From the Desk of…

As the Chair and Vice-Chair of the Instruction Section for FY 2017-2018, we’re excited to announce a significant change in the evolving work of the Instruction Section to foster community around information literacy instruction in college and research libraries. Beginning with 2018 American Library Association Annual Conference in New Orleans, IS will no longer be holding in-person events at the ALA Annual Conference. (As a reminder, we have not been holding official meetings at Midwinter for the past few years already!) This will make IS the first all virtual section for ACRL.

This decision has been part of the Executive Committee’s work for the past year under the leadership of Past Chair, Jennifer Knievel. We did extensive research into recent participation levels, discussed and received feedback from the ACRL Board of Directors, and feel confident that it is time to make a decision for the future of the Instruction Section.

You may have also noticed an increase in online learning and networking opportunities offered for the membership - one example would be the series of webinars offered by the Management and Leadership committee on accessibility, mentoring, and critical reflection. These opportunities max out their attendance limits and attract engaged participants. There is a clear demand for more of this virtual programming and we’re building the infrastructure in committees to assess needs and develop responsive online programming.

At the same time, attendance at the ALA Annual conference by IS members and at the various events typically hosted at the conference by IS has dwindled considerably over the same period. This includes conference programs, discussions groups, and the soiree. Feedback and survey opportunities universally call for more opportunities for members to participate without conference attendance, which many members cannot afford or justify to their organizations. Additionally, since making the majority of our committees entirely virtual, section participation has risen and we have considered ways to create more opportunities for volunteers to contribute to the work of IS. The frequency of IS webinars and other online programming throughout the year also allows more voices from the profession to share their expertise and thoughts with membership instead of being limited to one themed annual conference program competing with other compelling programs.

After discussion over more than a year, IS believes that our membership will be better served by redirecting the energy that we typically put into events at ALA into alternative events to help our members connect with one another and with ACRL either virtually or at other conferences with a higher concentration of IS membership, such as ACRL, LOEX, LIW, and others. We are forming a task force to iron out the various details related to this change and you can expect to hear more about their activities in the coming months as we explore the possibilities for continuing to strengthen our community and build networks for sharing expertise amongst members. If you have feedback on this decision or ideas related to our next steps, please contact Merinda and/or Meghan and we’ll be happy to engage with you.

We are excited about the possibilities this opens for our section and our membership and look forward to connecting with everyone in new ways!

Merinda Kaye Hensley, Chair
Meghan Sitar, Vice Chair

Instruction Section website
All the IS info you need in one place, visit [here](#).

Do you have something you’d like to promote on official IS social media channels? Send suggestions to [jennifer.turner@mnsu.edu](mailto:jennifer.turner@mnsu.edu).
Unpacking Assumptions: The Importance of Critical Reflection Skills in Information Literacy

Submitted by Silvia Vong, Head of Public Services, John M. Kelly Library, University of St. Michael’s College, University of Toronto

The term “critical reflection” is often used interchangeably with reflection, however, critical reflection is a branch or type of reflection that has a particular purpose in the reflective process. While some reflections can be used to identify one’s own learning experiences and take-away from a class, critical reflection is the unfurling of one’s underlying assumptions that have emerged from personal history. Brookfield (1995) outlines two aspects in critical reflection, understanding power and its impact in our environment as well as identifying how our assumptions affect our actions. While much of the research focuses on critical reflection as a way to develop our teaching and understanding of our power in the classroom and its impact on the students, this approach can also be very effective in drawing out conversations with students around how they evaluate information, the power structures that either privilege or prevent creation and access to information as well as exploring the drivers behind their information seeking behaviors.

