

ACRL Instruction Section: 2008 Conference Program Planning Committee 2008 Annual Report

Committee

Christopher Hollister, Chair
Steven Adams
Polly Boruff-Jones
Adrian Johnson
Lynn Lampert
William Modrow
Tiffany Walsh

Program

“Creating Change: Teacher Librarians and New Learners”
June 29, 2008, 1:30 – 3:30 p.m., Marriott Anaheim, Marquis Center, Anaheim, California

Presenter

Dr. Jeffrey Liles, Assistant Professor, St. John Fisher College

Planning Process

The process for selecting program content was guided by ACRL’s “Strategic Areas” and “Top Issues” documents, and also by the rich and diverse experience of the committee’s membership. Once the program content was decided on, a proposal was submitted to the Instruction Section’s (IS) Executive Committee, and then to ACRL for approval. Once approval was received from both entities, committee members were split into three separate subgroups to identify the best possible speaker(s) or presenter(s) for the program. Subgroups worked together through email and prepared their lists of candidates to be discussed at the 2007 ALA Annual Conference. The committee was unanimous in its selection of Dr. Jeffrey Liles as the best candidate to present. The Chair was well acquainted with Dr. Liles and secured him as the program presenter following the committee’s decision; a simple phone call was required.

Budgeting

Budgeting for the program is an awkward process. The committee did not know what costs would be involved by the deadline for submitting budget requests to ACRL. The Chair relied on the 2007 Conference Program Planning Committee Chair for guidance, and as per his suggestion, the present committee requested a \$1500 allocation for honoraria, per diem meals, and printing/photocopying costs. ACRL approved a budget of \$970 for the program:

\$750 – Honorarium
\$120 – Per Diem meals (3 days)
\$100 – Printing/photocopying

Publicity

The program was publicized in the following ways:

- *IS Newsletter* article
- *American Libraries* article
- ILI-L Discussion List
- ACRL web site

- ACRL-IS web site

Evaluations (Complete summary of evaluations tabulated by Polly Boruff-Jones and appended)
231 conference program attendees – 134 evaluations received

Highlights:

- 93/134 attendees rated their overall conference program experience as “very positive”
- 102/134 attendees rated the performance of the presenter as “very effective”

Representative Comments:

- Dr. Liles is an engaging presenter. This makes a real difference in my conference experience. Also the time given for brief collaboration among attendees allowed me to network with other instruction librarians
- Demonstrated principles he was teaching in the seminar. I’m an MLS student – just took a seminar in this material
- Jeff was excellent. The best program I’ve been to this conference
- Great dynamic speaker!
- Practice what he preached (pair share – interaction w/audience – knows audience needs, etc.)

Archival Materials

Materials to be archived include:

- Committee roster
- Program proposal
- Budget proposal
- Budget allocation
- Facility and technology requests and approvals
- Committee meeting agendas
- Committee meeting minutes
- Program announcements/publicity documents
- Program handouts
- Printout of PowerPoint slideshow

Conference Program Planning Manual

No revisions were made to the manual.

Recommendations

- The budgeting process for conference programs is awkward. Committees are forced to submit budget requests before they know actual costs. The Chair of the present committee found it very helpful to consult with the Chair from the previous year’s committee.
- It is very useful to have ACRL provide printing/photocopying services. However, photocopies provided for the present committee were not left, as they were supposed to be, at the ACRL booth. Instead, the copies were found at the ACRL desk in the ALA office. There were no emergency contacts available at the ACRL booth to assist with this.
- Program technology was not provided by the conference hotel. Instead, it was outsourced to another company, and the promised laptop and wireless microphone did not arrive

until five minutes prior to the beginning of the program. Future committee chairs should be aware of this.

