California Conference on Library Instruction

Lightning Rounds

Featuring

Melissa I. Cardenas-Dow
California State University, Sacramento

Lindsay Davis
University of California, Merced

Kimberly Lace Fama
University of British Columbia

Mary-Michelle Moore
University of California, Santa Barbara

Paige Sundstrom
University of California, Santa Barbara

Moderator

Daniel Ransom
California College of the Arts

#CCLIghtning2019

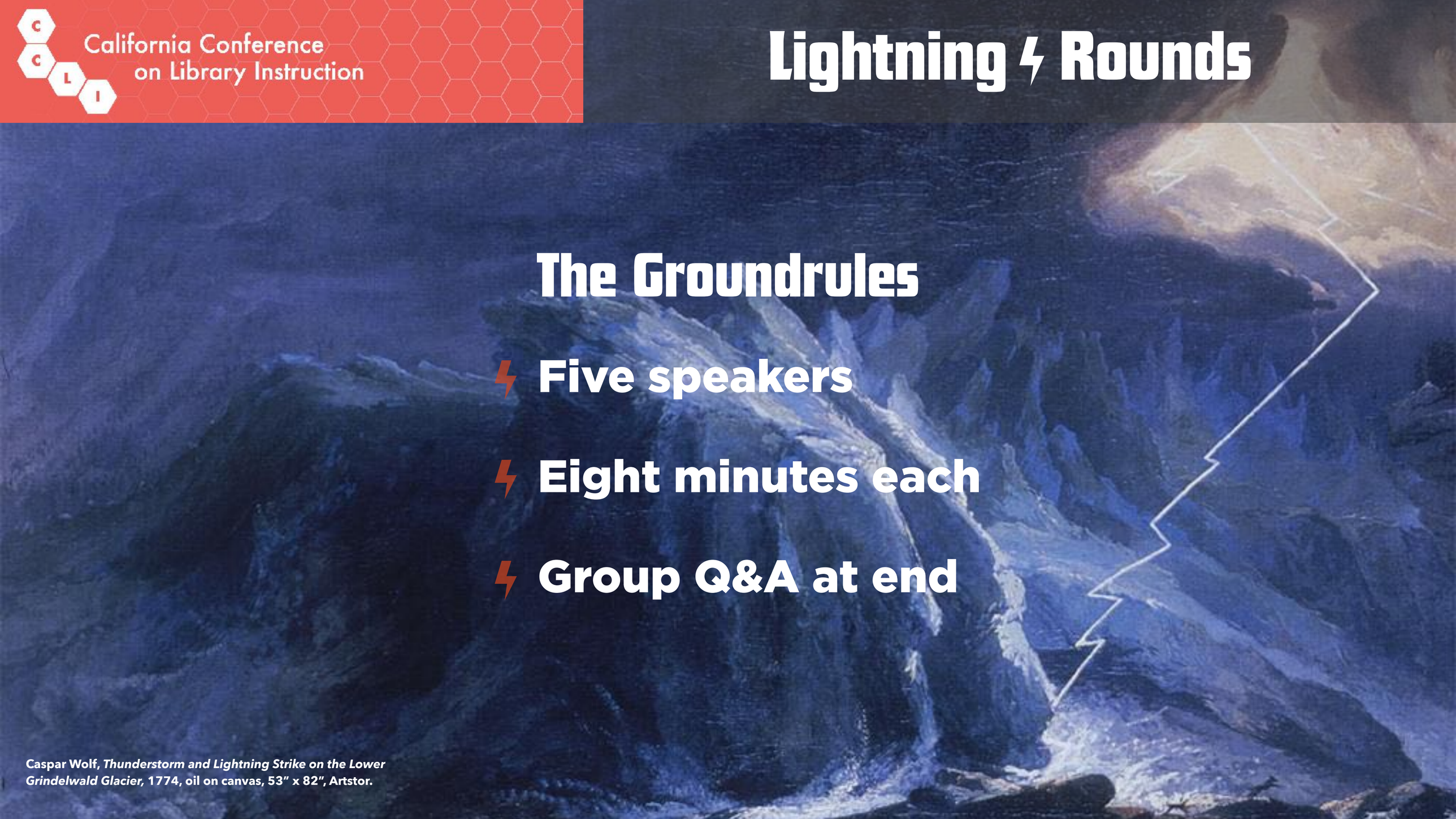
Caspar Wolf, *Thunderstorm and Lightning Strike on the Lower Grindelwald Glacier,* 1774, oil on canvas, 53" x 82", Artstor.

