by IL instruction. The particular testing instrument used allowed the researchers to investigate specific categories of IL such as selecting or documenting. This method also lends some insight into the base level skills of the target population in comparison to the larger student body.

Overall, the results suggest that the intervention was successful in increasing students' IL skills further than typical one-shot instruction, and librarians were able to share their materials with course instructors for greater scalability going forward. One key take-away from this research is that deficit model thinking is not appropriate toward first-generation students, as they showed very similar results to other students in both the pre- and post-tests. This study contributes to the professional literature by providing data about the IL skills of first-generation students, evidence that intensive interventions can produce measurable results, and an example of how to demonstrate the value of a unique IL initiative to various university stakeholders in terms of concrete learning outcomes. **MK**

Hicks, A., Maxson, B. K., & Reyes, B. M. (2021). "Hay muchos Méxicos": A new approach to designing international information literacy instruction. *portal: Libraries & the Academy, 21*(4), 859-884. https://doi.org/10.1353/pla.2021.0044

This study approaches the understanding of information literacy (IL) through an intercultural lens to better understand international students' experiences in their home country. Through a questionnaire and resulting focus groups with 22 information professionals in Mexico City, the authors seek to better understand how IL is taught and understood in the academic environment in Mexico. The authors also aim to gain a better understanding of how librarians who teach can use their understanding of IL from the Mexican academic context to better inform their teaching and engagement with Mexican international students in the United States.

The results of the focus group discussions suggest that the Mexican librarians position IL in three ways. First is "making up for lost time" as a way to educate students who did not engage with IL as part of their secondary school experience. Second is "upholding standards," where librarians aim to maintain standards, norms, and integrity in an academic environment and within the profession. Third is "investing in the future," where librarians engage students in IL related to lifelong learning pursuits for professional and personal success. These three classifications fall under the broader category of "cultivating society," which points toward IL playing a part in advancing societal change, as well as addressing inequality and social justice in the educational system through broader inclusion. Inspired by the librarians from Mexico City and their commitment to social justice, some of the authors of this article were prompted to incorporate discussions related to social justice into their own library classrooms in the U.S., with positive results.

This research explores how transcultural education through the international campus environment can work to develop librarians' professional practice and understanding of IL in different educational settings. This article provides a thoughtful background and review of IL in Latin America and Mexico and offers an insightful discussion into the gaps in IL research in international contexts. The findings of this research will be useful for librarians who work with international populations or have strong exchange programs at their institutions, as well as those librarians who are interested in critical information literacy. In particular, this study provides a unique perspective for considering students' experiences and identities from an international context, allowing librarians to engage more thoughtfully with culturally responsive IL instruction. **RM**

Hicks, A., & Sinkinson, C. (2021). Participation and presence: Interrogating active learning. *portal: Libraries & the Academy, 21*(4), 749-771. https://doi.org/10.1353/pla.2021.0040

The authors, researchers at University College in London and at the University of Colorado Boulder, believe that active learning and its use within information literacy instruction is critical to maintaining inclusive and equitable education opportunities. For those unfamiliar with this discussion, the authors provide a brief "overview of active learning and how participatory models of education have been adopted within librarian practice…" Using literature from Library and Information Science curricula, the authors explore active learning surrounding key themes of "self-protective information behaviors, the performance of learning, non-participatory and resistant activity, technological risk, and questions of inclusion." Upon examination, the authors found that active learning begets accidental issues within the information literacy classroom. They advance the idea that the individual is not the primary site of learning but that learning unfolds through "material, social, and temporal interactions," and that information literacy should be studied sociologically and not viewed only through the lens of individual achievement. In conclusion, the authors advocate for a hybrid approach to information literacy instruction. This approach blends traditional thought from the works of Benjamin and Kolb with Dewey's constructivist theory focusing on a student's prior experience. Information literacy instructors that employ active learning strategies must be "deliberate in investigating what participation means for the learners with whom they work," as well as "critically engage with the implications of their pedagogical strategies and actions" to insure they are providing inclusive and equitable learning opportunities. **TM**

Koelling, G., & Russo, A. (2021). Teaching assistants' research assignments and information literacy. *portal: Libraries and the Academy, 21*(4), 773–795. https://doi.org/10.1353/pla.2021.0041

Authors Koelling and Russo fill a gap in information literacy instruction research with their article. While much has been written about collaborations between librarians and English department faculty integrating information literacy (IL) into assignments for first-year composition courses, there has been very little research focused on teaching assistants who are responsible for teaching many of these classes. The authors reviewed writing assignments developed by TAs and coded them for IL elements. Four themes emerged from this analysis.

