LIRT

School   Public   Special   Academic

Library Instruction Round Table

NEWS

From the President

As we get deeper into the fall season, change is all around us. Do the leaves change where you live? I'm in the South, where the change of seasons isn't quite the impressive display that it is in other places. But the signs of change are still in the air! Do you resist change or do you embrace it? Do you cling to the familiar or do you look forward to new experiences?

I've been getting ready to teach a course on change management, so change has been on my mind. We are using the book *Switch: How to Change Things When Change is Hard* by Chip Heath and Dan Heath. There are some simple strategies in the book that I think can be helpful when we approach change in our lives and teaching practice:

Paint a clear picture of your destination. If you got to your goal, what would it look like exactly? Sometimes our goals are a bit fuzzy ("make my instruction sessions more engaging") instead of clearly defined ("incorporate three new active learning strategies this semester").

Shape the path. When you decide that you want to implement a specific change, make it as easy for yourself as possible. If you want to stop wearing so much black, take all the black shirts out of your closet for a while. It's less stress on your brain and you'll have fewer decisions to make.

Find and replicate success. Do you have a colleague that's a superstar? Have you read a magazine or journal article that outlines a successful approach or activity? Try it! When we want to change things, we often look at what's not working and we try to fix that. But by focusing our attention on what's already working and doing more of that we have a better chance at successful change. The authors call that finding the "bright spots."

As the days get shorter, let's reach out for those bright spots. LIRT is a fantastic place to share your success stories so that others can benefit from those successes. What is working for you? What seems very simple might be just the tool that someone else needs to make a powerful shift in their teaching. As we begin to wrap up this semester and this year, would you consider sharing a success? I invite you to post on LIRT's Connect page, or to join with us on social media. Let us know how you're doing it!

Susan

**Susan Mythen
LIRT President**

contents

From the Editor

This fall has been tough for many of us and for many of our students. I cannot say I am sorry to see 2021 come to a close (perhaps I need to spend more time on some of the strategies Susan suggests in this issue's Letter from the President for visualizing the change I want to see). Let us hope that 2022 brings new relief from the pandemic and that the ever-elusive return to "normal," or, better yet, something better than pre-pandemic life comes our way next year.
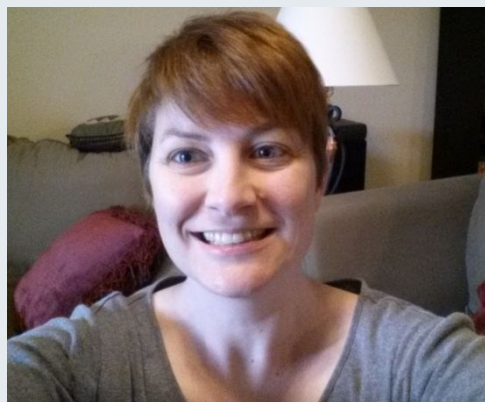
I hope that LIRT continues to be helpful for you in your teaching. If you have not had a chance to nominate yourself, a colleague, or your instruction program for one of our awards, there is still time! See pages 6-7 for information about LIRT awards.

As we look forward to a hopefully in-person ALA Annual next year, read about this year's LIRT Conference program on page 5.

Also, read a little bit about LIRT member Blake Klimasara in our Member A-LIRT spotlight, and learn all you can want to know about social annotations in Tech Talk.

Wishing you a peaceful and relaxing end to 2021 and a brighter 2022,

Sherri

Sherri Brown
LIRT News **Editor**

Find us on Facebook

http://www.facebook.com/groups/ala.lirt/

LIRT

Member A-LIRT
Blake Klimasara

Librarian/Assistant Professor
El Paso Community College

What brought you to LIRT?

I have always wanted to become more involved with library organizations on a national stage and anything associated with the American Library Association (ALA) is the place to be. More specifically, though, the Library Instruction Round Table has a purpose and mission that I carry inside me every single day while working at El Paso Community College. Information literacy empowers everyone and can be used to achieve success in academics, professional, and personal lives!

What was your path to librarianship?

