

More than Sources

Shifting from LibGuide Practice to
LibGuide Praxis

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Information Literacy Summit 2016

Introduction

#LGPraxis

So many LibGuides!

LibGuides are used by approximately:

- 4,800 libraries
- 78,000 librarians
- 78 countries
- 5.9 million users

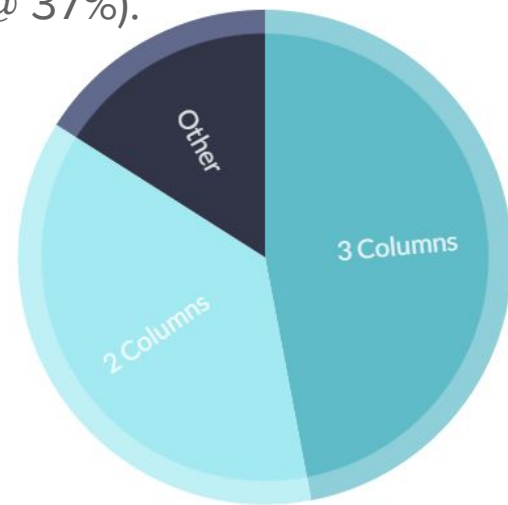


Image via [Flickr](#), [CC 2.0](#)

SOURCE: <http://springshare.com/libguides/index.html>

Most librarians know this practice.

- Familiarity with LibGuides often mentioned in job listings/position descriptions.
- Many LibGuides look quite similar.
- According to Springshare, roughly 92% of guides are tabbed navigation with 47% of pages in those guides set to 3 columns (2 cols @ 37%).



SOURCE: <http://libux.co/libguides-use-same-template/>

Practice needs to become praxis.

- Critical theory, user experience, and design principles can inform our practice.
- LibGuides are a tool that ought to support our instructional goals.

“The real task for libraries in treating information literacy seriously lies not in defining it or describing it, but in developing a critical practice of librarianship—a theoretically informed praxis.” (Elmborg 2006, 198)

Activity pt. 1

#LGPraxis

Critiques of LibGuides

Common critiques

- Lists of “approved” resources without context
- Process (and messiness of research) often ignored
- May not align with instructional goals
- Librarians build LibGuides from an expert perspective
- Design may interfere with access

Alison Hicks: “by failing to consider LibGuides within the context of broader pedagogical practices, librarians run the risk of misrepresenting both the nature and the scope of research and inquiry.”



Goals of Critical Information Literacy

Selected tenets relevant to LibGuides

Acknowledge that students have experiences of their own

Knowledge is not neutral

Information users are more than consumers

Information can connect and disconnect, or include and exclude

Students should be active participants in their own learning

Implications of critical information literacy

Support active learning rather than “guide” students to resources

Critical information literacy writings directly address the critiques of LibGuides

- Context matters
- Research is a “messy” and complex process
- Need to encourage and model critical inquiry

“Being a literacy worker...involves putting ourselves on the level of students as co-questioners, co-doubters, even co-dreamers. In short, it involves an entire rethinking of the relationship between librarian and student.” (Elmborg 2012, 94)

Critical Information Literacy + LibGuides

Points to consider

- Instructional goals/outcomes
- Intended audience
- Purpose of guide
- Methods for:
 - encouraging inquiry
 - acknowledging context
 - prioritizing process over sources

Activity pt. 2

#LGPraxis

Sample LibGuides

University of Northern Iowa | Mobile | Text Only | Site Index | Calendar | eLearning | Email | MyUNiverse

RODLIBRARY

Ask Us! | Contact Us | About Us | Services | Research help | Find Articles & Books

Library » LibGuides » CIL Guide -- Immigration | roberto.artega@uni.edu » Guide Admin » Dashboard » Sign Out

CIL Guide -- Immigration

Last Updated: Apr 20, 2016 | URL: <http://guides.lib.uni.edu/cilguide> | Print Guide | Email Alerts


[Getting Started](#) | [Gathering Sources](#) | [Evaluating Sources](#)

Getting Started | Print Page | Search: This Guide Search

Menu

- GETTING STARTED
- GATHERING SOURCES
- EVALUATING SOURCES

Your Librarian




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Search Strategies

Unlike using Google, library research relies heavily on the use of "keywords" - the words that you will enter into a search box to begin your research. Since one author may use different words than another to discuss the same topic, you will want to brainstorm synonyms for important words, and conduct multiple searches.



