

Library Instruction Round Table

NEWS

From the President

Mark Robison, LIRT President

If you could use a break from teaching, raise your hand! (Or perhaps, raise your toasty glass of eggnog!) Regardless of the type of library where you work, the end of the calendar year is a time when we are supposed to reflect on all we've accomplished: to take pride in the impact we've had, the patrons we've helped, and all the ways we've grown. Now, if only you could find a few precious minutes for introspective reflection amid the avalanche of instruction, reference questions, and the other 78 things you're supposed to finish before the holiday break!

Although you likely won't find much downtime between now and the end of the year, 2020 will present many opportunities for professional growth. If you're attending ALA Midwinter in Philadelphia (Jan. 24 - 28), we sincerely hope you'll join LIRT for some of our activities there. Two particular events might interest you:

- On Saturday, January 25, we'll have our **LIRT All Membership Meeting**. This meeting is intended for all members of LIRT, regardless of whether you've been a member for decades or joined just last month. This informal meeting is your opportunity to hear about what LIRT is up to, to meet other LIRTers, and to get more involved!
- On Sunday, January 26, LIRT will host its discussion forum, this year titled **"Promoting Civic Engagement Among Adult Learners."** Hosted by our Adult Learners Committee, this forum will feature practical advice and challenges from librarians who are promoting civic engagement at their libraries. (It's also one of the few non-meetings at Midwinter!)



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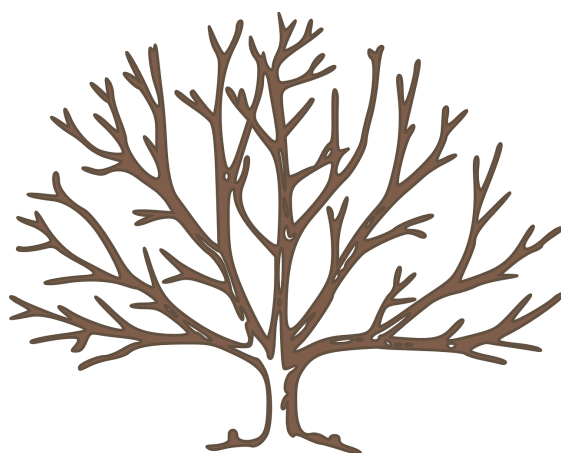
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What are some other ways that LIRT can contribute to your professional growth in 2020? Look for our Teaching, Learning, and Technology (TLT) Committee to host another webinar in the spring. Also, the Awards Committee is still [seeking nominations for its two awards](#) for librarians making a difference through instruction. And of course, June will be peak time for LIRT's activities: our Top 20 Committee will publish its list of the 20 most important instruction-related articles from the previous year (see the [archives here](#)); our Conference Program Committee will host "Smooth Transitions: Developing Information Literacy in the In-Between Places"; and the Membership and Transitions Committees will host social events to encourage networking!

As we hurdle toward a new year and decade, I hope that you will look to LIRT as a place to find support and growth from fellow instruction librarians from public, academic, school, and special libraries. If you ever have ideas for how LIRT could fulfill its mission better, please let me know. Happy holidays, and see you in the new year!

Mark



From the Editor

Library renovations have been on my mind lately. Alderman Library at the University of Virginia, where I work, is getting ready to undergo a major renovation beginning in 2020. The building is expected to be closed for three years, so the library has been busy moving books, and furniture and people are soon to follow. It was nice to see, then, that Billie Peterson-Lugo's Tech Talk this month focuses on turning traditional library classrooms into active learning spaces. While it may be a little early to plan the classrooms in our renovated building in 2023, the piece fit right into my current mindset of renewal and handling change both in and outside of the classroom. Whether or not your library has an upcoming classroom renovation on the horizon, I encourage you to glean ideas from Billie's article for future design considerations.

I hope you all have a chance to relax a bit during December. 2020 will be here before we know it!

