



School Public Special Academic

# LIBRARY INSTRUCTION ROUND TABLE NEWS

ISSN 2161-6426

Volume 40, No. 4 June 2018

## Moving Forward...

From the President, Ning Zou

Spring finally sprung in the greater Boston area. It is nice to see flowers blossom everywhere. I am delighted to report that the same is true for LIRT, as our membership has increased 11% — the number of new members from public, school, and special libraries has also grown. As I write my last column as LIRT President, I want to express my gratitude to our members — past, current, and new. Without your support and involvement, LIRT would not be where we are today.

Another round of applause to our committee members and colleagues who worked with me on the Steering Committee and Executive Board. Their commitment to librarianship and the roundtable is immeasurable. They brought in strategic ideas to strengthen communications within LIRT committees and with members as well as with non-LIRT divisions and roundtables. They also sought out collaborations with non-academic ALA divisions for more inclusive programming. They worked extra hours outside their jobs to deliver excellent, relevant, and engaging programs, events, and resources to our members and librarians at large. The list goes on and on. . .

I am writing to encourage you to not only make LIRT more visible in your own professional community by sharing your LIRT stories, but also to get involved in this wonderful organization by serving on a committee or running for office.

Next, I am inviting you to welcome Kristen Edson, LIRT’s incoming President! Kristen brings with her many years of public library experience, her creative mind, and a strong commitment to connect public, school, and academic librarians through LIRT.

Last of all, please check out our events at ALA Annual 2018. Let’s celebrate summer with LIRT in New Orleans!



*-Ning*



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

June 2018

From the President.....	1
From the Editor.....	2
LIRT Meetings and Events at ALA Annual .....	3
ALA Elections Call for Nominations.....	3
LIRT President’s Program at ALA Annual.....	4
Bites with LIRT in New Orleans.....	5
LIRT Awards Ceremony at ALA Annual.....	5
LIRT Innovation in Instruction Award.....	6
LIRT Librarian Recognition Award.....	7
LIRT Top Twenty Articles.....	8
Article: Flickers of Information Literacy.....	17
Committee Information.....	21

# From the Editor

## Never a dull moment

by Sherri Brown, *LIRT* News Editor

May 15th marks ten years since I started my first professional librarian position. After ten years, though, I'm still learning new things all the time. Whenever I teach a new library session or create a LibGuide for an instructor I haven't worked with before, I look forward to delving into the class topic and often find myself borrowing books they are reading in class, just because they look interesting. Librarians are creative and resourceful, so we are regularly learning about new initiatives our colleagues have developed — like Arieh Ress's Picture Yourself Online! program at the New York Public Library and Emily Rimland's classroom work using littleBits technology at Penn State (read more about these in our LIRT Awards announcements). For more inspiration, I suggest you read Rebecca Greer's article about incorporating critical information literacy and relational work into one-shot instruction sessions. In addition, there are twenty more opportunities for learning listed in our annual Top 20 articles feature, chosen by LIRT's Top 20 committee.



More opportunities for ideas await at ALA Annual in New Orleans. We hope you will join LIRT for one (or more!) of our events — our President's Program is on Saturday, June 23, and Bites with LIRT and the LIRT Awards Ceremony and reception are Sunday, June 24.

May your summer be filled with opportunities for learning something new!

*Sherri*

*LIRT News* is published quarterly (September, December, March, June) by the Library Instruction Round Table of the American Library Association. ISSN 2161-6426  
<http://www.ala.org/lirt/lirt-news-archives>

All material in the *LIRT News* is subject to copyright by ALA. Material may be photocopied for the noncommercial purpose of scientific or educational advancement.

©American Library Association



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

**Editor:**  
Sherri Brown  
Literatures & Humanities Librarian  
University of Kansas Libraries  
1425 Jayhawk Blvd  
Lawrence, Kansas 66045  
Phone: 785.864.3437  
Email: [sherri.brown@ku.edu](mailto:sherri.brown@ku.edu)



Contributions to be considered for the **September 2018 issue** must be sent to the editor by **August 1, 2018**.

Production editor: Rachel Mulvihill

# LIRT Meetings and Events at 2018 ALA Annual Conference

Meeting/event	Title	Start	End	Location
<b>Saturday, June 23</b>				
415133	Steering Committee II (LIRT)	8:30a.m.	10:00a.m.	Morial Convention Center Rm 205
415144	All Committee Meeting (LIRT) (see <a href="#">page 21</a> for committee info)	10:30a.m.	11:30a.m.	Morial Convention Center Rm 346-347
415151	<b>LIRT Program: Moving Beyond the Threshold: Next Steps in Critical Information Literacy</b> (see <a href="#">page 4</a> )	1:00p.m.	2:30p.m.	Morial Convention Center Rm 281-282
415159	Executive Committee II (LIRT)	4:00p.m.	5:30p.m.	Morial Convention Center Rm 337
<b>Sunday, June 24</b>				
	<b>Bites with LIRT</b> (see <a href="#">page 5</a> )	12:30p.m.	1:30pm	Crescent City Brewhouse
415160	<b>LIRT Annual Awards Ceremony and Reception</b> (see <a href="#">page 5</a> )	5:30pm	7:00pm	Marriott Convention Ctr, Tchoupitoulas Room

## 2019 ALA Elections Call for Nominations

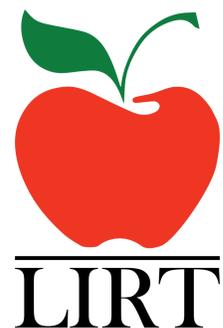
LIRT seeks nominations for officer positions for the 2019-2020 term. The following positions are available:

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

Self-nominations are encouraged! Successful candidates will:

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

If you would like to nominate someone (or yourself), please complete the Nominations Form at <http://www.ala.org/lirt/lirt-request-nominations> or contact Ning Zou at [ning\\_zou@gse.harvard.edu](mailto:ning_zou@gse.harvard.edu).





## LIRT President's Program

### Moving Beyond the Threshold:

### Next Steps in Critical Information Literacy



Where: ALA Annual 2018, Morial Convention Center, Rm 281-282  
When: Saturday June 23, 2018 from 1:00p.m. to 2:30p.m.

