

## **2021-2022 Instruction Committee**

### **Annual Report of Activities**

#### **Members**

Kristin Allen, 2019-2022, Harper College, Co-Chair  
William Condon, 2021-2023, Prairie State College  
Tish Hayes, 2019-2022, Moraine Valley Community College, Co-Chair  
Joanna Kolendo, 2021-2023, Chicago State University  
Heather Koopmans, 2021-2024, Illinois State University  
Loren Mixon, 2021-2024, Kankakee Community College  
Alex O'Keefe, 2021-2023, School of the Art Institute of Chicago  
Dee Anna Phares, 2019-2022, Northern Illinois University  
Firouzeh Rismiller, 2021-2024, DePaul University

#### **CARLI Staff Liaisons**

Debbie Campbell  
Denise Green

#### **Charge**

The committee will identify and address issues of critical concern and best practices for instruction librarians and information literacy programs. The Instruction Committee acknowledges historical, structural, and systemic injustice, values the principles of diversity, inclusion, and equity (DEI), and will ensure that CARLI's commitment to diversity, equity, and inclusion is embedded in their work.

#### **Meetings**

Because of the COVID-19 pandemic, all meetings were held by video conference and took place on the third Wednesday of the month from 2-3:30 pm. The committee also used the [instruction@carli.illinois.edu](mailto:instruction@carli.illinois.edu) mailing list and a Google Drive folder to share information and documents outside of meeting times.

#### **Theme**

The committee's theme this year was **"Re-imagining Instruction After Disruption"**. This theme acknowledges the challenges and changes of the past couple of years, while highlighting the growth and creativity librarians have embraced in the wake of that upheaval. Many of us have sought out new technologies to better connect with our students, while others have had opportunities to restructure curriculum and instruction programs. As a committee and at our

events, we discussed how to engage with students in different environments, (synchronously, asynchronously, hybrid, face-to-face, etc.). The Instruction Committee's programming this year created space for librarians to discuss what has changed since the onset of the pandemic in 2020, present any adaptations they have made to their instruction modalities, and share new resources and tips. Each of the four Article Club events (detailed below) hosted by the Instruction Committee were discussion-based and were not recorded in an attempt to foster open and honest conversations. Our fifth and final event was the 10th annual CARLI Instruction Showcase, where the keynote theme was open pedagogy, which meshed well with the committee's theme as well as connecting to facets of the ACRL Framework, (especially that students are not only consumers of information, but creators). The Showcase also focused on how librarians used technology in their teaching this year, and shared innovative lesson plans. Attendees showed up ready to engage with each other and share their experiences.

## Instruction Committee Events

### **Compact but Nimble: Navigating the Challenges and Discovering the Benefits of Small Libraries**

**When: Wednesday, October 27th from 1-2pm**

**Where: Virtually through Zoom**

There are specific challenges that small academic and rural libraries face that are unique, which can be related to staffing, budget, library instruction, etc. This discussion created space for librarians to discuss how we navigate issues that are faced by small libraries and share strategies on how to manage them. The conversation was lively with a lot of resources shared in the chat. This conversation clearly resonated for people attending, and everyone seemed to value the opportunity to connect around these issues.

The discussion was not recorded to encourage honest and open dialogue. 56 people registered for this event.

Please see the link to view the list of questions that were used to facilitate the discussion, and the resources that were shared:

<https://www.carli.illinois.edu/compact-nimble-navigating-challenges-and-discovering-benefits-small-libraries>

### **Teaching Information Privilege: A Discussion**

**When: Tuesday, November 30th from 1-2pm**

**Where: Virtually through Zoom**

This article discussion centered on “Information Privilege and First-Year Students: A case study from a first-year seminar course using access to information as a lens for exploring privilege”, by Charissa Powell, Student Success Librarian for Information Literacy at University of Tennessee Powell’s case study article overviews her first-year seminar, Information Privilege. It details the format of the class, the activities and curriculum, and also what students gained by the end of the class. The article offered a jumping off point for librarians to discuss the ways they integrate information privilege into their teaching and also the challenges of doing so in the typical one-shot session.

