

# ebss) Newsletter



Samantha

## EBSS Chair Report

SAMANTHA GODBEY, UNIVERSITY OF NEVADA, LAS VEGAS  
EBSS CHAIR 2022-2023

Hello, EBSS! I hope this message finds you happy and healthy.

This year has been so busy for so many of us, and I really appreciate all the work folks do in this section and beyond. People will have heard me say this before, so bear with me, but I love EBSS! I feel super fortunate that when I began my first position as a tenure-track librarian, my supervisor encouraged me to join EBSS because she had had such a positive experience herself in EBSS years before. I have made lasting friendships through my work with the section, and I have learned so much. I started out in EBSS as a brand new librarian after a career change, and I've become a better librarian and a better researcher through my interactions with EBSS colleagues and through my participation in EBSS programs and events.

Whether you are a current, past, or potential member, I hope those of you working with or interested in the disciplines included in our charge will also find opportunities for connection and growth through your interactions with EBSS. I also hope that you will feel encouraged to reach out to EBSS leadership if you ever have any suggestions, concerns, or kudos.

The work of our section primarily takes place in our committees, and one of the great things about participating in section-level leadership is that I get to know more about what all of our committees are up to. They're doing interesting and valuable work despite the many other professional and personal demands on their time and energy. Please be sure to read about their work below in the committee updates.

One committee I'd like to recognize is our Membership and Orientation Committee and their chair Joyce Garcznksi. This year, they hosted a series of drop-in sessions for potential volunteers to increase transparency about the appointment process. Those sessions went really well and have served as a model for other sections in ACRL. Many of our committee chairs were able to attend and talk about the specific

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work they do in their committees.

In preparation for our committee work for next year, Vice-Chair Yu-Hui Chen has been working the last couple of months on committee appointments for 2023-2024. Thank you to Yu-Hui for this time-consuming and important work! If you haven't heard from us, feel free to reach out to Yu-Hui to check in on the status of the committee appointments. Generally, we have certain committees that have more volunteers than we can accommodate, but we can usually find you a spot on a different committee that might work for you.

And finally, I hope some of you will be able to attend our ALA Annual Conference Program "Systematic and Evidence Synthesis Reviews: Supporting Research in the Social Sciences," which will be in person in Chicago this June. This program is co-hosted by our colleagues in the Anthropology and Sociology Section (ANSS) and will feature a panel discussion on particular considerations for supporting evidence synthesis in these disciplines. Yu-Hui and I will both be there and hope to see some of you in-person.

Thanks again for all you do. It has been my pleasure serving as chair this year for such an impressive group.

Warmly,

Samantha Godbey  
EBSS Chair, 2022-2023



Yu-Hui

## EBSS Vice-Chair Report

YU-HUI CHEN, UNIVERSITY AT ALBANY  
EBSS VICE-CHAIR 2022-2023

I am happy to report that this Spring I have appointed 50+ EBSS members to Section committees. If you volunteered for an EBSS committee and did not receive an invitation e-mail, please contact EBSS vice-chair Yu-Hui Chen (ychen@albany.edu). There are still spots available on Education Committee, Education Research Libraries Discussion Group, and Electronic Resources in Communication Studies Committee. If you are interested in serving on any of these committees, please contact Yu-Hui.

### ALA Annual Virtual Conference

Join your colleagues for the 2023 ALA Annual Conference & Exhibition in Chicago Illinois, June 22-27, 2023! The world's largest library event brings together thousands of librarians and library staff, educators, authors, publishers, friends of libraries, trustees, special guests, and exhibitors! [Register today!](#)



# Committee & Task Force Reports



Alison

## Instruction for Educators Committee

ALISON LEHNER-QUAM, LEHMAN COLLEGE, BRONX NY | CHAIR

AMY JAMES, BAYLOR UNIVERSITY, TEXAS | VICE-CHAIR



Amy

The Instruction for Educators Committee has received the approval of the EBSS board on our Instruction for Education: A Companion Document to the ACRL Framework, and is awaiting final approval from the ACRL Information Literacy Framework and Standards Committee and the ACRL Board. In the meantime, the committee is working on sharing information about their work in developing the Companion Document with a wider audience. Examples include an accepted virtual presentation at ACRL 2023 entitled, *Future Proofing the Framework with Social Justice, Metacognition, and Digital Literacy*, and a presentation at the Georgia International Conference on Information Literacy, entitled,

*Supporting Inclusive Applications of the Framework with Social Justice, Metacognition, and Digital Literacy.*

Our next steps include continuing to seek out more publication and presentation opportunities regarding our companion document and working towards ideas for new discussion events. One of the topics that we are interested in exploring is the use of ChatGPT in information literacy instruction, especially for teacher education students.

