From the Desk of…

Jennifer Knievel
Chair
Instruction Section
2016 – 2017

When I was an undergraduate student, I had a difficult research project (well, difficult for me at the time), and I was failing in my efforts to find the resources I needed. I reached a point of desperation and panic, and finally approached a librarian to ask for help. In what I now recognize as a reference interview, the librarian asked me how much time I had, and I told her I had a week until the project was due. She responded, "Good job. You've left yourself plenty of time. Good for you." She was right: with her help, we found what I needed. When that librarian praised me for my minor success (working ahead) in a moment that felt like profound failure, my desperate panic evaporated, and was replaced by confidence that maybe I could handle this after all. Her praise didn't just change that moment, it changed my belief in what I could accomplish the next time too.

That is the kind of librarian I want to be.

Last week, I was helping a student find some difficult resources, and the student mentioned that they were getting started on their thesis project. I asked if they were using a citation manager, and when they asked what that was, I explained, and taught them how to use one, and the student said with complete sincerity, "I think you just changed my life!"

That is the kind of librarian I want to be too.

As I read through this season's newsletter, I am struck by the devotion of my fellow librarians to our students. The articles show that we are thinking carefully about students, and the lived experiences they bring to our classrooms. I see creative ideas for practical activities related to the framework, with student learning at their center. I am, as I always have been, profoundly inspired by my fellow IS members, your ideas, and your commitment. So today I will continue to try to be the kind of librarian I have always wanted to be: one that is more like you.

Instruction Section web site
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http://acrl.ala.org/IS/

Programmatic Information Literacy: data and databases for a Business Course

Submitted by Shu Qian, Teaching & Learning Librarian, Worcester State University

This summer, when most people were on vacation, I received a request from a business faculty member at Worcester State University. She needed help to design a semester-long research project for her course, *Business Strategy & Policy*, which would be offered in the upcoming fall semester.

Students in this course need to write a financial report for their assigned companies. She wanted to make it a doable project, but she was not sure how much financial data of the proposed companies is available in library resources or other online sources. Thus, she sought my help to evaluate the availability of financial data for each company to determine the final list of companies for the course project.

Searching data is an easy task for librarians, but I thought it would be a great opportunity to extend the information literacy education from the faculty to her students. So I suggested making a course guide on the library website and offered a library instruction session to teach the students how to access & use business databases and online resources. She was very excited about it and accepted my offer immediately.

After a few days' work on data search, I reported my summary of each company to the faculty. In the meantime, I created the course guide on the library LibGuides, which includes the information of business databases & online resources needed for the research project and some search tips. This project-based library instruction was delivered in her first class in fall 2016. Because the content is closely tied to the research project, the session was well received. I also received very positive feedback from the faculty.

It was a successful trial of partnering with faculty and participating in course design to make library instruction more practical for the students.

Do you have something you'd like to promote on official IS social media channels? Send suggestions to jennifer.turner@mnsu.edu.

An Instructional Design Approach to LibGuides

Submitted by Christine M. Moeller, Visiting Assistant Professor and Instructional Design Librarian, Luther College and Roberto A. Arteaga, Library Fellow and Lecturer, Valparaiso College

Searching the LibGuides Community reveals that many guides are carefully curated lists of resources. These resource-heavy LibGuides stand in stark contrast to library instruction that focuses on the complex nature of research. LibGuides may give us the ability to organize and curate content that students can use in their assignments, but when these guides aren't aligned with instructional goals, they become a passive way for students to obtain information, and thus become underutilized. As Hicks observes, "by failing to consider LibGuides within the context of broader pedagogical practices, librarians run the risk of misrepresenting both the nature and the scope of research and inquiry." Rather than misrepresent the research and inquiry process, then, we librarians ought to create guides that prioritize inquiry and process over lists of sources.

