Building Virtual Community Task Force and Emerging Leaders

For the past few years, the Instruction Section has focused on doing our work virtually throughout the year, with in-person meetings held only at Annual conference. Last year, with feedback from the section, we decided to forgo in-person meetings all together. As meeting software has become commonplace and travel funding is increasingly scarce, our members told us they were content to perform their committee work virtually and that a couple of discussions or presentations were not enough to prioritize ALA attendance. We will continue to improve our online workflows in order to get the most out of our service to ALA, ACRL and the Instruction Section however, there is one piece of the puzzle that is greatly impacted by this decision - our sense of community. The Executive Committee and I have charged a new task force, the Building Virtual Community TF, to closely examine the impact of going all virtual and to consider new avenues for building community. The group is focused on the following questions:

- How will our virtual section be welcoming and inclusive to all members?
- How will we expand opportunities for members’ professional development?
- How will our committee and leadership structure adapt to this new model?
- What tools will we use to facilitate digital collaboration, and in what new regional or national venues will we meet each other in person?

We are also working with instruction focused conferences (e.g., LOEX) and the ACRL to think about new ways to build professional networks, celebrate our annual award winners, and to promote diversity and inclusion within the section. If you have comments or suggestions, please use the feedback form (linked on the IS website) or contact me directly at mhenkle1@illinois.edu.

Building Virtual Community Task Force Charge

Authored by Merinda Kaye Hensley, Chair 2017-2018

The task force will engage in the following activities including but not limited to:
- Explore a wide range of virtual tools for professional development including consulting with the Distance Learning Section;
- Examine the current leadership and committee structure to look for opportunities to better serve the membership;
- Search for new avenues for in-person and virtual social connections;
- Update the Instruction Section website and policy language to reflect the work of an all virtual section;
- Promote transparency and aid the decision-making process by consulting IS members as well as leaders within and outside the field to solicit ideas and feedback;
- Communicate updates via the ILI-L listserv;
- Write a two part report: recommendations for re-envisioning the section (Year 1) and a final report including implementation and assessment plans (Year 2) shared widely with ACRL so others may benefit from the work of the task force.

I am deeply grateful to the leadership provided by co-chairs, Liz Barksdale (University of Dallas) and Joe Goetz (Rice University), and to members including Paul Bond (SUNY Broome Community College), Elyssa Cahoy (Pennsylvania State University Libraries), Ashley Crane (Sam Houston State University), Claire Lobdell (Greenfield Community College), Merinda McLure (University of Colorado Boulder), Erin Mooney (Emory University), and Sarah I. Smith (Volunteer State Community College).

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

Do you have something you’d like to promote on official IS social media channels? Send suggestions to jennifer.turner@mnsu.edu.
Emerging Leaders

Authoried by Meghan Sitar, Vice Chair 2017-2018

As Vice Chair, I am happy to report that the Instruction Section took two opportunities this year to re-engage with ALA’s Emerging Leaders program in 2018. Emerging Leaders (EL) is a leadership development program designed to provide people new to the profession with opportunities for facilitated project work, networking opportunities, and insight into ALA’s structure, with the expectation that ELs will seek leadership opportunities within ALA and other library-related organizations. The program is limited to 50 participants each year, with some participants being offered sponsorships by divisions and sections of ALA that support the costs of attending conferences. The IS was pleased to offer sponsorship for 2017-2018 to Jenny Yap, Librarian at Berkeley City College in Berkeley, CA. In addition to offering a sponsorship, the Instruction Section proposed an Emerging Leaders project that was selected by Jenny’s team whose membership includes Brittany Fiedler (Teaching & Learning Librarian, University of Nevada, Las Vegas), Michelle McCarthy-Behler (Reference Services Librarian for Special Collections at the Center for Jewish History in NYC), and Ashlyn Velte (Archivist at the University of Idaho Library Special Collections and Archives in Moscow, ID). The project extends the work of the Building Virtual Community Task Force by exploring the question of how we continue to grow IS and be present as an opportunity for professional engagement outside of the ALA Conference for all members. While the Building Virtual Community Task Force described by Merinda will be focusing its work on the immediate transitions that need to be made within the Section to support virtual engagement across all of our activities, the Emerging Leaders project team will be lending their fresh perspectives as new professionals thinking about the next five years of the Section and how we continue to respond to the needs of new professionals by leveraging existing channels for inclusion and mentoring while building additional pathways for sharing expertise and knowledge across our professional community of instruction librarians. The team is coordinating their work with the Task Force and will be aligning their approaches to information gathering and data sharing. Be on the lookout for opportunities to engage with the team’s work as they prepare recommendations to the Instruction Section’s Executive Committee and a poster presentation in advance of the ALA Annual Conference in June. If you have questions or ideas for the Section’s continued engagement with the Emerging Leaders program, please let me know at msitar@umich.edu.

