

i NFORMATION
LITERACY
SOURCEBOOKS

Information Literacy Instruction

THEORY AND PRACTICE

Second Edition



Esther S. Grassian and Joan R. Kaplowitz

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Dedications

I dedicate my portions of this book to you, dear readers, in the hope that you will teach your learners and learn from them, joyously, with caring and with heart.

—*Esther S. Grassian*

This book is dedicated to all the teachers who have touched my life and who believed in me long before I believed in myself; to my many students who asked me interesting and challenging questions and helped push me outside my comfort zone; to my friends both personal and professional who were always there when I needed them with a pep talk, a shoulder to lean on, and as many hugs as necessary; to my cats who always knew when I needed a cuddle and a purr; and finally to my wonderful family (Hillary, Greg, and Mike) who seem to be as proud of me as I have always been of them.

—*Joan R. Kaplowitz*

Contents

List of Figures.....	xiii
CD-ROM Contents.....	xv
Foreword	xvii
<i>Susan Carol Curzon</i>	
Preface	xix
Acknowledgments.....	xxiii
Introduction.....	xxv
<i>Trudi E. Jacobson</i>	

PART I INFORMATION LITERACY INSTRUCTION BACKGROUND

Chapter 1. Information Literacy Instruction: What Is It?	3
A Rose by Any Other Name—Or Is It? What Is Information Literacy?.....	3
What's in a Name?.....	3
Information Literacy in the 1980s and 1990s.....	3
Where Do We Go from Here? Information Literacy in the Twenty-first Century.....	6
Final Remarks.....	7
Exercises.....	8
Read More About It.....	8
Chapter 2. History of Information Literacy Instruction.....	9
Libraries and Librarians: Where Do They Fit?	9
Roots of Instruction and Information Literacy in Libraries	9
Development of Modern Library Instruction Movements.....	11
Bibliographic Instruction	11
Relationship to Reference.....	12
Beyond Farber and Dudley	13
Information Literacy	13
Information Competency and Information Fluency	16
Digital Divide and Information Literacy Divide	17
History and Role of Library Instruction Organizations, Publications, and Other	
Support Groups	18
Regional Instruction Organizations	19

Library Orientation and EXchange.....	19
ALA ACRL Bibliographic Instruction Section/Instruction Section and ALA Library Instruction Round Table.....	19
ACRL and Broader Information Literacy Initiatives	20
International Federation of Library Associations	21
Bibliographic Instruction Listserv and ILI-L.....	22
What Role Should Librarians Take Now and in the Future?	22
Final Remarks	23
Exercises	23
Read More About It.....	23

PART II INFORMATION LITERACY INSTRUCTION BUILDING BLOCKS

Chapter 3. The Psychology of Learning: The Theory Behind the Practice.....	27
Why Psychology?.....	27
Psychology of Learning Schools: Doing, Thinking, and Feeling.....	27
Doing—The Behaviorist Model	28
General Characteristics	29
Educational Applications of Behaviorism	29
Thinking—The Cognitive Model	30
Cognitive Development According to Piaget	32
Cognitive Development—The Constructivist Approach	32
General Characteristics	33
Educational Applications of Cognitive Psychology	33
Feeling—The Humanist Model	36
General Characteristics	37
Educational Applications of Humanist Psychology.....	37
Psychology of Learning Schools: Common Threads	39
Learning Styles: The Learners’ Perspective	40
Physiological Styles—How Learners Interact with the World	41
Cognitive Styles—How Learners Think About the World	41
Affective Styles—How Learners Feel About the World	41
Measuring Learning Styles.....	41
Final Remarks	42
Exercises	43
Read More About It.....	43
Chapter 4. Psychology of Learning: Putting Theory into Practice	45
Making Psychology Work for You	45
Applying Psychological Theory to Information Literacy Instruction	45
Applying the Behaviorist Model	45
Applying the Cognitive/Constructivist Model.....	50
Applying the Humanist Model	51
Varying the Mix.....	51
Teaching with Theory in Mind	52
Learner-centered Teaching Model	52
Self-directed/regulated Learning Model.....	54

