4ᵗʰ Annual CARLI Instruction Showcase
Held at Heartland Community College
Wednesday, July 20ᵗʰ, 2016

Presentations listed per group in Alphabetical order by presenter's last name.

Group A

April Levy, Columbia College

How do we teach undergraduate students to read and interpret data, and begin to understand how data can be used by businesses? A librarian worked with a Business faculty member to develop new curriculum for a 1st/2nd year Managerial Economics course that introduced students to reading, analyzing, and interpreting data, as well as learning the value of data for arts businesses. The librarian introduced students to freely-available secondary sources of statistical data about the arts. Students then worked in small groups to compare arts industry data in two graphs. They practiced interpreting the data, discussed what entities collect data, how data collection is valued by the market, and how accessible data is depending on its producers, government, etc. In addition to business and economics classes, this lesson can be adapted for use in social sciences courses that utilize statistical data.

Cynthia Kremer, Benedictine University

The Outreach team at Benedictine University conducted six workshops for faculty each based on one the Information Literacy Frames. For our workshop #4, Scholarship as Conversation, we adapted a citation mapping assignment from CORA to help demonstrate the frame to faculty and then used the activity in our instruction sessions. In this activity, the students search for a notable available article on their research topic, sustainability and environment, in Google Scholar. Then they write the article title and "cited by" number in the center of the sheet of paper. Then the students open the article and review the works cited section to find 2 more articles to look up via Google Scholar. The student put these two articles title and "cited by" number to the left of the main article and draw arrows back to the sources showing that the information from those articles flowed forward into the main article. Then the students bring up the main article again and click on cited by to find two articles that cite the main article. They students write the article titles and cited by and draw arrows from those new articles back the main article.

Jennifer Schwartz, DePaul University

As the liaison for the political science department, I worked with a faculty member to design an information literacy component for his 300 level course: The Internet, Technology, and Politics. This course investigates the impact of the internet on political communication, campaigning, and organizing. Working together, we discussed the ACRL Framework, and decided that two frames would be especially useful for structuring my portion of the lesson: Authority Is Constructed and Contextual, and Research as Inquiry. My class session began with an overview of how to use the library's resources for research purposes. I then presented the students with a "claim" that might reasonably show up in a social media feed dealing with the current political climate, like: "The Democratic use of super delegates is undemocratic". At this point, the students were instructed to research that claim, taking notes on a form which prompted the students to record a few things about their search. Specifically, we were interested in whether they thought what they found was authoritative, and how it advanced the conversation. At the end of the session, we debriefed as a class, and discussed how we determine authority and how our research is driven through inquiry. Intended audience: undergraduate students in a political science class, who have already had some basic library instruction. This activity could easily be adapted for any undergraduate student who has had some exposure to library research before.

Group B

John Hernandez & Jeannette Moss, Northwestern University

This presentation focuses on an instructional approach for a first-year writing seminar where students were given the estimated economic costs of drug addiction in the United States from a government website that does not disclose how it arrived at the figures. Students worked in groups, with each group assigned a specific figure from the government site, to trace source notes back to original research, strategically read those articles, and identify methods used to arrive at stated costs. During the library session, librarians introduced the class to the concept of strategically reading scientific articles through a short video and brief discussion, then met with each group individually. The groups discussed tracking citations backwards to original studies, strategic reading, and evaluation of information. One week later, the groups presented their findings to the class, focusing on evaluating sources and methods, currency of data, gaps unfilled or questions unanswered, and lessons learned from the exercise. This instructional activity and assignment can be adapted for any course where social statistics are examined to hone critical thinking skills, further scholarly conversation, or add meaning, such as in exploring societal issues, social policy, or related topics. This approach can be modified to include pre/post assignment quizzes.

Terry Huttenlock, Wheaton College

Adaptable instruction strategy - broad use: After having students take a 3-question pre-session critical incident survey (using esurv.org), students do a "round robin" at the start of a 50-minute research instruction session. Taking questions and issues identified in the responses, create questions. The number of questions is determined by the number in the class. Three per group works best. Each group is given a question and has 2 minutes (using a Powerpoint slide that is designed as a timer) to answer the question. The questions are then passed to the next group in a "round robin" fashion for them to add to the answers. This continues until the question gets back to the first group. Each group then reads the answers. This can be both broad and narrow in scope and fit any of the framework elements. This is both engaging and relevant since it is based on information provided by the students and peer learning.

Christina Heady & Joshua Vossler, Southern Illinois University Carbondale

First-year instructors frequently request that we teach students how to find peer reviewed articles. Their students arrive at our sessions as a blank slate: they have never encountered scholarly articles, learned about peer review, or searched a library database. This icebreaker activity engages students with the process of peer review before explaining its purpose. Instructors appreciate that this activity emphasizes the nuances of peer review, painting a more accurate picture of the material they are required to utilize. This activity gives a strong first impression before launching into database searching, explaining why we ask them to evaluate everything, including scholarly articles. The provided lesson plan is intended for first-year undergraduate students but could be tailored to any level, including students in doctoral programs. Students have a tendency to think in binary--everything is either true or false. Reality tends to be much more complicated and messy, which is an important reminder for students at any level. This activity is used as an icebreaker in a one-shot session but could also be used as an exercise to introduce a unit on peer reviewed materials or evaluation in a credit-bearing course.