I began working at El Paso Community College as a student assistant in 2007 and was specifically assigned to the library. While documenting periodicals and shelving materials, I became really close to the librarians and asked them about the things they did in their typical work day. Being the kind people that they are, they responded and seemed delighted that I was interested in their line of work and encouraged me to pursue the profession.

Tell us about your current position. What do you like most about it?

My job title is Reference Librarian at the El Paso Community College Northwest Library. Although I am considered a reference librarian, my job entails so much more. I am responsible for developing programs targeting all age ranges of children, providing information literacy sessions to college students, conducting reference interviews to those seeking library services, building a diverse collection that meets the needs of our community and students, managing a staff of approximately 10 people, and providing community outreach to local schools. Any aspect of the job that entails programs and social interaction would be considered my favorite parts of the job. Overall, I really do feel fulfilled in helping others in this line of work.

In what ways does it challenge you?

The position I am currently in serves multiple roles. Overall, I have worked for the El Paso Community College Library in a smaller capacity as well as other public libraries and none of those positions required the variety of skillsets that this one entails. Because of this, I have had to learn how to become better at efficiently managing my time as well as doing programs/activities with children, teens, young adults, senior citizens, and college students in a community that has very different needs.

Throughout all of your educational experiences, what teacher inspired you the most and why?

My fifth grade teacher, Mr. Puente, was my biggest inspiration. I grew up in a single-parent home, and he was probably the first male figure I had involved in my life. He taught me how to respect others and truly recognize what consequences were. Although his inspirations were not related directly to my professional life, much of my successes and never quit mindset comes from Mr. Puente.

Member A-LIRT, continued
Blake Klimasara

When you travel, what do you never leave home without?

You will never see me leaving my house without my phone. This can be such a common answer, but I need my phone to communicate with my colleagues and most importantly the wife and kids. Cell phones make things easier for us who work all day and sometimes travel for work, because it can bring us closer together via the communication.

If you could change one thing about libraries today, what would it be?

I would change the stereotype—Books. As librarians, we know the true benefits, amenities, resources, services, and programs that libraries have to offer. The public, though, strongly associates libraries to books; overall, I have done several surveys of students and the public concerning this topic. I think libraries everywhere need to find methods of promoting all of the wonderful things we have to offer communities. This can possibly be done through radio, television, and/or news segments. Overall, though, there needs to be more education provided to everyone concerning what these wonderful facilities actually offer their community.

Tell us one thing about yourself that most of us probably don't know.

Aside from my profession, I am an avid sports fan. Any hobby and/or interest of mine revolves around sports or athletic competition.

What do you like about LIRT and what would you like to see?

I like everything LIRT stands for, and that is what led me into joining this group. Overall, I would like to learn and see more of LIRT before I comment on anything I would like to see. One of my favorite things about LIRT is the people who are a part of the group. They all have awesome personalities and are very forthcoming about the library profession and their experiences.

What are you looking forward to?

I am looking forward to working with the LIRT Membership Committee and generating a wide range of memberships from all library types.

Critical Information Literacy Applications for Academic, Public, and School Libraries

Critical information literacy asks that librarians work with their students to learn about, question, and challenge the oppressive systems behind the creation, production, and dissemination of information. This difficult work is happening across all types of libraries, encompassing (among other topics) questions of neutrality in the resources libraries provide, the algorithms that provide search results, and the voices that are absent or present from our collections. In this session, participants will learn about the efforts of librarians from three different libraries to engage with and promote critical information literacy practices with their users.

Watch the ALA conference website and upcoming 2022 *LIRT News* issues for more details.

Have you created an instruction program or developed a unique classroom strategy? Please share your experiences with LIRT!

Send your articles to Sherri Brown sherri.brown@virginia.edu

2022
LIRT Librarian Recognition Award

Call for Nominations

We are pleased to invite nominations for the 2022 LIRT Librarian Recognition Award. The Librarian Recognition Award is given in acknowledgement of a practicing librarian's contribution to the development, advancement, and support of information literacy and instruction in any type of library. Self-nominations are welcome.

