



LIRT empowers librarians from all types of libraries to become better teachers through sharing best practices, leadership and professional development, and networking.



School Public Special Academic

Library Instruction Round Table NEWS

From the President

Kristen Edson

Last weekend I watched Brené Brown's special on Netflix. I laughed, I cried, and I thought a lot about her message. As I write my last column as LIRT President I'm clearly still thinking back to the message that Brown delivers with such passion, dare to live greatly. I want to thank all the leaders in LIRT that have dared to live and lead our round table greatly. Our membership has remained strong at 1,729 so far in 2019, which is a testament to the work that we all do. Whether you are a committee member, steering chair, or member of the executive board, you have dared to try new ideas, gather input, and move LIRT forward. Members at large have continued to spread our mission and voted to change our due structure, making student membership even more affordable. I hope that our membership will continue to support the commitment and innovation that our committees perform through their service to LIRT. Each program, article, event, webinar, etc. is produced with inclusivity, best practices, and the diverse make up of our membership in mind so that you as information professionals can continue to evolve your instructional process.



While I am no Brené Brown, I have enjoyed my term as LIRT President, and I hope you all will join me in welcoming our next daring leader Mark Robison. He has been a wonderful collaborator over the years, and he will continue to seek out new ways of partnering with other ALA Divisions and Round Tables. If you are looking for an avenue to become more daring in your career, I hope that you will consider running for office for the 2020-2021 term. Please join us at ALA Annual 2019 in Washington, D.C. at one of the many LIRT events that are being held to learn more about these opportunities.

—Kristen

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contents

- 1 ... From the President
- 2 ... From the Editor
- 3... LIRT @ Annual Meetings and Events
- 4 ... LIRT President's Program
- 6 ... LIRT Preconference
- 8 ... LIRT Awards Ceremony
- 8 ... Bites with LIRT in DC
- 9 ... Innovation in Instruction Award
- 10 ... Librarian Recognition Award
- 11 ... Instruction Programming at ALA Annual
- 13 ... Member A-LIRT Pamela Martin
- 14 ... Call for Nominations
- 15 ... LIRT Top 20 Articles
- 26 ... Tech Talk
- 35 ... Get Involved with LIRT

From the Editor

Getting in Shape

With swimsuit season looming, this is the time of year many of us re-commit to those New Year's diet and exercise resolutions that may have fallen by the wayside when life got busy—which it always does. In addition to any planned physical fitness goals, summer is a great time to work on your mental health and re-energize your instruction. If you'll be in D.C. for ALA Annual, consider exploring mindfulness in the classroom at our President's Program or hear techniques for improving your instruction for adult learners at the LIRT preconference. You can also find food for the mind (and body) at our Bites with LIRT lunch outing and our Annual Awards Ceremony and Reception.

Not attending ALA? This issue includes our annual LIRT Top Twenty to give you plenty of reading suggestions to mull over in the summer months. So this summer, try to spend a bit of time relaxing and re-committing to new ways to improve your already valuable instruction. As with any diet or fitness regimen, trying new techniques in the classroom can help mix things up and will hopefully help you keep your instruction in top shape.

Happy summer!

Sherri



Sherri Brown, *LIRT News* Editor

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Contributions to be considered for the **September 2019 issue** must be sent to the editor by **August 1, 2019**.

Production editor: Rachel Mulvihill
University of Central Florida Libraries

LIRT @ALA Annual

LIRT Meetings & Events @ 2019 ALA Annual Conference

Meeting / Event Title	Start	End	Location
Friday, June 21			
LIRT Preconference: Supporting Lifelong Learning: How Your Library Can Better Serve Adult Learners	12:30pm	4:00pm	Walter E Washington Convention Center 204C
Saturday, June 22			
Steering Committee II (LIRT)	8:30am	10:00am	Walter E Washington Convention Center 305
All Committee/All Membership Meeting (LIRT)	10:30am	11:30am	Walter E Washington Convention Center 103A
LIRT Program: How Did I Get Here? Exploring Mindfulness in Library Instruction	1:00pm	2:30pm	Walter E Washington Convention Center 154A-B
Sunday, June 23			
Executive Committee II (LIRT)	8:30am	10:00am	Walter E Washington Convention Center 304
Bites with LIRT	11:30am		Espita Mezcaleria 1250 9 th St. NW
LIRT Annual Awards Ceremony and Reception	5:00pm	6:30pm	Marriott Marquis Howard University Room

LIRT @ALA Annual

LIRT President's Program

How Did I Get Here? Exploring Mindfulness in Library Instruction

Saturday, June 22, 1:00 p.m. to 2:30 p.m., Washington Convention Center Room 154A-B

In today's heavily networked and fast-paced world, mindfulness has emerged as a critical component in maintaining mental health and happiness. In the work environment, mindfulness is touted as a key to reducing burnout and prioritizing work-life balance. There is growing interest among educators to integrate thoughtful and conscientious techniques into their classrooms, which has proven beneficial to both the instructor and the student.

Join public, academic, and school librarians who have integrated these methods into their instruction to learn how awareness techniques can improve and enhance teaching efforts. In addition, we are honored to welcome the **Venerable Sagarananda Tien** from the U.S. Zen Institute, who will lead attendees in a 15-minute meditation at the beginning of the session.

Jill Ludke, Art & Architecture Learning and Research Services Librarian at Temple University in Philadelphia, will discuss what the literature calls contemplative pedagogy, and explain contemplative practices, which she incorporates into her information literacy sessions.

Amy M. Laughlin, Youth Services Outreach Librarian at the Ferguson Library in Stamford, CT, will explore a sampling of resources librarians serving children can utilize to incorporate social and emotional learning (SEL) and mindfulness practices into their programs.

Zaiga Alksnitis, Reference Librarian at Middlesex School, an independent boarding high school in Concord, MA, will share how her mindfulness practice shapes her librarianship as well as her participation in school life and the ways she has invited library users to foster mindfulness in collaboration with the School's mindfulness curriculum.



Continued on next page, with more detail on presenters

LIRT @ALA Annual

LIRT President's Program, continued

More about this year's presenters:



Zaiga Alksnitis is a reference librarian at Middlesex School, an independent boarding high school in Concord, MA. Six years ago, Middlesex began its fledgling mindfulness program, holding classes in the library. This made it easy for Zaiga to explore mindfulness for herself, and she was quickly hooked! In the last six years she has participated in Middlesex's mindfulness program, growing her personal practice. Recently she has begun to expand her practice from being a "mindful person" who is a librarian to practicing being a "mindful librarian," exploring new ways to bring mindfulness to her profession and to the library environment. Zaiga received her MLIS from San Jose State University and has enjoyed being a high school librarian for over a decade.

Amy M. Laughlin has served as the Youth Services Outreach Librarian at the Ferguson Library in Stamford, CT since 2016. Prior to that, Amy was the Children's Librarian and Outreach Coordinator for Darien Library in Darien, CT. Since 2014 she has co-written a column for *School Library Journal* titled Mix it Up, which offers resources and tools for librarians and educators to use for exploring new and unusual topics. It was through one of her Mix it Up pieces that Amy began to research and explore social emotional learning and how SEL techniques can be applied in a public library setting. She now uses mindfulness practices in her storytimes and afterschool art program Crafternoon. From 2017-2019, Amy served on the ALA's Association for Library Service to Children (ALSC) book evaluation committee Notable Children's Books. Amy received her MLIS from Pratt Institute in 2013.



Jill Luedke has been the Art & Architecture Learning and Research Services Librarian at Temple University in Philadelphia since 2009. Previously, she was a reference and instruction librarian at the Adam & Sophie Gimbel Design Library at The New School in New York City. She has been researching and experimenting with contemplative pedagogy since 2013, and regularly incorporates mindfulness practices such as meditation and yogic instruction into her information literacy sessions. Jill publishes a semi-annual zine, ArtTickle, from her desk at Temple University Libraries.

Venerable Sagaranda is the Secretary of U.S. Zen Institute located in Germantown, MD, a Buddhist organization promoting Buddhist teachings and meditation such as Four Sublime Abiding (Loving Kindness, Compassion, Empathetic Joy, and Equanimity) as well as Vipassanā (Insight or Analytical Meditation), and Vice President of Buddha's Wisdom Association, a Buddhist nonprofit organization whose aim is to provide financial and spiritual supports and guidance for underprivileged children, especially girls with single parents, in Sri Lanka. Venerable Sagaranda was born and raised in Taiwan. He came to this country for graduate studies in engineering, where he earned his master and doctoral degrees. While he was settling down in his research and engineering career, he encountered Buddhism by attending meditation retreats by "accident." The experience that he had in meditation gradually changed his perspective on his career goal and his life. In 2010, he decided to dedicate his life in practicing Buddhism by receiving monastic ordination in Southeast Asia.



