

Pennsylvania Libraries: *Research & Practice*

Research

A Joint Effort

Librarians and Faculty Teaching Undergraduate Students Marketing Research Skills Using an Information Literacy Instruction Approach

Emily Lauren Mross

Business Librarian, Penn State Harrisburg

Darrell Bartholomew

Associate Professor, Penn State Harrisburg

This case study details a semester-long research project using an embedded information literacy instruction (ILI) approach using a two-part library instruction series. This program helped students learn how to conduct marketing research using licensed and free business intelligence resources in an introduction to marketing course to complete a semester-long, two-part marketing plan. The goals of this project are to strengthen students' information literacy within a business context and to conduct marketing research using secondary data in the creation of a marketing plan for a popular franchise business. The embedded librarian approach contributed to grade increases between parts one and two of the assignment.

Introduction

Creating an information literacy instruction program that goes beyond one-shot sessions can pose many challenges. It requires buy-in from teaching faculty, capacity on part of the librarian, and a partnership to create effective instruction and assignments that engage students. Persevering through this difficulty has many rewards. First and foremost, students build key information literacy skills that they will apply in future courses and in their lives beyond college. In addition, the librarian and the teaching faculty form a team and build mutual respect. Each part of the team provides special expertise that is essential to student learning outcomes. Teaching faculty, especially in the business realm, often bring a wealth of practical industry experience to the classroom and create assignments that mirror real-world business projects. The librarian has the most experience with the library's business intelligence

resources and is best situated to introduce students to them. Through a partnership, the instructor and librarian can more effectively design assignments that demonstrate the value and utility of information literacy and business intelligence resources. Overall, future sections of the course benefit from iteration for assignments and instruction based on student feedback and instructor-librarian experience. Project-based assignments give a foundation for proficiency in professional skills and industry tools for students, rather than a hoop to jump through for a grade.

In this case study, a marketing professor and a business librarian utilized an embedded information literacy instruction approach in an introduction to marketing course. The syllabus incorporated two information literacy instruction sessions, scaffolded assignments, and team library consultations to ensure student success. This strategy contextualized business research skills within a two-part, semester-long marketing plan project. The instructor-librarian team believed that more intensive involvement from the library could help improve student grades, and that active learning assignments incorporating business intelligence research would help students build real-world skills which employers seek.

Prior to implementing this approach, the marketing faculty found a mismatch between students' understanding of business research and what would be expected not only in the classroom, but in a business setting. Students generally considered surface-level, open web results to be acceptable evidence for making business decisions in their assignments, but such results would not be used by corporations to make decisions which could have significant financial ramifications. The team found that students were not regularly accessing professional resources available through the library to locate business intelligence. These are databases companies use in addition to their own proprietary research for making decisions. The librarian hypothesized potential challenges students faced in using these resources included unfamiliar database navigation, lack of resource discoverability in the library's general search interface, and students' inexperience with business intelligence reports.

In the first iteration of the course, the librarian provided a one-shot instruction session focused on introducing students to many resources they might need throughout the semester. Unfortunately, this approach did not seem to provide the necessary context and experience students required to successfully use the business intelligence resources for their assignments. Through discussion with the teaching faculty and review of the literature in Marketing and librarianship, the team developed a new approach.

Literature Review

Embedded Librarianship and Marketing Education

Embedded librarianship can take many forms in a university setting. The approach used in this case study most closely models that used by Berdish and Seeman (2010) in which they provided reference and research support to teams of Master of Business Administration students completing action-based projects over a period of two years. While this case study involves only undergraduate semester-long projects, it shares prerequisites for successful embedded librarianship identified by Berdish and Seeman:

1. An identified information need
2. Action-based learning with a clear need for library support
3. Willingness from the teaching faculty to have the librarian participate

Le et al. (2022) confirmed the success of this approach, finding that students working on real-world projects had a greater level of success and improved incorporation of library resources in their assignments following targeted library instruction and librarian consultations. Further, a systematic review of effective library instruction for business students found that active learning, faculty collaboration, and engaging sessions were most effective

(Gareau-Brennan & Kung, 2022). These findings align with Berdish and Seeman's prerequisites for embedded librarianship, all of which were present in the introduction to marketing course.