Sherri



Sherri Brown, LIRT News Editor



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

Send your articles to
Sherri Brown
slb4kt@virginia.edu

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

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Member A-LIRT Bridget Farrell

**Coordinator of Library Instruction
& Reference Services**

University Libraries, University of Denver

What brought you to LIRT?

My first job out of library school was as the Business and Economics Librarian at Auburn University. Because of that role, I got pretty involved in RUSA-BRASS. As I spent more time working in libraries, I started moving away from business reference and gravitated towards instruction. It just made sense to look for service opportunities that allowed me to learn more about pedagogy and teaching information

literacy. I looked up some information about LIRT and was drawn to the inclusive approach that LIRT takes to discussing library instruction—I love hearing perspectives on library instruction from my colleagues at public and school libraries!

What was your path to librarianship?

My mom is a teacher, and I've always loved learning. After undergrad, I was a substitute teacher for a few months. I found that I really enjoyed working with students and learning with them. Librarianship seemed like a great fit for someone who likes to learn, and it would also give me the opportunity to teach. Seven years later and I think I made a great decision!

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

In my current role I am the Coordinator of Library Instruction and Reference Services at the University of Denver. I love my job, because it allows me to explore many of my different interests. I supervise the graduate students and the night and weekend librarian that work at our Research Center, I coordinate our instruction program, and serve as liaison to the Morgridge College of Education and the University Writing Program. I get to work with lots of graduate students, which is a big change from my last position. I love learning about the topics doc students are exploring for their dissertations—it's been a great learning experience for me!

In what ways does it challenge you?

Oh wow—working with doctoral students can definitely be a wonderful challenge at times. They are undertaking massive projects that require creativity, organization, and commitment. When they meet with me, I really try to listen and get a feel for what they need from our time together. I've realized that sometimes they need someone to bounce ideas off of more than another chat about database searching. Working with these students has helped me to develop better listening skills and made me a better librarian.

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

This is a tough one. I have to cheat and say two different teachers. My mom has taught second grade for longer than I've been alive—same grade and same school. Seeing “behind the scenes” all the love and care she put into her work every day was incredibly inspiring. She loves the kids she works with and keeps track of them even after graduation. But since she didn't teach me in second grade, I'm going to also do a shout out for my poetry teacher in undergrad, Pamela Parker. Before her class, I had never been in a workshop-style class before, and I loved every minute of it. Getting feedback on your work from your peers and being expected to

Continued on page 5

Member A-LIRT, continued

Bridget Farrell

share your feedback on others' work was incredibly empowering. Beyond writing, in that class I learned how to give and receive criticism in a constructive way. Pamela was such a great mentor, and I felt she was learning along with us. That's something I try to model when I teach now.

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

I have a really great suitcase that morphs into a backpack—it's awesome, and I take it on every trip now. It's a really unique color too, so it's easy to spot at baggage claim.

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

Take your pet to work day should be every day!

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

My partner and I have an obscenely large boardgame collection. It's massive—and we can't stop ourselves. We have three bookshelves filled with games, and some games are hiding in our basement. It's a problem—please send help!

LIRT Annual Conference Program 2020 Chicago, IL

Smooth Transitions: Developing Information Literacy in the In-Between Places

Transitions can be full of excitement, but also anxiety. Faced with these transitions, a person may sometimes struggle to find their balance within a new environment. How are librarians collaborating across institutions (public, school, and academic libraries) to help alleviate this anxiety by teaching information literacy concepts that reach beyond the classroom and into the real world? While most conversations tend to focus on the transition between high school and academia, there are many other types of transitions that a learner can experience. This panel will discuss how public, academic, and school libraries work together to support the development of information literacy skills during different stages of life, and how to connect with other librarians interested in this topic.

Watch the ALA conference website and upcoming 2020 *LIRT News* issues for more details.