The Information-seeking Process Model.....	55
Attention, Relevance, Confidence, Satisfaction Model	55
Experience–Practice–Application Model	56
Presentation–Application–Feedback Model.....	57
Teaching with Style	58
Making Your Instruction Styles-friendly	58
Kolb’s Experiential Learning Model.....	59
The Learning Styles Questionnaire Approach.....	60
Motivation—Getting Our Learners to Want to Learn	61
Final Remarks	63
Exercises	63
Read More About It.....	64
Chapter 5. Library Anxiety, Mental Models, and Conceptual Change	65
Library Anxiety: What and Why?.....	65
Tags and Controlled Vocabularies.....	67
Relationship to Technophobia.....	69
Technophobia and Empowering Users	69
What Can We Do to Alleviate Library Anxiety?	71
Mental Models, Conceptual Frameworks, and Conceptual Change	73
Altering Mental Models.....	73
Using Analogies for Conceptual Frameworks.....	76
Components of Effective Analogical Reasoning	77
Conceptual Frameworks and Analogies	78
Placement of Conceptual Frameworks	83
The Cumulative Effect on Learning.....	83
Final Remarks	83
Exercises	83
Read More About It.....	84
Chapter 6. Critical Thinking and Active Learning.....	85
Critical Thinking.....	85
Relation to Information Literacy.....	85
Information Literacy Instruction Organizations Provide Direction.....	87
The Information Literacy Instruction Librarian’s Job: To “Save the Time of the Reader”	88
What Should Librarians Teach?.....	88
Information Literacy or Technology Literacy?.....	92
Information Literacy Instruction Encompasses Technology Literacy and More	92
Web 2.0 and Beyond.....	93
Active Learning.....	94
What and Why?.....	94
When, Where, and How?.....	95
To What Degree Should We Incorporate Active Learning Exercises?	98
Turn Your Teaching into Learner-centered Active Learning	100
In-person, Synchronous Active Learning.....	101
Asynchronous Active Learning.....	102
Collaborative and Cooperative Learning Environments.....	103

Learning Communities and Librarian Collaboration	105
Online Learning and the Web	106
Final Remarks	107
Exercises	107
Read More About It.....	108

PART III PLANNING AND DEVELOPING INFORMATION LITERACY INSTRUCTION

Chapter 7. Planning for Information Literacy Instruction	111
Why Plan?.....	111
Recognizing the Information Need.....	112
The Planning Process	112
Describe and Analyze the Current Situation—Needs Assessments	113
Develop Instructional Goals, Objectives, and Expected Learning Outcomes	116
Taxonomies and Standards.....	121
Trimming the Fat	123
From Outcomes to Assessments.....	123
Special Issues at the Programmatic Level.....	123
Final Remarks.....	125
Exercises	126
Read More About It.....	126
Chapter 8. The Instructional Menu.....	129
At the Instructional Café	129
Which Form of Instruction for Which Situation?	130
Synchronous or Asynchronous.....	130
Remote or Face-to-Face	131
Paper, Online, or Other Technology	132
Selecting from the Menu	132
Key Selection Factors	134
Audience/Learners (Type, Age or Educational Level, Skill Levels, and Size).....	134
Purpose.....	135
Budget and Cost	135
Staffing: Planning, Preparation, and Delivery	136
Time Constraints: Preparation and Development	137
Time Constraints: Learning and Timing	138
Facilities (Space, Equipment, and Software) for Development.....	138
Facilities for Delivery	138
Paper versus Online or Other Technology	139
Hybrid or Blended Teaching and Learning	140
Putting It All Together.....	141
Information Literacy Instruction Modes and Materials	142
Wayfinding	143
Course Related or Research Related.....	147
Stand-alone and Supplementary Aids.....	148
Final Remarks.....	157
Exercises	157
Read More About It.....	157

Chapter 9. Basic Copyright and Design Issues	159
General Concerns	159
Copyright, Fair Use, and Intellectual Property	159
Fair Use and the U.S. Digital Millennium Copyright Act	159
Implications for Information Literacy Instruction.....	161
Budget, Administrative, and Colleague Support	162
Administrative Approval	162
Software and Equipment for Design.....	163
Priorities	164
Categories of Instructional Modes and Materials	165
General Design Principles	166
Audience.....	166
Instructional Needs (Purpose).....	166
How Much Content to Include	166
Mechanics versus Concepts.....	167
Jargon, Computerphobia, and Accessibility.....	168
Keeping Learners' Attention	168
Format and Interactivity	170
Learner Input in Meeting a Range of Needs.....	171
Final Remarks	171
Exercises	172
Read More About It.....	172
Chapter 10. Designing Instructional Modes and Materials.....	173
Designing Print Materials	173
Structure	174
White Space, Graphics, and Layout	174
Typeface or Font	176
Color	176
Preparation Time Available.....	177
Designing Audio and Podcasts	177
Designing Overhead Transparencies and Presentation Slide Shows	178
Overhead Transparencies	178
Presentation Slide Shows	178
Designing Videos and Vodcasts	180
Video Screen Captures (Screencasts)	181
Professional Videos	181
Computer-assisted Instruction	182
Designing Web Sites and Web Pages	182
Basic Design.....	182
Instructional Web Page Design Principles.....	185
Online Courses, Workshops, and Conferences.....	188
Personalized and Customized Web Sites and Portals.....	191
Social Software.....	192
Blogs and RSS Feeds	193
Wikis	193
Designing Multimedia	193