Appendix: Program Evaluations

Key:

VP: very positive

SP: somewhat positive

SN: somewhat negative

VN: very negative

VE: very effective

SE: somewhat effective

NVE: not very effective

NAAE: not at all effective

VI: very important

SI: somewhat important

NVI: not very important

NAAI: not at all important

VL: very likely

SL: somewhat likely

NVL: not very likely

NAAL: not at all likely

1. Give us a quick characterization of your overall experience at the Instruction Section program.	VP	SP	SN	VN	Totals
	93	25	4	0	122

2. How did you learn about this program? (Choose <i>all that apply</i>)	Totals
<i>CR&L News</i>	14
Web	20
<i>American Libraries</i>	10
ACRLog	6
Colleagues	20
Posting to electronic discussion list	26
E-mail message	15
Other (specify)	63

“Other” responses:

- Instruction section
- ALA conference prelim program - **2**
- Conference directory/program – **45**
- Flyer - **3**
- Brochure at ALA conference
- ALA Annual Conference Website
- Conference mailing
- ALA online scheduler/event planner - **3**
- ILI list
- IS newsletter
- ALA meeting
- Past experience
- Don't remember

3. How important was each of the following in your decision to attend this program? (Give answer for each)	VI	SI	NVI	NAAI	Totals
Content is job-related	110	21	1	0	132

Content is of general professional interest	93	34	2	1	130
Recommendation from peers	22	45	23	32	122
4. How effectively did the presenter communicate his ideas?	VE	SE	NVE	NAAE	
	102	23	3	0	128
5. Rate the following issues discussed in order of importance to you. (Give answer for each)	VI	SI	NVI	NAAI	
Understanding new learning theories	85	42	4	2	133
More effectively reaching today's learners	109	18	4	0	131
Developing new teaching techniques	104	22	3	1	130
Managing change	38	53	25	7	123
6. How valuable was the program in helping you meet your goals?	VV	SV	NVV	NAAV	
	68	55	4	2	129
7. As a result of the ideas presented, do you plan to make changes to your library instruction or other public services efforts?	VL	SL	NVL	NAAL	
	74	40	10	2	126
8. What was the most useful aspect of this program? (Comments attached)					
9. Share at least one way in which the program can be improved. (Comments attached)					
10. Would you recommend that this program be replicated?	Yes	No	Maybe		Totals
	109	12	3		124
11. If yes, in which of the following forms would be most appropriate (circle all that apply)?					
Webcast					56
E-learning Seminar					47
CLIP Notes					3
Book					13
Conference Workshop					67
Other					7
"Other" responses:					
• Guest lecturer at universities					
• Preconference - XX					
• Webpage					
• Wiki – have attendees able to add content/comments about what they're using, successes, failures, etc.					
• Follow-up session					
• Live seminar/real time					

Attendee Comments:

Question 8 – “What was the most useful aspect of this program?”

- Application of teaching theory to library instruction
- All!
- Theory – unfortunately time ran out – so not much on how to link theory to instruction methods
- Reminders of learning theories
- Used pedagogy appropriate to the content and his teaching [unknown word]
Thanks!
- Framework for conversation
- Overview of learning theories; mini-group discussion
- As an adjunct instructor in the LIS grad program I am developing a course for lib. sci. students: Information Literacy; Library Instruction
- Overall positive, hopeful feeling about instruction by end; recommended reading
- Review, summarize, “translate” ideas
- Dr. Liles energy and involving the audience
- A) Liles’ model on good pedagogy B) Review of learning theory
- Learning theory overview
- Interactivity
- Interactivity with the audience
- Comparative review of learning theory
- Helped me understand differences between learning theories and how to distinguish (answer the questions differently)
- Lots of babes!
- The different learning theories
- Link between learning theories and instructional implications
- Discussion
- Combination of presentation of concepts with discussion interlaced
- Break-out short sessions to break up the monotony
- Learning theory and pedagogy
- Learning different theories
- Review of learning and cognitive theories
- Reinforcing knowing our learners, but really they control whether they learn and we have to engage them
- More effectively reaching today’s learners
- Description of learning theories
- Gave me some ideas and connected some dots for me
- Interacting with peers in response to Jeff’s prompts
- Interactive approach w/audience
- Great dynamic speaker!
- Practice what he preached (pair share – interaction w/audience – knows audience needs, etc.)
- Learning about the newer learning theories

