From the Chair, Megan Sitar

As Chair of the Instruction Section, I have had the honor of working with a fantastic Executive Committee and Advisory Council that have spent the year reflecting on our ways of working while seeking opportunities to bring more inclusive and accessible practices to our engagement with each other and the broader professional community. The Web Accessibility Task Force of the Communications Committee has been investigating more accessible practices for the presentation of information in the Section’s online publications. The Diversity and Inclusion Task Force is carrying its work into a second year, broadening its charge to not only think about how we address inclusive teaching practices in the professional work of our committees but also investigating strategies for how the Section can better address representation and inclusion in its membership activities. Conducting these challenging and nuanced conversations and supporting community-building in a virtual environment continues to be a focus of the Building Virtual Community Task Force, which will also continue into a second year. These are just a few examples of how we’re evaluating and responding to identified needs through pilots, focused revisions, and new collaborations within and beyond the Section. All of this work requires the volunteer labor of our community and I want to thank everyone who has participated in IS this year, whether you served on a committee, participated in a webinar, or responded to our annual survey of membership from the Information Gathering and Exchange Committee.

I’d especially like to thank everyone who ran for office in this last election. I’m proud to announce the incoming members of the Executive Committee:

- **Vice Chair/Chair-Elect (three-year term):** Nikhat Gouse
- **Secretary/Archivist (two-year term):** Ben Oberdick
- **Members-at-Large (two-year term):** Catherine Fraser Riehle and Lauren Wahman

With this election completed, we’re now seeking members willing to run for office in the next election.

Consider nominating yourself or a colleague for any of these roles. We’re also adding additional Members-at-Large over the next two years in response to the increasing responsibilities of the Executive Committee in an all-virtual environment. Experience is not a requirement of nominations, and we would like to see more early career librarians and library staff serving as Members-at-Large. We hope increasing the size of this group will provide more leadership and growth opportunities for members. To submit a nomination, please use the [nominating form](#) or contact Nominating Committee Chair Jennifer Knievel at jennifer.knievel@colorado.edu.

I also had the pleasure of presiding over our first IS Awards Ceremony at the ACRL Conference in Cleveland with Vice-Chair Susanna Eng-Ziskin and Past-Chair Merinda Hensley. This was our first attempt at considering how our virtual Section can celebrate these accomplishments in our community in-person for those who are able to attend ACRL. Special thanks to Awards Committee Chair Angie Oehrli and Vice-Chair Clarence Maybee who worked through the many, many details of the ceremony while also managing the selection process. Thanks to Christopher Sotelo and Kirstin Duffin for generously providing their photography services (photos throughout newsletter). And thanks to everyone who was able to join us. If you have feedback on the ceremony or anything related to the Section, please do reach out to me at msitar@umich.edu.

### ACRL IS Awards

*Held April 11th, 2019 at ACRL 2019, Cleveland, OH*

IS celebrated our Section award winners from 2018 and 2019 at this year’s ACRL Conference. Interviews with award winners and more about their accomplishments are available on the [IS website](#).

Awards were presented by: Meghan Sitar (Chair), Susanna Eng-Ziskin (Vice-Chair), and Merinda Kaye Hensley (Past-Chair).
From the Vice-Chair, Susanna Eng-Ziskin

I returned from the ACRL Conference in Cleveland, invigorated from all the panels, presentations, and talks. I am continually inspired by all my librarian colleagues from around the country and world. Now that IS has gone virtual it was also a wonderful opportunity to catch up with so many of you. Also inspiring is the work being done by the 2019 class of ALA Emerging Leaders (EL).

The EL program is a leadership development program which enables newer library workers from across the country to participate in problem-solving work groups, network with peers, gain an inside look into ALA structure, and have an opportunity to serve the profession in a leadership capacity. For 2018-2019, IS was happy to partner with the Community and Junior College Libraries Section (CJCLS) to co-sponsor Sabrina Dyck, Reference and Instruction Librarian at Lawson State Community College as an Emerging Leader. Sabrina also happens to be in the group of EL who chose the EL project that IS proposed, and is joined by Karna Younger (Open Pedagogy Librarian at University of Kansas), Ted Quiballo (Instructional Technologies Librarian at Northwestern University), and Phillip Shackleford (Director of Library Services at South Arkansas Community College).