In order to create LibGuides that support our library instruction, we used an instructional design approach, focusing on: (1) the instructional goals of the course and/or the library session, thus focusing on information that was pedagogically relevant; (2) the intended audience, that is to say, who would be using the guide; and (3) the purpose of the guide, for example a course guide supporting a specific assignment. In this way, we hoped to put together a different type of guide that prioritized and encouraged student inquiry. These ideas were then used to create a guide for first-year students who, after viewing a course guide, tended to assume that the resources presented in there were free of bias; thus failing to engage in the critical inquiry necessary in research.

After identifying the audience and purpose of the guide, we developed methods for encouraging inquiry, acknowledging context, and prioritizing process over sources. To encourage inquiry, the guide suggested "Questions to Consider" related to each topic/section, such as "What perspectives or which voices might be missing from this source? Why might these have been excluded?" Instead of simply listing sources, we indicated whether a source was freely available or only available through the library, encouraging students to think about the purpose and perspective of each resource. To acknowledge various stages of the research process, we included pages with headings such as "Getting Started," "Gathering Sources," and "Evaluating Sources." Within these broader headings, we focused on smaller chunks of information to help prevent cognitive overload while still providing some starting points for students, as seen in Immigration guides from Rod Library and Preus Library.

While this approach to LibGuides may differ from the usual practice, redesigning guides in this manner will align them more clearly with instructional goals. Instead of serving as solitary documents, then, LibGuides can become resources used to reinforce and complement instruction sessions. These kinds of changes don't need to happen all at once, by revising every existing LibGuide, but can happen in smaller steps. Being reflective and critical about our own practice will be the first step.

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A Correspondence Course for the 21st Century

Submitted by Faith Bradham, Reference Librarian, Bakersfield College

As the library's English Department liaison, I was met with a bit of a stumper at the beginning of this semester when the English chair told me that he and another English faculty member were now teaching the college's freshman composition course at an area prison. He had the same set of student learning outcomes for this class as he did for the on-campus version of the course and was stuck on how to teach 21st century research skills to a student body that could not access a physical research library or the internet.

So far, all he could think to do was to take screenshots of searches in Academic Search Premier and show the screenshots to the students. I quickly vetoed that idea, and, after putting my head together with my own chair, decided to try adapting the design of a correspondence course.

For the first research paper, we came up with a specific set of articles the professor would print out to bring to class for the students to use as sources. This part was easy. However, for the second and final paper, the professor wanted the students to be able to mimic the actual research process as much as possible. Thus, for this paper, I combed through our databases for a list of articles on the professor's topic-some squarely on topic, and others a little off, to help foster the same feeling of hunting in a database-, and sent him the citations and abstracts for these articles. This way, students look through the list of abstracts and decide which articles they want to use. They then each tell the professor which articles they have chosen, and he prints the articles and brings them to class.

As it is not yet the end of the semester and the final papers have not yet been written, I don't know the true final outcome of this experiment. However, during the last English Department meeting I attended, the chair excitedly told the rest of the department about this method and advised them all to follow this method when teaching the course at prisons in the future. I'm very excited to be able to extend our reach into the prisons this way and give help to so many who truly need it--as a community college library, I think that this shows that we are absolutely serving the entire community around us. Moreover, as a librarian less than 18 months out of grad school, I am tickled about this opportunity to be forced to think outside the box of the current very digital focus of librarianship, and to flip a traditional teaching device to give library access to those for whom access might initially seem impossible.

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Redeeming the library scavenger hunt

Submitted by Holly Luetkenhaus, First Year Experience Librarian, Assistant Professor, Oklahoma State University

The library scavenger hunt is an often-maligned standard in first year student courses. When developed by individual instructors without library collaboration, hunts can become quickly outdated, lack focus, and fail to capture important learning outcomes. Without access to the design or results of such activities, librarians are also left unable to determine if valuable student learning is occurring. In order to mitigate these haphazard, outdated scavenger hunts in first year courses, librarians at Oklahoma State University developed an interactive, mobile-friendly hunt that is used in first year seminar courses to introduce students to library resources and spaces. Students completed the hunt on a smartphone or other device, and were required to move through various library spaces, including the information desk, study spaces, and the library stacks. In order to ensure students visited the library and did not simply retrieve answers by utilizing the library's chat reference service, questions that directed students to particular spaces were validated using codes posted at the locations or by requiring students to upload a photo of themselves in the space. One particular favorite of librarians and students alike was the task that required students to locate a book in the library stacks. Rather than ask students to check it out, or locate a particular piece of information inside the book, students instead submitted "shelfies" or photos of themselves with the book or shelf of books. Many students took the opportunity to be creative, as submissions featured such things as "dabbing" and Snapchat filters.

