



*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

Happy 45<sup>th</sup> Birthday, LIRT!

What were you doing in 1977? Were you even born yet? That was the year the Library Instruction Round Table was born. I went back and looked at the very first [LIRT Newsletter](#) to see what it had to say. This was the stated purpose of our round table:

*PURPOSE. The purposes of the Round Table are: (a) To provide a forum for discussion of activities, programs and problems of instruction in the use of libraries. (b) To contribute to the education and training of librarians for library instruction. (c) To promote instruction in the use of libraries as an essential library service. and (d) To serve as a channel of communication on instruction in the use of libraries.*

The more things change, the more they stay the same! That is still our mission, and while the manner and modality of the way we do things has shifted over the decades, and certainly in the last two years, our goals of connecting members to each other, providing a forum for discussion of instruction-related topics, and sharing ideas and resources remains steadfast.

Will you be joining us in Washington, D.C. for ALA Annual this year? I hope so! We have some really good stuff planned for you!

### **Saturday, June 25, 2022**

**LIRT Executive Board**, 9:00am – 10:00am. Location: Washington Convention Center, 204A

**LIRT Steering Committee**, 10:00am – 11:00am. Location: Washington Convention Center, 204A

**LIRT President's Program: Critical Information Literacy Applications for Academic, Public, and School Libraries**, 1:00pm – 2:00pm. Location: Washington Convention Center, 147A

### **Sunday, June 26, 2022**

**Bites with LIRT**, 11:30am-1:00pm. Location: **Espita**, located just 5-10 minutes walking distance from the Washington Convention Center, at 1250 9th St NW.

**LIRT 45<sup>th</sup> Anniversary Celebration and Awards Ceremony**, 5:30pm-7:30pm. Location: **Capitol City Brewing Company**, 1100 New York Avenue, NW.



**Susan Mythen**  
**LIRT President**

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# From the President, continued

**Monday, June 27, 2022**

**LIRT Discussion Forum: Applied Adult Learning in Contemporary Libraries: A Theory-Informed Practice and Its Implications for Program Designers, Educators, and Library Leaders**, 9:00am-10:00am,  
Location: Washington Convention Center, 101.

I hope to see you all there! Bring a friend, a colleague, or just make some new connections as we dip our toes back into the water of gathering again. LIRT welcomes anyone with an interest in teaching and learning. We have important topics to discuss and big things to celebrate this year!

While we can't wait to celebrate together, it's important to frame this year as what it really is and has been, and it's been tough for a lot of us. As this conference brings my year of being the president of LIRT to a close, I want to say a heart felt thank you to everyone who has participated this year. I recently read this post called The Librarians are Not Okay by Anne Helen Petersen. It discusses the burnout, the devaluing of our work, the expansion of our responsibilities, and other hardships that library workers are facing. These struggles make it exponentially more difficult to continue to give to the profession. My sincerest hope is that you find your connection to LIRT to be one that sustains you and builds you up. And in coming together, we can fill our cups, break bread together, and have some fun. I see you and appreciate you! Thank you for all you do.

*Susan*



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Contributions to be considered for the **September 2022 issue** must be sent to the editor by **August 1, 2022**.

Production editor: Rachel Mulvihill  
University of Central Florida Libraries

# From the Editor

June and the summer will hopefully be a great time for exploring opportunities for learning and sharing about your library instruction, whether at ALA Annual or other conferences.

I'd like to take a moment in this month's letter to encourage you to remember to acknowledge all of the people who work behind the scenes to make your instruction possible. If, like me, you're at a large library, there are so many people to thank – from those who keep the lights on and the technology working to those who acquire, catalog, and process materials and keep the library systems up-to-date. If you are in a small library (or a library of one) many of these jobs may also fall to you – if so, please pat yourself on the back! So much goes into a successful library instruction session that has nothing to do with our teaching skills and lesson plans. I encourage you to take a moment to reflect on who may need to be reminded how much their work means to your success.

Happy summer and enjoy D.C. and LIRT's fantastic line-up of events if you are travelling to Annual this year!

*Sherri*



**Sherri Brown,  
LIRT News Editor**



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

Send your articles to Sherri Brown  
([sherri.brown@virginia.edu](mailto:sherri.brown@virginia.edu))

## LIRT Programming at the 2022 ALA Annual Conference

### **Critical Information Literacy applications for academic, public, and school libraries**

LIRT President's Program

Saturday, June 25, 2022

1:00pm – 2:00pm

Washington Convention Center, 147A

Critical information literacy asks that librarians work with their students to learn about, question, and challenge the oppressive systems behind the creation, production, and dissemination of information. This difficult work is happening across all types of libraries, encompassing (among other topics) questions of neutrality in the resources libraries provide, the algorithms that provide search results, and the voices that are absent or present from our collections. In this session, participants will learn about the efforts of librarians from three different libraries to engage with and promote critical information literacy practices with their users.

Our panelists will include:

#### **IdaMae Craddock, Albemarle County Public Schools (Charlottesville, VA)**

IdaMae Craddock, M.Ed is a 22 year veteran of Albemarle County Public Schools and is the librarian at Albemarle County's Lab School. Winner of the Magna Award from the National Association of School Boards and Virginia's 2019 Librarian of the Year, her publications have been included in *School Library Makerspaces in Action*, *Library Technology Reports*, *School Library Connection*, and *School Library Journal*. Her research focuses on maker education and emerging technologies in libraries. She has a precocious daughter, an understanding husband, and a lazy dog named Peacha.



#### **Michelle Nass, Downingtown High School West (Downingtown, PA)**

Michelle Nass has been serving as a Teacher-Librarian for 13 years and is currently employed at Downingtown High School West, outside of Philadelphia, Pennsylvania. Michelle holds a Masters in Library and Information Science and a Masters in Curriculum and Instruction. Her focus has been building an engaging, welcoming, and supportive library environment as well as leading in Diversity, Equity, and Inclusion (DEI) and Positive Behavioral Interventions and Supports (PBIS) work, and authoring curriculum for her building and district. Outside of the library, Michelle can be found hiking, kayaking, traveling, yoga-ing (not a word?), reading, and playing with her three amazing children.

Continued on next page



## LIRT Programming at the 2022 ALA Annual Conference

### Critical Information Literacy applications for academic, public, and school libraries, continued

#### Jess Hoffman, Brooklyn Public Library (Brooklyn, NY)

Jess Hoffman is a former reference librarian currently working with the Brooklyn Public Library on information literacy and continuing education initiatives across New York State. Jess holds both an M.S.I.S. and an M.A. in English Literature from SUNY University at Albany and hopes to one day pursue a PhD. She is committed to lifelong learning and believes that curious minds and active imaginations are two of the most important things that libraries can cultivate. Outside of work, Jess can usually be found hiking, kayaking, or reading fantasy novels with her dog named Éowyn.



#### Amy Mikel, Brooklyn Public Library (Brooklyn, NY)

Amy Mikel is the Director of Customer Experience at Brooklyn Public Library, responsible for conceptualizing and implementing exceptional customer experience strategies -- especially those pertaining to reference, circulation and collections -- across the Library's 60 branch locations.

### Bites with LIRT

Sunday, June 26, 2022      11:30am-1pm      Espita

What's old is new again! Join us and your fellow colleagues in Washington, D.C. live for the first time in 3 years for Bites with LIRT!

On **Sunday, June 26**, from **11:30am-1:00pm**, we will gather at **Espita**, located just 5-10 minutes walking distance from the Washington Convention Center, just like we did 3 years ago! Address: 1250 9th St NW, Washington, DC 20001

For more information about the restaurant and the Sunday brunch menu, visit <https://espitadc.com/>, and if you have any questions, please feel free to email Mitch Fontenot, Instruction and Outreach Librarian, LSU Libraries, at [mfonten@lsu.edu](mailto:mfonten@lsu.edu).

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. We will make the arrangements; all you have to do is reserve your spot and show up!

Reservations are limited. Please sign up by Wednesday, June 1, 2022 at <https://www.ala.org/rt/lirt/bites-annual>.

## LIRT Programming at the 2022 ALA Annual Conference

### **9th Annual LIRT Awards Ceremony and LIRT's 45th Anniversary Celebration**

Sunday, June 26, 2022

5:30pm-7:30pm

Capitol City Brewing Company

In recognition of the accomplishments of librarians and libraries who promote information literacy, LIRT will host a joint event that will include the Awards Ceremony and LIRT's 45<sup>th</sup> Anniversary celebration from 5:30 - 7:30 pm on Sunday, June 26, 2022, at Capitol City Brewing Company, 1100 New York Avenue, NW. This is a few blocks from the convention center.

This year, we will be honoring winners of the 2022 Librarian Recognition and Innovation in Instruction Awards. The honorees will briefly discuss their work in forwarding information literacy, followed by time to mingle and celebrate LIRT's 45<sup>th</sup> Anniversary. As part of the anniversary celebration, renowned magician and mentalist Ryan Oakes will provide entertainment at this event.

All ALA Annual conference attendees and LIRT members are welcomed and encouraged to attend. No advance registration is required.

