

1A—Topics in Critical Information Literacy I

Critical Information Literacy in Practice: An Interpretive Review. Beth McDonough (Western Carolina University).

While critical information literacy appears promising for the profession, the literature fails to present a holistic view that is readily accessible to the practitioner. Critical information literacy is a teaching perspective that encourages a critical, discursive approach to information rather than library tools and skills based instruction. The purpose of the study was to systematically review the literature of critical information literacy through an interpretive lens in order to uncover practical instructional content and pedagogy for teaching librarians who wish to take a critical approach to library instruction. Adapted from: McDonough, B. (2015). [Beyond tools and skills: Putting information back into information literacy](#). In Jagman, H., & Swanson, T. (Eds), *Not just where to click: Teaching students how to think about information*. Chicago: Association of College and Research Libraries.