The specific information need in the course was information literacy related to business intelligence, specifically, locating the required information, interpreting it per the guidelines of their selected franchise, and justifying their choices for the franchise's requirements. Though higher education faculty believe that their students possess high levels of information literacy, their actual proficiency is often over estimated, a problem experienced by both undergraduate and graduate college students (Delmond et al., 2024). This may be an example of the Dunning-Kruger Effect, in which those with the least knowledge of a topic will most overestimate their knowledge when compared to those with a demonstrated higher level of understanding (Dunning, 2011). Therefore, it is necessary, especially in an introductory level class, to include explicit instruction regarding what may seem like basic skills to students – because they do not know what they do not know. Information literacy instruction offered through the library is shown to improve information literacy proficiency and teach students new research skills (Barefoot, 2017). Current standards shift library instruction away from collection overviews and search strategies to hands-on experiential learning with primary sources (Farry, 2022; Gareau-Brennan & Kung, 2022). Project-based learning is one method of fostering this shift in the curriculum (Haas & Wotruba, 1990; Gareau-Brennan & Kung, 2022). In their systematic review of effective library instruction for business students, Gareau-Brennan and Kung (2022) found that active learning and faculty collaboration, both employed in the marketing plan project, were among the most promising classroom methods.

As a form of both active and experiential learning, which are shown to be effective in the library and marketing literature, the marketing plan is a useful tool for marketing research instruction (Haas & Wotruba, 1990; Civi & Persinger, 2011; Bartholomew et al., 2021). Moreover, experiential learning, along with assessment and career development have also been shown to be key to theoretical and empirical work as cornerstones of the marketing pedagogy (Gray et al., 2012; Ishida et al., 2025). The marketing plan project prepares students for future classes in the marketing curriculum in which they will work on client projects and on agency-style assignments which are found to be impactful active learning methods in marketing education (Ishida et al., 2025). Many business courses rely on cases and client-based projects as effective teaching and learning tools (Bacon & Stewart, 2022). These types of assignments may differ from many library instruction contexts where students are working on a traditional research paper using primarily traditional research resources such as scholarly journals and monographs.

Information Literacy and Business Intelligence

The Association of College and Research Libraries (ACRL) Framework for Information Literacy in Higher Education (2016) has several frames which could apply to the instruction in the introduction to marketing course. However, in the context of the marketing plan and the ILI structure, the frame Information Has Value was most appropriate for inclusion and discussion with students (Condon & Pothier, 2022; Liu et al., 2021). Library research for undergraduate students suggests that the convenience of Google and Wikipedia are preferred research options for students because they are familiar with these search engines and are not as comfortable using various library databases (Connaway et al., 2011). This study took place prior to the release of ChatGPT, which now may also factor into student research preferences. While relevant information can be found through these resources, their results generally do not contain the depth or detail required for business decisions. Instead, more valuable, and therefore costly, information is needed. Rather than using Google, the marketing plan, and similar experiential learning projects require students to familiarize themselves with using proprietary business intelligence resources unavailable on the open web. These kinds of projects provide students with a subject-specific introduction to the university's library resources (Duke et al., 2009; Liu et al., 2021). By requiring sources from specific business intelligence databases available through the library to be used in each part of the project, students must learn to use these

essential research tools in writing a marketing plan. Further, these requirements demonstrate the value of information within a decision-making context (Liu et al., 2021). Best practices for ILI include having a semester-long, actively engaged, learning process where students can discover solutions using problem-based learning together with a content expert and an embedded librarian (Gareau-Brennan & Kung, 2022). This type of ILI follows best practices for engaging students in active information literacy instruction, teaching students to effectively engage with information and resources to solve problems using inductive teaching methods (Prince & Felder, 2007; Gareau-Brennan & Kung, 2022; Le et. al., 2022). Our franchise marketing plan attempts to implement these best practices using a semester-long project with ILI.

