

## **Experiential Learning and Academic Libraries: An Annotated Bibliography**

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### **Abstract**

This annotated bibliography primarily features journal articles published within the last decade that discuss experiential learning in connection with academic libraries. Some additional articles and electronic resources are included because they either provide background information or describe specific forms of experiential learning in higher education. Taken together, this annotated bibliography provides a collection of recent, professional literature that can be used to either begin or to further enhance one's knowledge of a growing area of importance in academia. This work will be of greatest use to academic librarians seeking information regarding either experiential learning or examples of its various forms that appear in higher education. In particular, academic librarians will find relevant sources here regardless of whether they are formally teaching information literacy, are embedded within courses, or wish to begin or to support experiential learning opportunities in their institutions. Library and Information Science (LIS) graduate students and faculty may also find these materials of use when discussing experiential learning, information literacy, or education for the LIS profession.

**Keywords:** academic libraries, experiential learning, information literacy instruction, service learning, collaborative partnerships, community service, community engagement, library and information science (LIS) graduate education

## **Introduction**

This annotated bibliography features materials--primarily journal articles--that discuss experiential learning in academic libraries. When selecting articles, the authors used keyword and subject searching either singularly or in combination, depending on the limitations of the database. The following keywords were used: experiential learn\*, academic librar\*. The following subject terms were used: ACADEMIC librarians, ACADEMIC librarianship, ACADEMIC libraries, Academic Libraries, Academic libraries, Experiential Learning, Experiential learning. Journal articles were further limited to those published in English within the last ten years (2005-2015).

The following databases/search tools were used to locate articles: *Discovery* (EbscoHost), *ERIC* (Educational Resources Information Centers), *LISTA* (Library, Information Sciences, & Technology Aspects), and *ProQuest Research Library*. When possible, the authors have provided accessible links for articles either licensed under Creative Commons or freely available online via the publication's website. Other sources were selected on the basis of the authors' research in experiential learning in higher education, in consideration of the article's potential relevance to academic libraries. Articles have been removed that discussed information literacy or active learning without specific descriptions of experiential learning; articles have also been removed if they merely mentioned experiential learning rather than discussing it as a key subject.

Experiential learning in higher education is not a new concept, but it has been rising in significance over the past few years. Many professions--such as law, business, medicine, and LIS--either currently mandate or are seeking to include practical, authentic experiences for students. As a result, many academic programs are reforming their

curricula to address the need for holistic education that unites theory with practice. Academic librarians are in one of the best positions to offer support of such experiential learning initiatives and projects, but the literature showcasing this fact is highly dispersed. The goal of this bibliography is to gather an annotated list of relevant sources which academic librarians can use to employ experiential learning.

Most of the articles in this bibliography showcase the multiple ways that experiential learning can appear in relation to academic libraries. Many articles feature case studies of academic librarians using experiential learning to teach information literacy by means of: a dedicated research course; collaborative partnerships/embedding within a course; or through “one shots” that feature hands-on activities. In some articles, the academic library acts as a client of an experiential learning activity. In others cases, the academic library partners with other departments to support experiential learning projects and initiatives. Some articles discuss a single academic library, while others discuss subject specific academic libraries (law, medicine, etc.) Other sources have been included because they either inform the topic of experiential learning or they describe specific forms of experiential learning, such as service learning, which may be useful to academic librarians.

It should be noted that experiential learning can occur in relation to other types of learning as well as in several specific forms. As a result, the terminology used between or even within articles can vary. Two useful clarifications, however, can be made. First, experiential learning *is not* the same as active learning. This confusion is further compounded by the phrase “action-based learning,” which at least one article uses synonymously with experiential learning. Instead, active learning is one portion of

experiential learning. This fact is best illustrated through the Kolb Learning Cycle, which features four stages of experiential learning: (1) concrete experience, (2) reflective observation, (3) abstract conceptualization, and (4) active experimentation.