Backup Plans and Process 195
 Salvaging Outdated Materials..... 195
 Preparing for Nonfunctioning Presentation Software..... 196
 What to Do When the Web Server Is Down..... 196
 Preparing for Unexpected Changes in Web Interface or Content..... 196
 What to Do When the Network Connection Fails..... 197
 Final Remarks 197
 Exercises 197
 Read More About It..... 197

Chapter 11. Assessment: Improving Learning; Improving Teaching..... 199

Why Assess?..... 199
 Levels of Assessment 202
 Designing Your Assessment 203
 Practical Considerations..... 204
 Learner-centered Assessment 206
 Methodological Issues: Timing and Data Format 207
 Selecting Your Assessment Tool..... 208
 Assessment Parameters 209
 Types of Assessment Tools..... 209
 The Movement Toward Authentic Assessment 212
 A Word About Rubrics..... 213
 Assessing Information Literacy Instruction..... 214
 Toward Standardized Information Literacy Instruction Assessment Instruments 215
 Final Remarks 216
 Exercise..... 216
 Read More About It..... 217

PART IV DELIVERING INFORMATION LITERACY INSTRUCTION

Chapter 12. Learner-centered Teaching: Listen, Engage, Inspire..... 221

What Makes a Good Teacher? 221
 Learner-centered Teaching and the Effective Teacher..... 222
 Listen to Your Learners 224
 Engage Your Learners..... 225
 From Teacher-centered to Learning-centered Teaching..... 225
 Mix and Match..... 227
 Can You Do It?..... 230
 Inspire Your Learners 230
 Practical Considerations: Tips for Teaching 232
 Teaching as Performance..... 232
 Lesson Planning: General Considerations..... 232
 Lesson Planning: Specific Segments 240
 Try It All Out 241
 Classroom Management 241
 Playing to Our Strengths 242
 Final Remarks 244

Exercises	245
Read More About It.....	245
Chapter 13. Teaching in a Diverse World: Knowledge, Respect, and Inclusion.....	247
Reaching and Teaching Diverse Populations.....	247
Know Your Learners.....	249
Knowledge, Not Stereotypes	250
Viva La Différence: Cultural and Group Parameters.....	251
Context Factors.....	251
Social Interaction	253
Separate versus Connected Learning.....	253
Rewards and Punishments	254
Communication Styles	255
Immediacy Factors.....	255
Avoiding Cultural Clash.....	257
Specific Group Issues	257
Adult (Re-entry) Learners	257
Gender Issues	258
Immigrants, First Generation, and ESL Learners	259
International Students.....	259
People with Disabilities	261
Solutions.....	262
Final Remarks	265
Exercises	266
Read More About It.....	266
Chapter 14. Delivering Information Literacy Instruction in Various Environments.....	267
Information Literacy Instruction—It Takes a Worldwide Village	267
The Environments—What Are They?.....	269
User Characteristics, Issues, and Information Literacy Instruction Efforts.....	270
The Public Library	270
The School Library.....	274
The Academic Library	279
The Special Library	286
Breaking Down the Silos: Collaborations, Partnerships, and Sequencing.....	288
Final Remarks	290
Exercises	290
Read More About It.....	291
Chapter 15. Using Technology to Support Pedagogy	293
Give Us This Day Our Daily Technology?.....	293
Questions About Technology Use in Instruction	294
What Is It?	294
What Good Is It?.....	296
Advantages and Disadvantages of Technology Use in Instruction	296
Learning and Trying Out Technology for Instruction.....	299
Computer Classrooms.....	301