There is little doubt of the importance of critical information literacy and the role of librarians, but many librarians are asking themselves, what should come next? Recently, academic, school, and public librarians have been working tirelessly to document, articulate, and discuss our progressively challenging role in cultivating social responsibilities within our communities and amongst our students, in order to frame the conversation for growth. Join leading experts to hear more about breakthroughs in this area.

#### Speakers:

**Ian Beilin** (he/him/his) is Humanities Research Services Librarian at Columbia University. Ian is on the editorial board of the open access, open peer-reviewed journal *In the Library with the Lead Pipe* and is co-editor of the forthcoming book *Reference Librarianship and Justice: History, Practice, and Praxis* (Library Juice Press, 2018). He has written and presented on topics in critical librarianship, critical library instruction, and critical information literacy, including "Critical Librarianship as an Academic Pursuit," in Karen Nicholson and Maura Seale, eds., *The Politics of Theory and the Practice of Critical Librarianship* (Library Juice Press, 2018); "Student Success and the Neoliberal Academic Library," *Canadian Journal of Academic Librarianship* (2016); and "How Unplanned Events Can Sharpen the Critical Focus in Information Literacy Instruction," in Nicole Pagowsky and Kelly McElroy, eds., *Critical Library Pedagogy Handbook* (ACRL, 2016).



**Tiffany Whitehead** (she/her/hers), the Mighty Little Librarian, is the Upper & Middle School Librarian at Episcopal High School in Baton Rouge, Louisiana. She has served as the President for the International Society for Technology in Education (ISTE) Librarians Network and was recognized as one of ISTE's 2014 Emerging Leaders. Tiffany is National Board Certified in Library Media and was named one of the 2014 Library Journal Movers & Shakers. She was the 2016 recipient of the Louisiana Library Media Specialist Award.

**Amita Lonial** (she/her/hers) is currently the Learning, Marketing and Engagement Principal Librarian at San Diego County Library. She also serves as co-chair for PLA's inaugural Equity, Diversity and Inclusion (EDI) Taskforce. Prior to becoming a librarian, she spent eight years in the non-profit sector organizing for racial and economic justice. She is deeply committed to exploring how libraries can create racially just and equitable communities through public programs and services.



# Join us for Bites with LIRT in New Orleans!

LIRT is organizing "Bites with LIRT" at the ALA Annual Conference in New Orleans. We will be meeting for lunch at Crescent City Brewhouse on Sunday, June 24, 2018. Crescent City Brewhouse is located in the historic French Quarter (just 1.4 miles from the Convention Center) and features traditional New Orleans cuisine with a modern flair. <http://www.crescentcitybrewhouse.com/>

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



DATE: Sunday, June 24, 2018  
TIME: 12:30 p.m. to 1:30 p.m.  
LOCATION: Crescent City Brewhouse,  
527 Decatur Street, New Orleans, LA

Please reserve a spot using the link for registration:  
<http://www.ala.org/rt/lirt/bites-annual>.

Reservation deadline is June 15.

Questions? Contact Susan Mythen,  
[smythen@fscj.edu](mailto:smythen@fscj.edu)

*We hope to see you there!*

## LIRT Awards Ceremony at ALA Annual

Please join us at the LIRT Awards Ceremony to honor librarians and libraries who are dedicated to information literacy work. We will present the fifth annual winners of the LIRT Librarian Recognition Award and the LIRT Innovation in Instruction Award during the ALA Annual Conference in New Orleans.

Sunday, June 24, 2018

5:30 p.m. to 7:00 p.m.

New Orleans Downtown Marriott at the Convention Center  
Tchoupitoulas Room

Award recipients will be presented with a \$1,000 cash prize and a plaque, and the honorees will give brief presentations about their work. The reception will include food and a cash bar. All conference attendees are welcome!

"Bitten apple" by [DLG Images](#) is licensed under [CC BY 2.0](#)

# LIRT Innovation in Instruction Award 2018

LIRT is pleased to announce that the 2018 Innovation in Instruction Award will be presented to the New York Public Library at the ALA 2018 Annual Conference in New Orleans. The award will be given at the LIRT Awards Ceremony on Sunday, June 24, from 5:30 p.m. to 7:00 p.m. in the Tchoupitoulas Room at the New Orleans Downtown Marriott at the Convention Center.

Created to recognize a library that demonstrates innovation in support of information literacy and instruction, this year's award recognizes the Picture Yourself Online! Program created by Arieh Ress, senior librarian at The Science, Industry and Business Library (SIBL) branch of the New York Public Library.

The Picture Yourself Online! program began in 2016 as a way to address a demonstrated patron need. In classes on social media use and job searching taught by the library, Ress noticed that many patrons did not have a high-quality photograph of themselves suitable for posting. The Picture Yourself Online! program was created to provide jobseekers with free, professional-quality headshots. Using an inexpensive background, flash, digital camera, and his skills in photography, Ress and his assistants assembled a pop-up studio that provided over 200 patrons with professional-looking photographs in the first year of the program. For patrons without the financial means to keep up with rapidly-changing expectations regarding technology use and finding employment, this program has filled a void.

When notified of the award, Arieh Ress stated, "It has been very gratifying to see that this program has been

so well-received, and my hope is that through recognition, such as the LIRT Innovation in Instruction Award, the program will spread to more places and help more people. I would like to thank those at the Mid-Manhattan and SIBL branches of the New York Public Library who showed support for this program and to my assistants, Anon-Nat Cadieux and Francisco Sanchez, without whom the program couldn't have survived!"



**Arieh Ress**

In addition to applauding the program's initiative and success at New York Public Library, the LIRT Awards Committee noted that while this program is not instruction in the traditional sense, learning more about the effective use of social media, including how to present ourselves online, speaks directly to the information literacy needs of many people today. The committee also recognized this program's low cost and ability to be replicated across different types of libraries. The Library Instruction Round Table was started in 1977 with the intent to bring together librarians who provide library instruction across all types of libraries -- academic, public, school, and special libraries.

2018 marks the fifth year that the Innovation in Instruction Award has been awarded. The New York Public Library will be presented with a \$1,000 cash prize and a plaque at the LIRT Awards Ceremony. The New York Public Library will also receive a \$500 travel stipend for its librarians attending ALA Annual.