California Conference on Library Instruction

Lightning Rounds

The Groundrules

- Five speakers
- Eight minutes each
- Group Q&A at end



Caspar Wolf, *Thunderstorm and Lightning Strike on the Lower Grindelwald Glacier,* 1774, oil on canvas, 53" x 82", Artstor.

SACRAMENTO STATE
UNIVERSITY
LIBRARY

Taking Notes to Take Note

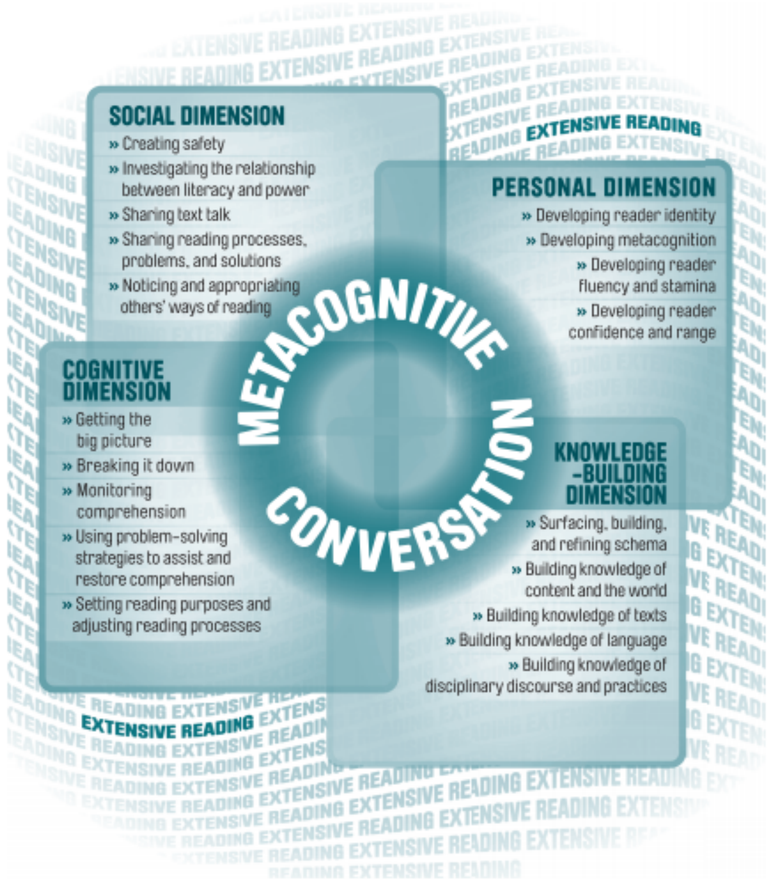
Conceptualizing Reading Apprenticeship Techniques in the Library Instruction One-Shot with Concept Clouds and Double Column Logs

Melissa I. Cardenas-Dow
cardenas-dow@csus.edu

What's Reading Apprenticeship?

