

# What are the Effective Strategies in Business Library Instruction? A Systematic Review

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# Outline

**01**

**Research  
Question**

**02**

**Methodology**

**03**

**Results &  
Discussion**

**04**

**Questions?**



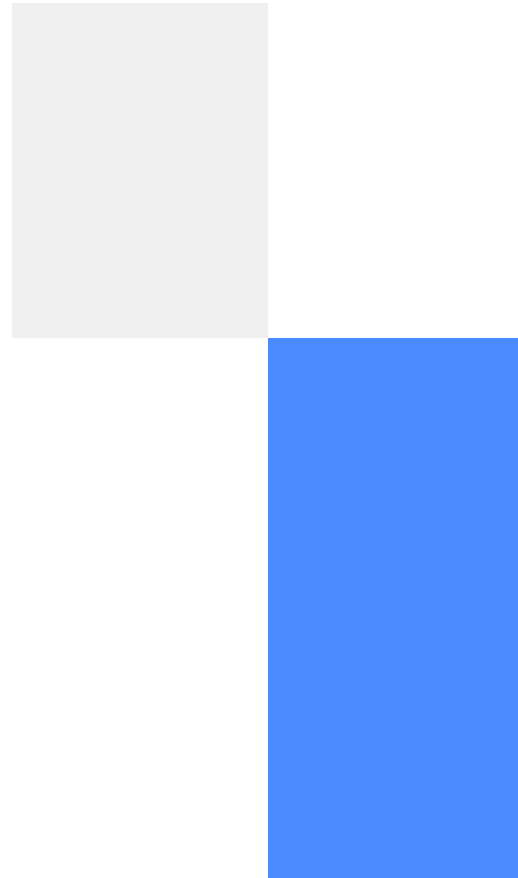
01

# Research Question

**What is the effectiveness of library instruction (with a focus on pedagogy) in business programs?**

# 02

## Methodology



# Inclusion & Exclusion Criteria

## Date

Included those after 1999

## Language

Specified it to English & French

## Publication Type

Excluded anything that was not an article

## Business Students

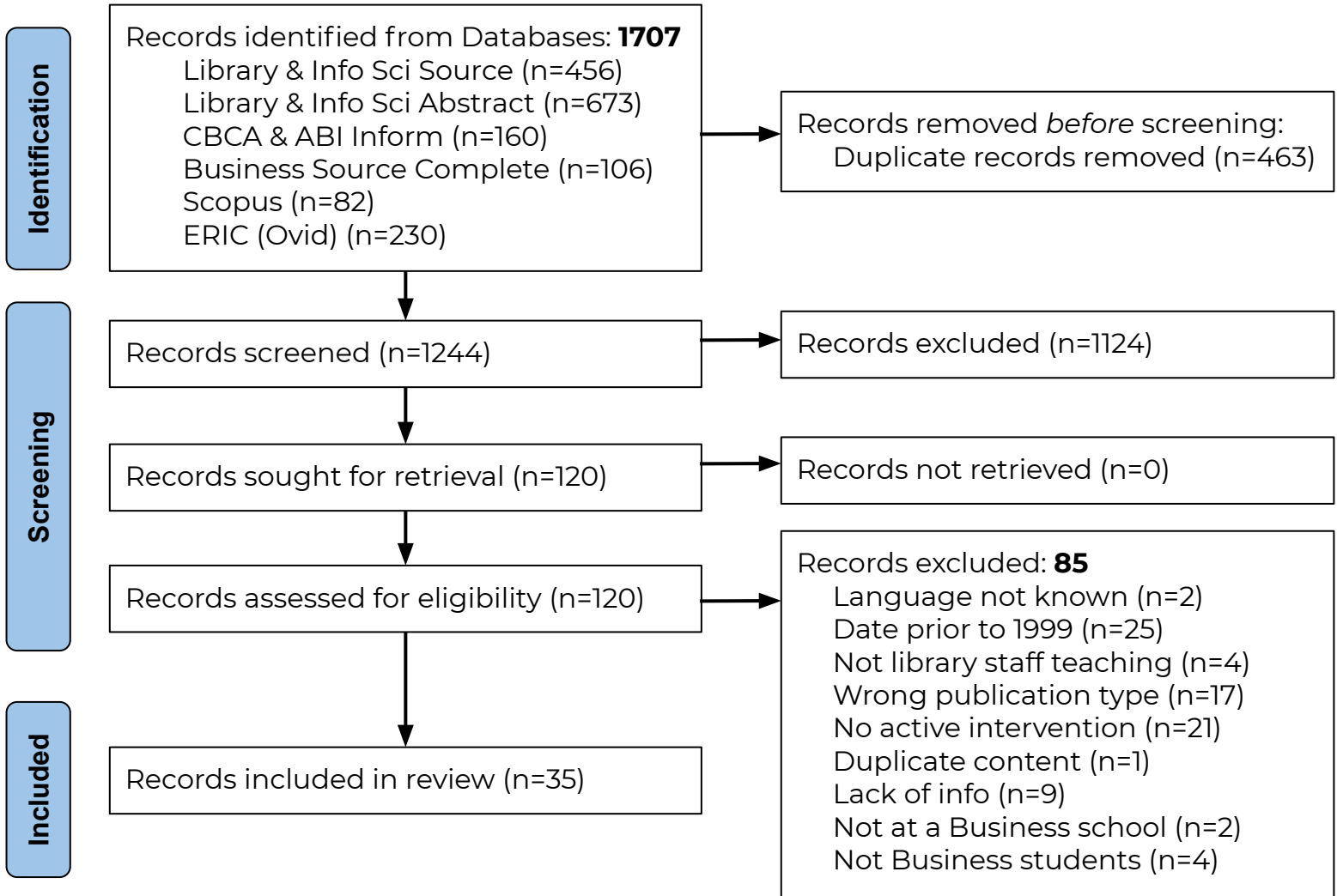
Only interested in those educational interventions for business students