Bibliography of Research Methods Texts

ACRL IS’ Research and Scholarship Committee shares newly revised Bibliography of Research Methods Texts.

Using Google Docs for Note Taking and Continuous Assessment in One-Shot Instruction

Submitted by Jennifer Hamilton, Head of Instruction, Edith Garland Dupré Library, University of Louisiana at Lafayette

A research technique I emphasize in one-shots at all levels of instruction is the invaluable art of note taking. Students may have 20 minutes here, and hour there, and then weeks may go by before the deadline looms and they resume their research project. If the first step in their research process is to establish a document for note taking (saved on the cloud or a handy USB drive) they can gradually do the research they need without ever losing ground or wasting time.

To model this technique, I use student-editable Google Docs in almost all one-shot instruction. As students log into the lab computers, I provide a Bitly link to a Google Doc I have created just for them. The link gives the whole class editing access and gets the ball rolling quickly. Bitly analytics of that shared link help me track how many times students use or add to the notes they took during their one-shot instruction, which is a useful measure of engagement and extends the opportunity for assessment beyond the limits of the library visit. I share the link with the professor and encourage Moodle posting, so that students have easy access to all notes taken during their library visit.
Over time I have developed a bank of student note taking templates, and it usually takes 5-10 minutes to customize the template that will best support the research needs of that class, create a shareable link in Google that allows editing, and then shorten the link in Bitly. If students have chosen topics, and the class is large, a table usually works best, with a row for each student and columns for topic description, keyword brainstorming, and notes (usually a list of citations and permalinks). For small graduate classes, or classes divided into eight or fewer groups, I use a template with a separate note taking page for each student or group. A full page looks more like the notes they might take for themselves, but a table makes it easier to facilitate a large class working on disparate topics.

A significant advantage of using Google Docs for student note taking in one-shots is that it facilitates continual assessment throughout class. You can see how each student is doing, praise best practices, and help troubleshoot when student are struggling. Anonymous Google animal identities, both real and mythical, are assigned to each student as they enter the document. Use of these avatar names adds an element of humor, and allow examples of both best and worst practices to be identified and discussed without student embarrassment. The students really like the avatars, so I make a bit of a show of them as they begin to appear on screen, and sometimes do a quick Google image search of the more esoteric animals.

Google Docs are a great real time assessment tool both before and after one-shots, providing continuous feedback that can helps you target instruction to best meet the needs of each student and class.

**Tips and Trends**

The ACRL IS, Instructional Technologies Committee, has published their latest Tips and Trends article, “Data Visualization,” written by Lindley Homel.

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.

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**News Resources and Curriculum**

Submitted by Lesley Farmer, Teacher Librarian Program Coordinator, California State University Long Beach

Fake news remains a hot topic, and this kind of information will continue to be created and read. As information professionals, academic librarians are well positioned to leverage fake news as a way to teach information literacy and digital citizenship.

But finding appropriate sources can be time-consuming. To that end, Dr. Farmer (CSULB) has created a LibGuide on fake news. High school librarians will benefit the most from the resources, but the material can apply to college settings.

The LibGuide links to articles, lessons, PowerPoint presentations, videos and infographics that deal with fake news and related literacies: news literacy, media literacy, visual literacy, digital literacy, information literacy and numeracy/data literacy. Therefore, librarians can start with a fake news learning activity and generalize it to other literacies, or they can start with one of the literacies and concretize that literacy by using fake news as a real, compelling example and motivator. It should be noted that each literacy section includes background information and examples as well as learning activities (lessons).

Besides literacies specifically, the guide provides a background about fake news: its definition and distinguishing characteristics from other kinds of misinformation, its history and consequences, and its creation and dissemination. Another section explains why people believe in fake news, and how to discern it; several websites are provided to test one’s ability to distinguish fake news from real news (surprisingly tricky!). Other sections deal with civic engagement and digital citizenship, and the library’s role in addressing fake news.

The curriculum section links to general curricula about fake news and associated literacies, includes a few PowerPoint presentations (including a “one-shot” lesson), and provides a more extensive fake news curriculum for high school/college. The section also includes advice about issues and strategies for teaching about fake news.
to slow down and trust the process. In my composition classes, however, I could see their wheels turning during a good discussion; their work product improved.