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

The LIRT Innovation in Instruction Awards Subcommittee included Beth Fuchs of the University of Kentucky (Chair & LIRT Awards Committee Chair), Emilia Marcyk of Michigan State University, Peter Ramsey of Baylor University, and Elizabeth Webster of Michigan State University.

# LIRT Librarian Recognition Award 2018



LIRT has chosen Emily Rimland, Information Literacy Librarian and Learning Technologies Coordinator at the Pennsylvania State University Libraries, as the 2018 recipient of the LIRT Librarian Recognition Award. The Librarian Recognition Award was created to recognize an individual's contribution to the development, advancement, and support of information literacy and instruction. The award will

be presented to Emily Rimland at the LIRT Awards Ceremony to be held on Sunday, June 24, from 5:30 p.m. to 7:00 p.m. in the Tchoupitoulas Room at the New Orleans Downtown Marriott at the Convention Center.

Since launching her career at Penn State in 2005, Rimland has focused on integrating technology into teaching practices and classroom spaces. Notable initiatives include using littleBits circuitry in instruction sessions to help students visualize their search processes, redesigning library learning spaces to be podium free, and creating a digital badges program which eventually led to her role as a founding member of the ACRL Digital Badges Interest Group in 2014.

Rimland has also maintained a consistent record of publication and presentation. The committee noted that Emily Rimland stood out as a candidate who is not only doing excellent work at her home institution but is also making sure to share her success with others in the profession.

When notified of the award, Emily Rimland stated, "It is the highest honor to have this recognition from my fellow instructional librarians who are dedicated to advancing information literacy. I am so glad to be a part of such an awesome group of colleagues and collaborators."



**Emily Rimland**

2018 marks the fifth year that the Librarian Recognition Award has been awarded. Emily Rimland will be presented with a \$1,000 cash prize and a plaque at the LIRT Awards Ceremony. She will also receive a \$500 travel stipend for attending ALA Annual.

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

The LIRT Librarian Recognition Awards Subcommittee included Joshua Vossler of Southern Illinois University Carbondale (Chair), Yi Han of Illinois Institute of Technology, Meghann Kuhlmann of Wichita State University, Michael Saar of Lamar University, and Beth Fuchs of the University of Kentucky (LIRT Awards Committee Chair).

# LIRT Top Twenty Articles 2017

## ***2017 Top Twenty Committee***

Eveline Houtman (Co-Chair)

Paula C. Johnson (Co-Chair)

Amanda Breu

Melissa Harden

Katherine V. Macy

Kristen Leigh Mastel

April Schweikhard

Ann Marie Smeraldi

Diane M. Zabel



TOP  
20

**Angell, K., & Tewell, E. (2017). Teaching and un-teaching source evaluation: Questioning authority in information literacy instruction. *Communications in Information Literacy*, 11(1), 95-121.**

This article presents a case study of instruction design and assessment of library instruction at a mid-sized urban university that encourages critical source evaluation and the questioning of authority. Angell and Tewell developed two lesson plans with the goal of helping the students and instructor consider how authority operates in the classroom and aiding students in reflecting on the role of authority in information resources. The authors collected and evaluated 148 student-generated artifacts (activity sheets). Assessment of these artifacts identified four key themes: 1) application of conventional evaluative criteria such as being a peer-reviewed article or a government source; 2) student questioning of the usefulness and trustworthiness of Wikipedia; 3) student reliance on disciplinary or professional expertise; and 4) acceptance of trustworthiness. The authors also identified several subthemes dependent on the activity. Angell and Tewell provide recommendations based on the assessment data that can influence future practice in regards to teaching evaluation of authority in the information literacy classroom. The article also provides appendices with sample student worksheets and a student survey, useful for professionals who wish to adapt their instruction to incorporate similar activities in their own practice. KVM

**Badia, G. (2017). Combining critical reflection and action research to improve pedagogy. *portal: Libraries and the Academy*, 17(4), 695-720.**

Using a set of three extensive case studies, Badia's article successfully challenges instruction librarians to improve their teaching through the application of critical reflection and action research. In the first section, the author overviews the concepts of critical reflection and action research. More specifically, Badia presents the four

LIRT Top Twenty, continued on page 9

lenses of Stephen Brookfield's critical reflection model and connects each lens to various assessment methods relevant to library instruction. In the second section, Badia integrates a selection of these critical reflection assessment methods into three library instruction case studies using the action research model. The three case studies are varied in population served, scope of the project, and overall learning objectives, and Badia clearly details the steps taken in each case. Instruction librarians reading the article will gain a thorough understanding of the models of critical reflection and action research, the steps required to implement these models to improve instruction, and the benefit of applying these models in their teaching practice. AS

**Black, E. L., & Murphy, S. A. (2017). The Out Loud assignment: Articulating library contributions to first-year student success. *The Journal of Academic Librarianship*, 43(5), 409–416.**  
**<https://doi.org/10.1016/j.acalib.2017.06.008>**

In this article, the authors study the impact of the Out Loud assignment on students enrolled at Ohio State University's main campus and regional campuses. This assignment (which is delivered via the learning management system) has been designed to help students make the transition to college. Academic counselors have the option of incorporating this assignment into a one-credit orientation course. The assignment includes three modules: Self Awareness, Campus Information, and Research. Scenarios and quizzes are incorporated into modules as tools to encourage student reflection. The authors find that the assignment has a greater impact on students enrolled at the regional campuses. Although the authors use two standard metrics (GPA and student retention) for assessment purposes, they conclude that these metrics might not be the best indicators of student success. They conclude that there is a need for "other indicators which may better locally articulate library contributions to student success." DZ

**Bunner, T. (2017). When we listen: Using student voices to design culturally responsive and just schools. *Knowledge Quest*, 45(3), 38–45.**