Critical reflection requires practice to address assumptions one has built over time. There are various strategies to engage in critical reflection from individual contemplation with a structured guide to group work. Many of the strategies by various researchers in the field (Mezirow 1990; Brookfield 1995; Fook and Gardener 2007; Tripp 2012; Bassot 2016) introduce some aspect of identifying dominant views that may have developed through assumptions. This is usually guided by a series of questions focused around identifying a particular incident, the views that inform the actions, and the exclusions or impact the view has on others. For example, a common question is “how does the dominant view exclude certain groups or how does your view not apply to others?” or “what perspective is silent or missing from the dominant view?” In the context of teaching students about different resources, these types of questions can be used to encourage students to explore the assumptions they have made about access, privacy, and the value of resources such as Google. Rather than deliver the same spiel on the value of research databases versus Google, we can help students unpack their information seeking behavior and identify various perspectives. Critical reflections allow students to participate in the analysis of their assumptions and perceptions around information, shifting the responsibility and learning back to the student.

References


"Engaging Online Learners"

Submitted by Addison Lucchi, Instructional & Research Librarian, MidAmerica Nazarene University

Nowadays, a significant amount of the instruction we provide as librarians is executed in an online format. While the methods we use to provide instructional services to fully online students do differ from the methods we use to provide the same services to face-to-face students, there are certain core concepts that apply uniformly to all of the information literacy instruction we provide, regardless of context:

1. It is imperative that all of our instruction remain learner-centered – we must always strive to consider and meet the needs of each individual student.
2. It is equally important that we fully utilize evidence-based interactive teaching strategies, and help students relate and apply what they learn to the rest of their lives.
3. Finally, we should make all of our instruction personal, and demonstrate our enthusiasm for learning in every interaction with students.

How do these truths apply to online instruction specifically?

We must design our online instruction to be centered on the needs of learners. Just as we regularly analyze and consider the individual needs of our face-to-face students, we must do the same with our online ones. We must be committed to building intuitive online learning platforms, and embedding library services at the students’ point of need. We must teach in a way that caters to the learning styles of all students, even and especially in an online platform.

We must make our online instruction interactive and dynamic. Our instruction is not sufficient if it merely consists of online lectures, readings, and other various forms of static information-giving. To fully engage students, we should provide regular opportunities for them to interact with their material in meaningful ways – such as through interactive research modules and tutorials. We should also create content that requires our students to constantly apply what they learn about information literacy to the rest of their lives.

We must make online instruction personal. It is crucial to the efficacy of our work that we consider every online student as wholly unique and deserving of our full attention. Furthermore, it is vital that we treat each encounter with a student – through chat, email, or within an online course – as a valuable opportunity to help that student succeed. Every interaction we have with an online student provides an opportunity for us, as librarians and teachers, to spread our enthusiasm for learning and demonstrate the wonder of exploring information.

Our online instruction will be at its most successful when it is personal, interactive, and centered on the needs of learners. Online learners should receive the same exceptional instruction and service as our face-to-face learners – and thus, we must exercise the same amount of thought, effort, and care towards instructing these students, to fully engage them not just as abstract online learners, but as unique human beings.

Drifting through Research: Adopting ideas from the bibliodérive to inspire new approaches to Information Literacy

Submitted by Mackenzie Salisbury, Nick Ferreira, & Holly Dankert, John M. Flaxman Library, School of the Art Institute of Chicago

Creating a fresh, relevant, and innovative approach to information literacy is something we continuously strive for in librarianship. In spring 2015, the Flaxman Library and (then) Dean of Graduate Studies, Rebecca Duclos, sponsored a campus-wide alternative research event at the School of the Art Institute of Chicago.

IS Mentoring Program

The purpose of the ACRL IS Mentoring Program is to contribute to the professional development of academic librarians who teach information literacy through the creation of mentor/mentee pairs within the Instruction Section.

Click here for more information.
(SAIC). Over 700 participants engaged in a day-long bibliodérive, bringing new and unexpected results to their personal and course-based research practices. Subsequently, librarians incorporated some of the multimodal research methods of the dérive with the new ACRL Framework concepts to energize our library instruction program. We continue to successfully build on the results.

