

# 2018-2019 Instruction Committee Annual Report of Activities

## **Members**

Annie Armstrong, 2018-2021, University of Illinois at Chicago

Amy Hall, 2017-2020, National-Louis University

Tim Lockman, 2018-2021, Kishwaukee College

Molly Mansfield, 2017-2020, Dominican University

Marielle McNeal, 2017-2020, North Park University, Co-Chair

Christina Norton, 2018-2021, Heartland Community College

Matthew Olsen, 2016-2019, Millikin University

Mackenzie Salisbury, 2016-2019, School of the Art Institute of Chicago, Co-Chair

Becca Yowler, 2018-2019, Knox College

## **CARLI Staff Liaisons**

Debbie Campbell

Lorna Engels

## **Charge**

The committee will identify and address issues of critical concern and best practices for instruction librarians and information literacy programs.

## **Meetings**

The committee held an initial in-person meeting at the CARLI office in Champaign on August 8th, 2018. Subsequent meetings were held by teleconference and took place on the first Wednesday of the month from 1-2:30 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 for this year was "Inclusive Classroom: Cultivating learning environments for students with diverse identities." Through this theme the committee hoped to investigate ways that academic librarians can create inclusive learning environments in the classroom and in the library in order to create a climate in which all participants are fully engaged, equally valued, and are open to diverse perspectives. In order to explore this theme the committee planned a series of webinars to learn about others practices in creating inclusive classrooms. The committee also carried this theme into the Instruction Showcase in both the call for proposals and a keynote workshop, created and led by Kellee Warren from the University of Illinois at Chicago, which looked to the education literature on how to cultivate a self-reflexive practice.

## **Webinars**

On February 13th, Annette Alvarado, a Reference and Instruction Librarian at Loyola University Chicago Libraries, liaison for Arrupe College, presented the webinar "Intrusive Librarianship". This webinar discussed Arrupe College, offering a two year associate's degree program, structured for students that needed academic support. These students come from diverse populations, and many are low-income, first-generation college students. Intrusive Advising, also known as proactive advising, has been

instituted by various educational institutions throughout the United States. At Arrupe College this approach has been adopted to meet the needs of underserved students and has been successful in reaching students that otherwise would not have asked for help. This webinar showcases how Annette Alvarado has put intrusive advising into practice, and has become an intrusive librarian. 65 people registered for this event.

The webinar recording and descriptive outline are available from the CARLI website:

<https://www.carli.illinois.edu/products-services/pub-serv/instruction/IntrusiveLibrarianship-Alvarado>

On March 12, Robin Harris, Michelle Oh, and Alyssa Vincent, all librarians from Northeastern Illinois University (NEIU), presented the webinar, "A work in process: Cultivating inclusive classrooms." NEIU is home to one of the most diverse campuses in the country and includes students from every ethnic and socioeconomic background, as well as many first generation and returning adult students. In this webinar the presenters shared their missteps, lessons learned, and overall experiences with library instruction and research consultations while working with a diverse student population. 89 people registered for this event.

The webinar recording and descriptive outline are available from the CARLI website:

<https://www.carli.illinois.edu/products-services/pub-serv/instruction/WorkInProcess-HarrisOhVincent>

### **Additional Instruction Centered Activities**

#### Twitter Chats

During the past year the committee applied its collective instruction expertise to several new projects. One new avenue was hosting a Twitter Chat that was open to all, using the hashtag #InclusiveInfoLit . The committee created the questions to ask the participants before the chat, all reflecting this year's theme. On December 7th, we held the first discussion which was well attended and generated interesting discussion. The discussion was archived using Wakelet and a short survey was open to participants as a way to gauge overall demographics and success. The survey showed that people were engaged with the topic and conversation, and many were from outside of the state of Illinois (about 75%).

The survey also showed a desire to continue the discussion, so on April 19th the committee held a second Twitter Chat. Overall the committee agreed that this was an interesting new way to connect and share ideas with others on and about Instruction. Additionally, a list of resources mentioned or discussed in these chats was gathered and shared for reference. All of the materials from these chats, including the archive, survey, promotional materials, questions, and reference list is saved in the committee's shared folder for future reference.

#### IPA's (Inclusive Pedagogical Activities): Collaboration with The Library Sessions Podcast

The Library Sessions [<https://thelibrarysessions.wordpress.com/>] is a podcast about teaching and learning in the library and beyond. It is the brainchild of librarians Martinique Hallerduff (Dominican University) and Jennifer Lau-Bond (Oakton Community College and Harper College), who combined have almost two and a half decades experience teaching in and outside of the library. They mainly talk about teaching and instruction and sometimes wander to other library-related topics.

This subseries of Library Sessions, The IPA's (Inclusive Pedagogical Activities), is a collaboration between these podcast hosts and the CARLI Instruction Committee. These episodes are about

highlighting and discovering the ways in which librarians and educators have been working on creating these important approaches. Each episode looks at a specific lens in which we talk about Inclusion, such as Diverse Identities, Accessibility, and the Economics of Open Educational Resources. Check out Season 3 episodes 2-5 to hear this subseries.

### Instruction Showcase

The committee held the seventh annual Instruction Showcase on Thursday, May 23, 2019 from 9:30am to 3:15pm at North Park University. The morning programming of this year's Showcase included a keynote workshop "No Shortcuts: Culturally Sustaining Pedagogy in Library Instruction and a Self-Reflexive Practice" created and facilitated by Kellee Warren from University of Illinois at Chicago. This workshop looked to the education literature on how to cultivate a self-reflexive practice. After a brief presentation on culturally sustaining pedagogy, we reflected on a series of prompts, and then reported out to our colleagues which included a lively Q+A session with the presenter.

After the workshop, we hosted "Podcasting with the Pros: Q+A with the Library Sessions Podcast" in which the Library Session Podcast creators, Martinique Hallerduff and Jennifer Lau-Bond talked to our attendees about how this podcast came to be and the IPA collaboration as well as their best practices/lessons learned. The hosts also took questions from the audience about marketing as well as technology. The hosts were also kind enough to supply attendees with a list of references for the tools they use, found at <https://thelibrarysessions.wordpress.com/podcasting-resources/>.

In the afternoon, we had 5 presentations from colleagues that demonstrated instruction techniques and tools that are designed to enhance library instruction, with some presentations drawing inspiration from the committee's theme this year, "Inclusive Classrooms: Cultivating Learning Environments for Students with Diverse Identities." This year we had 68 people registered for this event.

Respectfully Submitted by  
Marielle McNeal and Mackenzie Salisbury  
Co-chairs, 2018-2019