The Reading Apprenticeship® Framework

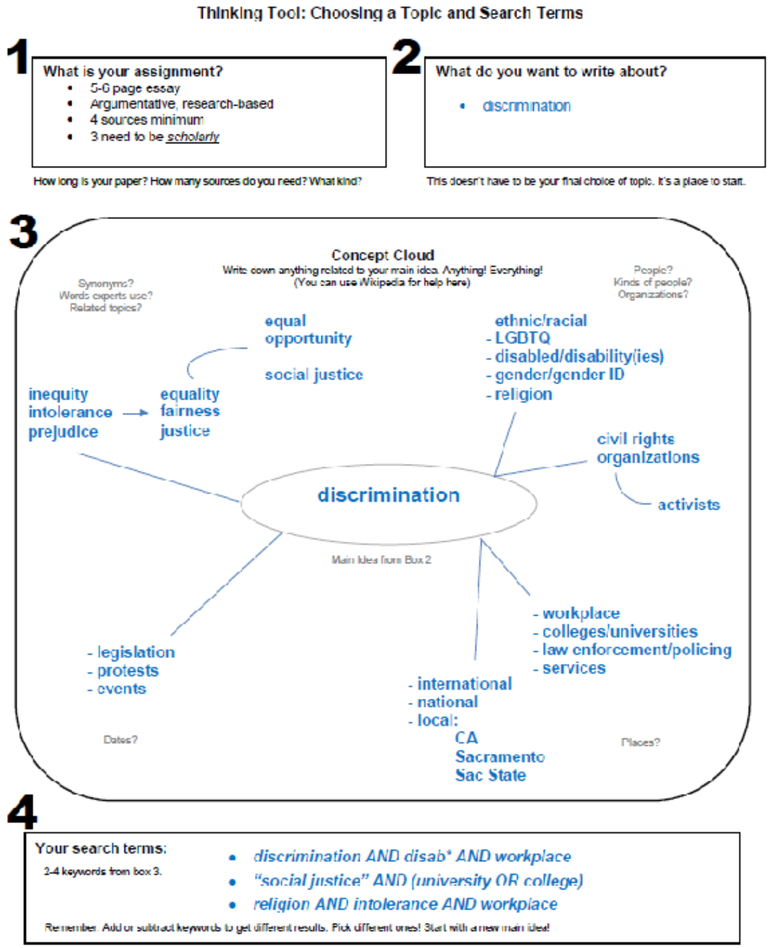
These four overlapping and interacting dimensions of classroom life exist in a context of extensive reading and are linked by metacognitive conversation, both internal and external.



My study

- Research Question: How do students perceive the metacognitive thinking tools I use in my IL sessions?
- Focus: English composition classes, predominantly first-year students; Oct 2018 to March 2019
- Received: 193 students, 12 1-shots

My study: The Worksheets



Thinking Tool: Choosing a Topic and Search Terms

1 What is your assignment?
- 5-6 page essay
- Argumentative, research-based
- 4 sources minimum
- 3 need to be *scholarly*

How long is your paper? How many sources do you need? What kind?

2 What do you want to write about?
- discrimination

This doesn't have to be your final choice of topic. It's a place to start.

3 Concept Cloud

Write down anything related to your main idea. Anything! Everything! (You can use Wikipedia for help here)

Synonyms? Words experts use? Related topics?

People? Kinds of people? Organizations?

discrimination

Main Idea from Box 2

equal opportunity

social justice

inequity intolerance prejudice → equality fairness justice

ethnic/racial
- LGDTQ
- disabled/disability(ies)
- gender/gender ID
- religion

civil rights organizations

activists

- legislation
- protests
- events

Dates?

- international
- national
- local:
  - CA
  - Sacramento
  - Sac State

Places?

- workplace
- colleges/universities
- law enforcement/policing
- services

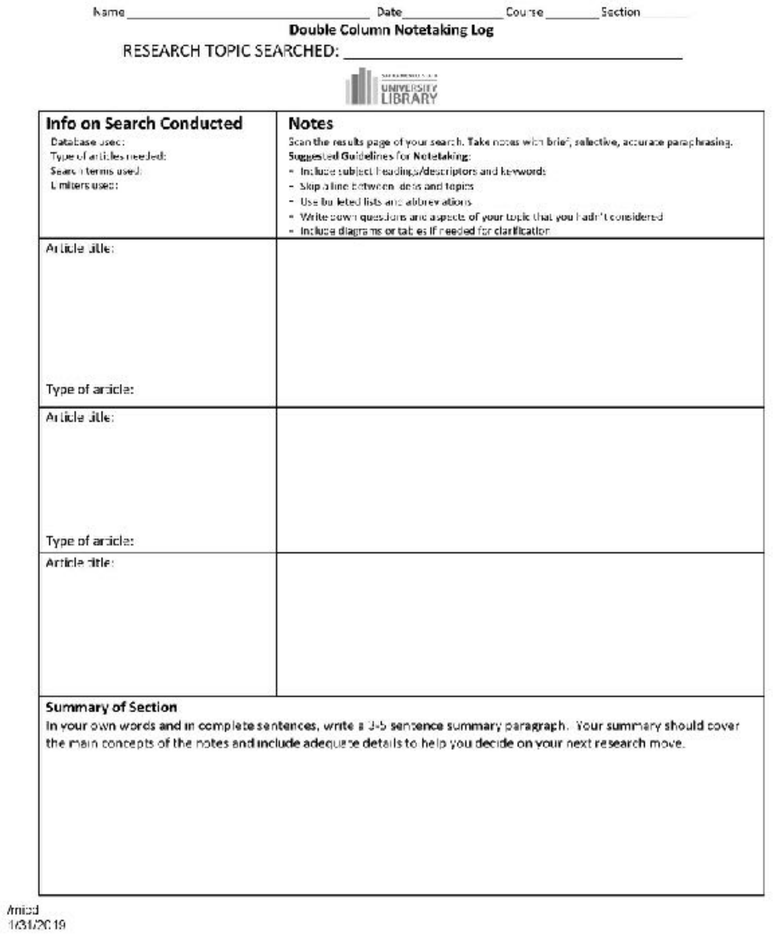
4 Your search terms:

2-4 keywords from box 3.

- *discrimination AND disab* AND workplace*
- *"social justice" AND (university OR college)*
- *religion AND intolerance AND workplace*

Remember: Add or subtract keywords to get different results. Pick different ones! Start with a new main idea!

Concept Cloud



Name _____ Date _____ Course _____ Section _____

Double Column Notetaking Log

RESEARCH TOPIC SEARCHED: _____

Info on Search Conducted	**Notes**
Database used: Type of articles needed: Search terms used: Limiters used:	Scan the results page of your search. Take notes with brief, selective, accurate paraphrasing. **Suggested Guidelines for Notetaking:** - Include subject headings/descriptors and keywords - Skip a line between ideas and topics - Use bulleted lists and abbreviations - Write down questions and aspects of your topic that you hadn't considered - Include diagrams or tables if needed for clarification
Article title: Type of article:	
Article title: Type of article:	
Article title:	

Summary of Section

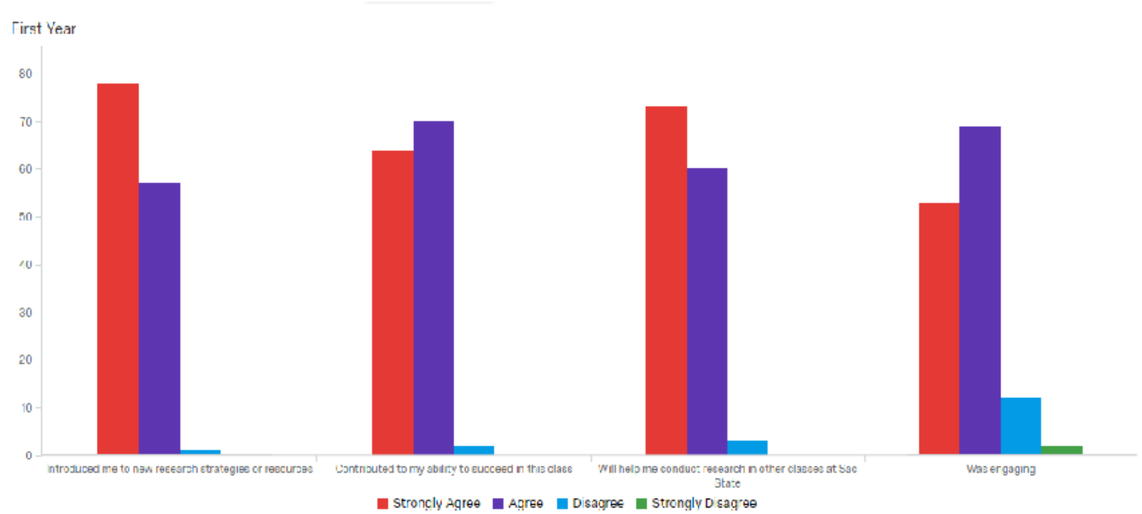
In your own words and in complete sentences, write a 3-5 sentence summary paragraph. Your summary should cover the main concepts of the notes and include adequate details to help you decide on your next research move.