2020 LIRT Librarian Recognition Award

Call for Nominations

We are pleased to invite nominations for the 2020 LIRT Librarian Recognition Award. The Librarian Recognition Award is given in acknowledgement of a 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, 2020** to:
Joshua Vossler jvossler@lib.siu.edu

The award winner will be notified following the ALA Midwinter Conference, no later than February 15, 2020.

The award will be presented at the 2020 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, Joshua Vossler (jvossler@lib.siu.edu).



2020 LIRT Innovation in Instruction Award

Call for Nominations

We are pleased to invite nominations for the 2020 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, 2020** to: Emilia Marcyk marcyk@msu.edu

The award winner will be notified following the ALA Midwinter Conference, no later than February 15, 2020.

The award will be presented at the 2020 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, Joshua Vossler (jvossler@lib.siu.edu).



LIRT @midwinter

ALA Midwinter 2020 Discussion Forum

Promoting Civic Engagement Among Adult Learners

Sunday, January 26, 2020

1:00 p.m. – 2:30 p.m.

Location: Philadelphia Convention Center Rm 117

The LIRT Adult Learners Committee is sponsoring a discussion session during the ALA Midwinter Meeting in Philadelphia.

With major elections, a decennial census, and increasing community activism set for 2020, the demand for civics instruction and information dissemination is crucial. Adult learners bring a variety of experiences to civic engagement from long-time voters to new citizens or young adults voting for the first time. Due to these diverse perspectives, providing instruction in these areas can be especially challenging. Please join us for this discussion forum, where participants will identify ways to incorporate information literacy in civic engagement instruction for adult learners in a variety of library settings.

LIRT Meetings & Events @ ALA Midwinter 2020 in Philadelphia*

| Meeting/Event Title | Start Time | End Time | Location |
|---|------------|------------|---|
| Saturday, January 25 | | | |
| LIRT Steering Committee | 8:30 a.m. | 10:00 a.m. | Philadelphia Convention Center Room 304 |
| LIRT All Membership and All Committee Meeting | 10:30 a.m. | 11:30 a.m. | Philadelphia Convention Center Room 304 |
| Sunday, January 26 | | | |
| LIRT Executive Committee | 8:30 a.m. | 10:00 a.m. | Philadelphia Convention Center Room 306 |
| Bites with LIRT | 11:30 a.m. | | Con Murphy's Irish Pub |
| LIRT Discussion Forum: Promoting Civic Engagement Among Adult Learners | 1:00 p.m. | 2:30 p.m. | Philadelphia Convention Center Room 117 |

*Note: This schedule is preliminary. Please check the ALA Midwinter 2020 meeting scheduler closer to the events to check dates, times, and locations

LIRT @midwinter

Sign up for Bites with LIRT in Philadelphia

DATE: Sunday, January 26, 2020

TIME: 11:30 a.m.

LOCATION: [Con Murphy's Irish Pub](#), 1700 Benjamin Franklin Parkway, Philadelphia, PA

LIRT is organizing our biannual Bites with LIRT at ALA Midwinter in Philadelphia. We will be meeting for lunch at Con Murphy's Irish Pub on Sunday, January 26, 2020. Con Murphy's is located just a short walk from the Convention Center. See the menu at <https://conmurphyspub.com/>.

LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed setting. Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation.

Look for an email coming soon from the LIRT membership committee to reserve a spot at lunch.

We hope to see you there!



