

LIRT Top 20 Articles 2022 Committee

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Aytac, S., & Mizrachi, D. (2022). The mindfulness framework for implementing mindfulness into information literacy instruction. *The Reference Librarian*, 63(1–2), 43–61.
<https://doi.org/10.1080/02763877.2022.2030273>

Though mindfulness has become a popular topic in general discourse and in conversations around supporting students' mental health, it has not fully entered into the conversation of how we teach information literacy. The authors of this article are starting this conversation with their mindfulness framework, which consists of three pillars: paying attention, being in the present moment, and being non-judgmental. They created this framework based on a literature review that investigated, among other topics, the results of technology on people's attention span, and a survey of nearly 600 academic librarians about their teaching strategies. For each of the pillars listed above, they show how the information literacy teaching strategies identified can connect with different aspects of the pillars and help enhance the overall learning experience. For example, one of the attributes of the first pillar (paying attention) is mindful breathing. Mindful breathing can help with transitions between different learning modes and help students retain their focus in a flipped classroom experience. As a result, students will then be able to more deeply consider the principles of information literacy being covered. The authors make an especially strong case that teaching students how to be more present will aid them in overcoming information overload, a common obstacle in becoming more information literate. This framework should serve as a good starting point for other instruction librarians to build on in pursuit of improving students' mindfulness and ability to process the information they encounter inside and outside the classroom. **AHG**

Bloss, J. E., LePrevost, C. E., Cofie, L. E., & Lee, J. G. L. (2022). Creating information resources and trainings for farmworker-serving community health workers. *Journal of the Medical Library Association*, 110(1). <https://doi.org/10.5195/jmla.2022.1272>

This article was written about an NIH grant funded program that is being run out of East Carolina University in Greenville, North Carolina. The program's aim is to create resources that community health workers can use to talk with the farmworkers about issues relating to their

health. The community health worker is a public health worker that lives in the community they serve and has a close relationship with the farm-workers that are predominantly Hispanic and Spanish speaking. The farmworkers usually have a range of health-related issues from mental health problems to heat stress and pesticide exposure. The team that put together the resources together is made up of a health sciences librarian and professors in Ecology and Health and Human Performance. The team also has students and an advisory panel that helped to contribute to the selection of resources that were produced.

The informational resources that were produced were a set of four videos that included topics such as searching for online information and how to evaluate it, free consumer health resources, and two about running basic searches in Google and PubMed. The team that produced the videos made sure that all of the resources were free so that they were easily accessible to the community health workers who may or may not have access to libraries. The resources were introduced to the community health workers via three webinars with the first being in Spanish and the second two in English with interpretation in the opposite language at all three. The final step in the process is evaluation of the resources by both the advisory board and the community health workers: "to provide usable information to our team and partners for program and material improvements." In addition to this article there have been two others previously written about it. One in 2018 and one in 2021. **SW**

Bozcar, A. and S. Jordan (2022). Continuity during COVID: Critical digital pedagogy and special collections virtual instruction. *International Federation of Library Associations and Institutions*, 48(1) 99–111. <https://doi.org/10.1177/03400352211023795>

Like most university special collections, University of South Florida Libraries–Tampa Special Collections faced an unprecedented challenge to provide instruction at the onset of the Covid-19 pandemic. This article overviews their strategies for pivoting to online instruction, primarily through the use of "an open-access digital learning experience using ArcGIS StoryMaps." Through the article, they discuss ways in which critical digital pedagogy and feminist approaches to digital humanities were considered. Unique among pandemic-era instruction case studies, this article goes beyond recounting virtual replacements for existing in-person lessons by addressing issues related to working with less-than ideal reproductions, materials that may be dynamic in person but do not translate on screen, and building continuity and engagement in asynchronous experiences. The inclusion of concrete descriptions of workflows, implementation, assessment, and post-pandemic applications makes this case study particularly useful for special collections librarians looking to develop asynchronous student experiences even following the return to in-person learning. **VS**