Methodology

Teaching Information Literacy with a Franchise Marketing Plan

For the semester project, students are required to write a marketing plan using information from their introduction to marketing textbooks, resources from their library information literacy instruction, and a prospectus from a franchise. This project was used to teach in the introduction to marketing course five times between 2016 to 2019, with 162 students completing the assignment with an average class size of 33 students. Demographically 68% of our students were male, and 32% were female. Figure 1 provides an overview of how this assignment is included in a 15-week introduction to marketing course.

Week	Assignment
Week 1	Pick Groups and Project Chapter 1: Marketing: Creating Customer Value and Engagement
Week 2	Library Information Literacy Instruction Session One Chapter 2: Partnering to Build Customer Engagement, Value and Relationships Chapter 3: Analyzing the Marketing Environment Assignment 1 Due
Week 3	Chapter 4: Managing Marketing Information to Gain Customer Insights Chapter 5: Understanding Consumer and Business Buyer Behavior
Week 4	Workday for Group Projects Group Project Part One Presentations and Paper
Week 5	Chapter 6: Creating Value for Target Customers Chapter 7: Products, Services, and Brands: Building Customer Value
Week 6	Library Information Literacy Instruction Session Two Chapter 8: Developing New Products and Managing the Product Life Cycle
Week 7	Chapter 9: Pricing: Understanding and Capturing Customer Value Chapter 10: Marketing Channels: Delivering Customer Value
Week 8	Chapter 11: Retailing and Wholesaling Chapter 12: Advertising and Public Relations
Week 9	Chapter 13: Personal Selling and Sales Promotion Chapter 15: Global Marketplace

Week 10	Chapter 16: Sustainable Marketing: Social Responsibility and Ethics
Week 11	Work on Group Projects
Week 12	Group Project Part Two Presentations and Paper Due
<i>Note.</i> Chapter Readings are taken from Armstrong & Kotler, 2020	

Figure 1
Course topics and readings

Project Foundations

During the first class, students sit in groups by major and then pick their project groups. Students typically create groups from the students seated near them. This grouping process allows students to develop teams with other students who have similar career interests. Established groups then select a franchise to research for the semester project. Each group must select a unique franchise; no duplication is allowed. Groups choose their franchise from “The Franchise 500” (Herold et al., 2024), a ranking of the top 500 franchises compiled annually by Entrepreneur Magazine. In addition to encouraging team building by major, the groups are instructed to develop commonality by selecting franchises that align with their interests and potential career goals.

Franchises are a good foundation for a marketing plan assignment for several reasons. When working with a franchise, students are not dealing with hypotheticals or estimates. Franchise prospectuses provide real financials that students would otherwise have difficulty estimating. A franchise also has location requirements. These requirements give students guidelines to assist decision making and help students understand the importance of place strategy in determining where to locate the franchise. Students explore key factors that companies seek when conducting a site analysis by using real-world locations. Real locations are essential when determining competitors. Groups can use GIS tools like PolicyMap, SimplyAnalytics, or even Google Maps to scope out competitors in their desired locations. Students use new location requirements from their selected franchise’s website to determine a target site, and then request a franchise kit from the franchisor. This prospectus contains information similar to what is found in a corporate annual report in addition to investment information, upfront franchise costs, ongoing franchise fees and advertising fees. It also details requirements for opening a franchise location and descriptions of the support and training the company offers to new franchisees. Over the course of the project, the business librarian works with the entire class and each team to determine where to find the appropriate business intelligence for their decisions. This may include searching library databases, government data sets, and professional resources to create a successful marketing plan for their new franchises.

