

WHAT'S DONE WITH THIS ZINE?

A Roundup of
CARLI Instruction
Committee Events
AY 2021 - 2022

CONTRIBUTORS

Page 1-2: Heather Koopmans
Who We Are + What This Is

Page 3: William Condon
Compact but Nimble
[10/27/21]

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

WHAT'S THIS?

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:

Go-chairs: Kristin Allen, Tish Hayes

CARLI Staff Liaisons:

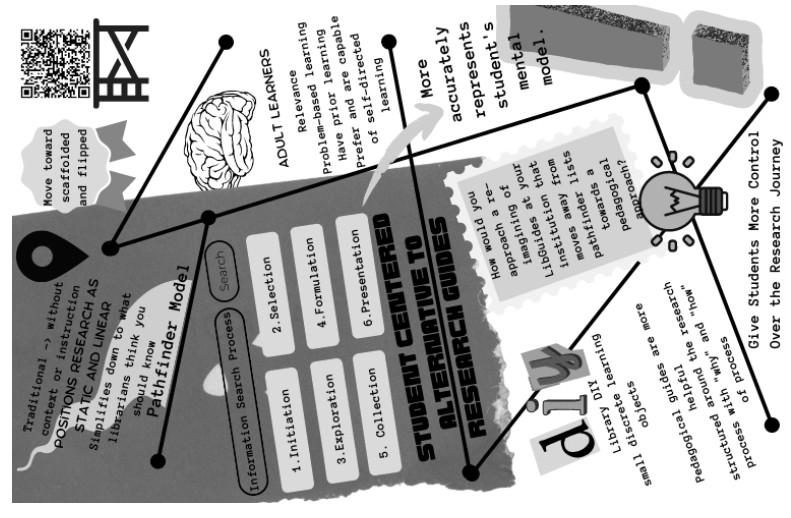
Debbie Campbell, Denise Green

Members: William Condon, Joanna

Kolendo, Heather Koopmans, Loren Mixon,

Alex O'Keefe, Dee Anna Phares,

Frouzeh Rismiller



DEVELOP MEANINGFUL COLLABORATIONS WITH FACULTY AND STUDENTS

Opportunities

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



COMPACT BUT NIMBLE CHALLENGES



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

Information privilege is affected by access to information

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

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

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

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

Subject Headings: 18
Keywords: 17

VS

Subject Headings

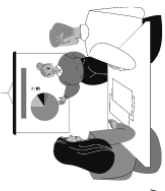
- discipline specific
- too restrictive
- out-of-date terminology

Keywords

- Good starting point familiar to students
- full text search

Summary of discussion: bit.ly/3F9Vw3b

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



MAJOR THEMES WE DISCUSSED

Information privilege is affected by access to information

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

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

