From the Chair & Vice-Chair

Carrie Forbes, Chair and
Nicole Pagowsky, Vice-Chair

We've done it! We've completed another academic year! It has become increasingly difficult to balance committee work with other professional and personal obligations and it is no small feat that we have managed to accomplish so much this year. As we wrap up the year, we wanted to highlight some important discussions and accomplishments within the Section.

We have heard from many of you that the current policies around the ALA Connect Code of Conduct are negatively impacting your ability to communicate and meet your professional obligations. Although there is overall support for the Code of Conduct, concerns have been voiced about the prohibitions on job postings and the promotion of paid products, events, or services, particularly paid professional development opportunities. Please know that we have heard your concerns and the IS Executive Committee is in conversation with both ALA and ACRL concerning the most effective ways to ask for modifications to the Code. Our committee chairs and vice chairs are also discussing best practices around communicating IS events, resources, and news so we can more easily connect you with the most up-to-date information. We will keep you informed as these conversations move forward and we appreciate your engagement and feedback.

We also wanted to provide an update on the appointment process for next year’s IS committees. From careful review and matching of a staggering number of volunteer applications, the Instruction Section committee appointments are now complete! There were 99 volunteers for 15 IS committees, with approximately 90% matched to a committee. As around 1/3 to 1/2 of a committee continues on in 2-year membership appointments, only a portion of a committee's slots are open for new volunteers each year. As in previous years, we continued to put an emphasis toward ensuring new members receive an appointment, and that BIPOC librarians have greater representation especially in leadership roles. As all ACRL awards committees are still paused, our three IS awards committees were not filled for the coming year.

We express our gratitude to all IS volunteers from the 2022-23 cycle, whether serving as a member of the IS Executive Committee, in an administrative position, or as a committee chair, vice chair, secretary, or member. Your work is essential to ACRL-IS and the field at large. The professional development opportunities, learning resources, and member events you created, facilitated, and hosted this year were fantastic opportunities for teaching librarians and IS members to connect and learn. And let’s not forget the less flashy aspects of committee work, such as organizing, planning, policy and process-drafting, and contributing to section and ACRL-wide conversations, which are also essential to an effective and responsive organization. We thank you for your efforts in all these areas and we look forward to working with you in the coming year.

If you have ideas for new initiatives, processes, or anything else related to the Instruction Section, please get in touch with one or both of us: Chair, Carrie Forbes (Southern Oregon University), forbesc@sou.edu; and Nicole Pagowsky (University of Arizona), nf@arizona.edu. Have a good summer!

| IS Election Results 2023-2024
| Thank you to all who ran for Instruction Section offices! Our incoming members of the IS Executive Committee are:
| Vice-Chair/Chair-Elect (three-year term)
| Kirsten Feist |
subtracting based on their partner conversations, before we talked about their products.

Our discussion focused on two questions: what part of the research process are you good at? What part frustrates you and why? These simple ideas gave time and space for critical reflection (Davidson and Katopodis 2022) allowing the learners to process their research assets (Lang 2021) to share their wins and “aha” moments of connection. By having the visual representation of their process in front of them the concrete model allowed for a richer conversation. Talking about strengths and learning opportunities also allows me as an instructor to show I value them as thinkers and encourage their persistence (Lang 2021). When research “gets messy” (Petersen and Kruse 2023) the artwork gives students a chance to revisit and review finding a path for their next steps.

Interested in more materials to support this work? See the lesson plan and slideshow I created.

References


Grounding a Semester-long Internship Program in an Archives and Special Collections through Scholarship as Conversation

Submitted by Hanz Olson, Librarian & Archivist at Casper College, on behalf of the IS Framework for Information Literacy Sandbox Committee

After graduating from the University of Madison–Wisconsin's iSchool in 2019, my first two full-time positions in the field have cast me in the role of both instruction librarian and archivist. Before the start of the 2022 fall semester, I was asked if I could bring on
an undergraduate student intern in the archives and special collections. This quickly turned into bringing on two undergraduate interns for the semester, and so my thoughts turned to making their experience engaging and their learning scaffolded.

I saw the knowledge practices associated with the Scholarship as Conversation Frame of the ACRL Framework for Information Literacy for Higher Education as being deeply ingrained in the work of leading an archives and special collections through transformative change. I felt that this part of the operational context lent an immediacy to modeling my reliance on them to accomplish different tasks. Having interns involved in a complex set of responsibilities felt like something I should absolutely tie to the frame, and, on one occasion, it led an intern and I into the stacks to find texts related to their Museum and Gallery Studies Program. They proceeded to select a handful of books related to parts of the conversation and field they were interested in learning more about.