ALA Preconference

Supporting Lifelong Learning: How Your Library Can Better Support Adult Learners

By Janine Kuntz, Social Sciences Librarian
Madeleine Clark Wallace Library, Wheaton College Massachusetts
kuntz_janine@wheatoncollege.edu

Does your library support adult learners? Are you interested in learning new ways of reaching those users? Do you struggle with developing meaningful learning activities and programs for adult learners either online or in-person?

If you answered yes to any of the above questions, I have the preconference for you! The Adult Learners Committee is presenting Supporting Lifelong Learning: How Your Library Can Better Serve Adult Learners at ALA Annual in Washington, D.C. The preconference, split up into three sessions, will feature panelists from varied backgrounds and will focus on topics related to serving adult learners.

Session 1: Secret Lives of Online Learners

This session will feature a panel of two librarians and two current students, highlighting first-hand perspectives of adult learners in digital learning environments as well as strategies librarians can employ to develop these learners' research skills.

Panelists:

Sam Harlow is the Online Learning Librarian at UNC Greensboro in North Carolina, a minority serving, mid-sized, public university. Sam has been working with online learners in higher education for about four years. Prior to her current position, she worked as an instructional technology consultant for online courses.

Carla Adkins is a dedicated learning coordinator, Librarian IV, and educator at the LA County Library, where she has been for over 3 years. Carla holds multiple master's degrees in Elementary Education K-9 and Library and Information Science, as well as a Graduate Academic Certificate in Youth Services. Carla is highly experienced in the areas of adult basic education, career online high school, general education development, U.S. civics/citizenship, as well as English as a Second Language. Carla is a member of several literacy organizations and enjoys networking with literacy advocates during her employment with LA County Library.

Madison Griffiths is the manager of the Chesapeake City Library in Cecil County, Maryland. She will graduate in August from the University of Alabama with her master's degree in Library and Information Science. She lives in Maryland with her daughter Lily and cat Bo Peep.

Janell L. Moore is a pending graduate of Career Online High School through LA County Library; she will graduate in June 2019. Janell currently works for a major transportation company as a bus operator, where she has been for the past eleven years. After graduation, she plans to attend Los Angeles Community College and study licensed vocational nursing.

Continued on page 7

ALA Preconference, continued

Session 2: Designing Instruction That's Right for Adults

The second session will focus on methods for designing lesson plans and learning activities for adult learners. It will feature a panel of three librarians, who will speak to their experiences and spotlight specific lesson plans and activities with which they've had success for adult learners.

Panelists:

Kathy Clarke is a librarian at James Madison University, where she has been since 1999. In 2006, Kathy became the liaison to the General Education Program and has served as the liaison to the Adult Degree Program (ADP) for several years. Additionally, she is teaching two online classes for ADP this semester.

Victoria Raish is the Online Learning Librarian at Penn State. She is passionate about helping adult online learners succeed in their higher education dreams through the provision of robust library services. She earned her Ph.D. from Penn State University and has served in all roles in the online learning environment.

Betsy Reichart is the Institutional Librarian at Penn Foster Education. She holds an MS in Library and Information Science from Long Island University and a BA in Educational Psychology from Alfred University. She also holds a Webmaster and Instructional Technology Certification from Penn State as well as an Institutional Assessment Certificate from the State University of New York.

Session 3: TREMENDOUS! 3 Big Ideas for Marketing Library Services to Adults

The final session of the afternoon will highlight tactics for engaging adult patrons through successful programming and marketing strategies. The session will feature a panel of three librarians who will speak about the strategies they've employed to reach adult learners.

Panelists:

Mitch Fontenot is the Outreach and Instruction Librarian at LSU Libraries. Previously, he has worked at the University of Colorado, Front Range Community College, University of Nebraska, and Semester at Sea. Mitch graduated from the University of Texas and enjoys working with a wide variety of groups on the LSU campus such as veterans, lifelong learners, and many others.

Matt Neer is the Assistant Manager for Community and Customer Engagement at the Monroe County Public Library in Indiana. Matt spends his time thinking of fun ways to engage the hidden adults that we all lose after high school and before starting their families.

Ashley Biggs has had a wide and varied history as a librarian, which in 2017 led her to the MD State Library for the Blind and Physically Handicapped as the Outreach Librarian. Ashley is passionate about community engagement, creating sustainable and accessible marketing, and building accessibility into all aspects of library outreach.

The preconference will take place on Friday, June 21 from 12:30 p.m. – 4:00 p.m. in the Washington Convention Center, Room 204C. Registration is open. We hope to see you there!

LIRT Awards Ceremony and Reception at ALA Annual

Please join us at the LIRT Awards Ceremony and Reception to honor librarians and libraries dedicated to information literacy work. We will present the sixth annual winners of the LIRT Librarian Recognition Award and the LIRT Innovation in Instruction Award during the ALA Annual Conference in Washington, D.C.

Sunday, June 23, 2019

5:00 p.m. to 6:30 p.m.

Marriott Marquis

Howard University Room

Read about this year's award winners on pages 9 and 10. The honorees will give brief presentations about their work during the ceremony. Appetizers will be served. All conference attendees are welcome!

Join us for Bites with LIRT in Washington, D.C.!

LIRT is organizing "Bites with LIRT" at the ALA Annual Conference in Washington, D.C. We will be meeting for lunch at Espita Mezcaleria on Sunday, June 23, 2019. Espita Mezcaleria is located just north of the Walter E. Washington Convention Center on 9th Street, about a five minute walk. www.espitadc.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.

Please reserve a spot using the link for registration:

<http://www.ala.org/rt/lirt/bites-annual>.

Questions? Contact Susan Mythen, smythen@fscj.edu.

We hope to see you there!



DATE:
Sunday, June 23, 2019

TIME:
11:30 a.m.

LOCATION:
Espita Mezcaleria,
1250 9th Street NW
Washington D.C.

LIRT Innovation in Instruction Award 2019

LIRT is pleased to announce that the 2019 Innovation in Instruction Award will be presented to the Waidner-Spahr Library of Dickinson College at the ALA 2019 Annual Conference in Washington, D.C. The award will be given at the LIRT Awards Ceremony and Reception to be held on Sunday, June 23, from 5:00 p.m. to 6:30 p.m. in the Howard University Room at the Marriott Marquis.

Created to recognize a library that demonstrates innovation in support of information literacy and instruction, this year's award recognizes the assessment-driven overhaul of Dickinson College's instruction program.

The Waidner-Spahr Library of Dickinson College revamped three areas of their instruction program: First-Year Seminar, Global Education and Diversity Awareness, and English 300. While the First-Year Seminar and the Global Education programs were impressive accomplishments in their own right, the Awards Committee was especially impressed by the English 300 program. English 300 is a required, non-credit-bearing research lab for English majors. What set English 300 apart was its innovative solution to the problem of repetition and consistent library instruction. As they describe it, "each semester, the lab brings together all students who are taking their first research-based English course, as identified by the Registrar, allowing them to work independently on vastly different projects while learning skills common to the literary studies discipline." This novel approach allows students transitioning to upper-division English courses to receive discipline-specific, course-relevant instruction at point of need. Dickinson College Library's approach is readily adaptable to any instruction program able to offer credit-bearing classes and that serves a sufficiently large student population to warrant such a program. This instructional innovation exemplifies the use of appropriate technology, novel delivery methods, and low-cost reproducibility, which are all aspects of library instruction that LIRT promotes and values.

"This award represents decades of hard work, dedication, and persistence on the part of all our staff members who have participated in our information literacy programs. In addition, we could not have achieved success in IL without the help of our enthusiastic faculty partners from all across campus. The external validation of our work tells us that we are not simply following best practices but creating them."

– **Christine Bombaro**, Associate Director for Information Literacy & Research Services, Waidner-Spahr Library, Dickinson College

The Library Instruction Round Table was started in 1977 with the intent to bring together librarians who provide library instruction across all types of libraries—academic, public, school, and special libraries. 2019 marks the sixth year that the Innovation in Instruction Award has been awarded. The Waidner-Spahr Library of Dickinson College will be presented with a \$1,000 cash prize and a plaque at the LIRT Awards Ceremony as well as a \$500 travel stipend for its librarians attending ALA Annual.

Find out more about LIRT, its mission, and the awards at: <http://www.ala.org/rt/lirt/mission>

The LIRT Innovation in Instruction Awards Subcommittee included Joshua Vossler of Southern Illinois University Carbondale (Chair & LIRT Awards Committee Chair-Elect), Kelly Ansley of East Georgia State College, Yi Han of the Illinois Institute of Technology, Emilia Marcyk of Michigan State University, and Elizabeth Webster of Michigan State University. The ALA [Office for Human Resource Development and Recruitment \(HRDR\)](#) serves as the staff liaison to LIRT.



