



From the Chair & Vice-Chair

Nikhat Ghouse, Chair & Veronica Arellano Douglas,
Vice-Chair

This fall brings a first for all of us: the start of a school year during the continued COVID-19 pandemic. What usually is our busiest teaching season has been transferred online via video conferencing software,



learning management systems, videos, and tutorials. Our kitchen tables have been transformed into work from home stations, our laptops are now portable recording studios, and our attention is likely split between work, virtual schooling for our kids, caring for our elderly family members, and/or making sure

our pets are happy. We're working from home and home-ing from work. We're all doing the best we can.

Our work in libraries has always embodied the duality of virtual and in-person access, but now, as in-person gatherings continue to spread COVID-19, virtual teaching is our primary means of reaching students. Yes, in-person instruction can be immediately rewarding, as we can see students engaging with new concepts and understanding different ways of approaching information; however, there are still so many opportunities in online environments for us to connect to students and each other. The Instruction Section (IS) has been an all virtual section since 2018, offering opportunities for teaching librarians to engage with one another and new ideas in teaching and learning without having to meet in-person. Over the past academic year, several IS committees offered webinars and virtual discussions such as *Social Justice and the ACRL Framework*, *Challenging Deficit Thinking*, and *Fostering Creativity*. We know that it can be difficult to meet synchronously to watch these presentations and participate in discussions, so you can find recordings on the [Archived IS Webinars page](#). This year our section will continue to offer virtual programming in an effort to help members improve online teaching,



learn about new trends in pedagogy, and make teaching and learning online as inclusive as possible.

To that end, we've changed the name and charge of two important IS committees. The Discussion Group Steering Committee updated its charge and name to the [Virtual Engagement Committee](#). This revamped committee will promote virtual engagement across the section by supporting IS committees in the development and facilitation of virtual discussions and events. So please do keep an eye out for future webinars, discussions, and other virtual events from our IS committees. The Instruction for Diverse Populations committee has been renamed the [Inclusive Pedagogy Committee](#), with a new charge focused on creating opportunities for instruction librarians to learn more about inclusive, anti-oppressive pedagogy and how to implement these teaching practices within different academic contexts. We look forward to contributing to and learning from the important work being done in all IS committees this year.

Our new academic year also brings a new slate of IS Executive Committee Officers. Our newest members-at-large are Sara Holder (University of Illinois at Urbana-Champaign), Sara Schieb (University of Iowa), and Donna Witek (University of Scranton). They join returning members-at-large Catherine Fraser Riehle (University of Nebraska) and Lauren Wahman (University of Cincinnati). Our new Secretary is Karen Doster-Greenleaf (Kennesaw State University). Benjamin Oberdick (Michigan State University) is returning as IS Archivist, and Susanna Eng-Ziskin (CSU Northridge) will continue to share her knowledge with us as Past-Chair of the section.

We know this fall will not be an easy one, but we are here for you. If you have any ideas about how the Instruction Section can help support teaching librarians' work during this very unusual school year, we'd love to hear from you. Please do get in touch with us.

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The Summer of Learning Objects: Adding Learning Units to Canvas Commons

Submitted by Elisabeth Ball & Amber Mottram-Anderson, Librarians, Florida State College at Jacksonville

In the summer of 2020, the Florida State College at Jacksonville (FSCJ) library staff were working in a fully virtual environment due to COVID-19, a situation which fortuitously presented opportunities for collaboration with other College departments. One of these ventures was to work as part of a team to place FSCJ Center for eLearning (CeL) content in Canvas Commons, an LMS shareable repository.

CeL, the College's instructional design and multimedia expertise hub, had noted that faculty could not easily share their high-use learning objects/units within Canvas. Because CeL creates and curates this content, it is housed under its own domain (not Canvas). Approximately 300 learning units (including tutorials, text, and images) were out of reach for teachers needing them in Canvas.

CeL asked the FSCJ Library and Learning Commons, with its strong online and metadata skills, to assist with filling this faculty need. Library staff readily agreed to help: one of the core tenets of FSCJ is collaboration—as the community's College, the institution encourages interdepartmental projects as a way to improve service. The COVID-19 virtual environment, with all eyes, minds, and fingertips geared to digital, made this CeL/Library endeavor particularly appropriate.

To migrate CeL content to Canvas, the library team adopted a three-step process. First, the staff imported an Excel list of CeL unit addresses and assigned main titles. Second, they created new pages in Canvas by embedding the unit URLs within HTML code and placing them under an unpublished course shell.

