



From the Chair & Vice-Chair

*Veronica Arellano Douglas, Chair and
Carrie Forbes, Vice-Chair*



As our 2021–2022 academic year comes to a close, it feels like the perfect time to reflect on past accomplishments, celebrate another year as teaching librarians, and anticipate new beginnings. We've had a wonderful year working with everyone on the

Instruction Section Executive Committee and would like to thank our colleagues cycling off the committee for their dedicated service and always thoughtful feedback. They include **Sara Holder**, **Sara Scheib**, and **Donna Witek**, who served as Members-at-Large; **Karen Doster-Greenleaf**, Archivist; and **Nikhat Ghouse**, Past-Chair of IS.

As we transition this summer, we welcome **Nicole Pagowsky** as Vice-Chair, **Lalitha Nataraj** as Secretary, and **Brittany Paloma Fiedler**, **Symphony Bruce**, and **Alexandria Chisholm** as Members-at-Large. We look forward to working with you all to serve IS members and help facilitate the great work of the section committees.

After significant reading, planning, and matching, Instruction Section Committee appointments are mostly complete! We had 92 people volunteer for 15 IS committees and were able to match 95% of the volunteers to a committee. We continued our efforts to appoint as many new members as possible with the goal of increasing the overall number of BIPOC librarians serving in leadership roles. We did not appoint any new members to our three Awards committees given the uncertainty of the timeline for changes. There are still final changes occurring with the committee rosters, so please feel free to reach out to us if you have any questions or concerns about the

appointment process. We'd like to express our gratitude to all of those who volunteered their time with IS over the last year, whether as a committee chair, vice-chair, or member. Your work matters. The professional development opportunities, learning resources, and member events you created, facilitated, and hosted this year were fantastic opportunities for teaching librarians and IS members to connect and learn.

As we transition into the new academic year and new leadership, a few discussions will continue. ACRL has put together a task force to examine compensation options for division and section-level presenters. Inspired by the WOC+Lib Statement Against White Appropriation of Black, Indigenous, and People of Color's Labor, the task force will pay particular attention to the labor of BIPOC in professional development offered to members. Donna Witek will serve on this task force and voice the Instruction Section's strong support for honoraria for presenters and event facilitators who volunteer their time and expertise.



We know that the conversation around Awards this year has been at times challenging and confusing. All IS Executive Committee members and our ACRL Board Liaison, Jessica Brangiel, continue to take part in these discussions with ACRL leadership, voicing our concerns and those expressed by IS Awards Committee members. Although the future of the Awards Programs is uncertain, please do know that we will do our best to ensure volunteer opportunities for IS members and find ways to honor the good work of teaching librarians.



In Memoriam: Miriam "Mimi" Dudley



Credit: The Dudley Family

Miriam "Mimi" Dudley passed away on March 13, 2022, at the age of 97. Miriam was an early leader of a group of librarians who lobbied hard to establish the Bibliographic Instruction Section (now the Instruction Section) of ACRL. She was recognized as a key founder of the Instruction Section by the establishment and naming of a highly prestigious award in her honor, the [Miriam Dudley Instruction Librarian Award](#), beginning in 1984. In addition, Miriam Dudley served as a University of California, Los Angeles (UCLA) librarian from 1949 until her retirement in 1981. During her professional career, she developed innovative methods for helping UCLA undergraduates learn how to use the library through student-centered, self-paced research skills workbooks. These workbooks formed the foundation for Web-based tutorials and videos that have grown increasingly important for online

and remote education. In the late 1960s and early 1970s, the teaching role of librarians was not yet fully accepted by the academy and the library science profession, and Miriam Dudley's work was influential not only in advocating for information literacy learning opportunities for all students but also in establishing the professional development programs for teaching librarians we see today.

As members of the Instruction Section, we are profoundly grateful for Miriam's many important contributions to information literacy scholarship and practice and to the Instruction Section. For more about Miriam Dudley, her life, and career, please see:

- [LA Times obituary](#)
- [Interview of Miriam Dudley](#), Center for Oral History Research, UCLA Library

Mentoring Program Report



During the 2021–2022 year, the IS Mentoring Program Committee matched 25 mentees with 22 mentors. Thanks to our mentors for volunteering, and we hope our mentees are benefiting from the experience that concludes in June!

Want to participate in the program as a mentee or mentor? Application forms will be available on the [Mentoring Program website](#) in August.

–John Burke, IS Mentoring Program Chair



Five Things on Inclusive Pedagogy for Remote Learning

Submitted by the IS Inclusive Pedagogy Committee

The following resources are meant to provide thoughtful commentary on how we relate to the students with whom we work, case studies illustrating best practices, and resources for improving inclusive pedagogy in an online environment. See the [Instruction Section website](#) for the bibliography and full abstracts..