Keep in mind that the words you use will influence the search results. For example, each of the following searches will yield different results:

1. undocumented immigrant
2. illegal immigrant
3. illegal alien

When exploring resources, then, trying different phrases can help you see different perspectives on the same topic.

Additionally, conducting multiple searches with synonyms can help you find addition sources that one search alone might not reveal. For example, with a topic like **laws**, you might want to try words like regulations, statutes, or legislation. You can then conduct multiple searches, such as:

1. "immigration regulations"
2. "immigration statutes"
3. "immigration legislation"

Using keywords in this manner will help you explore a wide variety of sources related to your topic.

Questions to Consider

Q: For your topic, what words or phrases might represent different viewpoints (for example, "anti-abortion" and "pro-choice")?

Image via Flickr, CC 2.0

Luther College
Library and Information Services

Preus Library | LibGuides | Immigration - CIL Guide | Getting Started

Immigration - CIL Guide

Getting Started

Search strategies

Brainstorming

Gathering Sources

Evaluating sources

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Questions to consider

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Image via Flickr, CC 2.0

Design Considerations

Two-column layout

- The right side is a blind spot
- Students ignore un-actionable content



Side navigation (if possible)

Preus Library / LibGuides / Immigration - CIL Guide

Immigration - CIL Guide

Getting Started

Exploring Your Topic

Using Keywords

Gathering Sources

Evaluating sources

- Banner blindness
- Not available in LibGuides 1.0

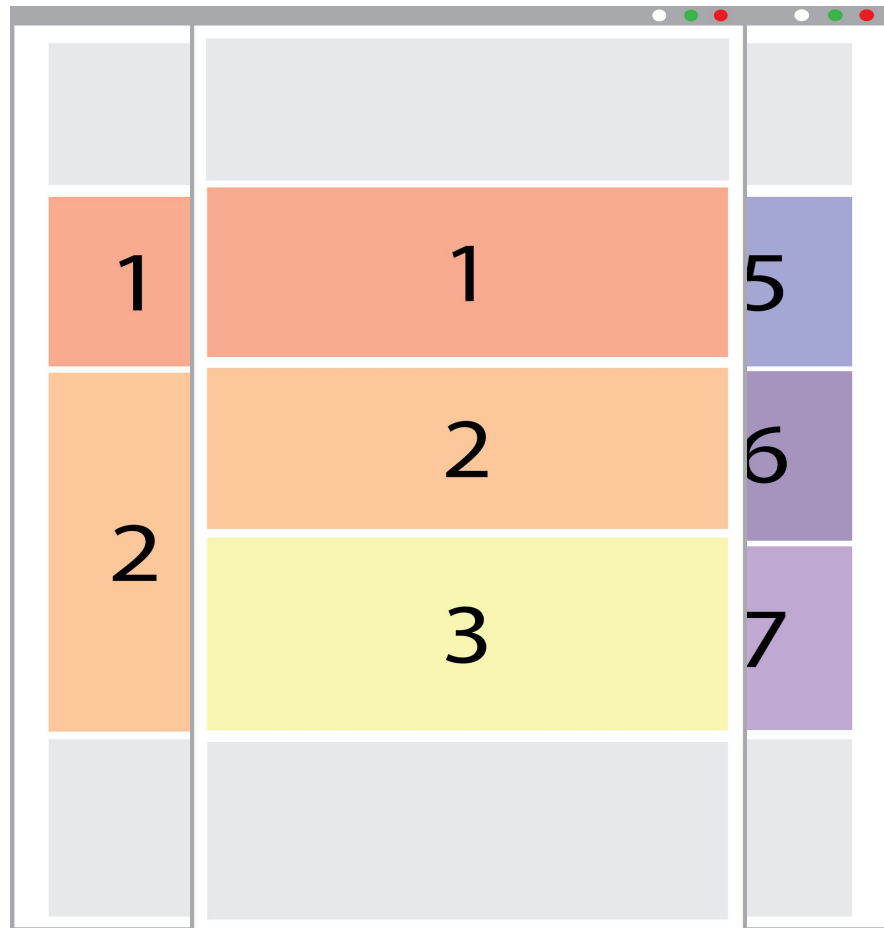
Limit number of boxes & tabs

- Decision fatigue
- LibGuide is a tool, not a service
- Mobile use trends

Home	Study Skills	Copyright and Writing Skills and Techniques: Some Sources	Selective Guide to Online Reference Sources	
News Newspaper and News Archive Sources and Resources	Databases for	Users	Added Database and Publication Listings	
Additional Subject Guides From	Resource Guides by Publication Type	Articles Published by	Net-Gold	
Internet and	University Libraries Tools	Careers and Employment	Subject Index to Net-Gold Resource and News Posts	The College Learning Center
Health Diet Fitness Recreation Sports Tourism Group	SPORT-MED@JISCMail.AC.UK	GOVERNMENT SOURCES		
GOOGLE SEARCH TOOLS / SOFTWARE TOOLS / SERVICES	Genealogy Resources	Images	INTERNSHIPS	++++ MEDICAL NEWS SOURCES ++++