Teresa Bunner, as a new teacher, found it was initially difficult to connect with the students in her high school classroom – particularly the African American and Latino males. She therefore felt fortunate to find a means for weakening this disconnect: culturally responsive pedagogy. This concept, originally formulated by Gloria Ladson-Billings, posits that through honoring and validating the experiences, frames of reference, and cultural practices of students of color, education becomes more relevant and meaningful for all students. Bunner collaborated with two colleagues to present a selected group of students with research-based culturally responsive teaching strategies. Of these, the students identified six that were then used to inform the professional development that teachers in her district underwent, and the strategies were foundational in creating the kinds of learning environments desired. Such environments are increasingly imperative, as it is predicted that Latino, African American, and Asian students will soon outnumber non-Hispanic whites. The six concepts build on each other: visibility, proximity, connecting to students' lives, engaging students' cultures, addressing race, and connecting to the larger world and students' future selves. Reflecting on one way the cultural responsive teaching approach has impacted her, Bunner describes how in times past she would have said that when she looked over her classroom, she didn't see color, rather she simply saw a group of students. She now recognizes that such "color-blindness" removes a positive racial identification, diminishing the strengths of that culture which, in turn, negatively impacts resilience and achievement. In her concluding thoughts, Bunner says, "If we ignore these ways [culturally responsive pedagogy methods] to make all of our students feel valued, engaged, and empowered, the consequences are too grave." A "Reflect On Your Own Practice" page provides a wonderful resource for librarians interested in practicing the cultural proficiency Bunner discusses. PCJ

**Glassman, J. A., & Worsham, D. M. (2017). Digital research notebook: A simple tool for reflective learning. *Reference Services Review*, 45(2), 179–200.**  
**<https://doi.org/10.1108/RSR-10-2016-0063>**

Two librarians from the University of California, Los Angeles collaborated on the development of a simple, adaptable, and scalable instructional tool that can be used to guide students through the research and writing process. Its purpose is to facilitate “higher order learning” by providing students the opportunity to reflect on their research process. This tool, which uses Google Docs for hosting and sharing, has been named a “digital research notebook” by the authors. The authors provide two versions of the notebook (with Creative Commons licenses) and demonstrate how these online modules can be used in one-shot classes or embedded in course-integrated-instruction. An assessment of this approach by the authors finds that the research notebook frees up time for deeper learning, and that both faculty and students are receptive to the tool. DZ

**Holliday, W. (2017). Frame works: Using metaphor in theory and practice in information literacy. *Communications in Information Literacy*, 11(1), 4-20.**

This article invites us to approach the discourse on information literacy in higher education by using metaphor as a reflective and analytical tool to better understand our teaching practice. The author’s discussion of metaphor is influenced by the work of Lakoff and Johnson, which posits that metaphors structure our thinking and therefore govern our actions; they constrain some actions and make others possible. One general example the author provides is the metaphor of learning as the depositing of information in a person’s head versus learning as creating a toolbox. More specifically, she focuses on the discourse of the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education* and to a lesser extent on its *Information Literacy Competency Standards for Higher Education*. She illustrates the discussion with ideas that emerged from her conference presentations on metaphor. For example, “framework” might evoke the image of a building frame or it might evoke the image of a skeleton. The author also discusses metaphoric entailments, that is, features that are a consequence of the original metaphor, and the ways metaphors can break, that is, lose their usefulness in explaining a phenomenon; both provide additional insights into the ways we think about our work. Going beyond information literacy, the author additionally examines metaphors used in the field of composition that may be useful in thinking about our information literacy instruction. In sum, the use of metaphors is a playful and engaging approach with the potential of generating new insights, both conceptual and practical, into our teaching practice. EH

**Hurley, D. A., & Potter, R. (2017). Teaching with the *Framework*: A Cephalonian approach. *Reference Services Review*, 45(1), 117–130. <https://doi.org/10.1108/RSR-07-2016-0044>**

Hurley and Potter’s article presents a case study on how teaching librarians restructured a traditional one-shot library instruction session using the Cephalonian method, which involves distributing pre-printed questions for students to ask during the session. This new approach to library one-shot instruction allowed the authors to focus on engaging their students in the broader concepts of the ACRL *Framework for Information Literacy in Higher Education* rather than more narrowly focusing on library policies and resources. Using the Cephalonian method, the authors developed a flexible and spontaneous one-shot session that blends discussion of higher concepts and hands-on searching activities. For readers new to the Cephalonian approach, the article includes a thorough literature review of this technique in library instruction and also a detailed guide as to how the authors developed and implemented the Cephalonian approach into a 50-70 minute English composition one-shot

library session. Although Hurley and Potter focus on engaging students in just one of the ACRL frames, “information creation as process,” readers can easily see how this approach could be adapted to multiple frames and in a variety of contexts at their own institutions. AS

**Kong, N. N., Bynum, C., Johnson, C., Sdunzik, J., & Qin, X. (2017). Spatial information literacy for digital humanities: The case study of leveraging geospatial information for African American history education. *College & Undergraduate Libraries*, 24(2-4), 376-392. <https://doi.org/10.1080/10691316.2017.1329044>**

As the digital humanities continue to grow and evolve, librarians are discovering new opportunities for integrating information literacy into the digital humanities curriculum. This case study documents how an academic librarian and history and education faculty collaborated in the design and delivery of digital humanities training for school teachers as part of a National Endowment for the Humanities summer institute. The objective of the institute was to help the participants improve their content knowledge of African American studies, hone their information literacy skills, and develop effective pedagogical practices for using digital tools in the classroom. After a brief overview of the institute, the authors focus their discussion on the five library workshops that they developed. These workshops introduced spatial data and geographic information systems (GIS) as a method for engaging students in inquiry-based learning, and improving their critical and spatial thinking skills within the context of the African American studies curriculum. After highlighting the positive impact that the workshops had on participants’ content knowledge, cultural competence, information literacy skills, digital literacy, and teaching practices, the authors examine how the ACRL *Framework* informed their learning outcomes and enhanced workshop design. The flexibility of the *Framework’s* core concepts fostered cross-disciplinary collaborations by creating space for the librarian and faculty members to experiment with new approaches to using spatial information and GIS tools to teach content knowledge and information literacy skills. As digital scholarship grows and multimodal artifacts replace traditional classroom assignments, librarians are uniquely positioned to help both faculty and students develop the knowledge practices and dispositions necessary to fully participate in the information creation process and contribute to the scholarly conversation. This case study, with its focus on spatial data, technology, and digital artifacts, provides an excellent, and unique, example of effectively embedding information literacy within the curriculum. Motivated librarians will be inspired to recreate the workshops. This article also illustrates that academic librarians can broaden their reach by creating and implementing professional development opportunities for K-12 teachers. AMS

**Markless, S., & Streatfield, D. (2017). How can you tell if it’s working? Recent developments in impact evaluation and their implications for information literacy practice. *Journal of Information Literacy*, 11(1), 106-119. <https://doi.org/10.11645/11.1.2201>**

Markless and Streatfield examine the progress of impact evaluation in libraries over the past ten years. The authors define impact evaluation as “evaluating any effect of the service (or of an event or initiative) that contributes to change to an individual, group or community.” The article highlights various trends in impact evaluation and information literacy such as moving towards engagement with user experiences, developing more inclusive evaluations, re-purposing existing data to make it meet current needs, and collecting stories as part of impact evaluation.

