School   Public   Special   Academic

Library Instruction Round Table

NEWS

From the President

Hi LIRT members –

I'm Jen Hunter, the president of LIRT from July 1, 2020 to June 30, 2021. And, well, I debated for quite some time about how to start my first letter to you. Instead of a general intro, I wanted to first acknowledge the incredible stress and anxiety so many of us are feeling right now.

I'm writing this in August when we are still in the midst of a pandemic and universities and schools and communities are making exceptionally difficult decisions about how to proceed with education. At the same time, the nation is rising in response to racial injustice. We are months away from a national presidential election in the United States. And ALA is in a financial crisis that affects all of its suborganizations, including LIRT. On top of that, many of us as individuals are navigating life as parents to children or as caretakers for family members, coping with lost wages and jobs, being asked to return to work in unsafe conditions. This is a bummer way to start the fall, but I hope it sets the stage for you now, and for those who might read our archives in the future.

One of the upsides of these crises is that I have been forced to look at what is essential in my personal and professional life. Organizations, including LIRT, have had the opportunity to do the same. While we did not have a virtual all-member meeting at ALA Annual this year, we did have a retreat for LIRT leadership, past and present, organized by past-past-president Kristen Edson and presented by Kimberly Tang of Success Labs. More than thirty LIRT members came together to talk about the idea that a diverse organization is stronger than a homogenous one. A key action item for this year is for LIRT to strengthen our community through diversity by developing focused outreach

Jennifer Hunter, LIRT President

contents

Library Instruction Round Table
# NEWS

From the President, continued

and recruitment for members both from racially diverse backgrounds and also from different institution types. While this in no way addresses systemic racism in the world or our country or our profession, we can start with our organization.

So much of the future is uncertain right now, but what is certain is that LIRT has an opportunity to examine our own practices, look at our committees, and find ways to do better for the good of all of us. Let this not be the year of lip service, but of action in creating a future we want to live in. If you would like to join a committee in this spirit, please reach out to Susan Mythen, LIRT VP, who can appoint you.

The coming year is going to continue to be filled with challenges, instruction among them. We hope that LIRT can serve as a place where we share ideas, build community, and support one another while we are all finding new ways of doing things. I am proud to be part of this community, and I am looking forward to listening and leading over the next year.

With sincere gratitude for your membership and participation,

Jen Hunter
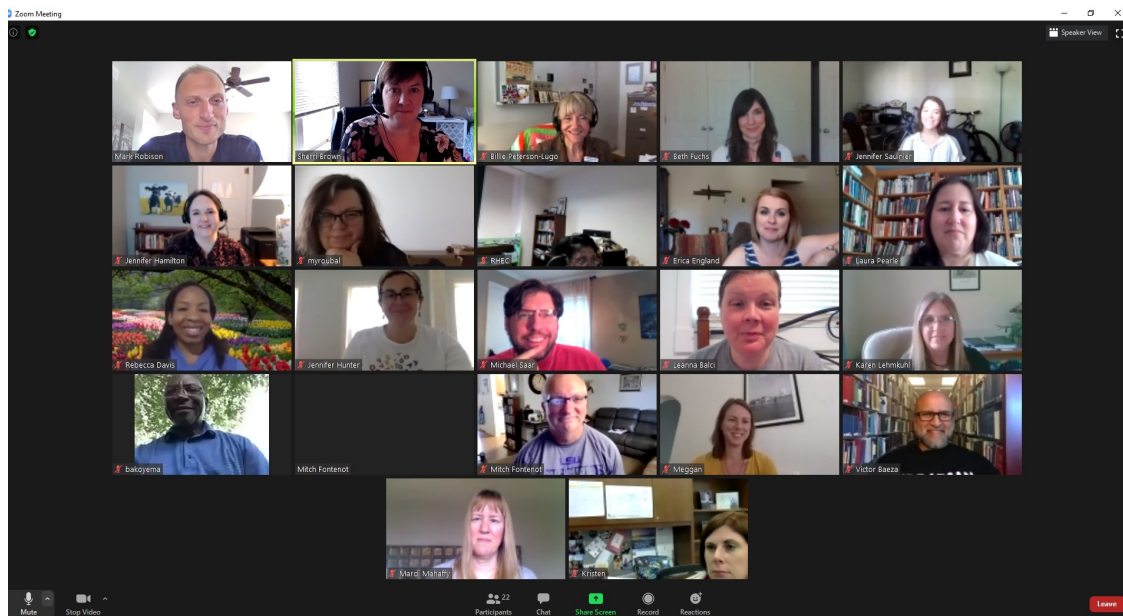
LIRT Steering Committee Meeting, July 2020

From the Past President

This fall semester will be unlike any other. Usually, the beginning of fall semester is one of my favorite times of year. August and September are typically buzzing with expectation, as old and new students arrive on campus, just as old and new staff and faculty colleagues do. The excitement is palpable, and the traditions are everywhere: academic librarians can almost set their metaphorical watches by the occurrence of new faculty orientation, various student orientations, and the weekend when locals know to avoid Target (i.e., the weekend when helicopter parents purchase enough food and small appliances for their first-year child to operate an eatery from their dorm room.)

Mark Robison,
LIRT Past President

This year is exciting, too, but different. At the time of writing, we are preparing to reopen our library to the public for the first time in over four months. My colleagues and I can't wait to work with our patrons again and to return to some semblance of normality. Despite the modifications we've made to classroom occupancy limits, and the strong preference for conducting most instruction sessions over Zoom for the foreseeable future, I'm really looking forward to the handful of in-person workshops I'll teach over the coming weeks. For as indispensable and life-changing as video conferencing tools have been these past five months, I really miss teaching in person. There's something irreplaceable about the immediate feedback that an in-person class provides: did the students understand my point, or did that shy student have a question? Did they get my joke, or did it soar over their heads? Did I make an assumption about students' familiarity with a topic, and do I need to go back and explain a concept from a different perspective? Teaching research and information literacy skills can be really complex, as we all know. This type of learning requires practice, reinforcement, and critical thought—that's why we've started referring to instruction in terms of "competencies" and "habits of mind," instead of "tips and tricks." So, although I'm truly grateful that faculty want to continue including librarians in their classes over Zoom, I'm especially looking forward to being back in the physical, though masked and modified, classroom.

LIRT knows that whatever kind of teaching you find yourself doing this year, you need support. We all do. At our recent five-year LIRT leadership retreat (conducted entirely over Zoom), we discussed how LIRT could provide more opportunities for public, school, academic and other librarians to talk about their instruction and to get ideas from each other. Be on the lookout for informal, virtual programming, moderated by LIRT members, where you'll be welcome to share your ideas about what is and isn't working as we teach remotely, distantly, and in otherwise modified ways. We're also planning a June 2021 preconference centered around virtual teaching tools and practices. If you have ideas about these topics or programs, please let us know! Drop an email to me (librarianmark@nd.edu) or President Jen Hunter (jenhunter@princeton.edu) to tell us what you'd most like to see LIRT address this year in its programming. We want LIRT to be a responsive organization that produces the timely, relevant support you need, and your input is key to making that happen. In the meantime, keep doing that amazing, creative, patron-passionate instruction thing you do!