Tech Talk

By Billie Peterson-Lugo, Baylor University

billie_peterson@baylor.edu

Dear Tech Talk: Our library needs to renovate instructional space, and we want to design a space that enables active learning—where do we start? – **Abandoning Lectures for Active Learning**

Dear ALAL: An excellent question! But before providing some guidance, let's ensure that everyone has the same baseline for the concept of *active learning*. For the purpose of this discussion, let's use a definition provided by the Center for Educational Innovation at the University of Minnesota:

Active learning is any approach to instruction in which all students are asked to *engage in the learning process*. . . students are [not] passive recipients of knowledge from an expert. Active learning can take many forms and be executed in any discipline. Commonly, students will engage in small or large activities centered around writing, talking, problem solving, or reflecting.
(<https://cei.umn.edu/active-learning>)

Although active learning is not a new concept, the creation of environments that enable active learning is becoming much more prevalent. Since 2015, the *Horizon Report* has continued to identify the redesign of learning spaces as a short-term trend driving educational technology adoption in higher education for the next one to two years (Alexander, et. al., 2019, p. 6). Additionally, every year EDUCAUSE lists the top 10 strategic technologies identified through an annual survey – “strategic technologies are those relatively new technologies that institutions will be spending the most time implementing, planning, and tracking” (<https://tinyurl.com/yxn7s4xn>). Active Learning Classrooms (ALCs) first appeared—topping the list—in 2017 (<https://tinyurl.com/y53txz6o>), showing up again as number two in both the 2018 (<https://tinyurl.com/yycrv49y>) and 2019 (<https://tinyurl.com/yxn7s4xn>) reports. However, just because these reports focus on higher education, don't be misled into thinking this trend does not impact school or public libraries. Literature abounds extolling the benefits of active learning across all sectors of education; consequently, having appropriate active learning environments will also apply across all types of libraries.

Everyone's familiar with the traditional classroom, constructed with rows of fixed seats, all facing the instructor at the front of the room, or the traditional library technology classroom, once again with rows of fixed seats but also including hard-wired computers for each student. These classrooms reflect the centuries-long practice of the expert *lecturing* to students, with the students *passively* ingesting (hopefully) the knowledge provided. With the evolution of classroom technology, coupled with students and possibly even instructors who have grown up using technology, this model is rapidly losing its pedagogical viability. Even five years ago, Beichner (2014) stated:

Today's students are used to and expect continuous connection to information and people. Forcing them to put their personal technology away during class contradicts the way they live their lives and gives students one more reason to expect that what they learn in school will have little relationship to reality. (p. 9)

That statement bears even more fruit now than it did then.

In higher education, experimentation with and development of ALCs has been in process since the mid-2000s, with the first notable model being SCALE-UP (<http://scaleup.ncsu.edu/>). Developed at North Carolina State University, SCALE-UP was created with the objective of making large undergraduate physics courses more engaging and has since increased the scope to any large-enrollment undergraduate course.

Tech Talk, continued

SCALE-UP provides a precise model for ALCs that has been adopted by many institutions throughout the world, including some well-known early adopters at:

- Indiana University, MOSAIC Initiative (<https://mosaic.iu.edu/>);
- Massachusetts Institute of Technology, TEAL - Technology-Enhanced Active Learning (<https://icampus.mit.edu/projects/teal/>);
- Michigan State University, REAL - Rooms for Engaged & Active Learning (<https://tech.msu.edu/teaching/real/>);
- University of Iowa, TILE - Transform, Interact, Learn, Engage (<https://teach.uiowa.edu/tile>); and
- University of Minnesota, PAIR-UP - Pedagogy-rich; Assess learning impact; Integrate innovations; Revisit emerging technologies (<https://cei.umn.edu/teaching-active-learning-classroom-alc> and <https://classroom.umn.edu/space/classroom-types/active-learning-classrooms-alc>)

Other SCALE-UP adopters can be found by searching their database, including K-12 and high school (<https://scaleupserver.physics.ncsu.edu/wiki/find?keyword=site>).

Interestingly enough, even though librarians clearly use active learning techniques, there is very little in the literature about using, developing, and creating ALCs specifically in libraries. The earliest article, authored by Soderdahl (2011), describes the transition of a library classroom to a TILE classroom at the University of Iowa Main Library. Baglier and Caswell (2016) discuss their approach to “destroying” the traditional library classroom at some University of Florida libraries to better meet the needs of the students with whom they worked, and most recently, Ellern and Buchanan (2018) provide a case study for the ALC they developed in the Western Carolina University library. However, the education literature on the topic of ALCs is robust, and information from that literature can be applied to the creation of ALCs in libraries. In particular, two themes emerge: who to involve in the development of ALCs, and what does an ALC provide that makes it effective?