Cahill, M., Hoffman, H., Ingram, E., & Joo, S. (2022). Supporting school readiness through librarian-child interactions in public library storytimes: An analysis of assessment scores and influential factors. *Early Childhood Education Journal*, 50(1), 11–19. <https://doi.org/10.1007/s10643-020-01133-6>

The authors of this article investigated storytelling in public libraries using the CLASS (Classroom Assessment Scoring System) to evaluate their effectiveness in preparing children for school readiness. Thirty-six public libraries in three states (Kentucky, Ohio, and Indiana) were in the study, which included urban, suburban, and rural locations. Storytime programs were evaluated using the three domains of CLASS, emotional support, classroom organization, and instructional support. They also collected information about the librarians involved in the storytime programs, such as qualifications, education level, teaching experience, and years of experience with children's services. The authors identified emotional support as one way that librarians successfully prepared children for school. Classroom organization was in the medium range. The authors noted that engaging children with questioning or other ways to be involved would have raised the score in this area. Librarians who anticipated or paid attention to possible misbehavior issues scored higher in this area. The area that needed improvement was instructional support, meaning concept development, quality feedback, and language modeling were lacking in most storytimes. The only factor with a strong correlation was the librarians' years of experience. Librarians with three years or more experience had higher CLASS scores. The main takeaway from this article is that professional development should focus on preparing public librarians for storytime, especially improving classroom management skills and instructional support while maintaining already evident emotional support. **CW**

Chisholm, A., & Hartman-Caverly, S. (2022). Privacy literacy: From doomscrolling to digital wellness. *portal: Libraries and the Academy*, 22(1), 53–79. <https://doi.org/10.1353/pla.2022.0009>

Many of us are familiar with research on the impact of mobile technologies on Generation Z students: anxiety, depression, and isolation. Physical isolation due to COVID-19, and thus increased reliance on mobile technologies, only magnified the problem. This article provides readers with an in-depth introduction to the concept of "digital wellbeing," which seeks to examine both the positive and negative aspects of mobile technologies and how individuals can best balance them. The article concludes with a detailed examination of the Digital Wellness Workshop offered at Penn State Berks Thun Library in Reading, Pennsylvania.

In addition to issues of balance, this article explores the hidden impacts of mobile technologies, such as surveillance, doomscrolling, data exhaust, and attention engineering. The authors persuasively argue that librarians are the ideal facilitators for digital wellness initiatives, due to their information / digital literacy expertise, plus their partnerships with professors and other departments. At Penn State, librarians created the Digital Wellness Workshop, which sought to explore the various factors of digital wellness while emphasizing the issue of digital privacy. The article provides detailed information on the planning and execution of the Digital Wellness Workshop, such that it could be successfully recreated at other libraries.

This article is valuable to librarians in two ways: as an exploration of the impacts of digital living on students and as a roadmap for recreating the successful digital privacy workshops offered at Penn State. **JP**

Cobourn, A. B., Brown, J. C., Warga, E., & Louis, L. (2022). Toward metaliteracy and transliteracy in the history classroom: A case study among underserved students. *The American Archivist*, 85(2), 587–608. <https://doi.org/10.17723/2327-9702-85.2.587>

This article presents a case study of an oral history project in an undergraduate history class at a regional university with a large population of students from underrepresented backgrounds. In this case study, the authors worked with students on a project that allowed them to build skills relating to multiple literacies, including digital literacy, visual literacy, primary source literacy, and information literacy. It is one of only a few studies in the field that looks at how these different literacies can be used in conjunction with students' digital scholarship projects. In this study, a history professor hoped to create a project in which students could practice discipline-specific research skills while also building career skills through the use of digital tools. The professor collaborated with two librarians and an archivist to plan class activities and projects which would culminate with the creation of a digital history exhibit to showcase oral histories that students had conducted in the previous semester. Throughout the project, students practiced archival literacy skills through primary source research, visual literacy skills through locating images and understanding potential copyright issues, and technology literacy skills by building a website to house their projects.