One major theme was that the library was absent from most assignment guidelines and instructions. The library may have been implied through use of terms such as "journal articles" or "academic sources," but there was no direct connection between the library and those types

of sources. There were four assignments that mentioned the library, using phrases like "the library's resources" or "library databases." In addition, where help was offered for the project, the library was not suggested as a place to seek or receive it.

Another recurring theme was the inconsistent classification of information types. Sometimes "sources" was narrowed by quantification ("at least six sources''), through binaries (scholarly vs. popular), or by the medium (books, articles, websites). Authority was also used as a classifier, with specific authors or publishers described (a nonprofit organization or government agency).

The authors also observed a theme of instructions being simultaneously specific and flexible, depending on the element. Instructions were very specific regarding page length, formatting, and number of sources, and clear about citations, typically specifying a particular style. Some also clearly explained the difference between in-text citations and the works cited page. Flexibility appeared in the form of topic selections and sources. Generally, students could choose a topic within an assigned realm, and occasionally the subjects were wide open. Sources were rarely identified, although sometimes class resources were suggested as possible sources. Another way that flexibility appeared was through vagueness, particularly about the research process. Phrases such as "Do some research" and "Research your topic" were common examples.

Finally, the authors discovered that assignment instructions scaffolded tasks and skills well. The majority of assignment instructions included an explanation of how the task fit into the course as a whole. The TAs also showed an understanding that research is iterative and nonlinear through their assignment instructions. They reminded students that they may not use every found source in their final projects, that they should address feedback to their annotated bibliographies, and that their sources help them build a foundation of knowledge about their topics. **KM**

Lacy, M., & Hamlett, A. (2021). Librarians, step out of the classroom!: How improved faculty-led IL instruction improves student learning. *Reference Services Review, 49*(2), 163–175. https://doi.org/10.1108/RSR-09-2020-0062

Authors Lacy and Hamlett, librarians at a small community college, argue that students are better served when research skills are embedded in the curriculum and that librarians should move away from one-shot instruction sessions without a specific purpose and context. They suggest librarians and faculty collaborate, and, moreover, that librarians should teach faculty how to integrate information literacy into their curriculum. In this paper, Lacy and Hamlett present the results of their research on the efficacy of teaching faculty how to embed information literacy into their English courses to develop a shared-ownership model for information literacy instruction. The study found success in librarian syllabi reviews and librarian-faculty collaborations on scaffolding information literacy instruction throughout the course. The data collected through student surveys, student papers, and faculty interviews reveal the benefits of faculty engaging with librarians for their information literacy curriculum, particularly with services like librarian syllabi reviews and librarian-created lesson plans which were included in the Faculty Toolkit (included in the appendices). Their findings also illustrate the benefit of faculty intentionality and preparation when planning and scheduling information literacy and propose that this model works well with online, librarian-produced, information literacy content that can be used by faculty in their curriculum, like tutorials and videos. **MM**

Mertens, G. E., Mundorf, J., Bainter, T., Bourn, J., & Kohnen, A. M. (2021). Wisdom begins in wonder: Implementing identity-based information literacy instruction across the content areas. *Middle School Journal, 52*(2), 38–47. https://doi.org/10.1080/00940771.2020.1868059

In the fall of 2019, a group of eighth grade Algebra, American History, and English teachers collaborated to implement a cross-disciplinary information literacy curriculum they called the Wonder Project. To design the curriculum, the authors started with the concept of "generalist literacy," which they defined as "the literacies needed to investigate topics about which the information seeker has little background knowledge." The Wonder Project intentionally emphasized the affective qualities of generalist literacy: curiosity, skepticism, accuracy, and persistence. As part of the Wonder Project, each student exercised their curiosity by choosing their own topic and research questions to investigate. Each quarter was then devoted to either skepticism, accuracy, or persistence, during which one information literacy lesson was implemented in each subject area, for a total of 3 lessons per quarter. Time was reserved at the end of each quarter for students to apply their new attitudes and skills to researching their chosen topic. The fourth quarter was earmarked for student project presentations, although that was compromised by the Covid-19 pandemic.

The Wonder Project is useful as a case study in cross-disciplinary collaboration, but its real value lies in its emphasis on the affective qualities of the information seeker. The authors convincingly argue that identifying as "skeptical, critical consumers of online information" is the key to creating students who have the motivation to actually use the information literacy skills they acquire in school. Although this article focuses on eighth graders, its lessons apply equally through high school and into the undergraduate years. **JP**

Moreillon, J. (2021). Literacy learning leaders: Don't sell their skill set short! *Teacher Librarian, 48*(3), 22–27.

