Instruction Section

Association of College & Research Libraries
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From the Chair

Greetings my fellow Instruction Section members. As I sit at my dining room table, working from home, I have to admit this is not the column I'd been expecting to write to you a few short months ago. First and foremost, I hope you and your loved ones are staying safe and healthy in the face of this unprecedented global pandemic. Like you, my world has been turned upside down, but for now I count myself fortunate and privileged as I have my home, my family, my health, continued employment, and the ability to quarantine and stay at home. I'm grateful for those who continue to provide essential services while simultaneously feeling guilty that I get to stay home, and thus I am ever looking for ways to contribute to my community.

I suspect many of you, like me, are grappling with what it means to be an instruction librarian now, working from home. Are you in Zoom meetings all day? Were you asked to teach your library instruction sessions synchronously with little or no experience or warning? Are you creating new guides and modules for your students to use asynchronously? Are you leaning heavily on the online content you've already created, and teaching your faculty how to embed them in your learning management system? Have you begun preparing for the fall, given that at the time of this writing, there is no clarity as to whether the fall semester will be completely or partially online? Are you now a full-time librarian and full-time at home teacher for your children? Are you worried about getting laid off, as colleges and universities are undergoing massive budgetary issues? Are you stress eating all day and trying to counter balance that with copious amounts of online workouts? (That last one is absolutely me). In figuring out all of these, please remember that you're part of a larger, amazing community of instruction librarians, many of whom are going through very similar situations. Don't hesitate to reach out on ili-l for guidance and help from your colleagues around the country.

Changing topics, I would like to thank all who ran for office for the Instruction Section, and I'm happy to announce that the incoming members of the Executive committee are:

Vice-Chair/Chair-Elect (three-year term)
Veronica Arellano Douglas
Secretary/Archivist (two-year term)
Karen Doster-Greenleaf
Members-at-Large (two-year term)
Donna Witek, Sara Holder, and Sara Scheib

We are now seeking candidates to run in next year's election cycle. If you have any questions about what it is like to run for and serve on the Executive Committee, please do not hesitate to contact me. I am happy to share my experiences with you. When I first ran for Member-at-Large 10-plus years ago, I was worried that I didn't have enough experience for the position. But in fact, we encourage early career librarians to run for some of these positions. They are fantastic learning and leadership experiences. You can email the Nominating Chair, Merinda Kaye Hensley, to nominate yourself or someone else or to ask questions about the nominating process. You can also nominate someone directly through our online nomination form.

Later in this issue, you'll see the announcements for all our IS award winners. I am inspired by the important work being done by our winners this year. I hope you can join us next year in Seattle at the ACRL 2021 conference when we celebrate our 2020 and 2021 Instruction Section award winners! Please stay tuned for details about this upcoming event.

In closing, be kind and compassionate with yourself and your colleagues and students and family. Take some time to breathe. These are not normal times we are living in, and while it may seem difficult to imagine right now, I do believe we will eventually go back to "normal," whatever that may look like. I may not change the world while the world shuts down, but it will have changed me, hopefully for the better. I aim to be more patient, kind, and yes, to have conquered that sourdough starter I've now been working on for weeks (as cliché as that may be at this point). It has been a privilege to be the IS Chair this year, and I hope to continue to give back to the Section in meaningful ways in the years to come.

Susanna Eng-Ziskin
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From the Vice-Chair

Hello and I hope this newsletter finds you and your loved ones in good health. I don't think any of us expected 2020 to be such a surprising year. Without exception, this worldwide pandemic has impacted everyone. There is nothing ordinary about being at home during this crisis. We continue to attempt to work while being in extra close proximity or away from family and friends, especially those with precarious health. Over the last month we have faced an overwhelming amount of personal and professional change. One transition that may give comfort is that we as the Instruction Section have already managed one type of change. We have accomplished working together in a virtual environment. It is fortuitous and a strength for the Instruction Section to have moved completely to a virtual environment last year. I am hopeful that this consistency will anchor us while we manage other more fluid work.