This article is a great example of a meaningful and productive collaboration between teaching faculty and librarians and archivists. Librarians who are interested in exploring digital humanities in their teaching will be sure to find good inspiration from this article. **EW**

Ding, Y. (2022). Feminized flexibility, one-shot, and library professionalism: Oxymoron or opportunity? *College & Research Libraries*, 83(5). <https://doi.org/10.5860/crl.83.5.795>

This article offers a critique of the "one-shot" model of library instruction through a feminist lens. The author describes the historical perspective of how teaching has traditionally been viewed as a feminized profession. Ding explains that values that are commonly perceived as feminine, such as flexibility and altruism, are emphasized in educational fields. She then connects these values and perceptions to library instruction specifically, noting some of the differences between the expectations and treatment of instruction librarians compared to guest lecturers. In particular, guest lecturers tend to have more control over the content they cover and have more freedom to decline instruction invitations than instruction librarians. Librarians, in contrast, have considerably less autonomy because they are expected to come to classes as part of the service they provide, and they are often asked to teach specific skills and support research assignments that the faculty member designed. Ding asserts that these feminized perceptions of library work have significant consequences, including stress and burnout. These issues are especially pronounced for librarians of color.

Ultimately, Ding argues that there are benefits to embracing some feminist values, including flexibility, in our work. However, librarians should strive for "autonomous flexibility," rather than the "imposed flexibility" that we typically face. She offers suggestions for how librarians can have more productive conversations with faculty members in pursuit of this goal. This eye-

opening article is a must read for any instruction librarian who has lamented the challenges of single session instruction and is interested in considering ways to improve upon existing library instruction models. **EW**

Douglas, V. A., & Gadsby, J. (2022). The power of presence: One-shots, relational teaching, and instruction librarianship. *College & Research Libraries*, 83(5), 807–818.
<https://doi.org/10.5860/crl.83.5.807>

In “The Power of Presence: One-Shots, Relational Teaching, and Instruction Librarianship” authors Veronica Arellano Douglas and Joanna Gadsby explore the question, why are some teaching experiences fulfilling and others draining for librarians? They contend that the answer lies in the connectedness that librarians experience through “growth-fostering teaching and learning relationships.” In other words, classroom experiences where the participants have changed or been changed by others create a connectedness that is invigorating rather than exhausting. One-shot instruction can be meaningful because the duration of teaching practices is less important than the quality of the teaching interactions, what they refer to as the quality of presence. Quality of presence includes a commitment to openness, mutual respect, and a capacity to change and grow. In this work, the authors apply Harriet L. Schwartz’s model of relational (or Connected Teaching) to one-shot library instruction. They describe the elements that can make even a brief or singular encounter one of high-quality connectedness: care, relational authenticity, presence and openness, and empathy. Care as they advocate for it includes creating an environment where roles and boundaries are clear and opportunities for growth within a learning relationship exist. Relational authenticity further delineates roles within the educational relationship and presents an opportunity to create interactions that matter to students, and empathy allows learners to set boundaries, be vulnerable, and seek help. The authors also describe the dynamics that can lead to disconnection, including unacknowledged asymmetrical primacy (or uneven perceptions of the significance of interactions) and uncomfortable power dynamics between the faculty member and the instruction librarian. **KS**

Hicks, A., Nicholson, K. P., & Seale, M. (2022). Make me think! Exploring library user experience through the lens of (critical) information literacy. *The Library Quarterly*, 92(2), 109–128.
<https://doi.org/10.1086/718597>