In the third step of the process, instruction librarians Elisabeth Ball and Amber Mottram-Anderson reviewed each learning unit in the course shell, crafting a brief synopsis and assigning metadata, before sharing the content to Canvas Commons. This exercise improved their reading and summarizing skills, bringing to mind the "old school" arts of indexing and abstracting as well as technical writing. It also gave them the opportunity to provide feedback on

issues such as typos or broken links to CeL staff, who were then able to make targeted corrections and update content, improving the end result for FSCJ faculty.

Most importantly, reviewing, tagging, and sharing the learning units made the LMS environment a more comfortable one for Ball and Mottram-Anderson. They are now better versed in searching Canvas Commons and advising faculty regarding adding this content to coursework. Such are the fruits of collaboration!

The process worked so efficiently that CeL identified a second batch of learning objects for the Library to share. To date, Ball and Mottram-Anderson have added approximately 400 units to Canvas Commons. Currently, these are shared with FSCJ only, but a goal for library staff is to evaluate them for open licensing in order to further their reach beyond the College. A poster describing their summer of identifying, cataloging, and sharing learning objects is available for viewing on this publicly accessible [LibGuide](#).

Nominations Sought for IS Innovation Award



[Full eligibility and submission guidelines](#)

Submission deadline: December 4, 2020

Award: \$3,000 prize sponsored by EBSCO Information Services

The Innovation Award recognizes a project from the past two years that demonstrates creative, innovative, or unique approaches to information literacy instruction or programming. Past awards have recognized well-known programs and initiatives such as [Project CORA](#), the [23 Framework Things](#), and the [Undergrad Research and Writing Studio](#) at Oregon State University.

Nominations must describe how the project meets the award criteria and should include a letter of support and documentation presenting the project's purpose, content, impact, and innovative aspects.

Read [an interview](#) with the OER Textbook for Composition and Information Literacy team, the 2020 Award winner.

Please send your questions and submissions to Pam Pfeiffer, Wellesley College, pmmpfeiffer@gmail.com.



Using Canvas Commons: Reflections and Insights

Submitted by Paizha Stoothoff, Humanities Librarian and Assistant Professor, California State University, Los Angeles

With the shift to online instruction, many professors are providing primarily asynchronous instruction and are requesting the same for their library sessions. In this brief article, I discuss my experiences using Canvas Commons to create asynchronous modules.

For Fall 2020, I created six modules and uploaded them into Canvas Commons. I opted for modules rather than courses because modules are embeddable into other Canvas courses and are therefore exportable into Canvas Commons. Below, I list the type of module and its title, as well as the time it took to develop (low, medium, or high), and the total number of uploads to date.

1. Course Module: Library Research Module for Argumentative Writing (ENGL 1050)
 - Number of Uploads: 8
 - Time Required: High
2. Course Module 2: Library Module for Spanish Literature (SPAN 2420)
 - Number of Uploads: 1
 - Time Required: High
3. Topic Module: MLA Style
 - Number of Uploads: 13, plus 4 instructors marked it as a favorite.
 - Time Required: Moderate
4. Topic Module: Library Basics
 - Number of Uploads: 7
 - Time Required: Low
5. Topic Module: Interlibrary Loan and ILLiad
 - Number of Uploads: 0
 - Time Required: Low
6. Disciplinary Module: Search Basics for English Majors
 - Number of Uploads: 0
 - Time Required: Medium

In my general email to faculty at the start of the semester, I shared information about the modules, including a [step-by-step document](#) on how to import a Canvas Commons module into a course. I adapted the document from the [Canvas Help Guides](#). I received

feedback from instructors that the instructions were easy to follow, and I believe it was an essential outreach strategy. In addition to sending the resources to instructors, I shared modules with other librarians at my library.

Pros to using Canvas Commons:

- Course modules have the potential to reach high numbers of students when they are designed for general topics or courses with multiple sections.
- Instructors can browse and import other topic modules you have created.
- Instructors can edit or add to the module at their discretion, increasing flexibility.
- Your colleagues can use or build upon the modules as well! Canvas Commons prompts you to indicate a Creative Commons license for your module.

Cons to using Canvas Commons:

- Unless you are added to a course with the role of TA, Teacher, or Librarian, you may lose the ability to track data for assessment purposes.
- Instructors may not know how to upload modules, or they may be overwhelmed at the prospect.
- Developing course modules for courses with one section is time-consuming. Requesting to be added to the course and importing it directly is likely a better strategy.
- Instructors can edit or add to the module at their discretion, decreasing your awareness of what is covered.