Honorees:

- Sara Lowe, Associate Librarian & Associate Dean of Educational Services at IUPUI University Library
- Baylor University Libraries – Beth Farwell will be accepting the award on behalf of the Baylor Team.

The 2021-2022 LIRT Awards Committee:

- Rebecca Davis, Co-Chair ([rebecca.davis@simmons.edu](mailto:rebecca.davis@simmons.edu))
- Wayne Finley, Co-Chair
- Abbie Basile
- Alexandra Mitchell
- Bridget Farrell
- Maria Sclafani

The 2021-2022 Org & Planning Committee

- Mark Robison, Chair ([mrobiso2@nd.edu](mailto:mrobiso2@nd.edu))
- Jen Hunter
- Elizabeth DeZouche

## LIRT Programming at the 2022 ALA Annual Conference

### **Applied Adult Learning in Contemporary Libraries: A Theory-Informed Practice and Its Implications for Program Designers, Educators, and Library Leaders**

LIRT Discussion Forum

Monday, June 27, 2022

9:00am-10:00am

Washington Convention Center, 101

In today's economic, political, and social climate, a strong emphasis in many library services is placed on reaching out to and providing equitable access to information resources to increasingly diverse communities. Adult learners constitute an important demographic served by contemporary libraries, regardless of their type. This discussion forum will focus on the intersection of adult learning theory and praxis as a means of providing effective educational and informational services to adult library users. The speakers will discuss key adult learning theories, including andragogy, constructivism, and self-directed learning, and share examples from existing research in the field illustrating best practices of teaching and supporting adult learning in libraries. Addressing techniques for designing instructional programming that facilitates adult learning, the ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model will also be discussed, with an emphasis on its application to a broad range of library contexts.

The speakers will engage the audience in a dialogue about the central role of libraries in facilitating adult learning grounded in a solid theoretical foundation. Participants will learn about applying the theories of adult learning, along with examples of adult education programming, in their own library settings. Finally, participants will share ideas for overcoming the challenges commonly associated with designing and delivering instructional programming for adult library users.



# LIRT Librarian Recognition Award 2022

LIRT has chosen Sara Lowe, associate librarian at IUPUI University Library, as the 2022 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.

Lowe began her library career at Metropolitan Community College-Longview and is the former assessment officer for the Claremont University Consortium. Since 2015, she has been a tenured librarian at IUPUI University Library, where she is currently the associate dean of educational services. She has been the principal investigator on many funded grant projects, including Peer Teaching for Information Literacy, What do our students know? Measuring Students' Information Literacy Skills and the Impact of Faculty/Librarian Collaboration, and Undergraduate Course to Train Near-Peer Teachers in Subject Embedded Information Literacy Instruction. She has numerous presentations and publications on instruction, assessment, information literacy, and student learning, including an article published in *The Journal of Academic Librarianship* that was selected as one of LIRT's Top Twenty Articles for 2020 and an article published in *College & Research Libraries* that was selected by ACRL's Instruction Section/Teaching Methods Committee to be included on the List of Selected Resources. Her service to the profession has been significant, including her role as a curriculum designer for ACRL's Assessment in Action Roadshow, and as the 2019-2020 President of Indiana University Libraries Association, among many others. The Awards Committee made particular note of her excellent research during the pandemic, her commitment to being a mentor, the strength of her nomination letters, which praised the impact of her work, and her dedication to the profession.



**"I'm honored that the committee selected me as the recipient of the 2022 LIRT Librarian Recognition Award. The criteria for the award is very meaningful to me, that it is 'given to acknowledge a practicing librarian's contribution to the development, advancement, and support of information literacy and instruction.' So much of my career in academic librarianship has involved information literacy and teaching information literacy competencies to students. To me, it is one of the most important aspects of critical thinking in preparing students to navigate not only their academic careers but also their lives after graduation. Additionally, I've had the pleasure of working with so many other amazing librarians in this area – that I'm honestly humbled by the fact that my efforts were recognized by the committee."**

-- Sara Lowe, Associate Librarian, IUPUI University Library

2022 marks the ninth year the Librarian Recognition Award has been awarded. Sara Lowe will be presented with a \$1,000 cash prize and a plaque commemorating the award. Her achievement will be celebrated at ALA Annual at the LIRT 45<sup>th</sup> Anniversary Celebration and Awards Ceremony on Sunday, June 26, 2022, from 5:30pm-7:30pm at Capitol City Brewing Company, 1100 New York Avenue. All LIRT members are invited to attend. Visit [LIRT's webpage](#) to find out more about LIRT, its mission, and the awards.

The LIRT Librarian Recognition Awards Subcommittee included Rebecca O'Kelly Davis of Simmons University (chair), Abbie Basile of Old Dominion University, and Alex Mitchell of Texas A&M University.



# LIRT 2022 Innovation in Instruction Award



**Amy James, Beth Farwell, Joshua Been**  
**Baylor University Libraries**

LIRT is pleased to announce that the 2022 Innovation in Instruction Award will be presented to Baylor University Libraries. Created to recognize a library that demonstrates innovation in support of information literacy and instruction, this year's award recognizes Baylor University Libraries' *information literacy syllabi miner* project, a large-scale automated curriculum mapping project.

Developed by Amy James (Director of Instruction and Information Literacy), Joshua Been (Director of Data and Digital Scholarship), and Beth Farwell (Director of Arts and Special Collections Research), the objective of the project was to use text-data mining to find information literacy related terms and phrases within syllabi to help locate new opportunities to provide support to faculty and instructors through information literacy instruction as well as increase instructional outreach and awareness across campus.

**"Winning the LIRT Innovation in Instruction Award is a massive accomplishment and honor. My colleagues, Joshua Been and Beth Farwell, have been integral in helping make our information literacy syllabi miner tool useful, effective, and impactful. This tool started off as a dream of mine about two years ago and with the expertise and skills of my colleagues, we were able to turn this dream into a reality. Using it to grow our instruction program here at Baylor has been phenomenal. But, seeing it come into fruition and be used by other campus libraries across the country has been especially rewarding. We are excited to share this open-source tool with everyone so that campus libraries across the world can use it to find opportunities for information literacy instruction at their institutions and reach more students, sharing with them the important skills that they need to navigate the information environment that exists in today's world."**

– Amy James, Director of Instruction and Information Literacy, Baylor University Libraries

It is their commitment to making the project open-source and their willingness to support other libraries using the tool that set the Baylor University Libraries team apart among a number of outstanding nominations for the 2022 Innovation in Instruction Award. The development of the *information literacy syllabi miner* provides other libraries with the ability to upload their syllabi (or other assignments) into the open-source Jupyter notebook and analyze the content to assess their own instructional programs.

2022 marks the ninth year the Innovation in Instruction Award has been awarded. The Baylor University Libraries will be presented with a \$1,000 cash prize and a plaque commemorating the award. Their achievement will be celebrated at ALA Annual at the LIRT 45th Anniversary Celebration and Awards Ceremony on Sunday, June 26, 2022, from 5:30pm-7:30pm at Capitol City Brewing Company, 1100 New York Avenue. All LIRT members are invited to attend. Visit [LIRT's webpage](http://www.ala.org/lirt/lirt-news-archives) to find out more about LIRT, its mission, and the awards.

The LIRT Innovation in Instruction Awards Subcommittee included Wayne Finley of Northern Illinois University (co-chair), Bridget Farrell of the University of Denver, and Maria Sclafani of Wichita State University.

# Member A-LIRT

## Mary Dumbleton

Librarian  
Florida State College at Jacksonville



### What brought you to LIRT?

I was recruited by a library administrator at my college who is involved with ALA and LIRT. I had been thinking about joining an ALA committee and was ready and willing.

### What was your path to librarianship?

I started out working at the public library in high school, and it stuck with me. As I earned my college degrees I started working for my current institution's library and learning commons and gradually moved up through library assistant positions. Once I got up to the manager position, I was on my way to getting my MLS. I started out as an evening adjunct, and when one of our campus librarians retired, I applied.

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

I am a faculty librarian at the North Campus of our institution. Because our campus is focused on the health sciences, I spend a lot of time working on collection development and self-study data for different health programs to make sure we are in line with their accreditation requirements. I really like collaborating with the faculty to reflect their disciplines in the collection. Establishing a rapport with the program managers and liberal arts faculty has been most rewarding. I enjoy providing orientations for them and especially enjoy when I can focus on a specific research topic.

### In what ways does it challenge you?

I would currently say the biggest challenge is the aftermath of our pandemic year. Trying to keep pertinent areas up to date with a limited budget and not being able to execute many of our group projects, presentations, and campus fairs. I had a speaker's series before the pandemic for many years, a living library of faculty, and notable individuals from our surrounding area. I'm now re-thinking how I can continue in our hybrid environment. It provided a cross-discipline experience for our students and faculty that attended.

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

I would have to say my parents. My father, Duane Dumbleton, was a professor and administrator for many years and taught me many things about engaging with students and faculty. My mother, because she was a true lifelong learner, and never shied away from asking questions of any kind. She loved art, science, history and always had a tidbit of knowledge to pass in my direction.

