From the Chair and Vice-Chair

Meghan E. Sitar
Chair
Instruction Section
2018-2019

This fall marks our first full year as a virtual Instruction Section focusing on online engagement rather than in-person programming at ALA conferences. This transition to virtual work has provided numerous opportunities to reconsider how the Section does its work and to generate new community around emerging initiatives for the Section. We are happy to highlight several developments in the last few months that we believe will strengthen our capacity to collaborate around our shared interests in advancing learning, teaching, and research with respect to information literacy in higher education.

Susanna Eng-Ziskin
Vice-Chair
Instruction Section
2018-2019

• Two new task forces were created this year to make recommendations for new directions in two key areas of interest for the Section: diversity and inclusion, and the creation and maintenance of standards, guidelines, and other professional documents that can guide work on our local campuses.

The Diversity and Inclusion Task Force, chaired by Ariana Santiago, began as a conversation about revising the charge of the Instruction for Diverse Populations Committee, but is now also charged with surveying and connecting instruction-related diversity and inclusion initiatives and committees within the Instruction Section, ACRL, and other ALA divisions, and identifying needed diversity and inclusion projects, resources, or initiatives related to instruction and information literacy.

The Document Review Task Force is examining four documents that the Executive Committee determined needed to either be revised to include the new Framework for Information Literacy in Higher Education or needed to be retired. Given that several committees maintain these documents, decisions about the future of the documents will help shape the future of collaborative work in the Section.

• We had the pleasure of appointing Maoria Kirker as the ACRL liaison to the National Resource Center on the First Year Experience (NRCFYE). Maoria is Instruction and Assessment Coordinator at George Mason University, has been a member of the Instruction Section since 2013, and formerly served as Chair of the Instruction Section Awards Committee. We look forward to receiving NRCFYE conference updates and other news from the organization from Maoria as she begins this three-year appointment.

• The Executive Committee members have been focusing on ways to build intentionality and transparency into the work of the Section in order to build more flexible, open structures for online collaboration. Next year, we plan to follow the recommendations that will be delivered by the Building Virtual Community Task Force with a new cycle of strategic planning, which will be the first update to our strategic directions since 2006. We've defined guiding principles for our work together this year, and IS Secretary Andrea Baer led an effort with the IS Advisory Council to move the archives of the Section making them open to all members of ALA, while simplifying access and archiving procedures for the Section.

We are excited about the work underway this year and inspired by the commitment of our members to building community and developing resources that support the ongoing professional development of that community. If you have ideas for new initiatives, processes, or anything else related to the Section, please get in touch with one or both of us: Chair, Meghan Sitar, msitar@umich.edu and Vice-Chair, Susanna Eng-Ziskin, susanna.eng@csun.edu.

Instruction Section website
Keep up-to-date on all IS related activities!

Do you have something you'd like to promote on official IS social media channels? Send suggestions to:
ssalis1@artic.edu

Bringing Structure and Sustainability to the Online Library Instruction Environment

Submitted by Naomi Binnie, Digital Education Librarian, University of Michigan and Alex Deeke, Digital Learning Librarian, University of Michigan

Think about your library's e-learning content, such as online tutorials, videos, and modules. Who creates it? Where does it live? Who maintains it? Librarians are tasked with increasing online instruction content to support students, but an often overlooked challenge is managing, coordinating, and organizing both new and existing content. In our roles as librarians at the University of Michigan, we have found that a team-based approach helps bring a high-quality solution to this sometimes messy area of librarianship.

As the Digital Education Librarian and Digital Learning Librarian, we are dedicated to creating and managing e-learning material coming out of the library. While producing content in our own instruction unit, we noticed a lack of communication between different e-learning content creators throughout the library system including duplication of tutorials, lack of e-learning guidelines or best practices, and scattered use and comfortability with our new LMS, Canvas. Additionally, we realized the need for increased structure around online instruction in order to include and support all library staff interested in or tasked with making e-learning content.

