



From the Chair & Vice-Chair

Nicole Pagowsky, Chair and
Kirsten Feist, Vice-Chair



Nicole Pagowsky, IS Chair

Another academic year comes to a close, and we can wrap up 2023-2024 with some applause. It is our IS committee volunteers and membership at large that provide excellence to the field; so thank you for your contributions and engagement over this year. As we close the

term, we have some important highlights and accomplishments to share.

First, and of high impact for many, it is time for a review of the [ACRL Framework for Information Literacy for Higher Education](#). Typically, the review would be every 5 years, but with initial adoption of the Framework and then managing the pandemic, the ACRL Board allowed for more time. The current Chair and Vice-chair of the ACRL Student Learning & Information Literacy Committee, and the Chair, Vice-chair, and Past chair of the Instruction Section, are coordinating the Board's initiative for review by determining a charge, timeline, application, volunteer selection criteria, and general process for a Framework Review Working Group. We are currently determining these details with related documentation, and more information and associated materials will be shared in the next month or two.

Second, an update from last semester on the ACRL Speaker Honoraria Policy. We have had this in place for a number of months now and were able to award honoraria to panelists invited by our Inclusive Pedagogy Committee. We on Exec decided to implement a first-come-first-served approach for this first year. We have established an honoraria rubric subcommittee in Exec to draft best practices and a thoughtful selection process for instances when we get more requests than the budget allows for. Once the process is established for use next year, we will share more with committees. Next, our awards committees are back in play this coming year! There are a number of changes, however.

You can see the ACRL Board documentation and decision making process in [Connect](#) if you'd like more detail and context. In the coming year, awards committees will be reviewing criteria and implementing processes. In the following year, award committees will begin choosing award recipients again. Kirsten has appointed members to these award committees again and near all roles are finalized.

And on that note, appointments for 2024-25 are now complete. This year, we received 102 applications and made appointment offers to roughly 94% of eligible volunteers for 19 IS committees (including the reinstated awards committees), with 98% of appointment offers accepted overall. As in prior years, a portion of each committee's members continue in 2-year appointments, resulting in a varying number of open volunteer slots. As such, considerable time and intention went into matching the large number of IS volunteers to committees based on interest, experience, or need. Further, we continued to place an emphasis on ensuring new members receive an appointment, and that BIPOC librarians have greater representation, especially in leadership roles.



Kirsten Feist, IS Vice-Chair

We extend our sincere thanks to all IS volunteers, both current and future. From designing professional development opportunities and facilitating growth and connection, to procedural work and finding new solutions and needs in response to modern questions; your work at

every level is valued and impactful. For those rolling off of committees on June 30th, thank you for so generously volunteering your time, and for those starting or continuing on for 2024-25, we look forward to working with you!

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, Nicole Pagowsky (University of Arizona), nfp@arizona.edu and Vice-chair, Kirsten Feist (University of Illinois Urbana-Champaign), kmfeist@illinois.edu. Have a good summer!



Using the Flipped Classroom to Promote Basic AI Literacy in First-Year Composition Library Instruction

Submitted by Mark W. Duncan, Instruction and Outreach Librarian, Christian Brothers University

In covering the research process during library instruction, it is important that students know proper uses of generative AI in their research since many course instructors have already seen students using generative AI in academic work. Through use of the flipped classroom model, where lecture and reading content are covered before class as homework through videos and readings, freeing up class time for active learning, students can apply what they learn through activities and discussions (Datig and Ruswick 2013, 249; Fawley 2014, 19).

In my use of the flipped classroom model for course-integrated first-year composition library instruction at Christian Brothers University, I place use of generative AI as part of the research process and see library instruction as an opportunity to address and promote basic AI literacy. Before the library instruction session, I ask the first-year composition course instructors to have students prepare for class by reading a short article by Lisa M. Given about the potential problems that exist with generative AI (Given 2023), in addition to watching videos/tutorials about the research process. In the article, Given mentions how she asked ChatGPT what she is known for; ChatGPT said she had written books that she had not written, an instance of hallucination (Given 2023). She also shows and discusses AI-generated images to demonstrate how convincing those can be and how they lead to the spread of misinformation. While this is an older article, its concepts remain relevant today. My hope is that when students read this article, they realize that generative AI can "hallucinate," and that one must double check what generative AI programs generate. Students are going to use generative AI regardless, so we need to make sure they know how to properly use it and some potential concerns with it.