Scaffolded Assignments

Before starting the marketing plan, students complete two scaffolded projects to familiarize themselves with library resources. First, students complete a research report on a marketing topic of the instructor’s choice, which varies by semester based on current trends in marketing. This assignment accompanies the first library information literacy session, which focuses on finding articles and business reports. Beyond introducing library research, this assignment allows the instructor to provide feedback on the students’ writing prior to engaging in the larger projects which have a greater impact on final grades. Similarly, the librarian is introduced in a lower-stakes environment, prior to the start of group research. In the first session, students learn to properly locate, use, and reference business intelligence and secondary data to support their marketing research (see Figure 2).

Marketing companies use machine learning to search social media and public information to create/build profiles on their customers. Marketing companies engage in this type of consumer spying so that they can anticipate what types of products their customers want and when their customers want these products. This is sometimes referred to as creepy marketing or big data. Find out more about how companies are finding new ways of capturing consumer data and building consumer profiles by using the library resources and writing an essay about one company and their efforts in this creepy marketing space and how they hope to use it to better serve their customers

Format: Turn in a 3 to 4-page paper (double spaced) and have at least 3 citations from the library databases and reference them in MLA format (for help see: <http://owl.english.purdue.edu/owl/resource/557/01/>).

Be sure and include internal citations in the paper and include a works cited page at the end of the paper (put this on a separate page). The works cited page does not count towards paper length (worth 15 points).

Figure 2

Scaffolded Assignment 1

Following the research report, students complete Scaffolded Assignment 2, a mini-case study from the marketing textbook in their franchise groups. Using the resources introduced in the first ILI session, they conduct research as a team and develop a group presentation. Teamwork is expected in industry and is incorporated as an essential skill throughout the curriculum under the guidance of the school's advisory board. Employers seek experience and excellence working in teams from their marketing hires. As part of this experience, group members may set up consultations with the librarian for research assistance on their case study topics.

Information Literacy Instruction Session 1

The first ILI session helps to familiarize the students with the deep web and the research tools they will use not only for their projects, but in their careers. As discussed in the literature review, students are most familiar with open web resources which typically do not contain proprietary business information used in marketing. The session reinforces the concept that business information is valuable. Therefore, valuable business intelligence is unlikely to be found on the open web in enormous quantities or a usable format, if it is available at all. In the first ILI session, students learn about these databases and how to find articles about the assigned topic for their research report. The librarian also provides guidance on how to use the resources introduced for the marketing plan assignment throughout the lesson.

Using a handout (Figure 3) and a LibGuide, the librarian introduces article databases, which are the foundation of the research report, and discusses the several kinds of articles students will discover in those platforms. If students have completed their first-level college writing course, they may be familiar with the types of articles, but likely were not introduced to business-specific article databases like Business Source Premier and ABI/Inform. The librarian leads a keyword exercise for the class, and students complete independent practice with an organizer on the handout. Students also review preformatted SWOT (strengths, weaknesses, opportunities, threats) analyses available via Business Source Premier to gather information their teams can use to create original SWOTs for their franchises later. The librarian presents proprietary business report databases, which students are likely encountering for the first time. While students can conduct keyword searching in each of these databases, the interfaces and search options typically differ from article databases. Searches may be best conducted using industry codes or ticker symbols, and report formats are very different from journal articles. The librarian emphasizes how students can use their existing research skills to find, evaluate, use, and cite the reports. The LibGuide provides examples for creating MLA

citations, a required component of course assignments, for each of the report databases which typically do not offer pre-formatted citations.

Business Articles (Trade, Scholarly, and Popular)

Articles found in the business databases will fall into one of three categories: **scholarly**, **trade**, or **popular**. **Scholarly articles** are written by experts in the field; **Trade publications** are written by experts/specialists in and focus on trends and news in a particular industry. **Popular publications** are written for a broad audience and focus on entertainment/infotainment.

Business Article Databases

- **ABI/Inform (ProQuest):** Find resources from over 1000 business periodicals, including trade journals, business magazines, academic journals, and business news sources. It also has market and industry reports and contains the Wall Street Journal and Central Penn Business Journal.
- **Business Source Premier (EBSCOhost):** Provides the full text for more than 2,000 periodicals, including about 1,000 scholarly journals in all business disciplines and SWOT analyses. Contains Entrepreneur magazine.