The discussion was not recorded to encourage honest and open dialogue. 56 people registered and 41 people attended the event. Please see the link to view the list of questions that were used to facilitate the discussion, and the resources that were shared:

<https://www.carli.illinois.edu/instruction-discussion-20211130>

### **Are you as conflicted as we are? Challenges with teaching subject headings**

**When: Friday, February 11th from 1-2pm**

**Where: Virtually through Zoom**

In “Are you as conflicted as we are”, Frances Brady (Adler University) and Alissa Droog (Northern Illinois University) shared their encounters with inconsistencies in subject heading applications and asked how others are dealing with these difficulties. Librarians engaged through polls, chat, and verbal discussion. Although teaching subject headings is often necessary in specific disciplines, many librarians find them too restrictive and problematic, because of out-dated terminology. Librarians shared that keywords were a good starting point for searches, in part because students are comfortable using them, and they cast a wide net in full-text searches. Most attendees teach both depending on context and need, but there continues to be conflict and challenges in that process.

The discussion was not recorded to encourage honest and open dialogue. 70 people registered and 47 people attended the event.

Please see the link to view the list of questions that were used to facilitate the discussion, and the resources that were shared: <https://www.carli.illinois.edu/instruction-committee-20210211>

### **"Creating a Student-Centered Alternative to Research Guides" Discussion**

**When: Friday, April 1st from 1-2pm**

**Where: Virtually through Zoom**

This article discussion centered on “Creating a Student-Centered Alternative to Research Guides: Developing the Infrastructure to Support Novice Learners”, by Jeremiah Paschke-Wood, Ellen Dubinsky and Leslie Sult. The authors explored patron interactions with LibGuides to

determine how effectively subject-specific guides support completion of coursework and student research. The article outlines the authors' redesign of FAQ pages and guides and their rationale for the changes—based on a need for clarity, simplicity, and context, as well as a focus on student-led research processes. The discussion focused on how librarians are using research guides in instruction and what has been successful. Some of the conversation highlighted the need for assessment of guides to better understand what students are taking away.

The discussion was not recorded to encourage honest and open dialogue. 90 people registered for the event.

Please see the link to view the list of questions that were used to facilitate the discussion, and the resources that were shared: <https://www.carli.illinois.edu/Instruction-Committee-20210401>

### **Instruction Showcase**

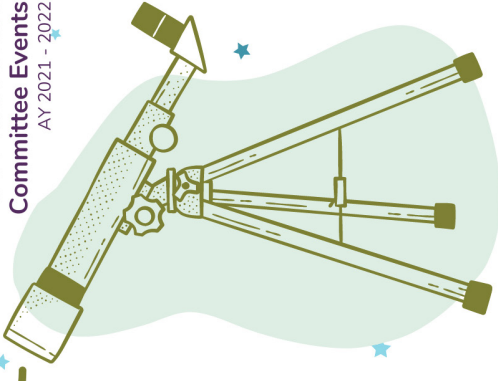
**When: Friday, May 20th from 9:30am-2:00pm**

**Where: Virtually through Zoom**

This year, the theme of the Showcase was “Re-imagining Instruction After Disruption”. The event featured a keynote presentation by Janet Swatscheno from University of Illinois at Chicago titled “‘I’m excited but have no idea what I’m doing’: How Libraries Can Support Open Pedagogy and Why They Should” which focused on the value of OER and open pedagogy and how academic librarians can both support and participate in open educational practices. In addition to the keynote, there were two sessions that highlighted new tech that proved useful in providing instruction. There were also two lesson plan presentations that featured new approaches to instruction. The keynote and breakout presentations all demonstrated the new ways librarians are imagining instruction. The Committee also incorporated a [zine-making activity](#) (and developed a [pre-made zine highlighting the year’s events](#)) to encourage interactivity among participants and to further connect the Showcase themes and topics. Despite the complications imposed by the ongoing pandemic, librarians keep finding engaging ways to connect with students and support their learning.