The award will be judged based on the following:

- Contributions to library literature on topics related to instruction/information literacy. These contributions can consist of both formal and informal publications (peer-reviewed articles and book chapters, blog postings, newsletter contributions, etc.). Non-traditional forms of publishing will be considered.
- Key role in the creation of an instruction/information literacy program or project that has shown potential for wide-spread sharing and replication.
- Impactful participation within local, regional, national, and/or international level professional organizations that are devoted to the support and promotion of library instruction and information literacy in any type of library.

Nomination Materials

To nominate a librarian for the LIRT Librarian Recognition Award, please submit a nomination packet that includes:

- Completed nomination sheet (available on LIRT Awards website)
- Letter from the nominator addressing the award criteria (see rubric on LIRT Awards website), providing concrete examples
- 3 letters of support
- Resume or CV for the individual being nominated

Other supporting materials that show the individual's contributions to information literacy and instruction are welcome. Electronic submission of nomination materials is expected. Further information regarding the award and the selection process can be found on the LIRT Awards website: http://www.ala.org/rt/lirt/awards

Deadline

Send all LIRT Librarian Recognition Award nomination materials **by January 15, 2022** to:

Rebecca Davis
rebecca.davis@simmons.edu

The award winner will be notified following the ALA LibLearnX Conference, no later than February 15, 2022.

The award will be presented at the 2022 ALA Annual Conference. Award winners will receive a $1,000 cash award, a plaque, and a $500 travel stipend to be used toward attending the ALA Annual Conference. Awards are sponsored by the Library Instruction Round Table.

If you have any questions, please contact the LIRT Awards Committee Chair, Rebecca Davis (rebecca.davis@simmons.edu).

2022
LIRT Innovation in Instruction Award

Call for Nominations

We are pleased to invite nominations for the 2022 LIRT Innovation in Instruction Award. The Innovation in Instruction Award is given in recognition of a library's contributions to the development, advancement, and support of information literacy and instruction in any type of library. Self-nominations are welcome.

The award will be given to a library that has done one (or more) of the following:

- Revamped its public instruction program in response to a new technology, an assessment report, etc.
- Initiated a public program that utilizes best practices of instruction in combination with new methods of delivery.
- Created an original type of instruction, e.g., team-taught interdisciplinary research sessions, a novel form of outreach, etc.
- Practice(s) will be prioritized over scholarship with preference for innovative practices that are low-cost and can be easily reproduced elsewhere.

Nomination Materials

To nominate a library for the LIRT Innovation in Instruction Award, please submit a nomination packet that includes the following:

- Completed nomination sheet (available on LIRT Awards website)
- Letter from the nominator addressing the award criteria (see rubric on LIRT Awards website), providing concrete examples
- 3 letters of support

Other supporting materials that show the library's contributions to information literacy and instruction are encouraged. Only one member of the library nomination group needs to be a librarian. Electronic submission of nomination materials is expected. Further information regarding the award and the selection process can be found on the LIRT Awards website: http://www.ala.org/rt/lirt/awards.

Deadline

Send all LIRT Innovation in Instruction Award nomination materials **by January 15, 2022** to:
Wayne Finley
wfinley@niu.edu

The award winner will be notified following the ALA LibLearnX Conference, no later than February 15, 2022. The award will be presented at the 2022 ALA Annual Conference. Award winners will receive a $1,000 cash award, a plaque, and a $500 travel stipend to be used toward attending the ALA Annual Conference. Awards are sponsored by the Library Instruction Round Table.

If you have any questions, please contact the LIRT Awards Committee Chair: Rebecca Davis (rebecca.davis@simmons.edu).

Tech Talk

By Billie Peterson-Lugo, Baylor University

billie_peterson@baylor.edu

Dear Tech Talk– I recently had a discussion with a colleague who uses social annotation as a technique for helping students with critical or close reading. I'd like to learn more about this technology, with thoughts of incorporating it with the work I do in my library.
–**Seeking Aptitude with Social Annotation**

Dear SASA– Not surprisingly, let's begin with a common understanding of social annotation, as well as some history about social annotation.

Most librarians are knowledgeable about the historic use of annotation in print works through the centuries—often identifying it as *marginalia*—handwritten notes readers placed in the margins of printed works they read or used. As other readers happened to encounter these marginalia, they may have incorporated those thoughts into their own. One can imagine that, even under the best of circumstances, this sharing of thoughts had a limited audience and could easily stretch over many years, without knowledge of the author of the work or the author(s) of the original comment(s).