Company Information Database

- **Mergent Intellect:** Search for company and industry information by name, ticker symbol or NAICS/SIC codes. Access information on public and private companies. Also, access company news, information on initial public offerings, and career and personal finance information.

Industry Information Database

- **IBISWorld:** Access over 700 full-text industry reports and over 700 US industry risk rating reports. Find information on over 8000 Publicly traded companies and hundreds of economic and demographic profiles.

Consumer Information Database

- **Mintel:** Mintel Academic provides unique insights into customers, including social, cultural, economic and psychological influences; critical information about market share, market forecasting data and market environment awareness; and important trends relating to companies and brands.

Figure 3

ILI Session 1 Handout

Marketing Plan Assignment

Marketing Plan Part One

Following completion of the two scaffolded assignments, students begin the marketing plan, which is divided into two parts. Part One focuses on the external marketing environment and requires teams to work together to create a situational analysis of their franchise using an original SWOT. Students develop this report using the research skills and tools taught in ILI session one, including Business Source Premier and IBISWorld, which provide relevant information for SWOT reports. Groups use Mergent Intellect to present background information on the company and its mission, and a combination of all resources presented to conduct in-depth research on the company's operating environment and competitors.

Marketing Plan Part Two

In the second part of the marketing plan, students identify the target market and market segments for their franchise. Groups must also describe the demographics of these market segments. The report also covers the four P's – product, price, place, and promotion – which students must link to their franchise's goals and their target market.

For place, students must use the location specifications from their franchise prospectus to evaluate two potential real-world locations and recommend the location that will best meet the needs of the target market and the franchise.

Information Literacy Instruction Session Two

In preparation for part two of the marketing plan, the second information literacy instruction session introduces students to advanced library geographic information/mapping tools PolicyMap and SimplyAnalytics and consumer intelligence database Mintel. The class also reviews relevant government data resources and commercial realtor web resources. These tools help groups select an appropriate location for their franchise using the prospectus requirements and help determine competitive pricing and promotions for their target consumer segments (See Figure 4).

Location Resources

- **LoopNet.com:** Locate commercial properties in a defined area with square footage, specifications, costs, and some ranking features like nearby transportation and foot traffic scores.
- **PolicyMap:** Visualize locations that meet the criteria for your target consumers to select appropriate new locations. Use three-layer maps to layer target demographics. It can also use quality of life indicators like distance to grocery stores and the availability of community resources.

Consumer Information

- **Mintel:** Mintel Academic provides unique insights into customers, including social, cultural, economic, and psychological influences, critical information about market share, market forecasting data and market environmental awareness, and significant trends relating to companies and brands.
- **IBISWorld:** Use market factors in industry reports to gain insight into consumer spending, consumer behaviors and preferences, and commodities costs that may impact your business

Government Data

Bureau of Labor Statistics (BLS.gov): Government resource with valuable data that gives insight into consumer habits, including time use and spending. Important reports:

- **American Time Use Survey:** Measures the amount of time people spend doing various activities, such as paid work, childcare, volunteering, and socializing.
- **Consumer Expenditure (CE) Survey:** Provides data on expenditures, income, and demographic characteristics of consumers in the United States. The CE program provides this data.
- **Census (Census.Data.Gov):** A basic data tool that can help you understand the demographics of a selected region.