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

I always have a mystery or science fiction book typically. Some paperback I can toss in my backpack or purse and read on the trains, planes, etc. When I remember, I also bring my drawing diary to capture the environment. After a full day in a national park or city, my book is a great way to wind down. When traveling with my girlfriends, "The Goonies," I toss in a Goonie T-shirt as well, because something always happens during our excursions that later we will turn in to a tall tale to share with our friends.

Continued on next page

# Member A-LIRT, continued

## Mary Dumbleton

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

I think libraries are always evolving and adapting new knowledge. If I could change anything it would be a bigger budget (of course) to explore all the possibilities. Libraries should have more events that embrace diversity and inclusion. Historically, I think we are better at that than many institutions, so as long as we keep evolving, I think we will be great. I would encourage more collaborations with other institutions and organizations. We must encourage and embrace our communities to utilize the library centers as a place, as well as resources.

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

I like documentaries about almost anything. I am a painter, collage artist and love art museums. My mother was a crafter and artist as well, but her mediums were pottery and sculpture.

### What do you like about LIRT and what would you like to see?

I like the opportunity to converse with colleagues from across the country about library instruction. I would love to hear more about what kind of activities are going on that provide a library experience outside the normal parameters.

### What are you looking forward to?

I am looking forward to new insights, collaborations, conversations and techniques to add to library instruction, especially in incorporating information literacy, from the basics to threshold concepts in "real world" scenarios.



Did you know? You can be featured in Member-A-LIRT!  
Just reach out to the LIRT Membership Committee  
Chair, Lily Dubach, at [lily@ucf.edu](mailto:lily@ucf.edu).



# 2021 LIRT Top 20 Instruction Articles

## Committee Members

Melissa Gomis (co-chair)

Meghann Kuhlmann (co-chair)

Kelly Marie Banyas

Arianne Hartsell-Gundy

Holly S. Hebert

Beata Monika Kozlowski

Rebecca Maniates

Traci J. Mays

Krista McDonald

Marianne Myers

Julie Pactor

Michael Saar

Virginia T. Seymour

Kathryn M. Sullivan

Elisabeth White

**Bull, A. C., MacMillan, M., & Head, A. (2021, July 21). Dismantling the evaluation framework. *In The Library With The Lead Pipe*. <https://www.inthelibrarywiththeleadpipe.org/2021/dismantling-evaluation/>**

Bull, MacMillan, and Head first examine two widely used methods of source evaluation: CRAAP (Currency, Relevancy, Accuracy, Authority, Purpose) and SIFT (Stop, Investigate, Find, Trace). The authors offer both context and observations about these strategies, particularly noting how the information environment has changed, especially since the introduction of CRAAP, from “you found information” to “information finding you.” The authors, using their own experiences and evidence from research, advocate for moving from a reactive evaluation process to a proactive evaluation process, utilizing a comparison table to illustrate the differences. For example, the reactive process involves analyzing sources based on their own characteristics, whereas the proactive process considers the sources as part of a larger, more interconnected information network. This can be done by moving from checklist models or questions with yes/no answers to a more open-ended discussion with students, such as asking students if they would reshare an article and why. The proactive model goes further than the SIFT framework and can be used alongside it to ask students to consider the entire information system using their own previous experiences living within the current, more customized information environment, evaluating why they are seeing those particular articles or posts. The authors acknowledge the difficulties in enacting this model, especially in a one-shot environment, but call for trust in ourselves and our students in this process and reiterate the need for students to be able to evaluate information. **KB**

**Cowden, C., Seaman, P., Copeland, S., & Gao, L. (2021). Teaching with intent: Applying culturally responsive teaching to library instruction. *portal: Libraries and the Academy*, 21(2), 231–251. <https://doi.org/10.1353/pla.2021.0014>**

The authors put forward culturally responsive teaching (CRT) as a strategy librarians can use to create inclusive classroom environments for culturally diverse students. CRT is a pedagogy that views content and teaching strategies through the lens of students’ cultural frames of reference. This is a pedagogy that has been used in K-12 education for many years and has only recently been adopted in higher education. The strategies discussed in the article can be used by any librarian doing instruction and have been adjusted from the semester-long course framing to align with the challenges presented by “one shot” library instruction. As a result, the authors focused this article on the areas of instruction preparation (reflection), communication, and facilitation or decentering the instructor.



Each of these areas is addressed through recommending applications and strategies for librarians. They also address variations for large and small courses and explain the theories that informed each strategy, making this article a roadmap for learning more about culturally responsive teaching. There are challenges noted to incorporating these strategies into library instruction such as the dependence on relationships and limited classroom time, which makes it harder to get to know students' cultural background. However, the authors successfully argue that culturally responsive teaching can benefit anyone and provide clear steps and activities librarians can engage in to improve their teaching. This article may also be of interest to librarians in K-12, public, and special libraries. **MG**

**Espinosa de los Monteros, P. A., & Black, E. (2021). Information literacy for global inclusion: Designing an annotated bibliography for global search and selection. *Communications in Information Literacy*, 15(2), 208-226. <https://doi.org/10.15760/comminfolit.2021.15.2.4>**

This article is included in the "Innovative Practices" section of *Communications in Information Literacy*, which highlights peer-reviewed case studies of innovative information literacy instruction practices in academic libraries. It deserves the innovative practices moniker because of its approach to encouraging undergraduates to think more globally in their research sources. The case study involves the redesign of an annotated bibliography assignment used in an international studies course to encourage the use of resources from different countries. This focus on finding global information helps to reframe knowledge production and decenter a Western perspective. A real strength of this article is how it examines why traditional library databases and online resources, like Wikipedia, tend to overly represent scholarship from the Global North, and how students benefit from understanding this information inequity.

The redesign of the assignment involved scaffolding it into three different parts. This scaffolding approach allowed students to slow down and find information that was less easily accessible than standard research sources. It also meant they were engaging with their sources throughout the semester rather than creating the annotated bibliography and moving on to the next assignment. The librarians created a rubric, which shows how this assignment aligned with the *ACRL Framework for Information Literacy for Higher Education* and the *UNESCO Global Citizenship Education Elements*. Several features of the assignment encouraged students to be self-reflective and think about how to write for an external audience, including requiring students to describe not just the resources but their search process in their annotations and having students transform their annotated bibliography into blog posts. Librarians should find inspiration for encouraging more inclusive citing practices in their own instruction. The article includes a link to the full assignment directions and rubrics in a supplementary section: <http://hdl.handle.net/1811/92921>. **AHG**

**Ezell, J., & Rosenbloom, L. (2021). Improv(is)ing research: Instructional design for serendipity in archival exploration. *The Journal of Academic Librarianship*, 47(1), 102257. <https://doi.org/10.1016/j.acalib.2020.102257>**

In teaching a first-year seminar in 2018, "Beyond Stonewall: Histories of U.S. Gay Liberation," two librarians, one as the instructor, and one as the embedded librarian, tried different methods of instructional design in hopes of fostering serendipity in digital archival exploration of Gale's *Archives of Sexuality & Gender: LGBTQ History and Culture Since 1940*. They then engaged in an exploratory SoTL study of student's reflections on their search experiences during a small pilot study consisting of 12 students in one semester.

By using L. Björneborn's framework for serendipity and tying it conceptually into the 2016 *Framework for Information Literacy*, Ezell and Rosenbloom were able to isolate the different categories of serendipity: surprise, experience, attention, stumbling as they occurred in the students' reflections. They then were able to reflect on how to create opportunities for further serendipitous exploration by preparing the students ahead of time and following up with "research actions." **HH**

**Farooq, O., & Maher, M. (2021). Synthesis and generativity: Elaborative interrogation prompts for graduate information literacy instruction. *The Journal of Academic Librarianship*, 47(5), 102398.**

**<https://doi.org/10.1016/j.acalib.2021.102398>**

Authors Farooq and Maher argue that the pedagogical tool of elaborative interrogation, a tool that is widely used in education, is also helpful within the realm of information literacy instruction. In their work with graduate students who were drafting research proposals, theses, and dissertations, they developed a set of interrogation prompts, a series of questions aimed to activate higher level cognition while also familiarizing students with the research process.

Elaborative interrogation is a higher-order questioning strategy that employs ‘why’ questions (e.g., why would this be true) in order to encourage students to connect new information to their already established knowledge base. This pedagogical tool aligns with constructivist theory in that students are building upon prior knowledge with the integration of new knowledge, and through that cognitive process, learning occurs.

Farooq and Maher list 25 interrogation prompts they employed with graduate students in the article, including questions like: What is your fundamental motivation for doing this study? How would you describe your focus? Are you drawing primarily from one theory or multiple theories? By asking students these questions/prompts, the student is forced to explain the ‘so what’ and ‘whys and hows’ in regards to their research. Through this explanation process, students better comprehend their approach to their research, as well as gain a greater conceptual understanding of the research process. Utilizing elaborative interrogation prompts to facilitate greater understanding would benefit not only graduate students, but all researchers, and is a useful pedagogical tool for information literacy instructors. **BK**

**Graves, S. J., LeMire, S., & Anders, K. C. (2021). Uncovering the information literacy skills of first-generation and provisionally admitted students. *The Journal of Academic Librarianship*, 47(1), 102260.**

**<https://doi.org/10.1016/j.acalib.2020.102260>**

In this article, the authors describe their initiative to design and teach a unique section of their university’s first year composition course targeted specifically toward first-generation provisionally-admitted students and compare the information literacy gains with students in other course sections. This grant funded project provided an opportunity for librarians to teach two full semester-long course sections that integrate IL concepts into the composition curriculum more fully than the one-shot model used in other sections. As the first phase of a larger mixed methods study, they used a standardized IL assessment tool to administer pre- and post-tests to both student groups in an attempt to understand how different populations are affected by IL instruction. The particular testing implement used allowed the researchers to investigate specific categories of IL such as selecting or documenting. This method also lends some insight into the base level skills of the target population in comparison to the larger student body.