After introducing the day's agenda and learning outcomes during class, and going over research schedules, another element of the research process, I put two questions on the front screen for a class discussion activity:

- Are there any concerns about the use of ChatGPT?
- What are those concerns, if any, and how might they affect us?

I tell students that they can base their understanding of generative AI/ChatGPT on the article or their own experiences. Through two semesters of doing this activity, I have noticed that students are quiet at first and at times need more direction than those two discussion questions. Therefore, I ask them what was directly discussed in the article they read for homework. After directing them with this, students mention there are concerns with generative AI, including hallucinations, misinformation, and false citations.

The discussion usually takes a few minutes, but groups progress nicely with research schedules, topic narrowing, and citing sources as part of the research process since students may use generative AI as a brainstorming tool early in that process. Through students reading about and discussing generative AI, they can realize that generative AI does have some benefits, such as brainstorming assistance, but it can also lead to the spread of misinformation.

References

- Datig, Ilka, and Claire Ruswick. 2013. "Four Quick Flips: Activities for the Information Literacy Classroom." *College & Research Libraries News* 74, no. 5 (May): 249-251, 257. <https://doi.org/10.5860/crln.74.5.8946>.
- Fawley, Nancy. 2014. "Flipped Classrooms: Turning the Tables on Traditional Library Instruction." *American Libraries* 45, no. 9/10 (September/October): 19. <https://www.jstor.org/stable/24603865>.
- Given, Lisa M. 2023. "AI Tools are Generating Convincing Misinformation. Engaging with Them Means Being on High Alert." *The Conversation*. Last modified March 22, 2023. <https://theconversation.com/ai-tools-are-generating-convincing-misinformation-engaging-with-them-means-being-on-high-alert-202062>.



Committee Byte

This year, the Mentoring Program matched 45 mentees with mentors and hosted a mid-program gathering to allow mentors and mentees to connect with others in the program. Attendees discussed research, developing and nurturing faculty relationships, techniques and tools for engaging students, and developing our sense of who we are in the classroom. The committee looks forward to continuing these initiatives in the coming year. If you are interested in being a mentor or mentee in 2024-2025, please be on the lookout for the committee's call for participants in early September.

Incorporating Mindful Practices In An Academic Library: A Reflection

Submitted by Kristina Lang, Research Support Librarian and Librarian Assistant Professor of Library Science, Kennesaw State University

Mindfulness has been utilized in therapeutic practice for decades, using cognitive and behavioral approaches. When I began teaching Information Literacy Instruction sessions, I relied on the skills taught in these approaches to help me with anxiety reduction and focus while planning, preparing, presenting, and reflecting upon them. With more practice, I began to wonder if some aspects could also help my students. After all, they rely on the learning and application of skills from me and their other professors, and being a college *student* can be just as stressful as being a college *teacher*. My questions led me to the field of Contemplative Pedagogy, which involves the incorporation of mindfulness practices into teaching (Barbezat and Bush 2013, 9-10).

Around the time I began my career, Marsha Linehan, the creator of Dialectical Behavioral Therapy (DBT) published her memoir. DBT started primarily for the treatment of borderline personality disorder (BPD) (Hall & Codd 2020, 20). By then, many of the skills it teaches were also being used to treat anxiety. One of the books recommended to me, *Dialectical Behavior Therapy Skills Workbook for Anxiety* (a drastically shorter self-help book than Linehan's original instruction manual and workbook, which are more focused on guiding a therapist through treating clients) is a good example of how the application of DBT treatment has evolved since its inception. Linehan's description of getting caught up in the zeitgeist of the time ("DBT is based on behaviorism, dialectical philosophy and Zen Buddhist practice" [Gilbert, Hall & Codd 2020]) and her experience with Christian contemplative practices (Linehan 2020, 148), was a reminder of the beginning of

the popularity of mindfulness practices and its use in therapy in the United States (from the 1970s) as well as the history and practice of mindfulness not necessarily being tied to any particular religion.

As I studied the application of behaviorism, self-help for teachers, and pedagogy, I realized how ubiquitous mindfulness had become for me. I had been taught years before to practice diaphragmatic breathing, but introducing 4-7-8 breathing into my routine drastically reduced my before-class jitters, and I began to see it practiced in training sessions and started doing so in my own classes. I also thought about how to apply things I had learned from my yoga teachers into my teaching (I started breathing through *emotional* discomfort just as I had been taught to with *physical* discomfort). Reflection has been part of my practice for years, and it came naturally to me as a student. The next step was studying reflection for myself as a teacher, incorporating it into my lessons, and focusing my after-class reflection to learn from each experience and to be sure to practice what I was asking my students to do. This is one of the lessons from contemplative pedagogy that has also stuck with me: to stay in touch with the students and not ask them to do what you are not willing to do (Reale 2017, 15-19).

