



From the Chair & Vice-Chair

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

We've done it! We've completed an entire academic year in a global pandemic. It's not been an easy year professionally or personally for all of us. Some of us have experienced loss and grief, stress and anxiety, fear and heartache. Yet there have also been moments of hope, joy, love, and connectedness. Whether through regular video chats with friends and family, emails, chats, or socially-distanced check-ins, we've all found new ways (or resurrected old ways) of communicating with those we care about and staying connected to the people who matter to us.



We've managed to stay connected as a professional organization due in no small part to the amazing foresight of past Chairs and Executive Committee members, who pushed for the Instruction Section to become an all-virtual membership section in 2018. We've spent the past few years trying to cultivate a virtually engaged section, with members who feel a sense of community and connection. This year we've continued member engagement through webinars, virtual socials, video meetings, and interviews with members and award winners. It's not been easy, but section leadership, committee leaders, and section members have all demonstrated an amazing capacity for fostering connection.

With that in mind, it's important for us to note that as of May 1, some of our primary modes of communication—the ILI email list, Framework email list, and committee email lists—transitioned to [ALA Connect](#). Within this Instruction Section virtual space, to which all section members are automatically added, you can connect with colleagues, pose questions related to pedagogy, spark discussion, learn about professional development opportunities, and share announcements. We hope that you will continue to use the ALA Connect ACRL Instruction Section space and that our community will continue to grow within its new virtual environment.



As our community grows, our leadership also changes hands. This summer, Nikhath Ghouse will transition to Past-Chair of Instruction Section and Veronica Arellano Douglas will transition to Chair. See the election results below for new members of the Executive Committee.

We may not know what our summer and fall will look like in the world, at our institutions, and in our libraries, but the Instruction Section will continue to be here to foster connection online. We want you to engage with the work of the section, ask questions, propose improvements and ways for us to grow as teachers and scholars, and learn from your peers. The more we can connect and stay in communication the better and more inclusive our section will continue to be as we all look for ways to promote equity and eradicate injustice in our profession. It's a tall order but one that starts with questions, community, and eventually collective action. We look forward to the work that awaits us.

IS Election Results 2021-2022

Thank you all who ran for Instruction Section offices. Our incoming members of the IS Executive Committee are:

Vice-Chair/Chair-Elect (three-year term)

Carrie Forbes

Secretary/Archivist (two-year term)

Ernesto Hernandez, Jr.

Members-at-Large (two-year term)

Amanda Nichols Hess

Clarence Maybee

Ryne Leuzinger

Whether you've been a long-time member of IS or have served on IS committees for a couple of years, we encourage you to consider running for a position. Leading this section is an excellent opportunity to manage teams and develop your leadership skills further. If you have any questions about what it is like to run for and serve on the Executive Committee, please do not hesitate to contact Nikhath or others on IS leadership. We are happy to share our experiences with you.

You can email the Nominating chair, [Susanna Eng-Ziskin](#), to nominate yourself or someone else or ask questions about the nominating process. You can also nominate someone directly through our [online nomination form](#).



Past Pandemic Pedagogy: Information Literacy One-Sheets

[Grace Therrell](#), Online Learning Librarian, The University of Tennessee, Knoxville

In the University Libraries at The University of Tennessee, Knoxville, we have a strong foundation of video and interactive tutorials as well as research guides. We also have an Online Learning Team consisting of two Online Learning Librarians (myself and one other) and an Instructional Designer. During the COVID-19 pandemic, it has become even more evident that students benefit from different learning opportunities and resources. In the spring 2020 semester, as universities switched to fully remote learning, I began to think about other potential learning resources that could be useful to students during and beyond this time. I developed a resource I'm calling information literacy one-sheets.