–Mark Robison

From the Editor

Sherri Brown,
LIRT News **Editor**

As I look ahead to the fall semester, especially to teaching library sessions in an online environment, there are a couple of terms that keep coming to mind (and being reiterated through media channels). The first term is resilience. Now, more than ever, we need to be able to roll with the punches (and there are many punches this year!). A core part of being resilient is the ability to adapt to changing circumstances. This year has been all about adaptation. It is easy to get comfortable in our teaching—relying mainly on our "go to" activities and teaching objectives. The move to online synchronous one-shot sessions, which is mainly what I'll be teaching in the fall, has brought to the forefront questions about what it is I want the students to take away from a session and the best way to facilitate that learning. But more than just adapting, each day we do our part in meeting the stressors this year has thrown at us is hopefully one day closer to a brighter future. Which brings me to my second term—one that I have heard a bunch these days but think bears repeating—grace. Give yourself grace during this time. Not every class is going to be a great success, and that is okay. If I can impart upon the students I meet that I am not only available to help but really *want* to assist them in their research to the best of my ability, that is sufficient. If I can help them think critically about information and the research process, even better. But perfection isn't necessary (or, arguably, attainable).

I hope you find the strength to meet this fall with both resilience and grace.

Sherri

Find us on **Facebook**

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

Editor:
Sherri Brown
Librarian for English
University of Virginia Library
102 Kerchof Hall
PO Box 400137
141 Cabell Drive
Charlottesville, VA 22904
Phone: 434-243-2104
Email: slb4kt@virginia.edu

LIRT

Member A-LIRT
Carla James-Jackson, PhD

Roanoke Higher Education Authority,
Senior Director of Academic & Student Services

University of Virginia's College at Wise,
Adjunct Faculty

What brought you to LIRT?

I joined LIRT because I have always had a great interest in library instruction. Joining the round table provided me with both the opportunity to connect with others who share my interest in instruction and an established community where I could share my knowledge and expertise and learn more.

What was your path to librarianship?

I fell in love with libraries as a work-study student in the Interlibrary Loan Department of Carol M. Newman Library on the campus of Virginia Tech. I knew within days of my work-study assignment that I wanted to be a librarian. I was instantly drawn to the challenge of verifying citations and filling ILL requests. Successfully searching the library's catalog and walking through the stacks to locate hard-to-find library materials was very rewarding for me. I went on from my student work at VA Tech to pursue an MLIS from the University of North Carolina-Greensboro (UNCG) and subsequently gained experience working in medical, public, special, and school libraries. I am currently employed by the Roanoke Higher Education Authority as the Senior Director of Academic and Student Services (which includes directing the RHEC Library), and I teach Reference & Bibliography in the Library Media Program at The University of Virginia's College at Wise.

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

What I like most about teaching in the Library Media program is getting to work with already licensed school teachers to help fulfill what is often a life-long dream of becoming a library media specialist. It is rewarding to share what I know about school library and reference services, and often I learn as much from my students as they learn from me.

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

Dr. James Carmichael inspired me the most. He taught the Reference Services course at UNCG. He was so knowledgeable, witty, and enthusiastic about teaching and learning. He was engaging, and he brought library reference to life for me. I have always aspired to connect with my students in the way that he connected with me.

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

I recently completed my PhD in Instructional Design and Technology from Old Dominion University. My dissertation focused on the library one-shot. I am hopeful that this degree, coupled with my MLIS, will help me design effective library instruction courses for practicing librarians.

2021 LIRT Librarian Recognition Award
Call for Nominations

We are pleased to invite nominations for the 2021 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/or 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, 2021** to:

Rebecca Davis
rebecca.davis@simmons.edu

The award winner will be notified following the ALA Midwinter Conference, no later than February 15, 2021.

The award will be presented at the 2021 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, Emilia Marcyk (marcyk@msu.edu).

2021 LIRT Innovation in Instruction Award
Call for Nominations

We are pleased to invite nominations for the 2021 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/or 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, 2021** to:

Emilia Marcyk
marcyk@msu.edu

The award winner will be notified following the ALA Midwinter Conference, no later than February 15, 2021. The award will be presented at the 2021 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: Emilia Marcyk (marcyk@msu.edu)

Adult Learners

Following the success of last year's annual pre-conference, the adult learners committee carried on the momentum by hosting a discussion forum at this year's Midwinter Conference in Philadelphia. During the forum, Ilana Stonebraker of Indiana University shared strategies and tips from her experiences promoting civic engagement to adult learners via the lens of information literacy. The session was very well received with a lively discussion on ways attendees could implement these methods in their own libraries. With the remainder of the year, the committee turned their attention to the adult learner's website looking for ways to update and improve its content.

Awards

The LIRT awards committee's responsibilities are fairly static year to year, although this year was busier than usual. From a total of 17 qualifying application packets, we selected winners for the Innovation in Instruction Award and the Librarian Recognition Award. Out of our deliberations we realized that the rubrics we use to score applicants could stand some improvement, so we reviewed both rubrics, focusing on areas where our scores were especially dissimilar, and made recommendations for future revisions. Because revising the rubrics is a pretty big deal, this year's committee chose to recommend changes for evaluation by next year's committee, to help ensure that any changes that get made are the result of as many perspectives as possible. Finally, we revised all of our internal and external documents to reflect more inclusive pronouns (he/she replaced with they, etc.).

Communications

In addition to releasing four issues of *LIRT News* and updating information on the listservs, LIRT website, and ALA Connect, the communications committee spent time over the last year drafting a Communications Plan for LIRT. This document will continue to be revised in the coming year as we prioritize avenues of focus for round table communications.

Conference Program

The conference program committee planned the 2020 LIRT President's Panel and found panelists to discuss how public, academic, and school libraries work together to support information literacy skills during different stages of life. The program was postponed to the 2021 ALA Annual Conference in Chicago. Please join us next summer for the Smooth Transitions: Developing Information Literacy in the In-Between Places panel to learn more about these partnerships.

Teaching, Learning, and Technology (TLT)

The TLT committee of 2019-2020 was on a roll until the new reality hit and then settled in. By February 2020, 80% of a webinar on Augmented Reality (AR) was developed. TLT was putting final touches and plans to market and offer the webinar when the pandemic forced us out of our offices. However, TLT plans to finish it up this year. In 2020-2021, the committee, in addition to preparing to offer its yearly webinar, is honored with a new task: to plan and offer a pre-conference (in person or virtual) at ALA Annual 2021 in Chicago. TLT has begun preliminary work and cannot wait to get all incoming members on board (a good number of them this year). The committee will discuss and share our ideas and plans, acquire new member buy-ins and inputs, and encourage their active participation in the planning and implementation of a successful pre-conference session. Now that we have learned how to live with COVID-19, stay tuned for tons of excitements from LIRT-TLT.

