Annual CARLI Instruction Showcase, 2015
Held at North Central College

Keynote:

Karen Hogenboom, Associate Professor of Library Adminsitration, Numeric and Spatial Data Librarian, and Co-Coordinator of the Scholarly Commons at University of Illinois, Urbana-Champaign

Academic libraries are only one part of campus environments where many other organizations and individuals have similar or complementary goals. Librarians can leverage these shared goals and the "neutral space" of the library to open the door for rich and fruitful collaborations that expand the reach of the library and deepen the services the library is able to offer.

Rounds 1 through 3:

Group A

Samantha Crisp, Augustana College; Rachel Weiss, Augustana College

This presentation will focus on a collaborative effort between Thomas Tredway Library's Special Collections Librarian and one of our Research and Instruction Librarians. We collaborated to teach an immersive instruction session over the course of two class periods to engage students in comparing and contrasting primary source documents and secondary sources. This session targeted students in one section of Augustana College's Rhetoric and the Liberal Arts course (LSFY101), which is part of a three-term Liberal Studies sequence for first year students. The session had three goals: to teach students to identify relevant information in primary and secondary sources, to help them synthesize diverse sources, and to encourage them to reflect on their research process.

Belinda Cheek, North Central College; Kimberly Butler, Archivist North Central College

This session will provide an overview of an information literacy session presented jointly by the Library and the Archives that teaches students to locate, identify, analyze, and evaluate primary sources and incorporates three hands-on activities that emphasize these skills. As the session is used with students in the Education program at North Central, we also encourage them to begin thinking about how they might incorporate primary sources in their own classrooms and where they might find resources that will assist them with lesson planning. The showcase session will demonstrate an abbreviated version of one of the three hands-on activities.

Elizabeth Nicholson, North Central College

"Working-world Internet research" This research session is specifically tailored to the Business and Professional Communication course at North Central College. In order to create as realistic an experience as possible for these young professionals, the teaching faculty member and librarian collaborated to develop a research session that focuses on finding quality information from websites, rather than library databases.

Group B

Kelly Grossmann, Northeastern Illinois University

This presentation demonstrates a lesson, developed for the STEM disciplines, to give real world context and meaning to the notion that "authority is constructed and contextual" (ACRL Information Literacy Frame 1). The lesson involves a short lecture portion followed by an activity that provides students with practice evaluating metadata to determine the authority and credibility of a source. The lesson, inspired by the recent "War on Science" issue of National Geographic, invites students to consider the causes of disconnect between concepts commonly accepted in the scientific community and the frequent rejection of such concepts by the public at large.

Bryan Clark, Illinois Central College; Jessica Bastian, ICC

Illinois Central College has developed an Active Learning Library Instruction (ALLI) program that moves away from the 'one shot' instruction session and actively involves students in their own learning of library concepts. Through the use of planned worksheets, the students lead themselves through the learning process with the librarian actively interacting with them to offer guidance in successfully completing the ALLI activities. ICC librarians present interactive instruction sessions that offer faculty a means of assessing learning, especially the student's ability to meet the college's information literacy general education goals.

Frances Brady, Adler University

I will demonstrate an activity I use with graduate students in helping them prepare to write a literature review for their Research Methods class. Faculty at Adler University have found that our students are not clear on what distinguishes a literature review from an annotated bibliography. Students also have trouble using critical thinking skills to think outside the box when their first attempt at searching retrieves too many or too few results. I worked directly with a teaching faculty member in the Clinical PsyD department to integrate my activity into her syllabus. Through this collaboration, we generated excitement to other faculty and I was able to use this activity in all but one of the Research Methods classes in the Clinical PsyD program this spring, as well as all the Research Methods class in the Masters of Art Therapy program. In my presentation, I will give a short background on the partnerships which helped create this activity, as well as demonstrate part of the activity itself.

Group C

Kimberly Shotick, Northeastern Illinois University

Website evaluation can be a daunting task for students new to concepts of information literacy. Even with clear evaluation criteria, such as the CRAAP test developed by librarians at CSU Chico, students struggle to determine what a "good" source looks like on the Internet. By putting numerical values on CRAAP test evaluation criteria I created a quiz that can guide students in website evaluation. This quiz is quick, effective, and fun for students. I will discuss different ways in which the quiz can be incorporated into a larger lesson plan.

Stephanie King, Illinois Valley Community College

After a semester of successfully using the website: www.socrative.com in library instruction sessions, I am excited to share what I have learned with others. Socrative is a free website that allows teachers to interact with their students in real time. Teachers have the option of asking an impromptu question of the class, or creating a quiz ahead of time. As students respond to multiple choice, true/false and short answer questions, their responses appear on the teacher's screen. Results can be displayed anonymously on the board, or viewed afterwards as a report, to assess whether the instruction session was effective. If selected, my presentation will cover the basics of this website and allow the audience a chance to interact with questions through their phones or mobile devices. I will also explain how I have implemented socrative as both an icebreaker and assessment tool during library instruction sessions.

Chelsea Van Riper, Principia College

Planning a library instruction session for an open-ended assignment can be difficult, and may even feel daunting, if student research topics are varied. In this session, I will model several teaching techniques that encourage students to be reflective with their research topics and begin to transform their topics into initial research questions. Participants will be encouraged to role-play and consider how these techniques contribute to a student's success in the early stages of a research assignment.

Round 4

Randi Sutter, Heartland Community College; Colleen Bannon Heartland Community

Librarians at Heartland Community College responsively collaborate with English and Physical Therapy Assistant programs to provide timely library instruction, one-on-one research support, and curriculum development. The success of our embedded program is due to the cultivation of faculty/librarian relationships which allow us to negotiate assignment content, instruction scheduling and frequency, and student interactions outside of class.   This session will address options for flexible embedded models driven by fluid, responsive relationships with faculty and tailored library instruction.

Ladislava Khailova, Northern Illinois University

Creating Partnerships to Enhance Information Literacy Skills of the Multicultural Communiversity: NIU Libraries Workshops for DeKalb Hispanic Families   In response to the increasing diversification of the American society, this presentation focuses on the need of academic libraries to reach out beyond their immediate clientele to enhance the information literacy skills of the multicultural members of the external community. The success of these efforts depends closely on the libraries' ability to form and sustain partnerships with campus and off-campus units already involved with the targeted communities. NIU Libraries offered a series of family literacy workshops to help local Hispanic parents boost their children's emerging literacy skills. In the process parents were encouraged to develop skills for locating, evaluating, and using effectively all types of library resources (with special emphasis on bilingual sources). Specifically, parents were introduced to the Libraries' online catalog system, call number interpretation, the physical space of the English-Spanish juvenile collection, and community user privileges. For the purposes of advertising, recruitment, and parent training, the program coordinator initiated a process of identifying possible collaborators and then reached out to them to collectively create a program of action. The on-campus units of Research and Program Development in the Division of Students Affairs and the Latino Resource Center were involved; off campus a non-profit education organization, a Hispanic church, and a nearby community college were invited to participate. The presentation offers specific suggestions for academic libraries interested in similar outreach information literacy efforts build on partnerships with on-campus and off-campus entities.