I used the frame during this semester-long internship by grounding it in the day-to-day operation of identifying the contribution articles, books, and other sources make to carrying out certain functions of the job and the need to monitor these contributions over time. The primary scaffold in this semester-long internship was a complex archival exhibit-planning project in which each intern had to synthesize contributions to knowledge and use those contributions to plan and carry out their particular archival exhibit.

I guided each intern through their project using the Backward Design Template published by Vanderbilt University’s Center for Teaching. This involved creating a roadmap for what needed to be done with the Established Goals and Learning Plan sections while turning the Transfer, Meaning, and Acquisition sections over to the interns to complete. I did some tinkering with the template in terms of what I was calling the different sections, but this was the first time I had made it into a learning object. Doing so was particularly useful for the interns at the end of the semester when they needed to turn in an account of their experience, which was at times nonlinear. For anyone considering creating a resource for teaching students information literacy outside of a formal classroom setting that documents their learning and engagement, I would suggest three essential things:

- identify the Knowledge Practices (or variations of them) associated with a frame that situates students’ work around the use of information;
- scaffold the learning of these knowledge practices within a complex project that has an active and reflective learning element built into it; and
- ground/model your use of these knowledge practices in parts of your day you might not otherwise.

Digital Sticky Notes for the Win!
Incorporating Padlet in Library Instruction to Increase Engagement

Submitted by Ashley B. Crane, Research & Instruction Librarian, Sam Houston State University

Are you looking for a new way to make your instruction engaging while empowering your learners to actively participate in the process and giving them a resource to build off of? Check out how one librarian is using Padlet, an educational technology tool, to do just that through community, collaboration, and assessment!

Best described as an online bulletin board, Padlet is that and so much more. This freemium, web-based software allows you to create boards in multiple styles from standard brick arrangement to columns to create-your-own freeform arrangement to slideshows. Padlet posts can incorporate a wide variety of digital media enabling you and your learners to engage collaboratively in multiple ways. Compatible with most screen readers, Padlet also allows for learner accommodations.

Perhaps the simplest way to use Padlet in instruction is to build community. In my for-credit information literacy course, learners share their song of the day on a “My Jam” board. Through this short, beginning of class activity we learn more about each other while creating a playlist to play during quiet class times. Check it out at My Jam Song of the Day Padlet. In a one-shot, you might use it to check in by having learners post a GIF of how doing library research makes them feel or connect to prior knowledge and experiences by sharing a past need for information.

Padlet is also great in encouraging scaffolded collaboration among learners. It augments active learning techniques like brainstorming and workshopping by providing a place to record the information search process as each step is undertaken. Learners can demonstrate their knowledge and skill by uploading photos of mind maps, writing out search strings, and posting permalinks to found sources in different databases. In this example, Strategic Searching...
in Elementary Education Padlet, learners do just that. The Padlet can be later shared with course instructors and learners as a resource to remind them of how to do a search, seek out peer experts on specific databases, and as a direct link to a preselected set of sources relevant to their assignment. It can also further be built upon to explore and build source evaluation skills.

That's not all! Padlet's built-in reactions and comments make assessment easy. Simply by turning on the 5 star rating reaction, peers can evaluate and score a source annotation while providing constructive feedback in a comment. Alternatively, instructor librarians can use the star, thumbs up, or grade reactions to formatively assess learners' work by providing timely feedback and determining if reteaching is necessary.

What to give it a try? Here are a few tips and tricks to remember:

- Consider how learners will be accessing Padlet.
  - Some board arrangements don’t translate well to a mobile device.
  - Use a short friendly URL and/or have QR codes available to scan.
- Incorporate a brief how-to post in a different color to help learners easily identify how to use the tool.
- Participate in the Padlet yourself by including an example.
- Encourage the use of different media appropriate to your time and space while being cognizant of your learners' ability and comfort levels.

