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

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Although librarians have embraced online research guides (typically SpringHill’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 guides.*

**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**

- General database or Google Scholar searching
- Boolean and truncation
- Keywords, synonyms, and controlled vocabulary

**EXAMPLE OF A GUIDE INCORPORATING INSTRUCTIONAL CONTENT**

GUIDE CONTENT

<table>
<thead>
<tr>
<th>Format</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos</td>
<td>Embedded videos, slide presentations, screenshots, worksheets or handouts</td>
</tr>
<tr>
<td>Text</td>
<td>Instruction on link resolver, catalog, and interlibrary loan</td>
</tr>
<tr>
<td>Help content</td>
<td>Guide to call number borrowing, LibGuide or vendor handout on searching PsycINFO, link to APA YouTube channel or list of tutorials</td>
</tr>
</tbody>
</table>

**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