However, the art of traditional marginalia has dissipated over time, especially with the evolution of the internet and works now commonly available in the digital realm in the form of e-books, PDFs of articles, web pages, streaming video and audio, etc. The rise of the World Wide Web and its intrinsic use of hyperlinks has cast a whole new light on what *marginalia* in a digital world might look like. As a matter of fact, in developing the first web browser, Mosaic, Marc Andreessen (1993) wanted to integrate collaborative annotation into the Mosaic browser, but, in the end, chose to leave that functionality behind ("Mosaic (web browser)," 2021). Even so, the concept of collaborative annotation didn't completely disappear, as can be seen in the list of web-based annotation tools created by Hypothes.is (n.d.) – although many tried, many failed.

But perseverance does yield results. More than 15 years after Marc Andreessen set aside his initial dream, web collaborative annotation tools, which flourish today, began to emerge: Diigo (https://www.diigo.com/) in 2008 (Anonymous, 2008); Genius (https://genius.com/web-annotator) in 2009 ("Genius (website)," 2021); Hypothes.is (https://hypothes.is/) in 2011 (Kirkpatrick, 2011); Perusall (https://perusall.com/) in 2015 (Anonymous, 2021a), as well as others listed below:

- A.nnotate (http://a.nnotate.com/)
- Annotation Studio (https://www.annotationstudio.org/)
- eMargin (http://emargin.bcu.ac.uk/)
- Kami (https://www.kamiapp.com/) – focuses on primary and secondary education
- Leganto (https://developers.exlibrisgroup.com/leganto/integrations/lti-1-3/assignments/) – Ex Libris reading list module
- Marginalia (http://webmarginalia.net/)
- MediaThread (https://mediathread.ctl.columbia.edu/about/ and https://github.com/ccnmtl/mediathread)
- NowComment (https://nowcomment.com/) – listed as a best website in 2019 by AASL
- The Pundit (https://thepund.it/)

But we still haven't addressed a definition for *social annotation*. Although many definitions exist, the definition provided by the W3C Web Annotation Working Group (Anonymous, 2016) is, perhaps, the most appropriate:

> Web annotations are an attempt to recreate and extend that functionality [marginalia] as a new layer of interactivity and linking on top of the Web. It will allow anyone to annotate anything anywhere, be it a web page, an ebook, a video, an image, an audio stream, or data in raw or visualized form. Web annotations can be linked, shared between services, tracked back to their origins, searched and discovered, and stored wherever the author wishes; the vision is for a decentralized and open annotation infrastructure.

Whereas marginalia on print works separated readers and commentors by space and time, social annotation applies to almost any work available through the internet and potentially removes these limitations, enabling contemporary readers to interact with other contemporary readers—building a conversation or common understanding around the work. From Cornell University's Center for Teaching Innovation: "Social annotation is reading and thinking together. It brings the age-old process of marking up texts to the digital learning space while making it a collaborative exercise" (Anonymous, n.d.). Additionally, Kingsmill (2018) states, "Social annotation takes place in a digital environment; multiple readers can engage closely with content and each other; collaborative learning can result" (p. 6). Social annotation differs from the annotation options available in Microsoft Word, Google Docs, or Adobe Acrobat because annotation in those software programs is specific to the works produced in those (proprietary) environments—even if the environments are cloud based.

This brings us to the issue of standards. Kalir & Garcia (2019) state that "OWA [open web annotation] is defined by three qualities of the open web: *open standards*, including technical specifications for standardized annotations architecture; *open principles*, such as accessibility, decentralization, and transparency; and *open practices* that help create open educational resources and encourage open education practices" (p. 424). The issue of standards was addressed in 2014 with the establishment of the W3C Web Annotation Working Group to "define a generic data model for annotations and define the basic infrastructural elements to make it deployable in browsers and reading systems through suitable user interfaces" (Anonymous, 2014). In 2017 they completed their task with the announcement of "three new standards aimed to enable an ecosystem of interoperable products that let the world comment on, describe, tag, and link any resource on the Web" (Cole, 2017). Cole also notes that "Many websites already allow comments, but current annotation systems rely on unique, usually proprietary technologies chosen and provided by publishers," which negates the concept of openness. An interactive infographic for Web Annotation Architecture they developed is available here: https://www.w3.org/annotation/diagrams/annotation-architecture.svg.