This is a good time to remember that now, more than ever, we are all managing multiple challenges, and we may find it difficult to be present at all times of a workday. Give yourself and others the grace and patience to manage this transition at your own pace. This is one way we can provide care for one another. I am solidly a happy, homebody of an introvert, yet being in isolation at home for over a month is unusual for me. I miss the outside (an hour is not enough), the gym (never thought I'd say that), but particularly the people in my everyday interactions. I speak of my colleagues, friends, and students of my university and my broader community. I realize that our new normal is still to be determined as the impact of the COVID-19 virus is ongoing. Though this uncertainty is troubling, what we can be certain about is that we have found support. Our communities of family, friends, and coworkers have been in good contact and offered meaningful help and unexpected support. If you're not at capacity, I encourage you to reach out to friends and colleagues in your life for mutual support.

Speaking of support, the Instruction Section was selected to work with a team from the 2020 class of ALA Emerging Leaders (EL). The ALA EL Program provides leadership development opportunities to new-to-the-field library workers. This work provides not only entry to service commitments at a national level but also experience working in teams to effectively accomplish a goal. This work helps new EL team members build a network of support, understand how the ALA structure works, and gain practical experience.

This year we asked the Emerging Leaders team to assist in analyzing data from the 2019 survey conducted by the Diversity & Inclusion Task Force (D&ITF) and provide recommendations. The EL team was asked to code and theme the survey results and to provide a presentation to the IS Executive Committee. When I met the EL team at ALA Midwinter in Philadelphia in January of this year, I enjoyed introducing the work to the EL team and learning more about them. The team recently shared an interim report with the IS Executive Committee, which included recommendations for how we as a section can improve our outreach and engagement with our membership on the issues and concerns related to diversity and inclusion. I want to thank Melissa Mallon, Chair of the D&ITF, for taking the lead on working and collaborating with our seven-member EL team. If you have any questions or suggestions for the Instruction Section's continued engagement with the Emerging Leaders program, please email me.

Nikhat Ghouse
ghouse@american.edu.

Miriam Dudley Instruction Librarian Award

Veronica Arellano Douglas, Instruction Coordinator at the University of Houston Libraries, received the 2020 Instruction Librarian Award, which recognizes a librarian who has made a significant contribution to the advancement of Instruction. For more information, see the Awards Committee's interview.

Got a Date with a Database: Using Lonely Hearts Ads and Speed Dating to Introduce Students to Library Resources

Submitted by Teresa MacGregor, Director of the Library, Carnegie Mellon University Qatar, & Jill Chisnell, Integrated Media and Design Librarian, Carnegie Mellon University

Just got invited to give a one-shot on research databases? Looking for a hot, new active learning technique? We have the answer: speed databasing! A cross between lonely hearts ads (Beauman 2011) and speed dating events (Finkel and Eastwick 2001), Speed databasing gives students a chance to "meet" multiple databases during one class session. Librarians act as matchmakers by creating clever lonely-hearts style profiles for each database. Each profile starts with the database name, then includes a variety of descriptors such as age, education, physical description, my ideal dinner guest, and you'd be surprised to know. The intent is to be accurate, factual, and informative, but in a fun, amusing, and engaging style. For a 50-minute session, you will need profiles for at least five databases.

In addition to the profiles, draft questions for students to answer as they meet each new database. These questions can be included on a handout or displayed on a screen at the front of the room. Likewise, create a worksheet for students to complete during the exercise. Tailor the questions and the worksheet to the learning objectives or to a specific class assignment.

To capture the movement of a speed dating event, set up individual workstations for each database, or if moving people is not possible, students can sit in one place and switch the database after each round. Also, you can embellish the activity by playing on the dating theme. Scatter (artificial) rose petals, light (battery-operated) tea candles, or play (romantic) background music. These visual and auditory clues let students know to expect something different from the activity.

Once you have settled students in the room, kick off the session with brief instructions on the exercise. At the sound of a bell (an old-fashioned hotel desk bell is best), students have five minutes to review a profile, search in the database, and take notes. At the next bell, students have one minute to wrap up, then move on to the next database. Repeat this process until the end of the session.

To assess the activity, ask students to create an original lonely hearts profile for a database they did not meet in class. Or, if students are working on another assignment, ask them to indicate the database in which they found their sources, and then compare these databases to the ones introduced via the activity.