We identified five areas needing support within the library in order to develop a sustainable structure around the library's e-learning environment:

1. Provide guidelines and teach best practices to help all library staff create high quality and accessible learning objects
2. Develop mechanisms to both build and curate e-learning content following a long-term strategy
3. Identify and facilitate potential connections and collaborations between library staff with similar e-learning needs
4. Empower and support library staff to create their own content through a comprehensive consultation and training network
5. Create and contribute to internal and external e-learning repositories to promote a culture of open resources

We embraced a team-based approach in an effort to address these five areas by forming an e-learning committee and working over the summer of 2018. We revamped our approach to supporting e-learning by developing a new committee-wide consultation system, training resources (libguides, workshops, etc.) for library staff, and real examples of successful e-learning projects.

We think all libraries would benefit from taking a team-based approach to managing and supporting e-learning. We recommend creating training opportunities for library staff, developing documentation and guidelines for creating content, and establishing standard operating procedures around consultations between your team and library staff. It is also important to develop an outreach plan to ensure staff are aware of your team and all new and existing e-learning content available to them. This approach prioritizes coordinating and facilitating partnerships among library staff and e-learning experts, empowering everyone to take ownership of e-learning while maintaining a systematic and balanced approach to creating, organizing, and maintaining a library's e-learning environment.

By developing some initial but crucial structure around e-learning, it became easier for us to promote e-learning throughout the library and to better empower library staff to create e-learning content. Although still very early in our work, building up a sustainable culture around e-learning has already led to an increase in excitement, awareness, involvement, and cohesiveness around e-learning throughout our library.

Nominations Sought for Miriam Dudley Instruction Librarian of the Year Award

Full award criteria and submission guidelines

Submission deadline: December 7, 2018

Award: Plaque and $1,000 prize sponsored by the Instruction Section

The Dudley Award honors a librarian who has made a significant contribution to the advancement of instruction in a college or research library environment.

Please send questions and submissions to Merinda Kaye Hensley at mhensle1@illinois.edu

Making Your One-Shot Count: Introducing Research as Inquiry through the Use of Audio and Video Clips in Collaborative Discussion

Submitted by Brooke Duffy, Research Services Librarian, and Kelleen Maluski, Research Services and Outreach Librarian, Esther Raushenbush Library, Sarah Lawrence College

The age-old problem with the information literacy one-shot class, especially for First Year Studies classes, is how do we engage students who we are meeting for the first time, who do not know their librarians yet, and are new to college research? Furthermore, how can we as instruction librarians utilize the ACRL *Information Literacy Framework* to create lessons that are impactful and appealing to students while still succinct? We all know it's a tall order, especially within a one-hour session.

With all of this in mind, we set out to revitalize our lesson plans for First Year Studies instruction sessions by designing a new, customizable opening activity. The activity was created to capture students' attention while also connecting class subject matter with library session objectives. The goal was to take students from subject matter inquiry to research topic development and keyword creation in a matter of minutes by using audio or video clips specifically chosen for the course. For example, we selected an excerpt of "Is Time Travel Possible?" [0:07-1:18], a TED-Ed video by Colin Stuart, for a physics course, and a clip of Robert Skidelsky discussing economics and politics [0:17-1:32] for a course on the 2016 U.S. presidential election. An example of a video clip selected in collaboration with a faculty member was Lucille Clifton reading her poem "won't you celebrate with me" for a poetry course.

After watching or listening, students were given time to reflect upon the content and develop a topic from it. From there, students volunteered examples of their research topics and keywords during a class discussion. These were simultaneously listed on the board. The entire class then voted on a favorite topic, made comments and additions to flesh it out, and began to edit and add to keyword selections. This democratically-selected subject was used in a scavenger hunt in which groups of students used the library catalog and databases to find different types of relevant resources on the topic.

Rather than giving students pre-selected sample research topics, this activity allowed students to interact with subject matter (on a very small scale), practice research topic inquiry, and then begin searching on a topic that they had a hand in developing. This approach led to better student and faculty buy-in and engagement with the library session, allowing the collaborative, librarian-led discussion of finding and evaluating resources that followed the scavenger hunt to flow more naturally.