It has been more challenging to incorporate discussion in a one-shot library class, but gradually I have found ways to devote class time to discussion. Questions are one way to start a discussion. In my freshman classes, I sometimes begin a class by asking students to explain their assignment to me, to explain to me why they are there and how I can help. Starting with a question helps to engage the class immediately and to set a tone. Getting students to pay attention to the specifics of their assignment is an important point all its own besides grounding our session.

I’ve learned that you must be patient in facilitating discussion. You need to wait for answers; you need to slow things down. Depending on the focus of the session, we may pause to discuss types of sources. In another session, we may spend time in discussing how to create a database of items of their choosing. In a short session, it is not easy to slow down and pare down. Into the bargain, the discussions in one-shot sessions may be brief and more directed, but the engagement and learning payoffs can make it worthwhile.

In short, this fake news LibGuide can serve as a reference source to inspire engaging and important learning.

IL Program Best Practices Interview

Submitted by ACRL’s Information Literacy Best Practices (ILBP) Interview Subcommittee

ILBP recognized California State University, San Bernardino (CSUSB) Libraries as an example of best practices in the Pedagogy category, particularly their program’s focus in critical information literacy. In this interview, Gina Schlesseelman-Tarango, Instructional Services & Initiatives Librarian, and Barbara Quarton, Coordinator of Instruction, shares reflections, insights and advice to support instruction librarians in evolving their practice.

ILBP: Describe the process of shifting your program’s pedagogical approach to a critical information literacy orientation?

The shift was gradual and is ongoing. It started in 2012 when a few of our librarians expressed frustration with teaching primarily skills-based instruction. Educating students on how to find information was not enough – we wanted to help students understand information in all its complexity. We read the literature about critical information literacy (CIL), discussed it at length, and agreed to build our program around it. We developed learning outcomes that emphasize the social nature of information and acknowledge access, privilege, and process. We’re proactive about finding opportunities to share this perspective with faculty and integrate it into our instruction sessions and workshops.

ILBP: How does the ACRL Framework for Information Literacy support your program’s approach to teaching and learning?

We largely work from five learning outcomes that we developed before the Framework was officially published. Because the Framework does a good job of touching on some of the same ideas and skills our outcomes address, it helps us refine our outcomes and think about knowledge practices and dispositions that fall under each. We frequently share the Framework with the faculty with whom we collaborate. Finally, we quite like its definition of information literacy, so we often refer to that when engaged in institutional-level work, like developing rubrics for courses that have critical literacies as a general education outcome.

ILBP: How do you envision your IL program evolving over the next 5-10 years?

We’d like to continue and increase our collaboration with faculty, especially since we’ve done the hard work of ensuring that critical literacies (which includes CIL) are included in our General Education (GE) program’s revised learning outcomes. An instruction librarian serves on the board of our new Faculty Center for Excellence – that presents an exciting opportunity to support those teaching in the GE program and helps us support faculty in their own research.

We also would like to shake up our physical teaching space in the library – currently, we have a traditional lab, and we’re looking forward to moving towards a more flexible and student-centered space.

ILBP: How do you navigate traditional teacher-student roles and identities and make space for marginalized voices? For example, being a white educator teaching about oppression to marginalized populations?

We attempt to make our teaching as student-centered as possible. That takes many different forms, from choosing search examples and readings that highlight marginalized voices and experiences; incorporating student-led exercises so that, as white educators, we take up less space; and piloting a Library Ambassador program in which student library employees, rather than librarians, visit first-year classes.

You can find the rest of the interview with Gina Schlesseelman-Tarango here.

Instruction Section Innovation Award

Trent Brager, Education and Social Sciences Librarian, University of St. Thomas
Amy Mars, Research & Instruction Librarian, St. Catherine University
Kim Pittman, Information Literacy & Assessment Librarian, University of Minnesota Duluth

Brager, Mars, and Pittman receive 2018 Innovation Award for their work on the 23 Framework Things.
Embedding Scholarly Communication in Your Instruction Practice: A Coordinated Approach

Highlights from the Instruction Section Online Discussion on January 24, 2018. Submitted by Elizabeth “Beth” L. Black on behalf of the IS Discussion Group Steering Committee.