Group C

Susan Avery & Kirsten Feist, University of Illinois at Urbana-Champaign

This session is intended for a first-year writing class and is focused on understanding and identifying the concept of the scholarly conversation. Using the course assignment as a jumping off point, the library instruction will introduce evaluative criteria that can be applied to sources located via a variety of venues, from web pages to databases to blogs. Working as teams, students evaluate a specific source, determining the conversation in which the author is engaging and whether or not that particular conversation is likely to contribute value to an academic paper focused on that topic.

This activity can be adapted to subject-specific courses at varying levels. The important element that must carry over is the focus on the scholarly conversation. Discussions with instructors can determine the relevancy of this particular focus. Suggestions for incorporating this lesson into other class settings will be shared during the course of the presentation.

Adam Cassell, MacMurray College

Build[ing] on primary vs secondary [and] critical web evaluation sessions already taught, this activity uses Sec. Def. Rumsfeld's 'Known Unknowns' paradigm that he used to describe the challenges of the Iraq war. Beginning with what you know, expanding to what you know that you don't know, progressing to the new information of what you didn't know that you didn't know, and ending with a synthesis of all 3 through the creation of new knowledge.

Tim Lockman, Kishwaukee College

Learners will practice academic integrity by discovering Creative Commons licensed images, applying some essential technical skills, and completing a final product—a presentation slide with a credited image—in approximately 30 minutes. The workshop is designed for first-year college students, but could also be adapted for upper-level undergraduates. The activity involves multiple steps and requires a lot of hands-on help from the instruction librarian, but is also very engaging for the students. Our "digital natives" often are surprised at new ways of accessing content (e.g., the Google Images search limits); many discover valuable and practical new technical skills (e.g., creating links out of plain text); and they finish with a final product very similar to something they might use in an authentic college assignment. And besides engaging with the content and the librarian, students also engage with one another. We have observed students helping others who are struggling, doing some spontaneous peer teaching. This is an opportunity for them to stretch themselves intellectually, technically, and socially. Librarians may collect the worksheets as assessment artifacts. If desired, they also may have students submit their presentation slides via print or email and retain them as evidence of student learning.

Group D

Susan Franzen, Illinois State University

Students often struggle with altering search strategies when their first attempts do not locate appropriate results. This instruction session is designed to give students experience altering a search with no results and is intended to be a follow-up to an introductory searching session. In this session, health sciences students are given a scenario of a student who did an unsuccessful search in CINAHL to answer the PICO (patient, intervention, comparison, outcome) question "Does the use of ginger reduce nausea and vomiting in the post op patient?" In pairs, students revise the unsuccessful search. They are asked to do the new search in two different ways and decide which is best. Groups volunteer to present their strategies to the class. As a follow-up, students do the same search on their own, fill out a worksheet, and submit it during their next class period. While the CINAHL database is the focus of this session and the intended audience is health sciences students, this activity can easily be adapted for any subject area and database. Librarians would simply change the scenario and research question, so it would be applicable to their liaison areas and then have students search in a relevant database.

Amy Hall & Sarah Leeman, National-Louis University

This presentation demonstrates a lesson designed for use with traditional-aged undergraduates in National Louis University's Harrison Professional Pathways (HP3) program. HP3 is designed to address common roadblocks to college completion, especially for historically under-represented students. Most students are below "college ready," as defined by ACT scores. In designing this two-part activity focused on the scholarly conversation, we chose scholarly articles of interest to this demographic, covering such topics as snooping in relationships, reality TV, and social media usage. In part 1, students consider what makes an article "scholarly," and then practice strategic tips and techniques for reading, interpreting, and discussing scholarly research. In part 2, students pull and cite specific pieces of evidence (both direct quotes and paraphrases) from a scholarly article to help answer a selected research question. The subject matter and reading level of the research, as well as the difficulty of the assessment, could be modified to suit other audiences.

Nancy Falciani-White, Wheaton College

While students often struggle to find appropriate sources for their academic work, an even greater struggle is their ability to use those sources appropriately, once they've found them. This presentation describes an activity intended to give students hands-on practice reading academic literature, with the express purpose of identifying topics and themes that can be used to synthesize the literature for a literature review. The activity is intended for students with some academic experience (ideally 2nd semester undergraduates or above). This presentation is appropriate for anyone teaching students (either undergraduate or graduate) how to synthesize literature. It is most appropriate for classes in the sciences or social sciences. The activity can easily be adapted to almost any context, simply by identifying article abstracts relevant to the class. A class in the humanities might need to locate a different "synthesis" video.