Throughout the article, the authors discuss how each of the trends will affect the information literacy

community. Additionally, Markless and Streatfield put forward multiple questions for the reader to consider. The authors do not have answers to the questions, but they are valuable because it will make the reader think about how he/she might change the way data is gathered and used in the library. Anyone who is involved in data gathering and analysis for outreach or information literacy will find this article useful. AB

**McClellan, S., Detmering, R., Martinez, G., & Johnson, A. M. (2017). Raising the library's impact factor: A case study in scholarly publishing literacy for graduate students. *portal: Libraries and the Academy*, 17(3), 543-568. <https://doi.org/10.1353/pla.2017.0034>**

This article about creating a publishing academy for graduate students is a must-read for any academic librarian working with this student population. Their article outlines a collaborative and multi-session approach of filling an unmet need of graduate students in gaining publishing skills prior to graduation. The authors portray the development (including partners and class topics), the implementation, the assessment, and the second iteration of the publishing academy at the University of Louisville in Kentucky. While the multi-session format used by the authors may not be appropriate for every institution, McClellan et al. demonstrate the need for library instruction on this topic, and readers will be able to speculate how aspects of this successful program could be adapted to fit their own institution. In addition to demonstrating the impact of the publishing academy, the authors also provide a table mapping the ACRL *Framework for Information Literacy for Higher Education* thresholds and knowledge activities to specific publishing topics. Likewise, the authors' literature review highlights a variety of library programming efforts dedicated to enhancing the publication skills of graduate students. AS

**Pashia, A. (2017). Examining structural oppression as a component of information literacy: A call for librarians to support #BlackLivesMatter through our teaching. *Journal of Information Literacy*, 11(2), 86-104. <https://doi.org/10.11645/11.2.2245>**

This article is a call for librarians to address structural inequalities by adopting a critical information literacy approach to instruction. The author begins by providing an overview of the ways libraries are not—and have never been—neutral, and how their processes and resources have long sustained inequality. Specifically, the author describes the ways in which whiteness is a dominant ideology, especially in academic settings, pointing to how this often plays out in libraries. The ways libraries categorize and organize resources, hire employees, and talk about systems of scholarly communication reinforce oppressive structures.

All of this sets the stage for why it is important for librarians to apply critical approaches and theoretical perspectives to their instructional practice. Specifically, the author describes how these issues are discussed in a for-credit, semester-long information literacy course focused on the Black Lives Matter movement. One of the main goals of the course is for students to critically examine political, cultural, and social aspects of information. For example, students examine how social structures and systemic racism impact the scholarly record and how we determine who is an authority on a given subject. They then look at what other factors may contribute to someone being an authority on a topic or event. The students also explore alternative media in order to explore a diversity of perspectives that may not be accounted for in mainstream media. Finally, they examine the impact of algorithmic bias on searching and the ways algorithms work to uphold biases. The knowledge gained from this class helps students examine and “challenge implicit biases and structures of oppression.”

While this article describes a semester-long course, many of the ideas, questions, and strategies can be applied in

other workshop or instruction settings. Strategies for reflective personal development and further reading for instructors are also presented. MH

**Raven, M., & Rodrigues, D. (2017). A course of our own: Taking an information literacy credit course from inception to reality. *Partnership: The Canadian Journal of Library and Information Practice and Research*, 12(1). <https://doi.org/10.21083/partnership.v12i1.3907>**

Raven and Rodrigues offer readers a fresh perspective on the development of a credit-bearing information literacy course. Unlike most articles on the topic, which focus on design, theory, and curriculum, this essay brings to light the practicalities and mechanics of developing and implementing a credit course. Using clear, detailed explanations, the authors provide a blueprint for librarians interested in creating a course of their own. They begin their narrative by emphasizing the importance of engaging with librarians, library administration, and the campus community in order to build interest and garner support. The authors explain their approach to sharing their plans with stakeholders and gathering useful feedback to guide their design. In their discussion of strategies for introducing their plans to the campus, Raven and Rodrigues include a helpful list of campus departments and groups to consult during the development process. Librarians unfamiliar with course proposal procedures will find the detailed outline of the approval process quite informative. The final, and most enlightening, section of the article addresses two issues that receive little attention in the literature: contract negotiation and redistributing workloads to accommodate new teaching responsibilities. The authors conclude by reflecting on how teaching a credit-bearing IL course has enriched their professional growth and increased the library's visibility as a teaching unit. AMS

**Rempel, H. G., & Deitering, A. M. (2017). Sparking curiosity – Librarians' role in encouraging exploration. *In the Library with the Lead Pipe*. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2017/sparking-curiosity/>**

This article describes the strategies that librarians at Oregon State University (OSU) use to encourage curiosity in students enrolled in first-year composition courses. OSU librarians have a long history of working with this population. They have been involved with the first-year composition curriculum for almost two decades. OSU librarians revamped their approach after they assessed essays completed by first-year composition students. They found that these papers were "lifeless" and that students showed little curiosity about the research process. The first step toward sparking curiosity was the creation of a small qualitative study of these students. OSU librarians administered a curiosity self-assessment test, interviewed students, and analyzed graded work. Librarians shared their findings (as well as knowledge about curiosity gleaned from a literature review) with first-year composition instructors. Librarians stressed the importance of language. For example, they encouraged instructors to use the following terms when discussing the research process: "curiosity," "exploration," and "learning." As a result of this research, OSU librarians now focus their efforts on teaching the instructors. Rather than delivering one-shot instruction sessions to first-year composition students, they are embedded in the required course for new first-year composition instructors. Additionally, the first-year composition curriculum has evolved so the emphasis is on incorporating curiosity throughout the research process. A rhetorical analysis paper that encourages exploratory research has replaced the traditional argument paper. DZ