Second, a common occurrence in this bibliography represents articles focusing on specific forms of experiential learning, such as service learning. Some articles differentiate between service learning and experiential learning, while others do not. The authors of this bibliography support the distinction that service learning is a type of experiential learning. Other examples of specific forms of experiential learning are: field experiences, learning commons, internships, community service/community engagement, problem based instruction, community informatics, studio based learning, and cultural immersion. Those seeking examples of discussions about such forms of experiential learning would do better to search for them individually. To include every instance of every type of experiential learning is beyond the scope of this bibliography.

**Asher, C., & Alexander, J. O. (2006). The library internship and expo as a pathway to diversity: A case study. *Journal of Education for Library and Information Science*, 47(1), 17-26. doi: 10.2307/40324334.**

The authors of this article argue that academic libraries can help encourage minorities to enter the librarianship profession through developing undergraduate internships. They feel such experiential learning opportunities prepare students for librarianship programs. With such preparation, more minority students may not only choose to enter a librarianship program but also better succeed in it. The hoped for result is for more diversity in the profession. The article interweaves theory and examples from the literature with the presentation of a case study at California State University, Bakersfield.

**Ball, M. A. (2008). Practicums and service learning in LIS education. *Journal of Education for Library and Information Science*, 49(1), 70-82.**

The author presents a literature review of resources discussing experiential and service learning in LIS education. This review came as a response to an identified need for library education and training to reflect authentic, professional work. The article begins with a general discussion of experiential and service learning before moving into a more specific discussion of these concepts in librarianship. The comprehensive coverage and excellent reference list of this often cited article make it particularly useful to those interested in experiential learning in libraries, especially with regard to LIS education.

**Becker, C. H. (2009). Student values and research: Are millennials really changing the future of reference and research? *Journal of Library Administration*, 49(4), 341-364. doi:10.1080/01930820902832454.**

In this article the author identifies the unique qualities that characterize the Millennial Generation and then applies the findings to reference work. The article is somewhat dated (2009, although reprinted in 2012), but in many ways the conclusions continue to be relevant to today. Not surprising are the discoveries that they prefer Google to library databases, are convinced they can multi-task, equate computer literacy with information literacy, approach college and research with a “consumer” mentality, and find peers more credible than teachers. A relevant characteristic pertinent to this bibliography is the discovery that they gravitate toward a more engaged, participative, and interactive style of learning. Experiential learning meets all of these criteria. However, this generational trait can render them reading and critical-thinking resistant, impatient, and overly focused on the goal rather than the process. As a result, experiential learning experiences may need to be tailored to address these issues.

**Behr, M. D., Bundza, M., & Cockrell, B. J. (2007). Going for the gold: Recruiting students and engaging administrators through education and entertainment in the library. *College & Undergraduate Libraries*, 14(1), 1-18.**

The authors of this article describe how librarians at Western Michigan University hosted fun, competitive experiential learning activities to support recruitment of students and to assuage library anxiety. Based on their literature review and meetings in the library, four experiential learning activities were created to introduce prospective students to the library, its collections, and information literacy concepts. Brief descriptions of these activities are included within the article; all worksheets and handouts used are included in the appendix. The titular “Go for the Gold” challenge occurred after these

four activities. In the challenge, teams of students competed to see who could locate the most library materials within a given timeframe. A discussion of the evaluation method and results for recruitment outcomes are provided. This article's described experiential learning activities can either be adapted to other academic libraries or used as a source of inspiration. The article is also of interest because the activities strive to meet multiple goals.

**Berdish, L., & Seeman, C. (2010). A reference-intensive embedded librarian program: Kresge Business Administration Library's program to support action-based learning at the Ross School of Business. *Public Services Quarterly*, 6(2-3), 208-224. doi: 10.1080/15228959.2010.497462.**

The authors of this article describe an embedded librarian program at the Kresge Business Administration Library, an independent library within the School of Business at the University of Michigan. Unlike other embedded librarian programs, which often focus on instruction, this program focuses instead on reference and research services. The authors discuss how these embedded librarians support first-year business students engaged in action-based learning, which occurs through the university's Multidisciplinary Action Program (MAP). Action-based learning, as it is described in the article, is identical to experiential learning. The article details how this type of embedded librarian program began, practical considerations (i.e. how to initiate liaison relationship, how to balance MAP project with librarians' other scheduled duties), and how the librarians work with students. It also provides project examples, sample research needs, and discussion of lessons learned. Overall, this article provides a unique example of how academic librarians can support experiential learning activities in their institutions through reference and research services.