For our purposes, one-sheets are simple, one or two-page resources that cover a foundational information literacy concept in a brief and actionable way. The idea for these resources came from a [March ACRL webinar](#) facilitated by Melissa Wong about information literacy instruction online. In this webinar, Melissa mentioned that a lot of students during this time might be accessing their classes and course materials through their mobile devices because they might not have reliable internet. I began to think about the UT Libraries' asynchronous offerings and noticed that almost all of them rely on a stable internet connection for some length of time. I thought it would be useful to have resources that students could download and then access whenever they needed.

At the center of my process was thinking about how these resources would function pedagogically. I wrote a learning objective for each one-sheet, connected each to a frame from the ACRL *Framework for Information Literacy*, and outlined what the content might be. Because I was centering pedagogy, I asked for feedback on accessibility and technical considerations from our other Online Learning Librarian and our Instructional Designer. I also asked for general feedback from the Libraries' Teaching and Learning Programs department and our student workers. For suggestions on wording, design, and branding, I received input from

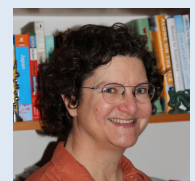
the Libraries' Marketing and Communications department.

To launch the one-sheets, I moved forward with two that we frequently cover during instruction sessions: Developing Keywords and Evaluating Information. The Evaluating Information one-sheet is currently on our [First-Year Composition research guide](#), and the Developing Keywords one-sheet is on the library website as part of a [learning collection for instructors focused on Searching](#). The one-sheets can be used by themselves as a reference, but they also include basic but actionable suggestions for active learning that faculty can use to guide their students or that students can use if they want practice.

Moving forward, we want to see how students and faculty respond to the one-sheets and use those responses as a touchstone for potentially creating more of these resources, such as Primary Sources and the Research Process. Even though these one-sheets were created in response to an outstanding situation, it's my hope that we can continue to explore what's possible online and create pedagogically meaningful learning opportunities that are helpful both now and in the future.

Ilene F. Rockman Publication of the Year Award Winner

Alison J. Head, Barbara Fister, and Margy MacMillan won the 2021 Ilene F. Rockman Award for their report, "Information Literacy in the Age of Algorithms: Student Experiences with News and Information, and the Need for Change." You can read more about their work in [this interview](#) conducted by Chelsea Heinbach, the 2020/2021 Rockman Award Committee chair.



Left to right: Head, Fister, MacMillan



In Honor of Christina Cicchetti

*Submitted by the ACRL IS Rockman Instruction
Publication of the Year Committee, 2020-2021*

It is with deep sadness that we announce that Christina Cicchetti, a member of the ACRL IS Ilene F. Rockman Instruction Publication of the Year Award Committee since 2019, passed away on Sunday, February 21, 2021. She was a thoughtful collaborator who contributed much to ACRL IS in her time.

Christina was known for bringing back her Rockman Award Committee service work to her library by sharing book and article recommendations with colleagues. She was also active in the ACRL Education and Behavioral Sciences Section, serving as the co-chair of the Reference Sources and Services Committee (2014-2016) and as the convener of the Education Research Libraries Discussion Group (2016-2018).

Christina provided outreach, instruction, research services, and collection development for the Graduate School of Education faculty and students, and oversaw the Learning Resources Display Center at the University of California, Riverside. Christina's family has requested donations in her honor to [Homeboy Industries](#), a nonprofit that provides hope, training, and support to formerly gang-involved and previously incarcerated men and women, with the goal of healing the cycle of violence and restoring lives. We are grateful for our time with her and mourn that it was cut short.

IL Program Best Practices Interview: LaGuardia Community College

Submitted by ACRL's Information Literacy Best Practices (ILBP) Interview Subcommittee Members: Brianna Buljung, Michael Courtney, Maya Hobscheid, and Shane Roopnarine

The ILBP Committee recognizes programs that embody best practices from the [Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline](#). This article summarizes our interview with Silvia Lin Hanick, First Year Experience Librarian, and Ian McDermott, Coordinator of Library Instruction, at LaGuardia Community College, whose program

exemplifies *Program Sequencing* and *Pedagogy*. See the [ILBP website](#) for the full interview..