The scavenger hunt also required students to navigate the library website in order to gain hints and answers. Staff at the main circulation and information desk was therefore relieved of the potential "burden" of answering hundreds of scavenger hunt-related questions thanks to the inclusion of these hints and codes. Using Qualtrics and LibGuides, the hunt was available to first year seminar instructors to use as an in-class activity or as assigned homework without the need for a library instructor to be present during the activity. By overseeing the implementation and maintenance of the scavenger hunt, librarians were able to ensure the content was relevant and up-to-date, and that each piece of the scavenger hunt was mapped to clearly-defined first year orientation outcomes. Librarians will be able to use the data gathered to assess the effectiveness of the hunt at achieving those outcomes.

The scavenger hunt activity also made it easier to reach larger numbers of students than traditional instruction or library tours. During its first semester of use, the hunt was completed by 1,500 first year students representing fourteen unique first year seminar sections and four different colleges across the university. The hunt has also been adapted by liaison librarians for branch libraries and the distinct student populations they serve. An analysis of the scavenger hunt is in progress to assess what areas students performed well in, where improvement is needed, and if the activity increased students' comfort with using the library and its resources.

Take Note: Why Librarians Should Encourage Handwritten Note-taking

Submitted by Zoe Fisher, Assistant Professor, Pedagogy & Assessment Librarian, Auraria Library, University of Colorado Denver

When I begin an instruction session in the library, the first thing I ask students to do is get out pen and paper for notes. If I'm at the Reference Desk providing research help, I start the same way. I'll ask, "Do you happen to have any notes about this assignment?" In both scenarios, most students pull out notepads, binders of loose leaf notebook paper, and small journals. Research supports their preference for longhand note-taking. In a 2014 study in Psychological Science, psychologists Pam A. Mueller and Daniel M. Oppenheimer found that students who took notes on laptops tried to type everything word for word, while students writing by hand had to choose what to write down. Slowing down a bit and thinking about the content of their notes helped students learn. Carol Holstead, an Associate Professor of Journalism at the University of Kansas, reported similar findings when she conducted an informal study in her own classes. Test scores improved after she instituted a laptop ban, and 52% of students said they paid more attention without laptops.

I recognize that laptops and other digital devices can provide critical accessibility programs for some students, so I would never go so far as to ban laptops from a learning environment. Whenever possible, though, I encourage students to take notes by hand. As an instructor, you can help your students take better notes by following these steps:

Write it down. Students will look to you for cues about what to record in their notes. I write on the white board with black dry erase markers (other colors can be hard to see), or I type the necessary concepts into a Word document projected on the screen.

Repeat it. Give students time to write. You can speak faster than their hands can move across the page. Say the important concept at least two or three times. Pause. Take a drink of water.

Summarize and reinforce. At the end of the session, go back over your important points. Encourage students to look over their notes and make sure that they've written down these ideas. Connect these main ideas to your learning outcomes for the session.

Some instructors might scoff at these suggestions, believing that these steps amount to coddling. I believe that learning to take notes requires practice, and if you want students to become proficient note takers, they need regular reminders. Encouraging students to take notes also helps reinforce an essential idea about why students are there— because they're spending time with you in order to learn something new.

Recommended Reading List on Library Assessment

Submitted by Meghan Wanucha, Coordinator of Instructional Assessment, Joyner Library, East Carolina University

Starting off as a newbie academic librarian in a brand-new position of Coordinator of Instructional Assessment, I took a deep dive into all things related to assessment, from classroom assessment techniques to program level outcomes to library-wide learning analytics projects. My supervisor and another colleague in a new assessment position joined forces with me to read over several of the resources below and discuss our master plan for assessment at Joyner Library in a kind of "reading club."