This article aims to begin a critical conversation around points of tension between information literacy (IL) and library user experience (UX) in the context of higher education. The authors posit that recognizing key differences between these parallel practices opens the possibility to create “thoughtful and critically focused educational practices” through actions like interrogating the role of search engines and reconsidering potentially “paternalistic information environments.” It highlights the different perspectives in the field regarding context, social dynamics, the body, and time in information interactions. The article warns about the potential risk of reverting to behaviorist pedagogies and emphasizes the need to clarify and interrogate the educational ideas underlying library UX tools. It also explores the divergence in pedagogical principles and the implications for library teaching, including the potential sidelining of social

dynamics and the focus on efficiency. The tension between seamless user experience and critical literacy is examined, particularly in relation to search engines and information tools. The article concludes by suggesting opportunities for collaboration and conversation around IL and UX, such as research into critical approaches, the examination of gender, race, and disability in accessibility, the consideration of time in UX, and the exploration of boundary objects and pedagogy in information environments. The authors provide a variety of angles for practitioners to consider as they aim to develop more critical and thoughtful educational practices that support learners' engagement with complex information environments. **VS**

Hostetler, K., & Luo, T. (2022). Understanding academic librarians' one-shot instructional design process via a Delphi Study. *The Journal of Academic Librarianship*, 48(2), 102501. <https://doi.org/10.1016/j.acalib.2022.102501>

This study focuses on using the Delphi technique to gather recommendations and best practices from experienced librarians about their design recommendations for one-shot instruction sessions. The study involved three iterative rounds of surveys, in an attempt to bring participant librarians to a consensus around questions focused on preparedness for teaching, preferred teaching strategies and models for one-shots, as well as librarians' decision-making process around design decisions in the classroom. The survey instruments included open-ended questions, ranking, and Likert-scale techniques.

The results suggest that many librarians did receive instructional training during their MLIS; however, librarians indicated little opportunity for experiential training through classroom use of instructional design and pedagogy techniques. Librarians shared that formal and informal collaboration and observation of peers were essential outlets for learning new strategies in the classroom. For many, formal professional development was not possible due to the cost and time constraints, with librarians primarily relying on listservs, as well as collaboration with peers and teaching faculty. Librarian participants focused on backwards design as their primary instructional design model, despite its minimal presence in the professional literature. The only instructional strategy which lasted to the final consensus round was demonstration. The study also identified four instructional design priorities of librarians who teach one-shots: pedagogical principles based on personal learning preferences, goal-driven criteria to focus one-shot lessons, context-specific priorities related to the course and student experience, and consideration of the limits of one-shots in general. Recommendations include more experiential learning for MLS candidates, as well as incorporating the layers of necessity approach to those one-shots developed with backwards design. **RM**

Koh, K., Ge, X., & Petrella, J. B. (2022). Librarian-teacher co-teaching and the role of school librarians in facilitating inquiry and maker learning. *School Library Research*, 25.

In this article, authors Kyungwon Koh, Xun Ge, and Julia Burns Petralla investigate how school librarians and classroom teachers co-teach in order to facilitate learner-centered instruction. The research included three years of interviews and field observations with educators at three different schools—one elementary, one middle, and one high school. Librarians and teachers in

their study worked together throughout the instructional process, including planning, delivery, and assessment. The classroom subjects were wide ranging and across language arts, social studies, science, and math. They describe the role of the school librarian, including to what extent they were involved with co-teaching, provided expertise on the inquiry process and maker technologies, and supported both students and teachers throughout the inquiry and maker units. They found that the co-teaching methods varied and included team co-teaching, supportive co-teaching, and parallel teaching. Their findings suggest that librarian-teacher co-teaching greatly benefits the implementation of learner-centered instruction in schools. Librarian-teacher co-teaching provided greater opportunities for individual assistance, coaching, and scaffolding, both for students and other teachers. **KS**

Marsh, F. (2022). Unsettling information literacy: Exploring critical approaches with academic researchers for decolonising the university. *Journal of Information Literacy*, 16(1). 4
<http://dx.doi.org/10.11645/16.1.3136>

