Mapping Standards to Content: Creating Research Guides using ACRL's Psychology Information Literacy Standards

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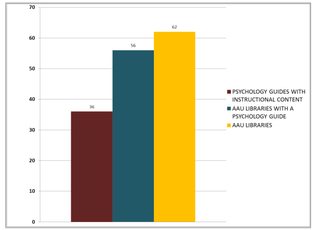
Research Questions

Although librarians have embraced online research guides (typically SpringShare's LibGuides) as a mechanism for informing students of key resources across the disciplines, to what degree have they leveraged the full potential of these guides for delivering and supporting instruction? Guided by disciplinary information literacy standards, how could librarians create more instructionally robust guides which both promote and support the development of disciplinary research competencies?

Methods

The researchers surveyed the library websites of all Association of American Universities for online psychology research guides, excluding those designated as course guides. Many had no instructional content.* Using Standard 2.2, which focuses on developing search strategies, the researchers conducted an extensive review of the instructional content on the remaining guides.

**Help content related to resources and tools beyond brief descriptions. Content may appear in a variety of formats (video, links to tutorials, etc.)*

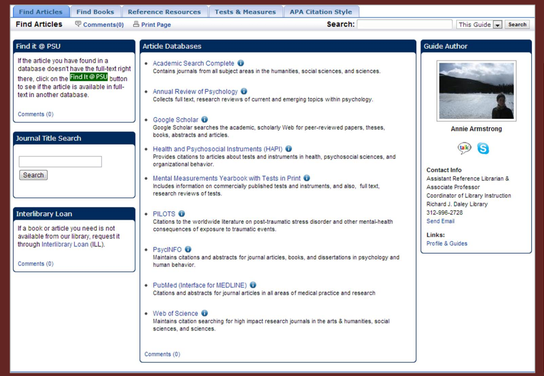


PsycINFO Content -- created locally

	Instructional Text	Screen Shots	Handout	Embedded Video	Linked Video	Linked Webpages	Presentation Slides
PsycINFO Keyword 2.2.1							
PsycINFO Subject Headings 2.2.1							
PsycINFO Limits 2.2.2							
PsycINFO Explode, Focus 2.2.2							
PsycINFO Truncation 2.2.2							
Other							

Segment of data collection tool for inventory of instructional content on guides.

TYPICAL GUIDE WITH LITTLE TO NO INSTRUCTIONAL CONTENT



The large majority of guides were organized by format (e.g. books, articles).

Guides that do have instructional content usually have:

- Instructional text on link resolver, catalog, and interlibrary loan
- General instructional text on Boolean and truncation
- Guide to call number browsing
- Linked APA or vendor handout on searching PsycINFO
- Link to APA YouTube channel or list of tutorials

Matrix for Instructionally Robust Psychology Guides

Guided by Psychology Information Literacy Standard 2.2 (constructs and implements effectively-designed search strategies), researchers recommend associating content with learning outcomes.

OUTCOMES

2.2.a: Uses appropriate psychological terminology for searching databases, recognizing the different effects of using keywords, synonyms, and controlled vocabulary from the database.

2.2.b: Creates and uses effective search strategies in relevant databases using advanced search features, such as Boolean operators, truncation, and proximity searches.

2.2.c: Retrieves scholarly journals, books, and sources appropriate to the inquiry.

2.2.d: Seeks out knowledgeable individuals in the library and academic department as part of the search plan.

2.2.e: Assesses results to ascertain if there are information gaps and revises or expands search strategy as necessary

GUIDE CONTENT

PsycINFO searching
- keywords
- subject headings
- limits
- truncation

Catalog
- basic search
- advanced search

Revising search strategies

Instructions for retrieving full text or requesting from interlibrary loan

General database or Google Scholar searching
- basic
- advanced

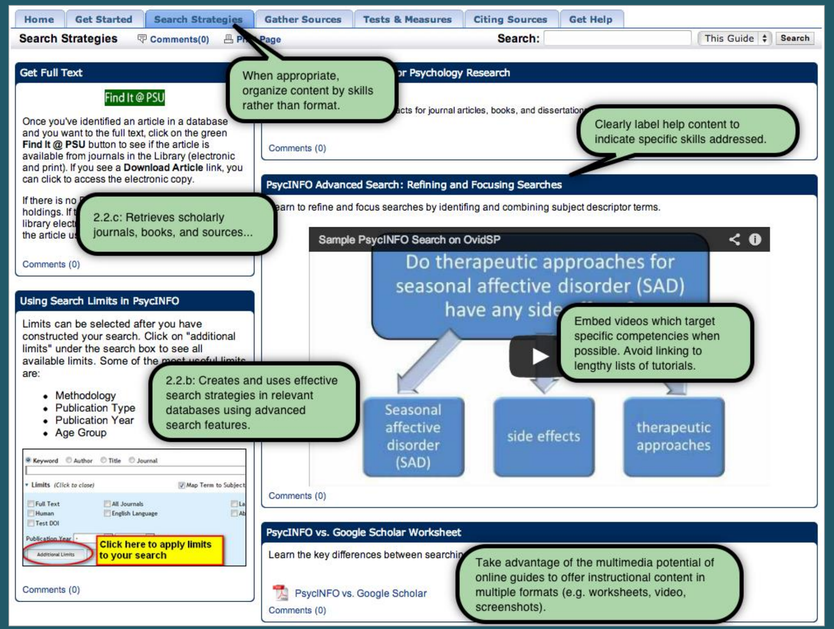
Subject librarian contact information

Formats for Instructional Content

Capitalize on the multimedia potential of online guides to more effectively present content by featuring:

- embedded video
- slide presentations
- screenshots
- worksheets or handouts

EXAMPLE OF A GUIDE INCORPORATING INSTRUCTIONAL CONTENT



Psychology Information Literacy Standards

Association of College and Research Libraries (2010). *Psychology information literacy standards*. Retrieved from http://www.ala.org/acrl/standards/psych_info_lit

Selected Readings

Brazzeal, B. (2006). Research guides as library instruction tools. *Reference Services Review, 34*(3), 358-367.

Gonzalez, A. C., & Westbrock, T. (2010). Reaching out with LibGuides: Establishing a working set of best practices. *Journal of Library Administration, 50*(5-6), 638-656.

Gordon, L., & Bartoli, E. (2012). Using discipline-based professional association standards for information literacy integration: A review and case study. *Behavioral & Social Sciences Librarian, 31*(1), 23-38. doi:10.1080/01639269.2012.657518

Wakeham, M., Roberts, A., Shelley, J., & Wells, P. (2012). Library subject guides: A case study of evidence-informed library development. *Journal of Librarianship and Information Science, 44*(3), 199-207.