**Browndorf, M. (2014). Student library ownership and building the Communicative commons. *Journal of Library Administration*, 54(2), 77-93. doi:10.1080/01930826.2014.903364.**

The author identifies three primary topics areas of her article: (1) historical and theoretical context for the Communicative Commons (CC), (2) discussion of psychological ownership and its connection to the CC, and (3) use of library and library resources to give students a sense of ownership and participate in the CC (pp. 78-79). Experiential learning is specifically discussed toward the end of the article. The author briefly defines experiential learning and service learning and provides a few examples of each. She favors experiential learning projects that take place within the academic library over service learning because the former allows students to view the library as a commons, thereby establishing feelings of ownership. She concludes this section with brief descriptions of potential experiential learning projects.

**Duke, L. M., MacDonald, J. B., & Trimble, C. S. (2009). Collaboration between marketing students and the library: An experiential learning project to promote reference services. *College & Research Libraries*, 70(2), 109-121. doi: 10.5860/crl.70.2.109. Retrieved from <http://crl.acrl.org/content/70/2/109.full.pdf+html>**

This article recounts how academic librarians at Ames Library at Illinois Wesleyan University used student input and collaboration with marketing faculty on an experiential learning activity in an effort to address their long struggle with declining reference transactions. The authors begin with a literature review that shows (1) marketing educators are embracing experiential learning methods in lower level marketing courses and (2) there are only a few published examples of this type of collaboration between librarians and business students. They also describe the problems

with reference transactions and past attempts to correct them. The remainder of the article describes how librarians partnered in 2007 with an instructor in the Business Administration Department to create assignments focusing on real-world marketing issues and on a discussion of the best way to promote reference services to students. This description includes tables of survey results, a discussion of how changes were implemented, and statistical impacts of the changes. This article highlights how experiential learning opportunities can benefit all parties involved.

**Experience Based Learning Systems, Inc. (n.d.). *Research library*. Retrieved from <http://learningfromexperience.com/research/>**

Alice and David Kolb, the latter of whom pioneered experiential learning, have run Experience Based Learning Systems, Inc. since 1981 with the goal of providing “ongoing research and practice on experiential learning.” The purpose of their website is “to host a space where scholars, practitioners and students... can join together to share their research and practice” (*About*). While the entire website contains much useful information, the Research Library is probably most relevant to academic librarians. This page provides free access to PDFs of various published articles along with their citation information. Additionally, there are four lengthy annotated bibliographies that, when taken together, cover selected publications on experiential learning theory from 1975 to 2014. Only a few articles on these bibliographies are related to librarianship. Still, the wealth of information and resources available at this site, and the trusted names attached with it, make it particularly useful for those seeking background knowledge and current focuses of experiential learning theory.

**Ferrer-Vinent, I. J., & Sobel, K. (2011). A study of Master of Library Science candidates and librarians at a practicum site library. *New Library World*, 112(7/8), 365-376. doi:10.1108/03074801111150486.**

The authors of this article share the results of a survey of past practicum students and mentors at Aurelia Library at the University of Colorado, Denver. They briefly describe the typical practicum at their institution and provide a literature review before moving on to a consideration of their specific research. The methodology is compactly (but fully) described, including the development of two surveys. One survey was sent to past practicum students and the other to past practicum mentors. The remainder of the article discusses the results of these surveys and suggestions for improvements to the practicum program based on these results. The small sample size and singular focus limit the usefulness of these results. However, the described assessment methods and identified areas of strengths, weaknesses, and improvements may still be of interest to those seeking ways to create or to revise experiential learning experiences--such as practicums and internships--in academic libraries.

**Herther, N. K. (2008). Service learning and engagement in the academic library. *College & Research Libraries News*, 69(7), 386-389. Retrieved from <http://crln.acrl.org/content/69/7/386.full.pdf>**

This article features a discussion of service learning, which the author argues “combines traditional class-room curriculum with experiential learning and community service opportunities” (p. 386). The author differentiates service learning from information literacy before generally discussing service learning and its role in education. The remainder of the article highlights service learning’s potential to expand traditional roles of academic libraries and librarians, based in part on the author’s experiences at the University of Minnesota.