Figure 4

ILI Session Two Library Resource Guide

After completing part one of the marketing plan, students are very familiar with the competitive landscape for their franchises. In assignment part two, they utilize data to shape a viable new franchise location. As part of this session, the librarian again explains the value of business intelligence. Students explore both proprietary databases and free government data resources during this class. As a group, the librarian leads students in comparing the data packaging, depth, and features of costly library databases such as SimplyAnalytics and Mintel to reports from the Bureau of Labor Statistics and the Census. As part of the lesson, the librarian discusses how each tool is valuable and has a purpose within the context of business intelligence gathering. Students often wonder where the paid resources gather their information. While some research is proprietary, the librarian instructs students to review the data sources for many of the resources available through the subscription databases. These tools are often built on free government data, but add value through upgraded user interfaces, additional proprietary research, and visualization tools. The librarian stresses the importance of becoming familiar with each type of resource, because students may not have access to the full scope of paid business intelligence databases after completing their degree; additionally, proficiency with data research is a marketable skill.

In this session, students also make use of a real-world real estate tool, LoopNet, which presents current commercial rental properties in the target areas for their new franchise locations. After locating potential properties on LoopNet in different cities, students use the mapping tools and Census data to compare the target demographics of each area and select the most appropriate location. In Mintel, students gather information about their target consumers to build their promotion strategies. Following the database demonstrations, the business librarian briefly meets with each franchise group to discuss research strategies and assist with individual information challenges. Students are encouraged to schedule team meetings outside of class with the librarian for additional assistance as they complete part two of the marketing plan.

Results and Discussion

Course Feedback and Outcomes

Once completed, both parts one and two together constitute a complete marketing plan. Using a two-part project provides more opportunities for students to practice their research, writing, and presentation skills. It also allows them to see a real-world application of these skills as part of a genuine career path, and not solely as classroom assignments for a grade. They are building transferrable skills they can market to an internship or future employer. The integrated role of the librarian also helps students see research as part of the academic team, and not as a separate resource. In working with the groups throughout the semester, the librarian became familiar with the groups and their franchises and could provide more customized support.

Course evaluations were positive, with students rating the overall quality of the course from 5.33 to 6.82 out of 7. Below are a few representative examples of course evaluation feedback, with identifying information removed:

- “We learned how to build a marketing plan to open a franchise. This taught me multiple different marketing skills.”
- “I enjoyed the project because it helped us apply what we have learned in a real example.”

Even though most comments were positive on our teaching evaluations, there were a few negative comments:

- “I didn’t like the library sessions. I understand why they are there, but as a 300-level class, everyone in it should know how to do research through the library.”
- “There shouldn’t be two parts to the project. We should work on the project as we learn each lesson and present it once at the end.”

Though some students may be familiar with business research at the start of the course, the only research writing prerequisite is the introductory level class, which focuses on general research writing. Students may take writing in their discipline, which includes business research content for business majors, prior to enrolling in this course, but it is not a prerequisite. Often, students who are not prepared for this kind of research default to using open web resources such as Google, popular press articles, or corporate marketing materials, which are not suitable for the level of detail required in the marketing report, and would also not generally be acceptable in a professional marketing context. This may be, in part, an example of the Dunning–Kruger Effect (Dunning, 2011). Further, students are often unfamiliar with proper citation at the start of the course, especially for proprietary business databases, and would provide only a URL as a reference. This is not acceptable for a 300-level course, nor for a business setting. The assignment is designed to train students how to create a professional marketing plan, which would require providing

appropriate sources and being able to explain, in detail, the information gathered from each and why it is reliable for the plan.

This case study also found that course grades improved from the first half of the course to the second half of the course as student research writing skills improved, when comparing grades on parts one and two of the marketing plan. Additionally, as the instructor-librarian team iterated on the assignments and instruction, over the course of five semesters, there was an improvement in average grades for the course, which increased from a range of 74% to 91% for part one to 86% to 94% for part two (see Table 1). While these improvements cannot be solely attributed to the approach, as there are no control methods for other factors, it is pleasing to see an improvement over time as the partnership strengthened.