Transitions

In 2019-2020, the transitions to college committee continued work updating the Transitions Map and the bibliography on transitions-related resources. Over the next year, the committee will finalize and publish the bibliography, work on promoting the map, and will begin exploring the creation of sustainable partnerships with related organizations such as the American Association of School Librarians (AASL).

Who's Who in LIRT 2020-2021

LIRT Elected Officers

President
Jennifer Hunter, Reference and Research Services Librarian
Princeton University

Vice President/President-Elect
Susan Mythen, Director of Campus Library Services
Kent Campus/Cecil Center, Florida State College at Jacksonville

Immediate Past President
Mark Robison, Political Science and Peace Studies Librarian
University of Notre Dame

Secretary
Michelle Roubal, Associate Professor
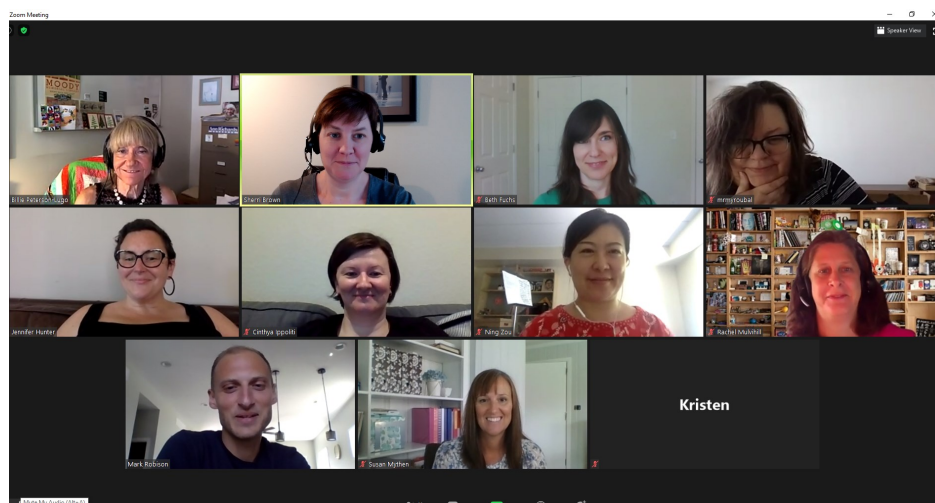Joliet Junior College Library

Treasurer
Ning Zou, Learning Design and Research Librarian
Harvard Graduate School of Education

Vice Treasurer/Treasurer-Elect
Erica England, First-year Experience Librarian
Washington State University

LIRT ALA Councilor
Victor Baeza, Library Graduate Initiatives and Engagement Coordinator
Oklahoma State University

LIRT Executive Committee Meeting, July 2020

Who's Who in LIRT 2020-2021, Continued

Appointed Officers

ALA Executive Board Liaison
Alexandra Rivera, Student Success and Community Engagement Librarian
University of Michigan

Archivist
Beth Fuchs, Undergraduate Learning Librarian
University of Kentucky

Electronic Resources Manager
Billie Peterson-Lugo, Director, Digital Library Services & Systems
Baylor University

LIRT News Editor
Sherri Brown, Research Librarian for English
University of Virginia

LIRT News Production Editor
Rachel Mulvihill, Head of the Downtown Campus Library
University of Central Florida

Appointed Representatives

LIRT Representative to the Institute for Information Literacy Executive Board
Ning Zou, Learning Design and Research Librarian
Harvard Graduate School of Education

LIRT Representative to the ALA Committee on Library Advocacy
Kristen Edson, Deputy Library Director
East Baton Rouge Parish Library, Louisiana

LIRT Representative to the ALA Literacy Council
Meggan Houlihan, Assistant Professor & Librarian
Colorado State University

LIRT Representative to the ALA Membership Promotion Task Force
Michael Pearce, Head, Gorgas Information Services
University of Alabama Libraries

LIRT Representative to the ALA Recruitment Assembly
Kim Copenhaver, Director, Access Services
Emory University

LIRT Liaison to the Intellectual Freedom Committee
Michael Saar, Head of Instructional Services and Assessment
Lamar University

Who's Who in LIRT 2020-2021, Continued

LIRT Committee Leadership

Adult Learners
Co-Chair: Heather Lowe, Adult Services Administrator
Dallas Public Library

Co-Chair: Holly Hebert, Assistant Professor, Womack Educational Leadership
Middle Tennessee State University

Awards
Co-Chair: Emilia Marcyk, Instructional Technology/Teaching & Learning Librarian
Michigan State University

Co-Chair: Rebecca Davis, Assistant Professor
School of Library and Information Science, Simmons University

Communications
Co-Chair: Sherri Brown, Librarian for English
University of Virginia

Co-Chair: Rachel Mulvihill, Head of the Downtown Campus Library
University of Central Florida

Conference Program 2021
Co-Chair: Jennifer Saulnier, Online Learning Librarian
Washington State University

Co-Chair: Lauren Kehoe, Accessibility and Accommodations Librarian
Bobst Library, New York University

Liaison
Chair: Kristin Strohmeyer, Research and Community Engagement Librarian
Hamilton College

Membership
Co-Chair: Carla James-Jackson, Senior Director of Academic & Student Services
Roanoke Higher Education Center, Virginia

Co-Chair: Mitch Fontenot, Humanities and Social Sciences/Outreach Librarian
Louisiana State University

Organization and Planning
Co-Chair: Mark Robison, Political Science and Peace Studies Librarian
University of Notre Dame

Co-Chair: Kristen Edson, Deputy Library Director
East Baton Rouge Parish Library, Louisiana

LIRT Committee Leadership, continued

Teaching, Learning, and Technology
Co-Chair: Jennifer Hamilton, Assistant Professor and Head of Instructional Services
University of Louisiana at Lafayette

Co-Chair: Fagdeba Adjola Bakoyema (Bako), Business Reference Library & Information Literacy and Learning Assistance Coordinator, Alabama State University

Top 20
Chair: Melissa Gomis, Associate Professor of Practice
University of Nebraska

Transitions
Co-Chair: Rebecca Neel, Reference and Online Learning Librarian
University of Southern Indiana

Co-Chair: Karen Lehmkuhl, Librarian
South River High School, Edgewater, Maryland

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

Tech Talk

By Billie Peterson-Lugo, Baylor University

billie_peterson@baylor.edu

Dear Tech Talk– Where I work, the administration wants us to identify ways that demonstrate how the library contributes to students' learning outcomes. To this end, we're considering learning analytics; consequently, we'd like to know more about learning analytics.