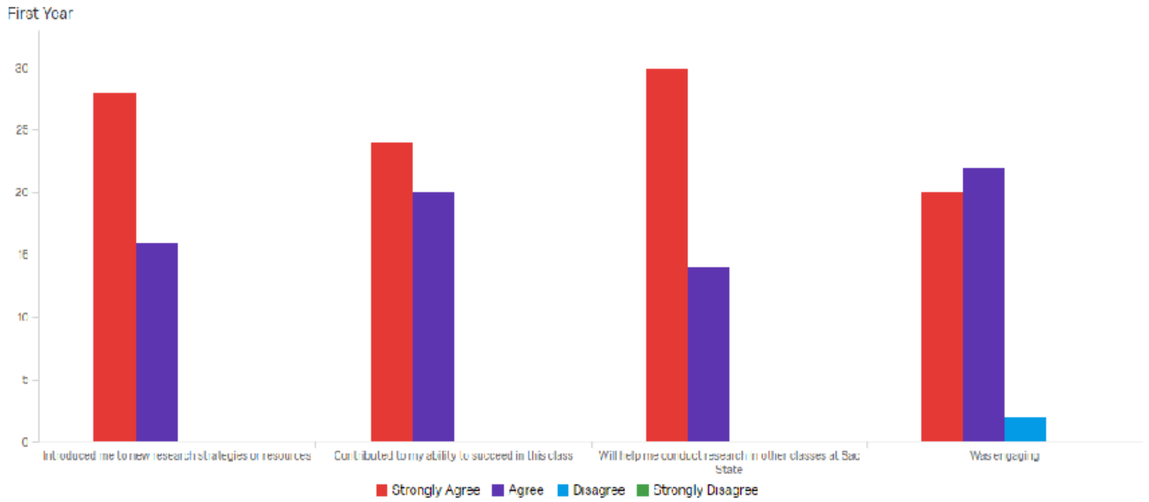
Amicd
1/31/2019

Double Column Notetaking Log

My study: What students said…

Concept Cloud





Double Column Notetaking Log

Reflection and Conclusion

Some Limits

- Focus of study is on ***student experience and self-described learning***, not independent variables of effectiveness
- Focus of study is on my own teaching mastery
- No data collected on prior experience of students or post-session assessment of learning, which could help establish context and validity of study (Conway, 2015)
- Student perceptions need to be viewed in relation to other assessment measures

Reflection and Conclusion

Next Steps

- Continue gathering data on student perceptions
- Develop methods of gathering measures of student prior knowledge and assessment for post-sessions
- Move toward assessment and measuring effectiveness
- Continue to develop literature review on scholarship of teaching and learning related to academic library instruction, especially the one-shot format, and reading apprenticeship

Reflection and Conclusion

Some References

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.

Conway, A. (2015). One-Shot library instruction sessions may not increase student use of academic journals or diversity of sources. *Evidence Based Library and Information Practice*, *10*(4), 238-240. https://doi.org/10.18438/B8SS3Z

DeZure, D., Kaplan, M, & Deerman, M.A. (2001). Research on student notetaking: Implications for faculty and graduate student instructors. CRLT Occasional Paper No. 16. University of Michigan.

Schoenbach, R., Greenleaf, C., & Murphy, L. (2012). Engaged academic literacy for all. In *Reading for understanding: How Reading Apprenticeship improves disciplinary learning in secondary and college classrooms, 2nd edition* (pp. 1–6). San Francisco, CA: Jossey-Bass. Retrieved from: http://www.wested.org/online_pubs/read-12-01-sample2.pdf

Thank you!

Questions?

cardenas-dow@csus.edu
Melissa Cardenas-Dow

The Bias in Your Search Results:

A Partial “Jigsaw” Activity

Hello!