LIRT Librarian Recognition Award 2019

LIRT has chosen Dr. Clarence Maybee, Associate Professor and Information Literacy Specialist at Purdue University, as the 2019 recipient of the LIRT Librarian Recognition Award. The Librarian Recognition Award was created to recognize an individual's contribution to the development, advancement, and support of information literacy and instruction. The award will be presented to Dr. Maybee at the LIRT Awards Ceremony and Reception to be held on Sunday, June 23, from 5:00 p.m. to 6:30 p.m. in the Howard University Room at the Marriott Marquis.

Since becoming a librarian in 2005, **Clarence Maybee** has made rich contributions to the profession through his strong publication and service record as well as his exemplary record of program creation and dissemination. His IMPACT (Instruction Matters: Purdue Academic Course Transformation) program, a course development program through which classroom instructors collaborate with librarians and others to improve their courses through active learning, information literacy, and other research-based educational practices, was particularly noteworthy. It was named by The Chronicle of Higher Education as a 2018 Innovator, one of "six programs to change classroom culture." Closely aligned is his scholarship on informed learning design, which is intended to guide the creation of assignments so that students intentionally learn to use information sources at the same time that they are learning course content. Dr. Maybee has also demonstrated his commitment to the library instruction community through his leadership efforts in both the Association of College and Research Libraries' Instruction Section and the Immersion Program. His contributions to the development, advancement, and support of information literacy and instruction exemplify the values that LIRT embraces.



"It is a tremendous honor to have received the LIRT Librarian Recognition Award. Throughout my career, I have looked to LIRT to inform my information literacy work as a librarian in higher education."

– Dr. Clarence Maybee, Associate Professor and Information Literacy Specialist, Purdue University

2019 marks the sixth year that the Librarian Recognition Award has been awarded. Dr. Clarence Maybee will be presented with a \$1,000 cash prize and a plaque at the LIRT Awards Ceremony. He will also receive a \$500 travel stipend for attending ALA Annual.

Visit [LIRT's webpage](#) to find out more about LIRT, its mission, and the awards.

The LIRT Librarian Recognition Awards Subcommittee included Beth Fuchs of the University of Kentucky (Chair & LIRT Awards Committee Chair), Lore Guilmartin of the Pratt Institute, Yolanda Hood of the University of Prince Edward Island, and Melissa Ann Fraser-Arnott of the Library of Parliament, Canada. The [ALA Office for Human Resource Development and Recruitment \(HRDR\)](#) serves as the liaison to LIRT.

Instruction-focused Programming @ ALA Annual: Learning Beyond LIRT

By Laura Peale, Director of the Cox Library, Milton Academy

Are you attending ALA Annual? Jim Neal's ALA presidency focused on our bubbles and how we might expand them. To honor that, these are some sessions during Annual that have an instruction focus that could be overlooked if you keep to your divisional or sectional programming:

ALA:

- Using Innovative, Map-Based Outreach Programs to Reach Students of all Levels (Saturday 8:30 a.m. – 10:00 a.m.)
- NASA@ My Library: STEM Programming and Strategic Planning (Sunday 9:00 a.m. – 10:00 a.m.)
- Cause for Collaboration: Integrating Journalism and other Allied Professions into Library Instruction to Fight Fake News (Monday 1:00 p.m. – 2:00 p.m.)

ACRL (Association of College & Research Libraries):

- Librarians as Researchers: Designing & Implementing Scholarship of Teaching and Learning Projects (Sunday 1:00 p.m. – 2:00 p.m.)
- Beyond CRAAP: An Updated Approach to Source Evaluation (Sunday 4:00 p.m. – 5:00 p.m.)
- Providing Equivalent Experiences: Flipping the Library Orientation for Online Students (Monday 10:30 a.m. - 11:30 a.m.)

AASL (American Association of School Librarians):

- AASL Best Websites for Teaching & Learning 2019 (Saturday 1:00 p.m. – 2:00 p.m.)
- Lyrics as Literature: A Musical Approach to Teaching Literacy, Social Justice, and Amplifying Student Voice (Saturday 1:00 p.m. – 2:00 p.m.)
- AASL Best Apps for Teaching & Learning 2019 (Saturday 2:30 p.m. - 3:30 p.m.)
- Container Collapse: Student Search Choices and Implications for Instructional Interventions (Saturday 4:00 p.m. – 5:00 p.m.)
- History Unfolded: US Newspapers and the Holocaust. Leveraging Libraries to Transform Holocaust Learning (Saturday 4:00 p.m. – 5:00 p.m.)
- Art and School Libraries: Collaborative Research Opportunities (Sunday 1:00 p.m. – 2:00 p.m.)
- Bringing Genius Hour to your School: Implementing a Schoolwide Passion Project Program (Sunday 2:30 p.m. - 3:30 p.m.)

In addition, there is the Sunday 2:30 p.m. - 3:30 p.m. program “Helping Stakeholders Connect to AASL National School Library Standards” (great for those working in other types of libraries, too).

ALSC (Association for Library Service to Children):

- Writing Boxes: How libraries can create diverse, welcoming, intergenerational programming to inspire writing as an integral part of supporting literacy and family engagement (Saturday 2:30 p.m. -3:30 p.m.)

ASGCLA (Association of Specialized, Government and Cooperative Library Agencies):

- Everyone, Everywhere, Every Time: Universal Design as a Best Practice for Accessing Abilities (Sunday 10:30 a.m. - 11:30 a.m.)

LITA (Library Information Technology Association):

- Creating short, DIY instructional videos for library patrons (Saturday 2:30 p.m. - 3:30 p.m.)
- Instructional Technologies tool share and LITA guide on privacy (Monday 10:30 a.m. - 11:30 a.m.)

YALSA (Young Adult Library Services Association):

- Defining and Embracing the Instructional Role for Public Youth Services Librarians (Monday 9:00 a.m. – 10:00 a.m.)

Knowing what is going on in other divisions and in other types of libraries can inspire new programming and instructional ideas, and isn't that what going to ALA is all about?



Member A-LIRT

Pamela Martin

**Coordinator for Outreach and
Peer-Learning
Utah State University Libraries**



What brought you to LIRT?

I love instruction, and I love sharing and brainstorming ideas with other library instructors. So LIRT is a great fit for me.

What was your path to librarianship?

I used to work at a little used bookstore across the street from the main library branch in Memphis, TN. And I kept pushing people towards the library, letting them know that they should probably check out the library for a bigger selection and better (free) pricing! So, it seemed like I should really just give in and be a librarian.

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

I'm the Coordinator for Outreach and Peer-Learning at Utah State University. I get to plan student events, supervise student employees, and teach classes. I adore trying out new lesson plans, especially when they go well, of course. But you also learn a lot from the failures!

In what ways does it challenge you?

Planning student events can be overwhelming and stressful—what if no one shows up? What if our plans totally fall apart? What if a professor mistakenly believes he has the room scheduled during my event and refuses to yield? (This last one has happened to me.)

Luckily, most things end up going well. But that usually doesn't keep me from stressing about future events.

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

Ms. Paula Turner was my band instructor in high school. She was kind enough to give me weekly one-on-one lessons after school; she helped me get a music scholarship to college.

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

A book. (Obligatory librarian answer, but it's true.)

2020 ALA Elections

Call for Nominations

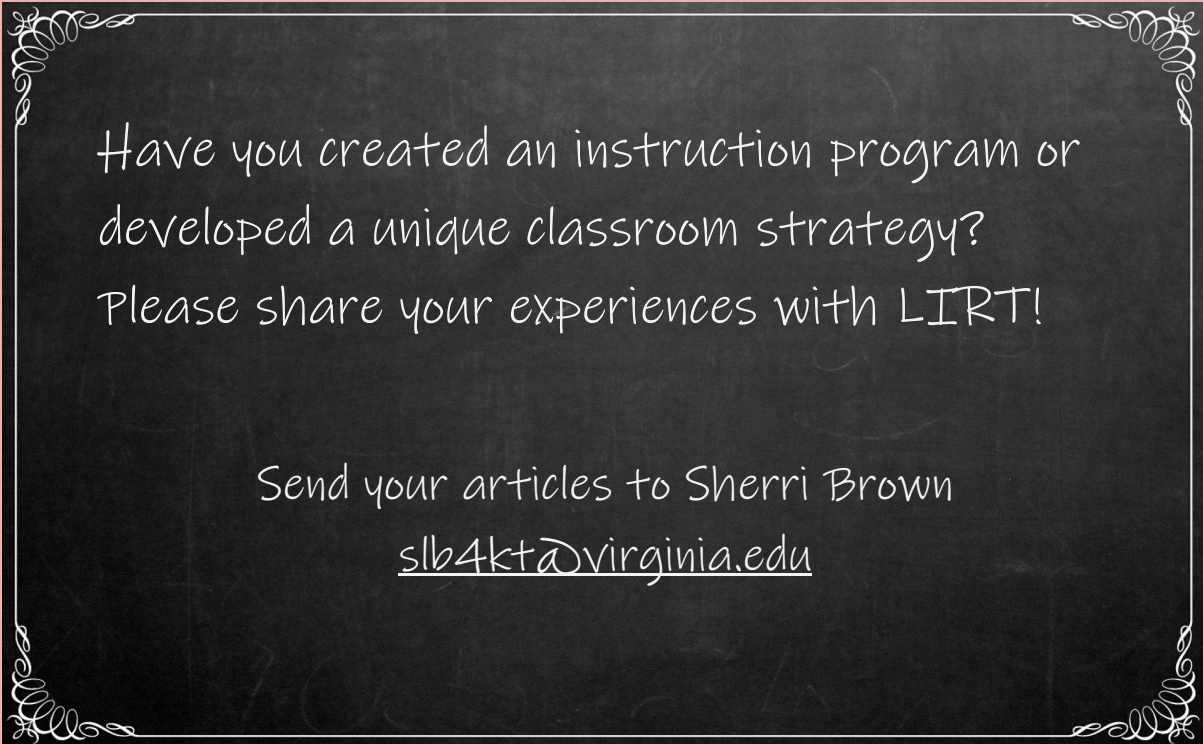
LIRT seeks nominations for officer positions for the 2020-2021 term. The following positions are available:

- Vice President/President-Elect (three-year term)
- Vice Treasurer/Treasurer-Elect (two-year term)
- Secretary/Archivist (two-year term)

Self-nominations are encouraged! Successful candidates will:

- Be current LIRT members who have served on a LIRT committee for a minimum of one year
- Attend both ALA Annual and Midwinter conferences for the duration of their term
- Attend all in-person and virtual meetings of the LIRT Steering and Executive Committees

If you would like to nominate someone (or yourself), please complete the Nominations Form at <http://www.ala.org/lirt/lirt-request-nominations> or contact Kristen Edson at kedson@brla.gov.



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

LIRT Top 20 Articles

2019 Committee

Katharine Macy (Co-Chair)

Yi Han

Ann Marie Smeraldi (Co-Chair)

Melissa Harden

Amanda Lea Breu

Meghann Kuhlmann

Ann Matsushima Chiu

Elizabeth Lang

Bridget Farrell

Kristen Leigh Mastel

Melissa Sue Gomis

Dorothy Ryan

Chris Granatino

April Schweikhard

Archambault, S. G. (2018). Developing a community of online research assignments. *portal: Libraries and the Academy*, 18(3), 451–471. <https://doi.org/10.1353/pla.2018.0028>

In this case study, Archambault documents the development of an open educational resource (OER) repository designed to support instruction librarians working at the undergraduate and graduate levels. CORA (Community of Online Research Assignments) provides access to a database of information literacy and research assignments that is searchable by IL concept, discipline, ability level, and keyword.

Institutions considering similar projects will find the excellent overview of common concerns useful. Positioned against past and current repositories, the author details the project, including developing the prototype and implementing extensive user testing. Results of the user testing were incorporated into the current iteration of CORA. Several sections of the article, notably the discussion of benefits and barriers, may be useful to anyone who seeks to encourage librarian and faculty use of OER.

The author successfully justifies the need for such repositories among teaching librarians. The clear and detailed documentation of the project will be useful to others seeking to implement or assess a similar project. The resource itself is a treasure trove of practical, well-thought-out assignments. CORA can be found at www.projectcora.org/. DR

LIRT Top 20 Articles, continued

Baker, L. (2018). Extending our reach: Using day camps at academic library makerspaces to include homeschoolers. *In the Library with the Lead Pipe*. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2018/day-camps-makerspaces-homeschoolers/>

This article describes a series of day camps offered by the makerspace at Abilene Christian University that successfully engaged the homeschool community. The author outlines how the maker day camps are structured. She discusses the successes and failures in reaching out to the local community and what they discovered about the special needs and interests of the homeschoolers. Some of the characteristics and special needs identified include their culture of sharing, their specialized, but very effective, communication channels, their need for open source/open access tools, and finally their need for social interaction. With this understanding, the librarians incorporate these findings into the outreach and camp activities, which has proved successful in reaching their local homeschool community. The author also shares how they evaluated the program and further discusses the results in four areas: outreach effectiveness, proof of educational benefit, strategic positioning, and long-term learning outcomes. This article provides helpful resources for librarians who are interested in developing programs and workshops in their makerspace and/or are interested in developing innovative outreach programs to the local community. YH

Barefoot, M. R. (2018). Identifying information need through storytelling. *Reference Services Review*, 46 (2), 251–263. <https://doi.org/10.1108/RSR-02-2018-0009>

In this article, Barefoot utilizes a case study to explore how librarians can connect critical information literacy and multicultural learning through problem-based learning techniques. Barefoot designed an information literacy activity where students analyze stories from the website Humans of New York to evaluate real world examples of information needs and barriers to information access across cultures. To emphasize the value of this activity, Barefoot has compiled an extensive literature review that delves into the value of the ACRL *Framework for Information Literacy for Higher Education*, problem-based learning, storytelling, and multicultural learning. Through her analysis of other studies, she makes a clear argument that students will be engaged in information literacy if librarians can tie their instruction to students' empathy and creativity by using problem-based learning and storytelling. This article illustrates how librarians can design information literacy activities that push students to question how they view their own information needs and how their needs differ from people across the world. EL

Bluemle, S. R. (2018). Post-facts: Information literacy and authority after the 2016 election. *portal: Libraries and the Academy*, 18(2), 265–282. <https://doi.org/10.1353/pla.2018.0015>

In this persuasive and well-written article, Bluemle argues that, in light of the recent phenomenon of post-facts politics, librarians must reconsider how they teach source evaluation. The author dissects and critiques “Authority is Constructed and Contextual” from the ACRL *Framework for Information Literacy for Higher Education* and concludes that the authority frame does not adequately address information literacy instruction in the current

LIRT Top 20 Articles, continued

post-facts climate. Bluemle points out that this frame does not clearly define authority, while at the same time it assumes a shared understanding of the characteristics of an authority. Add to this the eroding trust in what most academic librarians would consider legitimate authorities, and you begin to see where the current authority frame, as written, falls short. Bluemle concludes with several possible remedies for instruction librarians to consider as well as a promise for a future article to expand on these remedies. DR

Carlozzi, M. J. (2018). They found it--now do they bother? An analysis of first-year synthesis. *College & Research Libraries*, 79(5). <https://doi.org/10.5860/crl.79.5.659>

This paper presents a research study of an embedded librarianship program at a northeastern, four-year public university. The literature review reveals mixed results in regards to the effectiveness of embedded librarianship versus the one-shot session, making it difficult to determine the effectiveness of librarian-faculty partnerships. The literature also acknowledges that teaching roles and instructional methods for addressing critical thinking and writing synthesis beyond the first-year English courses are ambiguous. This paper addresses whether students' IL skills improved as a result of a new instructional model of embedded librarianship. In this new model, the library and English department worked collaboratively to develop library instruction that would directly support writing assignments. Within English 102, the required first-year writing course, five lecturers taught both a control (traditional one-shot session) and an experimental (embedded) course. The instructors taught from a standardized curriculum to ensure consistency. This study assessed two student learning outcomes: A) did students find peer-reviewed sources and B) were students able to synthesize class readings and outside peer-reviewed sources. Assessment showed that while the IL embedded librarian sections achieved success in helping improve students' ability to navigate the library's databases to find scholarly resources, students still struggled with synthesizing outside sources into their papers. AC

Carter, S., Koopmans, H., & Whiteside, A. (2018). Crossing the studio art threshold: Information literacy and creative populations. *Communications in Information Literacy*, 12(1), 36–55. <https://doi.org/10.15760/comminfolit.2018.12.1.4>

While there are many articles that have critiqued the ACRL *Framework for Information Literacy for Higher Education (Framework)* and *Information Literacy Competency Standards for Higher Education (Standards)* over the years, Carter, Koopmans, and Whiteside provide a unique perspective through an analytical literature review related to the studio arts. The authors discuss how the *Framework* has moved the dial from the prescriptive nature of the *Standards* to allow for more flexibility and interpretation to help students through the liminal spaces of their disciplines. As they state, “creating and doing, a part of the research process that has traditionally been less of a focus of information literacy instruction compared to finding and evaluating.” This article illustrates how the studio and performance arts often do not conduct research in a typical library setting using articles, books, and reports. Librarians would benefit from incorporating discussions and activities around creating and doing, such as self-reflection exercises and writing gallery publications, criticism, and grant applications. The authors pull together

LIRT Top 20 Articles, continued

several examples for various frames and explain how they could be interpreted in the visual arts and redefine the *Framework*. This document would serve as a strong basis for new librarians to the arts, but also serves as a call to adapt and expand the *Framework* to the creative arts. KLM

Flierl, M., Bonem, E., Maybee, C., & Fundator, R. (2018). Information literacy supporting student motivation and performance: Course-level analyses. *Library & Information Science Research*, 40(1), 30–37. <https://doi.org/10.1016/j.lisr.2018.03.001>

This article describes the results of a large-scale study exploring the relationships between information literacy, student academic performance, and student motivation in the context of disciplinary courses. Data were gathered from over 3,000 students at a public research university through an end-of-semester survey that asked questions about learning climate, basic psychological needs, student motivation, and perceptions of relevance of course content to future careers. Instructors also completed a survey indicating how often students in their courses were expected to use information in various ways, including posing questions or problems, accessing information outside of assigned readings, evaluating sources, synthesizing information and communicating results, and applying the conventions of attribution. The responses to these surveys were analyzed in conjunction with student course grades to determine the relationships between information engagement and use, and student motivation and achievement. The results suggest a positive relationship between students synthesizing and communicating information throughout the term and student perceptions of autonomy and motivation. Therefore, instruction librarians should encourage disciplinary instructors to design and create many opportunities for students to engage in higher-order skills, such as synthesizing and communicating information, throughout the term. These results suggest that the benefits for students gained from these types of learning opportunities include higher academic achievement and greater motivation to learn disciplinary content presented in their courses.