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### [RBMS 2023: A New Kind of Professional](#) (#RBMS23)

Indiana University Bloomington - June 27 - 30, 2023

RBMS 2023 will address how to welcome, prepare, and retain new workers for increasingly complex demands of GLAMS (Galleries, Libraries, Archives, Museums, and Special Collections) professions. Also, sessions will consider continuing education framed around changes in critical library theory and new approaches to our collections and careers. The [program agenda](#) is available as well as [housing options](#) and [transportation information](#). We look forward to seeing you in Bloomington and/or online!

[REGISTER TO ATTEND](#) - In-person or virtually!



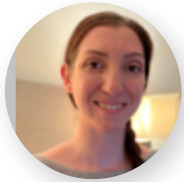
Brittany

## Online Learning Research Committee

BRITTANY KESTER, UNIVERSITY OF FLORIDA | CHAIR

This year the Online Learning Research Committee hosted a spring webinar which took place in March 2023. Brittany Kester (committee chair) was the moderator. Presenters focused on online librarianship, current trends, and online learning post COVID-19. The webinar included 3 presentations and had 92 attendees and 246 registrants.

# Committee & Task Force Reports



Christina

## Conference Planning Committee

CHRISTINA HEADY, WRIGHT STATE UNIVERSITY | CHAIR

Our proposal was accepted! The panel presentation “*Systematic and Evidence Synthesis Reviews: Supporting Research in the Social Sciences*” will be held at ALA 2023 (Chicago, June 22-27). Our panel is scheduled for Saturday, June 24, at 9:00 AM Central Time. Though used primarily in health sciences, systematic and evidence synthesis reviews are increasingly a part of the social sciences as well. Our panel will convene librarians who teach these advanced techniques to social science students, and audience members will learn how to support their own students in evidence synthesis research. Check ALA’s preliminary program for updates and further information.

The committee would like to thank our panelists Matt Kibbee from Cornell University, Scott Marsalis from University of Minnesota, Jade G. Winn from University of Southern California for lending us their knowledge and expertise. We would also like to thank our colleagues on the Anthropology and Sociology Section (ANSS) Conference Program Planning Committee for co-hosting. We look forward to an engaging and informative conference program!



Julia

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## Psychology Committee

JULIA EISENSTEIN, UNIVERSITY OF DETROIT MERCY | CHAIR

The EBSS Psychology Committee has been curating videos to aide in the teaching of psychology databases and developing a clearinghouse of psychology resources that would assist researchers with systematic reviews. The draft of the Psychology companion document to the Information Literacy Framework is posted as a LibGuide. While the Psychology Committee had planned to seek external reviews of the draft, it came to the Committee’s attention that the American Psychological Association is revising their Guidelines for the Undergraduate Major, a document that provided the basis for the psychology companion document. Once the APA approves their revision (probably August), the Committee will revise the draft companion document accordingly and seek external review at that time. The Committee extends its gratitude to outgoing members Emily Bergman, Jamie Dwyer, Brian Quinn, and John Siegel for their hard work, perseverance, and commitment to the work of Committee.

# Committee & Task Force Reports



Ashlynn

## Curriculum Materials Committee

ASHLYNN KOGUT, TEXAS A&M UNIVERSITY | CHAIR

The Curriculum Materials Committee is continuing to work on updating the *Directory of Curriculum Materials Centers and Collections*. We received information from 112 curriculum materials centers and collections. We are working on analyzing the collected data, formatting a PDF version of the directory, and developing a file with the raw data. We plan to distribute the PDF version of the Directory during summer 2023. We are also planning to host an online discussion in May on the topic: collection management of children's literature and curriculum materials.

## Book Review



Raymond Pun

### *Handbook of Research on Teachers of Color and Indigenous Teachers*

(2022) edited by Conra D. Gist and Travis J. Bristol

(published by the American Educational Research Association)

This new volume richly explores the diverse lived experiences of and research focusing on teachers of color and Indigenous teachers in K-12 context. According to the National Center for Education Statistics (2019), teachers of color and Indigenous teachers make up only 19% of the public school teacher workforce which is not reflective of the national demographics of students in the United States. What are strategies to recruit, support, and retain teachers of color and Indigenous teachers? Each peer reviewed chapter examines teachers of color and Indigenous teachers in the experiences of teacher development continuum: recruitment, program, design, minority serving institutions, human resource development and induction, mentorship, professional development, intersectionality, educational impact, pedagogical and leadership practices, retention, and policy. Research on the support structures guiding and barriers preventing teachers of color and Indigenous teachers to be successful are closely examined. This is important because their representation in schools retains and supports students of color and Indigenous students.