Check out our Speed Databasing project on the Open Science Framework platform. The site offers instructions for how to run the activity, the custom-designed activity logo (color and black and white), and example materials–all under a Creative Commons license so they are easy to reuse and customize. We invite you to upload your own materials to the OSF project to evolve the Speed Databasing activity into the future.

Whether students find the perfect match for a current assignment or their soulmate in a database they will use throughout their academic career, Speed Databasing has proven to be an engaging and energizing approach to library resource instruction.

References

Beauman, Francesca. 2011. *Shapely Ankle Preferr'd: A History of the Lonely Hearts Ad 1695-2010*. London: Chatto & Windus.

Finkel, Eli J., and Paul W. Eastwick. 2008. "Speed-Dating." *Current Directions in Psychological Science* 17 (3): 193–197, https://doi.org/10.1111/j.1467-8721.2008.00573.x.

Reassessing Assessment: Simplifying One-Shot Feedback

Submitted by Renee Kiner and Kelly Safin, Public Services Librarians, University of Pittsburgh at Greensburg

Student feedback about our library's instruction sessions has been gathered for at least a decade. During this time, we have incorporated faculty curriculum changes, active learning activities, and most recently, themes reflecting the ACRL *Framework*. While we noticed our enthusiasm about instruction building with these updates, we were still stymied by comments from students. In the past, students had indicated they thought library sessions were too similar, so we tried to make differences in content more pronounced. However, once we made those adjustments, student responses were vague and less useful. It was time to reassess our assessment.

Students may have been daunted by the length of the session feedback survey (12 questions), anxious to get to their next class, or afraid that others would see what they were writing. As Wang (2016) noted, "Students' unmotivated behaviors create additional challenges not only for the process of data-collecting but also for maintaining assessment as an ongoing practice" (620). We found this to be true: "Everything" and "nothing" made up a lot of the replies, which didn't tell us much about specific areas needing improvement. Plus, in order to analyze the responses, all the data had to be manually entered into a spreadsheet. This was both tedious and challenging, given the time required to decipher handwriting and the potential for human error.

In 2017, we made finding an alternative a priority, and chose Springshare's LibWizard platform for our anonymous [electronic survey](#). With just two questions beyond the general class information, we can see in real time if students considered the class helpful (a multiple-choice question) and review their comments or suggestions (an open-ended question).

Our practice is now more aligned with the Information Literacy Instruction Assessment Cycle (ILIAC) model, as described by Oakleaf (2008). We gather feedback continuously and can quickly determine if changes we've made are effective or require more fine-tuning. For example, we introduced a citation activity, and then

changed it to be more hands-on, based on student comments. We can easily view positive and negative responses to a session and follow up with the instructor if we need to clarify concepts.

Getting to this point has required flexibility. Students' access to mobile technology also made this possible, along with librarians' increasing understanding of assessment and privacy. Data demonstrating the value of instruction sessions has been shared with stakeholders, including first-year experience coordinators and faculty. Although we consider our efforts to be successful, we plan to revisit the survey questions and adjust as needed.

References

Oakleaf, Megan. 2008. "The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instruction Skill." *Journal of Documentation* 65 (4): 539-560. https://doi.org/10.1108/00220410910970249.

Wang, Rui. 2016. "Assessment for One-Shot Library Instruction: A Conceptual Approach." *portal: Libraries and the Academy* 16 (3): 619-648. https://doi.org/10.1353/pla.2016.0042.

Ilene F. Rockman Publication of the Year Award Winner

Amanda L. Folk won the 2020 Ilene F. Rockman Award for her 2019 article, "[Reframing Information Literacy as Academic Cultural Capital: A Critical and Equity-Based Foundation for Practice, Assessment, and Scholarship](#)," published in *College & Research Libraries*. For more information, see the Awards Committee's [interview](#).

Introducing Homeschool Students to Academic Research

Submitted by Savannah Patterson, Public Service Librarian & Amber C. Wessies, Instruction Librarian, Union University

The Union University Library is an academic library that serves the faculty, staff, and students of Union. While the public has a small degree of access to the resources of the library at Union, most of the resources, such as electronic journal articles and eBooks, are not widely available to those not part of the Union University community. This includes the high school students in the Jackson area as well as several homeschool groups. Union librarians have noticed that many incoming freshmen lack research skills, such as database searching. While this is an unfortunate dilemma, the Union librarians believe they can help future freshmen by working with high school students.