**Hesseldenz, P. (2012). Information literacy and the evolving MBA degree. *Journal of Business & Finance Librarianship*, 17(4), 287-299.**

The author of this article highlights how changes in business education present opportunities for academic librarians to embed information literacy within these programs. He describes how many MBA programs have been criticized for lacking training in practical skills and ethics, while simultaneously focusing too much on business theory. He uses the beginning of the article to detail the history of business curricula and possible areas of reform. He then shifts focus to information literacy and how integrating it into business curricula could help support many desired reforms. He particularly notes two areas of concern with MBA students: (1) graduates do not learn about business resources as undergraduates, and (2) graduates are overconfident in their abilities. He then describes several ways in which academic librarians can help address these problems. Experiential learning appears in its own section toward the end of the article. Here, the author discusses an increase in experiential projects and initiatives in business programs and cites various examples from the literature that show how academic librarians can support them.

**Hlavaty, G., & Townsend, M. (2010). The library's new relevance: Fostering the first-year student's acquisition, evaluation, and integration of print and electronic materials. *Teaching English in the Two-Year College*, 38(2), 149-160.**

The authors are English composition instructors at Elon University who observed that their first year students were over-reliant on internet search engines and had limited exposure to print sources. They describe how they partnered with their academic librarians to create a series of assignments with experiential learning components that actively engaged students' research efforts in the library's physical holdings. Their aim

was to promote information literacy in its broadest sense by developing students' understanding of where information originates, how to find various types of sources, and how to evaluate search results. The authors include a thorough literature review that presents some of the best-teaching practices for combining composition assignments with library orientation sessions, as well as the full text of two assignments in the appendices. This article is noteworthy for its description of a collaborative partnership with academic librarians from an instructor's point of view.

**Jeffrey, L., Hegarty, B., Kelly, O., Penman, M., Coburn, D., & McDonald, J. (2011). Developing digital information literacy in higher education: Obstacles and supports. *Journal of Information Technology Education, 10*, 383-413. Retrieved from <http://www.jite.org/documents/Vol10/JITEv10p383-413Jeffrey1019.pdf>**

This article opens with a well-researched discussion of digital information literacy, including defining what it means to be digitally literate and potential obstacles to obtaining digital information literacy. The authors, drawing inspiration from Dewey, describe three ways of overcoming said obstacles: (1) collaborative learning, (2) experiential learning, and (3) personal relevance. They argue that the Internet creates an environment that inherently lends itself to learning via these three methods. The remainder of the article describes a case study and its results. The case study included four higher education institutions in New Zealand; each ran a series of ten workshops that utilized the above methods in order to teach learners digital information literacy. The results of this case study are divided into several topical areas and discussed at length via summary and quotes from participants' blogs. Due to its depth and frequent focus on experiential learning, this article is highly useful to those seeking information on the topic.

**Kelly, K., Hoelscher, C., & Gauder, H. (2014). Results for resumes: Managing undergraduate library interns. *Library Leadership & Management*, 28(4), 1-17. Retrieved from <https://journals.tdl.org/llm/index.php/llm/article/view/7068>**

The authors of this article discuss how academic librarians at the University of Dayton libraries have partnered with the University Honors Program since 2011 to offer experiential learning opportunities for undergraduates in the form of paid internships. Their review of the literature shows that student library internships normally focus mainly on students interested in library careers or LIS graduate students. In contrast, the authors' described experiential learning opportunities provide skills training and experiences appropriate for resume building for undergraduate students regardless of discipline. The bulk of the article describes three different internships the library offers; each section includes examples of projects that have been created. Discussions of assessment, resources, benefits, and future considerations follow. Of particular interest are the sections discussing assessment of the internships and resources needed to both begin and to maintain them. Such information is highly useful for academic librarians seeking to begin similar endeavors in their own institutions.