Moreover, the book covers how research must inform policy and uplifting the research on and voices of teachers of color and Indigenous teachers can enable changes for teacher diversification efforts and the workforce in general. In one chapter, "A History of Teachers of Color and Indigenous Teachers" by Elizabeth Todd-Breland, Indigenous, Latinx, Black, and Asian American and Pacific Islander educators and their histories in the workforce were closely examined to provide context on their struggles for obtaining resources and support in their schools. Many have formed mentorship and community engagement to build solidarity. This book is an important addition to any university's education program because it provides opportunities for teaching faculty to offer select readings from this book and students to get more insight on this critical topic.

# 2023 EBSS Virtual Research Forum



Jylisa

## Research Committee

JYLISA KENYON, UNIVERSITY OF IDAHO | CHAIR

Each year, the EBSS Research Committee plans and hosts the annual EBSS Virtual Research Forum, which promotes an evidence-based approach to education, behavioral, and social sciences librarianship by highlighting a diverse range of research projects designed to advance librarianship in the field. The Research Forum encourages and supports researchers of all levels and offers an opportunity to present research that is currently underway (with some results/findings available) or recently completed in a 10-minute lightning talk format.

This year, the EBSS Virtual Research Forum was held via Zoom on May 3, 2023, and featured five presentations:

***Paving the Way or Still Charting a Path: How are we Measuring the Learning Effectiveness of Library Research Guides?*** presented by Erica DeFrain (University of Nebraska-Lincoln) and Leslie Sult (University of Arizona)

DeFrain and Sult described a scoping review to address three main questions “1) What are the information literacy-related learning outcomes associated with research guides?, 2) How are research guides evaluated or assessed?, and 3) What does the existing evidence say regarding their effectiveness at developing or improving information literacy skills of college students?” Preliminary analysis finds that single-case studies are prevalent and historical perspectives are still relevant. The investigators are completing data extraction and synthesis to “explore how findings can inform practice with a stronger focus on theory”. The study will be submitted for publication.

***Librarians as Disinformation Experts: Is that Fake News?*** presented by Joyce Garczynski (Towson University)

Garczynski analyzed articles with ‘fake news’ or ‘disinformation’ in the headline published in the New York Times between 2016 and 2022 to address two questions: “Is librarians’ disinformation expertise recognized outside the library field?” and “What implications does that recognition (or lack thereof) have on what solutions are explored?” Content analysis of 124 articles coded the occupation and gender of quoted expert(s) and whether the quoted expert(s) discussed solutions for misinformation and disinformation. The subject of proposed solutions was also coded. Politicians were the most frequently quoted experts in 240 quotes. Librarians and library workers were quoted 5 times. Gender coding found 533 quoted experts were male, 146 were female, and 20 were unknown. Only 148 quotes discussed solutions for misinformation and disinformation. 613 quotes did not discuss solutions. Quotes addressing solutions focused on technological (44) or political (49) solutions. Just 14 quotes focused on education and critical evaluation solutions. Garczynski concluded that “librarians’ expertise in how to teach news literacy is missing from the national discussion about solutions”.

# 2023 EBSS Virtual Research Forum

EBSS RESEARCH FORUM REPORT CONTINUED

## ***I thought Librarians Just Checked Out Books: Initial Student Perceptions of Academic Library Resources and Services*** presented by April Hines (University of Florida)

Hines analyzed responses to a question asked of first-year students following an instruction session in a large 'introduction to the major' course: "Did anything about this presentation surprise you? If so, what?" Approximately five years of data were collected and preliminary findings from 380 answers collected between fall 2021 and spring 2022 were shared. Using open coding to analyze responses, Hines identified 6 general categories of 'surprise' for students: "More than books and study space, what librarians do, technology and tools, e-resources, fun stuff, and Interlibrary Loan. Hines concluded that "our incoming students may have a lower baseline understanding of how modern libraries work than we assume" and that it could be useful to reframe our outreach from "Ask a Librarian" to "What can you ask a Librarian?."

## ***Writing Instructors' Intentional Integration of the Information Literacy Framework*** presented by Catherine Fraser Riehle (University of Nebraska-Lincoln) and Erica DeFrain (University of Nebraska-Lincoln)

Riehle and DeFrain studied a 7-week inquiry group with first-year writing instructors that examined "How did Fellows' perceptions and applications of IL change?" Data was gathered from four sources: 1) "a pre-program survey, 2) a post-program reflection after reviewing pre-program survey responses, 3) a sample syllabus from a previously taught first-year writing course and 4) a final syllabus they designed as part of the inquiry group. Data sources were coded to identify information literacy related themes. Additionally, pre-inquiry group and post-inquiry group documents were compared. 497 instances of information literacy related themes were identified in the documents. Pre-inquiry group documents showed "broad awareness of information literacy" that more closely reflected the discipline's older standards for information literacy, while post-inquiry group documents showed a "selective application of frames with deeper engagement...throughout the semester." The researchers plan to submit the study for publication and explore options to create an "open source, curated collection of UNL instructor developed learning objects related to IL."