Overall, I have found that Canvas Commons is most useful for course modules with multiple sections and style guides. I plan to build on the strengths of my small library of Canvas Commons modules in the spring.



Do you have something you'd like to promote on official IS social media channels? Send suggestions to: Mackenzie Salisbury, ssalis1@artic.edu



Teaching Online with Active Learning Tools

Submitted by Jaclyn Spraez, Information Literacy Librarian, Miami University Libraries

Making the transition from leading active learning activities in-person to online has presented its fair share of challenges. I'm no longer able to read the room as I could before and a lot more time is spent on planning collaborative activities. Although things have changed, there are, luckily, a lot of tools that have made the move to teaching online easier. Even more importantly, the reasons why we use active learning in our teaching have not changed.

Now more than ever, it is important to plan lessons that keep student learning at the front and center of lesson planning. Active learning has been found to increase student engagement with class materials and reduce achievement gaps among students (Smith and Cardaciotto 2011; Theobald et al. 2020). Bonwell and Eison (1991) simply define active learning as "instructional activities involving students in doing things and thinking about what they are doing" (iii).

In *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*, L. Dee Fink (2013) looks at a "holistic view of active learning" and breaks it down into three components: Information & Ideas, Experiences, and Reflection. These components are integrated into a lesson and work together to create a holistic view of a lesson topic. In the next few paragraphs, I summarize these components and what active learning tools can be used to accomplish them online.

Information & Ideas includes indirect learning where students are being presented with information and ideas in lecture-based form as well as direct learning where students are examining the information themselves. Opportunities for direct learning include students working with interactive videos and tutorials through tools like Google Sites, LibWizard, LibGuides, and Canvas modules. In synchronous online sessions, and depending on the video conferencing platform, students can raise hands, use reactions, write in the chat, and respond to polling.

Experiences are about getting students to do something and have "rich learning experiences" (Fink 2013). Experiences include collaborative learning, reciprocal teaching, and practicing what was demonstrated in a lesson. Tools to aid this level of active learning include Jamboard, Padlet, Google Docs as well as screen sharing. I recently used Padlet to replace an in-class activity in which students help each other brainstorm keywords on their topics.

Reflection gives students a chance to step back and think about what they have learned, reflecting on the meaning of their learning experiences. Some ways this can be done online is by creating a KWL chart using the whiteboard on Zoom or other whiteboard tools, getting responses from students through Google forms, and using polling.

Although the specific tools used in our lessons have changed, the strategies and reasons for including active learning have not. Of course, active learning doesn't begin and end with a tool. Taking the time for pedagogical work, such as defining student learning goals and facilitating a meaningful activity that leads to student success, will help identify what tool is most fitting (Bonem, Fedesco, and Zissimopoulos 2020; Parramore 2019; Robinson, Kilgore, and Warren 2017; Shekhar et al. 2020).

References

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- Theobald, Elli J., Mariah J. Hill, Elisa Tran, Sweta Agrawal, E. Nicole Arroyo, Shawn Behling, Nyasha Chambwe, et al. 2020. "Active Learning Narrows Achievement Gaps for Underrepresented Students in Undergraduate Science, Technology, Engineering, and Math." *Proceedings of the National Academy of Sciences* 117 (12): 6476-6483.
<https://doi.org/10.1073/pnas.1916903117>.

Get Your Voting Fingers Ready!

The 2021 Nominating Committee is pleased to announce the slate for the next round of IS elections:



Vice-Chair/Chair (3-year term)

- Carrie Donovan
- Carrie L. Forbes

Member-at-Large (2-year term) we will be electing three

- Nancy Gibson
- Amanda Nichols Hess
- Ryne Leuzinger
- Clarence Maybee

Secretary/Archivist (2-year term)

- Ernesto Hernandez Jr.
- Anne K. Melville

Note that we are once again adding an additional Member-at-Large officer this year, for a total of six in this position to accommodate the workload of the Executive Committee.

Look for your ballot in **March 2021**.

I want to thank committee members Kirsten Feist and Bill Marino for serving on this year's nominating committee.

Thank you to our candidates for agreeing to run for office! We are happy with this strong slate, and confident that no matter the outcome, the leadership of IS will be in good hands.

Merinda Kaye Hensley, 2021 Nominating Committee, Chair

Call for Award Nominations

Excellence in Academic Libraries Award
\$3,000 and a plaque

Academic/Research Librarian of the Year
\$5,000 and a plaque



Generously sponsored by [GOBI Library Solutions from EBSCO](#)

DEADLINE: December 4, 2020

More information about these and all other ACRL award opportunities can be found on the ACRL website:
<http://www.ala.org/acrl/awards>.