Overall, the results suggest that the intervention was successful in increasing students’ IL skills further than typical one-shot instruction, and librarians were able to share their materials with course instructors for greater scalability going forward. One key take-away from this research is that deficit model thinking is not appropriate toward first-generation students, as they showed very similar results to other students in both the pre- and post-tests. This study contributes to the professional literature by providing data about the IL skills of first-generation students, evidence that intensive interventions can produce measurable results, and an example of how to demonstrate the value of a unique IL initiative to various university stakeholders in terms of concrete learning outcomes. **MK**

**Hicks, A., Maxson, B. K., & Reyes, B. M. (2021). “Hay muchos Méxicos”: A new approach to designing international information literacy instruction. *portal: Libraries & the Academy*, 21(4), 859-884. <https://doi.org/10.1353/pla.2021.0044>**

This study approaches the understanding of information literacy (IL) through an intercultural lens to better understand international students’ experiences in their home country. Through a questionnaire and resulting focus groups with 22 information professionals in Mexico City, the authors seek to better understand how IL is taught and understood in the

academic environment in Mexico. The authors also aim to gain a better understanding of how librarians who teach can use their understanding of IL from the Mexican academic context to better inform their teaching and engagement with Mexican international students in the United States.

The results of the focus group discussions suggest that the Mexican librarians position IL in three ways. First is “making up for lost time” as a way to educate students who did not engage with IL as part of their secondary school experience. Second is “upholding standards,” where librarians aim to maintain standards, norms, and integrity in an academic environment and within the profession. Third is “investing in the future,” where librarians engage students in IL related to lifelong learning pursuits for professional and personal success. These three classifications fall under the broader category of “cultivating society,” which points toward IL playing a part in advancing societal change, as well as addressing inequality and social justice in the educational system through broader inclusion. Inspired by the librarians from Mexico City and their commitment to social justice, some of the authors of this article were prompted to incorporate discussions related to social justice into their own library classrooms in the U.S., with positive results.

This research explores how transcultural education through the international campus environment can work to develop librarians’ professional practice and understanding of IL in different educational settings. This article provides a thoughtful background and review of IL in Latin America and Mexico and offers an insightful discussion into the gaps in IL research in international contexts. The findings of this research will be useful for librarians who work with international populations or have strong exchange programs at their institutions, as well as those librarians who are interested in critical information literacy. In particular, this study provides a unique perspective for considering students’ experiences and identities from an international context, allowing librarians to engage more thoughtfully with culturally responsive IL instruction. **RM**

**Hicks, A., & Sinkinson, C. (2021). Participation and presence: Interrogating active learning. *portal: Libraries & the Academy*, 21(4), 749-771. <https://doi.org/10.1353/pla.2021.0040>**

The authors, researchers at University College in London and at the University of Colorado Boulder, believe that active learning and its use within information literacy instruction is critical to maintaining inclusive and equitable education opportunities. For those unfamiliar with this discussion, the authors provide a brief “overview of active learning and how participatory models of education have been adopted within librarian practice...” Using literature from Library and Information Science curricula, the authors explore active learning surrounding key themes of “self-protective information behaviors, the performance of learning, non-participatory and resistant activity, technological risk, and questions of inclusion.” Upon examination, the authors found that active learning begets accidental issues within the information literacy classroom. They advance the idea that the individual is not the primary site of learning but that learning unfolds through “material, social, and temporal interactions,” and that information literacy should be studied sociologically and not viewed only through the lens of individual achievement. In conclusion, the authors advocate for a hybrid approach to information literacy instruction. This approach blends traditional thought from the works of Benjamin and Kolb with Dewey’s constructivist theory focusing on a student’s prior experience. Information literacy instructors that employ active learning strategies must be “deliberate in investigating what participation means for the learners with whom they work,” as well as “critically engage with the implications of their pedagogical strategies and actions” to insure they are providing inclusive and equitable learning opportunities. **TM**

**Koelling, G., & Russo, A. (2021). Teaching assistants’ research assignments and information literacy. *portal: Libraries and the Academy*, 21(4), 773-795. <https://doi.org/10.1353/pla.2021.0041>**

Authors Koelling and Russo fill a gap in information literacy instruction research with their article. While much has been written about collaborations between librarians and English department faculty integrating information literacy (IL) into assignments for first-year composition courses, there has been very little research focused on teaching assistants (TAs)

who are responsible for teaching many of these classes. The authors reviewed writing assignments developed by TAs and coded them for IL elements. Four themes emerged from this analysis.

One major theme was that the library was absent from most assignment guidelines and instructions. The library may have been implied through use of terms such as “journal articles” or “academic sources,” but there was no direct connection between the library and those types of sources. There were four assignments that mentioned the library, using phrases like “the library’s resources” or “library databases.” In addition, where help was offered for the project, the library was not suggested as a place to seek or receive it.

Another recurring theme was the inconsistent classification of information types. Sometimes “sources” was narrowed by quantification (“at least six sources”), through binaries (scholarly vs. popular), or by the medium (books, articles, websites). Authority was also used as a classifier, with specific authors or publishers described (a nonprofit organization or government agency).

The authors also observed a theme of instructions being simultaneously specific and flexible, depending on the element. Instructions were very specific regarding page length, formatting, and number of sources, and clear about citations, typically specifying a particular style. Some also clearly explained the difference between in-text citations and the works cited page. Flexibility appeared in the form of topic selections and sources. Generally, students could choose a topic within an assigned realm, and occasionally the subjects were wide open. Sources were rarely identified, although sometimes class resources were suggested as possible sources. Another way that flexibility appeared was through vagueness, particularly about the research process. Phrases such as “Do some research” and “Research your topic” were common examples.

Finally, the authors discovered that assignment instructions scaffolded tasks and skills well. The majority of assignment instructions included an explanation of how the task fit into the course as a whole. The TAs also showed an understanding that research is iterative and nonlinear through their assignment instructions. They reminded students that they may not use every found source in their final projects, that they should address feedback to their annotated bibliographies, and that their sources help them build a foundation of knowledge about their topics. **KM**

**Lacy, M., & Hamlett, A. (2021). Librarians, step out of the classroom!: How improved faculty-led IL instruction improves student learning. *Reference Services Review*, 49(2), 163–175. <https://doi.org/10.1108/RSR-09-2020-0062>**

Authors Lacy and Hamlett, librarians at a small community college, argue that students are better served when research skills are embedded in the curriculum and that librarians should move away from one-shot instruction sessions without a specific purpose and context. They suggest librarians and faculty collaborate, and, moreover, that librarians should teach faculty how to integrate information literacy into their curriculum. In this paper, Lacy and Hamlett present the results of their research on the efficacy of teaching faculty how to embed information literacy into their English courses to develop a shared-ownership model for information literacy instruction. The study found success in librarian syllabi reviews and librarian-faculty collaborations on scaffolding information literacy instruction throughout the course. The data collected through student surveys, student papers, and faculty interviews reveal the benefits of faculty engaging with librarians for their information literacy curriculum, particularly with services like librarian syllabi reviews and librarian-created lesson plans which were included in the Faculty Toolkit (included in the appendices). Their findings also illustrate the benefit of faculty intentionality and preparation when planning and scheduling information literacy and propose that this model works well with online, librarian-produced, information literacy content that can be used by faculty in their curriculum, like tutorials and videos. **MM**

**Mertens, G. E., Mundorf, J., Bainter, T., Bourn, J., & Kohnen, A. M. (2021). Wisdom begins in wonder: Implementing identity-based information literacy instruction across the content areas. *Middle School Journal*, 52(2), 38–47. <https://doi.org/10.1080/00940771.2020.1868059>**



In the fall of 2019, a group of eighth grade Algebra, American History, and English teachers collaborated to implement a cross-disciplinary information literacy curriculum they called the Wonder Project. To design the curriculum, the authors started with the concept of “generalist literacy,” which they defined as “the literacies needed to investigate topics about which the information seeker has little background knowledge.” The Wonder Project intentionally emphasized the affective qualities of generalist literacy: curiosity, skepticism, accuracy, and persistence. As part of the Wonder Project, each student exercised their curiosity by choosing their own topic and research questions to investigate. Each quarter was then devoted to either skepticism, accuracy, or persistence, during which one information literacy lesson was implemented in each subject area, for a total of 3 lessons per quarter. Time was reserved at the end of each quarter for students to apply their new attitudes and skills to researching their chosen topic. The fourth quarter was earmarked for student project presentations, although that was compromised by the Covid-19 pandemic.

