Teaching Google at the Reference Desk

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Abstract
There is no shortage of discourse in the scholarly literature about the age of Google and the perceived effects of this search tool on the information literacy development of students. In the case of reference librarians, this shift has left questions about our role in information seeking resulting in a “librarians vs. Google” narrative which can be seen in discussions within the discipline and in popular media. This perspective both ignores the utility of Google as an information seeking tool and the reality that most undergraduate students will not have access to scholarly journals and proprietary databases after graduation. I argue that talking about and using Google in reference is not antithetical to helping students develop strong information literacy and research skills, but essential to it.

References
http://digitalcommons.unl.edu/lilbibprac/907/