—**Learning About Learning Analytics**

Dear LALA— Learning Analytics is a timely—yet thorny—topic, both within the realm of education, in general, as well as in libraries. Because of the many nuances of learning analytics, this column will provide only a surface-level overview, but the bibliography should provide the opportunity for a deeper dive.

So, let's start with the definition used most often by those who write or present on this topic: learning analytics was defined at the first International Conference on Learning Analytics & Knowledge (LAK) in 2011 as:

> the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimising learning and the environments in which it occurs. . . this general definition still holds true even as the field has grown. (Society for Learning Analytics Research (SoLAR), 2020)

Along with the above definition, it's useful to consider the four levels of learning analytics, as described by Oakleaf (2017):

- Descriptive – describes what is happening in the learning environment and what the learners are doing, reflecting the most basic level of learning analytics

- Diagnostic – determines what is facilitating or hindering student success in order to diagnose obstacles to or facilitate students' success

- Predictive – uses the data to predict likely student successes or failures

- Prescriptive – uses the predictive analytics to suggest specific interventions and actions that would aid learners but, for the most part, is not yet a reality (p. 3)

In the *2020 EDUCAUSE Horizon Report, Teaching and Learning Edition*, Brown, et. al. (2020) identify analytics for student success as one of six emerging technologies and practices that will have a significant impact on the future of postsecondary teaching and learning (p. 5). Additionally, they state:

> Over the past decade, institutions of higher education have focused their mission, vision, and strategic planning on student outcomes and high impact practices that promote student success. The availability of tools that measure, collect, analyze, and report data about students' progress has given rise to the field of learning analytics for student success. (p. 20)

At the forefront of the growth in learning analytics is the increased emphasis placed on accountability or return on investment (ROI) in education: demonstrate that students learn; demonstrate successful outcomes of education, such as improved retention rates or graduation rates; demonstrate value for the education received, such as acceptance to colleges or graduate schools or success in obtaining jobs in appropriate fields; demonstrate lowering the cost of education with 4-year college graduation rates—all of which sounds very business oriented and directed away from the more noble mission of education as a common good for society, which many in the field of education find disconcerting.

Coupled with this increased emphasis on accountability, there is the exponential growth in the wealth of student data that are—in theory—available for analysis. Oakleaf (2016) identified some common sources for this data: student information systems, learning management systems, clickers, publishers, video-streaming and web-conference tools, surveys, and co-curricular and extracurricular involvement systems (p. 472). Additional data sources could include card swipes, social media, institution-based mobile apps, logins to specific sectors of the institution's website. All these data are kept—at least temporarily—somewhere within the institution or maybe with a third party, for some period of time, accessible by who knows whom for who knows what reasons.

Returning to the definition of learning analytics, it's readily apparent *the data are being collected*, but it's just data with no analysis, no context, no understanding. Learning analytics is dependent on establishing viable relationships among different types of data (either at the aggregate level or at a lower, maybe even individual, level) with the purpose to *optimize learning and the environments in which it occurs*. To this end, "analytics models use data from various sources – often aggregating data in new ways – to help students and institutions understand past and present academic performance and predict future performance" (Allen, Cavanagh, Gunkel, & Whitmer, 2017, p. 1).

On the surface, learning analytics sounds very beneficial—beneficial for the student because it enables their academic success and beneficial for the institution because it provides quantifiable evidence demonstrating the institution's accountability. However, leaning analytics is a knife that cuts both ways, as summarized by Allen, Cavanagh, Gunkel, and Whitmer (2017):

- Learning analytics uses proxies (for example, grades) for learning, making it possible to mistake correlations for causation.

- Learning analytics requires close cooperation among departments (IT, academic and/or student administration, instructors) that historically have worked independently.

- Data may be proprietary and distributed across the institution, making it difficult to integrate.

- Ethical issues associated with use of student data, balancing students' privacy rights and institution's desire to provide resources to help students.

- Potential biases in analytics algorithms.

- Unrealistic expectations associated with misunderstandings about analytics.

- Instructor resistance to analytics, arguing learning analytics focuses on behavior rather than learning.

There is a delicate balance between providing assistance or interventions that enable student success vs. directing students to different paths (degree programs) that the institution views as more achievable and therefore increases the likelihood of successful student outcomes. However, they may not necessarily be the outcomes the students desire, which could be an unintentional side effect or a technique deliberately used to achieve an outcome desired by the institution. Additionally, students may see the interventions as chilling surveillance, which Jones and Salo (2018) suggest "can harm the sharing of viewpoints and decrease pushing intellectual boundaries, both of which require learner communities to engage in free, unrestricted speech and inquiry" (p. 313).

Moving on to the realm of libraries and learning analytics, the issues become even more thorny. Libraries have long been involved in activities that provide evidence for their contributions to their communities, and learning analytics initiatives represent a more recent extension of this process. More than ten years ago, Kuh and Gonyea (2003) implemented a study that examined the nature and value of students' experiences with an academic library and stated, "One way to demonstrate the library's contribution [to information literacy

and other aspects of student learning] is to assess whether students' experiences with the library directly or indirectly contributed to desired outcomes of college" (p. 258).

In 2010, ACRL released a report commissioned from Dr. Megan Oakleaf (Associate Professor, Syracuse University School of Information Studies) titled *The Value of Academic Libraries: A Comprehensive Research Review and Report*. In the executive summary Oakleaf (2010) states:

> Not only do stakeholders [government officials, employers, faculty, parents, and students] count on higher education institutions. . . to demonstrate evidence that they have achieved. . . [identified goals]. The same is true for academic libraries; they too can provide evidence of their value. Community college, college, and university librarians no longer can rely on their stakeholders' belief in their importance. Rather, they must demonstrate their value. (p. 11)

This report identified and expanded on 22 next steps, including steps specific to learning analytics: record and increase library impact on student enrollment; link libraries to improved student retention and graduation rates; enhance library contribution to student job success; track library influences on increased student achievement; and demonstrate and develop library impact on student learning (pp. 12-17).

Not surprisingly, Dr. Oakleaf has emerged as a leading advocate for incorporating libraries' contributions to the institution's learning analytics practices and processes. Not only has she written and published extensively on this topic, she has been a principal investigator for two recent IMLS National Leadership for Libraries grants:

- Library Integration in Institutional Learning Analytics, LIILA (2017) – Awarded to Syracuse University to fund a 3-part forum to increase academic library involvement in higher education learning analytics and prepare academic librarians to engage in the use of data to support student learning and success. (https://www.imls.gov/grants/awarded/lg-98-17-0019-17 and https://library.educause.edu/resources/2018/11/library-integration-in-institutional-learning-analytics)

- Connecting Libraries and Learning Analytics for Student Success, CLLASS (2018) – Awarded to Syracuse University, in partnership with many others, to plan preliminary activities for pioneering the integration of library data in institutional learning analytics and developing detailed proofs of concept and models that will guide academic libraries preparing to engage in the use of data to support student success. (https://www.imls.gov/grants/awarded/lg-97-18-0209-18)

Throughout her works some consistent themes appear:

- How to isolate the impact of the library on student learning apart from other student learning experiences (Oakleaf, 2015, p. 355).