Examples of Popular Technologies to Try 303
 Putting It All Together 308
 Distance Education and Information Literacy Instruction Principles for Success 308
 Audience and Purpose 310
 Are Online Learning, Distance Education, and e-Learning Best? 311
 Techniques 311
 Using Technology to Prepare for Both Low-tech and High-tech Environments 313
 How Much Technology Is Too Much? 313
 Synchronicity and Asynchronicity, Redux 314
 The Crux of Learning and Teaching 314
 Keeping Up 315
 Final Remarks 317
 Exercises 317
 Read More About It 317

Chapter 16. Teaching Online Tools and Resources 319

Technology Immersion? 319
 Online Tools and Resources and Information Literacy Instruction 322
 Teaching “Traditional” versus Emerging Technologies 322
 History, Practice, and User Needs 324
 Teaching “Traditional” Information Literacy Instruction–related Online Tools
 and Resources 324
 Transitioning to Emerging Technologies 329
 Beyond the Baseline . . . Teaching Emerging Online Tools and Resources 332
 Final Remarks 333
 Exercises 333
 Read More About It 334

PART V THE FUTURE OF INFORMATION LITERACY INSTRUCTION

Chapter 17. Visions of the Future: Two Perspectives 337

Esther S. Grassian’s Perspective 337
 Patience and Respect for the Past 337
 Judicious Use of Technology as a Tool 338
 Joy in Empowering All Learners 338
 The Solution? 339
 Joan R. Kaplowitz’s Perspective 339
 Power, Politics, and Information Literacy Instruction 340
 Our Information Is Out There—Information Literacy Instruction and Privacy Issues 341
 Where Do We Go from Here? 341

Bibliography 343
Index 391
About the Authors 411

List of Figures

Figure 4.1	Three Perspectives on Teaching.....	46
Figure 6.1	Individual Exercise	89
Figure 6.2	Teaching Federated Searching and Critical Thinking: Two Methods.....	90
Figure 7.1	A Brief Overview of Goals, Objectives, and ELOs.....	116
Figure 8.1	Parameters for Selecting Instructional Modes with Sample Scenario.....	140
Figure 8.2	Sample Process for Figure 8.1 Scenario	141
Figure 8.3	Instructional Modes and Their Uses and Alternatives.....	144
Figure 8.4	Venn Diagram Question: Boolean “and”	153
Figure 8.5	Venn Diagram Answer: Boolean “and”	153
Figure 10.1	Sample Search Log.....	175
Figure 10.2	Venn Diagram Answer: Boolean “and”	189
Figure 11.1	Talk the Talk: The Language of Assessment.....	210
Figure 11.2	The Control–Relevance Continuum	212
Figure 15.1	Examples of Technologies to Try	304
Figure 15.2	Using Technology to Teach: Self-checklist	308
Figure 15.3	Sample Computer Classroom Preparation Checklist	309
Figure 16.1	Small Group Exercise Using a Wiki.....	330
Figure 16.2	Small Group Exercise Using Notecards	331

CD-ROM Contents

SUPPORT MATERIALS

Assessment Tools: Pros and Cons Table (Chapter 11)

A Brief Overview of Learning Styles Table (Chapter 3)

Minimalist Documentation (Example) (Chapter 9)

Sample IL-Related Mission Statements (Chapters 2, 15, 16)

Sample One-shot Class/Workshop Outline (Chapter 15)

Sample PowerPoint Show (Chapters 10, 15)

“Steps to Research” Snapshot (Greenhill, Kathryn, Murdoch University Second Life site)
(Chapter 6)

Two-minute Yoga Exercise (Chapter 12)

SEARCHABLE AND LIVE LINKS FILES

Searchable Book Table of Contents

“Read More About It . . .” (from each chapter with live links)

Complete Bibliography (with live links)

Searchable Book Index

Foreword

When we think of information literacy, there are two names that always come to mind—Esther Grassian and Joan Kaplowitz. Together, they have continued to advance our knowledge of the field of information literacy. Before the information literacy movement swept across the libraries of the nation, they were already writing and teaching about it. At every turning point in the practice of information literacy, they were already ahead of us, guiding us toward new directions and new approaches.

Now, these two scholar–practitioners have issued a second edition of their popular book, *Information Literacy Instruction: Theory and Practice*. Refreshed and updated, this book is very worthy of another reading. It is comprehensive in scope and turns a spotlight onto such dimensions as planning, instructional modes, copyright, new technologies, library anxiety, and assessment. For those new to the field, Esther Grassian and Joan Kaplowitz include clear definitions and a history of information literacy. Very useful also are chapters on how students learn and how students can become fully engaged in the learning process.

