Time	2024 CARLI Instruction Showcase Session info / presenters	
9:00 - 9:05 am	**Welcoming Remarks**	
9:05 am - 9:50 am	**Keynote** *Feeling Seen: The Necessity of Fostering a Sense of Belonging in Academic Libraries* ● Presenter: María Evelia Emerson María is the Student Success Librarian at the University of Illinois Urbana-Champaign. She earned her BA in Spanish and International Studies at Hope College, and her MLIS at the University of Illinois Urbana-Champaign. Her research grows out of her work at small colleges across Illinois and now at UIUC on how academic libraries can support a sense of belonging in students. ● Description: The typical college student is often thought of as an 18-year-old entering college directly after high school. They live on campus and their main "job" is school. While they are learning independence, they can still turn to their parents for support when needed. However, data shows that this is not the student with whom we typically interact in our libraries and classrooms. Our students make up a wealth of experiences, identities, and strengths, but when librarians and higher education continue to design services and instruction with the "traditional" student in mind, we erase the existence of those that fall outside of this population and miss opportunities to approach our users in new ways. In this keynote, María will discuss the importance of students' sense of belonging and seeing themselves in the library.	
9:50 am - 10:30 am:	**Inviting Students into the Process** *Cultivating New Collaborations: Building a Student Advisory Committee* ● Presenters: Beth Hultman and Stacey Shah ● Description: This presentation will highlight how a Library Student Advisory Committee initiative has helped Elgin Community College Library establish deeper connections with the students we serve and the larger campus community. We will outline the start to finish process of creating a successful Advisory	

Committee from its origin in partnering with TRIO Support Services to the support that we have received from additional campus partnerships. In addition, we will share the initiative goals, the outcomes that have resulted from collaborating with students, and the future directions of the committee as it strives to continue improving the library's instruction and

programs. Attendees will learn considerations for establishing a successful library advisory committee. The intended audience is instruction librarians; however, the case study does have relevance for any librarians trying to forge deeper connections with new users.

Peer Review and the Student-Led Journal: Teaching Undergraduates How to Give Constructive Feedback
- Presenter: Merinda Kaye Hensley
- Description:

If scholarship can be likened to an ongoing conversation, we can diversify the voices that participate in that conversation by welcoming undergraduate researchers into the peer review process. The University of Illinois Urbana-Champaign Library designed a curriculum to teach students the structure and expectations for what it means to participate in the full cycle of scholarship.

This program is a collaboration of efforts by the student teams representing several undergraduate-level disciplinary journals published by the University Library. This presentation will highlight our three-part training program designed to teach undergraduate researchers the complexities of peer review including:

1. Understanding the role and non-role of the reviewer in the peer review process
2. Engaging the mindset of a peer reviewer including an examination of types of bias
3. Strategies for providing constructive feedback including the art of asking a question

Over the course of several experiential learning activities, students practice completing a manuscript review form by reading an example manuscript and working in teams to re-construct their ideas into a cohesive feedback document. Our overarching goal is to move students further along the novice-to-expert continuum by helping students see themselves as an active contributor to peer review by better understanding their role and responsibilities. By democratizing access to the peer review process, we are centering the growing expertise of undergraduate researchers into the often-misunderstood role of the peer reviewer.

Break

| 10:35 am - 11:30 am | **Navigating New Approaches**
Streamlining Archival Instruction: The Use of Canvas Modules as Primers
• Presenter: Liz Bloodworth
• Description:
Visiting the archives as a student often presents a new and unique opportunity for experiential learning. Given the fragility and rarity of many archival materials, archivists typically devote a portion of instruction to the care and handling of collections, reducing students' time for hands-on interaction with the documents. To provide a more active learning environment in the archives' often one-shot instruction sessions, I have implemented learning management system tools that prepare students for archival research ahead of their class visits. This presentation will highlight my use of Canvas modules to introduce students to the purpose and mission of archives and special collections, to provide guidelines for working in the archives, and to offer tips for finding archival material to fit their research needs. I plan to discuss the role of Canvas modules in making the archives more approachable for students and bolstering collaboration with teaching faculty. Finally, my presentation will offer an overview of the benefits and challenges I have experienced while implementing these tools for the first time. This presentation is intended for archivists and special collections librarians providing archival instruction as well as other librarians interested in using learning management system tools in their classrooms.