However, even as he acknowledged the importance of web annotation standards, Murphy (2021) points out that "if Andreessen's vision is ever going to be achieved it will require modern web browsers to add annotation as a standard feature" (p. 5). This is a point well taken, since currently each social annotation tool requires adding a browser extension. Going a bit further, Staines & Martone (2018) advocate for incorporating standards across the social annotation tools themselves, so "researchers will be able to interact with each other even when not using the same service – much like e-mail works today" (p. 2). They also note that Hypothes.is "supports a standards-based annotation ecosystem that will enable users of different services to interact with each other or move their annotations at will" (p. 6).

Even though one's mileage may vary in using social annotation tools, they have many common features:

- Use of browser extensions
- Availability of no-cost versions
- Integration with learning management systems (Blackboard, Canvas, Moodle, etc.)
- Key functions
  - Highlight text
  - Annotate text using text or media (images, audio, video, etc.)
  - Annotate media content (images, audio, video, etc.)
  - Incorporate hyperlinks in annotations
  - Comment on the annotations of others
  - Make annotations public or private
  - Create groups for annotations (e.g., class assignments or research collaboration)
  - Built-in grading (less common)
  - Reports on annotations, i.e., annotations that identify potential areas of confusion (less common)

Information in the following table leads to reviews or more details about specific social annotation tools.

Social Annotation Tool	Reviews or Details
Annotate	O'Dell, 2020
Annotation Studio	Murphy, 2021 and Seatter, 2019
Classroom Salon	Kingsmill, 2018 and Says, 2018
Diigo	Murphy, 2021; O'Dell, 2020; O'English, 2019; and Says, 2018
Genius	O'Dell, 2020
Kami	Murphy, 2021
Hypothes.is	Bruff, 2020; Cook & Gattupalli, 2020; Kingsmill, 2018; Murphy, 2021; O'Dell, 2020; O'English, 2019; Says, 2018; and Seatter, 2019
NowComment	Bristol, 2020; Kalpana, 2021; Murphy, 2021; O'Donnell, 2019; and Seatter, 2019
Perusall	Bharath & Brownson, 2021; Bruff, 2020; Clarke, 2021; Gray, 2021; Kingsmill, 2018; Koppy, 2020; Murphy, 2021; and Says, 2018
Pundit	Murphy, 2021
Others	Says, 2018 and Seatter, 2019

As for the use of social annotation in education, the research abounds. I limited my research primarily to literature from 2016 through 2021 and easily found nearly 20 research or case studies, including two systematic reviews: Adams & Wilson, 2020; Cecchinato & Foschi, 2020; Chan & Pow, 2020; d'Entremont & Eyking, 2021; de Boer & Spoelstra, 2021; Gao, 2013; Ghadirian, Salehi, & Ayub, 2018 [systematic review]; Kalir, 2020a; Kalir & Garcia, 2019; Kalir, Morales, Fleerackers, & Alperin, 2020; Miller, et al., 2018; Nel & Marais, 2021; O'Dell, 2020; Singh & Meyer, 2019; Suhre, et al., 2019; Sun & Gao, 2017; Wu, Xu, & Yu, 2016; Zhao, Gao, & Yang, 2018; and Zhu, et al., 2020 [systematic review]. In and of itself, the fact that this list includes two recent systematic reviews implies a wealth of literature prior to 2017. Much of this research focuses on those teaching education or literature/composition courses, but the use of social annotation in courses is not limited to those fields, nor is it limited to post-secondary education.

Perhaps the most useful information from the above works, as well as works listed in the bibliography at the end, is to identify some of the benefits and challenges of using social annotation tools as pedagogy.