**Mangrum, S., & West, K. (2012). Partnering with undergraduate students to conduct library focus groups. *College & Undergraduate Libraries*, 19(1), 18-32. doi:10.1080/10691316.2012.652553.**

The authors of this article present the case study of a partnership in 2008 between librarians at Middle Tennessee University (MTSU) and undergraduate anthropology students. In this partnership, academic librarians supported the undergraduates' experiential learning activity while also learning about the research habits of MTSU students via a series of focus groups. The article provides a description of the institution,

prior library assessments, project methodology, and results. It also includes all questions used in the focus groups and a summary of key findings in the appendices. Of particular note, the latter part of the article not only includes comments from the undergraduate participants but also includes obstacles that librarians identified in their experience. This article thus not only describes a potential means of supporting experiential learning in academic libraries but also includes important details regarding such initiatives that are not always found in other articles.

**Mathson, S. M., & Lorenzen, M. G. (2008). We won't be fooled again: Teaching critical thinking via evaluation of hoax and historical revisionist websites in a library credit course. *College & Undergraduate Libraries*, 15(1/2), 211-230. doi:10.1080/10691310802177226.**

The authors of this article describe how librarians teaching an eight-hour, 1-credit research skills course at Central Michigan University used hoax and historical revisionist websites to teach their students critical thinking skills. The authors structure the article chronologically, beginning with the results of a pre-test assessment. They go on to describe how and when web evaluation is included in their course, as well as describing the formation and goals of this individual assignment. They discuss at length how evaluating historical revisionist websites differ from evaluating hoax websites. They also describe the various techniques historical revisionist websites use to obscure their faults. The article ends with post-test assessment results; two appendices provide a list of hoax and/or historical revisionist websites and the specific assignment questions. The authors do not explicitly label their activity as experiential; however, their description of students learning to differentiate real and fake websites does promote the use of authentic experiences and reflection inherent to experiential learning activities.

**Mehra, B., & Robinson, W. C. (2009). The community engagement model in library and information science education: A case study of a collection development and management course. *Journal of Education for Library and Information Science*, 50(1), 15-38.**

In this article, the authors argue for the benefits of a community engagement model in LIS education and briefly differentiate it from other, similar initiatives such as experiential learning and service learning. Their literature review identifies and discusses three specific historical areas that have affected LIS education in regards to community: (1) trends of the American academy, (2) external developments (outside of LIS professions), and (3) internal developments (within LIS professions). The remainder of the article discusses a case study of a graduate level collection management course in 2007. This course, which also included distance learners, utilized a community engagement activity to build collections for several different LIS settings, including academic libraries. The results of the case study are presented from three perspectives: (1) instructor, (2) student, and (3) community representative.

**Meth, M., & Florence, L. (2012). Integrated design of a mergers and acquisitions finance course using a specialized trading lab: A collaboration between management faculty and the library. *Journal of Business & Finance Librarianship*, 17(3), 242-250. doi:10.1080/08963568.2012.685438.**

The authors of this article present a case study of a collaborative partnership between management and library faculty at the University of Toronto Mississauga in designing and implementing a Mergers and Acquisitions course. This partnership involved the use of the Li Koon Chun Finance Learning Centre (LKC FLC), an experiential learning environment that the business librarian directed. The LKC FLC was actively used to introduce research tools and to provide continuous access to said tools to

students as they completed an experiential learning project. While this article focuses primarily on collaborative partnerships, its description of an experiential project and specific use of a unique library entity (LKC FLC) acts as an example of how academic libraries can support subject specific experiential learning opportunities on campus.

**Most, L. R. (2011). Hands on from a distance: The community-embedded learning mode contextualizes online student coursework. *Journal of Education for Library & Information Science*, 52(4), 295-304.**

This author of this study examines how the community-embedded learning model (CEL) affects online LIS graduate students' response to experiential learning that appears early in their degree programs. Her literature review is composed of two primary topics: (1) how experiential learning normally occurs in LIS education (a service learning project at the end of the program) and (2) an explanation of the CEL model. She presents the findings from analyzing 65 distance student reflective essays written as the last portion of a multi-part experiential learning activity in a course offered early in the LIS degree program in 2009-2010. Her findings are divided into two major sections: (1) patterns of information transfer and (2) testing for strengths and weaknesses of CEL model. She concludes that her findings support using CEL to engage online learners and to introduce experiential learning earlier in LIS graduate programs. This article is particularly interesting in its focus of experiential learning opportunities for distance learners.