This qualitative research examines critical information literacy (CIL) in decolonial work within academic libraries, acknowledging the need to challenge colonial legacies in universities and exploring the potential of IL teaching for decolonization. The study interviews five academic researchers to examine IL from a decolonial perspective and its impact on the curriculum. The article also emphasizes the role of libraries in decolonizing the curriculum by questioning traditional notions of authorship and knowledge sources. It advocates for the validation of non-textual forms of knowledge and the inclusion of marginalized voices. CIL is presented as a critical approach that examines power structures and socio-political dynamics of information, prioritizing student co-creation of knowledge. The research highlights the need to integrate decolonial considerations into IL practices and recognizes the shared responsibility of interrogating library practices for decolonial ambitions. It cautions against co-opting IL and decolonization for neoliberal motives and offers insights for IL practitioners to foster decolonial pedagogy.

Key themes that emerged from the findings have implications for IL and libraries' pedagogical approaches. These include the importance of recognizing positionality and overcoming Eurocentric approaches to knowledge, centering marginalized voices in reading lists, embracing non-traditional and non-textual information sources, destabilizing normative knowledge categories, empowering students to identify gaps in information, understanding the situated nature of knowledge, and recognizing libraries as non-neutral interfaces. The research suggests that IL can play a crucial role in decolonizing the curriculum and calls for further investigation into language implications, disciplinary approaches to decolonization, libraries as sites of resistance, and student perspectives on decolonial information practices.

This research article offers valuable insights and recommendations for librarians and information professionals seeking to decolonize information literacy (IL) practices in academic libraries. It emphasizes the importance of embracing nontraditional information sources, challenging Eurocentric knowledge and source evaluation, and recognizing libraries' complicity

in perpetuating coloniality. The article also highlights the need for pedagogies of relationality and transitionality, focusing on student-centered teaching and challenging power dynamics. **VS**

McMullin, R. M. (2022). Universal Design and library one-shot instruction. *Public Services Quarterly*, 18(3), 177– 189. <https://doi.org/10.1080/15228959.2021.2009406>

The author explained how to improve one-shot instruction by utilizing Universal Design strategies. Several different versions of UD were described and compared. The author shared strategies from UD broadly rather than focusing on one specific framework. The strategies that were recommended were the following: provide a welcoming environment, greet students, provide relevant examples, use polling systems, use technology to engage students, provide organized instruction and learning materials, define terms, state your goals or objectives at the beginning and the end of lessons, keep lessons focused, slow down, use different methods to teach students, break down learning into small chunks, use multiple formats to present information such as visuals, incorporate multiple ways for students to show what they learned, offer many ways to get support following lessons, create and show students guides created for courses and assignments, supply class notes or copy of slides. Since there were many suggestions, the author highlighted a few as a great way to get started with UD. Pinch points are points in the class that librarians can anticipate that students might struggle with. Librarians should plan to slow down and demonstrate or explain pinch points several times. Another great idea was to choose one class or one small group to work with. The author recommended starting with one or two strategies rather than feeling overwhelmed. **CW**

Nataraj, L., & Siqueiros, A. I. (2022). “Slow your roll”: Making time for reflection and diverse epistemic practices in library instruction. *College & Research Libraries*, 83(5), 819-832. <https://doi.org/10.5860/crl.83.5.819>

This article challenges librarians to think more critically about the structure of the one-shot and its inherent biases towards Western notions of time and authority. The authors argue that the practical focus of the one-shot, and the prioritization of assessment data, is emblematic of the Western / capitalist bias that pervades academia. The time constraints of the one-shot prohibit discussion of inequalities inherent in the peer review process and the scholarly publishing system in general. The result is the devaluation and suppression of non-western epistemologies.

The authors situate this time-crunch in the Western conception of the linearity of time, plus the shift from lifelong learning to career preparation prevalent in universities today. Academics and students are pushed to produce more in a shorter period of time. Over-reliance on “cognitive authorities” further privileges western epistemology and devalues the experience and knowledge of BIPOC librarians and students.