Here are the resources I turned to—and continue to rely on—as I wrangle with this buzzworthy topic:

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Vidmar, D.J. (2005). Reflective peer coaching: Crafting collaborative self-assessment in teaching. *Research Strategies, 20*(3), 2005, 135-148. http://dx.doi.org/10.1016/j.resstr.2006.06.002

ACRL Instruction Section Election Candidates

ACRL IS Nominating 2017 Committee announces slate of candidates for the spring 2017 election

Vice Chair/Chair-Elect, three-year term
- Meghan Sitar, University of Michigan
  Carolyn Radcliff, Chapman University

Secretary/Archivist, two-year term
- Lauren Wahman, University of Cincinnati
  Andrea Baer, University of West Georgia

Member-at-Large, two-year term
- Carrie Forbes, University of Denver
  Russell Hall, Penn State, Behrend
  Anne Behler, Penn State, University Park

How to Reach 3,000 Students with 3 Librarians (Or Less)

Submitted by Ashley Hoffman, Distance Learning Librarian, Christina Holm, Reference Services Coordinator Librarian, Kennesaw State University Library System

Kennesaw State University is *growing.* At almost 35,000 students in Fall 2016, KSU is now the second largest university in Georgia. With a student to librarian ratio of 1,129:1, the library has failed to match the university's overall growth rate. Despite our small numbers, in Fall 2015 we still provided 55 out of 151 First-Year Seminar classes with library instruction. Hoping to reach more students in Fall 2016, we entered into a partnership between the Director of First-Year Seminars and a small group of librarians. We titled this project LOOP: Library Online Orientation Program.

We wanted every incoming student to have a personal introduction to library services—thus eliminating video tutorials. We also needed First-Year Seminar faculty support for this project so that we could occupy prime class time. To address both of these issues, we proposed combining seminar sections together, thereby reaching larger numbers of students while still fulfilling the need for a personal touch. However, we did not have a classroom large enough to accommodate more than 60 students.

The solution to our problem came in the form of the newly launched Blackboard Collaborate Ultra (Bb Ultra) virtual presentation software. Unlike similar products, Bb Ultra does not require participants to download special software and has a simple user interface. Drawing inspiration from MOOCs, we constructed a library instruction plan that would allow us to reach all 3,689 first-year seminar students without increasing our instruction workload. We accomplished this by live-broadcasting our library orientations to multiple seminar sections via 32 rescheduled classes. To overcome faculty resistance to these online sessions, we attended faculty meetings and provided extensive technological assistance for the faculty members.

We completely redesigned our lesson plan to promote virtual student engagement. First, we created a "Choose Your Own Adventure" game, a self-guided introduction to library services, using our university's Qualtrics account. Then, we took advantage of Bb Ultra's application sharing software to share our web-browser screen during an online library tour. We also used Socrative to quiz students in real-time, which built student-librarian interaction into the orientation. Additionally, we ended every session with a Socrative Exit Ticket survey, which allowed us to collect valuable assessment data from every session.

LOOP has been incredibly successful so far, reaching approximately 2,904 students (an increase of 1,704 from the previous year). Our next step is to expand virtual library instruction to our distance learner students and to one-on-one reference appointments. Our hope is that by Fall 2017 all KSU librarians will be using this technology to reach more students.

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How Two Questions Are Changing My Teaching

Submitted by Marissa M. Mourer, Humboldt State University

Many of you have probably asked students a variation of this question: What do you hope to learn today?

This semester, I have been asking two different questions instead:
1. For your upcoming assignment, note one thing you hope to do well.
2. What is one opportunity that you have today in this library instruction session?

I collect responses through a google form. Each student completes this formative assessment form on a computer documenting their progress throughout. These are the first two questions on the form. They're asked to respond after my introduction where I share my own opportunities as their librarian, which are to welcome, encourage, challenge, and teach. Students understand that their responses are not anonymous and will be shared with their professor following the session.