At LaGuardia Community College (CUNY), librarians teach 1- and 3-credit research strategies courses and 680 to 790 one-shot library sessions in an academic year. They have taken on multiple initiatives in the past few years to align their program to college initiatives and the ACRL *Framework*. Building on the College's development of core competencies, their team aligned dimensions of College-created rubrics with information literacy topics, making explicit connections between their instruction content and the general education curriculum.

In AY 2016-2017, the Library received a grant from the College to connect their First Year Seminar (FYS) instruction with the ACRL *Framework* and the core competencies. A one-hour library class is built into every FYS. While additional instruction was a welcome opportunity to reinforce information literacy lessons introduced in English classes, it introduced a content challenge. Each FYS was designed to introduce students to their discipline; fifteen different seminars meant fifteen different disciplinary priorities.

The ACRL *Framework* provided a starting point for this conversation. It gave librarians the vocabulary and structure to be specific and ambitious about their teaching content. Librarians mapped each FYS course to a frame, then wrote lesson plans based on the frame. In an effort to incorporate more conceptual learning into information literacy instruction, they edited their pre-session survey to ask instructors to select the aspect of information literacy that is most relevant to the coursework: choosing information, analyzing information, or incorporating information. The instruction team is excited to continue their work as the FYS program at LaGuardia expands.

The Library has worked with the ACRL *Framework* since spring 2016; the lesson plans have been written, revised, and revised again. Committing to and prioritizing continuous revision of their teaching has been crucial. As the interviewees wrote, "the *Framework* does not have to be everything for everyone, especially for the parts of your instruction program that already work. It can, however, offer a path into building a supportive practitioner community."



Embedded Online Information Literacy Using Canvas Commons

Submitted by David Sye, Research & Instruction Librarian/Assistant Professor and Megan Wilson, Research & Instruction Librarian/Assistant Professor, Murray State University

As Murray State University began offering more online courses and programs, it became apparent by the spring of 2019 that the Libraries needed to address distance and online learners' information literacy needs. We were concerned about being able to reach all of the courses that needed instruction, such as courses taught in high schools through our dual credit program. We estimated that only about 30 percent of our targeted general education courses were being reached through our face-to-face instruction program. Although the Libraries previously offered online video instruction upon request, the videos lacked standardization across disciplines and were not available in all areas. In order to address these concerns, we began exploring options for developing online tutorials.

Murray State University uses Canvas as the learning management system for both online and in-person courses. The University enabled the use of Canvas Commons, Canvas's learning object repository, in 2019. This system allowed us to develop lessons that instructors could import directly into their courses, which began the following summer. We designed each module based on curriculum mapping, the Quality Matters® (QM) Higher Education Rubric, ADA accessibility, and assessment. The modules contain a mixture of text, images, and video divided into short lessons, and each module ends with a survey, which is identical to the one given in face-to-face instruction. Since the inception of this initiative, modules for sixty-one unique courses have been developed, with modules being used for multiple sections in some cases.

The rollout began during the 2019–2020 academic year, allowing the library to be well positioned when the university transitioned to online learning due to the pandemic. At the beginning of the fall 2020 semester, instructors were notified of their distance options for library information literacy instruction: live Zoom session, recorded presentation, or an online learning module. Instructors who opted for a module worked

with their subject librarian to develop content. Instructors could choose to include standardized content, such as an introduction to the library and search techniques. Librarians also added content that was specific to the course or subject area. For example, modules for business courses might include content on business research and statistics.

We used survey results to evaluate the effectiveness of the online modules. In the survey, students are asked to rate the following statements on a Likert scale (5= Agree, 1= Disagree):

- I learned something new
- I feel more confident about using library resources
- I intend to apply what I just learned

Student feedback on the modules was positive. During March 2020 to March 2021, responses (N=311) showed average ratings of 4.22 for "I feel more confident about using library resources." These feedback numbers were approximately the same as those for live Zoom sessions held from August 2020 to March 2021.