Tips and Trends

Take a look at the Spring 2020 *Tips and Trends*, [E-Learning and Usability Testing](#), by Naomi Binnie and Denise Leyton.

Tips and Trends introduces and discusses new, emerging, or even familiar technologies used in library instruction. See the [Instructional Technologies Committee webpage](#) for previous articles.



Transitioning Special Collections Instruction Online

Submitted by Kaitlin Springmier, Instruction & Learning Assessment Librarian, Sonoma State University

The advent of the novel coronavirus affected a host of campus issues, including decisions on how to deliver classroom instruction. [Decisions varied widely by institution](#) from fully in-person classes and events to entirely remote instruction. The California State University system was one of the first institutions to announce intentions to provide instruction virtually in Fall 2020, and [recently decided](#) that all twenty-three campuses would continue to provide instruction virtually for Spring 2021.

The California State University's decision to move fully online was announced in March, halfway through our Spring 2020 semester. With this decision came a need for teaching librarians at Sonoma State to quickly transition planned special collections and primary source instruction to digital formats. Prior to virtual instruction, faculty were encouraged to bring their classes to visit our library's Special Collections because [our goal](#) is to provide a hands-on experience for students, customized to their course content.

However, given the rapid transition, we were unable to provide the same personalized, face-to-face instruction. We worked quickly to develop lessons and learning activities for primary source and special collections instruction in virtual environments. The materials were originally developed for Sonoma's [Second Year Research and Creative Experience \(SYRCE\) program](#), a constellation of humanities courses in which students explore topics in pursuit of new understandings and interpretations of history and historical events.

Virtual content for remote instruction was developed and delivered in three modules built in the Canvas Learning Management System. After completing all the content in the three modules, students had defined a primary source, explored and engaged with Sonoma State's digital special collections, and searched for primary source materials to inform their original research. Originally, the Canvas modules were intended to be a direct translation of planned face-to-face library workshops, however, when the modules were

embedded in remote courses, we realized that the ways students were practicing or demonstrating our intended learning objectives changed. Overall, the online content provided more opportunities for students to practice learning objectives, which in turn gave us more unique opportunities to witness and measure student demonstration to said learning objectives. A full description of the module's content, our identified learning objectives, as well as student demonstration of the learning objectives can be found in our case study ["Teaching with Primary Sources Remotely."](#)

Although prompted by sudden and unexpected circumstances, we found success in transitioning our primary source instruction to online formats. In creating three Canvas modules that instructors could import into their online courses, our capacity for delivering primary source instruction greatly increased. Additionally, we were glad to learn that it became easier to measure student demonstration of some identified learning objectives in virtual environments. We hope to continue to use the modules developed in future classes, even when our institution allows face-to-face instruction to continue.

Nominations Sought for Miriam Dudley Instruction Librarian Award

[Full award criteria and submission guidelines](#)

Submission deadline: December 4, 2020

Award: Plaque and \$1,000 prize sponsored by the Instruction Section

This award honors a librarian who has made a significant contribution to the advancement of instruction in a college or research library environment. Read the interview with [Veronica Arellano Douglas](#), the 2020 Award winner.



Please send questions and submissions to Susanna Eng-Ziskin, California State University-Northridge, susanna.eng@csun.edu.



Open, Adaptable, and Flexible: Pedagogical Resources in the ACRL Framework for Information Literacy Sandbox

Submitted by the [ACRL Framework for Information Literacy Sandbox Committee](#)

Beginning in March, instruction librarians across the globe have had to significantly adapt their work in response to the sudden move of university coursework online. Though some have had experience in online instruction for many years, this shift has represented a significant change for others. Successful teaching online requires changing pedagogy, increasing course organization, structure, and planning time, and building new teacher-student relationships while improving interactions (Baran et al. 2013). The rapid pace of change, coupled with the requirements for quality teaching online, have necessitated librarians to look far and wide to identify and adapt existing instructional materials.

During this timeframe, the [ACRL Framework for Information Literacy Sandbox](#) has been an excellent source of the needed open, adaptable instructional materials for librarians. Since March 16th the Sandbox has seen over 37,000 page views of the hundreds of available resources. While some of the contributed materials are designed specifically for teaching online, librarians are able to begin their instructional planning by downloading and adapting any resources included in the Sandbox site.