Benefits:

- Can give voice to marginalized voices and perspectives (Brown & Croft, 2020; Kalir & Garcia, 2019)
- Can provide a safer environment for shy/introverted individuals (Gray, 2021)
- Provides broader perspectives/interpretations (Schneider, et al., 2016)
- Encourages active participation (Gao, 2013)
- Enables collaboration (Kalir, 2020a)
- Builds a sense of community (Adams & Wilson, 2020; Coogan, 2020; Schneider, et al., 2016)
- Extends the learning environment (Singh & Meyer, 2019)
- Can identify concepts with which students are struggling (Licastro, 2019)
- Captures *in-the-moment* thinking (Adams & Wilson, 2020)
- Complete annotation assignments at student's own pace (Coogan, 2020)

Challenges:

- Can expose participants to vulnerabilities or microaggressions (Brown & Croft, 2020; Kalir, 2020b)
- Inappropriate tool for paragraph-long comments/discussions (Sun & Gao, 2017)
- Possible loss of learning opportunities if students don't respond to comments or don't respond in a timely manner (Zhao, Gao, & Yang, 2018)
- Too many or unclear annotations can inhibit comprehension and/or learning (Coogan, 2020; Zirker & Bauer, 2017)
- Fragility of open-source tools—here today, gone tomorrow (Licastro, 2019)
- Requires more planning (Coogan, 2020)
- Readings take longer (d'Entremont & Eyking, 2021)
- Potential for the introduction of spam or malware (O'English, 2019)
- Potential FERPA issues

Reviewing these readings also helps identify some best practices to consider if one decides to use social annotation, especially in an instructional environment.

- Select a platform that doesn't have a steep learning curve, if possible (O'Dell, 2020)
- Discuss with the students the benefits of using social annotation in assignments (O'Dell, 2020)
- Provide a *safe* opportunity to practice social annotation before using it with an assignment (Allred, Hochstetler, & Goering, 2020)
- Provide samples of good annotations and clear guidelines for grades, if grades are used (Suhre, et al., 2019)
- Consider using scaffolding (Gao, 2013)
- Set ground rules, e.g., specify a required number of annotations and responses to annotations and/or pose specific questions (Allred, Hochstetler, & Goering, 2020)
- Set deadlines (Schneider, et al., 2016)
- Use a *critical social annotation* framework to foster inclusion and equity (Brown & Croft, 2020)
- Emphasize civil and respectful responses to comments and address those that are not (Licastro, 2019)
- Provide timely feedback on annotations (Suhre, et al., 2019)
- Use private groups, not public annotations, if possible
- A good technique for flipped learning (Miller, et al., 2018; Suhre, et al., 2019)
- Consider the impact of required internet access or access via mobile technology
- Be prepared to provide technological support

As with many online pedagogical techniques, social annotation can enable active learning, peer learning, and critical thinking, but it should only be used as long as the assignment benefits and aligns with desired learning outcomes, and it should be carefully monitored and evaluated, especially in light of equity and inclusion and/or when controversial topics are involved.

Interestingly enough, there appears to be very little in the literature related to how librarians might use or have used social annotation tools, but some thoughts do come to mind:

- Build information and digital literacy skills.
  - ° Develop techniques for the collaborative annotation of search results.
  - ° Provide articles for the collaborative annotation of relevancy for a specific topic.
  - ° Identify multiple news reports on a topic for collaborative annotation related to accuracy or reliability.
- Use with digitized rare books or manuscripts, perhaps tying together past marginalia with modern social annotation.
- Provide supportive information for instructors through LibGuides or comparable resources.
- Support OER initiatives by promoting the use of social annotation in OER textbooks or other readings; see Dean & Wagstaff (2019) for an example of how Hypothes.is incorporated with Pressbooks.
- For libraries that serve as publishers of content, support open scholarly communication by incorporating social annotation for open peer review of manuscripts, both before and after publication.
- Supports lifelong learning in that exposure to social annotation tools may enable learners to apply the practice in other courses and contexts.

Tech Talk, continued

Other ideas for incorporating social annotation into learning pedagogy can be found in Dean, 2015, and Kingsmill, 2018, as well as the *Guide to Integrating Social Annotation into a Course* from Vanier College and the *Teacher Resource Guide* from Hypothes.is, both listed among the resources below:

- Annotating all Knowledge https://hypothes.is/annotating-all-knowledge/ "A coalition of some of the world's key scholarly publishers, platforms, libraries, educational institutions, and technology organizations [have come] together to create an open, interoperable annotation layer over their content."