**National Society for Experiential Education. (2013). Eight principles of good practice for all experiential learning activities. Retrieved from <http://www.nsee.org/8-principles>**

The National Society for Experiential Education (NSEE) is an organization that supports the creation and improvement of experiential education opportunities (*About Us*). This resource lists and describes eight core principles of experiential learning activities that educators should meet. The principles are meant to ensure the learner receives both a high quality experience as well as pedagogical support. Although the principles were established in 1998, they maintain relevance to this day through offering specific areas of focus for those who wish to conduct experiential learning activities.

**National Society for Experiential Education. (2009). Guiding principles of ethical practice. Retrieved from <http://www.nsee.org/guiding-principles>**

In this resource, the NSEE first provides a brief history of its organization and explains the need for those involved in experiential learning opportunities to hold themselves to high ethical standards due to the nature of their positions. They then list seven principles to outline ethical behavior with regard to experiential learning, noting the influence of ethical principles from other, similar organizations. Originally established in 1998, this resource was last updated in 2009. This resource provides an excellent ethical framework that can help guide individuals providing experiential learning opportunities.

**O'Brien, H. L., Freund, L., Jantzi, L., & Sinanan, S. (2014). Investigating a peer-to-peer community service learning model for LIS education. *Journal of Education for Library & Information Science*, 55(4), 322-335.**

In this article, the authors present a case study of an experiential learning activity designed from 2008 to 2010 for LIS graduate students at the University of British Columbia entitled "Research Rescue." In their literature review, the authors discuss the development of professionalism, how such development is supported through experiential learning and community service learning (CSL), and how peer tutoring is a type of CSL that benefits all parties involved. Based on these characteristics, they chose to develop Research Rescue, a peer tutoring program that would use CSL to support LIS graduate students' professional growth. A lengthy description of the program's development, methodology, and results is included. The results are divided into five sections: (1) nature and content of interactions, (2) peer-tutor learning outcomes, (3) learning about the Self, (4) learning to be a Professional, and (5) learning interpersonal skills. The remainder of the article features discussions of the program and the implications and limitations of this research.

**Rana, G. K. (2014). Information empowerment: Predeparture resource training for students in global health. *Journal of the Medical Library Association*, 102(2), 101-4. doi: 10.3163/1536-5050.102.2.008. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3988757/pdf/mlab-102-02-101.pdf>**

The author of this article describes how the Taubman Health Sciences Library at the University of Michigan built collaborative partnerships with its health sciences schools to provide information literacy instruction to global health students preparing to engage in experiential learning activities. Throughout the article, this instruction is called

“predeparture training,” which emphasizes the international nature of the experiential learning activities. The article covers a three year span (2010-2013) during which these partnerships were made. Sections are dedicated to pre-instruction assessment, developing collaborative relationships, instruction, and assessment. The article does not include any instructional or assessment materials or full assessment data in appendices form. Even so, this article presents an example of how academic libraries can be active partners in experiential activities incorporated into their campus’ curricula.

**Sharma, S. (2007). From chaos to clarity: Using the research portfolio to teach and assess information literacy skills. *Journal of Academic Librarianship*, 33(1), 127-135.**

The author of this article describes a case study of teaching a semester-long 1-credit information literacy course in Spring 2005 at the University of Connecticut. The article begins with a brief description of the institution and its overall information literacy program, including prior difficulties in assessment. The remainder of the article presents the case study, focusing specifically on the use of a web-based research portfolio to teach and to assess information literacy skills. The author offers detailed descriptions of the development of the course, how it progressed, the portfolio assignment and its stages, and the assessment results. Experiential learning is not explicitly mentioned in this article; however, the described portfolio assignment-- which combined an actual research process, revision, and reflection--models the key characteristics of experiential learning.

