



### From the Chair & Vice-Chair

Nicole Pagowsky, Chair and  
Kirsten Feist, Vice-Chair

We welcome you all to the new academic year as part of the ACRL Instruction Section! This is often a busy time for instruction librarians and we hope you are



Nicole Pagowsky, IS Chair

taking the time to practice self care and community care. Additionally, as COVID unfortunately continues on, and many of our campuses have been eager to go "back to normal," taking care of ourselves and each other includes masking, vaccination, testing, and physical distancing. Solidarity and

community care are essential when, as we are seeing with this pandemic, disabled and BIPOC communities and lower-income groups are most adversely affected. As a completely virtual section, Kirsten and I hope you find our community accessible with flexibility for connection, learning, and growth. Please explore our programming and resources for finding support and reciprocal mentorship as you expand your career.

The Instruction Section is a valuable organization thanks to the hard work of our many officers, chairs, vice chairs, and committee members. We'd like to welcome our new and returning [IS Executive Committee Officers](#). Our newest members-at-large are Kristin E. C. Green (Penn State Scranton), Maoria Kirker (George Mason University), and Evelyn O. Ugwu-George (Curry College). They join returning members-at-large Symphony Bruce (New York University), Alexandria Chisholm (Penn State Berks), and Brittany Paloma Fiedler (University of Nevada, Las Vegas). Our new Secretary is Matthew Weirick Johnson (University of South Florida - Tampa). Lalitha Nataraj (California State University, San Marcos) is returning as IS Archivist, and Carrie Forbes (Southern Oregon University) will continue to share her wisdom with us as Past-Chair of the section. Jessica Brangiel (Swarthmore College) serves as our Board Liaison helping us to problem solve, and brings our questions and issues to the ACRL Board.

This year we are inviting committees to re-evaluate their committee names, charges, and goals moving forward. Though our section always encourages flexibility and change when needed, the current impetus for reviewing this information comes from seeking a more balanced distribution of committee volunteers for appointments as some committees are always very popular, while others can be more difficult to fill. Committee leadership that serves on Advisory Council will have the opportunity to communicate with their Exec liaison if changes are needed. Additionally, we are working with our ACRL Board Liaison to make the committee appointment structure and process more aligned with inclusivity and accessibility for both the volunteers and the Vice-Chair who takes on this intensive project. All issues might not be resolved this year alone, but we hope to make progress.

The ACRL Board pause on all section awards is continuing for the time being. The [ACRL Awards Process Implementation Task Force](#) is charged with making specific, implementable recommendations for streamlining the ACRL awards process. The three IS awards committees are currently on hiatus while this work is underway and the IS Executive Committee will remain in communication with ACRL to provide feedback and receive updates. We will know by the committee appointment time frame if volunteers will be assigned to these committees this Spring for the following year.



Kirsten Feist, IS Vice-Chair

Last, you may have already seen the news that [ACRL has approved a Speaker Honoraria Policy](#). This is an exciting update that serves "to better engage, acknowledge, and support a diverse library workforce and to help make ACRL a more welcoming, equitable, and accessible association."

If you have questions as part of a committee, you can reach out to your Exec liaison, and we hope to have more of the minutiae of how this will work in our section



determined after more discussion with our Board Liaison.

Kirsten and I wish you a wonderful fall semester with plenty of opportunities for achievements and growth as well as time for rest and community building. 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) - on sabbatical but I will be responding to messages, albeit a little slower than usual, [nfp@arizona.edu](mailto:nfp@arizona.edu); and Vice-Chair, Kirsten Feist (University Illinois Urbana-Champaign) [kmfeist@illinois.edu](mailto:kmfeist@illinois.edu).

### Is It This or That? Using Mentimeter to Help Students Differentiate Sources

*Submitted by Rhiana Murphy, Research and Instruction Librarian, Regis University*

[Mentimeter](#) is a web-based presentation tool designed to provide engaging and collaborative learning experiences. Mentimeter, also commonly called Menti for short, invites students to interact with word clouds, polls, quizzes, Q&As, and surveys in real-time. When sprinkled throughout your instruction presentation, this tool provides excellent opportunities for students to actively participate in the learning process. Students can engage with your presentation by using their smartphones or laptops and they can respond anonymously which helps establish a modernized and safe learning environment. Mentimeter is also a flexible tool that can be adapted to both in person and remote learning environments.

Learning how to use Mentimeter is easy with [Mentimeter Academy](#). Mentimeter Academy offers a free beginner's course which takes 30-45 minutes to complete. Upon completing the course, you can receive a personalized certificate. Mentimeter is also affordable and offers both free and paid plans. With the free plan - which is the plan I have - the number of participants is unlimited and you can use as many content slides as you like. The free plan also allows you to incorporate two question slides and five quiz slides per presentation. To access more features, Mentimeter offers paid organizational plans as well as discounted individual plans for educators.