A bibliodérive is the application of the Situationist International practice of the derive (Debord 1956) or “drift” to the realm of research, libraries and archives. Open-ended actions or “situations” are initiated to challenge small groups of participants to expand their thinking about research methods and results. Playful yet constructive “prompts” are designed to propel them into the library in radically alternative paths of exploration. These techniques disrupt the traditional use value assigned to the library as well as the dérivists’ own habitual perceptions and investigative practices. Students, alumni and faculty engage creatively with the geography of the library, the collections, the library staff, and with each other – discovering previously unseen facets and surprising intersectionalities in their research interests and findings.

Using what we learned from the bibliodérive event, librarians began experimenting with new methods of active learning and participatory library instruction that employ these nontraditional, reactive and spontaneous modes of research. Additionally, we were able to concretely incorporate the new ACRL Framework for Information Literacy for Higher Education. Of the six frames, we chose to focus on three frames that aligned well with our students’ needs, faculty teaching methods, and SAIC’s core values (School of the Art Institute of Chicago 2017). “Information Creation as Process” is used in Remix: Collections, a lesson plan that incorporates browsing the physical collection with the production of a zine crafted by student collaboration. “Research as Inquiry” is addressed in Down the Rabbit Hole, in which students use Google Images as an entry point for their research, to ask questions without pre-determined expectations. “Searching as Strategic Exploration” maps directly to our lesson plan, Drift through Print Materials, which asks students to browse and recognize the value of serendipity. Each of these frames encompass knowledge practices or dispositions that we felt were easily attainable, and even lent themselves to the alternative practices seen in the bibliodérive. All reinforce the ideas of exploration, flexibility, and openness to alternative perspectives when researching - ideas that are at the core of the bibliodérive.

References


Game On! A Library Instruction Program for Student Athletes

Submitted by Katherine M. Costin & Pamela J. Morgan, Vanderbilt University

For three consecutive summers, the Vanderbilt Libraries has hosted incoming freshman athletes as part of a formal orientation program sponsored by the Student-Athlete Academic Support Center. At the request of the academic counselors, librarians provide a hands-on instruction session to acquaint the students with the libraries’ resources and services.

In the first summer, librarians identified learning outcomes for the session, which have carried over year after year. To support the session, librarians created a research guide based on the following:

- Locate the list of subject librarians in order to contact a librarian for assistance
- Find the subject and course guides in order to use course-specific resources
- Access the A-Z List of databases in order to select the most appropriate sources
Librarians wanted the instruction to be an engaging, positive experience. What better way than to host a competitive game? The first part of the instruction session involved a lecture featuring the research guide. The second portion was an interactive quiz to test students’ familiarity with the library system and services.

Librarians utilized an online assessment tool, FlipQuiz, to design a quiz-show like game. The quiz consisted of several categories, including “Technology,” “Finding Materials,” “Website,” and “Databases.” Prior to the session, counselors asked students to review the research guide in order to have exposure to information included in the quiz.

The game started when the moderating librarian picked a random question from the board. Throughout the quiz, students worked independently with access to a computer. As the game proceeded, whoever answered the question correctly picked the next question. Students were awarded a small prize for each correct answer.

Prior to the partnership’s second year, librarians and counselors met to discuss the previous summer session. Librarians felt the lecture was only partially engaging, with the competitive element garnering far more enthusiasm. Counselors liked the game, but wanted more student interaction with databases. Librarians devised the following modifications for the second year:

- Restructuring the FlipQuiz questions so students would locate answers utilizing the website and databases.
- Paring down the categories to “Website,” “Finding Materials,” and “Databases.”
- Interspersing the game with “timeouts” featuring “teachable moments,” providing additional information about library resources and services highlighted in the game.
- Grouping students into teams that competed against each other.

After the session, counselors reported the players were more engaged during the Library session than at any other point in their orientation program.