The past academic year highlighted the effectiveness of using online modules for library instruction. As this initiative was developed pre-pandemic, the design of these modules supports students learning during a semester with normal operations. While online modules should not replace in-person library instruction sessions, they provide an effective approach for online and distance learning courses.



ACRL's traveling RoadShow workshops are on hold until it's safe to resume large in-person gatherings, but we're working to bring you the same great content through virtual experiences. These "Off-RoadShows" will continue to help academic library professionals tackle the greatest issues facing the profession today. Host a multi-day virtual workshop for your library or organization! Learn more at ala.org/acrl/offroad.



Privacy Literacy Discussion

Submitted by Malina Thiede and Alyssa Denneker on behalf of the IS Virtual Engagement Committee

In December 2020, the IS Virtual Engagement Committee hosted "Privacy Literacy Reboot: Grounding Practice in Theory," a panel discussion moderated by Alexandria Chisholm and Sarah Hartman-Caverly (Penn State Berks). Panelists were Symphony Bruce (Interim Business Librarian, American University), Claire Lobdell (Distance Education Librarian & Archivist, Greenfield Community College), and Andrew Wesolek (Director of Digital Scholarship & Scholarly Communications, Vanderbilt University).

Alex and Sarah opened the discussion with an introduction to the state of privacy literacy and their approach to privacy literacy. Their research has found that many librarians see privacy literacy as important, but they are not actively hosting events focused on the topic, possibly due to a lack of time or support. At Penn State Berks, they have developed a scaffolded workshop series and a [Digital Shred Privacy Literacy Toolkit](#), which includes teaching materials, case studies, and scholarship. (See the Innovation Award winner interview in this newsletter for more information.)

The panelists then spoke about how their rationale for teaching privacy literacy comes from a place of transparency, honesty, and ensuring intellectual freedom. They also shared their approaches to instruction. Both Symphony and Claire framed privacy literacy as harm reduction—as a way of protecting yourself and your community. Panelists emphasized that library workers are well-positioned to examine the information economies supported by digital tools.

The panelists described enthusiastic responses from students to their instruction about privacy. In Claire's classes, students brainstorm the pros and cons of surveillance technologies, which has sparked disclosure of personal experiences of harm from online surveillance (for details on this lesson, see Claire's article in this newsletter). Andy described the privacy fair held at Vanderbilt and their student ethics fellowships, which include aspects of online surveillance and privacy.

To stay current on privacy issues, the panelists recommended [LFI lectures on Vimeo](#), [Vice](#)

[Motherboard](#), the [Reply All podcast](#), the [Media Justice Center](#), and privacy experts on Twitter. There is also a [Current Awareness](#) page on the Digital Shred site.

Panelists also discussed how the COVID-19 pandemic has influenced their privacy literacy instruction and their thoughts on where privacy literacy is going next. The move of many common activities online has made the concept of online surveillance more concrete and has allowed for exploration of tools like Jitsi for calls, Cryptpad for collaboration, and Signal for group chats. Andy pointed out that librarians are in a good position to raise awareness about privacy issues, but raising awareness is not sufficient. Librarians should also cultivate privacy as a value on campus and advocate for enhanced privacy protections for patrons. Internal privacy audits may be a next step in this area.

For more information on the discussion, see the [slides](#) and [recording](#).



RBMS 2021 Virtual Conference (#rbms21)

Power. Resistance. Leadership.

June 8 – 10, 2021

Thanks to the over 350 of you that have already registered for the [RBMS 2021 Virtual Conference](#). There's still time to get the best rates! Early bird registration ends May 28, 2021! Join us to critically examine the existing power structures that have shaped and continue to impact special collections and archives. This conference will explore the power dynamics within our profession and the ways in which we experience, exert, and/or defy power. Come hear stories of resistance, large and small, successful or not. Learn practical tools and strategies, and explore thought-provoking ideas. We hope you will be inspired to help make transformative change in our field!