IS Teaching Methods Committee News

The IS Teaching Methods virtual spring event is coming! Fill out this survey to suggest a speaker or topic. Past topics have included gendered library work, classroom assessment, and the *Framework*.

The IS Teaching Methods Committee has also updated its Selected Resources lists for 2018. Visit the committee page to learn more and find links to the Instructional Design and Assessment lists in Zotero.

Activating Uncertain Library Instructors: Bridging the Gap Between Point-and-Click Teaching and Active Learning

Submitted by Ashley Roach-Freiman, Instruction Services Librarian, University of Memphis

Active learning strategies are buzzy in information literacy instruction right now, especially since the implementation of the ACRL *Framework*, which draws so deeply from learning theory. However, many library instructors become teachers by a matter of happenstance—taking the available job or taking on new responsibility, not because they have followed a calling to teach. Many instruction librarians don't have previous classroom experience, and learn from colleagues that the best way to teach is to point, click, and explain.

I was treated to my first classroom experience as an exhausted and overwhelmed teaching assistant in my English department's first-year writing program. I was required to teach two composition classes a semester along with my graduate student work. One of the

assets of the program was a required pedagogy course, taught by an experienced and empathetic professor. Under his tutelage, the class read Paulo Freire, wrote sample lesson plans, engaged in reflective writing, and practiced a variety of active learning strategies to internalize the idea that when students are actively engaged in the learning objectives, they are more likely to succeed. We jig-sawed, we presented, we read in class and out, then discussed, and wrote about our reading. We did all the things that learning theory suggests are good practices in the classroom. Then we did our best to incorporate those practices into our actual classrooms. When I was hired as an instruction librarian, I stepped away from this style of teaching while I learned about the library classroom, but returned to engaged teaching with the aid of continued education and a lot of passion and practice.

A recent article in the [Chronicle of Higher Education](#) suggests that university instructors experience increased success as teachers when they participate in brief teaching workshops focused on pedagogy and active learning. The author recommends that workshops don't simply demonstrate or discuss, but have the participants actively participate. As the recipient of such instruction during my teaching assistantship, I can vouch for the utility of learning by doing, and advocate for instruction librarians to try similar tactics. I recognize that without the privilege of education and experience, active learning strategies seem foreign, difficult to implement, and time-consuming, and they are especially so if not embraced by the department or institution. It's a strong move to make active learning a departmental focus rather than the responsibility of individual teachers. Here are some possible strategies:

- Create an internal workshop series for teaching librarians similar to the one described above.
- When colleagues or supervisors come to observe a class, include them in the activity—put them in a group, ask them to peer-teach or present, etc.
- Have various active learning strategies be a point of discussion at departmental meetings.
- Create a learning theory reading and discussion group.
- Have colleagues with unlike styles plan lessons together and co-teach.
- Require a reflective practice for library instructors, incorporating journaling along with submitting of statistics.

New Professor Orientation: Hooking them into Library Services

Submitted by Janice Y. Kung, Public Services Librarian, John W. Scott Health Sciences Library and Carla Lewis, Teaching and Learning Librarian, Augustana Campus Library, University of Alberta

Library orientations can be boring and monotonous. We identified strategies to make a library session more interesting for new faculty members by engaging in an active dialogue throughout the presentation and sharing tips and tricks relevant to their needs.

New Professor Orientation, a single-day event hosted once a year by the University of Alberta's Centre for Teaching and Learning, is an opportunity for new incoming faculty members to learn about key services and programs offered by different offices and units across the university. The University of Alberta Libraries (UAL) was invited to present a one-hour session to demonstrate the value of library services and resources available to them as well as their students. By setting a relaxed and informal tone in the beginning, we encouraged questions from the audience throughout the session and welcomed discussions on topics that required further exploration (e.g., collections and services).