**Russell, J. E., & Hensley, M. K. (2017). Beyond buttonology: Digital humanities, digital pedagogy, and the ACRL Framework. *College & Research Libraries News*, 78(11), 588-600. Retrieved from <https://crln.acrl.org/index.php/crlnews/article/view/16833/18427>**

In this article, Russell and Hensley discuss the gap in the digital humanities literature describing how to engage in digital humanities instruction in a way that moves beyond *buttonology* and fosters critical thinking. The authors describe *buttonology* as “software training that surveys different features of an interface in an introductory manner.” Often, instruction in the digital humanities is focused on how to navigate a particular tool and where to click within an interface, leaving out conversations about how and why we use particular tools to engage in critical thinking in the research process. In other words, digital pedagogy should have more influence on digital humanities instruction. The authors point to two learning theories described in the ACRL *Framework* that librarians can draw upon when designing digital humanities instruction: liminal space and metacognition. After briefly describing each of these concepts, Russell and Hensley outline specific strategies for helping students through the liminal state and for fostering metacognition in digital humanities instruction. Because the focus on digital humanities instruction has largely been based on practical, tool-based approaches, these strategies help fill the gap by providing concrete ways to focus on deeper concepts and critical thinking in instruction. This does not mean totally abandoning tutorials, workshops, or other tool-focused approaches. Rather, the authors provide ways to integrate critical thinking while also teaching how to use a tool, allowing for a more robust learning experience. While the focus of this article is on digital humanities instruction, the strategies presented are beneficial to anyone engaging in information literacy instruction of any type. A few of the strategies described include recognizing liminality in order to anticipate difficulties and regularly checking in with learners, modeling the metacognitive process during instruction, and asking learners to specifically define what is difficult to them during the process of instruction. MH

**Saunders, L. (2017). Connecting information literacy and social justice: Why and how. *Communications in Information Literacy*, 11(1), 55-75.**

This paper argues that information literacy instruction is intrinsic to social justice. The author posits that information access is a human right, which libraries can support through providing physical access, supporting social access, and teaching information literacy. Saunders provides a brief history of how libraries and their various associations support information literacy as a human right before arguing that the profession needs to critically assess how current systems and knowledge practices reflect biases and assumptions that need to be challenged. Ultimately, this article examines and critiques the ACRL *Framework for Information Literacy for Higher Education*, arguing that the framework does not go far enough in regards to information social justice. The author presents a draft of a new frame for consideration, one that defines information social justice, and outlines knowledge practices and dispositions. KVM

**Stivers, J. (2017). #MdlPWriters: Fourteen powerful voices. *Knowledge Quest*, 45(3), 28-37.**

This article describes the preparation for and impact of a week-long Writer-in-Residence with Matt de la Peña at a public alternative middle school in North Carolina. Stivers, the school librarian, advocates for visiting authors to reflect the diverse cultures and experiences of students.

The author outlines how de la Peña’s writings were incorporated across the curriculum, even though only fourteen students would be deeply engaged with him during the week-long workshop. Books were purchased for

all of the students to keep the author's visit student-centered and not highlight economic inequalities. Additional texts by de la Peña were selected for whole-class instruction across the core curriculum based on themes and genres of interest to students.

For the week-long workshop, students were selected based on interest, not school performance or reading level. Stivers administered a survey to all seventh- and eighth-grade students, and based on the results, created two groups of students who would participate in the workshop with de la Peña. To create a sense of community, the author created the hashtag, #MdlPwriters, and encouraged students to use it to connect with each other and with de la Peña.

This article highlights the impact that an author visit, having high expectations, and believing in student abilities can have on students. The practical information offered by Stivers makes this an article that is applicable for school librarians as well as academic librarians working with students in a writing program. AB

**Stonebraker, I., Maxwell, C., Garcia, K., & Jerrit, J. (2017). Realizing critical business information literacy: Opportunities, definitions, and best practices. *Journal of Business & Finance Librarianship*, 22(2), 135–148. <https://doi.org/10.1080/08963568.2017.1288519>**

In this article, the authors draw on the literature and on their experiences as critical educators in the business classroom to define an approach they call critical business information literacy (or CBIL); that is, the application of social justice to business information literacy. As they point out, business education rarely figures into discussions of critical information literacy and social justice, although business is one of the most popular majors in the United States. This article, then, provides a unique and much needed perspective. The authors argue for the importance of CBIL in creating ethical and socially responsible business graduates. At the same time, they acknowledge issues with reconciling social justice and the neoliberal nature of business education. In situating their work, the authors review the literature in three areas—critical information literacy; business information literacy; and critical management studies—and propose CBIL as a way to bridge the gap between these areas in the business classroom. Three case studies serve as best practice examples of how CBIL concepts may be applied. Topics covered in these case studies range from instructional design for one-shot sessions to broader partnerships with business schools to involvement in service learning. The authors' intent with this article is to open up discussion around social justice and CBIL approaches with business librarians and business educators. EH

**Woxland, C. M., Cochran, D., Davis, E. L., & Lundstrom, K. (2017). Communal and student-centered: Teaching information creation as a process with mobile technologies. *Reference Services Review*, 45(1), 79–99. <https://doi.org/10.1108/RSR-03-2016-0023>**

In this case study, Woxlund et al. offer a new approach to teaching the ACRL *Framework's* threshold concept "information creation as a process." They describe their method for teaching this way as a decentralized approach, and employ iPads and Google Docs to this end. The motives behind this innovation were to increase student engagement and to assist students in recognizing their own agency as creators of information. The authors investigated how using the new communal and student-centered instruction method to teach two sections of an English 2010 did or did not increase engagement and comprehension of the class content. To measure the success of their goal, the librarians utilized: classroom observers; pre- and post-tests; a worksheet, completed during the class; and a brief survey on attitudes about the use of the iPads. Variation between the two

sections was attributed to a factor that confounds any type of library instruction—unique classroom culture and dynamics. Nevertheless, the researchers conclude that as new approaches to teaching the relatively new *Framework* emerge, “the role of technology in fostering this innovation will be increasingly important in engaging students and contributing to student learning.” PCJ