- The omission of library data from an institution's learning analytics environment "marginalizes both the institutional role and the value of libraries in supporting learning and success" (Oakleaf & Brown, 2017).

- "Librarians would do well to seek out, develop, and maintain collaborations with campus partners including academic faculty, student support staff, institutional researchers, and educational assessment professionals" (Oakleaf, 2015, p. 357).

- Use standards, such as Caliper Analytics to capture library analytics data in a way that it can be ingested into institution learning analytics systems (Oakleaf, Whyte, Lynema, & Brown, 2017).

- Find a balance between the long-held librarian value for privacy (protection of intellectual pursuits) vs. potential benefits that could be achieved by identifying and using ethical approaches to learning analytics (Oakleaf, 2018a, pp. 61-64).

It is this last bullet point that brings us to the greatest controversy regarding libraries' involvement with learning analytics—***privacy***. Much has been written on this issue, including: Drabinski, 2017; Farkas, 2018; Fisher, 2017; Hartman-Caverly, 2018 and 2019; Hathcock, 2018; Hinchliffe and Asher, 2014; all by Jones, K. M. L.; Oliphant and Brundin, 2019; and Rubel and Jones, 2016. Even the 2018 and 2020 ACRL *Top Trends in Academic Libraries* identify library learning analytics as a significant trend, with emphasis on the ethical issues (ACRL Research Planning and Review Committee, 2018 and 2020). The range of perspectives runs the gamut from highly critical rhetoric denouncing learning analytics (in general) and library participation (in particular) to that of recommending possible solutions for how librarians can successfully navigate these narrow channels and make a positive contribution to an institution's learning analytics initiatives.

One could make a valid argument that—for good or for ill—the use of learning analytics in educational institutions has moved too far down the channel to reverse course. Librarians can choose not to participate in or not to provide any library data to these projects. However, librarians have a valuable perspective regarding data protection, privacy, and intellectual freedom, and assuming a defiant stance could result in the opposite effect of not having that voice represented at all. Jones, et. al. (2020) suggest that:

> while some interpret ethical principles as black/white directives or bright lines that they should not cross, they should instead be *pragmatically used as guideposts* [emphasis mine] that point to optimal outcomes and need interpretation at the local level; doing so will lead to a more fruitful discussion with administrators and others pursuing an LA agenda. (p. 579)

Six years ago, Hinchliffe and Asher (2014) already believed that "Given the increased emphasis on analytics in higher education, it is not a matter of if libraries will participate it is a matter of how" and delineated some library practices, given this reality:

1. Libraries should regularly undertake a privacy and data collection audit of their systems and procedures. . .

2. Data collected should be aggregated at a level that balances analytical specificity with user privacy.

3. Transaction level data that identifies both user and specific item should be avoided unless required for a specific and limited purpose. . . [and if collected, locally encrypted and destroyed after analysis is complete].

4. Datasets containing user demographic data should be destroyed after a reasonable period following the completion of data analysis. . .

5. Consent procedures should be reviewed before data collection, and procedures to provide opt-out and/or explicit consent should be developed.

6. Libraries should hold vendors to the same data analysis and retention standards, [choosing not to purchase from vendors that don't meet ethical standards].

7. Libraries should advocate for their institutions to adopt a code of practice for data related to learning analytics. . . [developing their own in] the absence of an institutional code of practice.
(p. 9)

Likewise, Hartman-Caverly (2018) recommends a library assessment process that:

> adds two preliminary steps to the conventional assessment cycle: a *privacy audit* [emphasis mine], and a *critical examination of the library's privacy policy* [emphasis mine]. A privacy audit identifies the library's current patron data governance practices. . . The results of a privacy audit then inform the development, amendment, reconfirmation, or enforcement of a library privacy policy. (p. 53)

She further suggests, "that we seek students' informed consent for this data capture and endeavor to contextualize transactional statistics with qualitative information" (p. 59). It's this *contextualization* to take note of—use **both** a quantitative and qualitative analysis for library learning analytics—actually, for all learning analytics.

One can also examine the results of the *ARL SPEC Kit 360: Learning Analytics* written by Perry, et. al. (2018) that illuminates current practices, policies, and ethical issues around ARL libraries and learning analytics— focusing on navigating the balance between gathering and managing data in support of learning analytics initiatives and attending to the profession's ethics commitments. Fifty-three of the 125 ARL libraries participated, with 83% indicating they were involved in learning analytic projects and nearly 75% indicating they had personnel allocated to these types of projects—indicating a definite interest in this activity (pp. 2-3). Additionally, the survey covered who participated in collecting and analyzing information and data retention durations; data sharing practices; data protections; privacy policies and practices; documentation and training available to library personnel to prepare for these initiatives; and participation in any partnerships at or beyond the institution (pp. 3-5). This survey resulted in four recommendations to protect both data and client privacy:

- Put in place a schedule for reviewing and/or developing privacy and data management policies;

- Expand training on data handling best practices that goes beyond institutional FERPA and IRB training;

- Develop best practices for assessing the ethical and personal privacy risk to students internally, rather than relying on IRBs; and

- Be more transparent about library student learning analytics projects, including engaging students to inform them about what data is collected about them and how it is used. (p. 6)

One more significant issue to be resolved that will help with the privacy controversy—two recent literature reviews, Briney (2019) and Robertshaw and Asher (2019), identify flaws with library learning analytics research.

Briney reviewed 54 learning analytics studies in academic libraries (correlating library use with student outcomes) examining their data handling methods and comparing them against the *NISO Privacy Principles*, which resulted in these conclusions:

- Academic libraries' data practices for learning analytics fall short of best practices;

- There's little evidence that libraries are actually anonymizing data, which negates the validity of IRB exemptions; and

- Academic libraries need to reduce the scope and retention period of sensitive data (pp. 27-28).

Robertshaw & Asher (2019) performed a meta-analysis (a statistical procedure for synthesizing quantitative studies that investigate the same intervention on the same outcome to determine an overall effect size of the intervention in order to assess the efficacy of interventions) using 44 studies that met inclusion requirements, published primarily after 2010. Their analyses indicated:

> that there is either no, or a very small, effect of library use or instruction on student GPA outcomes. . . The majority of these studies potentially put participants at risk because of the type of data used and the lack of any sort of opt-in or opt-out process. (p. 90)

Specifically, their meta-analysis identified numerous research flaws, including: lack of an opt-in/opt-out process; failing to meet minimum standards for statistical reporting; overinterpreting results and overstating the library's contributions to student outcomes (pp. 90-92). To limit statistical errors and improve the overall

quality of quantitative methods used in libraries, they recommended:

- Greater emphasis on statistical methods training in Master of Library Science degree programs;
- Increased scrutiny by journal editors and peer reviewers of statistics reported in submitted articles; and
- Librarians both seeking and providing mentorship for and training in research methods and statistics (pp. 93-94).