In February of 2020, two librarians from Union University, Amber Wessies and Savannah Patterson, met with a high school English class from a local homeschool group. The students' assignment was to write a research paper on a historical figure and explain why and how they were influential to society. The teacher was requiring students to use ten sources which included both books and articles. The two librarians designed a session tailored to the homeschool students. Keeping in mind the limited access to Union resources the homeschool students would have, the librarians turned to the Tennessee Electronic Library (TEL) resources, which are available to all Tennessee residents. TEL includes Gale-hosted databases and the archives for *The Tennessean*, a state newspaper. The librarians also introduced students to several credible biography-related websites.

The goal of the session was to teach database research in a manner that encourages transferable skills. The librarians believe early exposure to database and research strategies could help incoming freshmen feel more comfortable with research. Therefore, the librarians chose to use TEL resources as an introduction to database searching due to ease of accessibility in both Tennessee high schools and colleges. The students could use search strategies taught during the session in other databases as well as TEL databases.

Librarians are tasked with providing access to information to all people even when they are not the primary focus or patron type for the library. The Union University Library's focus is the Union community; however, the librarians believe it is their responsibility to serve anyone who comes into the library. In addition to ethically being responsible for assisting the high school students, the librarians also realized the value that helping future college students brings to the whole university. Relationships that academic librarians build with high school students can positively impact their college selection choices and hopefully boost the university's recruitment efforts. Students may also have more confidence in using library resources and asking librarians for help wherever they attend college. The Union librarians hope the homeschool instruction sessions will continue in years to come, both for the benefit of the high school students and the university.

Research Agenda Conversation with Andrea Baer

The IS Research & Scholarship Committee announces their latest Research Agenda Conversation with scholar and librarian Andrea Baer. This conversation discusses critical information literacy and critical pedagogies, teaching in polarized political times, the social and affective

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!

Building Assessments—Making Meaning

Submitted by Christina E. Holm, Instruction Coordinator and Librarian Associate Professor & Leslie Drost, First-Year Experience Librarian and Librarian Assistant Professor, Kennesaw State University,

If your university is anything like ours, student success is a key topic of interest for administrators, teaching-faculty, and librarians. However, the nature of library instruction, typically administered via one-shot guest-lectures, can make assessing student success difficult. How do you connect your one library class to changes in student behaviors?

At our library, we have created quantifiable meaning from our interactions with students by building these assessment techniques into our teaching:

1. We identify one-shots that have both uniform content and a relatively uniform population.
2. We collaborate with our Department of Institutional Research to develop query data that can be used to analyze student reporting data:
   a. We give them Course Reference Numbers for classes participating in our information literacy sessions.
   b. They give us faculty and student participation rates; student GPAs, retention rates, and discovery layer login rates (all student data is presented in aggregate and therefore does not identify individual students).
3. We come to a consensus to administer a uniform curriculum and session assessment tool.

By taking these steps we have correlated our teaching to student success. We can compare uniform student groups, differentiating between those who take our classes and those who do not. As a result, we find that our participants have higher GPAs and retention rates than their non-participating peers.

We use this data to develop reports that compare the educational outcomes between information literacy instruction participants and those who are not exposed to this information. We simplify this process by incorporating the report creation process into our summer projects workflow. Our assessment process follows these steps:

1. We export student response data from our assessment tool and then consolidate all files into one Excel document.
2. We import the Excel document into NVivo (a qualitative analysis software).
   a. We use NVivo to automatically analyze student response data, this saves us the time of performing a manual response categorization and review.
   b. Our favorite NVivo features are the *word frequency* and *text search* functions which allow us to make numerical conclusions from textual responses.
      i. For example, we can tabulate the number of students who felt they learned about our study rooms, while accounting for phrasing variations, i.e. study booths or group study.
3. We then create a report that summarizes student GPAs, retention rates, as well as their in-orientation responses to evaluate our teaching effectiveness and impact. As an example, see a recent report following this process.