**Xu, L., & Gil, N. (2017). Librarians as co-teachers and curators: Integrating information literacy in a studio art course at a liberal arts college. *Art Documentation: Journal of the Art Libraries Society of North America*, 36(1), 122–136. <https://doi.org/10.1086/691376>**

The authors set out to integrate information literacy and visual literacy into a studio art course by collaborating with faculty to incorporate these into course goals and assignments. They designed three artist research projects, which were scaffolded from note-taking to a blog post and finally a report out on visual literacy components of context, media, and form. They took an innovative approach to the assignments, for example incorporating role-playing around exhibition catalog writing, artists’ statements, and as an art critic, while also still expecting the students to incorporate at least three sources into their finished products. The librarians addressed the ACRL frame “scholarship as conversation,” including difficult conversations around copyright and fair use in the art world. In addition, the library introduced students to artists’ books in the special collection, and displayed the students’ final projects in the library. Assessment done throughout the course reviewed the students’ products and evaluated their use of resources, incorporation of images, and progression of learning through the assignments. While constraints include course enrollment, time commitment, and workload, this collaboration has led to other opportunities across campus. This article provides an excellent, well-defined, and thought-through model for art librarians to adapt to their local institutions, along with fodder for any librarian who wishes to incorporate information literacy into a non-research-based course. KLM

**Yu, S. H. (2017). Just curious: How can academic libraries incite curiosity to promote science literacy? *Partnership: The Canadian Journal of Library and Information Practice and Research*, 12(1). <https://doi.org/10.21083/partnership.v12i1.3954>**

In this article, Yu draws parallels between the ACRL frame “research as inquiry” and scientific inquiry, and links both to the need to incite curiosity in students. The article discusses three pedagogical methods that stimulate scientific literacy through curiosity:

- 1) Reflection through “bad science.” In this method, students review a clinical trial or data manipulation using various sources. Students are asked to look at a news story and original research and reflect on the lifecycle of information, evaluation of information, funding, science communication, and more.
- 2) Science Café. In this method, the general public gets engaged with scientific and technological topics through interaction with experts in an informal location. Librarians can use this technique to showcase graduate students’ work and highlight how their curiosity informed their research questions.
- 3) Integrated science program (iSci). This involves embedding librarians into the curriculum and scaffolding information literacy/scientific literacy sessions throughout the academic career. The McMaster University example provided includes a peer-reviewed journal and student-run symposium the final year.

Curiosity or inquiry-driven research allows students and library staff to focus on the “why” and not get hung-up on the “how,” thereby integrating information literacy into the scientific exploration. KLM

# Flickers of Critical Information Literacy and Relational Work in the One-Shot Instruction Session

Rebecca Greer ([rrgreer@ucsb.edu](mailto:rrgreer@ucsb.edu))

Hi! I'm Becca. I enjoy learning about learning, seeing what makes us tick as human beings, and more specifically, identifying what motivates us to grow intellectually. My passion for learning led me to teaching, and my interest in fostering meaningful learning experiences with students brought me to academic librarianship. This passion and interest, combined with a few select choices in my academic path, led me to my current position as Library Instruction Program Coordinator at University of California, Santa Barbara. While my current role predominantly aligns to management and oversight of an instruction program, I consider myself a practitioner first, and continue to refine my craft through various instructional modalities.

I have had the privilege throughout my early academic librarianship career to flex my pedagogical practice, technique, and methodology. With the tenor of critical information literacy reverberating through the current library literature, I started to reflect on the realization of this theoretical approach in my teaching practice. To begin, I considered the various students I have taught. From elementary school students to graduate students and PhD candidates, the common thread throughout my teaching has been an effort to relate to students on a personal level first. The phrase "relational work" embodies my efforts as a teacher to imbue an interpersonal exchange in interactions with my students. In "Politeness Theory and Relational Work," Locher and Watts (2005) define the phrase "relational work" as the "'work' individuals invest in negotiating relationships with others" (p. 10). Locher and Watts further elaborate that "[h]uman beings rely crucially on others to be able to realize their life goals and aspirations, and as social beings they will naturally orient themselves towards others in pursuing these goals" (p. 10). I see these personal exchanges with students in the classroom space (and beyond) as an essential component of critical information literacy.

How exactly does relational work align with critical information literacy? Let's begin by taking into consideration the definitions of critical information literacy as it pertains to our work as instructors. There are two sources I've referred to for this purpose:

- 1) "The Practice and Promise of Critical Information Literacy: Academic Librarians' Involvement in Critical Library Instruction" by Tewell (2018), and
- 2) "Critical Information Literacy: Implications for Instructional Practice" by Elmborg (2006).

Tewell relates that "critical information literacy . . . aims to understand how libraries participate in systems of oppression and find ways for librarians and students to act upon these systems" (p. 11). Relatedly, Elmborg's essay

Continued on page 18

## Flickers of Critical Information Literacy... continued

applies critical theory to information literacy to assert that “critical information literacy involves developing a critical consciousness about information, learning to ask questions about the library’s (and the academy’s) role in structuring and presenting a single, knowable reality” (p. 198). A significant aspect of teaching critical information literacy is being able to understand how power structures influence the creation, accessibility, and use of information. As students are tasked with engaging in academic research, or what Elmborg terms as “academic literacy events,” librarians are positioned as experts to assume the responsibility of helping students navigate the complexities of research. When I am called upon as an instruction librarian to assist students with academic research, I am cognizant that I have been contacted by a faculty member because the system we work in has given me a title and responsibilities that connote authority and cultural capital. Yet, when I enter the classroom for a one-shot session, my first instinct is to remove these authoritative titles connoting nuances of power structure and authority, in order to establish a rapport and open dialogue about academic research.