Teaching with Blackboard: Customizable Professional Development Course Available

Submitted by Janna Mattson, Online Learning Coordinator & Instruction Librarian, George Mason University Libraries

Most institutions have Learning Management System (LMS) training for their teaching faculty; however, much of the content is unnecessary for the typical library instructor. [13 Things in Blackboard](#) focuses on those tools and teaching strategies needed for information literacy (IL) instruction. This project, which won the [2017 ALA H.W. Wilson Professional Development Award](#), is a self-paced, distributed learning initiative for faculty librarians and library classified staff who provide IL instruction and research support to online students via Blackboard. Although the program was developed and implemented at George Mason University Libraries, the universal syllabus and course facilitator's guide have a CC BY-NC-SA license, allowing any library to adapt the materials for their institution.

Inspired by the design of the Public Library of Charlotte Mecklenburg County's [23 Things model](#), [13 Things in Blackboard](#) fosters understanding of best practices in online pedagogy and encourages library staff to experiment with unfamiliar learning technologies using a collaborative space before implementing them in real time. Although the course is mostly asynchronous, some optional synchronous learning time is built into the course. Additionally, course facilitators should be actively engaged throughout the course, monitoring cohort progress and providing feedback on learning activities and learning objects. While the relevant skills need not be evenly developed by all members of a library community of practice, the cultivation of a shared set of experiences among library staff facilitates development of a robust institutional knowledge of how best to support online IL training.

Research Agenda Conversations

The Research and Scholarship committee's 2021 edition of their [Research Agenda Conversations](#) features contributors to the edited volume, *KnowledgeJustice: Distributing Library and Information Studies through Critical Race Theory*.

The 40th Annual Conference on the First-Year Experience

Submitted by Maoria J. Kirker

As my three-year tenure as the ACRL Liaison to the National Resource Center for the First-Year Experience and Students in Transition (NRC-FYEST) draws to an end, I reflect on the opportunities and challenges this position presented. Like many other conferences over the past year, the 40th Annual Conference on the First-Year Experience (FYE) occurred virtually. Normally, I fill my conference time with engaging sessions, lots of meetings and meet-ups with fellow librarians, and the amazing cuisine of the host city. This year was filled with engaging sessions, but only rare run-ins with fellow librarians in Zoom boxes, snacks provided by my pantry, and the company of my dog. While the experience felt disembodied at times, the core values of what brings us together—student success for our first-year students—remained.

This year's conference featured many of the same themes as previous conferences: teaching and assessing first-year student learning, peer mentors, library outreach to first-year students, and open pedagogies and practices. New themes surfaced, too, including sessions centered on diversity, equity, and inclusion work; culturally responsive pedagogy; anti-racism; and working in a virtual environment due to COVID-19. Next year's conference is scheduled to happen February 12–15, 2022 in Orlando, Florida. While I will no longer be the ACRL liaison, I hope to see many familiar and new faces there!

As my duties as liaison wrap-up this year, I encourage you to consider volunteering to serve as a liaison when the call is sent out. Working with the NRC-FYEST and its director, Dr. Jennifer R. Keup, has been an absolute joy these past three years. If you're interested in this opportunity, I am happy to discuss any questions or concerns you might have. Please feel free to reach out to me directly (mkirker@gmu.edu).



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



Innovation Award Winners

Alexandria Chisholm and **Sarah Hartman-Caverly**, Reference and Instruction Librarians at Penn State Berks, won the 2021 Instruction Section Innovation Award, sponsored by EBSCO Information Services, for their Digital Shred Privacy Literacy Initiative project. Below is an abridged summary of the Innovation Award Committee's interview with them. See the IS website for the [full interview](#).