The session, titled [Library Services for Faculty Members: More than Just Books!](#), provided an overview of library services in four key areas: teaching support, collections, research consultations, and research support. Whenever possible, we provided live demonstrations such as navigating the library main website and knowing how to submit interlibrary loan requests. The most compelling component of the session was providing tips and tricks on how to access resources remotely such as enabling the settings in Google Scholar to show UAL's access link for reading full-text articles seamlessly. As time-starved instructors and researchers, faculty members also enjoyed the tip on accessing full-text articles off campus by creating a bookmark on their web browsers (called the Bookmarklet). The Bookmarklet embeds a code that integrates the university's EZProxy prefix into the URL address to streamline the process of accessing publications through UAL's licensed resources.

Each faculty member received a [customized handout](#) at the beginning of the session. The objective of the handouts was to provide faculty members with

important talking points from the presentation. A significant amount of space near the bottom of the handout displayed the subject librarians assigned to their faculty including contact information, photo, and specific subject areas of expertise. The purpose of doing this was to allow faculty members to connect with their liaison librarian afterward while also having the opportunity to contact other subject librarians. Since there were concurrent sessions, electronic copies were also made available to faculty members who were unable to attend the library session.

We received positive feedback from participants after the presentation and one faculty member even mentioned that it was the most useful library session that she had ever been to. This was very encouraging and we learned that faculty members appreciated the tips and tricks on how to save time as they prepare for their research and course work.

Call for ACRL Award Nominations

Submission deadline: December 7, 2018

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

Adding Value to Your Instructional Materials with Graphic Design

Submitted by Grace Liu, Business Reference Librarian Folger Library, University of Maine

As librarians, we often load our instructional materials with information, whether it is a LibGuide, handout, or slide. We hope these materials can be informational and that our users will learn critical knowledge about information sources and research skills. This was my thinking and what I had been doing. But since 2017, I have redesigned most of my library guides and handouts with the graphic design tool Canva and delivered more structured, bookmark-sized handouts.

In the in-class assessments, a great majority (19 out of 20) of students agreed that using a color graphic handout helped them better understand the information sources versus a traditional black-white paper handout. Students commented that the infographic handout was "aesthetically appealing," "informational and helpful," "easy to read and understand," "interesting to look at," "fun," "aesthetically pleasing and informative," "a clear break-down of the resources," "well-organized layout," "convenient", "detailed, neat and handy," "clear," and "easy to follow'.

I would attribute this positive feedback to the use of graphic design. The graphic design process made me consolidate my thoughts and communicate them in a more structured way. Color coding helps students easily navigate and better understand the structure and layers of the content.

With this idea, I created several visual handouts to help students understand the information sources and search strategies in my subject areas, business and economics. For example, two of these guides are "Empower International Business Analysis with Research" and "Where Do I Find Economics Information?" These graphic handouts and others are saved in the ACRL Sandbox. I also published an article on how to create such visual guides in *Academic BRASS*. The infographics in Canva can also be downloaded as images and integrated into LibGuides. See an example in my Business Research: SWOT Analysis guide.

Using graphic design not only enhances the content display, but also opens the door for communicating ACRL information literacy framework concepts. I quoted several threshold concepts in my handouts and also added some inspiring quotes to enhance students' affective learning. I hope this article can shed some light on how to redesign library instructional materials and inspire some librarians who would like to take this route.

Nominations Sought for IS Innovation Award

Full eligibility and submission guidelines

Submission deadline: December 7, 2018

Award: $3,000 prize sponsored by EBSCO Information Services

The Innovation Award recognizes a project from the past two years that demonstrates creative, innovative, or unique approaches to information literacy instruction or programming. Past awards have recognized well-known programs and initiatives such as the WASSAIL Information Literacy Assessment Project, the Guide on the Side software, the New Literacies Alliance project, and the 23 Framework Things.

Nominations must describe how the project meets the award criteria and should include a letter of support and documentation presenting the project's purpose, content, impact, and innovative aspects.