It can be challenging for instruction librarians to create sustained collaborations with instructors beyond the one-shot instruction session. The results from this study make a compelling case for why collaborating with disciplinary instructors on course design—such as working together to design meaningful assignments throughout the term—can provide benefits for students in gaining information literacy skills, as well as helping them engage more deeply with course content. MH

Gammons, R. W., Carroll, A. J., & Carpenter, L. I. (2018). “I never knew I could be a teacher”: A student-centered MLIS fellowship for future teacher-librarians. *portal: Libraries & the Academy*, 18(2), 331–362. <https://doi.org/10.1353/pla.2018.0019>

After recognizing a need for MLIS students to gain meaningful and authentic instruction experience, the authors of this article created a Research and Teaching Fellowship (RTF) program at the University of Maryland Libraries. The three-semester program, developed in collaboration with the UMD iSchool, provides MLIS students with opportunities to gain experience in instruction, reference, and research. This article describes the structure of the program and assessment of its impact.

LIRT Top 20 Articles, continued

Admitted fellows begin the three-semester program in the spring of their first year of their MLIS program. The fellows are paid and work approximately five hours per week during the academic year. Over the course of the fellowship, participants engage in experiences, discussions, and reflections focused on teaching, reference, and research skills. The scaffolded program provides an introduction to trends in academic libraries and information literacy instruction in the first semester. In the following two semesters, fellows take the lead on instruction sessions and conduct an independent assessment project. Fellows are accepted into the program in cohorts, which creates a community of practice and provides opportunities for peer mentorship from one cohort to the next.

In order to assess the effectiveness of RTF, the authors examined themes present in fellows' reflections and survey responses, along with focus group data from both fellows and library mentors. Additionally, fellows' first and final teaching reflections were scored against a rubric based on ACRL's "Roles and Strengths of Teaching Librarians" to identify growth in skills, abilities, and attitudes. Results suggest the RTF structure was beneficial in helping fellows grow in perceived self-efficacy and teacher identity, as well as in their understanding of academic librarianship more broadly. Additionally, all fellows included in the study obtained job offers around the time of graduation, suggesting that participation in the program provided the relevant experience necessary to be successful in the job market. This article also describes the ways in which they will improve upon the program in the future based on the program assessment and outlines several considerations for those thinking of instituting a similar program.

MH

Garrison, K. L., Fitzgerald, L., & Sheerman, A. (2018). "Just let me go at it": Exploring students' use and perceptions of Guided Inquiry. *School Library Research*, 21. Retrieved from <https://eric.ed.gov/?id=EJ1182159>

This study builds upon the researchers' previous work to examine student perceptions of the Guided Inquiry (GI) process, a research-based information literacy model. Based in the context of Year 9 students in an Australian independent private school, the participants' beliefs and opinions were gathered throughout a ten-week GI unit to investigate implications for teaching, particularly in terms of the units' pace, students' comfort with personal choice, and effects on motivation and engagement. The paper provides an overview of the Guided Inquiry Design pedagogy and its connection to Carol Kuhlthau's Information Search Process model as well as a detailed description of the instructional scenario, which is further documented with instructional materials in the appendices. The mixed-method approach of this study lends itself to a multi-faceted understanding, with the use of student process journals, surveys, focus group interviews, and analysis of students' final research products leading to both qualitative and quantitative results. Further, the school librarian who led the project is one of the researchers, providing an evidence for practice foundation that grounds the work in professional experience. Results are supported by ample quotations from the students and findings are clearly connected to their implications for practice with GI process teaching methods. MK

LIRT Top 20 Articles, continued

Gascó-Hernández, M., Martin, E. G., Reggi, L., Pyo, S., & Luna-Reyes, L. F. (2018). Promoting the use of open government data: Cases of training and engagement. *Government Information Quarterly*, 35(2), 233–242. <https://doi.org/10.1016/j.giq.2018.01.003>

Countries around the world have implemented open government data (OGD) repositories to increase public accessibility to government information, yet research suggests that citizen engagement remains relatively low. This article argues that users' lack of technical skills and knowledge presents significant barriers to access. Through case study analysis of OGD training interventions in three countries, this article sheds light on the challenges these programs face and offers preliminary suggestions for effective training strategies based on the results. The strength of this research lies in its comparison of three very diverse training initiatives that differ in terms of scope, audience, design, and intended outcome: an embedded unit within a Master's of Public Administration program in the U.S., a civil society initiative to track public spending in Italy, and an open data initiative that tailors trainings to numerous audiences and organizations in Spain. Despite the cases' differences, concise comparisons are drawn wherever possible to provide compelling implications for future instructional programs. This study offers important international perspectives to the growing body of empirical research on information literacy initiatives for public data and governmental organizations. MK

Gruber, A. M. (2018). Real-world research: A qualitative study of faculty perceptions of the library's role in service-learning. *portal: Libraries and the Academy*, 18(4), 671–692. <https://doi.org/10.1353/pla.2018.0040>

This research article addresses the gap in literature related to faculty perceptions of information literacy instruction in service-learning curricula. Much of the existing literature on this topic are case studies rather than research on the topic, which Gruber provides through a qualitative study of a mid-sized public university with a strong history of service-learning. The study conducted semi-structured in-depth interviews with 12 faculty members from a broad range of disciplines, rank, and tenure, who have taught service-learning course(s) in the last academic year. One of the main concerns brought up by faculty was the lack of time and awareness to incorporate library services, as well as gauge student research skill levels. Faculty interviewed expressed unawareness that librarians could assist in teaching how to seek out non-scholarly information, which reveals future opportunities for library-assisted learning for students to gain lifelong information literacy skills. This research also provides a platform for more collaboration between faculty and librarians to better prepare students for information seeking and gathering to solve real-world problems. AC

Guth, L. F., Arnold, J. M., Bielat, V. E., Perez-Stable, M. A., & Vander Meer, P. F. (2018). Faculty voices on the Framework: Implications for instruction and dialogue. *portal: Libraries and the Academy*, 18(4), 693–718. <https://doi.org/10.1353/pla.2018.0041>

Guth et al., conducted a survey study to explore teaching faculty's perception regarding the ACRL *Framework for Information Literacy for Higher Education*, bringing teaching faculty voices into the discussion about incorporating

LIRT Top 20 Articles, continued

the *Framework* into instruction. They surveyed faculty in different disciplines at Western Michigan University and Wayne State University, two large research institutions, asking them to first rate the importance of information literacy (IL) and *Framework* concepts to student academic success, and then to comment on the *Framework's* language by theme and area. Results from 237 participants showed that faculty rate the importance of IL at 4.81 on a sliding scale of 1 to 5 (1=lowest, 5=highest). The survey respondents' individual ratings of the frames averaged above 4.0 for each. The two highest rated frames were "Research as Inquiry" and "Searching as Strategic Exploration." "Authority Is Constructed and Contextual" averaged the lowest and was the only instance where a significant difference occurred among disciplines. Humanities rated it the highest at 4.40 and STEM the lowest at 3.89. The study shows that when addressing the language of the frames, the concern with jargon and students not understanding was a strong theme through all disciplines. Social science, STEM, and education faculty were the only groups to remark that the frames "made sense" in their disciplines.