Left to right: Chisholm, Hartman-Caverly

This collaboration began with a shared personal interest in privacy and a mutual agreement that privacy literacy (PL) was an underrepresented but vitally important component of information literacy. The four-part [Privacy Workshop Series](#) and subsequent [Digital Shred Privacy Literacy Toolkit](#) developed organically through the natural interplay of theory, practice, and scholarship, with each individual project feeding into the next opportunity to advance privacy knowledge among students and support teaching [PL among academic librarians](#).

We advocate for the importance of integrating PL into information literacy and try to find every opportunity to [present, promote, and write](#) about our approach and the toolkit. Our workshop materials are all available as OERs via the [ACRL Sandbox](#) and [Project CORA](#), and we regularly refresh the curated PL resources in the Digital Shred Privacy Literacy Toolkit. We also tweet about PL and privacy issues as [@Digital_Shred](#).

Our next big initiatives are a LOEX 2021 session, [Transforming Privacy Literacy Instruction: From Surveillance Theory to Teaching Practice](#); a Library Juice Academy course, [Privacy Literacy in Libraries: From Theory to Practice](#), to help librarians build self-efficacy; and our upcoming (anticipated 2023)

ACRL edited volume, [Practicing Privacy Literacy in Academic Libraries](#). We are thrilled to create a platform to share the amazing work and ideas of some seriously talented academic librarians.

There is still so much work to do with privacy literacy. Read, create, share, write, and repeat! If you have an idea, go for it and don't look back. Our [research in IFLA Journal](#) shows that many librarians are interested in undertaking PL work but don't have the time to develop teaching materials or integrate them into limited instruction periods. Don't reinvent the wheel! There are some awesome, freely available online tools and resources that are readily adapted into PL learning activities by framing them in the context of a student reflection or discussion. We actively curate these kinds of resources in the [Digital Shred Privacy Literacy Toolkit](#).

If you feel like you aren't equipped to discuss privacy or to teach PL, you're wrong! If you're interested, you're capable. You do *not* have to be a technologist or tech expert to teach about privacy. That's one of the benefits of our [Six Private I's](#) approach to privacy literacy that is positive-case based and people-centered. For a number of reasons, we are skeptical of technologies that over-promise and look like privacy panaceas. Privacy protection will always be a cat-and-mouse game; what's unchanging is the value that privacy has for personal dignity, individual identity, intellectual freedom, intimate relationships, free association, and the human experience. Privacy is about respect for persons, not protection for data. As a teaching team, we mutually value humility in our practice, so take comfort in knowing that no one can know everything and that our students *learn* from us modeling that practice.

ACRL eLearning

ACRL's e-Learning program provides a unique opportunity to participate in professional development events that are focused on practical, tangible topics to meet the demands of your schedule and budget. Visit the [ACRL e-Learning website](#) to stay up-to-date on current e-Learning offerings from ACRL!



Enhancing Design of Library Instruction Modules using the Quality Matters Rubric

Submitted by Erin R. Wahl, Assistant Professor/Instruction Coordinator and Christina Schaub, Instructional Designer, New Mexico State University

In summer 2020, Librarian Erin and Instructional Designer Christina met through the Course Development Institute (CDI) program at New Mexico State University, a professional development course guiding faculty through the course design process aligning with the Quality Matters (QM) rubric. This rubric is based on research principles for online course design and delivery. Erin was recertifying the library's 100-level online course, an introduction to academic research for undergraduate students, through the QM review process. Christina was her assigned mentor.