These assessment activities help us evaluate our program outcomes and determine areas for improvement.

The significance of our assessment-driven teaching is the meaning we gain from our interactions with students. The reports that we have developed have helped us reach new partners within the university, expanding our program through demonstrated impact. These reports have also given our administrative team accessible talking points addressing the value that our library brings to student experiences. Using both quantitative and qualitative methods to assess our instruction connects our activities to student achievement and speaks to the library's worth.

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

Four Things from the Inclusive Pedagogy Committee

Submitted by Toni Carter, Auburn University; Kiyoko Shiosaki, University of California, Berkeley; Cristina Springfield, California State University, Dominguez Hills; & Anna Mary Williford, University of Montevallo

The Inclusive Pedagogy Committee (formerly known as the Instruction for Diverse Populations Committee), is proud to promote and highlight newly published research about inclusive, anti-oppressive pedagogy, and outreach. The following articles and resources speak to our committee's mission, as they address marginalized or underrepresented populations in higher education, trends in inclusive teaching practices, and/or the development of anti-oppressive learning environments.

Beatty, Nicole, A., and Ernesto Hernandez, Jr. 2019. "Socially Responsible Pedagogy: Critical Information Literacy and Art." *Reference Services Review* 47 (3): 280-293. https://doi.org/10.1108/RSR-02-2019-0012.

In this article, the authors share their intentional design of a 2-credit information literacy course, incorporating socially responsible and culturally competent pedagogy, along with critical librarianship and visual literacy, to teach information literacy, Beatty and Hernandez show how using multiple pedagogies and intentional instructional design can democratise college classrooms and promote an understanding of information literacy that furthers social justice outside of the classroom. For those interested in learning about how various pedagogical frameworks can be combined, this article is an excellent introduction to this practice within the sphere of information literacy. If you haven't yet heard of *socially responsible pedagogy*, we

highly recommend you read this article, which draws from educational literature that "empowers people and leads to freedom."

Folk, Amanda, L. 2019. "Reframing Information Literacy as Academic Cultural Capital: A Critical and Equity-based Foundation for Practice, Assessment, and Scholarship." *College & Research Libraries* 80 (5): 658-673. https://doi.org/10.5860/crl.80.5.658.

Folk provides a roadmap for academic instruction librarians striving to create inclusive and equitable learning experiences in ways that work toward bridging the achievement gaps faced by students due to racial and social-class differences. She challenges us to think about the ways in which information literacy can help even the playing field for student populations that tend to be marginalized by the higher education system. The discursive nature of the *Framework*'s threshold concepts and the ways in which they encourage students to think like scholars means that those concepts can serve as "academic cultural capital"—in other words, as students work toward understanding the threshold concepts, they are also gaining the knowledge and dispositions of academic culture itself, which are necessary for them to be able to succeed in a higher education environment. Using an equity cognitive frame as a conceptual model, Folk outlines pedagogical approaches that we can employ within our own information literacy instruction or when collaborating with disciplinary faculty in order to help ensure that all students have access to an equitable learning environment.

Gohr, Michelle, and Vitalina A. Nova. 2020. "Student Trauma Experiences, Library Instruction and Existence Under the 45th." *Reference Services Review* 48 (1): 183-199. https://doi.org/10.1108/RSR-09-2019-0062.

Libraries are institutions situated within a much larger system of historical oppression and discrimination. As teaching librarians, Gohr and Nova challenge us to critically self-reflect and work towards positioning libraries as spaces of healing rooted in critical pedagogy. Using a trauma informed approach to address critical interventions within libraries and library

instruction, the authors discuss methods and resources to foster inclusive classroom discussions, communication best practices, and how to respond to incidents of bias in the classroom.

Simmons University Library. 2019, December 9. "Beatley Library Anti-oppression Guide." https://simmons.libguides.com/anti-oppression.

Several university libraries maintain LibGuides and webpages that tackle the topic of anti-oppression and related issues such as inclusion, diversity, and social justice. Simmons University Library has created a particularly thorough anti-oppression guide. Using an engaging multi-media approach, the guide provides an explanation of foundational terms and concepts such as oppression, privilege, and intersectionality. Designed in the familiar LibGuides tab format, it also offers introductions to several "antis," including anti-racism, anti-transmisia, anti-ableism, and more. The creators of the guide took into account local context and how conversations on these topics affect their own community. Regardless, this guide could serve as an excellent reference for students, as well as a worthwhile resource for staff, faculty, and administrators throughout higher education.

