

## CARLI Instruction Committee: 9th Annual Instruction Showcase

### **Keynote: Disability Accessibility in the World of Library Service**

Jason Altmann, Director of the ADS department at Harper College and Christine Kuffel, Head of User Services at Harper College Library

With the increasing number of resources and services that are readily available online to college students, there is a great need for the Library Services to ensure that their programs and services are readily accessible for students with disabilities, who account 19% of the college student population. The participants will gain a basic understanding of the accessibility barriers students with disabilities routinely encounter when using services from the Library Service. The participants will learn how to assess the accessibility of their Library Service Department by utilizing the accessibility checklist. The participants will be able to identify resources that can be used to implement accessibility solutions.

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### **Refining Topics by Visualizing Them in a Venn Diagram Activity via Zoom**

-Frances Brady, Adler University

Often, students' struggle to wrangle their interests into an articulated topic results to the dreaded dichotomy of either thousands of results or zero. Therefore, during instruction sessions prior to 2020, I created an activity for students to map their partner's topics as a Venn diagram. This activity pushes students to conceptualize their topics as intersecting facets, which helps break a complex topic into smaller pieces. Students learn to broaden and narrow their thoughts prior to jumping headlong into a database or search engine. By drawing terms into separate circles, it becomes easier to translate from human speech to subject heading searching in databases. Students realize their article will be the intersection of all the facets, but that each resource might only cover a few of the factors. After moving to virtual instruction via Zoom, I translated the approach to a full-class activity, as breakout rooms did not allow for the same sense of collaboration as in person pairs did.

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### **Turning the key: unlocking library support through the syllabus**

-Mallory Jallas, Allison Rand - Illinois State University

First-year seminars (FYS) provide an opportunity for librarians to engage with students early on in their academic careers. Some of these FYS courses might lack formal research or writing assignments, proving challenging for successful library integration. The presenters encountered this scenario during the spring of 2021 with sections of a University Success Skills course. They developed an instruction plan that helps students identify how the library can support them in any class and breaks down the hidden curriculum by exploring a syllabus in depth. The presenters use a syllabus to anchor the content and establish a framework for how the library can contribute to students' academic success. Throughout the session, we deconstruct a sample syllabus into sections-- course readings, academic integrity, exams, and research assignments. These sections connect with different library services – course reserves, citation assistance, study space, reference help, and more. The session flows from discussing a portion of the syllabus to highlighting the related library service. Participants that work with first-year seminars or library orientation will find value in this example. This activity can scale into different settings and adjust depending on the local context. The content could adapt into a digital learning object/module as well.

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### **#Research: An Activity to Introduce Keywords**

-Grace Spiewak, Aurora University

This activity correlates the function of hashtags in social media to the use of keywords in databases. Students will practice brainstorming hashtags and keywords for given items using an anonymous virtual polling website, Mentimeter (Menti) poll. This activity is useful to include as part of a longer introductory library instruction session. It is suitable for 100 level courses and first-year undergraduates. In the virtual learning environment, it can be challenging to anticipate and recognize students' accessibility needs. This lesson plan incorporates Universal Design for Learning in an effort to be as inclusive and accessible as possible in the virtual environment.

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## **Welcome to the (Online) Library! An Asynchronous Virtual Library Tour and Research Activity**

-Hannah Carlton, Tish Hayes - Moraine Valley Comm. College

We will present an online module created for the one-shot library introduction session included in every College 101 course. The module is intended to virtually introduce students to the library's space, resources, services, and staff with a visual and interactive activity. The module centers on a 360° virtual tour of MVCC library created with the online instructional tool ThingLink and also includes a related research activity and discussion prompt. This instructional activity would be relevant to any librarian tasked with introducing students remotely to library resources in an online or hybrid format. The tools and strategies used to create the tour are free and easily adaptable to a different library or instructional purpose. For in-person instruction, this activity could be used as a way to introduce students to library orientation information before an in-person session.

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## **Modeling Mental Flexibility: Adapting Mind Mapping for the Virtual Classroom**

-Mackenzie Salisbury, Alex O'Keefe - School of the Art Institute

In a typical Research Studio Library Instruction session, Flaxman Librarians teach first year students at the School of the Art Institute of Chicago about creative research practices. One of the main elements is a collaborative mind mapping activity that not only helps them to generate keywords, but to engage in mental flexibility and recognize their peers as resources. In Fall of 2020, the majority of classes had moved to an online or hybrid format. Not wanting to lose this activity typically conducted using paper worksheets and whiteboards, the librarians sought solutions to collaborative mind mapping in the digital space. We searched for a tool that was easy to use, did not require students to sign up for an account, and was inexpensive or free. After testing a few options, Miro was our solution. In this lesson, we will showcase how we use this tool in addition to Zoom for this introductory information literacy and creative research session. Librarians will use Miro with participants, share lessons learned, and provide advice for adapting this lesson to other disciplines hosted in a virtual classroom.

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## **Putting Padlet to Work: Three Methods for Virtual Active Learning**

-Paul Worrell, McKendree University

As we transitioned to virtual instruction, we were tasked with continuing to engage students and accomplish information literacy goals. In my library teaching I have found Padlet to be a wonderful resource for an online interactive space where students can engage in synchronous and asynchronous ways. This presentation will describe three ways we have used Padlet at McKendree University to invite active learning. In early composition courses students compare and contrast popular and scholarly sources. In public speaking and communication courses students wrestle with complex questions in a group mind-map. For psychology and other science disciplines, we break into small groups and piece together a peer-reviewed article, identifying its parts and their purposes. Intended for other teaching librarians and administrators, this presentation demonstrates the versatility of the online tool and ways it can engage students.

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## **Virtual citation management workshops: Transitioning from in-person to the virtual environment**

-Elizabeth Sterner, Governors State University

While offering citation management workshops is not new in academic libraries, these workshops have typically been offered as in-person workshops. During the pandemic, many libraries have shifted their workshops to the virtual environment. The citation management workshop offers unique concerns in a virtual environment due to the technology. By revising the preparation for the workshop, librarians can provide a more streamlined workshop experience. It is ideal if participants can create the EndNote account ahead of time due to the activation email sent as part of the registration process. Additional considerations for a virtual workshop include creating calendar appointments for participants with the EndNote account creation steps, workshop host's contact information, and the link to the virtual room. Librarians can use Google Docs to display the steps to create the account and an example citation page generated by EndNote for use during the presentation to minimize the number of different applications and screens shared during the workshop, streamlining the experience for participants. Finally, librarians should be ready to share an online assessment survey as well as a pre-recorded version of this workshop. The preparatory work before the workshop is as valuable as the instructional component of the workshop itself.

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