The Wonder Project is useful as a case study in cross-disciplinary collaboration, but its real value lies in its emphasis on the affective qualities of the information seeker. The authors convincingly argue that identifying as “skeptical, critical consumers of online information” is the key to creating students who have the motivation to actually use the information literacy skills they acquire in school. Although this article focuses on eighth graders, its lessons apply equally through high school and into the undergraduate years. **JP**

**Moreillon, J. (2021). Literacy learning leaders: Don’t sell their skill set short! *Teacher Librarian*, 48(3), 22–27.**

This article argues for increased advocacy among school librarians in their role in promoting literacy. The author investigates the various ways school librarians contribute to the development of students’ skills in reading comprehension and the analysis of informational texts. As this is a priority in all levels of K-12 teaching, school librarians naturally partake in this process as well. Although traditionally school librarians may be viewed as solely promoting traditional reading in schools, their expertise and skill set allow them to extend beyond promotion and include instruction in reading comprehension.

The article provides scenarios in which a school librarian can support classroom teachers’ reading comprehension instruction throughout each step of reading promotion. Before sharing a book with students, school librarians can ask them to make connections they may have with the reading through their background knowledge on the book’s topic as a way of preparing them for active listening. During the reading, librarians may ask students to predict the next course of events in the plot to demonstrate how thinking moves them through the text and motivates engagement. After finishing the book, librarians can tease out main ideas from the students to demonstrate comprehension.

The article reinforces the need for school librarians to foreground traditional literacy learning in their work, as these skills serve as the foundation for several other literacies and allow students to be adept in understanding information in a variety of formats. The author also argues that school librarians should recognize their value in teaching traditional literacies. Librarians’ unique skill set can be used to lead the charge in reading promotion, model and apply comprehension strategies for students, collaborate with classroom instructors to improve reading proficiency, and advocate for these literacies. This article serves as a valuable reminder that school librarians have the expertise and skills to take a leadership role on literacy instruction teams. **MS**

**Pagowsky, N. (2021). The contested one-shot: Deconstructing power structures to imagine new futures. *College & Research Libraries*, 82(3), 300–309. <https://doi.org/10.5860/crl.82.3.300>**

Making a call for proposals for an upcoming C&RL special issue, this editorial discusses one-shot library instruction and its starring role in cyclically ineffective information literacy teaching. Pagowsky, an Associate Librarian at the University of Arizona Libraries, offers her perspective on effective teaching; assessment, measurement, and outputs; power structures and care work; and power structures and EDI, encouraging others to upend one-shots as a dominant approach and reimagine information literacy instruction.

The author identifies shortcomings of the one-shot model, defined in this case as “a standalone session, superficially (or not at all) connected to the course content,” and encourages readers to seek alternative pedagogical solutions by confronting “what appear to be common-sense practices” (300). Pagowsky brings together much of the current discourse around information literacy pedagogy through the lens of one-shot instruction. Pagowsky contextualizes her take on the one-shot within her own initial teaching experiences that were marred with issues of high volume and curricular irrelevance that many readers may find relatable. Through an exploration of “structures that present barriers to change” (301), Pagowsky identifies areas of stagnancy and cautions against efforts to retool one-shot instruction that simply increase volume or reinforce existing harmful cycles. Unsustainable practices include emphasizing irrelevant quantitative measures, promoting a “yes” mentality, and devaluing care work, all of which are inherently tied to feminized labor and power disparities. Readers may also resonate with the acknowledgement of how practical concerns about proving value and increasing volume intertwine with larger systemic and pedagogical issues.

This editorial prompts a closer look at why one-shot instruction may feel so unproductive and untenable for many librarians. As Pagowsky notes, consensus is not necessary, but sharing perspectives and rethinking the measure of effective teaching (300) will be an inevitable conversation across the field for the foreseeable future. VS

**Press, M., & Meiman, M. (2021). Comparing the impact of physical and digitized primary sources on student engagement. *portal: Libraries and the Academy*, 21(1), 99–112. <https://doi.org/10.1353/pla.2021.0007>**

Press and Meiman investigated whether students learn or engage differently when interacting with digital primary sources rather than physical materials. Specifically, their study looks at an assignment where students are required to rhetorically analyze primary sources. Their review of the literature found a gap in the research in that while some studies address student learning in the context of digital sources, the potential impact of the format is usually not addressed. The authors posed two primary research questions: (1) Do students engage with primary sources differently when the materials are presented in a digital, rather than physical, format? and (2) Do students learn differently when primary sources are presented in a digital, rather than physical, format? To investigate these questions, the authors collaborated with a faculty member teaching a business ethics course to design a case study assignment that students would complete while examining primary sources. The assignment included a series of questions that led students through a rhetorical, guided-inquiry of primary sources. Questions were far ranging and required students to consider the source’s creation process, perspective, and historical and cultural context. One group of students engaged with physical primary sources, while another engaged with digital primary sources. The researchers used rubrics to assess student engagement and student learning outcomes. Their findings show that when asked to rhetorically analyze primary sources, whether or not the materials are digital or physical has no discernible effect on student learning and engagement. These findings have wide-ranging implications, as they suggest that primary source education can be scaled up to engage greater numbers of students through the use of digital content, lessening the limitations imposed by physical space and materials, and often understaffing. KS

**Pyman, H., & Sundsbø, K. (2021). Copyright dough: A playful approach to teaching copyright. *Journal of Information Literacy*, 15(1), 54–67. <https://ojs.lboro.ac.uk/JIL/article/view/PRJ-V15-I1-1>**

Copyright is a complex and sometimes anxiety-provoking topic for students, faculty, and even librarians. Pyman and Sundsbø present a thoughtful and engaging new approach to teaching copyright: a game called Copyright Dough. In this game, participants use the children's toy Play-Doh to enhance their understanding of copyright licenses and restrictions. Players are assigned a role (student, teacher, researcher, or creator), a task, and a type of copyright license. Then, they use Play-Doh to complete their assigned task. Tasks range from creating their own unique model, creating a model inspired by another player's model, or making an exact replica of another model. Once players have finished their models, the game enters the discussion phase. Players consider an individual’s role, and each Play-Doh model's copyright status to determine if their actions are permissible under copyright regulations. A librarian facilitates the

game, and their goal is to answer clarification questions, rather than steer the conversation.

This game is an effective way of demystifying intellectual property rules and making copyright instruction feel playful, rather than threatening. The discussion phase allows participants to learn from one another and consider the implications that copyright decisions may have on individuals throughout the span of their careers. The game was well-received by attendees based on informal feedback. Copyright Dough players found the game memorable and fun and left feeling more confident in their understanding of copyright rules. The authors published the game on FigShare with a Creative Commons license, so any librarian is welcome to try the activity in their own classroom. All they need is an open mind and a container of Play-Doh. **EW**

**Ridley, M., & Pawlick-Potts, D. (2021). Algorithmic literacy and the role for libraries. *Information Technology & Libraries*, 40(2), 12963. <https://doi.org/10.6017/ital.v40i2.12963>**

The authors, researchers at the University of Guelph and Western University, examine multiple definitions on literacy including computational thinking, cyber literacy, and digital literacy. Following a comprehensive review of the literature, the authors provide a well-thought out definition of algorithmic literacy and the importance of establishing a universal understanding of the concept. This definition is needed due to the “different and often contradictory definitions of literacy” within the field. Moreover, the authors carefully outline the past roles of libraries in algorithmic literacy; and the misconception that library staff are unable to understand the complexities of AI or aspects of algorithms in everyday life and its technical details. Concluding, the authors thoroughly identify opportunities that libraries can make which will uniquely advance understanding of algorithmic literacy and AI with patrons, students, and the community. “Information literacy programs championed by libraries have been instrumental in raising awareness and skill building among their user communities...Using information literacy programs as a scaffold, algorithmic literacy can be incorporated into these successful initiatives.” The authors expressly believe that it is imperative for libraries of all types to insure their community users build algorithmic literacy skills as it profoundly impacts their everyday lives, though many seem unaware of this phenomenon. **TM**

**Roth, A., Singh, G., & Turnbow, D. (2021, May 26). Equitable but not diverse: Universal design for learning is not enough. *In The Library With The Lead Pipe*. <https://www.inthelibrarywiththeleadpipe.org/2021/equitable-but-not-diverse/>**

In this article, the authors explore the design of online learning objects in asynchronous learning environments and discuss how Universal Design for Learning (UDL) meets the needs of inclusivity but often leaves out the lens of diversity, leaving a gap in best practices. Techniques such as providing culturally relevant examples, creating a space where diverse experiences and knowledge is valued, and providing a choice as to how learners will interact with content are given. The authors show that this can be as simple as using examples that center around Black, Indigenous, and people of color (BIPOC) for citing sources.