IS Innovation Award

Sarah LeMire, Kathy Anders, and Terri Pantuso from Texas A&M University, received the 2020 Innovation Award. Their project, OER Textbook for Composition and Information Literacy, used an existing OER English Composition textbook and added information literacy concepts throughout the text. For more information, please read the full announcement.

The 39th Annual Conference on the First-Year Experience

Submitted by Maoria J. Kirker

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 the Instruction Section for a second time 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. I loved seeing over 100 librarians at this year's conference. I attended an array of presentations and posters highlighting the partnerships librarians are forging with campus partners working with first-year students. From working with high schools to teach students about college libraries, to embedded information literacy in traditional, hybrid, and online FYE courses, the work of librarians across the country (and world!) was inspiring.

Next year's 40th Annual Conference for the First-Year Experience will be February 13 to 16th in Seattle, Washington. While this may be difficult for many with ACRL 2021 also in Seattle two months later, a new partnership the NRC-FYEST is building might offer an opportunity to get a piece of the action. The Kelvin Smith Library of Case Western Reserve University is partnering with the NRC-FYEST to host their biennial Personal Librarian and First-Year Experience Library Conference as a pre-conference event. Hopefully I will see many familiar and new faces in Seattle next year!

My duties as liaison to the NRC-FYEST will continue for one more year. I will continue 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 send me an email (mkirker@gmu.edu) if you have any questions about the NRC-FYEST or have suggestions on partnering with the Center.

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 Katherine
Stiwinter, Library Director at Spartanburg Community
College (SCC) whose program exemplifies
Administrative and Institutional Support and *Program
Sequencing*.

Five years ago, Spartanburg Community College in
Spartanburg, South Carolina, solicited proposals for
their next Quality Enhancement Plan (QEP) and the
library championed the selected proposal, "WIn:
Working Information," which states that information
literacy is a skill requiring practice over time and
continuous learning. First, lead instructors from seven
high-enrollment, general education courses completed
in-person training on teaching information literacy (IL).
Then, remaining full-time faculty in the seven courses
completed in-person training. A self-paced online
course provided training for adjuncts in those courses.
Simultaneously, an in-person training was developed
for a few career-program courses that fit the goals of
the project. The fourth and fifth years of the plan have
been devoted to training more full-time faculty in
general education and career-program courses. Over
the course of this five-year project, by training faculty
to incorporate IL in their classrooms and research
assignments, while also providing relevant tutorials, the
IL program at SCC has been able to reach more faculty
and students in meaningful, sustained ways. This
approach has pushed IL deeper into SCC's institutional
culture and throughout the curriculum.

While the ACRL *Framework* was very new when SCC
developed the QEP project and was not explicitly
integrated, the frames played a part in development of
their four student learning outcomes (SLOs):
1. Access information from appropriate sources.
2. Evaluate information and its sources critically.
3. Combine information from different sources to
    accomplish a purpose.
4. Properly use and give credit to original sources of
    information.

The SLOs were designed to be a basic foundation that
all students graduating with an associate's degree
would understand. The program emphasized the
importance of information literacy beyond traditional
academic disciplines.

Essential to the project was creating an information
literacy librarian position. According to Katherine, "A
program like this is incredibly time intensive....You need
someone that can devote their time and attention to
the project so that you don't lose steam." She found it
helpful to have a leadership team, including
administration, that meets frequently to ensure the
project is on track. It was important for the team to
balance administrative might with faculty relationship
building to ensure project success. It's important to
demonstrate to faculty that you aren't taking over or
adding unrelated material to their courses. Instead you
want to work with them to introduce information
literacy into what they're already doing in a way that
makes sense and supports their goals. The future of the
IL program is exciting because the library gained
advocates across campus and Katherine looks forward
to leveraging these partnerships for more information
literacy integration in the future.

For more details on this exemplary program and past
interviewees, see the ILBP website.