Navigating Government Information: Data and Information Literacy for Journalism Students
• Presenter: Sanga Sung
• Description:
This presentation will showcase a lesson plan developed for a new journalism class focusing on local government information resources. In response to a faculty request, the presenter designed a library instruction session that aimed to enhance students' data and information literacy skills while providing them with tools to navigate local government information effectively. The intended audience for this session is librarians and educators interested in designing instructional sessions for diverse student populations, including those in journalism or other disciplines requiring access to local government data. The lesson plan incorporates interactive activities, handouts, and resource suggestions to engage students and deepen their understanding of how information is created, organized, and utilized in the context of local government data and statistics. Attendees will learn about the development process of the lesson plan, including the identification of learning objectives, selection of materials, design of activities, and assessment strategies. Additionally, the presentation | |

	will discuss how the activity/material/technology can be adapted for different audiences or institutions, allowing for flexibility in implementation across various educational settings.	
	The Possibilities and Pitfalls: Using Generative AI to Identify Relevant Titles ● Presenter: Caitlin Stewart ● Description: As a librarian who supports education students, I frequently instruct students on how to identify high quality texts such as picture books which meet certain criteria such as publication year, genre, format, topic, and grade level. I lead many library instruction sessions each semester on how to use the library catalog and databases to thoughtfully identify high-quality titles based on the students' desires and class requirements. With the rise of generative AI, more students are interested in using that technology as a form of discovery. I have begun to integrate a demonstration in some classes to show the possibilities generative AI provides, such as discovering books of which students were unaware. This also lets me show students in real time the serious current pitfalls which exist, such as AI making up fake books or lying about the content or criteria of real books. I model how AI can be an additional tool, but also that checking the work or suggestions of AI still calls for more robust tools and techniques from responsible users. The approach to discussing AI and demonstrating it can be replicated for general research projects where students might search for articles or other resources using AI.	
	Break	

| 11:35 am - 12:15 pm | **Collaborating Across Campus**
 Elevating Student Voices Through Research
 • Presenters: Frances Brady, Kristina Taylor, and Muneet Malhi
 • Description:
 This case study describes the use of a research study's findings to collaborate with an academic department in improving students' experiences of research. A librarian in collaboration with an adjunct and doctoral student designed and implemented a mixed methods study to determine whether information literacy sessions taught within research methods courses impacted student self-efficacy. The main qualitative findings from the study were 1. Information literacy sessions are critical to students; 2. Impacts on research self-efficacy; and 3. Suggestions from participants for improving their research experience. These findings were shared with the largest doctoral program at our small institution. The program is currently changing the dissertation process and is taking our research into account in this redesign. Although the redesign is still in process, the findings from the study have already been changing how faculty respond to requests for information literacy sessions as well as what they cover in courses prior to the dissertation process. While the audience for this was specifically graduate students in research methods courses, the idea of using research to start collaborations with faculty to enact programmatic curriculum changes would be beneficial at any level.

 From a "One-Shot" to a Semester Long Course: A Library Collaboration Case Study
 • Presenter: Blanca Hernandez
 • Description:
 This session will discuss the experience, from course planning to teaching, a one credit info lit class (taught by the Instruction Librarian at Erikson Institute) for a PhD in Child Development program. The showcase will be created for instruction librarians who are interested in discussing what a semester long information literacy/research skills course for post-graduate students can look like. The session will include lesson plan/syllabi information, student perceptions and class outcomes, and the trajectory to getting the class approved and ready for registration day. The session will also discuss ways in which to connect with faculty and adjuncts to peak their interest in library instruction and materials assistance (hopefully past the one-shot lesson). | |
| | **Break** | |

| 12:20 pm - 1:00 pm | **Researching the Library Itself**
Researching the Library Itself: Library Collaboration with Interior Design
● Presenters: Kadet Alaks, Shelly Mocchi
● Description:
In Fall 2023, College of DuPage's Library and Interior Design faculty implemented a collaborative project that asked students to create potential design solutions for key areas in the Library– turning "Library Research" into "Researching the Library itself". Leveraging Library resources and the liaison model in a unique way, this assignment gave students real-world experience exploring the challenges and opportunities of Library design within their own community. During a 4 hour class in the Library, students were introduced to history, survey data, usage, and needs of the Library, and conducted a site assessment on the two key areas. Over several weeks, working in teams and solo, the students created and presented design solutions for the spaces

In sharing our case study, we will discuss the origins of the project, student work and response, and benefits to both the Interior Design department and the Library. Additionally, we will look at the broader context of Library connections with Career and Technical Education (CTE) programs, whose information seeking and information literacy needs might challenge the expected idea of Library support and require librarians and classroom instructors to think creatively. In our interactive workshop, we will invite participants to consider their own collaborative opportunities through concept mapping and conversation. | |
| 1:00-1:05 pm | **Closing Remarks** | |