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INTRODUCTION

Information Literacy, while still a recent term that many individuals have yet to even hear of, is also being implemented in schools nationwide. The ability to understand how to use one's college library and the resources it provides is a skill that holds influence over nearly every other area of one's learning process. We surveyed sixteen college libraries which included community colleges, small liberal arts schools, a private Catholic university, a faith-based liberal arts college, and a private university specializing in aerospace and aviation, to see how they had conducted information literacy over the past few years. While each library possessed its own individual set of characteristics, there were certainly elements that tied each one together, specifically regarding information literacy efforts.

- For the most part, the libraries expressed a willingness to keep their students engaged in the instruction material. From database searching in the form of speed-dating to bringing in therapy dogs, the libraries showed innovative, contemporary ways of educating students within their respective limitations.
- The libraries also conveyed a “stop at nothing” attitude when it came to self-advertisement and opening the door to outside classrooms, whether it was through basic social media, attending committees, or simply one-on-one personal conversations with outside faculty members. This attitude concluded to be a necessary trait for the libraries in conducting effective information literacy instruction, since many libraries acknowledged the difficulties they have had in not only provoking enthusiasm in professors, but also in having information literacy be recognized as a necessary subject to be learned.
- A majority of the libraries stressed the importance of relevancy in instruction, which seemed to be the primary tool in keeping students engaged. The libraries explained that students will be more willing to learn if the lesson is essential to an assignment they are currently working on.
- The libraries also emphasized the significance of faculty collaboration. Again, this is essential for keeping professors interested and in-the-know of information literacy

instruction, but it is also necessary for structuring the most effective curriculums, to obtain the upmost relevancy on behalf of the students, and on a basic level of two minds being better than one.

- The libraries were excited to express current or recent projects and renovations; however, a majority also expressed frustration with various limitations regarding general space, facilities, staff, budget, and even in several cases, the college's general lack of flexibility in curriculum structure. A few libraries even found the term "information literacy" to be an obstacle in achieving complete understanding from both students and faculty. Yet the overlying tone was optimistic, a general "we work with what we have" attitude, and a sense of excitement for what lies ahead.