Increasingly undergraduates are involved in the creation of scholarship and have more in common with faculty in terms of publishing in a variety of formats than ever before. It is imperative that we prepare and support them in acquiring the knowledge to be successful in these endeavors. How do we go about that? This was the theme of the virtual discussion on January 24, 2018 led by Rebecca Lloyd (Reference & Instruction Librarian), Kristina De Voe (English & Communication Librarian) and Annie Johnson (Library Publishing and Scholarly Communications Specialist) of Temple University.

The practical and engaging conversation among the 37 participants and 3 facilitators uncovered many potential solutions to working in this challenging and exciting area. Partnering with other groups on campus, such as honors centers, university press and grad school thesis and dissertation coordinators, can help to get the word out about stand-alone workshops, for which attendance can be spotty.

Connecting this instructional work to solving campus-wide issues can bring support from university administration. Temple University librarians turned around an embarrassing situation of a campus unit unwittingly hosting a predatory publisher conference by hosting a series of presentations for deans, colleges and schools in partnership with their research center and fully supported by their provost.

As in the example of Temple University above, often the work begins with the faculty not the students. As one participant noted, we are essentially saying, “Professor X, your students really need to learn about this new concept you’re still grappling with yourself.” By collaborating with faculty through hosting institutes to redesign assignments (with incentives like small stipends) and creating libguides and modules that are easily integrated into learning management systems, librarians are partnering with faculty to support their students and at the same time educating the faculty themselves.

Librarians are also instructing students directly through workshops, which are both embedded in class assignments and offered through co-curricular programs, through blogs and online instructional modules, and in “teachable moments,” such as when explaining the reasons why services like ILL exist. Wikipedia editing events were highlighted as a way to engage the entire campus community.

Want to know more? Check out the resource list curated by the discussion conveners and the recording of the discussion in Adobe Connect and the chat transcript.

Call for Proposals

College & Research Libraries News and ACRL’s Student Learning and Information Literacy Committee invite proposals for the publication’s “Perspectives on the Framework” column. This bimonthly column provides a forum for librarians to share implementations, best practices, critiques, explorations, and other perspectives developed from and in conversation with the Framework for Information Literacy for Higher Education. The goal of the column is twofold: to discuss practical tools and takeaways as well as the theoretical content influencing our praxis. Each column will focus on different topics of interest to academic librarians whose responsibilities are in instruction, information literacy, assessment, and other related work.

This column is managed and edited by a subcommittee of the ACRL Student Learning and Information Literacy Committee. Authors should submit 100-word proposals for columns by May 1, 2018 to crlnframework@gmail.com.

Past columns may be found on College & Research Libraries News archive.

College & Research Libraries Instructions for Authors may be found here.
New Webinar Series on Instruction & Outreach for Diverse Populations

Submitted by Veronica Arellano Douglas and Kenny Garcia on behalf of the Instruction for Diverse Populations Committee

The ACRL IS Instruction for Diverse Populations (IPD) Committee and ACRL Library Marketing and Outreach Interest Group have recently launched a new webinar series, Instruction & Outreach for Diverse Populations. The inaugural event took place on March 23 and focused on serving international students. Presenters included Anamika Megwalu, San Jose State University (SJSU); Mark Mattson, Pennsylvania State University (Penn State); and Karen Bordonaro, Brock University. The panel was moderated by Amanda Clink, American University, and boasted over 150 attendees.

Megwalu works closely with SJSU’s many international students. In addition to participating in new international student orientation and hosting resource fairs, Megwalu is heavily involved in SJSU’s iWeek, the library’s contribution to a campus-wide International Education Week celebration. During iWeek 2017 the library hosted 5 different programs: world flag displays, origami crafting, an interactive international map, film showings, and a librarian speed networking event. The latter event helped international students learn more about librarians, library resources and services. Reflecting on the success of these iWeek events, Megwalu stressed the importance of assessment and reviewing events through the lens of cultural sensitivity.

Mattson acknowledged the large team of Penn State librarians who work together to serve the needs of international students. In addition to participating in new international student orientation and hosting resource fairs, Megwalu is heavily involved in SJSU’s iWeek, the library’s contribution to a campus-wide International Education Week celebration. During iWeek 2017 the library hosted 5 different programs: world flag displays, origami crafting, an interactive international map, film showings, and a librarian speed networking event. The latter event helped international students learn more about librarians, library resources and services. Reflecting on the success of these iWeek events, Megwalu stressed the importance of assessment and reviewing events through the lens of cultural sensitivity.

