LITERATURE REVIEW

ACRL Institute for Information Literacy. (2003). Characteristics of programs of information literacy that illustrate best practices: A guideline. *College & Research Libraries News, 64***(8), 544-547.** Category 2 details the general guidelines for goals and objectives best practices. This category outlines the broad characteristics for good information literacy objectives. While they could be too wide-ranging at the course-level, they could provide a starting point for new instructors.

Allen, M.J. (2004). *Assessing academic programs in higher education.* **Bolton, MA: Anker Publishing Company.** Chapters One (Assessing Educational Outcomes) and Two (Defining Learning Objectives) are especially helpful in justifying a need for learning objectives and describing a process for defining them. This book describes the process in much more general terms than the Gronlund text (see below). It would serve as a good refresher for those who have not had recent training in writing objectives. The second chapter also explains the benefits of creating learning objectives collaboratively.

American Library Association. (2006). *ACRL | Objectives for information literacy instruction: A model statement for academic librarians.* **Retrieved October 21, 2009, from http://www.ala.org/ala/mgrps/divs/acrl/standards/objectivesinformation.cfm**. The gold standard for learning objectives in academic library instruction. This website details five comptency standards with detailed learning outcomes. These standards could provide a good starting point for many institutions. Many of these competencies could be described as long term goals for instruction. This article could be read in conjunction with the Feinberg and King's article about short term objectives.

American Library Association. (2010). *ACRL | Writing measurable objectives.* **Retrieved February 15, 2010, from http://www.ala.org/ala/mgrps/divs/acrl/about/sections/is/webarchive/smartobjectives/writingmeasurable.cfm** This ALA website would be useful for those that wanted to practice writing the language of objectives. It not only provides step-by-step instructions in using the correct language, but it also provides a good justification for having objectives.

Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals.* **New York: D. McKay Co., Inc**. Educational objectives can be written in many formats. Bloom's taxonomy is one of the main structural supports that can be used to frame the actual content of instructional objectives. This text describes in detail the levels of the taxonomy from lower order thinking skills such as "knowledge" and "comprehension" to higher order thinking skills such as "synthesis" and "evaluation." Bloom also provides illustrative materials for each level of the taxonomy. There are many condensed versions of this content, but this text describes the concepts at length.

Fagan, J. C. (2001). How to know what you want them to know: Rediscovering objectives by reviewing evaluative materials. *Research Strategies, 18*(1), 75-83. An informative article illustrating the iterative process of objective writing. The author re-examined the objectives created in an information literacy course. Fagan acknowledges that the objectives as they were originally written focused more on course content and not on learning outcomes, a common mistake in objective writing. It looks at how question weight, question content, and question types influence assessment results and can be tied directly to the specificity of instructional objectives.

Feinberg, R., & King, C. (1988). Short-term library skill competencies: Arguing for the achievable. *College and Research Libraries, 49*(1), 24-28. This article could be read in conjunction with the ACRL standards which describe some long term goals. Librarians can struggle with setting short and long term objectives, especially with the decision regarding which is appropriate in specific circumstances. This article details a justification for creating short term goals.

Gronlund, N.E. & Brookhart, S.M. (2009). *Gronlund's writing instructional objectives* (8th ed.). Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall. This book is another must-have for learning how to write instructional objectives. The authors provide a step-by-step, very detailed process for writing objectives. Even though the text is K-12-centric, the information could be applied to any educational level. If one has to choose one item from this literature review to read, this is it.

Hannabuss, S. (1984). The Role of instructional objectives in curriculum design. *Education Libraries Bulletin, 27*(3), 12-21. This article frames library instruction as a part of a larger educational context. Librarians are defined as teachers and students as learners. The author also provides a comprehensive listing of readings from the education discipline about how to create objectives in different content areas. Regardless of its age, this article provides a strong framework both for why objectives can be a successful educational practice and arguments against trivializing the educational experience by focusing too much on behavioral objectives.

Hunt, F., & Birks, J. (2004). Best practices in information literacy. *Portal : Libraries and the Academy, 4*(1), 27. The authors discuss the practical application of the ACRL information literacy program best practices (see above) including considerations to include for Category 2. The authors are affiliated with Zayed University, UAE, selected by ACRL as one of ten world institutions demonstrating best practices.

Knight, L. A. (2006). Using rubrics to assess information literacy. *Reference Services Review, 34*(1), 43. How can objectives, standards, competencies and learning outcomes be put into practice? This article describes one method for assessing information literacy which ties many of these aspects together.

Morris, J. M., & Webster, D. F. (1976). *Developing objectives for library instruction.* Arlington, VA., Educational Resources Information Center. Even though this is an older document, it does provide a helpful structure for those who want to try a different method for creating objectives collaboratively than the one described in this presentation. It provides a

blueprint for workshopping this process and includes worksheets that could be employed or adapted for any institution. It also provides useful flowcharts describing each step in the process. This resource provides a bibliography which may appear to be an out-of-date source, but actually provides an interesting background in the development of objectives as part of instructional design.

Nutefall, J & Maldonado, L. (2005). Step-by-step teaching, part one: Creating learning outcomes. *LOEX Quarterly, 32*(1-2). Retrieved February 16, 2010, from http://hdl.handle.net/1970/308: This article provides a model for how to collaboratively learn how to create the language of objectives. Illustrating the process undertaken by Gelman Library at George Washington University, this article details a workshop series for instruction librarians to help them create learning outcomes. It would be a good companion piece to the process described in this presentation.

University of Texas Libraries. (2006). *Instruction - tips - class planning - goals and objectives.* Retrieved October 21, 2009, from http://www.lib.utexas.edu/services/instruction/tips/cp/cp_goals.html#. This web page provides definitions of words such as "goal" and "objective." It also has examples of clear, student-focused, library instructional objectives.

LIBRARY INSTRUCTION OBJECTIVES EXAMPLES IN PRACTICE

Examples of library instructional objectives are included below and may be helpful as a starting point in creating across-the-library-system objectives. This is not a list analyzing the quality of the objectives at these sites. It is only meant to provide examples for library-centric, instructional objectives.

Mississippi State University Libraries. *Mississippi State University Libraries: Statement of general and terminal objectives for library instruction.* Retrieved October 21, 2009, from http://library.msstate.edu/li/objectives.asp

University of North Carolina Greensboro. (2006). *Objectives for library instruction: Graduate students - the University Libraries - UNC Greensboro.* Retrieved October, 21, 2009, from http://library.uncg.edu/depts/ref/libinstruction/objgrad.asp

University of North Carolina Greensboro. (2006). *Objectives for library instruction: First-year undergraduates - the University Libraries – UNC Greensboro.* Retrieved October, 21, 2009, from http://library.uncg.edu/depts/ref/libinstruction/obj1styr.asp

Wichita State University Libraries. (2006). *Instruction objectives at Wichita State University libraries.* Retrieved October 21, 2009, from http://library.wichita.edu/reference/libraryinstruction/objectives.htm