As others have stated, Robertshaw and Asher (2019) suggest that:

> As academic libraries are working to make their way in this [learning analytics] context, we must avoid tunnel vision and instead look outward to partners across our institutions who have been investigating, for decades, what makes students successful. In fact, the authors believe that academic libraries are in a unique position to take a leading role in creating new models for student success because of their focus on providing safe and free environments for inquiry of all types to occur. (p. 95)

In summary, educational institutions at all levels find themselves in a position of having to provide evidence (learning analytics) that they deliver positive student outcomes; instructors may find learning analytics to be beneficial in helping them to identify students who need additional assistance or they may find learning analytics to be invasive and a hinderance to their teaching; students may view interventions as helpful mechanisms that enable their success or chilling surveillance that they were unaware of; and librarians find themselves in a challenging position. They, too, may need to provide evidence that demonstrates how library services and resources make positive impacts on student outcomes. They may also discover, as did Klein, Kinsley, and Brooks (2019), that "while the library lacked resources, we did have one valuable commodity: our patrons' data. We found that several parties were interested in exchanging resources for access to our data" (p. 362). These data include but are not limited to: circulation data, off-campus logins for electronic resources found in proxy files, detailed instruction data, reference/research transaction data, calendar appointments data, card swipe entrances to libraries, and more.

What should librarians do? Drabinski (2017), in advocating for a conversation that revolved around rejecting metrics and learning analytics, made this analogy, "Instead of talking about what's on the menu, or how to keep us from being what's served for dinner, how can we change the table? How can we change the terms of the debate??"

I suggest that librarians be in the kitchen where the meal is prepared, advocating for a balanced meal, infused with rich flavor and the highest quality ingredients—avoid bright-line perspectives and strive for solutions that minimize invasion of privacy and yet yield outcomes that support the goals of all stakeholders: students, instructors, libraries, and institutions. At the institutional level, determine a path for being a voice for and an advocate of the students, the instructors, and the libraries; beef up and/or partner with assessment experts in order to produce high quality library learning analytics initiatives that both produce viable results and adhere to professional ethics.

Read about and learn from the experiences of other libraries, such as: Beech and Kowalik, 2018; Beile, Choudhury, Mulvihill, and Wang, 2020; Evans, and Golian-Lui, 2016; Jantti and Heath, 2016; Killick, Nurse, and Clough, 2018; Klein, Kinsley, and Brooks, 2019; LeMaistre, Shi, and Thanki, 2018; McDonald and Levine-Clark, 2020; Michalak and Rysavy, 2020; Soria, Fransen, and Nackerud, 2013.

Last, keep a watchful eye for the outcomes of three IMLS National Leadership Grants for Libraries:

- Connecting Libraries and Learning Analytics for Student Success (CLLASS), 2018 – Awarded to Syracuse University, in partnership with many other entities, to plan preliminary activities for pioneering the integration of library data in institutional learning analytics and developing detailed proofs of concept and models that will guide academic libraries preparing to engage in the use of

data to support student success. (https://www.imls.gov/grants/awarded/lg-97-18-0209-18)

- Data Doubles, 2018 – Awarded to the Indiana University to conduct student-centered research into student perspectives of privacy issues associated with academic library participation in learning analytics initiatives. (https://datadoubles.org/ | https://www.imls.gov/grants/awarded/lg-96-18-0044-18)

- Library Learning Analytics Project (LLAP), 2018 – Awarded to the University of Michigan to study how libraries impact learning by focusing on the research question, "How does the academic library impact learning in the university community, specifically in the areas of course instruction, funded research, and publications?" Outcomes will include guidance on how to best design and implement empirical, holistic analysis of the links between library usage and learning outcomes as well as produce a set of tools, scripts, and protocols that will be freely available to all libraries. (https://www.imls.gov/grants/awarded/lg-96-18-0040-18)

Additional Resources

Abel, R., Brown, M., Jantti, M., Nackerud, S., & Oakleaf, M. (2017). Closing the data gap: Integrating library data into institutional learning analytics. Paper presented at the *EDUCAUSE Annual Conference, 2017*, Philadelphia, PA. https://events.educause.edu/annual-conference/2017/agenda/closing-the-data-gap-integrating-library-data-into-institutional-learning-analytics

ACRL Research Planning and Review Committee. (2018). 2018 top trends in academic libraries. *College & Research Libraries News*, *79*(6), 286-300. https://doi.org/10.5860/crln.79.6.286

ACRL Research Planning and Review Committee. (2020). 2020 top trends in academic libraries. *College & Research Libraries News*, *81*(6), 270-278. https://doi.org/10.5860/crln.81.6.270

Allen, J., Cavanagh, T., Gunkel, M. & Whitmer, J. (2017). *7 things you should know about developments in learning analytics*. EDUCAUSE. https://library.educause.edu/resources/2017/7/7-things-you-should-know-about-developments-in-learning-analytics

American Library Association. (2008). *ALA code of ethics*. American Library Association. http://www.ala.org/tools/ethics

American Library Association. (2019). *Library bill of right*s. American Library Association. http://www.ala.org/advocacy/intfreedom/librarybill

American Library Association. (2014). *Privacy Toolkit*. American Library Association. http://www.ala.org/advocacy/privacy/toolkit

Balkin, J. M. (2016). Information fiduciaries and the first amendment. *U.C.Davis Law Review*, *49*(4), 1183-1234. https://lawreview.law.ucdavis.edu/issues/49/4/Lecture/49-4_Balkin.pdf

Beech, V., & Kowalik, E. (2018). Problems and promises of using LMS learner analytics for assessment: Case study of a first-year English program. In M. Britto, & K. Kinsley (Eds.), *Academic libraries and the academy: Strategies and approaches to demonstrate your value, impact, and return on investment*, volume two (pp. 305-330). Association of College and Research Libraries. https://epublications.marquette.edu/lib_fac/102/

Beile, P. (2017). The academic library's (potential) contribution to the learning analytics landscape. *EDUCAUSEreview*. https://er.educause.edu/blogs/2017/11/the-academic-librarys-potential-contribution-to-the-learning-analytics-landscape

Beile, P., Choudhury, K., Mulvihill, R., & Wang, M. (2020). Aligning library assessment with institutional priorities: A study of student academic performance and use of five library services. *College & Research Libraries, 81*(3), 435-458. https://doi.org/10.5860/crl.81.3.435

Bell, S. J. (2014). *Keeping up with… learning analytics*. Association of College & Research Libraries (ACRL). http://www.ala.org/acrl/publications/keeping_up_with/learning_analytics

Boulden, D. C. (2015). Learning analytics: Potential for enhancing school library programs. *Knowledge Quest, 44*(2), 54-59.