The authors recommend pedagogical dissent and instituting microchanges to slowly shift the instructional paradigm towards critical reflection. Examples include Sentipensante Pedagogy, which helps learners integrate rationality with experiential knowledge, and Relational Cultural Theory, which builds trust by revealing instructor vulnerabilities in the classroom.

“Microchanges” include advocating use of unorthodox sources such as Wikipedia or including discussion of how scholarly publishing omits the voices of BIPOC individuals. By thus “slowing our roll,” librarians can help build intellectual spaces that value alternate ways of knowing. **JP**

Park, D.E., & Bridges, L.M. (2022). Meet students where they are: Centering Wikipedia in the classroom. *Communications in Information Literacy*, 16(1), 4-23.
<https://doi.org/10.15760/comminfolit.2022.16.1.2>

Many students have been told never to use Wikipedia as a source, but what about editing and contributing sources to Wikipedia as part of an honors college information literacy course? The authors explain in detail how and why they did just that by creating a two-credit course that includes the class editing Wikipedia articles through Wiki Education and their experiences after teaching it three times between 2019-2021. Using Wikipedia as a teaching tool allows for students to actively participate in information equity and at the same time build research skills that allow an understanding of the ACRL Framework for Information Literacy for Higher Education.

The authors explain the topics for each of the 10 weeks of the course in detail, including the short student survey at the beginning to ascertain how familiar students are with editing Wikipedia. Students were assessed on a reflective assignment, expansion of a Wikipedia article and a final presentation. The overall reaction to the class was positive. For the future, the researchers are making changes to the peer review portion of the class, and including race and racial bias as a main topic whereas it had been previously centered on gender bias. **HH**

Pickard, E., & Sterling, S. (2022). Information literacy instruction in asynchronous online courses: Which approaches work best? *College & Research Libraries*, 83(2), 184-220.
<https://doi.org/10.5860/crl.83.2.184>

This article discusses five methods of delivering information literacy instruction (ILI) to two asynchronous, online-only courses. ILI methods were assessed by evaluating student bibliographies, as well as the appropriateness of sources across five course sections. The ILI scenarios include: 1. No intervention; 2. Curriculum scaffolding; 3. Intensive ILI involvement through a course embedded librarian; 4. Synchronous, one-shot session led by librarian; 4. ILI delivered via digital learning objects. The researchers sought to determine the most effective ILI to increase students’ abilities to find relevant sources, understand research resources, as well as better understand the research process overall.

Students in the no intervention and curriculum-scaffolded treatments (lower-touch approaches) met the minimum requirements for bibliography length (3 sources). Despite the assignment for the embedded librarian treatment not differing from the curriculum-scaffolded assignment, more than 60% of students provided four or more sources. Students in the synchronous one-shot session and the digital learning object group also exceeded the minimum number of sources.

Dedicated ILI approaches (embedded librarian, synchronous one-shot, and digital learning objects) helped students to select more appropriate sources, compared with the lower-touch approaches. Students from the embedded librarian treatment selected more 'advanced' articles compared with any other treatment. Students who received dedicated ILI also used more specialized databases, compared with the lower-touch approaches. Additionally, the researchers suggest including ILI as part of a graded assignment has a positive impact on students' learning by encouraging accountability. The implications of this research suggest how librarians might work more effectively with faculty to incorporate effective ILI into both synchronous and asynchronous classes with the goal of improving student engagement and output. **RM**

Rybin Koob, A., Ibacache Oliva, K. S., Williamson, M., Lamont-Manfre, M., Huguen, A., & Dickerson, A. (2022). Tech tools in pandemic-transformed information literacy instruction. *Information Technology and Libraries*, 41 (4), 1-32. <https://doi.org/10.6017/ital.v41i4.15383>