One of my favorite Mentimeter features to use in instruction sessions is [This or That](#). This feature allows you to ask students a question and have them choose between two possible options (i.e., this or that). I use this feature in class to help students learn about the differences between primary and secondary literature. Before the instruction session, I identify one primary article and one secondary article. I paste the full citations in my slide deck and label them "Article 1" and "Article 2". In Mentimeter, I create two *This or That* slides. I title the first slide "Article 1" and I title the second slide "Article 2." Finally, in both Menti slides, I change Option 1 to "Primary Source" and Option 2 to "Secondary Source."

During the instruction session, I begin by showing students a table that compares the differences between primary and secondary sources. Next, I ask students to join my Mentimeter on their smartphone or laptop and I explain how they can participate. Then, I ask students to open a new tab or use a different device to locate Article 1 and Article 2. As they review the articles, I ask them to choose whether each article is primary or secondary and cast their vote in Mentimeter. When everyone is finished, I end the session by displaying each article on the screen, one at a time, and I explain how to tell which one is primary and which one is secondary. What makes this Mentimeter activity great is that students gain hands-on learning experience and this activity can be adapted to a variety of disciplines and lesson plans.

### Committee Byte

The IS Teaching Methods Committee has updated its Selected Resources lists for 2022. Visit the [IS-TM webpage](#) to learn more and check out the Teaching Methods / Instructional Design and Assessment lists in Zotero!

### Featured Contributors from the Sandbox Upload-a-thon

*Submitted by the IS Information Literacy Sandbox Committee*

In April, the Promotion, Outreach, and User Education (PROMO) Subcommittee of the Instruction Section Framework for Information Literacy Sandbox (FILS) Committee hosted a Sandbox Upload-a-thon to support contributors as they uploaded new teaching resources. The [ACRL Framework for Information Literacy Sandbox](#) is an open repository of information



literacy teaching materials that engage with the [ACRL Framework for Information Literacy for Higher Education](#). The FILS Committee encourages IS members to use the Sandbox to find new teaching activities and share their own instructional resources.

Below, three librarians discuss the resources they contributed during the Upload-a-thon.

[Scholarship as Conversation: Social Short Form Videos](#)  
by Emily Bufford, First Year Experience Librarian, Xavier University of Louisiana

I tasked myself with creating six sessions that were fun and informative, covering each of the six frames from ACRL Framework for Information Literacy for Higher Education. I named the sessions *Info Bites*, learning information literacy while snacking on tasty tidbits. The *Scholarship as Conversation: Social Short Form Videos* session was one of the six *Info Bites*, and it links the academic frame of scholarship as conversation to the everyday student reality of social short form videos, like TikToks, Facebook Reels, and YouTube shorts. The borrowing, exchanging, and reusing of material amongst the TikTok community is similar to what happens between scholars as they write. A discussion of citation etiquette also occurs during the session, contrasting academia and TikTok. Striving to link academic concepts to the everyday realities of student life can be an effective way to enliven learning.

[Introduction of Lateral Reading for Media Literacy](#)  
by Ruth Castillo, Director of the Library, Emory & Henry College

This lesson plan introduces students to lateral reading techniques using the SIFT method. Designed and implemented for a political science introduction to international relations course, this lesson can easily be adapted to other media literacy contexts, particularly those addressing current events. During the lesson, students discuss what they have previously been taught about evaluating online sources. Then, they are introduced to the SIFT method in a short video. Next, students practice lateral reading with sample news articles by working together in small groups. Each group is given one news article from a generally recognized news source and an article from a questionable online news source. Students are instructed to practice 'vertical reading' or their usual

source evaluation methods for one of the articles and use the SIFT method or 'lateral reading' to evaluate the other article. Students then discuss their findings with the class, at which time they recognize that SIFT is much more efficient and accurate for evaluating sources.

### [Data Hunts](#)

by Kaypounyers "Kay P" Maye, Scholarly Engagement Librarian for the Social Sciences and Data, Tulane University

In this assignment, students are tasked with delving into the realm of data investigation, focusing on the analysis of social, academic, and economic factors linked to the publication and utilization of data. Learners explore the multifaceted implications and underlying dynamics that shape data's role in society as well as one's access to that data. By adopting a critical approach, learners scrutinize the origins of the data, analyze its reliability and potential biases, and consider its impact on various sectors, from education to the economy. Furthermore, the assignment encourages students to identify potential ethical dilemmas surrounding data usage and discern its influence on decision-making processes. This will enable students to grasp the broader context and implications of data-driven practices, fostering a more informed and responsible approach to data analysis and interpretation.

### **Guided Notetaking: an "old-school" way of engaging students that still works!**

Submitted by Emily Zumbrun, Rural Entrepreneurship Librarian at West Virginia University Potomac State College

Technology in the classroom has become a staple for many librarians, often with great success rates in engagement and retention. Tools like Padlet, Kahoot!, Jamboard, and so many others promote active learning, help students retain the information presented, and are even fun! But what happens when the lesson is over and the students leave the classroom? Will they remember what was taught? What can they reference when they need that information again?