In order to study this further, the authors created a tutorial about preventing plagiarism for users at University of California, San Diego (UCSD) which was built using Storyline 360 and consisted of three modules (Define, Prevent, Cite). They then surveyed students who completed the module and answered a set of questions about the diversity they saw in the design of the tutorials. Learners both noticed and liked seeing a diversity of characters represented. Additionally, respondents were asked if they understood the common knowledge reference to U.S. History which the authors had been unsure about using since there is a large international student population at UCSD. It was determined that most students did know the reference. The takeaways from this study will help better inform UDL practices that include the lens of diversity. **HH**

Schumacher, S. (2021). Ethical decision-making and visual literacy instruction in architecture. *portal: Libraries and the Academy*, 21(2), 317–338. <https://doi.org/10.1353/pla.2021.0018>

Schumacher's article outlines the importance of preparing architecture students with the ethical foundation to make decisions about fair use and copyright as professionals. The article presents a step-by-step model for preparing, executing, and assessing visual literacy ethics instruction, which can be adapted to fit many other disciplines. Schumacher provides an abundance of detail, guidance, and examples for each of the five steps: (1) Correcting Student Ethical Failures and Impediments, (2) Investigate Visual Literacy Practices in Standards and Guidelines, (3) Ethical Visual Literacy Learning Outcomes and Curricular Goals, (4) Constructing an Instruction Module, and (5) Assessing Student Learning. The author makes a strong case and model for the librarian's role in teaching students how to be better stewards of visual materials for themselves and others. As the author points out, visual material is a near-constant presence in most of our lives, and the use and reuse of visual material has real-life consequences. The appendices include polling questions about copyright and a post-session quiz on image use. **MM**

Vong, S. (2021). From dispositions to positionality: Addressing dispositions of the student researcher in the ACRL framework. *The Journal of Academic Librarianship*, 47(6), 102457. <https://doi.org/10.1016/j.acalib.2021.102457>

This article addresses the gap of research regarding dispositions within the ACRL Framework. The author notes the influence the framework has held in information literacy instruction since its adoption several years ago. In addition to the six frames, the text places heavy emphasis on both knowledge practices and dispositions. While the former has been addressed in various ways, there has been little discussion on disposition in the library literature. This article attempts to fill that void by examining dispositions, discussing dispositions in relation to the concept of positionality and providing examples of teaching positionality in information literacy instruction.

The author begins the investigation by noting the frequent appearances of the term "disposition" in the ACRL Framework. While several definitions exist of this term, the ACRL Framework draws on one by educational psychologist Gavriel Solomon who characterizes the concept as "a cluster of preferences, attitudes, and intentions, as well as a set of capabilities that allow the preferences to become realized in a particular way." The article notes several complexities in teaching dispositions, including difficulties in assessing or measuring dispositions and a lack of training within LIS programs in teaching dispositions. The article suggests utilizing the concept of positionality as a way to overcome these difficulties. Positionality refers to the self-awareness of one's own experiences and socioeconomic status that inform perspectives on individuals and society. In research, positionality acknowledges the impossibility of a "neutral observer." Much of the literature in this field comes from the social sciences, particularly from critical race, feminist, and queer scholars. Included in this overview is the reminder to balance one's own identity in relation to systems and structures that may influence practice and thought.

The article concludes by providing sample activities for incorporating research positionality in various stages of the research process including research question development, analyzing research methodologies, identifying key terms, and reflecting on the research process. Of particular value is a positionality statement exercise, which encourages the student to reflect on their own positionality before embarking on a research project. The article marks an important contribution in utilizing the framework through its detailed analysis of dispositions coupled with practical strategies in teaching dispositions in the information literacy class. **MS**

Zhang, X. (2021). Using drama-based pedagogy to support college students' information literacy development: How do the students feel about it? *Research in Drama Education: The Journal of Applied Theatre and Performance*, 26(4), 582–598. <https://doi.org/10.1080/13569783.2021.1899802>

This paper aims to understand students' feelings about using drama-based pedagogy when learning about and developing information literacy skills focused on reading and synthesizing information for their written work. Drama-



based pedagogy is a technique that centers around role-playing in the classroom. This pedagogical approach moves through different phases throughout the study and links to students' information literacy skills development: Pre-drama planning (searching for relevant information); drama staging (evaluation and exchange of information among students); post-drama activities (evaluation of information gained from research and presentations and recognition of the need to search for additional information); and post-drama information transfer (teacher-mediated guidance through the argumentative writing process).

The research was conducted by a professor in a writing-focused course at a university in China. Ten of the 22 students in the class participated, and data collected include individual and group interviews, reflections, and evaluation of drafts/final essays. Groups of students worked together on the same topic and engaged in dramatic presentations about the different arguments and counterarguments of their topic. Teacher mediation helped students to refine their dramatic performances to gain more from their interactions with each other. This mediation also helped the students to better understand variations in ways of communicating about research and engaging with authors' work more authentically. The dramatic interactions prompted some students to do more research and come better prepared for the dramatic engagement. Students also started to use better sources such as academic journal articles and data, rather than simple web searches. Students also recognized information gaps, prompting them to research in more depth to help support new arguments developed by the student groups.

This paper's novel approach to teaching students how to evaluate, use, and integrate information into student writing is a valuable contribution to the literature. Through drama-based pedagogy in the form of communication and engagement with their classmates, students can better determine what information is needed to support their arguments. While many librarians may not have a full semester to develop students' skills and understanding using this technique, drama-based pedagogy has significant promise on a smaller scale to help students better connect with information sources and use information more effectively in their writing. **RM**



# Tech Talk

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Dear Tech Talk— I’ve heard bandied about the phrase, *collections as data*, and have been pondering what that phrase might mean? - **Curious about Developing Collections as Data**

**Dear CaDCaD-** For centuries, scholars in the humanities have used print materials—scrolls, manuscripts, letters, diaries, folios, books, etc.—as their research laboratories. They read texts closely, made notes, wrote, presented, and published papers and books with their findings. With the advent of technology (i.e., computers), *digital humanities* emerged. However, a broad database search indicates that, in the mid-1980s, the phrase *digital humanities* initially applied to incorporating technology in humanities instruction. A shift in that focus for digital humanities likely began with the introduction of the Text Encoding Initiative (TEI) in 1987. With TEI, researchers use XML to semantically code texts so they can use computers when working with texts ([https://en.wikipedia.org/wiki/Text\\_Encoding\\_Initiative](https://en.wikipedia.org/wiki/Text_Encoding_Initiative)). However, the number of digitized works remained minimal, with the wholesale digitization of print materials seemingly out of reach.

A game changer emerged in October 2004, when Google announced the *Google Books Library Project*. Through this initiative, Google digitized, at an unprecedented pace, millions of books from library partners and continues to work with library, author, and publisher partners, creating a huge corpus of digitized books that can be searched online ([https://en.wikipedia.org/wiki/Google\\_Books](https://en.wikipedia.org/wiki/Google_Books)).

As a corollary to the *Google Books Library Project*, libraries with sufficient funding began to acquire scanners comparable to those used by Google and used them to digitize print materials in their collections at an accelerated pace. Additionally, more sophisticated scanning technology evolved, and libraries started whole-heartedly building digital collections from their unique and distinctive collections, making them available to scholars anywhere in the world—as long as they had an internet connection.

One more outcome of the *Google Books Library Project* was the development of the HathiTrust in fall 2008 (<https://en.wikipedia.org/wiki/HathiTrust>), which was initially a mechanism for those first libraries that contributed to the Google Books Library Project to preserve and provide access to their digitized contributions in an environment outside of Google. In 2011, the HathiTrust Research Center was launched to enable “computational analysis of the HathiTrust corpus” (<https://www.hathitrust.org/htrc>).

Consequently, the definition of digital humanities expanded from the use of technology in humanities instruction. With the availability of a growing corpus of humanities-based research content, researchers could consider text analysis through computer technology—if they had access to the digital content in a way that was computer friendly. However, not surprisingly, libraries built their digital collections to mimic those materials in an analog environment—much in the same way that the initial online library systems presented the catalog information on the screen in the same way it was presented on a card in a card catalog.

Now, with some background and context, let’s talk about *collections as data*. Perhaps the first glimmer of collections as data appeared when Padilla and Higgins (2014) stated, “Librarians can further enhance use of their digital collections by considering how thinking of them as Humanities data, and promoting them as such, can encourage uses beyond reading, viewing, and listening” (p. 324). As it turns out, Thomas Padilla is a champion for collections as data, and in 2020, *Library Journal* identified him as a Mover and Shaker for this work. Trevor Owens, head of digital content management at the Library of Congress, said, “Thomas

has been leading the national dialogue of librarians and humanities scholars around the future use of cultural heritage collections as computational sources” (Anonymous, 2020c).