The majority of my instructional sessions are in some way tied to an upcoming assignment. I ask the first question to understand if there might be ways I can better tailor my session to that assignment and to communicate that connection to the students. For example, there have been numerous references to wanting writing support. It's made the case that a purposeful promotion of the campus writing center is warranted and would make sense to students during my library instruction, which I haven't generally covered in the past due to time constraints.

The second question is an attempt to elicit more helpful responses than I'd been getting. For more than half of my classes, I'm unfamiliar with how the faculty may be preparing their students for or promoting the library session. When I used to ask what students hoped to learn, their responses made it seem as though there had been no

preparation or promotion, or that they were disengaged from the start. I'm still getting the expected responses of wanting to find information or learn more about the Library, but I think there's a sincerity in their responses that I didn't get before. Students have been citing opportunities such as: wanting to mentor their peers, be inspired, or to become more comfortable asking questions.

The faculty have been communicating their gratitude for receiving these responses and it's positively impacting our conversations following the session. I'm using this valuable feedback to evaluate where my learning activities might meet these expectations in new ways.

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Metacognitive Learning Strategies in the One-Shot

Submitted by Sara Howard, Princeton University and Melissa Behney, Wesleyan University

Faculty frequently ask librarians to teach research tools to upper level students in the one-shot session. During sessions like these students want to find THE article. As librarians, our goals are broader. We seek to reduce students' frustration and increase confidence as they become strategic, flexible, and persistent searchers. By perking up the instruction session with metacognitive learning strategies, we ask students to think about their own cognitive processes and how they can use research strategies and employ concepts from the *ACRL Framework for Information Literacy for Higher Education*, specifically searching as strategic exploration, to become better researchers.

In our experience, students come to the instruction session with a sense that they know how to search a database

and find an article. We use the one-shot session to breakdown this false sense of assurance and then use that place of vulnerability as a point to begin building students' abilities. We introduce the database as a useful tool for completing their assignment, and students are given time to search for articles that meet the professor's criteria (peer reviewed journal article, empirical study, published within the last three years, clearly defined study population, etc.). Once the students begin to exhibit some frustration in finding articles that meet the criteria, we ask them how they are approaching the search and what strategies they are using. Students reflect on their own cognitive processes and whether they had a plan for approaching their research. In most cases, they don't. At this point, we introduce the research cycle and engage students in a conversation about searching as strategic exploration. Students often suggest ways to determine their information needs, use different key words or controlled vocabulary, brainstorm other ways to target and select the best sources, and manage the search process. The class works as a group to develop a list of specific strategies for searching the database based on these knowledge practices and applies the strategies in completing their assignment. The focus is on understanding concepts, developing problem-solving skills, and making planning part of the process. In conclusion, students are asked to provide a very brief written reflection about one thing they learned during the class and how they will adapt these strategies in new contexts. This gives librarians a quick assessment of what students learned in the session and reinforces the learning for students.

Using the metacognitive approach to instruction, librarians can effectively teach both the process and the tools. By building students' awareness of the research cycle and searching as an iterative and nonlinear process, they are better able to evaluate their approach to searching and develop flexibility in navigating the search process. Once those skills are developed, students can focus on the content and context of the information sources.

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Micro learning, Time, and Targets

Submitted by Christina Colquhoun, Instructional Developer, Oklahoma State University

Time can be one of the instruction librarians' worst enemies. Most instruction librarians are familiar with the perils of one-shot instruction: you get 50 minutes to make-or-break students' information literacy habits not just for their college years, but their entire life. Not surprisingly, academic libraries have turned to eLearning and online resources as a way to make the most of their time with students. Videos, interactive modules, infographics, and even memes are being used as complementary to classroom instruction. With the convenience of being accessible online at any time, students can revisit these resources at a later date when the moment of need arises. Oftentimes, these types of bite-sized chunks of information can be referred to as microlearning. Microlearning is a type of learning that allows the learner to take in small chunks of targeted information. By Theo Hug's (2005) definition, there are seven dimensions by which microlearning can be described: time, content, curriculum, form, process, mediality, and learning type (p. 4). Since each of these aspects can vary when implemented, there are infinite correct ways to design microlearning. A prime example of this type of learning is YouTube. Need to learn how to properly dice an onion? YouTube has thousands of videos that will walk you through it, step-by-step, and at the exact moment you need to dice that onion.
While there is no standardized timeframe for how long microlearning should last – it could be a few seconds or it could be 15 minutes – the consensus is that it should be short and cover only one objective or outcome. Additionally, students should be able to choose what they want to learn, when they want to learn it, and have the ability to revisit it and interact with it in their moment of need.