## Library staff teaching

Not included if taught by faculty

## Educational intervention

Active intervention



# Data Extraction

Country Origin	Institution Name	Mode of Instruction	Audience	Specialty Area	Frequency of Sessions	Length (min)	Intervention
USA		In-person, Virtual, Both	Undergrad, MBA, Executive MBA	Marketing, Finance, General Orientation, NA etc.	One shot, Multiple	60 min (Exclude consult times)	Active learning, problem-based learning, libguides, live demos etc.
USA	California State University-Fullerton	In person	Unknown	Marketing	One shot	60	"library instruction session and a faculty-designed discipline-based learning module to provide an opportunity for students to gain learning experience in three areas of the standards to guide information literacy" (p437)  Intruction included: interactive discussion of marketing tools in general, troubleshooting account setup, live demonstration of the database and interactive groupwork
USA	University of Nebraska-Lincoln	In person	Unknown	Accounting Economics Marketing	Multiple	Unknown	"Just-in-time instruction is paired with active learning" (p.156)



# Evaluate the Educational Interventions: Modified Instrument

- Are there learning outcomes?
- Are the learning outcomes clear and explicit?
- Is there a method to assess the intervention?
- What is the impact of the intervention on students?

Morrison JM, Sullivan F, Murray E, Jolly B. [Evidence-based education: development of an instrument to critically appraise reports of educational interventions](#). Med Educ. 1999;33(12):890-893. doi:10.1046/j.1365-2923.1999.00479.x