- CROWDLAAERS https://crowdlaaers.org/ Associated with Hypothes.is, this tool visualizes annotation activity for individual pages or for group activity across many pages. A tool used for exploring social learning analytics.

- Examples of Social Annotation
  - Social annotation incorporated in a Pressbook using Hypothes.is https://university.pressbooks.pub/annotation/
  - Incorporation of social annotation with Kalir's and Garcia's 2021 book *Annotation* https://mitpressonpubpub.mitpress.mit.edu/annotation

- I Annotate http://iannotate.org/ A conference for open annotation practices and technologies

- Instructional Resources
  - Back to School with Annotation: 10 Ways to Annotate with Students https://web.hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-with-students/
  - A Guide to Integrating Social Annotation into a Course (Vanier College) https://technoped.netboard.me/ocsa/?w=742110
  - Examples of classroom use https://web.hypothes.is/education/examples-of-classroom-use/
  - Sample Social Annotation Marking Rubric (Vanier College) https://tinyurl.com/3yzy2yp9
  - Teacher Resource Guide https://web.hypothes.is/teacher-resource-guide/

- Liquid Margins https://web.hypothes.is/liquid-margins/ Conversations surrounding social annotation and social learning

- NCTE 2021 Summer Sandbox Series: Annotations Makes Thinking Visible – recordings of 4 sessions available: *Historic Annotation*; *Creative Annotation*; Civic *Annotation*; and *Disciplinary Annotation* https://ncte.org/2021-summer-sandbox/; also watch this site for a 2022 Summer Sandbox series.

- Video tutorials
  - Hypothes.is YouTube Channel https://www.youtube.com/user/hypths
  - Kami YouTube Channel https://www.youtube.com/c/Kamiapp/videos
  - NowComment YouTube Channel https://www.youtube.com/user/nowcomment1/videos
  - Perusall YouTube Channel https://www.youtube.com/channel/UCP5kY8mlP4wTpeeSoaa4Vcg
  - The Pundit tutorials https://thepund.it/videos-pundit-web-annotation/

Now that you are armed with this information, the next steps are up to you. How might you harness social annotation tools for your work and research?

Additional Resources

Adams, B., & Wilson, N. S. (2020). Building community in asynchronous online higher education courses through collaborative annotation. *Journal of Educational Technology Systems, 49*(2), 250-261. https://doi.org/10.1177/0047239520946422

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Get Involved with LIRT

LIRT Standing Committees

Use the online form to volunteer

Adult Learners
This committee is charged with assisting library professionals to more effectively serve adult learners.

Awards
This committee is charged with selecting the recipients for the LIRT Innovation in Instruction Award and the LIRT Librarian Recognition Award.

Communications
This committee is responsible for soliciting and distributing content, in both written and visual formats, for all avenues of communication with LIRT membership. This includes, but is not limited to, preparing and distributing the round table's newsletter, curating all social media accounts, and providing oversight of LIRT's online presence. The committee may create and update content, as well as solicit content and advise other committees regarding the creation and maintenance of content.

Conference Program
This committee shall be responsible for annual program preparation and presentation.

Liaison
This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

Membership
This committee shall be responsible for publicizing the Round Table's purposes, activities and image; and for promoting membership in the Round Table.

Organization and Planning
This committee shall be responsible for long-range planning and making recommendations to guide the future direction of LIRT.

Teaching, Learning, & Technology
This committee will be responsible for identifying and promoting the use of technology in library instruction. Special attention will be given to technologies that enhance learning and can be easily adapted to a variety of different learning environments. Activities will include assisting with programs, writing reviews and articles for the newsletter, and promoting research that relates to our charge.

Top 20
This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries. Annually, this committee shall prepare and publish in the *LIRT News* a list of the Top 20 articles on library instruction.

Transitions to College
This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transition to the academic library environment.

For more information about our committees, visit: **http://www.ala.org/lirt/committees**

Library Instruction Round Table News

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