1. Bruce, Symphony. 2020. "Teaching with Care: A Relational Approach to Individual Research Consultations." *In the Library with the Lead Pipe*. February 5, 2020.
<https://www.inthelibrarywiththeleadpipe.org/2020/teaching-with-care/>.

While this article is not strictly about online learning, the ways in which Bruce engages with care ethics, relational-cultural theory, and Critical Race Theory to explore the reference consultation allows us to better understand how to utilize these instructional opportunities and develop a caring, mutually beneficial relationship.

2. Center for New Designs in Learning and Scholarship. 2020. "Inclusive Pedagogy for Virtual Teaching." *Instructional Continuity - Georgetown University* (blog), May 28, 2020.
<http://instructionalcontinuity.georgetown.edu/pedagogies-and-strategies/inclusive-pedagogy-for-virtual-teaching/>.

This handy guidebook addresses how to view five crucial aspects of teaching online with an inclusive pedagogy lens: content, pedagogy, assessment, classroom climate, and power dynamics. It explores intersections with trauma-informed pedagogy in the time of a pandemic.

3. Mizzi, Robert C. 2021. "Teaching for LGBTQ Inclusion in Online Settings." *New Horizons in Adult Education and Human Resource*

Development 33, no. 3 (Summer): 70–74.
<https://doi.org/10.1002/nha3.20339>.

Drawing from experience teaching in international online environments, Mizzi provides tips for incorporating three strategies into online instruction: openness and respect for diversity, queer storytelling, and social media engagement. Noting that online spaces can sometimes be safer for geographically isolated LGBTQ students, these tips help students embrace their identity in online classrooms.

4. Roth, Amanda, Gayatri Singh, and Dominique Turnbow. 2021. "Equitable but Not Diverse: Universal Design for Learning Is Not Enough." *In the Library with the Lead Pipe*. May 26, 2021.
<https://www.inthelibrarywiththeleadpipe.org/2021/equitable-but-not-diverse/>.

This article presents a case study illustrating how a plagiarism tutorial was designed to go beyond the Universal Design for Learning framework to include practices that foster inclusivity and celebrate diversity. A student feedback survey was used to evaluate the tutorial's inclusive design goals.

5. Woodley, Xeturah, Cecilia Hernandez, Julia Parra, and Beyan Negash 2017. "Celebrating Difference: Best Practices in Culturally Responsive Teaching Online." *TechTrends* 61, no. 5 (September): 470–78.
<https://doi.org/10.1007/s11528-017-0207-z>

Applying core principles of culturally responsive pedagogy to the online teaching environment, this article provides activities for each of their best practices, such as validating students' experience, providing multidimensional learning experiences, facilitating synchronous online meetings, and offering leadership opportunities.



Make the Most of Your Membership in the ACRL Instruction Section

Submitted by Catherine Tingelstad on behalf of the IS Membership Committee

Are you aware of the opportunities and benefits associated with your membership in the ACRL Instruction Section? You can get involved in committees and programs, stay up-to-date on the latest news, network with your peers, and create new resources!

Here are some ways you can get involved:

- Volunteer for one or more [ACRL Instruction Section Committees](#) to network with colleagues, gain leadership experience, and learn more about ACRL and the Instruction Section.
- Attend or present at [ALA](#) and [ACRL](#) conferences.
- Participate in IS online programs and discussion forums and view [Archived IS Webinars](#).
- Become a mentor or mentee in the [IS Mentoring Program](#) for members interested in learning more about information literacy instruction and improving their teaching skills.

Several IS committees maintain online sites with instructional materials for academic and research librarians who teach. Some of these sites include:

- [Information Literacy in the Disciplines Guides](#): Links and citations to information literacy standards and curricula
- [PRIMO Database](#): Online instructional resources reviewed and selected by the PRIMO Committee

- [PRIMO Site of the Month](#): Monthly interviews with creators of projects recently added to PRIMO
- [ACRL Framework for Information Literacy Sandbox](#) Resources for using the *Framework for Information Literacy for Higher Education*
- [Instructional Technologies Tips and Trends](#) Information and advice on using new, emerging, and familiar technologies in library instruction

Learn about the latest news from the Instruction Section by visiting the [IS Website](#), reading the [IS Newsletter](#), and participating in [ALA Connect](#). You can also find out what's happening on our [Facebook](#) and [Twitter](#) pages.

For further information about how to get the most from your ACRL IS membership, visit the [IS website](#).



ACRL's e-Learning program provides a unique opportunity to participate in professional development events that are focused on practical, tangible topics to meet the demands of your schedule and budget. Visit the [ACRL e-Learning website](#) to stay up to date on current e-Learning offerings from ACRL!