Together they are working on a project to help the Section’s transition to a virtual community. Because we no longer meet in person at ALA Annual, we had concerns about losing the ability to engage with and recruit library school students and recent graduates in a meaningful way at in person orientations and events. We recognize that our members are the Instruction Section’s greatest strength, and we don’t want to lose that connection with them. Are there barriers to engaging with new librarians in our virtual Section? What are recent graduates looking for in the professional organizations? Are we providing the resources, content and experiences that new members are looking for? These are the questions and concerns that our ELs have begun investigating, and we intend to use their findings to continue to evolve as a Section.

Their work will dovetail nicely with the work that last year’s ELs did, along with our Building Virtual Community Task Force. I look forward to hearing their recommendations. They will be presenting their ideas as a poster at ALA Annual this summer in Washington D.C. If you have questions or ideas for the Section’s continued engagement with the Emerging Leaders program, please email me at susanna.eng@csun.edu.

2018 Miriam Dudley Instruction Librarian Award
Sharon Mader, Dean Emeritus & Professor at the University of New Orleans

2019 Miriam Dudley Instruction Librarian Award
Megan Oakleaf, Associate Professor and Director of Instructional Quality at Syracuse University
The 38th Annual Conference on the First-Year Experience

Submitted by Maoria J. Kirker, ACRL Liaison to NRC-FYEST

As the ACRL liaison to the National Resource Center for the First-Year Experience and Students in Transition (NRC-FYEST), I had the privilege of representing ACRL and IS at this year’s Annual Conference on the First-Year Experience (FYE). This dynamic conference brings together instructional faculty, academic and student support units, librarians, and other vital academic personnel to discuss the issues facing first-year students. In addition to the numerous posters and presentations by instruction librarians on information literacy partnerships and programming in the FYE, this conference was ripe with topics pertinent to the instruction work we do. I noticed a number of themes at the conference that are reflected in the research and practice of instruction librarianship: peer mentors and coaches, metacognition, critical pedagogy, and high impact practices.

My duties as liaison to NRC-FYEST will continue for two years. During this time I plan to work with the Center’s director, Dr. Jennifer R. Keup, to make connections between their work and the work of instruction librarians. I would love to hear your ideas and suggestions about how to build and foster these connections. Please email me, mkirker@gmu.edu if you have any questions about NRC-FYEST or have suggestions on partnering with the Center.

If you work with either first-year students or transfer students, I encourage you to consider submitting a conference proposal to one of their conferences. The National Conference on Students in Transition will be October 12-14, 2019 in Orlando, Florida. A call for proposals is out now! The 39th Annual Conference on the First-Year Experience will be February 21-24, 2020 in Washington, DC.

Left to Right: Hensley, Eng-Ziskin, Anthony Sanchez (Awardee), Nicole Pagowsky (Awardee), Sitar.
(Not pictured: Scott Buchanan, Jessica Calderwood, Jen Nichols, Manbeth Slobodnik, Niamh Wallace (Awardees))

2019 Section Special Certificate of Recognition and Appreciation

Nicole Pagowsky and University of Arizona Libraries Colleagues - for the Critical Librarianship and Pedagogy Symposium

Left to Right: Hensley, Eng-Ziskin, Anthony Sanchez (Awardee), Nicole Pagowsky (Awardee), Sitar.
(Not pictured: Scott Buchanan, Jessica Calderwood, Jen Nichols, Manbeth Slobodnik, Niamh Wallace (Awardees))

2019 Section Special Certificate of Recognition and Appreciation

Brad Sietz - for his work as Director of LOEX and editor of LOEX Quarterly

Left to Right: Hensley, Eng-Ziskin, Brad Sietz, Sitar

Instruction Section website
Keep up-to-date on all IS related activities
Faculty Instruction - The Fanshawe College Model

Submitted by Linda Crosby and Donna Sevenpifer, Research and Curriculum Librarians, Fanshawe College

In recent years, there has been a shift to a more research-focused culture in Ontario colleges in which faculty are expected to increase their academic output and embed research across the curriculum. Since many faculty are hired due to their real-life experiences rather than previous academic training, they sometimes have very little formal knowledge of the research process. As such, there has been an increased need for the Research & Curriculum Librarians at Fanshawe College to provide research instruction to faculty.

We offer faculty instruction in a variety of ways. One delivery mode is the workshop. Some workshops are offered in conjunction with the Centre for Research & Innovation as part of a Demystifying Research series, a six-week series running for three hours per week. Our component is usually one to two hours long. We also independently run hour-long workshops throughout each semester. These independent workshops are a new endeavour, so attendance has been sporadic. We also participate in the Orientation to College Teaching program offered to new part-time faculty each semester. In this program, we provide a concise overview of key library resources and services. Despite the short time allotted for this overview, faculty engagement is high, and this interaction often leads to more in-depth contact later. Finally, we conduct one-on-one research assistance consultations. Faculty are encouraged through multiple channels to connect with the Research & Curriculum Librarian assigned to their school. The uptake for these consultations has been steady, and faculty indicate they have high value, but in terms of frequency, they are the least predictable instruction option.