- Presentation of learning theories
- Jeff's resources
- The discussion of how learning takes place
- Learning theory one shot – constructivism, speaker not at podium, engaged audience
- Very similar to what's covered at Immersion – good for people who haven't/won't attend
- Intro to theories
- New ideas
- Discovering “subject centered” approach
- Two most useful aspects were: 1) advantage of librarian over faculty, 2) reinforcement of starting instruction with prior knowledge. Pair & share was a good strategy for a large group. It was great to have a speaker in a related field.
- Resources and information
- A very effective presenter – able to communicate lots of substantive material in an engaging manner. Thought provoking.
- Discussion points on learning (how & do they)
- New theories
- Great presenter
- Small group discussion
- All of it
- Understanding theory
- New ideas for reading, engaging students, erasing old assumptions
- Going through the assumptions at the beginning
- The instructor
- His discussion of our assumptions and the learning theories. This was a really excellent program! Thanks!
- Using various tools to reach a variety of students
- Giving me a great structure to take back to our training team for conversation
- The worksheet at the end will be helpful
- Build teaching on what students already know
- Reviewing learning theories and applying them to libraries
- Knowing your learners, making use of prior knowledge, less is more
- Has given me lots of food for thought!
- Defining theories and tying in the assumptions
- Application of learning theory to library instruction at least to some extent. Very similar to Immersion content, but accessible to a larger audience.
- Have more than 1 session. I missed most of this outstanding because being at another program
- Teaching more effectively, more dynamically.
- Comparing learning theories
- Presenter's knowledge of subject presented well
- Audience interaction
- Overview of theory and alignment with practice

- Comparison of learning theories & relationship to lib. instruction
- Inspirational!
- Good intro to learning
- Dr. Liles gave relevant examples and had us discuss with our neighbors. EXCELLENT PRESENTATION! I was happy to see a presenter of IS using good active learning techniques in conjunction with a well thought out and engaging session.
- Speaker's enthusiasm & knowledge
- Clear overview
- New ideas & reinforcing what worked
- 1) Refresher in theories 2) focus on doing what works for audiences 3) admonition not to just "cover": less is more
- Theoretical [unknown word]
- What Dr. Liles didn't say
- Helped me evaluate myself and my teaching style.
- LOTS OF BABES! Seriously, though... I liked the mini discussion format
- Small group discussion with people near me
- Dr. Liles is an engaging presenter. This makes a real difference in my conference experience. Also the time given for brief collaboration among attendees allowed me to network with other instruction librarians
- Demonstrated principles he was teaching in the seminar. I'm an MLS student – just took a seminar in this material – great to have a reiteration, synthesis
- Enthusiasm of presenter
- Great review or introduction to learning theories – good coverage w/out being overwhelming
- Theoretical & practical at the same time
- Group discussion time
- New learning theories/pedagogy – connectivism, brain-based. Review of assumptions (e.g., less is more)
- Watching how Jeff taught us – modeling of techniques, getting inspired to improve teaching - & how to do this & why
- Review of theories
- Refresher of basic learning theories.
- Learning about newest learning theories
- Recommended learning theories, hearing fro
- Discussion of learning theory
- Excellent speaker & great topic!

Question 9 – “Share at least one way in which the program can be improved.”