Information Literacy Instruction often relies on digital tools to increase engagement. Instructors report choosing tools based on availability. This article summarizes the accessibility of five commonly used digital tools, Kahoot!, Mentimeter, Padlet, Jamboard, and Poll Everywhere, allowing instructors to factor accessibility when selecting digital tools. Study authors recruited users of screen reading assistive technology to test the tools by following the authors' scripts. Afterward, testers provided thorough reports on their experience. The reports indicated that Mentimeter was the most digitally accessible of the tools. Kahoot! and Poll everywhere worked in most cases as well. Jamboard and Padlet were inaccessible for many individuals using assistive technologies. All tools presented severe problems at least some of the time. Results suggest that instructors need to balance the ease of use for them with the digital accessibility for the students when selecting instruction tools. **CG**

Sye, D. (2022). Innovating digital literacy for history students during COVID-19 and beyond. *Journal of New Librarianship*, 7(1), 10-16. <https://doi.org/10.33011/newlibs/11/2>

The author of this article provides a case study on how he taught history students to access digital archives and collections during the pandemic. This instruction required a different approach than what had been previously done because traditionally the training for using archival materials centers around using physical collections. As the author notes, the competencies needed to access digital primary sources and physical primary sources are not exactly the same, though archivists and librarians need to begin teaching them more in context with each other. The strength of this article lies in the fact that the author does not just outline the tools or skills that are necessary for accessing these materials but rather shows the intellectual approach students need to take and the kinds of questions they need to ask. He builds on the work of Helle Strandgaard Jensen in a recent article in the journal *Media History* and discusses four components of digital archival literacy: availability of sources, bias in representation, aspects of the search system, and responsible usership. For each of these components, he goes beyond the basics of the concept. For example, when students are considering whether something is available, digital archival literacy asks students to consider more than just whether an item has been digitized but rather to examine the labor necessary

and the layers of privilege that can impact what is and is not digitized. Though this article was clearly written while the author was still navigating the impact of library and archive closures during the pandemic, the author wisely acknowledged that the concepts being covered in these instruction sessions would still be applicable to students even after libraries and archives began to open up more again as digital collections are only growing in importance for scholars. **AHG**

Tardiff, A. B. (2022). Have a CCOW: A CRAAP alternative for the internet age. *Journal of Information Literacy*, 16 (1), 119-130. <https://doi.org/10.11645/16.1.3092>

Recent critiques of the CRAAP test suggest that the mnemonic is not equal to the internet age. Opponents often suggest that the checklist approach itself is invalid, recommending students use heuristics instead. The trouble is the CRAAP acronym continues to be a convenient way to present first principles in a compressed frame, and so it continues to be used, despite known limitations.

The author of this article suggests a middle approach, devising a new acronym, CCOW (credentials, claims, objectives, and worldview), and presenting it in a flipped classroom research guide. The terms chosen and the mechanism presenting them respond to many of CRAAP's critics. To that end, the research guide is more than a passive delivery platform, but a way to contextualize the terms and to ask students to explore them in advance of class discussion. Tardiff's method relies less on the mnemonic itself than on the holistic presentation method requiring active student involvement. He has made the research guide and exercises available under a Creative Commons license if librarians would like to reuse his material. Ultimately, however, the author is merely presenting one way to add more subtlety to threshold information literacy concepts in the one-shot class environment. **CG**

Ward, L. (2022). A librarian's experience teaching critical information literacy. *Legal Reference Services Quarterly*, 41(2), 52–66. <https://doi.org/10.1080/0270319X.2022.2089808>

This article includes an extensive literature review on critical information literacy and a discussion of the American Association of College and Research Libraries' (ACRL) Framework for Information Literacy in Higher Education, which is a large portion of this article which does a good job of explaining critical information literacy and how the ACRL Framework can be used to help students think more critically about information.

Focusing on the frame "Authority Is Constructed and Contextual" frame, the author taught a session in a legal research class of second- and third-year students in law school. Instead of passively learning the content, the author purposely created the class sessions to include interactive activities, starting with engaging dialog which forced the students to think more critically about the information and how it was created, by whom, and for what purpose. The author explains how this is especially important for law students who must be able to think critically about information in order to better serve their clients. **HH**