**Shen, L. (2011). The role of multicultural information in experiential learning. *Education Libraries*, 34(1), 15-22. Retrieved from <http://education.sla.org/wp-content/uploads/2012/12/34-1-15.pdf>**

In this article, the author uses his experience in supporting cultural immersion programs at Purdue University Calumet as a basis for discussing the importance of multicultural information in other forms of experiential learning. In particular, his article focuses on how academic libraries should select and disseminate multicultural information resources. He first discusses general trends in cultural immersion programs to suggest how academic libraries can use differing goals and models as a basis for collection development decisions. He next defines three key elements for aggregating multicultural information in an online collection: (1) knowledge, (2) sensitivity, and (3) simplicity. He describes his own website, its categories, and its resources to showcase how the three elements can be used. Finally, he argues that academic librarians must collaborate with faculty to disseminate multicultural information resources. These collaborations can be used to include such resources in assignments or activities in the cultural immersion curricula. While a dense read, this article features excellent coverage of its topic and useful examples of how academic librarians can support experiential learning opportunities.

**Sherman, M., Martin, J. A., & An, X. (2012). The impact of library instruction on the quality of student project performance in an advanced financial management case class. *Journal of Business & Finance Librarianship*, 17(1), 51-76. doi: 10.1080/08963568.2012.630646.**

The authors of this article present a highly detailed statistical analysis of several variables regarding the impact of library instruction in information literacy on student project performance outcomes. More specifically, the authors analyze 10 semesters worth

of data (2006-2010) on the performance of students in an Advanced Financial Management course at the University of Toledo. The course relies on multiple experiential learning activities in which teams of students analyze actual companies and situations. The authors provide a thorough description of the course and the collaborative partnership between the teaching faculty member and the university's business librarian. This article can be a dense read, but the multiple analyses are worth the investment. While this article does not discuss experiential learning directly, its findings highlight the importance of academic librarian participation in experiential learning opportunities.

**Stamatoplos, A. (2009). The role of academic libraries in mentored undergraduate research: A model of engagement in the academic community. *College & Research Libraries*, 70(3), 235-249. doi: 10.5860/crl.70.3.235. Retrieved from <http://crl.acrl.org/content/70/3/235.full.pdf+html>**

This author combines a literature review and a discussion of his own experience at Indiana University-Purdue University Indianapolis (IUPUI) to discuss mentored undergraduate research not only as a form of experiential learning, but also as an opportunity for academic libraries to support students and faculty. In the literature review, he defines and describes undergraduate research, lists common characteristics and benefits of such programs, and discusses its appearance in LIS literature. He specifically notes that little has been written about independent undergraduate researchers in LIS literature. In the discussion, he describes how undergraduate research has evolved over time at IUPUI in order to showcase potential contributions and benefits of such initiatives for all parties involved. He also recommends several strategies other academic librarians can use to initiate mentored undergraduate research. Taken together, this article offers an excellent discussion that supports academic libraries' involvement with experiential learning activities.

**Street, L. A., & Runyon, A. M. (2010). Finding the middle ground in collection development: How academic law libraries can shape their collections in response to the call for more practice-oriented legal education. *Law Library Journal*, 102(3), 399-439.**

In this article, the authors argue that academic law libraries must consider the impact of their collection development and cancellation decisions in light of changes in legal education. They first describe a shift away from theoretical towards more practical instruction. They then extend this discussion into collection development in academic law libraries, and experiential learning is mentioned frequently in these portions of the article. The remainder of the article discusses two different surveys (2009) that the authors conducted to gain more information about these areas. The topics of these surveys were: (1) materials legal practitioners frequently used in law firm libraries and (2) collection development/ management practices regarding practitioner-oriented materials in academic law libraries. Each survey is presented individually and comparatively. Several tables present results, and the full text of the surveys is included in the appendices. The final section of the article features recommendations based on these results. One of the recommendations specifically mentions experiential learning and how to use collection management to support it. This thorough, well-researched article is particularly interesting in its focus on an academic library supporting experiential learning via collection development rather than instruction.