This article argues for increased advocacy among school librarians in their role in promoting literacy. The author investigates the various ways school librarians contribute to the development of students' skills in reading comprehension and the analysis of informational texts. As this is a priority in all levels of K-12 teaching, school librarians naturally partake in this process as well. Although traditionally school librarians may be viewed as solely promoting traditional reading in schools, their expertise and skill set allow them to extend beyond promotion and include instruction in reading comprehension.

The article provides scenarios in which a school librarian can support classroom teachers' reading comprehension instruction throughout each step of reading promotion. Before sharing a book with students, school librarians can ask them to make connections they may have with the reading through their background knowledge on the book's topic as a way of preparing them for active listening. During the reading, librarians may ask students to predict the next course of events in the plot to demonstrate how thinking moves them through the text and motivates engagement. After finishing the book, librarians can tease out main ideas from the students to demonstrate comprehension.

The article reinforces the need for school librarians to foreground traditional literacy learning in their work, as these skills serve as the foundation for several other literacies and allow students

to be adept in understanding information in a variety of formats. The author also argues that school librarians should recognize their value in teaching traditional literacies. Librarians' unique skill set can be used to lead the charge in reading promotion, model and apply comprehension strategies for students, collaborate with classroom instructors to improve reading proficiency, and advocate for these literacies. This article serves as a valuable reminder that school librarians have the expertise and skills to take a leadership role on literacy instruction teams. **MS**

Pagowsky, N. (2021). The contested one-shot: Deconstructing power structures to imagine new futures. *College & Research Libraries, 82*(3), 300–309. https://doi.org/10.5860/crl.82.3.300

Making a call for proposals for an upcoming C&RL special issue, this editorial discusses one-shot library instruction and its starring role in cyclically ineffective information literacy teaching. Pagowsky, an Associate Librarian at the University of Arizona Libraries, offers her perspective on effective teaching; assessment, measurement, and outputs; power structures and care work; and power structures and EDI, encouraging others to upend one-shots as a dominant approach and reimagine information literacy instruction.

The author identifies shortcomings of the one-shot model, defined in this case as "a standalone session, superficially (or not at all) connected to the course content," and encourages readers to seek alternative pedagogical solutions by confronting "what appear to be common-sense practices" (300). Pagowsky brings together much of the current discourse around information literacy pedagogy through the lens of one-shot instruction. Pagowsky contextualizes her take on the one-shot within her own initial teaching experiences that were marred with issues of high volume and curricular irrelevance that many readers may find relatable. Through an exploration of "structures that present barriers to change" (301), Pagowsky identifies areas of stagnancy and cautions against efforts to retool one-shot instruction that simply increase volume or reinforce existing harmful cycles. Unsustainable practices include emphasizing irrelevant quantitative measures, promoting a "yes" mentality, and devaluing care work, all of which are inherently tied to feminized labor and power disparities. Readers may also resonate with the acknowledgement of how practical concerns about proving value and increasing volume intertwine with larger systemic and pedagogical issues.

This editorial prompts a closer look at why one-shot instruction may feel so unproductive and untenable for many librarians. As Pagowsky notes, consensus is not necessary, but sharing perspectives and rethinking the measure of effective teaching (300) will be an inevitable conversation across the field for the foreseeable future. **VS**

Press, M., & Meiman, M. (2021). Comparing the impact of physical and digitized primary sources on student engagement. *portal: Libraries and the Academy, 21*(1), 99–112. https://doi.org/10.1353/pla.2021.0007

Press and Meiman investigated whether students learn or engage differently when interacting with digital primary sources rather than physical materials. Specifically, their study looks at an assignment where students are required to rhetorically analyze primary sources. Their review of the literature found a gap in the research in that while some studies address student learning in the context of digital sources, the potential impact of the format is usually not addressed. The authors posed two primary research questions: (1) Do students engage with primary sources differently when the materials are presented in a digital, rather than physical, format? and (2)

Do students learn differently when primary sources are presented in a digital, rather than physical, format? To investigate these questions, the authors collaborated with a faculty member teaching a business ethics course to design a case study assignment that students would complete while examining primary sources. The assignment included a series of questions that led students through a rhetorical, guided-inquiry of primary sources. Questions were far ranging and required students to consider the source's creation process, perspective, and historical and cultural context. One group of students engaged with physical primary sources, while another engaged with digital primary sources. The researchers used rubrics to assess student engagement and student learning outcomes. Their findings show that when asked to rhetorically analyze primary sources, whether or not the materials are digital or physical has no discernible effect on student learning and engagement. These findings have wide-ranging implications, as they suggest that primary source education can be scaled up to engage greater numbers of students through the use of digital content, lessening the limitations imposed by physical space and materials, and often understaffing. **KS**