Reading through this book, I was struck again with the importance and urgency of teaching information literacy. Information is so abundant now and technology so pervasive that information literacy only continues to increase as a critical foundational skill. For this reason, librarians have to keep information literacy in the forefront of any

educational process; this means that we, ourselves, must keep learning about this important skill.

It is easy to learn from this book. Written in their personal and comfortable style, this book is loaded with practical illustrations and examples. Esther Grassian and Joan Kaplowitz move easily between the theoretical and the practical as they lead us through every aspect of information literacy instruction.

The audience for this book is wide—librarians starting their careers, librarians who wish to increase their knowledge of information literacy, faculty who are teaching information literacy, and library administrators interested in program growth and resource needs can all benefit from this comprehensive book. This book can easily serve as a textbook or as a desk manual kept handy for any situation.

I have enjoyed and have benefited greatly by everything that Esther Grassian and Joan Kaplowitz have ever written. I have always admired their unparalleled depth and range of understanding about information literacy. All I can say is that they have worked their magic again, and I know that you will think that reading this valuable, important, and insightful book was time very well-spent.

Susan Carol Curzon, PhD
Dean, University Library
California State University, Northridge

Preface

Imagine, if you will, the following scenarios . . .

Scenario 1: The phone rings off the hook, 15 voice-mail, instant messages (IMs), or text messages wait for an answer, and e-mail never seems to end. Administrators press for experimental pilot projects using new, untested, or difficult-to-use products. They insist on complete statistics, fully trained staff, and frequent progress reports. Meanwhile, instructional staff worry about being overloaded, having too little time to prepare, and looking foolish trying to teach without full understanding of, or comfort with, a broad range of instructional modes—not to mention an endless parade of new equipment, hardware, and applications. Instruction schedules need to be set up for ongoing programs; equipment checked and maintained; and examples, handouts, and Web sites, even virtual world sims and objects, created or updated.

Scenario 2: Your phone is silent. Your e-mail messages are mostly from listservs, colleagues, and friends. You rarely get requests for information literacy instruction (ILI), and very few people attend library workshops or visit your instructional Web pages. You wonder where all the learners have gone. You also wonder how they are evaluating the quality of online tools and materials they find, and if they even know about your library's licensed databases, much less how to use them effectively.

Four basic questions—what to do, how to do it, when to do it, and how to measure success—weigh most heavily on all librarians involved in ILI. *Information Literacy Instruction: Theory and Practice* is designed for anyone involved or interested in ILI, whether your situation falls under Scenario 1, Scenario 2, or somewhere in between

or whether you are a library school/information studies student, a new librarian, or a seasoned professional.

Librarians have always taught people how to use libraries and information sources. Over the past 40–50 years, instruction has grown in importance in libraries and other information settings, even eclipsing traditional reference service. As computers entered library settings, training became an expected part of the librarian's job. Until relatively recently, though, few library schools have supported this role through either full-length credit courses or continuing education. In comparison to technology training and education, few opportunities for in-depth continuing education in ILI exist either. As was the case for the first edition, we intend this newer edition to fill a dual need by serving as both a textbook for library school ILI courses and a support and self-education tool for practicing instruction librarians by deepening their background knowledge and expanding their instructional skills.

We have been instruction librarians and instruction coordinators for many years. We proposed a User Education/Bibliographic Instruction course to the UCLA library school in 1989, and, when it was approved, we designed and taught it together the first time it was offered. Since 1990, we have alternated teaching this course each year at the UCLA Graduate School of Education and Information Studies, Department of Information Studies. We have based this book on our course, on our own practical instructional planning and delivery experiences, on our educations, and on our intensive studies of publications and other materials in information literacy and related fields, such as psychology, education, management, and technology.

We have designed this second edition of *Information Literacy Instruction* to include both theoretical underpinnings and practical applications that may be adapted or used as they are in a variety of settings, in all types of libraries and information arenas, wherever librarians help people learn. The material covered in each chapter was gathered from a wide variety of sources. Many excellent books, articles, and Web sites are available that offer more in-depth analysis of the material covered in our book. A selection of these works is included in the “Read More About It” sections at the end of each chapter. To acquire a thorough understanding of the theory and practice of ILI, we recommend reading this entire book. To take you even deeper into the topic, we suggest our companion volume, *Learning to Lead and Manage Information Literacy Instruction* (2005), which covers topics such as leadership, management, collaboration, research and grant writing, marketing, and managing technology. To gain the most out of these books, we recommend sampling additional suggested readings and trying out the exercises that are included at the end of each chapter.