**New Learning Resource for Academic Research Instruction**

*Submitted by Anna Assogba and Odile Harter, Research Librarians at Harvard University*

**Unabridged On Demand** is an independent learning resource designed to prepare scholars for a career in academic research. It is offered by Harvard Library under a CC-BY license. The team - Unabridged Program Coordinators Anna Assogba and Odile Harter, with Unabridged Learning Design Assistant Ashleigh Kenworthy - spent 8 months adapting content from the library’s annual research intensive for graduate students. We redesigned the material from our in-person program to work for researchers from any academic institution, at any stage of their research process.

The site includes twenty self-paced modules plus a series of “ALL ABOUT” tip sheets that touch on all aspects of the research experience in the humanities and social sciences. The modules are organized into four collections, each focused on a particular phase of a research project or degree program:

- **Getting Started**
- **Presenting and Publishing**
- **Best Practices**
- **Archives and Primary Sources**

Our in-person workshops feature a host of library staff and many collaborative hands-on activities. For Unabridged On Demand, we restructured the material to include “knowledge check” questions, conversation prompts, and guidance for how to locate relevant library services and other academic support resources on your campus. Our target audience is second-year PhD students, but we have had researchers from our cohorts often include post-docs, master’s students, faculty, and staff.

The Unabridged team welcomes you to share this site with your students and to adapt our content for your own teaching needs. For each module, we offer a set of facilitator notes with links to download all of the media files used in the module plus a brief description of how we structure our in-person workshop on the same topic.

A sampling of our modules:

- **What is a Database** offers an under-the-hood look at an extensive range of business models and indexing practices that is often appreciated by library staff for their own learning.
- **Keep Track** encourages students to let go of the idea that there is one magical software tool that will organize everything for them and to build instead an ecosystem of tools.
- **Know Your Field** includes a self-assessment rubric to help students identify one or two goals they can work on right now, with an extensive menu of tools and strategies to quickly familiarize yourself with different aspects of a scholarly field.
• **Self-Care for Scholars** introduces students to the power of adopting a learner’s mindset for improving your resilience and ability to make progress through a multi-year degree program.
• **ALL ABOUT: Refining Your Searches** - a one-page overview of how and why to use filters, new search terms, drop-downs, sort, and other advanced search options.
• **Own Your Rights** features a guided exploration of sample publishing contracts and tips on how not to sign all your rights away.

### Boolean (Pizza) Operators

Submitted by Emily Bufford, the First Year Experience Librarian at Xavier University of Louisiana

Students might find boolean operators tough to remember, but not anymore with this Pizza inspired handout! Bring a difficult to grasp concept down to an easy bite of pizza.

**Library Resources**

**Boolean (pizza) Operators**

What are Boolean (pizza) Operators?

It's a special kind of code that the Library Search engine understands. They can help narrow your search (such as **NOT**), broaden (such as **OR**), or make your search more exact (such as **AND**). Use them with keywords to super pizza power your search.

- **mushrooms AND pepperoni** you will receive a pizza with both toppings
- **mushrooms OR pepperoni** you will receive a pizza with either topping or both
- **mushroom NOT pepperoni** you are vegetarian and will receive a pizza with mushrooms and no pepperoni

"Pizza Hut" you will only see results for that exact phrase, rather than something like Dan eats pizza in a beach shore hut

(mushrooms **AND** pepperoni) **NOT** anchovy your pizza must have mushrooms and pepperoni, and have 0 anchovy

Ready to start searching?

Visit the Library’s home page!

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View the [full handout](#).

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Do you have something you’d like to promote on official IS social media channels? Send suggestions to: Jacqueline Fleming, [jlfleming@iu.edu](mailto:jlfleming@iu.edu)

### ACRL Books

ACRL publishes a range of books that can help academic and research library workers worldwide develop your careers, manage your institutions, and stay on top of developments in librarianship. See recent titles below, and explore our [online catalog](#) for more timely, thought-provoking, and practical ideas and research.

- **Integrated Library Planning: A New Model for Strategic and Dynamic Planning, Management, and Assessment**
- **Exploring Inclusive & Equitable Pedagogies: Creating Space for All Learners, 2-Volume Set**
- **Thriving as a Mid-Career Librarian: Identity, Advocacy, and Pathways**
- **Undergraduate Research and the Academic Librarian: Case Studies and Best Practices, Volume 2**

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ALA Annual Virtual Conference

Join your colleagues for the 2023 ALA Annual Conference: Exhibition in Chicago Illinois, June 22-27.

2023! The world’s largest library event brings together thousands of librarians and library staff, educators, authors, publishers, friends of libraries, trustees, special guests, and exhibitors! Register today!

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