Instruction librarians can create a suite of microlearning to help with specific tasks, such as Portland State University's Library DIY, the University of West Florida's research tutorials, Loyola Marymount University library's "Lion's Guide to Research and the Library," or North Carolina State

University library's videos and interactive guides. Microlearning can also be utilized to teach specific information literacy concepts, such as the "Inform Your Thinking" videos from Oklahoma State University's Edmon Low Library or the New Literacies Alliance suite of lessons. You don't have to be an expert to create microlearning. Simply identify a learning outcome and create a learning object that can be digested by the student when and where they need it. It could be as simple as a PDF infographic posted on a libguide (check out piktochart.com) or a screen capture recording (Jing is free!). Or perhaps you're interested in a more complex activity like an interactive activity (Articulate Storyline 2 or Lectora are recommended for their user-friendliness). The possibilities are endless!

Theo, H. (2005). Micro learning and narration. In *Media in Transition Conference 4: The Work of Stories.* Cambridge, MA. (pp. 1-13).

Successful Legal Research: navigating and providing guidance

Submitted by Lisa Junghahn, Research Librarian for Instructional Services, University of California, Irvine School of Law

In my 10 years as a law librarian, I have taught legal research to a wide range of individuals, including librarians from academic or public libraries. Through this, I have identified two common misperceptions about legal research: (1) it is completely different from other types of research, and (2) success requires a detailed understanding of the law.

Here is an attempt to briefly explain how you can be successful in finding and navigating U.S. law, and in instructing others. First, legal research is like most forms of research. In addition to having access to the Web, it requires a positive attitude, some amount of patience, and a willingness to read. Like with other research, the greater your framework for the topic, the faster you will be able to navigate. Fortunately, most anyone with access to Wikipedia can develop a good understanding of the legal system, which many of us recognize as civics.

Civics in the U.S. starts with the Constitution, and is followed by an explanation of our co-equal branches of government: legislative, executive and judicial. Congress, as our legislative body, makes the laws, which are published by topic in the United States Code (U.S.C.). The executive branch, which consists of the White House and agencies, implements the code through regulations, which are published by topic in the Code of Federal Regulations (C.F.R.). Finally, the courts determine the application and constitutionality of the U.S.C and C.F.R. Confusingly, the courts also determine the application and constitutionality of their own earlier cases. In this way, the courts are a check on themselves, as well as the other branches of

government, which themselves are also checking the courts and each other.

This system of checks and balances is helpful to researchers because it creates a natural way to trace the path of one law to another. For example, each part of the C.F.R. points to the section(s) of the U.S.C. that it seeks to implement. Similarly, the court points to the codes and regulations that it applies. In tracing one law to the other, it is helpful to keep track of dates and geography. In simple terms, the current U.S.C. and current C.F.R. both represent the laws in-force on any given day. The U.S.C. and the C.F.R. are easily findable and searchable online at govinfo.gov/, which also helpfully provides a variety of other legal materials. Cases are often findable on Google Scholar (in addition to proprietary sources like Lexis).

As for geography, which lawyers call jurisdiction, it is usually easy to identify (and sometimes really hard). The scope of our discussion here is on the federal jurisdiction. However, each state is itself a jurisdiction, and sometimes multiple jurisdictions will apply at once. Most of the time, for simple legal research, we are in only one jurisdiction, and we usually know what that is. For example, if you want to know about the federal regulations that govern the use of recreational drones, your jurisdiction is federal.