Briney, K. A. (2019). Data management practices in academic library learning analytics: A critical review. *Journal of Librarianship and Scholarly Communication, 7*(1), 1-39. https://doi.org/10.7710/2162-3309.2268

Briney, K., Yoose, B., Ockerbloom, J. M., Swauger, S., Harper, C., Levernier, J., & Shorish, Y. (2020). *A practical guide to performing a library user data risk assessment in library-built systems*. https://doi.org/10.17605/OSF.IO/V2C3M

Brown, M., McCormack, M., Reeves, J., Brooks, D. C., & Grajek, S. (2020). *2020 EDUCAUSE horizon report, teaching and learning edition*. EDUCAUSE. https://library.educause.edu/resources/2020/3/2020-educause-horizon-report-teaching-and-learning-edition

Connaway, L. S., Harvey, W., Kitzie, V., & Mikitish, S. (2017). *Academic library impact: Improving practice and essential areas to research*. Chicago, IL: Association of College & Research Libraries. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/academiclib.pdf

Consortium for School Networking (CoSN). (2019). *Driving K-12 innovation: 2020 hurdles + accelerators*. Consortium of School Networking. https://www.cosn.org/k12innovation/hurdles-accelerators

Drabinski, E. (2017, November 5). How do we change the table? *Emily Drabinski*. http://www.emilydrabinski.com/how-do-we-change-the-table/

Drachsler, H. (2016). DELICATE checklist - to establish trusted learning analytics. *SlideShare*. https://de.slideshare.net/Drachsler/delicate-checklist-to-establish-trusted-learning-analytics

Evans, D., & Golian-Lui, L. M. (2016). Demonstrating the library's contribution towards student retention, progression and graduation rates. *Georgia COMO Library Conference 2016*. https://works.bepress.com/linda_golian-lui/45/

Farkas, M. (2018). We can, but should we? *American Libraries, 49*(3), 46. https://americanlibrariesmagazine.org/2018/03/01/learning-analytics-we-can-but-should-we/

Fisher, Z. (2017). Can we demonstrate academic library value without violating student privacy? Paper presented at the *Colorado Academic Library Association*, Denver, CO. https://docs.google.com/presentation/d/1maJmk4a-LO13oCe-tk0bEzeOF299oKEMhtE5tvGG0oM/edit#slide=id.p25

Fisher, Z. (2018, November 10). Libraries & learning analytics: A brief history. *Quick Ask Zoe*. https://quickaskzoe.com/2017/11/10/libraries-learning-analytics-a-brief-history/

Fister, B. (2019). Kyle M. L. Jones: The datafied student and the ethics of learning analytics (email interview). *Project Information Literacy*. Smart Talk Interview, no. 32. https://www.projectinfolit.org/kyle-jones-smart-talk.html

Hartman-Caverly, S. (2018). Our "special obligation": Library assessment, learning analytics, and intellectual freedom. In M. Britto, & K. Kinsley (Eds.), *Academic libraries and the academy: Strategies and approaches to demonstrate your value, impact, and return on investment*, volume 1 (pp. 47-73). Association of College and Research Libraries. https://pennstate.pure.elsevier.com/en/publications/our-special-obligation-library-assessment-learning-analytics-and-

Hartman-Caverly, S. (2019). Human nature is not a machine: On liberty, attention engineering, and learning analytics. *Library Trends, 68*(1), 24-53. https://doi.org/10.1353/lib.2019.0029

Hathcock, A. (2018, January 24). Learning agency, not analytics. *At the Intersection*. https://aprilhathcock.wordpress.com/2018/01/24/learning-agency-not-analytics/

Hinchliffe, L., & Asher, A. (2014). *Analytics and privacy: A proposed framework for negotiating service and value boundaries*. CNI: Coalition for Networked Information. https://www.cni.org/topics/assessment/analytics-and-privacy-a-proposed-framework-for-negotiating-service-and-value-boundaries

Hoel, T., Chen, W., & Gregersen, A. (2018). Are Norwegian academic librarians ready to share usage data for learning analytics? *Nordic Journal of Information Literacy in Higher Education, 10*(1), 4-17. https://doi.org/10.15845/noril.v10i1.269

IMS Global Learning Consortium. (2020). *Caliper analytics*. https://www.imsglobal.org/activity/caliper

International Federation of Library Associations. (2015). *IFLA Statement on privacy in the library environment*. International Federation of Library Associations. https://www.ifla.org/node/9803

Jantti, M. (2014). Unlocking the value from your library's data. Paper presented at the *Library Assessment Conference Workshop*, Seattle, WA. https://www.libraryassessment.org/wp-content/uploads/bm~doc/cube-workshop.pdf

Jantti, M., & Heath, J. (2016). What role for libraries in learning analytics? *Performance Measurement and Metrics, 17* (2), 203-210. https://doi.org/10.1108/PMM-04-2016-0020

Jones, K. M. L. (2019a). "Just because you can doesn't mean you should": Practitioner perceptions of learning analytics ethics. *portal: Libraries & the Academy, 19*(3), 407-428. https://doi.org/10.1353/pla.2019.0025

Jones, K. M. L. (2019b). Learning analytics and higher education: A proposed model for establishing informed consent mechanisms to promote student privacy and autonomy. *International Journal of Educational Technology in Higher Education, 16*(1), 1-22. https://doi.org/10.1186/s41239-019-0155-0

Jones, K. M. L., Briney, K. A., Goben, A., Salo, D., Asher, A., & Perry, M. R. (2020). A comprehensive primer to library learning analytics practices, initiatives, and privacy issues. *College & Research Libraries, 81*(3), 570-591. https://crl.acrl.org/index.php/crl/article/view/24374/32199

Jones, K. M. L., & LeClere, E. (2018). Contextual expectations and emerging informational harms: A primer on academic library participation in learning analytics initiatives. In P. D. Fernandez, & K. Tilton (Eds.), *Applying library values to emerging technology: Decision-making in the age of open access, maker spaces, and the ever-changing library* (pp. 357-371). Association of College and Research Libraries. https://papers.ssrn.com/abstract=2980784

Jones, K. M. L., & Salo, D. (2018). Learning analytics and the academic library: Professional ethics commitments at a crossroads. *College & Research Libraries, 79*(3), 304-323. https://doi.org/10.5860/crl.79.3.304

Jones, K. M. L., & VanScoy, A. (2019). The syllabus as a student privacy document in an age of learning analytics. *Journal of Documentation, 75*(6), 1333-1355. https://doi.org/10.1108/JD-12-2018-0202

Killick, S., Nurse, R., & Clough, H. (2018). The continuing adventures of library learning analytics: Exploring the relationship between library skills training and student success. Paper presented at the *Library Assessment Conference,* Houston, TX. https://libraryassessment.org/past-conferences/2018-library-assessment-conference/

Kinsley, K. (2020). One academic library's approach to the learning analytics backlash. *Against the Grain, 32*(1), 26-29. https://against-the-grain.com/2020/04/v321-one-academic-librarys-approach-to-the-learning-analytics-backlash/