Implementing Minute Papers in the Library Instruction Classroom

Submitted by Mark Duncan, Instruction and Outreach Librarian, Christian Brothers University

As a new librarian in fall 2021, I tried many new ideas in my library instruction to understand what worked well and what did not in an actual classroom environment. However, the most impactful new idea that I used was incorporating a minute paper at the end of instruction sessions. Minute papers allow students to reflect on what they learned, and the collection of these minute papers as students walk out of the classroom provide librarians with the assessment data they need to evaluate student learning and ensure that the library instruction program meets intended outcomes.

The initial minute paper that Plough Library at Christian Brothers University (CBU) implemented at the beginning of the fall 2021 semester consisted of two questions: "What is one thing you learned from the session?" and "What is one thing you are still unsure about?" Overall, students were able to reflect on what they learned through the minute paper, and they showed through these responses that they did learn something from the instruction session. In fact, for many students, the item they wrote down as having learned was the most important component of the lesson. In response to the second question, some stated that they fully understood everything, while others mentioned they did not fully grasp some parts of certain topics.

Between the fall and spring semesters, CBU librarians evaluated the minute paper form and responses and considered ways to improve the form. Meanwhile, I had read literature that suggested using student confidence as a measure during information literacy instruction (Bedford 2021) and in personal librarian programs (Meals 2022). Confidence level can be combined with instructor demonstration, student practice, and student reflection to allow students to show

not only confidence during the session but also competency over time (Bedford 2021, 101). Practice exists in CBU's library instruction program through demonstrations and students attempting searches, and reflection exists through the first two questions of the minute paper. Based on what I found from the literature, I recommended that we add a confidence level indicator to the minute paper. The addition of a confidence level indicator, alongside the other two questions, has been a great gauge of student learning and understanding.

Since implementing the confidence level indicator earlier in the spring 2022 semester, the vast majority of responses have indicated a 4 or 5 confidence level on a scale of 1 (least confident) to 5 (most confident). Furthermore, no responses have been below a 3 confidence level. This tells us that students are leaving the instruction sessions with confidence in the materials covered. Through implementing the minute paper and adding the confidence level indicator to the minute paper, we have already improved our understanding of student learning and whether our information literacy instruction program meets its intended outcomes.

References

- Bedford, David. 2021. "Evaluating Confidence in Information Literacy: A Red/Amber/Green Tool." *Journal of Information Literacy* 15, no. 1 (January): 96-104.
<https://doi.org/10.11645/15.1.2833>
- Meals, Catherine. 2022. "Evaluating the Impact of Personal Librarians on Academic and Affective Outcomes." *College & Research Libraries* 83, no. 1 (January): 25-44.
<https://doi.org/10.5860/crl.83.1.25>



#ForYou: Algorithms & the Attention Economy

Submitted by Alexandria Chisholm, Reference & Instruction Librarian, Penn State University Libraries

Like many instruction librarians, I began teaching about fake news and misinformation in 2016. It was an exciting new approach to information evaluation and a way to explore the social and psychological dimensions of information consumption. But over the subsequent years, I've found myself losing enthusiasm for the topic and saw that exhaustion mirrored back to me through my students. I quickly realized that they had been hearing about fake news throughout their entire high school careers and were now hearing about it *again* in college—they were tired of the endless discussion. I don't say this to bemoan or disparage discussions of misinformation or fake news learning experiences. This conversation is vital, necessary, and incredibly relevant to current events. However, I saw an opportunity to explore an overlooked facet of society's current polarizing moment with a deep dive into algorithms, personalization, and the attention economy.

There is nothing new about fake news – you can find references to it in [illustrations](#) and [writings](#) dating back to the 1700 and 1800s. Misinformation and information warfare have been around for ages and will continue to be deployed for many years to come. What *is* new and interesting is the volume of information produced and disseminated at an increasingly rapid rate. The information we engage with [expands exponentially each year](#), all while our lives become increasingly intertwined with and dependent upon various digital platforms. The complexity of our information ecosystem is only possible through algorithmic intervention.

The [#ForYou: Algorithms & the Attention Economy](#) workshop aims to help students explore and reflect on the ways in which algorithms influence their information consumption and lives. The [workshop](#) demystifies algorithms and

provides active learning opportunities to unpack well-known platform personalization processes, such as TikTok's *For You* page and Netflix's recommendation system. After a thorough [examination of personalization](#), the workshop turns the focus toward persuasive design used to capture and sustain our attention on platforms, including familiar techniques such as infinite scroll and push notifications. Special attention is given to the resulting filter bubbles, discussing the increased user engagement platforms gain from content that solicits negative emotions like anger, and, thus, the increased visibility of polarizing content. We stay on the platform for longer periods of time and interact with the system (comments, likes, retweets, etc.) when we're upset, not when we're happy. And increased interactions lead to increased data capture. Students are guided through an [attention engineering examination](#) with gamified activities and metacognitive reflection prompts. The workshop culminates in an [Attention Autonomy Plan](#), a takeaway worksheet that provides guided reflection questions to identify goals, hindrances to goal-attainment, and brainstorm strategies to overcome barriers to take back control of their attention. Additionally, various tools are listed that can aid individuals in their personal journey.