I’m Lindsay Davis

She/her/hers

Instruction & Outreach Librarian

University of California Merced

Critical Race & Ethnic Studies 101
Race & the Media

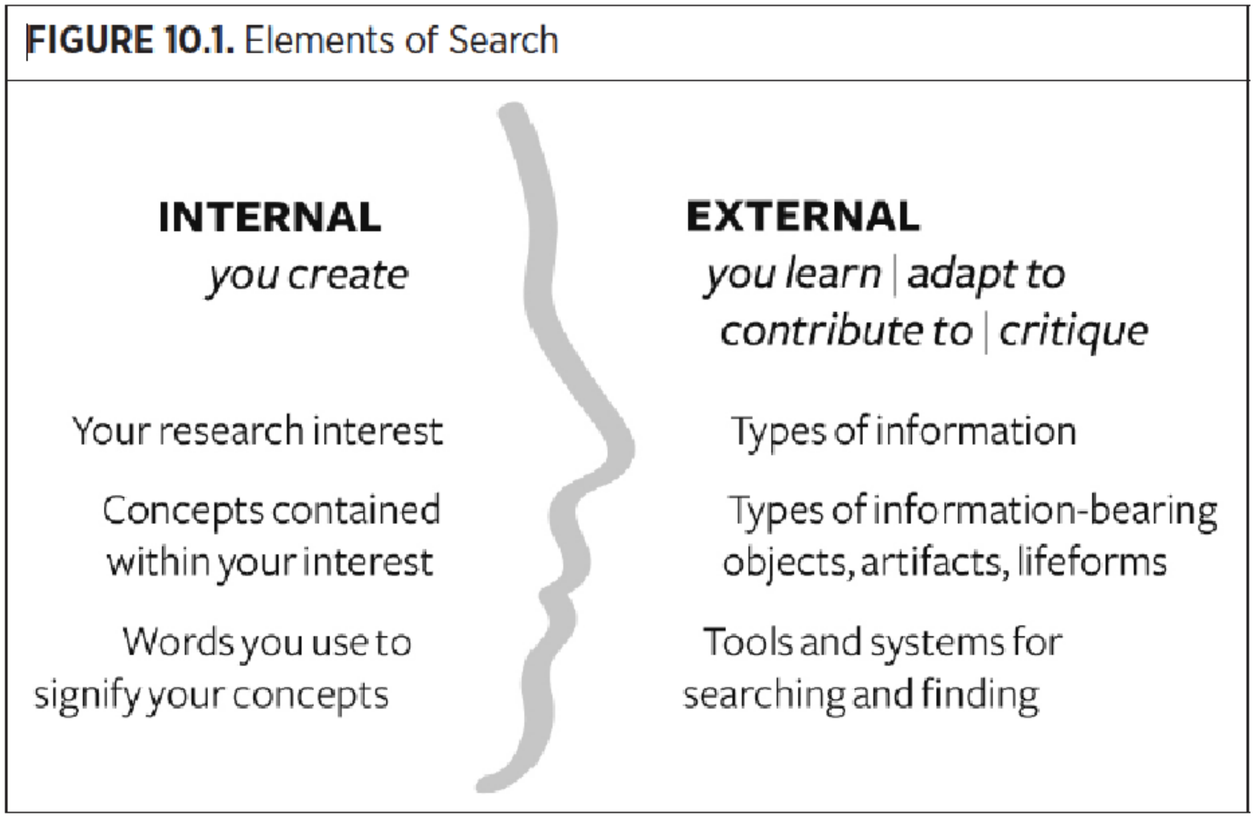
“Studies representations of race & its intersections with gender & sexuality in film & other popular media. Topics will include images in film, TV shows, & advertisements, the social implications of popular racial images, & the role of media in shaping and reflecting power relations” (University of California Merced).

University of California Merced. (2018). *2018-2019 University of California Merced catalog*. Retrieved from catalog.ucmerced.edu