In great news for legal research, law review articles, which can help explain an area of law, are often available for free and searchable on Google Scholar. Lastly, use research guides to learn about legal citation, case finding, and navigating statutes and administrative law. Select one that resonates for your personal learning style. The best way to get to a great guide is to use Google and start with "legal research guide."

ACRL Instruction Section Bibliographies in Mendeley and Zotero: Collecting and Sharing Important Resources

Submitted by Amanda Izenstark, 2016-2017 Chair, Teaching Methods Committee, Reference and Instructional Design Librarian, University of Rhode Island

For a number of years, Instruction Section Committees have created bibliographies to assist librarians with their work and professional development. These were shared as PDFs, which provided excellent starting points for further information.

In recent years, however, two committees have moved their static PDFs to formats that enhance the reach of the both the committees and the referenced authors. These new formats allow subscribers to get updates, save recommended sources, and connect with researchers and librarians interested in similar topics.
The Instruction for Diverse Populations Committee has published their Library Instruction for Diverse Populations

Bibliography in Zotero. The Teaching Methods Committee has migrated two of the committee's previous bibliographies, First-Year Experience and Academic Libraries: A Select, Annotated Bibliography (2004-2012) and the Teaching and Learning Information Literacy Skills: Textbooks for Students and Books for Instruction Librarians (2004-2012) to Zotero and Mendeley, and created two new collections, Selected Resources for Teaching Methods and Instructional Design in Library Instruction and Selected Resources on Assessment of Library Instruction. Although tagging is supported in Mendeley, using the tags as access points to narrow collections isn't functional, so the committee provides a general link to their collection of resources in Mendeley.

Ernesto Hernandez, 2016-2017 chair of the Instruction for Diverse Populations Committee, noted that committee members had determined that "[the] easiest most efficient way to continue to update the bibliography was to create a Zotero account so that all committee members could contribute and maintain year after year so that it is up-to-date."

Although this process is more labor-intensive for committees, including these sources in social bibliography tools can enhance authors' visibility and altmetrics. For example, tools like PlumX and Altmetric count Mendeley saves as a way of showing a work's impact. These numbers show authors that their work is valued by their colleagues, and can show authors' institutions the reach of the authors' work. Finally, if an author's work is available in an institutional repository, entries in Mendeley and Zotero can link to freely available copies, further improving access.

Instruction for Diverse Populations Committee: Advocacy and Action

Submitted by Ernesto Hernandez, Chair, ACRL Instruction Section - Instruction for Diverse Populations Committee

The diversity of today's higher education students necessitates that librarians involved in instruction have a solid understanding of the backgrounds, learning styles, and learning preferences of their students. The Association of College and Research Libraries (ACRL) Instruction Section's Instruction for Diverse Populations Committee works to help librarians identify instructional practices that better address the needs of these diverse populations. The committee reviews, researches new content, updates, and promotes two substantial resources for librarians: the Library Instruction for Diverse Populations Bibliography and the Multilingual Glossary.

The Diverse Populations Bibliography has been revised in the past year from a static pdf document to a Zotero bibliography that utilizes collaborative and dynamic features that have been updated with new content. The bibliography includes print and electronic resources key to development of effective methods and materials for

providing library instruction and teaching information literacy competencies to diverse student groups. The committee focused primarily on resources authored within the last ten years that specifically describe teaching diverse groups within an academic library context.

This past August, committee members presented a poster about the bibliography at the National Diversity in Libraries Conference on the campus of the University of California, Los Angeles. We invite you to read and explore more about the committee and bibliography on the Instruction Section's website.

Nominate yourself, your colleague, or your library for an *ACRL Award*!

Ilene Rockman Instruction Publication of the Year

Instruction Section Innovation

Miriam Dudley Instruction Librarian

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Choice bibliographic essays and career resource bibliographies can be used both as guides to student research or as models for the critical evaluation of sources. Please visit the collection at http://ala-choice.libguides.com/

Have an idea for a bibliographic essay? Please contact Bill Mickey, editorial director at Choice, at bmickey@ala-choice.org.

Connect with the Instruction Section

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