This virtual event was well-attended, with 146 registrants with the number of attendees varying depending on the session. A video of the Showcase will be made available on the CARLI website at: <https://www.carli.illinois.edu/products-services/pub-serv/instruction/InstructionShowcase>

Respectfully Submitted by  
Kristin Allen and Tish Hayes  
Co-Chairs, 2021-2022



**A Roundup of  
CARLI Instruction  
Committee Events  
AY 2021 - 2022**

# WHAT'S DONE WITH THIS ZINE?

## CONTRIBUTORS

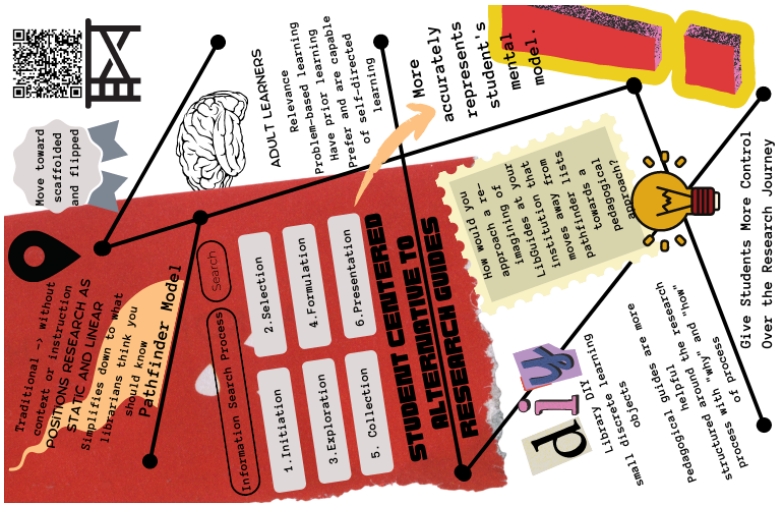
- Page 1-2: Heather Koopmans**  
Who We Are + What This Is
- Page 3: William Condon**  
Compact but Nimble  
[1/02/21]
- Page 4: Kristin Allen**  
Teaching Information Privilege  
[11/30/21]
- Page 5: Tish Hayes**  
Are you as conflicted as we are?  
[2/11/22]
- Page 6: Loren Mixon**  
Creating a Student-Centered  
Alternative to Research Guides  
[4/1/22]
- Covers: Alex O'Keefe**

The CARLI Instruction Committee

works to encourage cooperation and collaboration in the development of effective programs of user and staff instruction that benefit all CARLI member libraries, and will identify and address issues of critical concern and best practices for instruction librarians and information literacy programs.

This Zine documents the Committee's events throughout the 2021-22 program year and serves as an inspirational example for a zine making activity to take place during the CARLI Instruction Showcase on May 20th. Zine making offers a creative way to take notes during the Showcase and reflect on instructional practice, and we invite you to create!

**2021-22 Instruction Committee:**  
**Co-chairs:** Kristin Allen, Tish Hayes  
**CARLI Staff Liaisons:**  
 Debbie Campbell, Denise Green  
**Members:** William Condon, Joanna Kolendo, Heather Koopmans, Loren Mixon, Alex O'Keefe, Dee Anna Phares, Frouzeh Rismiller



# COMPACT BUT NIMBLE

## CHALLENGES

*avoid burnout*

**DEVELOP MEANINGFUL COLLABORATIONS WITH FACULTY AND STUDENTS**

**Opportunities**

Identify student populations on campus to serve  
 Target courses or topics  
 Avoid vocational awe!

Presented by Frances Brady (Adler University) and Alissa Droog (Northern Illinois University)  
 Hosted by CARLI Instruction Committee, Feb. 11, 2022

**Subject Headings**

- discipline specific
- too restrictive
- out-of-date terminology

**VS**

**Keywords**

- Good starting point
- familiar to students
- full text search

Summary of discussion: [bit.ly/3F9Vw3b](https://bit.ly/3F9Vw3b)

**Do you prefer to teach subject headings or keywords?**  
 (35 Responses)

**Frances Brady and Alissa Droog** shared their experiences teaching subject headings and keywords, highlighting inconsistencies in subject heading applications in different databases and reviewing research on user experiences. View their presentation: [bit.ly/3MJJLD2](https://bit.ly/3MJJLD2)

**Are You As Conflicted As We Are?**  
 Challenges With Teaching Subject Headings and Keywords

## TEACHING INFORMATION PRIVILEGE: A DISCUSSION

### FEATURING THE ARTICLE

**Information Privilege and First-Year Students:**

A case study from a first-year seminar course using access to information as a lens for exploring privilege

BY **CHARISSA POWELL**

**QUESTION**

How do we incorporate discussions of information privilege in library instruction?

**MAJOR THEMES WE DISCUSSED**

Status, Background, Perspective, Groups vs. Individuals, Inequity

Information privilege is affected by access to information