*** General RSS News Feeds ***	/=== **** MEET THE GOOGLES **** === /	Japan: Earthquakes and Tsunamis	Government Search Tools	
Public Speaking and PRO / CON Debate	Library Website Content	Music and Copyright	BOOK SCHOLAR TO SUMMON INFORMATION	
MEDLINE / PUBMED / MEDICAL DATABASES	University Site Index	University Degree Programs	Educational APP Resource Lists	
*** INFORMATION LITERACY ***	Information Literacy Has Friends	//***** SITE MAP *****//	Faculty Credentialing	New Source Additions and Changed Sites
Gen Ed Libguides at	University Libraries	Study Abroad: Websites Books Articles	How To Write a Research Paper	
How to Write a Literature Review or Annotated Bibliography	How to Write an Annotated Bibliography			

Responsive Design

- Left moves to top, right moves to bottom
- Bootstrap
- All 3 layouts behave similarly



Other content (media)

- Relevant graphics
- Videos no longer than 3 minutes
- Actionable links



Source: Wikimedia Commons

Naming conventions

Typical LibGuide headings focus on format:

- Reference Sources
- Books and Articles
- Background information
- Keywords

LibGuide headings should focus on process:

- Getting started
- Gathering sources
- Evaluating sources
- Developing search terms

LibGuide Practice

+ Critical information literacy

+ Design principles

LibGuide Praxis

??Questions??

<http://bit.ly/LGPraxis>

Selected Bibliography

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Full Bibliography

<http://bit.ly/LGPraxisBib>

INFORMATION SEEKING PROCESS

- Task initiation -- Determine the need
- Topic selection -- Select a topic
- Prefocus exploration -- Background information
- Focus formulation -- Use background information to narrow topic
- Information Collection -- Gather information pertaining to focussed topic
- Search closure -- Determine “sufficiency” of information gathered
- Starting writing

SECTIONS ON THE GUIDE

- Getting Started (Searching as Exploration)
 - Search Strategies (words matter)
 - Concept Mapping (knowledge is interconnected)
- Gathering Sources (Research as Inquiry, Information as Process, Scholarship as Conversation)
 - Conduit Metaphor (AVOID!!)
 - What type of information is needed
 - Critique of certain systems & privilege of certain sources (commodification)
- Evaluating Sources (Authority is Contextual)
 - Purpose and Limits of certain types of information
 - Enforcing certain power structures
 - Authority, Perspectives, Assumptions
 - Which “voices” are left out and which are included