References

- Barbezat, Daniel P., and Mirabai Bush. 2013. *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning*. Newark: John Wiley & Sons, Inc. ProQuest Ebook Central.
- Chapman, Alexander L., Kim L. Gratz, Matthew T. Tull, and Terence Keane. 2011. *The Dialectical Behavior Therapy Skills Workbook for Anxiety: Breaking Free from Worry, Panic, PTSD, and Other Anxiety Symptoms*. Oakland: New Harbinger Publications.
- Gilbert, Kirsten, Karyn Hall, and R. Trent Codd. 2020. "Radically Open Dialectical Behavior Therapy: Social Signaling, Transdiagnostic Utility and Current Evidence." *Psychology Research and Behavior Management* 2020, no. 13: 19-28. <https://doi.org/10.2147/PRBM.S201848>.
- Linehan, Marsha. 2020. *Building a Life Worth Living: A Memoir*. New York: Random House.
- Reale, Michelle. 2017. *Becoming a Reflective Librarian and Teacher: Strategies for Mindful Academic Practice*. Chicago: ALA Editions.



Committee Byte

On March 20, 2024, the Teaching Methods Committee hosted its annual virtual event, titled "Instruction Strategies to Support Neurodivergent Learners." Presenter Jacqueline Frank, Instruction & Accessibility Librarian from Montana State University shared techniques and teaching strategies to better support neurodivergent students, including offering content in various formats, seeking feedback from students, and using various technologies. We invite you to [view the recording](#).

In addition, throughout the year the committee selects and interviews librarians who demonstrate a passion for teaching, innovation, and student learning. Check-out the latest [Featured Teaching Librarians](#).

Crossing Disciplines, Pedagogies, and Habits of Mind

Submitted by Hanz Olson, Librarian & Archivist, Casper College

Does the ACRL Framework go so far as to support developing the capacity to turn widespread or traditional teaching practices within academic libraries into what we can call a signature pedagogy? In a discussion post for ALA's fall 2023 Developing Signature Pedagogies course with Lauren Hayes, I substituted the Knowledge Practices and Dispositions found in the Framework with some of the elements in Joan Wink's model for the "Codification of Posing a Problem" (Wink 2011, 151). I then mapped this approach to the work of Bruce et al in their "Six Frames for Information Literacy Education" (Bruce, Edwards and Lupton 2006). The points Wink makes about the "Teacher's Role in Problem Posing" (150) also resonated as useful IL one-shot or research consultation ingredients:

- "Create a safe place for it to happen"
- "Ask hard questions for the students' musing"
- "Assist students with codification"

Based on the conceptual definition of a Signature Pedagogy, I would say the Framework invites students to participate in "doing" the work of developing disciplinary awareness by becoming information literate, and that the two Habits of Mind crucial for Wink's approach to Critical Pedagogy are "Questioning

or Posing Problems" and "Persistence." Often one or the other (if not both) are capable of being modeled in the context of an IL one-shot lesson or research consultation. Practicing each habit can complement problem-based and active learning strategies too. The following mapping of the Six Frames to Wink's "Codification of Posing a Problem" is intended for use in and beyond both of the aforementioned contexts.

- Knowledge about the world of information (Content Frame): The Code (ACRL IL definition or particular Frame)
- A set of competencies or skills (Competency Frame): Based on the immediate (academic) need in the learners' lives and drawn from the Framework's definition of Information Literacy and its Knowledge Practices.
- A way of learning (Learning to Learn Frame): Learners identify and articulate a problem before beginning to learn how to solve it via the application of select competencies or skills.
- Contextual and situated social practices (Personal Relevance Frame): Learners work independently or cooperatively to solve some part of their collective (community) problem.
- Power relationships in society and social responsibility (Social Impact Frame): The information literacy goal that learners are supposed to develop. One or more Dispositions from the Framework are to be the focus here.
- A complex set of ways for interacting with information (Relational Frame): As a goal of the instructor's, students learn how to empower themselves to be successful in their current context but are also able to transfer their learning to future problems.