- More info in handouts
- The room was very large. Possibly have two screens (one towards the back of room) to present PPT
- At least one guided hands-on effort to create/design a method to fit a theory
- He could have said what he did in much less time; interactive but not very interactive

- Room – less cold, more flexible
- The room is an echo chamber. Need better sound system
- If want sheet answered while waiting, have a sign or tell people; print URL on the flier
- Warmer, smaller room w/tables
- Reading list I could annotate during program
- More frequent pauses/shifts in focus to maintain energy/engagement
- Too long for one person felt stretched out, got repetitive
- Give handouts of slides
- Trim the introductions a bit
- Better graphics
- Discuss the continuum of instruction that students require to be successful at the higher education level (PreK to 12 to 16 to lifelong)
- If the presenter knows there are too many words on a slide, he shouldn't use them! Room too big for interaction and discussion
- It was a little odd to have the awards at the beginning
- Incorporate a time limit on acceptance speeches
- Powerpoints
- More about today's learners and specific techniques
- Could not hear the award recipient. Group was entirely too large for think/pair/share remarks; activities not helpful and disrupted program flow. Also, program should not have been billed as starting at 2:00pm
- Nothing!
- Schedule in the morning. Afternoon session can be quite challenging
- Handouts – great ideas, but a lot to write down
- End on time
- More time!
- Move first 30 minutes that covered awards to another meeting
- Cut out rewards and committee recognition and get to program
- Would love more time to discuss w/neighbors
- Use tiny URL for Website address
- Need more time for session. Some visuals hard to see in such a large room
- Preconference day-long workshop
- A smaller meeting room
- Powerpoint small print
- I would have liked handouts connected to the Powerpoint
- Practical ideas that apply to librarians, but overall very good
- Maybe a primer of research and learning theories used (short)
- Perhaps more interactivity in small groups – maybe case studies?
- Better room setup for pairing and sharing
- More time
- More interactivity and warmer room
- Smaller room or fewer chairs set up
- More practical info

- Length kind of too long
- I always think these programs are in too big, impersonal space
- Powerpoint, make it interesting
- Practical examples of effective teaching techniques
- Better Powerpoints couldn't read – quotes should be on handout
- Focus more on using constructivism in library instruction
- None. Jeffrey rocks!
- Smaller room w/this speaker – fewer people, maybe give it 2x's – he's great but the room was too large
- Q & A time
- More readable, less cluttered Powerpoint
- Provide the URL on a handout
- A slightly smaller room to facilitate getting people together for discussion.
- Focus on just one learning theory & application to practice. I've been exposed to learning theories many times, but I don't remember the particular points, though perhaps I'm doing the practice w/o really knowing which theory I am using.
- Too much lecture
- Synchronous & [unknown word] learning
- No awards presentation before program
- Could not hear comments/questions from audience
- Have Powerpoint slides handouts
- More time ☺
- More interaction – need longer time (paired w/awards)
- Application examples
- Readable slideshow!
- Fewer slides or more time. Larger font for slides.
- More visuals – handouts
- Not begin w/awards presentation
- Too basic. Not enough content. Presenter was too chatty, not going into enough depth
- Examples of lesson plans for information instruction
- Handouts, time for audience contributions even more
- Presenter deliver on promised topic (program did not deliver on promised topic)
- Ideally, for this presentation, round tables or opportunity to pair up w/different people
- Remove awards portion?
- He speaker should share the URL w/the audience at the beginning of the session, in case people have to leave early for some reason.
- About 5-10 min. more for questions
- None – Jeff was excellent. The best program I've been to this conference
- More time for sharing applications/ideas with each other
- Discussion w/partners seemed a bit forced. The trajectory of the program was unclear. The goal(s) was/were not clearly explained.
- Get handouts first

- Can't think of anything
- Too long
- More focused on information literacy instruction
- Shorter (50 mins.?)

Additional comments

Question 4 – “How effectively did the presenter communicate his ideas?”

- Could have been more specific about content @ outset – I don't think the attendees expected theory – but rather more “tricks” – but theory is what we need!
- Excellent theory

Question 6 – “How valuable was the program in helping you meet your goals?”

- I was already familiar with these theories

Question 10 – “Would you recommend that this program be replicated?”

- (Yes) but change title and description
- (Yes) This content is most important part of what is done in ACRL Immersion
- (Yes) need social interaction to make it work
- (No) need more practical examples of how to use theories
- (No) but something similar
- I was not a target audience member for this program. As a school librarian who has a teaching certificate & degree in education, most of this was review, so it would not be as useful to my peers.