Read an interview with the 23 Framework Things team, the 2018 Award winner.

Please send your questions and submissions to Clarence Maybee, Vice-Chair/ACRL IS Awards Committee at cmaybee@purdue.edu.

Critical Reading for Learning and Social Change: A Panel Discussion

Highlights from the Instruction Section Virtual Discussion on June 6, 2018.

Submitted by Brittany Paloma Fiedler on behalf of the IS Discussion Group Steering Committee

Instructional librarians are quite experienced with helping students find sources, but reading is often seen as either a private act the learner does alone or a classroom act the learner does with an instructor. The virtual discussion held on June 6, 2018, looked at the role librarians have in teaching critical reading in order

to help students make sense of their sources. In today's political and educational landscape, critical reading is an important component of both learning and becoming socially engaged.

140 attendees joined two moderators, **Hannah Gascho Rempel** (Science Librarian & Graduate Student Success Coordinator at Oregon State University Libraries) and **Anne-Marie Deitering** (Franklin McEdward Professor for Undergraduate Learning Initiatives at Oregon State University Libraries and Press), who guided panelists through a philosophical and practical dialogue about assumptions, activities, assessment, and advice about critical reading. The panelists included **Rosemary Green** (Graduate Program Librarian; Adjunct Professor at Shenandoah University), **Stephanie Otis** (Associate Dean for Public Services at UNC Charlotte), and **Anne Jumonville Graf** (First-Year Experience Librarian & Associate Professor at Trinity University).

All panelists described the need to have students, instructors, and librarians engage in a metacognitive evaluation of themselves as readers. It may include listing the steps of reading an article, reflective journaling about reading as an academic, or completing the Metacognitive Awareness of Reading Strategies Inventory. These approaches help readers examine their practices in order to improve them.

As for activities, the ideas depend on how much time a librarian has. In her one shots, Anne gives students a citation. They find the full text and vote on the quality and appropriateness of the text for their assignment. Each citation takes about 10 minutes, and she likes to do three examples so that the class can interrogate a variety of sources. Stephanie meets with a class three to five times over a semester and focuses on reading as a process. She reads articles with students, joining them as a non-expert and modeling her annotation process. In subsequent meetings Stephanie guides them through source searching and connecting their new texts to the foundational ones. Rosemary teaches a semester-long course and can scaffold critical reading throughout it. Early on, she gives students a short scholarly text (without the abstract) and asks students to write the abstract. For librarians without the luxury of time, she suggested having students read the results section of an article and write an abstract based on that.

In one of the most powerful moments of the discussion, Hannah asked panelists to describe how their

practices can lead to change. Stephanie, who has a strong interest in critical theory, shared this thought: "We want students to read this way so they can question assumptions, challenge binary thinking. These are necessary conditions if we're going to change the world."

To find out more about how to collaborate with faculty, assess critical reading, and support English Language Learners, check out the recording of the session on YouTube. The chat transcript, digest, and other resources are also available.

Update from the IS Membership Committee

Submitted by Marjorie Schreiber Lear, Chair, IS Membership Committee

With our Instruction Section's recent transition to all virtual work, the IS Membership committee is exploring ways to engage our members more effectively, actively, and inclusively. Initial feedback indicates great interest in highlighting various opportunities for members to participate beyond traditional committee work, according to the Building Virtual Community Task Force (BVCTF) and the ALA Emerging Leaders Team D's detailed reports and recommendations. The great work of these groups is helping us update our approaches for orienting new members and reaching out to experienced members in order to facilitate channels for feedback and connections with one another. (Remember, you can still voice your ideas anytime to the BVCTF using their feedback form!)

Be on the lookout for our member orientation series in the form of online office hours, focusing each time on one aspect or benefit of IS membership and featuring guest members. These online sessions will be announced via new member welcome emails and the ILI-L listserv and will be recorded for asynchronous access. Meanwhile, the committee is also investigating opportunities to communicate with both renewing members and those who choose not to renew so that we can learn more about members' experiences.