The outreach activities at Penn State center on creating a welcome space for international students in the library. Multicultural collections are cultivated, displays are created, and events are held with students’ comfort in mind. Among popular activities are name workshops, which give all members of the university community an opportunity to learn how to pronounce and order names in different cultures, international student lunch chats, and peer-led classes.
Bordonaro supports the English as a Second Language (ESL) program at Brock University as a personal librarian to 300 students. She emails all ESL students throughout the semester with helpful library information. Students have responded with positive feedback and acknowledged the difficulties of navigating the academic library as an international student. Bordonaro’s welcome back program included the creation of a large banner where international students shared their name and country of origin in their native languages. This was displayed at the front entrance of the library, as well as digitally on the library website. Student participants were proud to welcome their peers and frequently brought new international students to view the banner. Bordonaro also created a LibGuide to support ESL students, a specialized library tour, library workbooks, and online tutorials.

All of the presenters’ activities and programs, the webinar slides, and readings from the IS IDP Committee’s Instruction for Diverse Populations Bibliography can be found in an accompanying resource document. This is a great start to a new webinar series that will provide much needed professional development opportunities for librarians interested in supporting diverse student communities.

Ilene F. Rockman Instruction Publication of the Year Award

Nutefall receives the 2018 Instruction Publication of the Year Award for her edited book, Service Learning, Information Literacy, and Libraries.

Miriam Dudley Instruction Librarian Award

Mader receives the 2018 Instruction Librarian Award, which recognizes a librarian who has made a significant contribution to the advancement of Instruction.

Visit the ACRL Framework for Information Literacy Sandbox

Visit the ACRL Framework for Information Literacy Toolkit

Information Fallout: Teaching Info Lit Through Apocalypse Gaming

Submitted by Matt Lee, Associate Director of Minitex, University of Minnesota

“The world has been brought to ruin by misinformation. Infrastructure has collapsed. Countries have disbanded.”

So goes the premise of Information Fallout, a game to introduce key information literacy concepts. The game uses narrative to engage students in an exploration of six broad concepts aligned to ACRL’s Framework for Information Literacy for Higher Education. They use these concepts to battle the forces of misinformation, as personified in six evil characters responsible for the information apocalypse.

These are the agents of misinformation. Each has a fatal flaw exposed by one of six Info Tactics.

In Quest One, you must: *investigate the agents and *learn the six Info Tactics starting with the Director of Misinformation.

The game is short; it takes about 20 minutes to complete. As such, it provides an introduction that
Take a look and see how Information Fallout might help your students restore reason and rebuild information literacy in this post-information-apocalypse world. We’re thrilled to have it included in the ACRL Framework Sandbox and hope it is useful to you!

Librarians might combine with classroom discussion and activity to delve more deeply into information literacy concepts.

As of March 2018:

- **567 students** and researchers have completed all three quests and successfully toppled the evil regime using their powers of information literacy.
- **23 countries** are represented by these students, from Sweden to Kenya, and the UAE to Japan.
- **42 states** in the U.S. have participating students.

When players were asked in a post-game survey “Has this game changed the way you think about research? If so, how? If not, why not?” responses included:

- “Yes it has caused me to look at the context of the research in seeing where the research is coming from and the reason behind why the research is being written. It also caused me to think about multiple questions from my research topic to help narrow down results and get results that are more relevant to my topic.”
- “Yes, I will dig deeper with questions and also seek out more sources to be sure I am not finding sources that just confirm my opinion but those that challenge it.”
- “This assignment has been a very helpful reminder to employ critical thinking techniques when evaluating material for research. By reviewing context, understanding the creation process, asking questions, giving credit, following the conversation of research, and exploring numerous sources, I can be confident that the sources I chose will only work to aid my report.”

Teaching Tools for Research with the MLA International Bibliography

**New Modules Announced:** In January 2018, the Modern Language Association launched four new subject-area modules to accompany its online course Understanding the MLA International Bibliography. Each module focuses on searching the bibliography for scholarly publications in one of four disciplines: folklore, linguistics, film (including television, video, and other broadcast media), and rhetoric and composition. Students who complete the new modules can earn badges in each of these four subject areas. Access the course and new modules here.

**Seeking Submissions:** Do you have a favorite way to teach the MLA International Bibliography? If so, the MLA wants to showcase your lesson plans and assignments! Please join our group on MLA Commons to submit educational materials for inclusion in our online repository. Work submitted to MLA Commons can be published with or without a Creative Commons license and will be assigned a digital object identifier (DOI), which functions as a permanent record of authorship.

**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.