Pyman, H., & Sundsbø, K. (2021). Copyright dough: A playful approach to teaching copyright. *Journal of Information Literacy, 15*(1), 54–67. **https://ojs.lboro.ac.uk/JIL/article/view/PRJ-V15-I1-1**

Copyright is a complex and sometimes anxiety-provoking topic for students, faculty, and even librarians. Pyman and Sundsbø present a thoughtful and engaging new approach to teaching copyright: a game called Copyright Dough. In this game, participants use the children's toy Play-Doh to enhance their understanding of copyright licenses and restrictions. Players are assigned a role (student, teacher, researcher, or creator), a task, and a type of copyright license. Then, they use Play-Doh to complete their assigned task. Tasks range from creating their own unique model, creating a model inspired by another player's model, or making an exact replica of another model. Once players have finished their models, the game enters the discussion phase. Players consider an individual's role, and each Play-Doh model's copyright status to determine if their actions are permissible under copyright regulations. A librarian facilitates the game, and their goal is to answer clarification questions, rather than steer the conversation.

This game is an effective way of demystifying intellectual property rules and making copyright instruction feel playful, rather than threatening. The discussion phase allows participants to learn from one another and consider the implications that copyright decisions may have on individuals throughout the span of their careers. The game was well-received by attendees based on informal feedback. Copyright Dough players found the game memorable and fun and left feeling more confident in their understanding of copyright rules. The authors published the game on FigShare with a Creative Commons license, so any librarian is welcome to try the activity in their own classroom. All they need is an open mind and a container of Play-Doh. **EW**

Ridley, M., & Pawlick-Potts, D. (2021). Algorithmic literacy and the role for libraries. *Information Technology & Libraries, 40*(2), 12963. **https://doi.org/10.6017/ital.v40i2.12963**

The authors, researchers at the University of Guelph and Western University, examine multiple definitions on literacy including computational thinking, cyber literacy, and digital literacy. Following a comprehensive review of the literature, the authors provide a well-thought out definition of algorithmic literacy and the importance of establishing a universal understanding of the concept. This definition is needed due to the "different and often contradictory definitions of literacy" within the field. Moreover, the authors carefully outline the past roles of libraries in

algorithmic literacy; and the misconception that library staff are unable to understand the complexities of AI or aspects of algorithms in everyday life and its technical details. Concluding, the authors thoroughly identify opportunities that libraries can make which will uniquely advance understanding of algorithmic literacy and AI with patrons, students, and the community. "Information literacy programs championed by libraries have been instrumental in raising awareness and skill building among their user communities…Using information literacy programs as a scaffold, algorithmic literacy can be incorporated into these successful initiatives." The authors expressly believe that it is imperative for libraries of all types to insure their community users build algorithmic literacy skills as it profoundly impacts their everyday lives, though many seem unaware of this phenomenon. **TM**

Roth, A., Singh, G., & Turnbow, D. (2021, May 26). Equitable but not diverse: Universal design for learning is not enough. *In The Library With The Lead Pipe.* https://www.inthelibrarywiththeleadpipe.org/2021/equitable-but-not-diverse/

In this article, the authors explore the design of online learning objects in asynchronous learning environments and discuss how Universal Design for Learning (UDL) meets the needs of inclusivity but often leaves out the lens of diversity, leaving a gap in best practices. Techniques such as providing culturally relevant examples, creating a space where diverse experiences and knowledge is valued, and providing a choice as to how learners will interact with content are given. The authors show that this can be as simple as using examples that center around Black, Indigenous, and people of color (BIPOC) for citing sources.

In order to study this further, the authors created a tutorial about preventing plagiarism for users at University of California, San Diego (UCSD) which was built using Storyline 360 and consisted of three modules (Define, Prevent, Cite). They then surveyed students who completed the module and answered a set of questions about the diversity they saw in the design of the tutorials. Learners both noticed and liked seeing a diversity of characters represented. Additionally, respondents were asked if they understood the common knowledge reference to U.S. History which the authors had been unsure about using since there is a large international student population at UCSD. It was determined that most students did know the reference. The takeaways from this study will help better inform UDL practices that include the lens of diversity. **HH**

Schumacher, S. (2021). Ethical decision-making and visual literacy instruction in architecture. *portal: Libraries and the Academy, 21*(2), 317–338. https://doi.org/10.1353/pla.2021.0018