Not surprisingly, in creating ALCs, the process benefits from the participation of a broad group of stakeholders. Information technology professionals should include both administrative computing (those with expertise associated with the infrastructure, such as the wireless network and power) and academic computing (those with expertise on classroom technology and instructional design—not just projectors and displays, but technology that enables a more interactive environment, as well as support of the technology). Depending on the environment, these two IT perspectives may be one or two people, or it may be two or more diversified departments. In either case, having these people involved early in the development of an ALC is essential—an institution’s IT can make or break any technology-based project.

Depending on the environment, other stakeholders include:

- instruction librarians: How might they use the space? What pedagogical changes would they need to make?
- library administration: What kind of funding is available? Can they enlist support from other partners?
- other institution partners: units with a vested interest in improved teaching/learning outcomes
- facilities personnel: What can be realistically accomplished?
- teaching faculty from various disciplines: may have experiences with active learning or are interested in using active learning
- students: Have they experienced active learning? What worked or didn’t work? What would help them be actively engaged in learning? For example, Adedokun, Parker, Henke, & Burgess (2017) found that “Students can provide important insight into the ways in which a space supports or does not support their learning and motivation” (p. 7).

With stakeholders in place and committed to a shared vision for active learning classrooms, the real work begins with building the best active learning classroom for the institution—the planning phase. Dobbin, Diaz, and Brown (2014) state that, “Many factors are involved in effective learning spaces. Making the most of these opportunities calls for thoughtful planning, attention to both broad and specific variables,

Tech Talk, continued

and an openness to the changing dynamics of teaching and learning facilitated by new designs and new ideas” (p. 2). More specifically Lee, Boatman, Jowett, and Guenther (2014) suggest that:

a substantial amount of effort went into the planning to seek a best-known approach... [which] included a literature review, site visits to institutions that have already initiated this type of classroom, interviews with personnel involved in those projects, and inputs from various parties. (p. 59)

In the planning phase, we come to the second theme—what design considerations lend to creating an effective active learning classroom? Overall, the key concept is flexibility. Below are some design considerations that can enable this space:

Overall space

- Large space that enables a variety of room configurations, depending on expected instructional needs. Joseph (2014) estimated, “25-30 square feet per student” (p. 49).
- Room acoustics
 - Instructor and/or student microphones
 - Sound leakage: Does sound from inside the room carry to quiet spaces outside? Does sound from the outside carry into the room?
- Lighting
 - Impact of natural and artificial light on screen displays and on participants
 - The ability for students and instructors to see each other easily

Furnishings

- Centrally located instructor’s station
- Everything movable
- Tables that can be configured in a variety of ways, even removed altogether to support small group interactions as well as larger discussions
- Whiteboards, walls/boards for large tablet displays, or similar low-tech methods for brainstorming or sharing information

Technology

- Robust wireless network
- Space enabled for BYOD (bring your own device) for both instructors and students
- Availability of instructional hardware and software that enables engagement
- Multiple options for video display
 - Available in multiple locations on walls and at individual group tables
 - Ability for display of both instructor content and student content
 - Ability for different content to display on different monitors and/or split screen displays
 - Display controls for the instructor as well as for individual groups
- User-friendly (ideally, wireless) technology to connect devices (laptops, tablets, smart phones, etc.) to video displays
- Robust access to electricity
 - Group tables with multiple power outlets
 - Instructor’s station

Tech Talk, continued

- Floor pockets and/or wall outlets
- Charging stations

In addition to the above, other resources are available that guide the design process for ALCs, including:

- Active Learning Spaces | K-12 Blueprint (<https://www.k12blueprint.com/toolkits/active-learning-spaces>): Provides resources for educators involved in planning and implementing technology initiatives.
- FlexSpace | Flexible Learning Environment Exchange (<https://flexspace.org/>): An open database that serves as a repository of information about learning spaces.
- McGill University, Principles for Designing Teaching and Learning Spaces (<https://www.mcgill.ca/tls/files/tls/principles-for-design-of-teaching-learning-spaces-2017.pdf>): A grid-based checklist that reviews the classroom environment within the context of what is known about students' learning based on The National Survey for Student Engagement.
- Radcliffe's (2008) Pedagogy, Space, and Technology (PST) framework that provides questions on *Conception and Design* and *Implementation and Operation* for each element (pedagogy | space | technology) of the framework (p. 15).

In the final analysis, costs most often drive what an active learning classroom might look like. Minimally, an ALC should have tables and chairs that are easily moved and reconfigured; a centrally located instructor's station—not in the front of the space, but in the center of the space; a robust wireless network; and multiple ways to display and share information—both low-tech and high-tech. Conceivably, a converted space in the library could start with the minimum needed for an active learning classroom—perhaps as a pilot—using the potential success of the space as an opportunity to acquire additional funding to create a more robust ALC.

Since even the most basic ALC relies heavily on technology, support for those using the space is essential. Instructors and students need to know how to make their devices work with the technology, and they need to know what to do or who to call if technology fails. Support personnel need to be available to provide rapid assistance on short notice in order to avoid completely wasting class time. Those new to using the space should be given an opportunity to experiment with the technology and become comfortable with it. Lee's, Morrone's, and Siering's (2018) research indicates that:

it took some time for them [faculty] to get used to in-room technologies, and the one-hour training at the beginning of the semester was insufficient. They wanted to have enough time to explore the technologies before and during the semester to figure out how to implement new pedagogical approaches. . . Some students also mentioned that instructor technological knowledge helped with running classes smoothly. . . timely technical assistance and troubleshooting were important. . . some faculty wanted more concrete ideas of how in-room technologies and software applications can be effectively integrated into classrooms. (p. 117)

These concerns apply to librarians who meet with a class one or two times as much as they do to an instructor who uses an ALC for an entire semester.

More specifically, instructors—whether library instructors or other instructors—need appropriate pedagogical support so they can use the space effectively to meet their desired learning outcomes. An active learning classroom should not be used for traditional lecture-based instruction. However, this doesn't mean some lecturing won't take place. Lee, Morrone, and Siering (2018) determined that "most classes include some lecture to communicate main ideas and structure learning content, as well as smaller group activities and class-wide discussion to consolidate results and instructor feedback" (p. 116). Baglier and Caswell (2016) state that:

Librarians will have to re-evaluate their own teaching methods and not be threatened by an environment that encourages interaction without barriers and does not necessarily use

Tech Talk, continued

a top-down instructional model. By breaking down the traditional classroom hierarchy, librarians will be able to freely move about and engage with each and every student in a relaxed, collaborative environment. (p. 25)

And again, this perspective applies to any instructor transitioning from a traditional lecture environment to one of active learning. It takes time and effort to re-think the classroom experience, incorporating the technology and non-traditional room arrangement found in ALCs—whether for a semester-long course or a one- or two-class instruction session.

One approach to build appropriate pedagogical skills is to offer “fellowships” or other comparable opportunities to those who want to use active learning classrooms. See, for example:

- Mosaic Faculty Fellows (<https://mosaic.iu.edu/fellows/>)
- Teaching in an Active Learning Classroom Program (<https://cei.umn.edu/teaching-active-learning-classroom-program>)
- TILE Essentials (<https://teach.uiowa.edu/what-tile-essentials>)

These examples are at the university level, but they can be used as a model for libraries with active learning classrooms or libraries that want to partner with others to create an active learning classroom.