Outcome

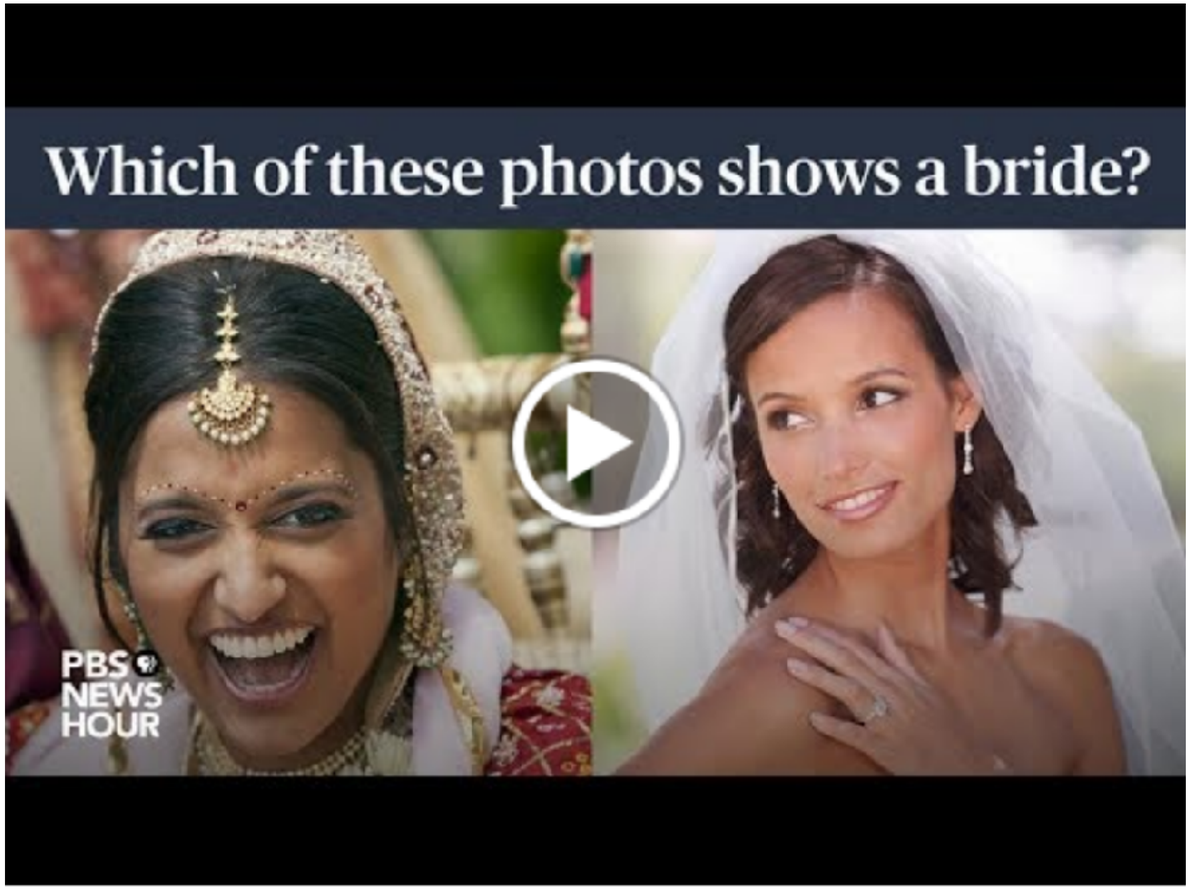
Students will be able to recognize that search tools & systems reflect & shape existing power structures of race, gender, sexuality, class, etc.

Introduction



Polkinghorne, Sarah. (2016). Critical consciousness and search: An introductory visualization. In N. Pagowsky, & K. McElroy (Eds.), *Critical library pedagogy handbook volume two: Lesson plans* (pp. 81-86. Chicago, IL: American Library Association).

Transition



PBS NewsHour (2019, Feb. 22). *Artificial intelligence can be biased against certain people. Here's how* [video file]. Retrieved from https://www.youtube.com/watch?v=zPEGX8bke_o&t=165s

“Not Quite a Jigsaw” Instructions

- 50 minutes
- 6 groups / 5 students each
- Read assigned article
- Discuss questions as a group
- Answer on large sticky notes
- Report findings to class

Readings

- “The Dangers of English as Lingua Franca of Journals”
- “Wikipedia Mirrors the World’s Gender Biases, it Doesn’t Cause Them”
- “Google is Finally Admitting it has a Filter-Bubble Problem”
- “The Racial Politics of Citation”
- “YouTube is Still Restricting & Demonetizing LGBT Videos--& Adding Anti-LGBT Ads”
- “The Bias Hiding in Your Library”

Questions

1. What is the overall message of the article?
2. What about the article surprised you?
3. Are the biases present in the search tool / system that the article refers to implicit, explicit, or a combination? What makes you think this?
4. How does learning about these preferences impact the way you think about using the search tool / system?

If the Library of Congress Subject Headings are so problematic, why does the UC Merced Library continue to use them?

”

Yay!

Next Steps

Coming soon to Project CORA!

- Lesson plan
- Articles (Word docs)
- General questions (worksheet)
- Article-specific questions (worksheet)
- Pitfalls & adaptation ideas

Thanks!

Any questions?