Schumacher's article outlines the importance of preparing architecture students with the ethical foundation to make decisions about fair use and copyright as professionals. The article presents a step-by-step model for preparing, executing, and assessing visual literacy ethics instruction, which can be adapted to fit many other disciplines. Schumacher provides an abundance of detail, guidance, and examples for each of the five steps: (1) Correcting Student Ethical Failures and Impediments, (2) Investigate Visual Literacy Practices in Standards and Guidelines, (3) Ethical Visual Literacy Learning Outcomes and Curricular Goals, (4) Constructing an Instruction Module, and (5) Assessing Student Learning. The author makes a strong case and model for the librarian's role in teaching students how to be better stewards of visual materials for themselves and others. As the author points out, visual material is a near-constant presence in most of our

lives, and the use and reuse of visual material has real-life consequences. The appendices include polling questions about copyright and a post-session quiz on image use. **MM**

Vong, S. (2021). From dispositions to positionality: Addressing dispositions of the student researcher in the ACRL framework. *The Journal of Academic Librarianship, 47*(6), 102457. https://doi.org/10.1016/j.acalib.2021.102457

This article addresses the gap of research regarding dispositions within the ACRL Framework. The author notes the influence the framework has held in information literacy instruction since its adoption several years ago. In addition to the six frames, the text places heavy emphasis on both knowledge practices and dispositions. While the former has been addressed in various ways, there has been little discussion on disposition in the library literature. This article attempts to fill that void by examining dispositions, discussing dispositions in relation to the concept of positionality and providing examples of teaching positionality in information literacy instruction.

The author begins the investigation by noting the frequent appearances of the term "disposition" in the ACRL Framework. While several definitions exist of this term, the ACRL Framework draws on one by educational psychologist Gavriel Solomon who characterizes the concept as "a cluster of preferences, attitudes, and intentions, as well as a set of capabilities that allow the preferences to become realized in a particular way." The article notes several complexities in teaching dispositions, including difficulties in assessing or measuring dispositions and a lack of training within LIS programs in teaching dispositions. The article suggests utilizing the concept of positionality as a way to overcome these difficulties. Positionality refers to the self-awareness of one's own experiences and socioeconomic status that inform perspectives on individuals and society. In research, positionality acknowledges the impossibility of a "neutral observer." Much of the literature in this field comes from the social sciences, particularly from critical race, feminist, and queer scholars. Included in this overview is the reminder to balance one's own identity in relation to systems and structures that may influence practice and thought.

The article concludes by providing sample activities for incorporating research positionality in various stages of the research process including research question development, analyzing research methodologies, identifying key terms, and reflecting on the research process. Of particular value is a positionality statement exercise, which encourages the student to reflect on their own positionality before embarking on a research project. The article marks an important contribution in utilizing the framework through its detailed analysis of dispositions coupled with practical strategies in teaching dispositions in the information literacy class. **MS**

Zhang, X. (2021). Using drama-based pedagogy to support college students' information literacy development: How do the students feel about it? *Research in Drama Education: The Journal of Applied Theatre and Performance, 26*(4), 582–598. https://doi.org/10.1080/13569783.2021.1899802

This paper aims to understand students' feelings about using drama-based pedagogy when learning about and developing information literacy skills focused on reading and synthesizing information for their written work. Drama-based pedagogy is a technique that centers around role-playing in the classroom. This pedagogical approach moves through different phases

throughout the study and links to students' information literacy skills development: Pre-drama planning (searching for relevant information); drama staging (evaluation and exchange of information among students); post-drama activities (evaluation of information gained from research and presentations and recognition of the need to search for additional information); and post-drama information transfer (teacher-mediated guidance through the argumentative writing process).

The research was conducted by a professor in a writing-focused course at a university in China. Ten of the 22 students in the class participated, and data collected include individual and group interviews, reflections, and evaluation of drafts/ final essays. Groups of students worked together on the same topic and engaged in dramatic presentations about the different arguments and counterarguments of their topic. Teacher mediation helped students to refine their dramatic performances to gain more from their interactions with each other. This mediation also helped the students to better understand variations in ways of communicating about research and engaging with authors' work more authentically. The dramatic interactions prompted some students to do more research and come better prepared for the dramatic engagement. Students also started to use better sources such as academic journal articles and data, rather than simple web searches. Students also recognized information gaps, prompting them to research in more depth to help support new arguments developed by the student groups.

This paper's novel approach to teaching students how to evaluate, use, and integrate information into student writing is a valuable contribution to the literature. Through drama-based pedagogy in the form of communication and engagement with their classmates, students can better determine what information is needed to support their arguments. While many librarians may not have a full semester to develop students' skills and understanding using this technique, drama-based pedagogy has significant promise on a smaller scale to help students better connect with information sources and use information more effectively in their writing. **RM**