The authors suggest that liaison librarians should explore and be sensitive to the perceptions of faculty in their institutions. Librarians need to connect the frames in layman terminology and/or disciplinary language that reflect faculty's concerns regarding their students' IL skills. This article made a valuable contribution by finding disciplinary differences regarding faculty's needs for IL and the *Framework*. Librarians can use these findings to explore a "common" language for promoting the *Framework* and to identify areas for instructional collaborations. YH

Insua, G. M., Lantz, C., and Armstrong, A. (2018). In their own words: Using first-year student research journals to guide information literacy instruction. *portal: Libraries and the Academy* 18(1): 141-161. <http://doi.org/10.1353/pla.2018.0007>

Can giving a voice to how students view the research process inform library instructional practices and partnerships with writing faculty? To explore this question, Insua, Lantz, and Armstrong conducted a qualitative analysis of research journal entries assigned to students in a first-year composition course. Similar to many other academic librarians, the librarians at the University of Illinois at Chicago (UIC) offer one-shot and two-shot instruction sessions for first-year composition courses. As part of a larger study to understand research behavior and perceptions, Insua et al. collaborated with a UIC writing instructor to offer students in four sections of his first-year composition course the opportunity to complete four research journal entries at specific points throughout the course. Prompts within each journal asked students to reflect on topics such as past research experience, confidence in their research abilities, and challenges they encountered in completing their assigned research paper for the course. The investigators coded all student responses, which were then used to draw conclusions on student research behavior and suggestions for improving library and composition instruction.

Many instruction librarians serving first-year students will find the results of this study relevant to their own work, particularly the insights regarding students' reliance on strategies that are familiar to them but perhaps too simplistic for college-level research, their anxiety in finding the elusive perfect source, and their struggle to engage with and synthesize academic literature. Readers might even be struck by the similarity of the journal responses quoted throughout the paper to their own student populations. Because of its limited scope, these conclusions are

LIRT Top 20 Articles, continued

not generalizable to all first-year students nor do the authors claim them to be so. However, the authors' work builds upon and connects to the findings of previous literature and serves as an impetus for librarians to engage in similar action research projects that gain an authentic understanding of their students to improve library instruction. AS

Leebaw, D. (2018). "Is *corporate* a bad word?": The case for business information in liberal arts libraries. *portal: Libraries and the Academy* 18(2): 301 -314. <http://doi.org/10.1353/pla.2018.0017>

Should instruction librarians integrate specialized sources into their information literacy sessions? Through thoughtful exploration, Leebaw challenges the notion that corporate information sources do not have a place in the general curriculum and instead proposes that librarians, specifically liberal arts librarians, incorporate business sources into their teaching. The ability to critically engage with business information post-graduation can be necessary in one's career and daily life activities. Leebaw demonstrates that introducing sources from the corporate environment might sometimes be better suited to reveal and illuminate components of information literacy than the typical academic scholarly sources relied upon in library instruction sessions.

To emphasize this connection to information literacy, Leebaw deconstructs the ACRL *Framework* to explore how librarians can guide students to interact with each of the six frames using business sources and case studies. For example, asking students to use business or corporate level sources in their research might require students to reconsider how authority is constructed, how information is a commodity, how research is a social process, and how to strategically conduct a search for information not readily accessible through the library.

Though Leebaw focuses her discussion on students in liberal arts colleges, these case studies could easily be applied to many different types of institutions and settings. Furthermore, Leebaw considers the reasons business sources might be underutilized by librarians, including lack of funding, unfamiliarity, and even biases.

Ultimately, Leebaw challenges librarians to consider why they perhaps inadvertently exclude certain types of sources—such as business, law, government—in their own instruction and how the absence of these sources might affect their students in critically engaging with information. AS

McGeough, R., & Rudick, C. K. (2018). "It was at the library; therefore it must be credible": Mapping patterns of undergraduate heuristic decision-making. *Communication Education*, 67(2), 165–184. <https://doi.org/10.1080/03634523.2017.1409899>

McGeough and Rudick examine the heuristic source evaluation process of students who were searching for evidence to use in a persuasive speech for an introductory communication course. The authors conducted structured interviews with 26 students then transcribed and coded the transcripts. After two cycles of coding and analysis, McGeough and Rudick discovered four themes in how students evaluate sources. The most important factors in determining whether a student selected evidence to include in their speeches were whether a source appealed to authority, to form, to popularity, and/or to a preconceived ideology.

Although this article focuses on students searching for and evaluating sources for a persuasive speech, it does

LIRT Top 20 Articles, continued

provide insight into the heuristic decision-making process of students in an introductory course. It should make instruction librarians think about their own instruction and how they teach information literacy skills. McGeough and Rudick challenge instructors to be observant of students' decision-making patterns, to utilize multiple library resources and in-class activities to teach information literacy skills, and to make information literacy part of the class curriculum. AB

Miller, S. D. (2018). Diving deep: Reflective questions for identifying tacit disciplinary information literacy knowledge practices, dispositions, and values through the ACRL Framework for Information Literacy. *Journal of Academic Librarianship*, 44(3), 412–418.
<https://doi.org/10.1016/j.acalib.2018.02.014>

In this thought-provoking article, Miller leads us through deeper conversations about the ACRL *Framework for Information Literacy for Higher Education*, informed by a series of self-reflective interactions between librarians and disciplinary faculty. The choice to use reflection, as opposed to other methods of data collection, such as interview or survey, I feel is an effective one. By positioning faculty as learners, Miller writes, the conversation can more centrally focus on student outcomes and “bottlenecks.”

Miller takes care to outline prompts for reflection for each of the *Framework* concepts, along with highlights and observations from her own facilitated discussions at Michigan State University. For a librarian looking to engage with their faculty in regard to the *Framework*, these prompts can be very helpful in both breaking the ice and engaging with challenging aspects of disciplinary information literacy. The discussion highlights are insightful and likely will help others find common threads and themes to weave into their own discussions with faculty at every level. CG

Napier, T., Parrott, J., Presley, E., & Valley, L. (2018). A collaborative, trilateral approach to bridging the information literacy gap in student writing. *College & Research Libraries*, 79(1), 120–145.
<https://doi.org/10.5860/crl.79.1.120>

Napier, Parrot, Presley, and Valley present us with a case study examining how a trilateral approach to information literacy instruction can provide a more holistic approach to supporting student research in a first-year writing program than the traditional bilateral approach. This case study examines how a partnership between the faculty, library, and writing center at Eastern Kentucky University (EKU), led to improvements in first-year student compositions.

The authors provide us with an excellent background on how the traditional bilateral approaches (faculty-library, library-writing center, faculty-writing center) tend to miss out on opportunities to expand student learning in certain areas. For example, at EKU, assessment showed that while students could locate items to include in their work, their synthesis of that work would be incomplete. The trilateral approach allows for each partner to demonstrate their strengths through the provision of scaffolded lessons or workshops. It also demonstrates how

LIRT Top 20 Articles, continued

the improved communication between each partner can create more positive library experiences for students.

The results from their assessment demonstrate improvement in student performance following the change in format. In consecutive years, the authors reviewed First-Year Writing student essays from both traditional bilateral and trilateral collaboration and found that the students who attended trilateral sessions scored higher in areas pertaining to engagement with and effective use of library sources. In their assessment of their own work, the authors speak to the importance of communication between partners, assessment and reassessment of procedures, and the need for standardized expectations and rubrics/competencies/outcomes. They recognize setting up these partnerships takes a great deal of time and effort, but the data demonstrates the value of this high level of collaboration between services. CG

Schmidt Hanbidge, A., Tin, T., & Sanderson, N. (2018). Information literacy skills on the go: Mobile learning innovation. *Journal of Information Literacy*, 12(1), 118–136.
<https://doi.org/10.11645/12.1.2322>

Schmidt Hanbidge, Tin, and Sanderson at the University of Waterloo, located in Canada, conducted a mixed-methods study to evaluate their Mobile Information Literacy Tool (MIL), which librarians and faculty collaborated to develop to help meet students' just-in-time information needs. The focus of the tool is to develop and improve students' ability to access, evaluate, and use information. 128 undergraduates across the humanities and social sciences participated in the study, which examined the effectiveness of mobile technology in enhancing students' IL skills. The majority of students in the study maintained or increased their knowledge throughout the semester, with first-year students showing the largest increase in IL knowledge. Students in the study had research components in their courses, which allowed them to directly apply the knowledge they learned through the MIL and was seen as a key to success. The lessons viewed the most included finding scholarly articles, citing sources, finding journal articles, and determining if articles are popular or scholarly. Instruction librarians who work with commuter students, nontraditional students, and students in online programs will be particularly interested in this article. The authors discuss challenges, limitations, and future directions for mobile learning tools and resources from a library perspective. MG

Tewell, E. C. (2018). The practice and promise of critical information literacy: Academic librarians' involvement in critical library instruction. *College & Research Libraries*, 79(1), 10–34.
<https://doi.org/10.5860/crl.79.1.10>

This article shares ways in which critical information literacy has been incorporated into library instruction by academic librarians as well as the challenges and benefits that librarians have experienced when incorporating these critical approaches. This is an important contribution to library literature, as it can often be challenging to translate theory to practice. Through surveys and interviews, Tewell has gathered a variety of examples that can easily be applied by librarians interested in bringing critical approaches to their instruction. This includes ideas on how to apply a critical perspective to class content as well as ways to adopt critical teaching methods in a