## ***Graduate Student Research and Library Use Experiences*** presented by Kate Zoellner (University of Montana)

Zoellner used "an ethnographic design to examine graduate students' research and use of the library." 18 graduate students completed semi-structured interviews. 10 students were pursuing master's degrees and 8 were pursuing doctoral degrees. The interviews generated over 200 pages of transcripts and notes. Preliminary findings revealed two main themes across interviews: 1) Finances and 2) Scoping. For the graduate students, finances and financial obligations affected their selection of a University and graduate program, and also "impacted their perceptions and use of the Library." Scoping was related to students' interest and need to develop a feasible research project as well as discerning when to stop searching for information and when to start writing. Zoellner concluded that the preliminary findings suggest a need for graduate student orientation, instruction on searching and scope, and a "further review of students' financial realities."

One hundred ten people attended the Forum, and three hundred registered. A recording of the event is accessible via [this link](#).

# Instruction for Educators - ACRL `23



Amy

AMY JAMES, BAYLOR UNIVERSITY, TEXAS | VICE-CHAIR

CHRISTINA JONES, INDIANA UNIVERSITY, BLOOMINGTON | COMMITTEE MEMBER

Report from our ACRL 2023:

Future-Proofing the Framework with Social Justice, Metacognition, and Digital Literacy



Christina

The ACRL's Education and Behavioral Sciences Instruction for Educators Committee developed a companion document to the ACRL Framework. The companion document has helped us address all facets of the committee charge, including creating a forum for education librarians, and developing approaches and solutions to issues that we encounter in our work. During the fall of 2020 the committee began drafting this companion document using LibGuides. The committee worked in small teams to get the draft completed. We hosted discussion events and reviewed other companion documents to guide our decisions. The result of this work reflects three unique identities

of educators, connection to national standards within the field of Education, and sample learning objectives and activities. The components of the guide were written through the lenses of metacognition, social justice, and digital literacy.

In their virtual presentation at ACRL Annual, committee members led participants through their experience of using concepts from the companion document in the field. One described the use of concept mapping to foster metacognition in a Gender and Education class while developing their line of research inquiry. Another described leading graduate students through the investigation of the authority of a given dataset, both in its collection and reporting in order to ascertain if their chosen data was used or repurposed to perpetuate social injustice. The last presenter described the use of a digital literacy lens through which she fostered three Frames in a Wikipedia-Edit-A-Thon as students engaged in the process of creating information, determining its value, and joined the scholarly conversation. Along the way, participants were invited to reflect upon ways to apply the Framework in their own discipline. Taken together, the diverse experiences described by the presenters reflect the applicability of the Framework across disciplines and theoretical frameworks.



## PROJECT OUTCOME FOR ACADEMIC LIBRARIES

Project Outcome is a FREE online toolkit designed to help libraries understand and share the impact of essential library programs and services by providing simple surveys and an easy-to-use process for measuring and analyzing outcomes. Participating libraries are also provided with the resources and training support needed to apply their results and confidently advocate for their library's future. Project Outcome's standardized surveys allow libraries to aggregate their outcome data and analyze trends by service topic, program type, and over time. Sign up today at <https://acrl.projectoutcome.org/>.



# Do You Receive EBSS Messages?

The EBSS Publications and Communications Committee encourages you to *change your ALA Connect settings* to receive messages in real time!

1. Go to <https://connect.ala.org/>
2. Click on the “Login to access Personalized member-only content” button, and login
3. Drop down the “My Connect” menu option
4. Click on “Community Notification Settings”
5. Scroll until you find the “ACRL Education & Behavioral Sciences Section” community
6. Choose “Real Time”

Also, be sure to follow us on Twitter at @ACRL\_EBSS and on Facebook at <https://www.facebook.com/ebssacr1>.

## New EBSS 2023 Officers!

**Congratulations to our newly elected EBSS officers!**



Ashlynn

***Vice - Chair / Chair - Elect***

Ashlynn Kogut  
Texas A&M University



Katherine

***Secretary***

Katherine Donaldson  
University of Oregon



Dawn

***Member - At - Large***

Dawn Behrend  
Lenoir-Rhyne University

A total of 189 members of EBSS participated in voting. Candidates for the Vice-Chair/Chair-Elect contest, Ashlynn Kogut and Robin L. Ewing, each received 91 votes. ALA determined the winner “by Lot”.

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