To demonstrate Padilla’s contributions to and passion for collections as data, below is a brief timeline that outlines major initiatives, most of which involved Padilla:

- 2014: Padilla & Higgins publish “Library Collections as Humanities Data: The Facet Effect” in *Public Services Quarterly*.
- Fall 2016: *Collections as Data: Stewardship and use Models to Enhance Access* workshop hosted by the Library of Congress, from which Padilla wrote one of the conference reports, *On a Collections As Data Imperative* (Padilla, 2017).
- 2016-2018: *Always Already Computational: Library Collections as Data*, an IMLS grant awarded to UC Santa Barbara (where Padilla worked) and other institutions to engage the cultural heritage community in the “development of a strategic approach to developing, describing, providing access to, and encouraging reuse of library collections that support computationally driven research and teaching” (<https://tinyurl.com/2p5kvzw2>).
- 2018-2021: *Collections as Data: Part to Whole* a Mellon grant awarded to the University of Nevada, Las Vegas (where Padilla worked) and the University of Iowa with the goal to “foster the development of broadly viable models that support implementation and use of collections as data” (<https://tinyurl.com/42p2mxrj>).
- 2019-2022: *Computing Cultural Heritage in the Cloud* Mellon grant awarded to the Library of Congress to “produce models for supporting cloud-based research computing. . . [making] the costs and possibilities of this work more transparent to the broader cultural heritage community” (<https://tinyurl.com/553wbp3k>).
- Spring 2022: CNI presentation of results of the Mellon grant *Collections as Data: Part to Whole* (Coalition for Networked Information & Padilla, 2022).
- Summer 2022: Proposed International Collections as Data Summit in Chicago (Coalition for Networked Information & Padilla, 2022).

Returning to the concept that the printed text has always been the research laboratory for humanities scholars, now computational data extracted from digital humanities collections (collections as data) becomes the research laboratory of humanists, enabling unique discoveries across large corpora—not just a few texts. However, Wittmann et al. (2019) pointed out, “By and large, digital humanists have not been well-served by library platforms or protocols” (p. 50). They go on to say, “we can no longer view our digital library as a set of unique, yet siloed, collections, but more as a wealth of information documenting the history of the university, the state of Utah, and the American West” (p. 51). Although specific to their institution, the broader concept is clear—there’s value in looking at digital collections computationally in the aggregate; but mechanisms to do so need to be available. Through the work resulting from the *Always Already Computational: Library Collections as Data* project, Padilla et al. (2018a) noted that “With notable exceptions. . . cultural heritage institutions have rarely built digital collections or designed access with the aim to support computational use. Thinking about collections as data signals an intention to change that” (p. 19).

The work done through and the outcomes of the *Always Already Computational* grant have set a framework for all GLAM (galleries, libraries, archives, and museums) institutions to consider as they examine their digital collections from a new perspective. To begin with, Padilla et al. (2018a) defined collections as data as “a conceptual orientation to collections that renders them as ordered information, stored digitally, that are inherently amenable to computation” (p. 7). Wittmann et al. (2019) were more explicit in defining those computational methods, “such as text mining, topic modeling, GIS (geographic information system), sentiment analysis, network graphs, data visualization, and virtual/augmented reality” (p. 49). However,



collections as data is not limited to traditional text resources; also consider how audio files, video files, image files, metadata files, any digital file generated might be used in the context of collections as data.

The outcomes of *Always Already Computational* were to include:

- (1) creation of a collections as data framework that supports pragmatic collection transformation and documentation,
- (2) development of computationally amenable collection use cases and user stories,
- (3) identification of methods for making computationally amenable library collections more discoverable through aggregation and other means, and
- (4) guidance, in the form of functional requirements that support development decision relative to technical feature integrations with repository infrastructures (Padilla et al., 2018a, p. 7)

Through a variety of mechanisms, *Always Already Computational* delivered:

- *The Santa Barbara Statement on Collections as Data*
- *Collections as Data Facets* - Identifies 15 case studies of cultural heritage institutions implementing collections as data, with each case study addressing the following:
  - Why do it?
  - Making the case.
  - How you did it.
  - Share the docs.
  - Understanding use.
  - Who supports use?
  - Things people should know.
  - What's next? (Padilla et al., 2018a, pp. 22-77)
- *Collections as Data Personas* - Represents a broad set of roles for those who might work with collections as data, describing their motivations and specific goals. For example, faculty, undergraduate student, data curator, repository services manager, metadata analyst, university archivist, data reporter, library administrator, software developer, postdoctoral researcher, public policy analyst, high school teacher (Padilla et al., 2018a, pp. 79-90).
- *50 Things* - Lists 50 activities from which those working in cultural heritage institutions can select to pursue collections as data at their institution (Padilla et al., 2018a, pp. 91-95).

*The Santa Barbara Statement on Collections as Data*, which represents the guiding values for collections as data, is significant enough to warrant a separate discussion. It was developed through workshops, discussions, and public annotations with the purpose of providing a set of principles for thinking through such questions as “What are ‘collections as data’? Who are they for? Why are they needed? What values guide their development?” (Padilla et al., 2018a, p. 19). A summary of those principles is below:

1. “Collections as data development aims to encourage computational use of digitized and born digital collections.”
2. “Collections as data stewards are guided by ongoing ethical commitments.”
3. “Collections as data stewards aim to lower barriers to use. . . the community should be motivated and encouraged to build and share tools and infrastructure to facilitate use of collections as data.”
4. “Collections as data designed for everyone serve no one. . . stewards should be intentional about who their collections are designed for, work to lower the barriers to use for the people in those communities, and continue to assess these needs over time. Where resources permit, multiple



approaches to data development and access are encouraged.”

5. “Shared documentation helps others find a path to doing the work. . . it must be possible to locate documentation that demonstrates how and why the work is done. Documentation must also attest to the history of how the collection has been treated over time. . . incomplete documentation or in-progress documentation is better than no documentation. Examples of documentation include human and machine-readable metadata schemas, data sheets, workflows, application profiles, deeds of gift, and codebooks.”
6. “Collections as Data should be made openly accessible by default, except in cases where ethical or legal obligations preclude it. Terms of use for collections as data must be made explicit and should align with community-based practices such as RightsStatements.org and standard licenses such as Creative Commons, Open Data Commons, and Traditional Knowledge licenses.”
7. “Collections as data development values interoperability. . . [which] facilitates collections as data discovery, access, use, and preservation.”
8. “Collections as data stewards work transparently in order to develop trustworthy, long-lived collections. . . acknowledge absences and areas of uncertainty within the collection as data”
9. “Data as well as the data that describe those data are considered in scope. . . Data resulting from the analysis of those data are also in scope.”
10. “The development of collections as data is an ongoing process and does not necessarily conclude with a final version.” (Padilla et al., 2018a, pp. 19-21)

Among other things, the Santa Barbara Statement is saying that in creating collections as data, you don’t just throw a huge text file on a server to be downloaded and call it good. From these principles, some key and practical considerations for developing collections as data emerge:

- Provide data in multiple formats - ranging from relatively raw data files or APIs appropriate for a sophisticated digital humanities researcher all the way to pre-massaged slices of datasets or Jupyter Notebooks (web-based interactive *cookbooks* that pull together live code, equations, narrative text, visualizations, etc.) for the novices.
- Provide multi-layered transparency - why was that collection digitized (as opposed to other collections); what is the curator’s context for the data; what is missing from the data provided; acknowledgement for all who were involved in the creation of the digital collection; what rights are associated with the data; documentation (readme file) for using the data.
- Consider ethics and biases - Harkening back to digital red lining (Peterson-Lugo, 2020), whenever one interacts with data in the aggregate, it’s possible to unintentionally introduce biases or extract information from the data that can be unintentionally harmful.
- Consider the communities - engage both the appropriate research community and the community that may be the subject of a digital collection

Ultimately when creating collections as data, it would be helpful to focus on the concepts of *integrity*, *form*, and *access*, as Padilla (2016) provided, “Where traditional library objects like books, images, and audio clips begin to be explored as data, new considerations of integrity, form, and access come to the fore. Integrity refers to the documentation practices the ensure data are amenable to critical evaluation. Form refers to the formats and data structures that contain data users need to engage in a common set of activities. Access refers to technologies used to make data available for use” (section 1).

The *Collections as Data: Part to Whole* Mellon grant followed on the heels of the *Always Already Computational* grant. Whereas the *Always Already Computational* grant provided the “foundation for collections as data including shared values, robust documentation, and a fundamental ethical core for collections as data,” the *Part to Whole* grant aimed “to foster **broadly viable models** that support

# Tech Talk, continued

responsible **implementation** and **use** of collections as data.” They did this by providing “re-grantees an opportunity to put those ideas and concepts into action through a holistic model implementation” (Coalition for Networked Information & Padilla, 2022).

Those applying for these grants had to commit to having a team with at least one senior administrator from the institution (buy-in), a project lead, and a disciplinary scholar. In working through their project, they had to develop both an implementation model (workflows technical parameters, digitization details, etc.) and an organizational model (people and resources; how they need to work together and do so in a sustainable way). Another stipulation was to identify a new collection that spoke to underrepresented histories or priorities. In the end, there were twelve institutions that participated: Carnegie Museum of Art; Florida International University; Harvard University; Louisiana State University; Northwestern University; University of Arizona; University of Denver; University of North Carolina, Chapel Hill; University of Pittsburgh; University of Richmond; University of Wisconsin, Milwaukee; and Weeksville Heritage Center. Note, because of the COVID-19 pandemic, the final outcomes from this grant are not yet available (Coalition for Networked Information & Padilla, 2022).

Let’s move beyond these two significant grants to a more practical perspective—there are two sides to collections as data—helping digital humanities scholars to identify/use appropriate collections as data (at one’s own institution or elsewhere) and developing an institution’s own set of collections as data.