In terms of instructional content, we have administered surveys to gauge faculty research needs and interests. We typically teach topics such as website navigation, database searching, selecting and evaluating sources, and citation management in the context of the college curriculum and professional development, but we customize the instruction as needed. We also apply the ACRL Framework for Information Literacy for Higher Education to all topics.

Anecdotal and more formally solicited feedback indicates that faculty welcome these research opportunities and consider them worthwhile. This feedback encourages us to continue with these endeavours. Moving forward, we need to consider, and address when possible, challenges in determining the best content, format, timing, and location. For instance, faculty schedules are varied and we have multiple college campuses. Identifying and reaching the right audience is a struggle as well due to frequent faculty turnover. An additional concern is our ability to comprehensively provide this service as it is only one facet of our role. Finally, many instructional opportunities require faculty to seek formal work release to participate, which is a potential barrier. This problem could be alleviated by making research instruction for faculty mandatory, similar to other organizational development courses. We are also considering expanding our instructional offerings to include online options to mitigate these challenges.

Tips and Trends

What can your library do to promote open educational resources on campus?

The latest Tips & Trends article on Open Educational Resources written by Instructional Technologies committee members Rashelle Nagar and Jill Hallam-Miller explains the benefits of OER and describes some of the major initiatives.

See also the committee’s interviews on OER with Nicole Finkbeiner, Robin DeRosa, and Nicole Allen.

Do you have something you’d like to promote on official IS social media channels? Send suggestions to: Mackenzie Salisbury. ssalist@artic.edu
Make Small Changes, Get Inclusive Results: Bringing Universal Design to Library Instruction

*Highlights from the Instruction Section Virtual Discussion on January 17, 2019. Submitted by Kristine Nowak on behalf of the IS Discussion Group Steering Committee*

Although librarians typically recognize how important it is to accommodate diverse student needs, it can often be difficult to figure out how to best meet those needs. Teaching one-shot sessions, in which information about student needs may be inaccurate or unavailable, often presents particular challenges. In advance of the 2019 ALA Midwinter Meeting, the IS Discussion Group Steering Committee hosted a webinar about addressing these issues by using Universal Design for Learning (UDL) in information literacy instruction. This webinar, attended by 187 people, provided a variety of perspectives on the experience of people with disabilities within the classroom and trained participants to utilize UDL to better support all students’ learning, especially in the context of one-shot instruction.

The presenters were Samantha Cook, Instructional Design Librarian, and Kristina Clement, Student Success Librarian, both from the University of Wyoming. They discussed the increasing percentage of the US population identifying as having a disability and the urgency of making sure all classroom instruction is accessible and inclusive. Since many students have disabilities that are not visible, or not communicated in advance by their professors, librarians can create inclusive and flexible lessons from the start and be prepared to meet unexpected requests for accommodations. The presenters introduced the key features of UDL, focusing on providing students multiple avenues for learning and multiple options for different abilities and learning styles. The presenters also emphasized that UDL provides flexibility and support for all students, so it improves learning for everyone, including but not limited to students with disabilities.

Presenters conducted several polls to get a sense of participants’ experience and perceptions of library instruction and accessibility. In the beginning of the presentation, these issues were primarily associated continued..
with words like “challenging” and “difficult” and many participants did not have experience with getting accommodation requests or incorporating UDL into their instruction. There were many opportunities for discussion, including about instructors’ experience with unexpected requests for accommodation. The discussion also included several teaching scenarios that were specifically related to library instruction and one-shot sessions. The presenters walked participants through these scenarios, providing practical suggestions for managing these challenges in realistic library instruction environments. At the end of the presentation, presenters collected input from the participants, and found they were utilizing some UDL techniques already without knowing it. Participants also had a greater comfort with UDL, choosing words like “doable,” “inclusion,” and “possible” to describe UDL and student accommodations.

Key takeaways were: providing alternatives and options for students (in the way they learn and we present content), creating flexible lesson plans, and starting with small changes to make instruction more inclusive. The presenters provided multiple ways that participants could converse and interact with the material by using the hashtag #UDLinLibraries and posting materials in a public Google Folder. For more information, see the discussion digest and presentation recording.