03

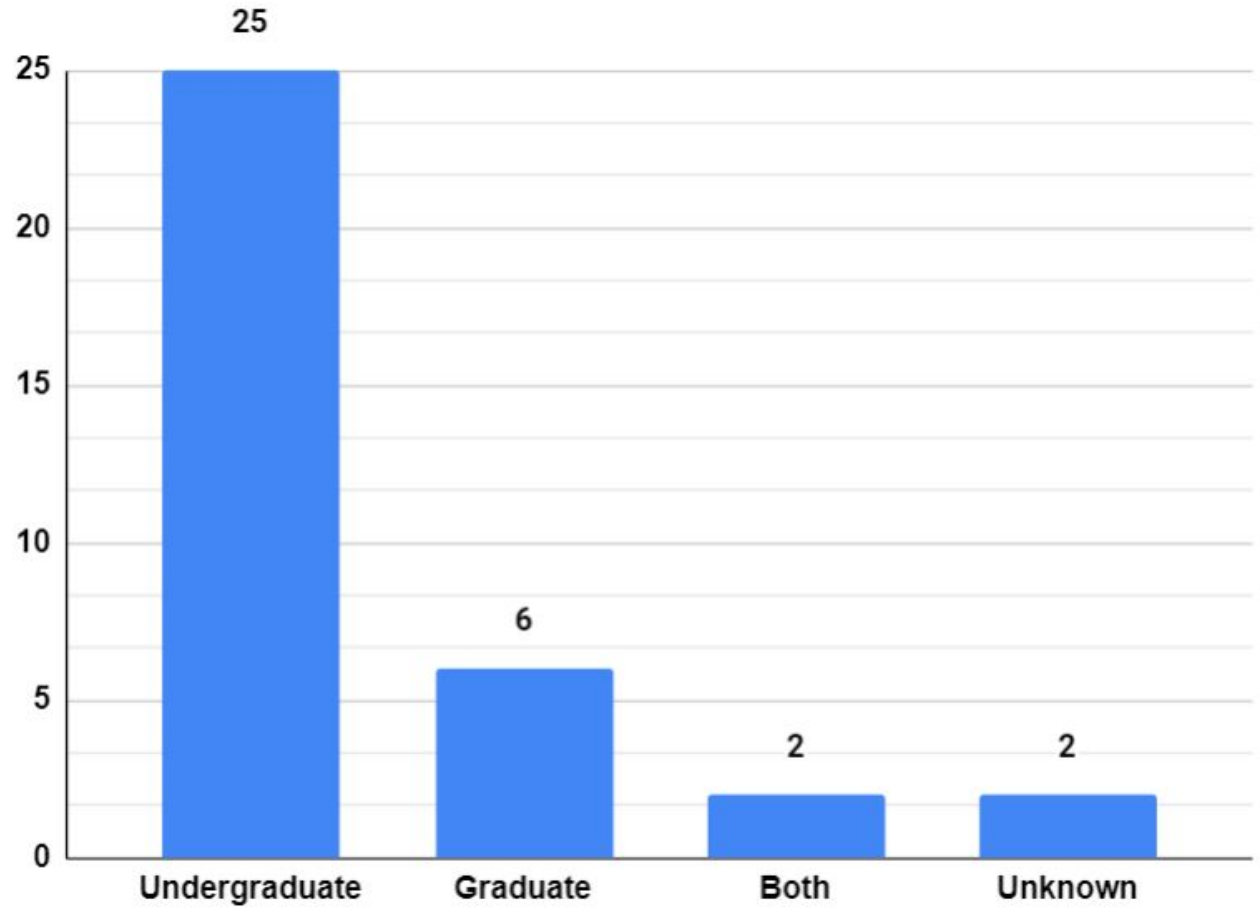
# Results & Discussion

# Overview

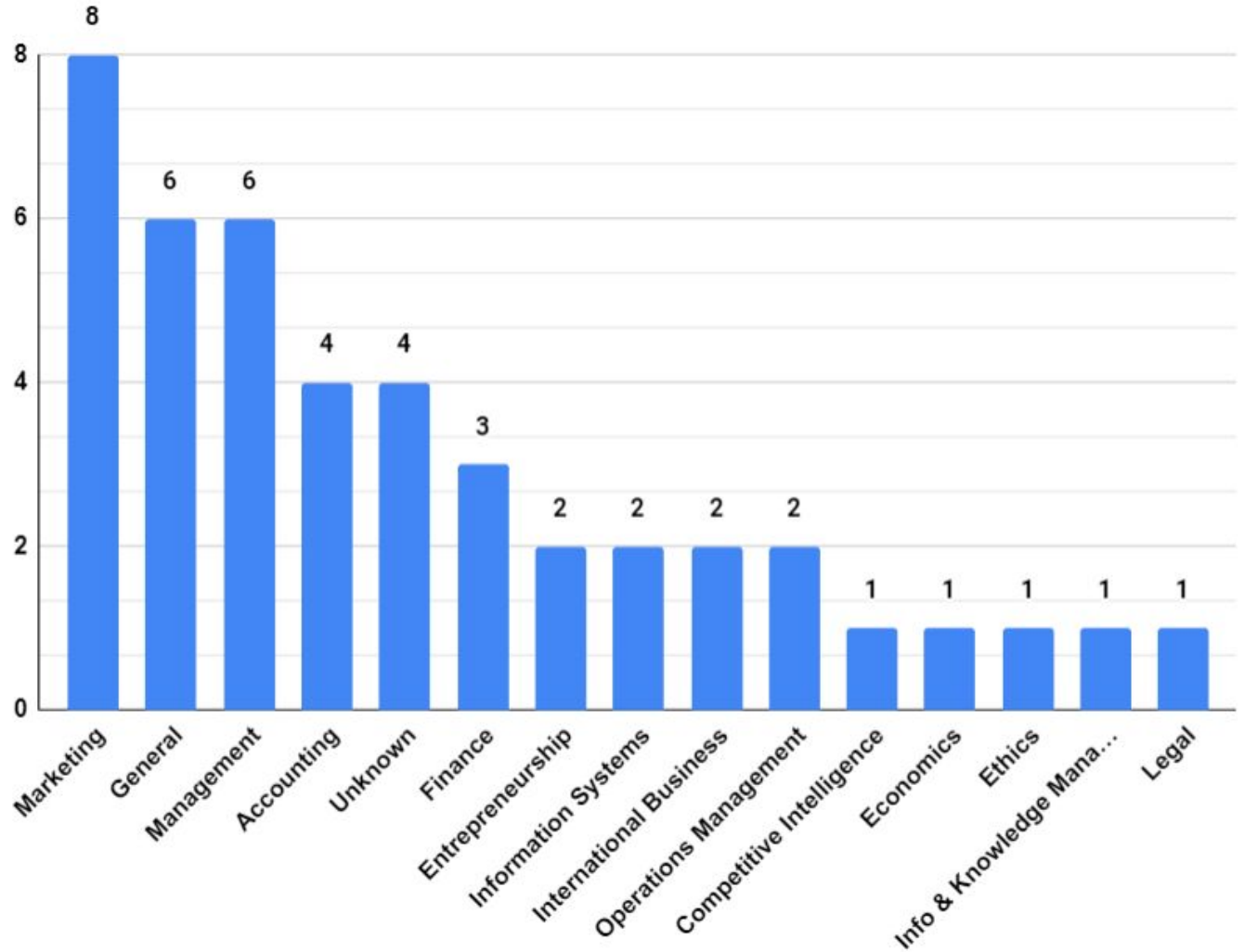
<i>Length (min)</i>	Count
1 - 60	6
61 - 120	5
121 - 180	1
More than 180	5
Unclear	1
Unknown	17

<i>Frequency of Sessions</i>	Count
Multiple	16
One-shot	12
Unknown	5
Variable	2
<b>Grand Total</b>	<b>35</b>

# Target Audience



# Specialty Area



# Evaluating Educational Interventions

*Are there learning outcomes?*

*Are the learning outcomes clear and explicit?*

<b>Learning Outcomes</b>	<b>Count</b>
Yes	18
No	5
Unclear	12



Learning Outcomes  
clear and explicit?

**Yes (n=9)**

# Evaluating Educational Interventions

*Is there a method to assess the intervention?*

<b><i>Assess Intervention</i></b>	<b>Count</b>
Yes	28
No	6
Unclear	1

# Evaluating Educational Interventions

*What is the impact of the intervention on students?*

Gained knowledge	18
Positive feedback	13
Improved quality of students' work	8
High level of comfort with material	2
No change in student performance	2
Worked more efficiently	1
Unknown	3



# Thanks

**Do you have any questions?**

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