At the ACRL Annual Conference in Pittsburgh earlier this year, I was involved in a roundtable where the idea of "guided notetaking" was discussed. After hearing about other librarians having success with this active



learning technique, I decided to give it a shot. I created guided notes handouts for two library instruction sessions that included an outline of the key learning objectives that were discussed and left space for the students' own notes. The handouts also included instructions to access a LibGuide that provided further information and resources related to the lesson, as well as librarian contact information for further assistance.

The guided notes received an overwhelmingly positive response from students. In exit surveys in both classes, students identified the guided notes as something they liked from the lesson. In response to the question, "what is one thing you DID like about today's lesson," one student responded, "the notesheet you gave us," while another responded, "I liked the notes guide." No students mentioned the guided notes in their response to the question "what is one thing you DID NOT like about today's lesson?" This explicit response reinforces the positive impact that guided notes have on engaging the students in active learning. Students appreciate having the instructor provide guidance for the most important concepts presented and have a physical reference when the lesson is over.

For an example of guided notes, see [the handouts I have created](#).

### Committee Byte

The Instructional Tech Committee wants to hear from you! What would you like to see covered in [Tips and Trends](#)? Are you interested in exploring a topic as a co-author? Let us know: [acrlsitech@gmail.com](mailto:acrlsitech@gmail.com)

### Engaging Students in the Classroom

*Highlights from the Instruction Section Lightning Round on May 1, 2023. Submitted by Michael Saar on behalf of the Instruction Section Virtual Engagement Committee.*

After a long period of isolation due to Covid-19 the need to engage students is more crucial than ever. To explore this topic, the ACRL Instruction Session Virtual Engagement Committee hosted four presentations in a virtual lightning round on May 1, 2023, titled "Engaging Students in Library Instruction – Experimentation and Innovation."

The lightning round provided attendees with a rich array of innovative ideas and strategies to enhance student engagement in library instruction. From creative activities like book spine poetry to contemplative practices, anonymous polling, and interactive workshops, these presentations

demonstrated the commitment of educators to adapt and evolve their teaching methods in response to the unique challenges faced by students in a post-pandemic world.

The sessions were as follows:

#### 1. Serendipitous Browsing through Book Spine Poetry

Stefanie Hilles from Miami University presented a unique approach to teaching students the importance of browsing. She introduced a lesson plan where students engage in serendipitous browsing by creating book spine poetry. This creative activity involves arranging book titles to form poems, highlighting the serendipity and chance inherent in browsing. The activity proved popular among attendees and even extended beyond the class to other patrons creating their own book spine poetry.

#### 2. Integrating Reflective Practices

Presented by Sarah Hagerman, Cynthia Keller, and Abbey Lewis from the University of Colorado, Boulder, this session focused on incorporating contemplative and reflective practices in information literacy. The presenters focused on Padlet, a versatile online tool, that allows for anonymous and non-textual participation but noted this could be done in a variety of low-tech ways as well. The purpose is to facilitate reflection and introspection, centering the learner and fostering guided discussions.

#### 3. Facilitating Engagement with Pear Deck

Megan Marchese from Farmingdale State College shared insights into using Pear Deck, an online polling program, to enhance information literacy instruction. Megan emphasized how anonymous polling within Pear Deck promotes student engagement and peer learning, as well as provide assessments within a session. Pear Deck allows instructors to prompt students with questions, discussions, and activities and integrates easily with Google Slides. This tool allows wait time and anonymity creating a more inclusive environment for English learners and those with disabilities.

#### 4. Easing Research Anxiety with Interactive Workshops

Christine Fena from Stony Brook University presented her experiences in leading exploratory virtual library workshops aimed at helping first-year students find their unique voices in the research process. The workshop, entitled The Research Journey: Choose Your Own Adventure, emphasized the idea of choice and pathways in the research process. These workshops



# Instruction Section

Association of College & Research Libraries  
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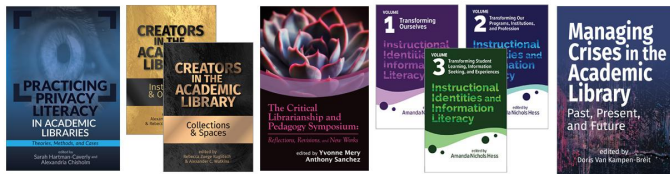
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encouraged students to explore different types of sources on topics of their own personal interest, fostering a sense of individuality and reducing research anxiety.

A [full recording of all presentations and the following Q&A](#) is available.

### ACRL Books



ACRL books provide timely and practical advice and thought-provoking research for academic library workers worldwide. Some recent titles:

- [Practicing Privacy Literacy in Academic Libraries: Theories, Methods, and Cases](#)
- [Creators in the Academic Library: Collections & Spaces and Instruction & Outreach](#)
- [The Critical Librarianship and Pedagogy Symposium: Reflections, Revisions, and New Works](#)
- [Instructional Identities and Information Literacy, 3 Volume Set](#)
- [Managing Crises in the Academic Library: Past, Present, and Future](#)

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