**Instruction Section Virtual Program**

Integrating Social Justice and the Framework in Information Literacy Instruction

The program will cover practical ways to incorporate social justice and the ACRL Framework for Information Literacy for Higher Education in information literacy instruction.

When: Monday, May 20, 2 p.m. - 3:30 p.m. EST
Speakers: Raymond Pun, Dr. Nicole A. Cooke, Martha Allen, Dr. Sergio Chaparro, Jason Ezell, and Lucy Rosenbloom
Alien Babies and Angelina Jolie: Teaching Source Evaluation Through Tabloids

Submitted by Ashley Cole and Heather Beirne, Reference & Instruction Librarians, Eastern Kentucky University

We all instinctively know that tabloids are not good sources of information; in fact, it is easy to laugh about how crazy they are. Our Alien Babies & Angelina Jolie activity is a fun and lighthearted lesson designed to guide first-year writing students in constructing strategies for evaluating information. Students are asked to consider their everyday experiences engaging with potentially dubious content on social media websites and draw parallels between our modern concept of fake news and the blatantly laughable and subpar grocery store tabloids of our own childhood. By critically reading tabloid news stories, students think about the questions “what makes information good?” and “what makes news good?” In our experience, students instinctively understand what makes a source “good” or “bad.” Their standards for “good” information, when made explicit through the activity, easily align to Paul and Elder’s (2010) critical thinking framework in The Miniature Guide to Critical Thinking Concepts and Tools and/or the ACRL Framework for Information Literacy for Higher Education.

Once the class has constructed a set of criteria for evaluation, it is easy to draw parallels to strategies for evaluating traditional academic and popular sources. While the goal of this lesson is not to begin discussing scholarly, peer-reviewed research, it can be used to introduce different source types that students will interact with as undergraduates and how this same set of criteria can be applied across the information spectrum.

It may seem out of date to use tabloid headlines to connect evaluating information concepts; however, the nostalgia of tabloids offers a fun respite from the digital world while also situating students within a low-stakes context. Grocery store tabloids, despite their current online medium, are a throwback to print culture and allow for the critical evaluation of media without the urgency and intensity that comes with engaging in our current information landscape. Students have found this lesson to be a fun, humorous introduction to an otherwise mundane topic. If you are looking for an activity that will leave your students laughing and learning, check out Alien Babies and Angelina Jolie: Evaluating Sources Using Tabloids with a Taste of News Literacy in the ACRL Framework Sandbox. We hope you enjoy facilitating it as much as we have.

Visit the ACRL Framework for Information Literacy Sandbox

Visit the ACRL Framework for Information Literacy Toolkit

Research Agenda Conversations

The Research and Scholarship committee is pleased to announce a new edition of our Research Agenda Conversations featuring authors of the book Topographies of Whiteness: Mapping Whiteness in Library and Information Science.
ACRL Preconference at 2019 ALA Annual Conference: RoadShow on the Hill

Join ACRL in Washington, DC, for the full-day pre-conference, Building your Research Data Management Toolkit.

Integrating RDM into your Liaison Work, an ACRL RoadShow offered in conjunction with the 2019 ALA Annual Conference on Friday, June 21, 2019. Complete details, including a full program description, learning outcomes, and registration materials, are available on the RDM pre-conference webpage.

Project Outcome for Academic Libraries

ACRL recently launched Project Outcome for Academic Libraries, a free toolkit designed to help academic libraries understand and share the impact of essential library programs and services. It provides simple surveys and tools for measuring and analyzing outcomes, including:

- Quick and simple surveys
- Easy-to-use survey management portal
- Ready-made and customizable data reports
- Interactive data dashboards
- Resources and training
- Peer discussion boards

Learn more and sign up at Project Outcome.

ACRL Books

Interested in writing for ACRL? Contact Erin Nevius, ACRL’s Content Strategist, at enevisus@ala.org or visit the ACRL Book Publishing website to learn more about our book publishing program and submit a proposal.

Move your library forward with an ACRL RoadShow!

Led by expert presenters, ACRL’s one-day RoadShow workshops engage participants and help academic and research libraries tackle the greatest issues facing the profession today. Current workshop topics include:

- Assessment in Action
- Engaging with the ACRL Framework
- Intersections of Scholarly Communication and Information Literacy
- Research Data Management
- Scholarly Communication
- Using the Standards for Libraries in Higher Education

For more information about each of these workshops, including program descriptions, sample schedules, and a list of presenters, visit www.ala.org/acrl/roadshow.

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.

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