Klein, J., Kinsley, K., & Brooks, L. (2019). Building a "library cube" from scratch. Paper presented at the *Library Assessment Conference*, Houston, TX. 359-370. https://doi.org/10.29242/lac.2018.33

Kuh, G., & Gonyea, R. (2003). The role of the academic library in promoting student engagement in learning. *College & Research Libraries, 64*(4), 256-282. https://doi.org/10.5860/crl.64.4.256

LeMaistre, T., Shi, Q., & Thanki, S. (2018). Connecting library use to student success. *portal: Libraries & the Academy*, *18*(1), 117-140. https://doi.org/10.1353/pla.2018.0006

Library Learning Analytics Project. (2019). *LLAP privacy guide.* Library Learning Analytics Project. https://libraryanalytics.org/wp-content/uploads/sites/9/2019/04/LLAP-Privacy-Guide-2019.pdf

McDonald, J. D., & Levine-Clark, M. (2020). Library learning analytics: A proof of concept study. *Against the Grain, 32* (1), 23-25. https://against-the-grain.com/2020/04/v321-library-learning-analytics-a-proof-of-concept-study/

Michalak, R., & Rysavy, M. D. T. (2020). Data privacy and information literacy assessment: A case study. *Against the Grain*, *32*(1), 19-22. https://against-the-grain.com/2020/04/v321-data-privacy-and-information-literacy-assessment-a-case-study/

Murali, V. (2014). Diving into data analytics tools in K-12. EdSurge. https://www.edsurge.com/news/2014-10-06-diving-into-data-analytics-tools-in-k-12

National Information Standards Organization. (2015). *NISO consensus principles on users' digital privacy in library, publisher, and software-provider systems (NISO privacy principles)*. National Information Standards Organization. https://www.niso.org/publications/privacy-principles

Newman, B., & Tijerina, B. (Eds.). (2017). *Protecting patron privacy*. Rowman & Littlefield.

Nicholson, K. P. (2017). The 'value agenda': Negotiating a path between compliance and critical practice. Paper presented at the *Canadian Libraries Assessment Workshop (CLAW)*, Victoria, BC. https://ir.lib.uwo.ca/fimspres/49/

Nicholson, K. P., Pagowsky, N., & Seale, M. (2019). Just-in-time or just-in-case? Time, learning analytics, and the academic library. *Library Trends, 68*(1), 54-75. https://doi.org/10.1353/lib.2019.0030

Oakleaf, M. J. (2010). *Value of academic libraries report | ACRL value of academic libraries*. Chicago: American Association of College and Research Libraries. https://www.acrl.ala.org/value/?page_id=21

Oakleaf, M. J. (2012). *Academic library value: The impact starter kit*. Dellas Graphics.

Oakleaf, M. J. (2015). The library's contribution to student learning: Inspirations and aspirations. *College & Research Libraries*, *76*(3), 353-358. https://doi.org/10.5860/crl.76.3.353

Oakleaf, M. J. (2016). Getting ready & getting started: Academic librarian involvement in institutional learning analytics initiatives. *Journal of Academic Librarianship*, *42*(4), 472-475. https://doi.org/10.1016/j.acalib.2016.05.013

Oakleaf, M. J. (2017). Library integration in institutional learning analytics (LIILA). Washington, DC: IMLS. https://www.imls.gov/sites/default/files/grants/lg-98-17-0019-17/proposals/lg-98-17-0019-17-full-proposal-documents.pdf

Oakleaf, M. J. (2018a). *Library integration in institutional learning analytics.* EDUCAUSE. https://library.educause.edu/resources/2018/11/library-integration-in-institutional-learning-analytics

Oakleaf, M. J. (2018b). The problems and promise of learning analytics for increasing and demonstrating library value and impact. *Information and Learning Science, 119*(1), 16-24. https://doi.org/10.1108/ILS-08-2017-0080

Oakleaf, M. J., & Brown, M. (2016). Institutional learning analytics: How can academic libraries connect? Paper presented at the *Coalition for Networked Information*, Washington, DC. 1-69. https://www.cni.org/topics/assessment/institutional-learning-analytics-how-can-academic-libraries-connect

Oakleaf, M., & Brown, M. (2017). *The academic library and the promise of NGDLE*. EDUCAUSE Review. https://er.educause.edu/articles/2017/8/the-academic-library-and-the-promise-of-ngdle

Oakleaf, M. J., Whyte, A., Lynema, E., & Brown, M. (2017). Academic libraries & institutional learning analytics: One path to integration. *Journal of Academic Librarianship*, *43*(5), 454-461. https://doi.org/10.1016/j.acalib.2017.08.008

Oliphant, T., & Brundin, M. R. (2019). Conflicting values: An exploration of the tensions between learning analytics and academic librarianship. *Library Trends, 68*(1), 5-23. https://doi.org/10.1353/lib.2019.0028

Perry, M. R., Briney, K. A., Goben, A., Asher, A., Jones, K. M. L., Robertshaw, M. B., & Salo, D. (2018). *SPEC Kit 360: Learning analytics*. Association of Research Libraries. https://publications.arl.org/Learning-Analytics-SPEC-Kit-360/

Robertshaw, M. B., & Asher, A. (2019). Unethical numbers? A meta-analysis of library learning analytics studies. *Library Trends, 68*(1), 76-101. https://doi.org/10.1353/lib.2019.0031

Rubel, A., & Jones, K. M. L. (2016). Student privacy in learning analytics: An information ethics perspective. *Information Society, 32*(2), 143-159. https://doi.org/10.1080/01972243.2016.1130502

Society for Learning Analytics Research (SoLAR). (2020). *What is learning analytics?* Society for Learning Analytics Research (SoLAR). https://www.solaresearch.org/about/what-is-learning-analytics/

Soria, K. M., Fransen, J., & Nackerud, S. (2013). Library use and undergraduate student outcomes: New evidence for students' retention and academic success. *portal: Libraries and the Academy*, *13*(2), 147-164. https://doi.org/10.1353/pla.2013.0010

Varnam, K. J. (2020). Connecting libraries and learning analytics for student success (CLLASS). Paper presented at the *ER&L 2020,* Austin, TX. https://deepblue.lib.umich.edu/handle/2027.42/154115

Wada, K., Williamson, J., & Phillips, J. (2017). *7 things you should know about how learning data impacts privacy.* EDUCAUSE. https://library.educause.edu/resources/2017/5/7-things-you-should-know-about-how-learning-data-impacts-privacy

Whyte, A., Kellen, V., Long, P. & Abel, R. (2016). *7 things you should know about Caliper*. EDUCAUSE. https://library.educause.edu/resources/2016/3/7-things-you-should-know-about-caliper

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

c/o Danielle M. Ponton
American Library Association
50 E. Huron St.
Chicago, IL 60611
dponton@ala.org
800.545.2433 x3213