Find Alex's [algorithmic literacy workshop](#) and other related [privacy workshops](#) in the [ACRL Framework for Information Literacy Sandbox](#)!



IL Program Best Practices Interview

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

The ILBP Committee recognizes programs that embody best practices from the [Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline](#). We interviewed Dawn Knight, Dean of Libraries, and Malette Payne, Emerging Technologies Librarian, at Southern University and Agricultural & Mechanical College in Baton Rouge, LA (SUBR), whose program exemplifies *Pedagogy* and *Assessment and Evaluation*. A summary of the conversation appears here. [See the IS website for the full interview.](#)

At SUBR, the instructional program began with a reference desk. A 2016 grant allowed the designation of a Coordinator of Library Instruction and several Teaching and Learning Librarians. They then developed student-centered learning objectives, program objectives, and interactive information literacy instructional tools based on students' needs, learning outcomes, and University curricula. Although the University does not have a credit-bearing course, information literacy is now integrated into the Student Success Program, English composition courses, and departmental research courses.

Modes of instruction still include reference desk sessions, but now the program also offers large or small online and in-person classes. Due to time and staff limitations, technology is used strategically for one-shot instructional sessions and outside learning activities based on flipped classroom models. SUBR follows a subject liaison model, which they believe helps librarians forge deeper connections with academic departments and apply their knowledge of specific disciplines and pedagogical approaches. Multiple assessment methods have been adopted to

identify gaps in what users are trying to accomplish, to address barriers, and to enrich student learning. For example, the nursing library liaison collaborates with nursing faculty using assessment models to improve critical thinking and analysis skills. Because a number of students enter SUBR underprepared, the library can help make a positive impact on retention and graduation through such collaboration and assessment.

Throughout the COVID-19 pandemic, the library provided uninterrupted services to faculty and students, and surveys measured the effectiveness of virtual information literacy instruction. In a recent focus group about information literacy instruction and its impact on STEM students, an engineering major noted, "Our library was there for us on day one when the pandemic started." In many ways, the library's ability to continue during the pandemic highlighted the instructional program to campus administration, faculty, and students who didn't previously have awareness of virtual library support. This surprised SUBR librarians: "I felt like they should have known that this was normal operations for us. We have been online." They also recognize, however, that this increased awareness presents new opportunities to advocate for instructional services and resources.

To other information literacy programs, the SUBR team recommends reading the literature and referring to the planning, strategies, and implementation found in the ACRL *Framework*. Most importantly, they emphasize knowing what works within each unique library community. Being a historically Black college and university (HBCU) with a diverse student body, instructional design methods at SUBR must empower users to navigate and progress in this information and knowledge world. They added, "Of course, it always helps to have librarians with a passion for the work."



Recent Titles From ACRL



ACRL publishes a range of books that can help academic and research library workers worldwide develop their careers, manage their institutions, and stay on top of developments in librarianship, providing timely, thought-provoking, and practical content and research. Some recent titles include:

- [Teaching Business Information Literacy](#)
- [The Rise of AI: Implications and Applications of Artificial Intelligence in Academic Libraries, Publications in Librarianship #78](#)
- [The Community College Library: Assessment and Reference and Instruction](#)
- [Ethnic Studies in Academic and Research Libraries](#)
- [Implementing Excellence in Diversity, Equity, and Inclusion: A Handbook for Academic Libraries](#)

Interested in writing for ACRL? Contact Erin Nevius, ACRL's Content Strategist, at enevius@ala.org for more information, or visit www.ala.org/acrl/publications/publishing to learn more about our book publishing program.

Submit an ACRL 2023 conference proposal



ACRL invites proposals for the [ACRL 2023 Conference](#) to be held March 15–18, 2023, in Pittsburgh, Pennsylvania. Higher education has changed dramatically over the last few years. Academic libraries are addressing an increased emphasis on remote learning, rising calls for social justice, and an acknowledged need for flexibility that supports a sustainable work-life balance. At ACRL 2023, explore these issues and more around the theme of “Forging the Future.”

ACRL 2023 features [seven session formats](#) to suit a wide range of presentation and learning styles. Contributed paper, panel session, and workshop proposals are due **June 3, 2022**. Lightning talk, poster session, roundtable discussion, and virtual conference presentations are due **October 13, 2022**.

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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Newsletter Editor: Lori DuBois, email: instructionsectionnewsletter@gmail.com.
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