Finally, we are exploring models for in-person engagement at events such as ACRL, LOEX, and Library Instruction West. Buddy programs, meetups, and live Twitter chats hosted by IS Membership are some of the ideas we are considering. We will also be

looking at practices across ACRL sections and ALA divisions and working with other IS committees to gather inspiration. Please share your thoughts with us by contacting the IS Membership committee chair, Marjorie Schreiber Lear, at marjorielear@gmail.com. Thank you, and we look forward to engaging virtually with you!

Visit the ACRL Framework for Information Literacy Sandbox and Toolkit

Nominations Sought for Ilene F. Rockman Publication of the Year Award

Full eligibility and submission guidelines

Submission Deadline: December 7, 2018

Award: Plaque (cash prize sponsor: TBD)

This award honors the late Dr. Ilene F. Rockman, a nationally recognized leader in the field of IL. The Rockman Award acknowledges an outstanding article or book on instruction or information literacy in an academic library environment published within the last two years.

Publications are judged on the basis of their relevance to the field of instruction in academic or research libraries, originality, timeliness, and quality of writing.

Nominations for the award must include a complete citation, letter of support explaining how the publication meets the award criteria, and when possible, a copy of the publication.

Read an interview with Jennifer Nutefall, the 2018 Rockman recipient.

Please send your questions and submissions to Jo Angela Oehrli, Chair/ACRL IS Awards Committee at jooehrli@umich.edu

ACRL 2019—Recasting the Narrative

April 10-13, 2019, in Cleveland.

The ACRL Conference is your once-every-two-years opportunity to access the best information, discover new ideas, and stay at the forefront of the profession. You'll get irreplaceable opportunities to connect with your peers from all over the country and all over the globe, along with access to content all year long.

Conference Program

ACRL 2019 features more than 500 thought-provoking sessions hand-selected by your peers. The conference offers a variety of session formats, including contributed papers, panel sessions, poster sessions, roundtable discussions, TechConnect presentations, pre-conferences, and workshops. With this wide range of formats, there's something to appeal to all learning styles. The initial ACRL 2019 program schedule will be available later this fall on the conference website. And while you can't be in two places at once, your conference registration allows you access to nearly 400 of these sessions in the Virtual Conference for one full year after the event.

Keynote Speakers

Journalist **Michele Norris** will deliver the opening keynote on April 10. Norris is a Peabody Award-winning journalist, founder of The Race Card Project and Executive Director of The Bridge, The Aspen Institute's program on race, identity, connectivity, and inclusion.

ACRL 2019's middle keynote on April 11 features author **Viet Thanh Nguyen**. Nguyen's writing is bold, elegant, and fiercely honest. His remarkable debut novel, The

Sympathizer, won the Pulitzer Prize, was a Dayton Literary Peace Prize winner, and made the finalist list for the PEN/Faulkner award.

You'll leave ACRL 2019 inspired by our final keynoter, cartoonist **Alison Bechdel**. Bechdel is an internationally beloved cartoonist whose darkly humorous graphic memoirs, astute writing and evocative drawing have forged an unlikely intimacy with a wide and disparate range of readers.

Register Today!

Registration and housing for ACRL 2019 are now available! While the conference is coming up April 10-13, 2019, you can get a jump on registration to get the best rates, meet current fiscal year deadlines, or because you're just too excited to wait. Register for ACRL 2019 by February 8, 2019, and take advantage of discounted early-bird registration rates. You can save $70 or more! Group discounts are also available for institutions that register ten or more employees.

Tips and Trends

The IS Instructional Technologies Committee has published two *Tips and Trends* issues this year, "Frameworks for Blended and Online Course Design," written by Sarah McDaniel, and "Digital Texts and Reading Strategies," written by Suzanne Julian.

Tips and Trends introduces and discusses new, emerging, or even familiar technologies that can be used in library instruction. To see previous *Tips and Trends*, visit the Instructional Technologies Committee webpage.

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.*