Tips and Trends

How can academic libraries use video tutorials to
support teaching and learning? Our Winter 2020
Tips and Trends article, Video Tutorials by Rashelle
Nagar, explores how these digital learning objects
are used to inform researchers about general and
advanced research techniques, touches upon the
potential time and financial barriers of creation
and maintenance, and discusses the importance
of incorporating universal design principles to
ensure accessibility.

Tips and Trends introduces and discusses new,
emerging, or even familiar technologies used in
library instruction. See the Instructional
Technologies Committee webpage for previous
articles.

Unlock Library Literacy: A Multiliteracy Scavenger Hunt

Submitted by Wendy Traas and Emily Fornwald, Education Librarians, University of British Columbia

Looking for a way to enrich the standard library orientation? The Unlock Library Literacy lesson plan, openly accessible through the ACRL Framework for Information Literacy Sandbox website, encourages critical thinking and integrates library materials into multiliteracy activities while familiarizing students with the library's spaces and collections.

With "Authority is Constructed and Contextual" and "Searching as Strategic Exploration" as the information literacy frames guiding the lesson, two essential questions also informed students' library exploration: *What role does the library play in literacy education?* and *How do library services and resources support the development of multiple literacies?* Essential questions, according to Wiggins & McTighe (2015), are "open-ended" and "thought-provoking," and require "higher-order thinking" to answer (3). This approach lends itself well to a workshop of this nature, which is more of a self-guided scavenger hunt than a traditional tour or workshop. Each station stop centers on one aspect of the library's collection and an exploration of how those resources support the development of traditional, digital, or critical literacies.

After a brief icebreaker and introduction, students organize into small groups to engage with six stations located throughout the library:

- Making Stories
- Coding and Computational Thinking
- Differentiated Reading
- Indigenous Perspectives and Critical Literacy
- "Great Reads"—a leisure reading collection
- French Resources

Station tasks encourage active and thoughtful engagement with a variety of library resources to support multiliteracies, including picture books and novels, weeded books, robots and makerspace materials, and teaching resources. For example, at the Making Stories station, students use button making, blackout poetry, and metaphor dice to make stories. At

the Differentiated Reading station, students suggest book selections to support different reader profiles.
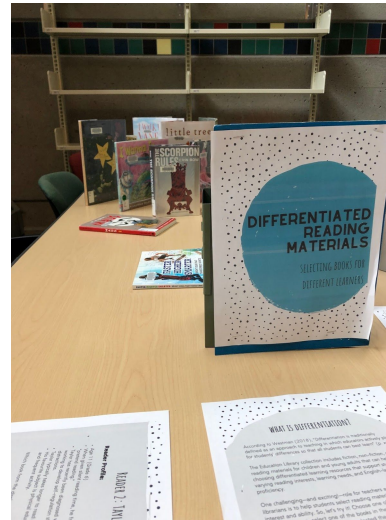
Students connect to an online survey to access activity instructions and randomly move their group from one station to the next. After completing each exploration station, students receive a clue. After completing all required stations, clues form a code for a combination lock that unlocks a bin filled with small prizes such as chocolate and library swag. In addition to providing logistical and instructional support for movement throughout the workshop, the survey allows for embedded assessment and reflection questions for groups at each station.

Student responses were easily available to librarians after each workshop, and they provide good evidence for the thoughtfulness and learning that took place during the session. For instance, after completing the

station activities at the Indigenous Perspectives & Critical Literacy station, students provided thoughtful responses to the prompt *What questions do you have about selecting Indigenous resources and incorporating Indigenous themes for the classroom?* by asking questions such as "How do we connect with the nation whose land we're teaching on and what are the protocols?" and "What is the best way to integrate Indigenous perspectives and principles into STEM

classes?" Beyond simply identifying where books can be found, the questions encouraged deeper thought and engagement with library materials.

Librarians in different settings and liaison areas can find ways to adapt the approach and materials from Unlock Library Literacy to work in their own contexts to support exploration, play, and multiliteracy development in academic libraries.

References

McTighe, Jay, and Grant Wiggins. 2013. *Essential Questions: Opening Doors to Student Understanding*. Alexandria, VA: ASCD.

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