**Tung, G. B. (2013). Academic law libraries and the crisis in legal education. *Law Library Journal*, 105(3), 275-303.**

The author of this article argues that academic law librarians must insert themselves into the conversations regarding reforms in legal education programs. In particular, he feels academic law librarians must highlight how their work alleviates current problems and supports reform. The beginning of his article examines particular criticisms of current legal curricula, including how most critics either ignore the benefits of law librarianship or criticize law libraries as wasteful expenses. A section follows that outlines current pedagogical concerns in law librarianship. The remainder of his article focuses on four potential law curricular reforms and their impacts on academic law libraries. These areas are: (1) expanding mandatory experiential learning, (2) adding practitioner faculty, (3) instituting solo practice incubators, and (4) diversifying law school models. The first of these is of import to this bibliography. In this section, the author discusses ways of reformatting the traditional research classes that academic law librarians offer into experiential learning opportunities, such as multiple point-of-need activities, tutorials designed through collaboration with experiential faculty, and more frequent encounters between students and legal research in order to highlight the iterative nature of the process.

**Twait, M. (2009). If they build it, they will come. *College & Research Libraries News*, 70(1), 21-24. Retrieved from <http://crln.acrl.org/content/70/1/21.full.pdf>**

This brief article provides a week-by-week description of a 4-week long course on “Library as Place” held in 2007 at Gustavus Adolphus College. The experiential learning for the course involved students working collaboratively to propose a redesigned library space. They used a 3-D modeling software to complete the task, as well as outside research. This article highlights how even small classes can benefit from experiential learning opportunities.

**Williams, J., & Chinn, S. J. (2009). Using Web 2.0 to support the active learning experience. *Journal of Information Systems Education*, 20(2), 165-174.**

This article features a case study of an experiential learning assignment using Web 2.0 tools to teach information literacy skills that was integrated as part of an “introductory sports management course” at the University of Southern Maine (168). The article begins with an in depth literature review that covers active learning, engaging the Internet generation, and the application of Web 2.0 tools in three specific settings (classroom, business, and sports industry). The remainder of the article discusses the case study in detail from the planning and designing of the experiential learning assignment to its implementation and evaluation. This discussion includes helpful organizational charts, pictorial examples of the completed assignment, and both instructor and student assessment of the project. While academic libraries are not specifically mentioned in this article, the collaborative partner responsible for the information literacy components was in MIS, which may make the partnerships and activities described here useful for libraries as well.

**Wyss, P. A. (2005). Experiential and transformational learning theories as they apply to library information literacy. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2005* (pp. 1790-1801). Chesapeake, VA: AACE. Retrieved from <http://eric.ed.gov/?id=ED500217>**

The author presents a literature review that examines how academic librarians use experiential and transformational learning theories to teach information literacy to adult learners or nontraditional students. He states that these two learning theories have strong potential for application in library instruction because they better immerse learners adult and nontraditional learners in the academic library environment and scholarly research. As a result, both learning theories promote a deeper understanding of information literacy than traditional methods of library instruction. In his discussion of experiential learning in academic libraries, he specifically mentions utilizing an Experience>Reflection>Learning approach combined with active learning and online tutorials.

**York, A., Groves, C., & Black, W. (2010). Enriching the academic experience: The library and experiential learning. *Collaborative Librarianship*, 2(4), 193-203. Retrieved from <http://collaborativelibrarianship.org/index.php/jocl/article/view/92/73>**

The authors of this article describe how experiential learning partnerships benefit students and academic libraries alike, with particular focus on such partnerships at the James E. Walker Library at Middle State Tennessee University. They begin with a literature review that indicates experiential learning has been a significant trend in higher education for the past thirty years; yet, they found few recent examples of such activities in library literature. They then discuss the mutual benefits of experiential learning

opportunities for students and academic libraries before describing a series of such opportunities that took place at their library from 2007 to 2010. Many of these partnerships involved art, anthropology, and marketing students performing marketing or advertising functions for the library. These partnerships commonly recruited student focus groups to develop marketing campaigns or instructional materials. This article's strengths lie in its comprehensive analysis of the benefits of experiential learning opportunities for both academic librarians and their users and in its wealth of creative examples of such activities and partnerships.