References

- Bruce, Christine, Sylvia Edwards, and Mandy Lupton. 2006. "Six Frames for Information Literacy Education: A Conceptual Framework for Interpreting the Relationships between Theory and Practice." *Innovation in Teaching and Learning in Information and Computer Sciences* 5, no. 1 (2006): 1-18.
- Wink, Joan. 2011. *Critical Pedagogy: Notes From the Real World*, Upper Saddle River, N.J.: Pearson.



IS Election Results



Congratulations to our newly elected IS Exec members! The following roster will be joining us starting in the new term, July 1, 2024:

Vice-chair/Chair-elect: Ben Oberdick, Michigan State University

Secretary: Maya Hobscheid, Grand Valley State University

Members-at-large:

Chelsea Heinbach, University of Nevada Las Vegas

Camille Abdel-Jawad Cook, Park University

Melissa Mallon, Vanderbilt University

And we thank our outgoing Exec members rotating off after their service:

Lalitha Nataraj, Archivist

Symphony Bruce, Member-at-large

Alexandria Chisolm, Member-at-large

Brittany Paloma Fiedler, Member-at-large

Carrie Forbes, Past Chair

Jessica Brangiel, ACRL Board Liaison

Committee-Contributed Article

Submitted by Ginny Boehme, Katie Gibson, Stefanie Hilles, Roger Justus on behalf of the IS ACRL Framework for Information Literacy Sandbox Committee

Our project, [Harnessing Pandora's Box: At the Intersection of AI and Information Literacy](#), came out of a call for resources in spring 2023 from our university's writing center, which organized a faculty learning community to explore best methods and practices for dealing with AI in higher education. The goal was for working groups to develop materials and strategies to help faculty understand AI, the implications of its use, and how to better incorporate this technology in the classroom.

Our group consisted entirely of librarians, and we chose to create flexible lesson plans covering different aspects of generative AI that faculty could incorporate directly into classes.

We focused on two AI tools that have been prominent in the news and discussions, ChatGPT and DALL-E. We used the [ACRL Framework for Information Literacy](#) and the associated [Visual Literacy Framework](#) to guide the

development of our materials. Three of our lesson plans focused primarily on single frames of the former, and three were based on several themes in the latter.

All our lesson plans are designed with the same structure and are available in the [ACRL Framework for Information Literacy Sandbox](#). Each starts with an introduction, followed by the learning objectives, and then an outline of the activity. Two lessons are focused on specific disciplines, while the others are more flexible. Each lesson plan has clear example prompts, which are open to customization, and teaching notes with our recommendations for classroom implementation.

All of the activities are designed to be done in-person with faculty-led reflection and discussion. However, they could also be adapted for online modules or even a flipped classroom model.

Information Literacy lessons:

- Research as Inquiry: Students refine and reiterate research questions based on new and existing knowledge.
- Scholarship as Conversation: Students identify the scholarly communication conventions for their field and then compare a ChatGPT-generated text to those conventions.
- Searching as Strategic Exploration: Students compare human-generated and AI-generated search term lists and explore the biases inherent in both approaches.

Visual Literacy lessons:

- Formal Analysis/Spot the AI: Students compare images created by an artist and by the image-generator DALL-E with the goal of analyzing and articulating how the formal elements and principles of design function in each image, covering the following themes: Learners participate in a changing visual information landscape; Learners perceive visuals as communicating information; and Learners practice visual discernment and criticality.



- AI Image Generators and Copyright: Focuses on ethical considerations related to issues of copyright and intellectual property, covering the following themes: Learners participate in a changing visual information landscape; and Learners perceive visuals as communicating information.
- AI Image Generators and Bias in the Dataset: Addresses bias in training datasets, how their use can reinforce bias, and strategies AI image generators use to mitigate bias, covering the following theme: Learners pursue social justice through visual practice.

Committee Byte

The IL Best Practices Committee is now accepting nominations for exemplary information literacy programs! Learn more about the characteristics of programs that illustrate best practices and nominate your own or another program [here](#).

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 and higher education. See recent titles below, and explore our [online catalog](#) for more timely, thought-provoking, and practical ideas and research..



- [Digital Humanities in the Library, Second Edition](#)
- [Predatory Publishing and Global Scholarly Communications](#)
- [Toxic Dynamics: Disrupting, Dismantling, and Transforming Academic Library Culture](#)
- [Universal Design for Learning in Academic Libraries: Theory into Practice](#)
- [Supporting Student Parents in the Academic Library: Designing Spaces, Policies, and Services](#)

Interested in writing for ACRL? Contact [Erin Nevius](#), ACRL's Content Strategist, for more information, or visit www.ala.org/acrl/publications/publishing to learn more about our book publishing program.

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