Although librarians have embraced online research guides (typically SpringFuller’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?

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.

Methods

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Results

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 API or vendor handout on searching PsychologyINFO
- Link to APA YouTube channel or list of tutorials

Formats for Instructional Content

- Capitalize on the multimedia potential of online guides to more effectively present content by featuring:
  - Embedded videos
  - Slide presentations
  - Screenshots
  - Worksheets or handouts

TYPICAL GUIDE WITH LITTLE TO NO INSTRUCTIONAL CONTENT

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EXAMPLE OF A GUIDE INCORPORATING INSTRUCTIONAL CONTENT

Psychology Information Literacy Standards:

- Selected Readings