Table 1
Grades Fall 2016 to Spring 2019

Semester	Part One Average Grade	Part One Grade Range	Part Two Average Grade	Part Two Grade Range
Fall 2016	74%	68%-96%	86%	88%-96%
Spring 2017	91%	68%-96%	92.80%	88%-96%
Fall 2018	90.50%	78%-98%	92.48%	82%-100%
Spring 2019	88%	72%-98%	94%	78%-100%
Fall 2019	89%	83%-100%	91%	90%-100%

Partnership and Two-Part Instruction

The scaffolded assignments allowed the professor and librarian to help students build their skills over time, within context to portions of the marketing plan. Too many resources were required for information literacy instruction to be incorporated successfully as a one-shot. Due to the detail of the marketing plan and the research required, the two-part instruction plan allowed the resources to be introduced along with the components of the project, giving students context and purpose for each resource. This two-part instruction approach was found successful in increasing student motivation for assignments by other librarians (Barefoot, 2017). In business information literacy research, there is an exploration of multi-part library instruction and experiential learning, as examined in the literature review, but no studies specifically relate to a marketing plan assignment. Additionally, much of the literature which examines long-term librarian intervention with experiential learning focuses on graduate MBA education, as opposed to undergraduate students in an introductory course.

Limitations

Our research was limited to one U.S.-based and is not representative demographically of other introduction to marketing programs. The case study also relied on passively collected data. This case study was completed prior to the COVID-19 pandemic, which changed the design of the course to accommodate remote learning. When the University returned to normal operations, the structure of the introduction to marketing course changed from several smaller class sections, which allowed for more small group collaboration and individualized library interaction, to a large lecture-style course. The instructor-librarian team are working on methods of effectively incorporating the

library in this format, though a similar partnership exists for higher-level marketing classes. Future research may wish to collect focus group data from students about their perceptions of ILI in the introduction to marketing course. Additional insight could also be gained from a citation analysis of group reports correlated to the assignment grade to better understand if students who utilize more library resources when completing the assignments are more successful in meeting the objectives. Qualitative data is useful in providing rich descriptions from students about what they learned from having an assigned instructional librarian imbedded in the course.

Implications for Library and Marketing Faculty Instructors

Embedding a business librarian in the course allowed students first to practice the skills using a scaffolded assignment before beginning parts one and two of the marketing plan. The librarian, who is most familiar with the relevant business research resources available through the university, created resource guides for students and made consultation time available for students throughout the semester. This allowed them to gain more information about the resources presented in the information literacy instruction sessions and provided an opportunity for the librarian to highlight additional resources more specifically relevant to each group's franchise, such as FEMA reports for students starting a ServiceMaster franchise or Census rental unit data for Blinds to Go.

By making this extra resource available to students, the professor found that student research writing improved markedly between parts one and two of the project. Integrating the librarian throughout the course helped strengthen information literacy to a degree greater than that achieved through one-shot information literacy instruction, as was found by Detlor et al. (2012). As a department, Marketing saw improvements in the quality of students' research writing in other courses using the same research methods attained from these assignments. After teaching introduction to marketing for 20 years at four different universities in the Midwest, Northeast, and South Regions of the U.S., the teaching faculty found that the creation of a marketing plan is one project that has effectively engaged undergraduate students and helped them apply what they are learning through discovery of franchises paired with library information literacy.

Conclusion

Learning to apply marketing tools to real companies and situations can make learning fun and engaging in the introductory marketing course while increasing interaction with the library and improving student research skills. Companies who are potential employers of the university's graduates have advised the program to include more group projects in marketing classes. The industry needs students that are prepared to work and collaborate with others. Working on projects of this kind requires students to create meaningful deliverables within the deadlines needed and to familiarize students with the type of work they will be expected to perform within their careers; this includes business intelligence research skills which are developed through ILI and its application in the classroom through active learning.

Librarians and teaching faculty must continue to build mutually beneficial relationships to contribute positively to student success, especially at the undergraduate level. Fostering a team approach that encourages feedback and iteration on instruction and assignments is key to truly integrating ILI into the curriculum in a meaningful way. Teaching faculty possess strong research skills within their disciplines and may feel they are best equipped to teach these skills and resources to their students; however, collaboration with a librarian may connect students with additional resources and expertise that improves overall outcomes for students and faculty.

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