The partnership continues to evolve for the onboarding of incoming student athletes. While FlipQuiz worked well the first two years, librarians set it aside in favor of Kahoot! Kahoot! allowed librarians to better design questions requiring database use, a priority for the counselors. Based on the quiz, librarians compiled a “Ten Tips in Ten Minutes” lecture that addressed all the quiz questions. The new format, including the return of the lecture, was a success with students and counselors.

Vanderbilt student athletes maintain high GPAs and outstanding Academic Performance Rates (APRs), and librarians enjoy being a part of that success. The academic counselors value our partnership, and both sides look forward to the instruction every summer.

ACRL Student Learning & Information Literacy Committee Archived Webinar Recordings

ACRL SLILC Framework for Information Literacy: A Community College Showcase
Recording from April 12, 2017 available here.

Recording from June 1, 2017 available here.

Coloring outside the Information Literacy Lines

Submitted by Megan Lotts, Art Librarian, Rutgers, the State University of New Jersey

In the 21st century a resurgence of coloring has swept the nation. Coloring books traditionally seen as a medium for relaxation or artistic expression, are also used for education and in this case library instruction. The Art Library Coloring Book was a self-driven learning experience created to connect with individuals who are scholars in the arts while also educating non-arts patrons about the possibilities available at the Rutgers University Art Library, all while creating and having fun.

The Rutgers University Art Library, which houses a non-circulating collection of over 90,000 volumes, is roughly a 20-30-minute walk away from most of the students, faculty, and staff who research in the arts. As a subject specialist and instruction librarian to the arts, it is crucial that my students are aware of the Art Library,
Teaching Unprepared

Submitted by Sarah Karas, Reference and Instruction Librarian, James M. Milne Library, SUNY Oneonta

It will come as no surprise that information literacy instruction at the academic level is often one-shot. Librarians are contacted by instructors and asked to teach students how to be expert researchers in about an hour. We are frequently asked to demonstrate how to find information in varying formats and how to accurately cite resources in a particular style. It is often an insurmountable task, but we grab at the chance to be able to at least introduce the concept of information literacy to students.

This year my library has decided to focus on the frame “Searching as Strategic Exploration” as a guide for our assessment and teaching. Upon reflection, I realized that my instruction has been heavy in teaching students how to interface with tools through prepared searches, or sets of keywords that I’ve determined ahead of time to produce specific results.

Modeling to students how to work through the research process was very minimal in my instruction. Instead of understand the types of resources we have, and know that there is a team of library faculty and staff available to help them at their points of need.

For me, the Art Library Coloring Book crosses the lines of instruction, outreach, and making. When I began this project, I was thinking about alternative methods of educating and engaging individuals in the Arts, in particular how to re-create the one-shot bibliography session. I teach roughly 10-15 one shot bibliographic sessions a semester for scholars in Art & Design programs, but only see a fraction of the students who would benefit from using the Art Library resources.

A run of 500 copies of the coloring book was printed and distributed via the Art Library and at my embedded reference hours, for a total cost of $260. An additional $70 was spent on 500 units of individually wrapped 4-pack crayons, which were stickered with the Rutgers University Libraries Logo.

Following the release of the Rutgers’ Art Library Coloring Book, the Art Library received multiple inquiries via phone and email from individuals and organizations in the Rutgers communities who wanted to acquire bulk copies of the coloring book to use for educational and stress relieving purposes. I also received an overwhelming amount of positive feedback from the Art & Design students and the overall Rutgers communities.

In summation, this alternative teaching tool, was a memorable way to connect with individuals in the Arts, and also provided an opportunity for Rutgers students, faculty, and staff, to engage and create. To learn more about the Art Library Coloring Book project, you can watch Rutgers Coloring Books Inspire Creativity, a video created by Rutgers Today, the university-run campus news source that highlights special events and happenings on the RU campuses. There was also an article titled, “Adult coloring books come to Rutgers Art Library” published in the Daily Targum, the local campus newspaper. Lastly you may view the lightening talk, Coloring outside the Information Literacy Lines: the Art Library Coloring Book presented at the ACRL 2017 conference located in Baltimore, Maryland.