Regarding the first, Wittmann et al. (2019) stated, “Gaining access to high-quality data is a key challenge of digital humanities work, since the objects of study in the humanities are frequently not as amenable to computational methods as data in the sciences and social sciences” (p. 49). These collections as data **do** exist right now, but they aren’t always easily discovered. Below are some for exploration:

## United States

- American Philosophical Society Library Open Historic Data (<https://diglib.amphilsoc.org/data>)
- Chronicling America (<https://chroniclingamerica.loc.gov/about/api/>)
- Cross Ref (<https://academictorrents.com/browse.php?search=crossref>)
- Digital Public Library of America (<https://pro.dp.la/developers/api-codex>)
- DocSouth Data | Documenting the American South (<https://docsouth.unc.edu/docsouthdata/>)
- Early American Cookbooks (HathiTrust)
  - <https://babel.hathitrust.org/cgi/mb?a=listis&c=1934413200>
  - [https://wp.nyu.edu/early\\_american\\_cookbooks/about/](https://wp.nyu.edu/early_american_cookbooks/about/)
- Harvard Art Museums (<https://harvardartmuseums.org/collections/api>)
- HathiTrust Research Center APIs ([https://www.hathitrust.org/data\\_api](https://www.hathitrust.org/data_api))
- HathiTrust Research Center Capsules (<https://wiki.htrc.illinois.edu/display/COM/HTRC+Data+Capsule+Environment>)
- Internet Archive Archive-It Research Services (<https://tinyurl.com/2jpd8rw9>)
- Library of Congress for Robots (<https://labs.loc.gov/lc-for-robots/>)
- Library of Congress Selected Datasets (<https://www.loc.gov/collections/selected-datasets/>)
- Louisiana Digital Library Collections Dashboard (<https://louisianadigitallibrary.org/data>)
- The Magazine of Early American Datasets (MEAD) (<https://repository.upenn.edu/mead/>)
- Marriott Library Collections as Data (<https://github.com/marriott-library/collections-as-data>)
- Michigan State University (<https://lib.msu.edu/dsc/datasets/>)
- OPenn (<https://openn.library.upenn.edu/>)
- Tate Modern Gallery (<https://github.com/tategallery/collection>)
- University of Miami Collections as Data (<https://github.com/UMiamiLibraries/collections-as-data>)
- WCMA Digital Project (<https://artmuseum.williams.edu/wcma-digital-project/>)

## International

- Austrian National Library Datasets (<https://labs.onb.ac.at/en/datasets/>)
- British Library Data Sets ([https://data.bl.uk/bl\\_labs\\_datasets/](https://data.bl.uk/bl_labs_datasets/))
- BnF (Bibliothèque Nationale de France) APIs and Datasets (<https://tinyurl.com/yrutexx8>)
- KB Lab Datasets ([https://lab.kb.nl/products/product\\_type/dataset](https://lab.kb.nl/products/product_type/dataset))
- Mapping digitized newspaper Metadata Data Sets (<https://www.digitisednewspapers.net/> | <https://github.com/OceanicExchanges>)
- National Library of Scotland Data Foundry (<https://data.nls.uk/>)
- Open Collections Research API (<https://open.library.ubc.ca/research>)
- The Real Face of White Australia (<https://github.com/wragge/realface-data>)
- State Library of Queensland Making Meaning Collections as Data (<https://www.slq.qld.gov.au/makingmeaning>)
- University of Edinburgh Collections as Data (<https://collections.ed.ac.uk/collections-as-data>) - Restricted access

Additionally, Candela et al. (2022) identify other GLAM institutions with datasets (p. 253), and there are also sites that enable searches for datasets, including datasets that would be considered collections as data:

- Google Dataset Search (<https://datasetsearch.research.google.com/>)
- Zenodo (<https://zenodo.org/>)

Last--although not an ideal choice because it flies in the face of openness--some library providers now provide a modicum of their digital content in a more *raw* format so it can be used computationally, without a deep understanding of the tools to perform analyses. However, at this time, the library must acquire both the content from the provider and--most often--pay an additional fee to use the provider's platform to perform data analyses. See these examples:

- Gale Digital Scholar Lab (<https://www.gale.com/primary-sources/digital-scholar-lab>)
- Nexis Data Lab (<https://www.lexisnexis.com/en-us/professional/academic/nexis-data-lab.page>)
- ProQuest TDM Studio (<https://about.proquest.com/en/products-services/TDM-Studio/>)

The other side of the coin is working with local collections to provide collections as data--both to local researchers and to scholars throughout the world. If this is unfamiliar territory, it's always helpful to look at the work of others. As mentioned previously, Padilla et al. (2018a) provided fifteen case studies of cultural heritage institutions implementing collections as data and fifty activities to help get started with collections as data. Actually, many of these activities are *bite-sized*, may be relatively easy to pursue, and help to mold the development of collections as data at your institution. Likewise, a Google doc, *Advice on Getting Started*, is available from the 2018 *Collections as Data: National Forum 2* that also provides bite-sized tips (<https://tinyurl.com/3anvt6ff>). In the book *Open A GLAM Lab*, the chapter "Rethinking Collections as Data" focuses on "identifying collections and assessing their suitability for Labs, how to describe them, make them accessible and reusable. It also touches on strategies for dealing with messy data as well as some useful basic concepts: different forms of collections, digitisation, metadata and preservation. It closes with a case study looking at making data available" (Mahey et al., 2019, p. 99).

Final documentation from the Mellon *Part to Whole* grant should yield both examples of implementations as well as models to use when developing collections as data. In the meantime, these articles provide case studies that may prove helpful: Abesamis (2021), Ames (2021), Ames & Havens (2021), Stevens (2017), Wittmann et al. (2019), and Ziegler & Key (2019), as well as these resources:

- Collections as Data Zotero Library ([https://www.zotero.org/groups/2171423/collections\\_as\\_data](https://www.zotero.org/groups/2171423/collections_as_data) -



projects\_initiatives\_readings\_tools\_datasets)

- Serendipitous Collections as Data (<https://collectionsasdata.github.io/ideas/>) - refresh the page to see ideas for collections as data
- Newspapers as Data: A Collections as Data Project (<https://libguides.library.arizona.edu/newspapers-as-data>)
- Visualize LA USC Libraries (<https://libguides.usc.edu/visualizeLA/vla>)
- Collections as Data: Part to Whole Deliverables from all the projects: <https://osf.io/r9n3s/wiki/home>
- Collections as Data Google Group (<https://groups.google.com/g/collectionsasdata>)

So why invest time, energy, personnel, and other resources into collections as data? Cultural heritage institutions contain a wide variety of rich collections—many of them unintentionally hidden away through the years. With the rise of reasonable options to digitize, assign metadata to, and make discoverable, a light shines on these distinctive resources and their value to researchers and the institution. However, as stated by Padilla & Higgins (2014), “With greater awareness of the facets that are leveraged in the course of mining, visualizing, and generating new objects of inquiry, comes the ability for librarians to better promote the value of their collections” (p. 332). Implementing collections as data is a challenge; Padilla & Higgins (2014) acknowledged this but also indicated the challenge is worth the benefit, “Undoubtedly, thinking about, promoting, and providing access to collections in this manner represents a significant challenge, yet the challenge is well worth it for the opportunity it affords to articulate the broader relevance of library collections” (p. 333).

## Additional Resources

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# Get Involved with LIRT

## LIRT Standing Committees

Use the online [form](#) to volunteer

### **Adult Learners**

This committee is charged with assisting library professionals to more effectively serve adult learners.

### **Awards**

This committee is charged with selecting the recipients for the LIRT Innovation in Instruction Award and the LIRT Librarian Recognition Award.

### **Communications**

This committee is responsible for soliciting and distributing content, in both written and visual formats, for all avenues of communication with LIRT membership. This includes, but is not limited to, preparing and distributing the round table's newsletter, curating all social media accounts, and providing oversight of LIRT's online presence. The committee may create and update content, as well as solicit content and advise other committees regarding the creation and maintenance of content.

### **Conference Program**

This committee shall be responsible for annual program preparation and presentation.

### **Liaison**

This committee shall initiate and maintain communication with groups within the American Library Association dealing with issues relevant to library instruction and shall disseminate information about these groups' activities.

### **Membership**

This committee shall be responsible for publicizing the Round Table's purposes, activities and image; and for promoting membership in the Round Table.

### **Organization and Planning**

This committee shall be responsible for long-range planning and making recommendations to guide the future direction of LIRT.

### **Teaching, Learning, & Technology**

This committee will be responsible for identifying and promoting the use of technology in library instruction. Special attention will be given to technologies that enhance learning and can be easily adapted to a variety of different learning environments. Activities will include assisting with programs, writing reviews and articles for the newsletter, and promoting research that relates to our charge.

### **Top 20**

This committee shall be responsible for monitoring the library instruction literature and identifying high quality library-instruction related articles from all types of libraries. Annually, this committee shall prepare and publish in the *LIRT News* a list of the Top 20 articles on library instruction.

### **Transitions to College**

This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transition to the academic library environment.

For more information about our committees, visit: <http://www.ala.org/lirt/committees>



## Library Instruction Round Table News

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