LIRT Top 20 Articles, continued

sustainable way. In addition to surveying and interviewing instruction librarians about ways they have incorporated critical information literacy into library instruction sessions, Eamon also shares the challenges and benefits librarians identified when adopting critical information literacy practices. Though challenges such as lack of time, managing expectations, and institutional barriers are significant, librarians engaged in critical information literacy found substantial benefits such as high engagement, more meaningful instruction, and a sense of community/connection. BF

Thielen, J. (2018). When scholarly publishing goes awry: Educating ourselves and our patrons about retracted articles. *portal: Libraries & the Academy*, 18(1), 183–198.
<https://doi.org/10.1353/pla.2018.0009>

This article explores an important but often overlooked aspect of the scholarly communication lifecycle, article retractions. Though librarians are often called upon to teach students about how scholarly work is produced and the peer review process, Thielen argues that less time is spent investigating the prevalence and process for article retractions. Thielen deftly describes the prevalence of retractions in scholarly literature and clarifies that this is an issue that impacts all disciplines—not just the medical literature where retractions have been most frequently discussed. In addition to describing the process behind retractions, Thielen provides helpful tips for librarians on how to search for articles that have been retracted and advocates for teaching about retractions through the lens of the ACRL *Framework for Information Literacy for Higher Education* via three frames: “Scholarship as Conversation,” “Authority Is Constructed and Contextual,” and “Information Has Value.” Thielen notes that retracted articles can be incorporated into classes when discussing plagiarism, evaluating information, or data management. These topics are relevant and applicable for researchers of any level, from undergraduate and graduate students to faculty. BF

Tech Talk

By Billie Peterson-Lugo, Baylor University, billie_peterson@baylor.edu

Dear Tech Talk—As our institution continues to build programs that are only available online, our instruction librarians increasingly present instruction in a non-face-to-face environment. I've heard that instructional designers use rubrics to guide them, and the faculty with whom they work, to develop high quality online instruction. I'd like to know more about these rubrics. *Intensely Desiring Remedies with Instructional Design Rubrics*

Dear IDRDR—The trend of an increasing number of students enrolling in some form of online course continues, as is demonstrated in the November 2018 *Inside Higher Ed* article "[Online Education Ascends](#)," in which they stated that overall postsecondary enrollment dropped nearly half a percentage point, while the number of all students who took at least some of their courses online grew by 5.7%. In particular, the number of students enrolled in:

- exclusively online courses grew to 15.4% (from 14.7%);
- both online and in-person courses grew to 17.6% (from 16.4%); and
- at least one online course grew to 33.1% (from 31.1%)

Indeed, instruction librarians *are* faced with making more instructional content available online, ideally in a way that is both engaging and effective. One may think this is an issue only for librarians working in higher education, but in reality, librarians from all types of libraries (academic, public, school, and special), place more and more instructional information online to meet the needs of their constituents. Therefore, it is increasingly important that they investigate and use tools and resources that will enable them to develop high quality online instruction. Through the years, professionals in instructional design have used rubrics to guide them in the design of online courses, as well as to guide faculty in the development of their online courses. Although some of these rubrics may be more rigorous than is needed for most online instruction provided by librarians, they are worth examining and can provide a framework for providing consistent and effective instruction.

Currently, there is very little in the library literature about librarians using instructional design rubrics. Loesch (2011), Hoffman (2012), Newby, Eagleson, & Pfander (2014), and Pickens & Witte (2015) wrote about their experiences using Quality Matters™, which is a well-known, rigorous instructional design rubric. Mullins (2014) discussed her IDEA (Interview, Design, Embed, and Assess) model, but this model focuses on a framework for integrating information literacy instruction and resources within academic courses and is not a rubric or framework for designing an effective online instruction environment. This paucity of information implies librarians are unaware of or do not use or have not published on their use of instructional design rubrics.

Many instruction design rubrics exist, but Quality Matters™ (<https://www.qualitymatters.org/>) and OSCQR (<https://oscqr.org/>) are two of the most widely known and used. So, let's start by becoming familiar with these two resources.

Quality Matters™ finds its roots in a *Fund for the Improvement of Postsecondary Education* grant awarded to the MarylandOnline, Inc. consortium in 2003, with the intent of creating a scalable process for course quality assurance. MarylandOnline had multiple entities developing online instruction and wanted all those involved to develop online instruction that was consistent across the board, as well as effective. Through this grant they developed a rubric of course design standards and created a replicable peer-review process that would:

Tech Talk continued

- Train and empower faculty to evaluate courses against these standards;
- Provide guidance for improving the quality of courses; and
- Certify the quality of online and blended college courses across institutions.

Quality Matters™ became a sustainable, non-profit organization in 2014, now with more than 1,300 colleges and universities throughout the world subscribed to their program (<https://www.qualitymatters.org/about>).

Their goal is to promote and improve the quality of online education and student learning by:

- Developing current, research-supported, and practice-based quality standards and appropriate evaluation tools and procedures;
- Recognizing expertise in online education quality assurance and evaluation;
- Fostering a culture of continuous improvement by integrating QM standards and processes into organizational plans to improve the quality of online education;
- Providing professional development in the use of rubrics, tools and practices to improve the quality of online education; and
- Providing peer review and certification of quality in online education.
(<https://www.qualitymatters.org/why-quality-matters/about-qm>)

Quality Matters™ developed 8 general standards for their rubric, each with multiple specific measurements that are assigned point values:

- Course Overview and Introduction
- Learning Objectives (Competencies)
- Assessment and Measurement
- Instructional Materials
- Learning Activities and Learner Interaction
- Course Technology
- Learner Support
- Accessibility and Usability (<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>)

Online courses developed using the Quality Matters™ rubric can be reviewed in a variety of ways: self-review, internal reviews, and QM-managed Official Course reviews that lead to QM certification if they receive a score of 85% or higher and if the course meets all the essential standards. Those who participate in the review process (whether internal or an official QM-managed review) find that the reviewers want them to succeed and provide beneficial guidance on how to improve the course design and meet the standards (<https://www.qualitymatters.org/reviews-certifications/course-design-reviews>). This is evidenced by Hoffmann (2012), who stated, “The team wanted me to pass the review, so they gave me opportunities to improve the course before I went through the final review;” further stating “The peer review team. . . looked at all parts of my course and provided a well-rounded assessment. The team helped me develop a quality online cataloging course” (p. 166 & p. 167).

Quality Matters™ also provides the opportunity for individuals to be certified as Quality Matters™ peer reviewers (<https://www.qualitymatters.org/professional-development/courses>), which is exactly what five librarians at the University of Arizona did after they used Quality Matters™ to implement LIBR 696a

Tech Talk continued

(Information Research Strategies for Graduate Students and Researchers). They found that being QM peer reviewers: provided them with opportunities to meet faculty and graduate students in departments that didn't have strong library connections; strengthened librarian/faculty collaborations where contact was already established; and enabled closer connections to instructional technology personnel, which kept them abreast of IT news and gave them opportunities to participate in teaching and learning presentations and workshops—ultimately they improved their understanding and application of the Quality Matters™ standards (Newby, Eagleson, and Pfander, 2014, p. 36). Similarly, Pickens & Witte (2015) stated, "Showing an interest in QM—and eventually providing service as an internal peer reviewer—opens the door for increased communication and collaboration with distance education personnel" (p. 129).

Although some of the Quality Matters™ rubrics are available without membership, to make full use of their services an institution needs to be a member of Quality Matters™, which may prove to be a barrier for librarians. However, librarians may also discover that their institution is already a member of Quality Matters™ and can check by using this database:

<https://www.qmprogram.org/qmresources/subscriptions/subscribers.cfm?program=0>.

Additionally, librarians may find that the Quality Matters™ rubric provides complex analysis of a course that goes well beyond their needs, but nevertheless, there's value from a working knowledge of the Quality Matters™ standards. Detailed information on Quality Matters™ can be found on their YouTube channel:

https://www.youtube.com/channel/UCiJuL1ZTDib_JiZNojg88PA.

The Open SUNY Course Quality Review (OSCQR) was developed "in collaboration with campuses throughout the SUNY system. . . [and is] an online course design rubric and process that addresses the instructional design and accessibility of an online course." Unlike Quality Matters™, the OSCQR rubric is openly licensed for anyone to use and adapt (<https://oscqr.org/about/about-oscqr/>).