Call for Award Nominations

Excellence in Academic Libraries Award
$3,000 and a plaque

Academic/Research Librarian of the Year
$5,000 and a plaque

Generously sponsored by GOBI Library Solutions from EBSCO

DEADLINE: December 1, 2017
Library Lounge

Submitted by Amanpreet “Aman” Kaur, 2015 – 2017
Eugene Garfield Resident in Science Librarianship,
University of Pennsylvania

Library Lounge is the University of Pennsylvania Libraries’ online information literacy initiative that prepares students to excel as researchers. Integrated in the Canvas learning management system, also administered by Penn Libraries, Library Lounge facilitates learning through videos, quizzes, discussion boards, and interactive tutorials, and serves as a gateway to personal exchange with librarians.

In 2013, an idea to address the information needs of Penn students emerged: integrate specific information literacy content into course sites. Kris Rabberman, a history professor, and David Azzolina, a humanities librarian, decided to collaboratively leverage an online learning module that contained information literacy content geared towards students in a particular course. The success of this module led to creating similar modules and pages for additional courses in the humanities, social sciences, and STEM disciplines.

Online learning also created an opportunity to move beyond the typical “one-shot” library instruction session with little disruption to existing course structures. For example, discussion board forums provide students with sustained contact with librarians as well as peers and instructors; students are assigned to post on discussion board forums at strategic points in the semester aligned with stages in the research process.

In addition, Library Lounge is compelling because it enables self-directed and social learning. Peer-to-peer interaction on the discussion board forums demonstrates that students can help each other form search strategies, troubleshoot citation management tools, suggest appropriate databases, and demystify the library.

Participating librarians curate a set of videos from the existing Library Lounge catalog and produce new content to supplement any subject-specific gaps. Staff from the School of Arts and Sciences Online Learning team, as well as staff from the Penn Libraries’ Vitale Digital Media Lab, assist librarians with video production. Some librarians assign the videos as homework prior to the in-person library instruction session, creating the perfect opportunity to flip the
classroom. Other librarians encourage students to watch the videos at strategic points in the semester, similar to the discussion board forums. After watching the videos, students may be asked to take quizzes and surveys, post responses to discussion board forums, and complete interactive tutorials to assess the new knowledge gained and to identify lingering questions and concerns that the librarians can address during in-person library instructions, via discussion board forums, or one-on-one consultations.

The ultimate goal of Library Lounge is to function as a virtual interactive resource center within each course site in Canvas. By having Library Lounge built into the Canvas course site as a page or module, a librarian is able to curate the information literacy content to meet the needs of students in a specific course. Library Lounge utilizes an "a la carte" approach to let faculty and librarians choose whether or not to include specific videos, discussion boards, quizzes, surveys, or interactive tutorials. In this regard, Library Lounge serves as an integrated research tool. To learn more about Library Lounge, visit the Penn Libraries Initiatives and Priorities page.

### ACRL 2019 Call for Participation – Coming November 2017

ACRL invites you to share your research and creative endeavors at ACRL 2019, “Recasting the Narrative,” to be held April 10-13, 2019, in Cleveland, Ohio.

**Why Present at ACRL 2019?**

- Advocate for your research, project or initiative.
- Expand your connections and get feedback from the best in the profession.
- Boost your professional experience and confidence.
- Invite new collaborations and opportunities into your life.
- Inspire your colleagues by presenting on the most dynamic issues and ideas facing the profession.
- Be published in the online ACRL 2019 Conference Proceedings (contributed papers).
- Add your presentation to your CV and feel good about contributing to the profession.
- Good work juju (it’s true, ACRL presenters receive good juju all year long).

