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

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

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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

Instructions for retrieving full text or requesting from interlibrary loan

Revising search strategies

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EXAMPLE OF A GUIDE INCORPORATING INSTRUCTIONAL CONTENT

DO NOT USE THE ATTACHED FIGURE. CREATE AN EXAMPLE OF A GUIDE INCORPORATING INSTRUCTIONAL CONTENT.

Psychology Information Literacy Standards:

Selected Readings:


### 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.)

### Results

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

#### GUIDE CONTENT

- **PsycINFO searching**
  - Keywords
  - Subject headings
  - Limits
  - Truncation

- **Instructions for retrieving full text or requesting from interlibrary loan**

- **Revising search strategies**

#### Formats for Instructional Content

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

#### OUTCOMES

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### EXAMPLE OF A GUIDE INCORPORATING INSTRUCTIONAL CONTENT

- **SEARCH STRATEGIES**
  - **Data collection tool for inventory of instructional content on guides**

- **OUTCOMES**

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