In spring 2018, the Baylor University Central Libraries converted a large, underutilized space to an active learning classroom (<https://blogs.baylor.edu/centrallibrariesstories/category/2018-renovations-moody-104/>). As it turns out, it is one of the first—if not the first—rooms of this type at the University. It has been used by faculty and librarians who want to use active learning, but only for individual class sessions. Others on campus view this space as a model for the creation of additional active learning classrooms in academic buildings. In summer 2019, the Baylor Libraries partnered with the Academy of Teaching and Learning and announced the Baylor University Active Learning Lab Fellowship, with the intent of developing a cohort of faculty who use active learning throughout a course, providing them with Moody 104 to teach the course. The goals of this competitive fellowship are to:

1. Maximize the use of Moody 104 for full-semester courses;
2. Encourage faculty to experiment with, reflect upon, and improve their interactive learning strategies;
3. Disseminate knowledge of active learning and spark conversation; and
4. Foster support for similar active learning spaces across campus.
(<https://www.baylor.edu/atl/index.php?id=963112>)

Those selected for this fellowship will receive the title of *Active Learning Fellow*, along with a \$500 stipend. This example demonstrates how an active learning classroom in the library can be parlayed into a service that benefits the teaching community as a whole. Similarly, Soderdahl (2011) describes how a classroom in the University of Iowa Main Library was converted to an active learning classroom:

[The] library classroom became an obvious choice [for a TILE classroom]. . . the central location and close proximity to other resources made the Main Library quite attractive. Since the library is not tied to any academic department, no one program would feel more ownership of the room than any other. (pp. 85-86)

Libraries have a reputation of being politically neutral service organizations, which can be used to make a persuasive argument for the initial placement of an ALC in a library, potentially raising the visibility of the library within the institution.

A final consideration in providing an active learning classroom in a library (or anywhere) is evaluation of the space—obtaining feedback from instructors, students, and perhaps even those who support or helped to create the space—especially if the ALC in question is a “test kitchen” for the development of future ALCs. Create surveys to gather information from those who have used or been involved with the room; use focus groups to elicit more detailed information; examine the results and make appropriate

Tech Talk, continued

adjustments in the space to address identified issues and consider the results for the future development of more active learning classrooms. Lee, Morrone, and Siering (2018) and Gordy, Jones, and Bailey (2018) both provide appendices with questions used on surveys and with focus groups. The City, University of London provides an observation template (http://blogs.city.ac.uk/learningatcity/?attachment_id=12127 [Microsoft Word] or http://blogs.city.ac.uk/learningatcity/?attachment_id=12128 [PDF]) based on the PST framework, and EDUCAUSE provides the Learning Space Rating System (<https://www.educause.edu/eli/initiatives/learning-space-rating-system>). To become better informed on evaluation of spaces and how they are used, read about post-occupancy evaluation (POE) (https://en.wikipedia.org/wiki/Post-occupancy_evaluation) and facility performance evaluation (FPE) (<https://www.wbdg.org/resources/facility-performance-evaluation-fpe>), which are techniques used by architecture firms to determine the effectiveness of the room and technology design.

Clear challenges exist in developing active learning classrooms instead of traditional classrooms:

- they require more space;
- they are more expensive;
- instructors need to make significant pedagogical changes to use the rooms effectively, including overcoming learning curves associated with the room's technology;
- they require significant management and support because of the technology;
- with the rapid change in technology, the sustainability of on-going maintenance must be addressed;
- and libraries must navigate the politics associated with the potential of favoritism or conflicts over who can/should use or schedule the room.

However, challenges can be met with a significant investment into the planning process, which includes the building of partnerships and the **involvement of all key stakeholders early in the process**; the emphasis of the library as an interested but neutral partner; and the establishment of pilot programs and instructional development opportunities to further the goals of both the library and the institution.

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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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