The pandemic had initiated a shift in how one-shot library instruction was conducted, but Erin saw that the skills she learned and practiced in CDI were ideal for creating library modules for online courses. This was a more sustainable, long-term solution for one-shot instruction in a library dealing with a pandemic, decreasing budget, and reduced staff. By utilizing the templates provided through NMSU's CDI program and reviewing the modules using the QM framework, Erin was confident that the design and content of the modules followed best practices for online learning and accessibility. Once developed within the NMSU's Canvas LMS, the content of the initial module is easily duplicated and implemented in other modules. Starting with a basic library orientation meant for introductory undergraduate courses, the modules are expanding to include offerings for graduate students, Archives and Special Collections, and Government Documents. Located within Canvas Commons, faculty can drop these modules into their courses. Since all modules are marked for public domain use, topics with wider appeal, such as Archives and Special Collections, can be utilized by other schools or institutions also using Canvas. This extends the reach of the library beyond the NMSU community.

Quality Matters provides a rubric to evaluate the design of online and blended courses with a focus on continuous improvement. The peer review of courses provides feedback that designers and instructors can incorporate to enhance course quality. Course design

that aligns the objectives, assessments, course materials, interactivity, accessibility, learner support, and technology support improves student learning outcomes and retention. These are the major categories to consider in a rubric to review your online courses or instructional units. Some institutions may require course reviews using a quality metric as part of their strategic goals or for institutional accreditation.

If your university doesn't subscribe to QM there are other frameworks to consider. To determine if your campus already uses a rubric, get in touch with offices that work with course development, instructional designers, distance education, and your LMS system. The suggested resources below offer possibilities that may be adaptable to your work.

Suggested Resources:

Digital Learning at New Mexico State University. 2021. "Digital Learning." <https://dl.nmsu.edu/>.

National Standards for Quality. 2021. "Quality Online Teaching." <https://www.nsqol.org/the-standards/quality-online-teaching/>.

Online Learning Consortium. 2021. "OLC OSCQR Course Design Review Scorecard." <https://onlinelearningconsortium.org/consult/oscqr-course-design-review/>.

Quality Matters. 2021. "Quality Matters." <https://www.qualitymatters.org/>.

Join your colleagues for the 2021 ALA Virtual Annual Conference, June 24-29,



2021! This event is packed with educational programming, featured speakers, 250+ exhibitors, and so much more. Be sure to check out the [listing of high-quality programs and discussion forums](#) from ACRL member units! [Register today!](#)



The Open Pedagogy Project Roadmap: A Community Resource for Planning, Implementing, Sharing, and Sustaining Open Pedagogy Projects

Submitted by Bryan McGeary, Learning Design and Open Education Engagement Librarian, Penn State, and Christina Riehman-Murphy, Reference and Instruction Librarian, Penn State Abington

OPEN PEDAGOGY PROJECT ROADMAP



SCOPE



SUPPORT



STUDENTS



SHARE & SUSTAIN

Many instructors are exploring open pedagogy as a way to engender more inclusive and equitable learning environments. Open pedagogy, which leverages the affordances of openly licensed materials and engages students in the co-creation of knowledge, might include student-developed course materials or public-facing projects that can be used in future iterations of a course and shared with wider audiences. This process elevates open educational resources (OER) beyond merely a mechanism for providing free educational content to students. Open pedagogy engages with OER to create a transformative learning experience in which students are content creators rather than merely consumers. It can yield courses that are designed with clear learning outcomes but have flexibility for collaborative student engagement with the learning process and materials that reflect student identities.

While open pedagogy can be an exciting way to reinvent the learning experience, making the shift can seem daunting at first. In order to make this process more achievable, we've developed the [Open Pedagogy Project Roadmap](#), a resource to help instructors plan and sustain successful open pedagogy projects. The Open Pedagogy Project Roadmap is a step-by-step guide for instructors to think through the five S's that are integral to open pedagogy projects: Scope, Support, Student outcomes and agency, and Sharing and Sustainability.