ORGANIZATION

We have arranged the chapters of *Information Literacy Instruction: Theory and Practice* in the order in which we feel those new to ILI should learn about it. In Part I, Information Literacy Instruction Background, we begin by discussing definitions in Chapter 1 and then present the history of library instruction/bibliographic instruction/information literacy in Chapter 2. In Chapter 2, we also introduce the concepts of “synchronous” and “asynchronous” instruction used in many of the following chapters to mean, respectively, simultaneous and in real-time, for two or more individuals, as opposed to nonsimultaneous, any time/any place instruction for a single person.

We continue in Part II, Information Literacy Instruction Building Blocks, with a solid grounding in learning theory and styles and the application of theory to the practice of ILI (Chapters 3 and 4), followed by in-depth discussion of library anxiety, mental models, and conceptual change (Chapter 5) and then critical thinking and active learning (Chapter 6).

Parts I and II provide an essential foundation for all instructional planning and development. With this foundation on which to build, in Part III, Planning & Developing Information Literacy Instruction, we move on to Needs Assessment and goal-setting (Chapter 7),

followed by principles for selecting instructional modes with pros and cons, as well as tips for effective use for each (Chapter 8). We do not, however, recommend specific modes of instruction, or even combinations of modes, as many different factors may influence your mode selection decision. Instead, we recommend offering a range of modes to meet a variety of learning styles and needs.

Part III of *Information Literacy Instruction* then moves on to Chapter 9, “Basic Copyright and Design Issues.” Chapter 10 continues this theme by focusing on design of specific instructional modes and materials. Chapter 11 delves into the theories and practices of assessing, evaluating, and revising to round out the cycle of planning, designing, and developing ILI programs.

As Part III illustrates, planning, developing, assessing, and revising effective ILI programs takes time and effort. It also takes time and effort to prepare and deliver instruction for a variety of groups in different environments and under different physical and technological circumstances. Part IV will help you do just that. Chapter 12 is devoted to learner-centered teaching for synchronous and asynchronous formats (face-to-face or online), followed by four more chapters that are closely related: how to teach diverse groups (Chapter 13), how to develop instruction for particular library environments (Chapter 14), how to use technology to support pedagogy (Chapter 15), and how to approach teaching online tools and resources (Chapter 16). The final part of *Information Literacy Instruction*, The Future of ILI, is our view of what the future may hold for the topic (Chapter 17).

The accompanying CD-ROM offers a great variety of useful support material and information. Materials include a sample PowerPoint presentation slide show, a sample one-shot class/workshop outline, a table that describes a variety of learning styles, a table that discusses different types of assessment tools, an example of minimalist documentation, a snapshot of a Second Life (virtual world) ILI example, and a Two-minute Yoga exercise that can be used as a relaxation technique for instructors and as a stretch break during face-to-face sessions. We have also included a “Read More About It” list for each chapter of the book, as well as the complete book bibliography, both with live links. For a complete list of items on the CD-ROM, see the CD-ROM Contents list.

Information Literacy Instruction: Theory and Practice, 2nd edition, is intended to give you a basic grounding in ILI. *Learning to Lead and Manage Information Literacy In-*

struction (2005) builds on that base and takes you further into the topic, helping you acquire skills that will enable you to move on to a leadership and management role in ILI. We see these two books as a two-part publication, with *Information Literacy Instruction: Theory and Practice* as the first part and *Learning to Lead and Manage Information Literacy Instruction* (2005), as the second. We hope that after reading this updated edition you will understand the current range of instructional choices available and be able to plan, prepare, evaluate, and revise ILI programs in any environment, for a variety of audiences, utilizing emerging and traditional tools and resources as the need and circumstances warrant.

We may not have supplied answers to all of your ILI questions, but we hope this second edition of *Information Literacy Instruction: Theory and Practice*, along with its companion volume, *Learning to Lead and Manage Information Literacy Instruction*, will provide sufficient background, support, and guidance so that you will be able to ask the right questions and explore possible solutions and new technologies in support of teaching and learning. We also hope that you will reach out to others within and beyond librarianship for ideas and information sharing, as well as collaboration and partnership, and that both books will serve as support and stepping stones to your success in information literacy instruction.