OSCQR provides other features that make it unique, including:

- Provides flexibility, extensibility, customization;
- Not restricted to mature online courses; can be used with new online faculty to help guide, inform, and influence design of new online courses;
- Non-evaluative; improve course design from an effective practice perspective, rather than a course evaluation, certification, or quality assurance perspective;
- Generates automatically an action plan to help reviewers assess and target opportunities to improve the course's social presence, cognitive presence, and teaching presence, in addition to the overall online course educational experience;
- Substantively addresses accessibility;
- No license fee for the .pdf version of the rubric (CC BY-NC-SA 3.0 US), with the Dashboard licensed under GNU Lesser General Public License (LGPL); and
- Provides examples and suggestions (citations) for course design improvements for each standard (<https://oscqr.org/about/about-oscqr/oscqr-is-unique/>)

Like Quality Matters™, OSCQR identifies broad standards for examination, with detailed measurements associated with each one:

- Course Overview & Information
- Course Technology & Tools

Tech Talk continued

- Design & Layout
- Content & Activities
- Interaction
- Assessment & Feedback (<https://oscqr.org/evidence-examples/>)

Pickett (2016) in describing OSCQR stated that, “The OSCQR process provides a Framework [course review; course refresh; and learning review] and Dashboard [automation for campus-level management and analytics] that support a campus-tailored and scalable approach to improving the instruction design of online or blended courses”(p. 4). Consequently, not only is OSCQR openly available, it is more interactive than Quality Matters™ and may take a bit more work to implement it and use it effectively. However, OSCQR provides significant customization and for that reason may be appealing to some librarians.

For more information, view videos at the OSCQR Rubric and Dashboard YouTube Playlist:
http://www.youtube.com/playlist?list=PLgQKAiaYkVaIa_5B2Es9A4qumCR3vFP2-

By now, you may have noted some similarities between Quality Matters™ standards and OSCQR standards. Not surprisingly, Debattista (2018) examined four rubrics [University of Illinois, California State University, University of Malta, and Quality Matters™] and identified six common standards: assessment; instructional resources; instructional design; learner support; communication; web/tech design; introduction/wrap-up/evaluation. Of those six, four were common to all: assessment; learner support; communication; and introduction/wrap-up/evaluation (p. 97). Ultimately, Debattista proposed an “all encompassing”, but untested, rubric synthesized from the four rubrics but with no measurement scale assigned:

1. Instructional design – an analysis of learning needs and use of appropriate strategies and methods to meet them
2. Course opening – welcoming learners
3. Assessment of learning – determining what the learner has learnt and subsequent accreditation
4. Interaction and community – exchanges between instructor and learners that build a community and supports teaching and learning
5. Instructional resources for teaching and learning
6. Learner support – learners enabled to achieve their maximum potential
7. Technology design – technology is at the service of teaching and learning
8. Course evaluation – feedback to improve teaching and learning
9. Course closing
10. Instructional design cycle (pp. 98-101)

Librarians could tailor Debattista’s rubric to their instructional environment, but they would need to build out appropriate measurements for each of the standards. To accomplish this task, librarians could look at the details provided by Quality Matters™ or OSCQR. However, librarians don’t need to limit themselves to these two models. By looking through the rubrics and checklists provided below, librarians will see options for specific audiences, as well as options of varying length/complexity, which may give guidance on effective rubrics for their online instruction environment.

College/University

- [Course Rubric, University of Central Florida](#)
- [Course Rubric Checklist, University of Florida](#)
- [Evaluation checklist for Online and Blended Courses, University of Wisconsin, Milwaukee](#)

Tech Talk continued

- [Online Course Checklist, University of Nebraska, Kearney](#)
- [Online Course Evaluation Rubric, University of Oklahoma](#)
- [Online Course Quality Rubric, Utah State University](#)
- [Quality Matters™](#)
- Quality Online Course Initiative (QOCI), Illinois Central College
 - [PDF Printable](#)
 - [PDF Fillable](#)
- Quality Online Course Initiative (QOCI), Illinois Online Network
 - [Full Rubric](#)
 - [Checklist Rubric](#)
- [TU Gold Review Process, Towson University](#)

Community College

- [Chico Rubric, California State University, Chico](#)
- [Course Design Rubric, California Community Colleges](#)
- [Online Course Best Practices Checklist, Palomar College](#)
- [Quality Assurance Checklist, Bluegrass Community and Technical College](#)
- [Query Guide for Online Course Design at Portland Community College](#)

K-12

- [International Association for K-12 Online Learning, iNACOL](#)
- International Association for K-12 Online Learning, iNACOL, revised and simplified by Adelstein & Barbour (2017)
- [Quality Matters™](#)

Fee-based

- [Blackboard Exemplary Course Program Rubric](#)
- [Quality Matters™](#)

Generic/National/Regional

- [Checklists & Rubrics from TOPkit](#)
- [Checklist for Evaluating Online Courses, Southern Regional Educational Board](#)
- *First Principles of Instruction Rubric* developed by Merrill (2009)
Uses the information from his work to develop a course evaluation rubric
- [Office of Education, Online Professional Learning Quality Checklist](#)

Tech Talk continued

- Online Course Quality Rubric developed by Jaggars & Xu (2016)
Outline of the rubric is provided at the end of the research article
- Online Course Elements, EdTech Leaders Online
- Online Learning Consortium Quality Course Teaching & Instructional Practice
- Online Learning Consortium Quality Scorecard Suite
- OSCQR, SUNY Online
 - OLC OSCQR Self-Assessment (**note:** need to provide some personal information);
 - Generate Open SUNY OSCQR Online Interactive Rubric (**note:** need to provide an e-mail address that works with Google docs)
- Quality Online Learning and Teaching (QOLT) Instrument, Skills Commons
- Virtual Learning Program Rubric

However, in considering rubrics for instruction design, take heed of this statement from Barczk, Hixon, Buckenmeyer, & Ralston-Berg (2017), quality-of-education “gurus. . . contend that quality is not based solely on conformity to specifications as defined by providers of service but also on the perceptions of consumers. In the context of higher education, *this means that quality is defined by the perceptions of students* [emphasis mine]” (p. 174).

In theory, these rubrics identify the standards that will yield a high-quality online course—from the instructor’s or instructional designer’s perspective. But what do students value when they enroll in an online course?

- Instructors who engage, are responsive, and demonstrate a caring attitude in the online environment (Jaggars & Xu, 2016)
- Online courses with good navigation/findability of content (Simunich, Robins, & Kelly, 2015)
- Prior online learning experience colors their perception of the quality of their course—strong alignment of course objectives, assessments and learning activities; clear organization, easy navigation and optimal readability; clearly stated expectations for student performance; opportunities for students to introduce themselves; and netiquette guidelines (Hixon, Barczyk, Ralston-Berg, & Buckenmeyer, 2016, p. 12)
- Clarity, availability, and feedback (Smidt, Li, Bunk, & McAndrew, 2017, p. 78)
- For nontraditional students: courses well-designed, consistently presented, easily navigable, and appropriately aligned, with expectations clearly stated, as well as who they can contact when faced with challenges (Hixon, Barczyk, Ralston-Berg, & Buckenmeyer, 2018, p. 10)

One more unsurprising belief regarding the use of instructional design rubrics, which is put succinctly by Hoffman (2012), “Good design does not replace quality content or instruction, but it can support and facilitate learning and teaching” (p. 159). A belief that is echoed by others, including Piña & Bohn (2014), “While the various online quality rubrics can provide useful direction for building online courses and assessing the quality of course design, they provide little guidance for teaching online courses and assessing the quality of online instructors” (p. 26). However, note that Lowenthal & Hodges (2015) stated that “iNACOL is the only quality assurance/standards framework listed above [CSU Chico; iNACOL; Online Learning Consortium; Quality Matters] that *focuses on both online teaching and online course design* [emphasis mine]” (p. 86).

Defining and using an instructional design rubric can enable the development of an organized framework—perhaps even a template—that ensures the consistent application of features across a spectrum of online

Tech Talk continued

instruction that contributes to the overall quality of the online instruction and to the learning process, including, but not limited to: consistent navigation; learning activities, assessments, and measurements that are aligned with specified learning outcomes; incorporation of accessibility and usability concepts and practices; course technology, learner support, and policy information. Some might find the concept of a template or master class to be stifling, but to the contrary, Huun & Hughes (2014) stated that “Both students and faculty immediately know where and how to find the information and tools they need; they can hit the ground running” (p. 11). Additionally, instructors spend less time addressing students’ questions about the mechanics of the course, the assignments, the assessments, etc. and more time focused on learning.

Pickens & Witte (2015) stated, “The pressure to provide extended services within as many courses as possible while also maintaining current job duties can be overwhelming and, if not careful, may jeopardize the quality of library instructional materials designed for online use” (p. 120). As institutions continue to build a stronger online presence for learning and education programs, librarians may increasingly feel this pressure. Investigation, modification, and application of these existing rubrics may be one resource that will help relieve some of this pressure while enabling librarians to develop a consistent framework for online instruction, as well as provide the potential to build alliances with others (teachers, faculty, instructional designers, etc.) at the institution who face the same pressures.

Additional Resources

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Tech Talk continued

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Tech Talk continued

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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.

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The committee shall be responsible for soliciting articles, and preparing and distributing *LIRT News*.

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