Establishing a rapport with students requires one to be conscious of relational work in the classroom. As librarians begin to tackle critical information literacy, it is essential that an open dialogue is fostered so that students are affectively situated to share their prior knowledge and experience with the academic research process. Giving agency to student experiences and prior knowledge with academic literacy events helps me approach the social, political, and economic aspects of critical information literacy. Some of you may be thinking, why is establishing rapport with students so important? It seems so “touchy feely” and unnecessary to delivering my student learning outcomes. In my experience, it facilitates learning itself. According to an article on student perspectives with instructor rapport, “Interpersonal communication is vital to student learning and building rapport has been shown to be an effective way of communicating with students. . . which will lead to more effective teaching, and ultimately, improved student learning” (Webb & Barrett, 2014, p. 25).

So how is relational work done? In my attempt to introduce you to relational work, you’ll notice that I made some intentional decisions in the opening lines of this article. For one, I opened the article with a conversational tone, “Hi! I’m Becca.” I regularly introduce myself to students as “Becca,” as this informal greeting conveys that I am approachable. By introducing myself with my nickname, I am also making a conscious choice not to list my official title in the library, attempting to remove emphasis on the sociopolitical hierarchy of my position. (You may have noticed that I did provide my title within the opening paragraph of this article. This was done so intentionally. In the same way that librarians engage in a discourse with one another through literature, we are often seeking information on how an author is sociopolitically situated relative to our own work.) After introducing myself to students, I provide some information on my personal passions and convictions with teaching in a manner that does not use pedagogical terminology or technical vernacular. Similarly, as I introduce myself to the class, I often share with them some fun, non-academic details about myself to create a conversational tone and to convey a persona of friendliness, or what is technically termed as “connecting behaviors” (Webb & Barrett, 2014).

Continued on page 19

## Flickers of Critical Information Literacy... continued

In the first few minutes of the session, I am functioning physically as an authority figure in the classroom by positioning myself in the front of the space and unidirectionally providing information. Therefore, to engage students in a dialogue, I often ask students to participate in an activity where they either draw or describe a library or librarian. This task informs me on how students conceptualize libraries and librarianship. These descriptions and drawings also help me to casually engage students in a conversation about the library as a space and the role of librarians in an academic research context. The most valuable aspect of this activity is that there are no right or wrong answers, and their resulting text or images informs me on how students value the library as a space and the people who work in it. What often derives from this activity is preliminary discussions about what kinds of materials the library collects and the privilege students are afforded to access these materials due to their affiliation with the university. While this exercise is designed as an icebreaker, the exchange offers me the opportunity to frame how information is manifested within political, social, and economic realities. As I am conversing with students, I can strive to position my role as the librarian as one that works outside of the immediate power structure of this research task, as I am functioning in a supportive or “coaching” role (Elmborg, 2006). Students can work with me as a librarian without fear of being judged or graded. In fact, I often express to my students that getting help with academic research is paramount, as every research task and research question has its own unique contextual basis for academic exploration.

Following my informal greeting, I often ask students to tell me why they are in the library today—that is, the research task they have been assigned to complete. This question is specifically designed to do three things: 1) establish relevance for the session, seeking to increase student attention; 2) ensure everyone in the room is informed of the research task they have been assigned; and 3) inform the instructor-of-record what components of the research assignment are unclear or have yet to be defined. As students describe the research task they have been given, I often ask guided questions, such as “What is scholarship?” or, “What is peer review?” and “How can scholarship be informed by those who are not scholars?” These questions, I believe, are my first conduit for many entry-level undergraduates to consider larger issues presented within critical information literacy.

In truth, each one-shot instruction session is a balancing act. While I seek to incorporate larger conceptual realizations within these sessions, I’m also aware that there are practical needs for academic research as well (e.g., how to use the databases). However, by mindfully incorporating relational anecdotes at the beginning of these sessions, I am able to establish a rapport where we are able to function as a kind of learning body that together builds an awareness that information is not neutral. The academic literacy event these students are tasked with is in inherently politically, socially, and economically charged. My role as an instructor in these scenarios is to help them understand that with each research task and affiliated research question, there are conventions and practices that they are expected to be aware of, and at times, conform to. I am here to help them traverse these complex information ecosystems and aid them through this process. While I position myself as a trusted partner in academic research, I also recognize that the reason I am able to assist students with this process is because I have successfully navigated the sociopolitical system

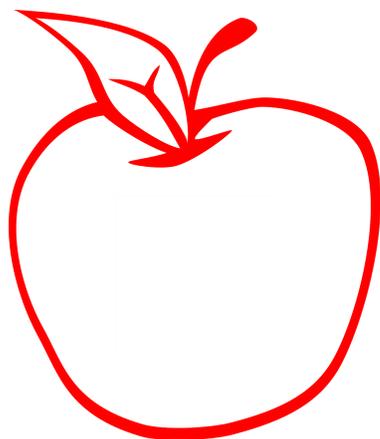
Continued on page 20

## Flickers of Critical Information Literacy... continued

of higher education myself. I have established cultural capital, evidenced by my professional position at a research university. Maintaining an awareness of this duality, while eschewing a hierarchical position of power in the classroom, is indeed a delicate balance. While I strive to establish rapport, I am also seeking to demonstrate my skills and abilities as a support system for them in their research, rather than situating my authority, credibility, and skill-set in title alone.

### References

- Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. *The Journal of Academic Librarianship*, 32(2), 192-99. <https://doi.org/10.1016/j.acalib.2005.12.004>
- Locher, M. A., & Watts, R. J. (2005). Politeness theory and relational work. *Journal of Politeness Research* (1), 9-33. Retrieved from <https://pdfs.semanticscholar.org/e31a/159e9970cd70ff710852583a20b181086df9.pdf>
- Tewell, E. C. (2018). The practice and promise of critical information literacy: Academic librarians' involvement in critical library instruction. *College & Research Libraries*, 79(1), 10-34. <https://doi.org/10.5860/crl.79.1.10>
- Webb, N. N., & Barrett, L. I. (2014). Student views of instructor-student rapport in the college classroom. *Journal of the Scholarship of Teaching & Learning*, 14(2) 15-28. <https://doi.org/10.14434/josotl.v14i2.4259>



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@ku.edu](mailto:sherri.brown@ku.edu))**

# 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.

### **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.

### **Newsletter**

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

### **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.

### **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.

### **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.

### **Web Advisory**

This committee shall provide oversight and overall direction for the LIRT Web site.

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



## Library Instruction Round Table News

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