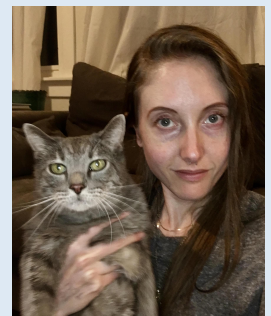
The Roadmap asks instructors to consider the values they bring to their project, the partnerships that may be involved beyond the classroom (e.g., librarians and

instructional designers), the resources they will need, and their plans for sharing and sustaining the project. The Roadmap also encourages them to consider issues like student agency, assessment, and the role of open pedagogy in fostering diversity, equity, inclusion, and accessibility. The Roadmap can be used as a standalone resource or as the basis for a workshop. It is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#), which means that you can adapt it to your own needs and context.

You can access the complete set of [Open Pedagogy Project Roadmap worksheets](#) in Google Drive where you can make a copy and then complete or edit them. We'd love to hear if and how you use this resource—tweet us [@riehphy](#) and [@BMcgeary](#) using the hashtag [#OEPRoadmap](#). We'd also be happy to bring the Open Pedagogy Project Roadmap Workshop to your campus in either full- or half-day virtual or in-person formats.

Miriam Dudley Instruction Librarian Award

Nicole Pagowski, Associate Research & Learning Librarian and Information Literacy Instruction Program Manager at the University of Arizona, is this year's recipient of the Instruction Section Miriam Dudley Instruction Librarian Award.



This award recognizes an individual librarian for significant contributions to the advancement of instruction in a college or research library environment.

Nicole's work in creating and chairing the Critical Librarianship & Pedagogy Symposium (CLAPS) and her scholarship, including *Critical Library Pedagogy Handbooks*, vol. 1 & 2, have had a substantial impact on the profession and has helped to increase awareness of the importance of critical pedagogy, social justice, and DEI initiatives within librarianship. Nicole's work challenges traditional narratives and power structures and helps to ensure our professional serves those who need us. See the IS website for the Dudley Award Committee's [interview with Nicole](#).



Thinking about Digital Privacy

Submitted by Claire Lobdell, Distance Education Librarian & Archivist, Greenfield Community College

In 2018, I was in the first cohort of the Library Freedom Institute and used what I learned in LFI to create a lesson plan called [Thinking About Digital Privacy](#). The lesson starts with a discussion of how different people define the words "privacy" and "security" and then moves into the centerpiece activity, "The Risks and Rewards of Convenience." My goals for this activity are for students to recognize the privacy risks in the apps and tech we encounter every day and also to consider how the burden of these risks are borne more heavily by specific groups of people.

I start the session by giving students examples of privacy-compromising technologies, such as online advertisements customized to your purchase history, location-tracking apps, the use of biometrics like fingerprints to get into a building, facial-recognition-enabled closed circuit TV cameras, or the ability to remotely turn on and off devices in a home and check their usage. I've staged the activity in two different ways. One approach uses the classroom space as a physical spectrum of responses where one wall represents "I think this is a great thing" and the opposite wall represents "I think this is a terrible thing." Students move around the room to represent how they feel and then explain 1) where they've seen this technology used and 2) why they're standing where they are. They can also respond to other students or move based on what their

classmates say. I've also staged this activity as a debate where half of the room is on the "pro" side and explains where they've seen the technology used and why it could be a good thing, while the "con" side talks about how it could be misused and specific groups that are put at risk by it. The pro and con sides then flip with each different example technology.

I've used this lesson with high schoolers, community college students, and with graduate-level library school students, and each group has had thoughtful, in-depth discussions. To date, I've only used this lesson in person, but the central activity could be modified in a remote synchronous lesson where students meet in breakout rooms to discuss one or two examples and then report out their group's thoughts either verbally or on something like a Padlet or Google Jamboard. In an asynchronous class, students could discuss these topics in response to a series of forum prompts.

Finally, digital privacy harms are not theoretical for many of our students. Students often disclose the ways they have been racially profiled, stalked, or abused by intimate partners using these technologies. Any instructor using this lesson should be prepared to connect students with support services on campus or in your community.

[Thinking about Digital Privacy](#) and many other resources on teaching digital privacy and related topics may be found in the [ACRL IS Framework for Information Literacy Sandbox](#).

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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