Librarians are invited to set up a profile with the Sandbox and contribute resources to enhance teaching practice related to the [ACRL Framework for Information Literacy for Higher Education](#) across institutions. [Contributor accounts](#) take only a few minutes to set up, and resources are easily added to the site through a form for uploads and attachments.

As rapid development of online teaching and learning continues in the coming academic year, we hope you find the ACRL Framework for Information Literacy Sandbox to be a critical resource that ignites your imagination and enhances your teaching practice.

References

- Baran, Ana-Paula Correia, and Ann Thompson. 2013. "Tracing Successful Online Teaching in Higher Education: Voices of Exemplary Online Teachers." *Teachers College Record* 115(3): 1-41.

Nominations Sought for Ilene F. Rockman Publication of the Year Award

[Full eligibility and submission guidelines](#)

Submission deadline: December 4, 2020

Award: Plaque and \$1,000 prize sponsored by Carrick Enterprises

This award honors the late Dr. Ilene F. Rockman, a nationally recognized leader in the field of IL. The Rockman Award acknowledges an outstanding article or book on instruction or information literacy in an academic library environment published within the last two years.

Publications are judged on the basis of their relevance to the field of instruction in academic or research libraries, originality, timeliness, and quality of writing.

Electronic submissions are required. Nominations must include a letter supporting the publication and a complete citation of the publication. Whenever possible, an electronic version of the article, book, etc., should also be included.

Read [an interview](#) with Amanda L. Folk, the 2020 Rockman recipient.

Please send your questions and nomination to Chelsea M. Heinbach, University of Nevada, Las Vegas, chelsea.heinbach@unlv.edu.



The [Instruction Section's Information Gathering and Exchange Committee \(IGCE\)](#) had a very successful response to the *2020 ACRL Instruction Section Needs, Interest, and Satisfaction Survey*. Several enhancements were made to the *2020 Survey's* look and feel, and we had a record number of responses: 591. This was an increase of 23.64 percent from the previous year.

The purpose of the *Survey* is to collect data on the continuing education needs and interests of instruction librarians. It is sent annually to all IS members. Results are used by committee chairs to inform their planning and decision-making. We look forward to distributing the next *Survey* in April/May of 2021.



Instruction Section

Association of College & Research Libraries
and American Library Association

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New Books from ACRL



ACRL publishes a range of books to assist academic librarians in developing their professional careers, managing their institutions, and increasing their awareness of developments in librarianship, providing timely, thought-provoking, and practical content and research to academic and research librarians worldwide. Some recent titles:

- [Get the Job: Academic Library Hiring for the New Librarian](#)
- [Sharing Spaces and Students: Employing Students in Collaborative Partnerships](#)
- [Hidden Architectures of Information Literacy Programs: Structures, Practices, and Contexts](#)
- [The Engaged Library: High-Impact Educational Practices in Academic Libraries](#)
- [Games and Gamification in Academic Libraries](#)

Interested in writing for ACRL? Contact Erin Nevius, ACRL's Content Strategist, at enevius@ala.org for more information, or visit www.ala.org/acrl/publications/publishing to learn more about our book publishing program and submit a proposal.

New From ALA Editions

IS member Dr. Lesley S. J. Farmer recently published a new book, [Impactful Community-Based Literacy Projects](#), that addresses trends in literacy efforts and provides guidance for developing, implementing, and assessing impactful community-based literacy projects.



ACRL 2021 is Going Virtual!



ACRL invites you to [share your research and creative endeavors](#) with your colleagues at the ACRL 2021 Virtual Conference. Today's higher education environment calls for innovative ways to support student, faculty, and institution success. Submit your ideas for presentation at the ACRL 2021 Virtual Conference, where we will explore the theme *Ascending into An Open Future*. Through the work of talented library workers like you, and ACRL's commitments to equitable and open scholarship as well as equity, diversity and inclusion, today's academic and research libraries are providing more open and inclusive collections and services. Share your ideas with your colleagues as we work together for an open future.

The deadline for Lightning Talk, Poster, Roundtable, TechConnect, Webcast submissions has been extended to **Monday, November 9**.

As a reminder of the new [Participation Limits](#), all submitters (even those that already submitted in the spring) are eligible to be included as a presenter or co-presenter on a **maximum of two additional proposals** for the revised fall submission deadline, and can ultimately present a maximum of two times during the ACRL Conference.

More details about the ACRL 2021 Virtual Conference, including the full [Call for Participation](#), are online.

Disclaimer: Opinions published in the newsletter are those of the submitters and should not be assumed to reflect the opinions of the editors or of the Instruction Section.



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