### Highlights from the ACRL IS Current Issues Discussion Group

Submitted by Dani Brecher Cook, Director of Teaching and Learning, UCR Library, UCRiverside

On the afternoon of Saturday, June 24, 2017 at the American Library Association Annual Conference, the ACRL IS Current Issues Discussion Group held its annual in-person forum at the Hilton Chicago. The discussion, “Teaching from the Archives: Creating Student Centered Instruction with Archival Materials,” was convened by Jill Borin (Associate Librarian & University Archivist) and Molly M. Wolf (Associate Librarian & Sexuality Archivist), both of Widener University.

Approximately 20 participants joined the lively conversation, which Borin and Wolf framed around their ideas for getting undergraduate students more engaged with the archives as part of a one-credit course on information literacy. The conveners shared how their work had been influenced by Peter Carini’s work on developing outcomes that bridge information literacy and special collections, then opened the discussion by asking participants to reflect on the value of using archival documents and primary sources in information literacy instruction. Thoughts shared included: exposing students to unique library collections, surfacing how history is produced and preserved, and increasing student engagement. Participants also shared their experiences in incorporating archival sources into their teaching in various contexts, including in first-year experience courses, in history courses, and in a map collection.

One lingering question from the discussion involved how to continue student engagement and conversation after the library session is completed. This challenge of how to encourage students to use primary materials, both physical and digital, in their ongoing scholarly work was one that seemed shared by many of the participants. As a way of continuing the conversation, the conveners shared out a brief bibliography.

### 2016 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment

Proceeding are available now.
Recommended Reading: Strengthening Partnerships

Submitted by Melissa Harden, First Year of Studies Librarian, University of Notre Dame and Anna Michelle Martinez-Montavon, Instructional Design Librarian, University of Notre Dame

Campus libraries and rhetoric programs are natural partners in information literacy instruction. When we were presented with an opportunity to reinvigorate our partnership with the Writing and Rhetoric program on our campus, we sought ways to move beyond a solely transactional partnership based on convenience into a full partnership based on theory and a shared philosophy of pedagogy.

In order to develop this common ground, we examined the literature exploring partnerships between these two fields. While there is a great deal written on this topic, the following reading list contains resources that we found most helpful in developing our philosophy. This list draws on literature from several fields, including some beyond information and library science.

We shared this bibliography with Library and Writing and Rhetoric colleagues at their respective beginning-of-the-year retreats, encouraging them to engage with ideas from outside their field. We were thrilled to see how much these resources resonated with our colleagues, as well as how much they bolstered existing program objectives and helped them name approaches they hadn’t yet put into words. We will continue to draw upon these resources throughout the rest of the year, in ongoing trainings and in individual conversations with librarians and Writing and Rhetoric faculty alike.

While this list is not exhaustive, it is a starting point for engaging in these conversations and inspiring the practice of instructors within your own library and on your campus.


Recommended Reading: Instruction for Diverse Populations

The IS Instruction for Diverse Populations (IDP) Committee works to support librarians in providing instruction for a rich diversity of students, who bring a variety of backgrounds, identities, and experiences to the classroom. To support instruction librarians, our committee provides two resources: the Library Instruction for Diverse Populations Bibliography, and the Multilingual Glossary for Today’s Library Users. We would like to highlight some of the resources included in the bibliography, specifically some related to first-generation students and LGBTQ students.

First generation students:


LGBTQ students:


For more resources to related to instruction supporting diverse student populations, visit the IDP Committee website, or check out the rest of the Instruction for Diverse Populations Bibliography in Zotero.

Visit the ACRL Framework for Information Literacy Sandbox

- Search for ideas and examples of the Framework in action
- Share your instructional materials as a contributor
- Find collaborators for Framework-related projects

Visit the ACRL Framework for Information Literacy Toolkit

- Series of CC-BY-NC modules that can be used for professional development or for training and workshops
- Find ways to engage the Framework in your teaching and learning

Disclaimer: Opinions published in the newsletter are those of the submitters, and should not be assumed to reflect the opinions of the editors or of the Instruction Section.