

6th Annual CARLI Instruction Showcase

Held at Dominican University

Thursday, May 31st, 2018

Presentations listed per group in Alphabetical order by presenter's last name.
Attendees will have the opportunity to see all presentations.

Group A

[Kathy Bartel, Waubonsee Community College](#)

After years of listening to myself give the same basic information to students at the beginning of a library instruction (and watching students eyes glaze over) I decided to shake things up. With Kahoot! I created a "library basics" game to get students actively engaged in their own learning. Using the team play mode moves students into interactive groups while injecting a little competitive spirit between teams. Some quiz questions are simply informational while others segue into more in-depth discussion of the research process. Team play continues into Part 2 of the instruction. Each team is given a database, a topic, and 5 minutes of research time to find an article meeting specific criteria. At the end of 5 minutes each team reports on their finding. Although I initially created this for a beginning level English composition class I've adapted this for different courses and levels of researchers by slightly changing the questions and not continuing on to Part 2.

[Douglas Keberlin Gutierrez and Elizabeth Lang, Dominican University](#)

As instruction librarians, we do not need to limit information literacy instruction to classroom visits. With administrators as partners, librarians can spread information literacy across campus through a variety of means. In this session, you will hear from both an administrator and a librarian working on a campus-wide initiative to bring together a series of courses committed to using The HistoryMakers digital archive, a recently acquired database of oral history interviews. At the center of the initiative was a "Virtual Residency Week" with CIC Woodrow Wilson Fellow Callie Crossley, herself a subject in The HistoryMakers digital archive.

Support services included a training seminar for faculty, new information literacy classroom sessions, online-embedded research modules, classroom visits from visiting scholars, and even a librarian-in-residence for an alternative spring break trip. All of these activities directly or indirectly, through faculty partners, introduced students to a new resource and more importantly to a new way of thinking about the significance of people's stories. See how you can work with strategic campus partners to widen the reach of your information literacy efforts.

Group B

[Jennifer Lau-Bond, William Rainey Harper College](#)

This lesson is for a workshop given to an introductory Humanities course at a two-year college (Harper College), though it could easily be adapted to any discipline. It employs a flipped classroom model along with group work, active learning exercises, guided discussion, and a follow-up activity to teach students the basics of MLA citation as well as how to cite some of the more complicated sources used in the course. While the instructional design was done by a librarian, the workshop itself was conducted in partnership with the school's Writing Center, and it has been a successful example of cross-campus collaboration.

Group B, continued

Paul Worrell, McKendree University

[This presentation is] on a partnering initiative between the instructional librarian and the English Composition faculty to assess incoming students' information literacy readiness. Students in pairs or small groups compared, contrasted, and analyzed popular and scholarly articles in an interactive online module (http://bit.ly/McK_Carli). Using a rubric based on the ACRL Framework for Information Literacy, we identified the strengths and weaknesses of the incoming student body within their first semester. This allowed further information literacy instruction to reflect the areas of highest need. This activity, while primarily aimed at first year undergraduates, can be adapted to assess transfer students or beginning graduate and doctoral students.

This was the first example of applying this method in the liberal arts setting. I previously worked on a team to create and implement this model at Auraria Library serving community college, four-year teaching university, and a large state research university. <http://www.inthelibrarywiththeleadpipe.org/2017/finding-foundations-a-model-for-information-literacy-assessment-of-first-year-students/>

Group C

Molly Beestrup, Columbia College

Research consultations live somewhere in-between reference and instruction. Reference desk transactions tend to discourage in-depth interactions, and library instruction - due to time constraints - prevents personalized individual attention (Vilelle, 2014). Research consultations allow for patrons to address specific questions they are facing with their research; and allow the librarian time to investigate the topics and time to teach specific skills based on the patron's needs. Research consultations also allow for deeper engagement with the knowledge practices and dispositions that shape the frames and encourage information literacy in upper-level students.

During Fall Semester 2018, I worked with two senior-level classes preparing literature reviews for thesis or capstone projects. Students were researching in-depth topics within their field of study (Cultural Studies and Art History). Both faculty members requested a general instruction session early in the semester, followed by a required research consultation with a librarian. As I prepared to meet with the students individually I recognized the opportunity to engage the framework in our meetings. I will discuss how I addressed the Frames when meeting with students individually, and how successful students were in developing their information literate abilities. Using the research consultation as an added component to instruction can be applied to any audience or institution.

Frances Brady and Teresa Fletcher, PhD, Adler University

Librarians often cite the importance of collaborating with teaching faculty to improve student research skills. This presentation will explain both the activity created by a faculty/librarian partnership, and also the process of collaboration, from the perspectives of both a Reference & Instruction Librarian (Frances Brady) and a faculty member (Teresa Fletcher, PhD). Through sharing information about a Group Counseling course, they formed a relationship and created a lesson plan that builds students' conceptual skills such as evaluation (both of a specific article's merits and how the article fits within the context of a body of literature).

The activity went so well that Ms. Brady now uses a modified version of the lesson plan across several MA & doctoral programs at Adler. While this lesson plan is specific to psychology & counseling graduate students, it could easily be adapted to other audiences by using a different article, but still helping students use critical thinking to evaluate an article within different contexts.