You can find me at

- ldavis23@ucmerced.edu
- @LindsayLib
- lindsayanndavis.com

California Conference on Library Instruction

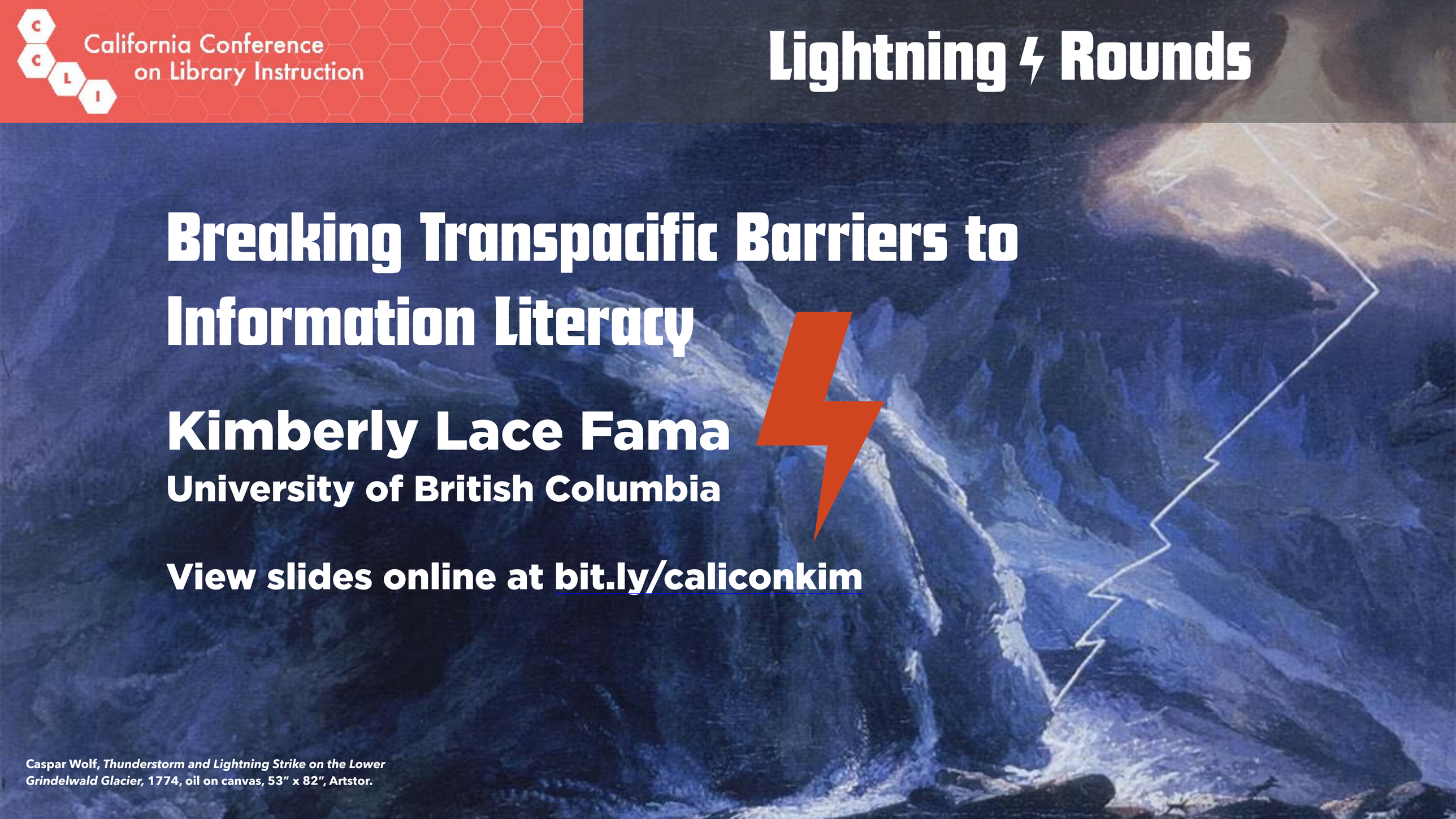
Lightning Rounds

Breaking Transpacific Barriers to Information Literacy

Kimberly Lace Fama

University of British Columbia

View slides online at bit.ly/caliconkim



Caspar Wolf, *Thunderstorm and Lightning Strike on the Lower Grindelwald Glacier,* 1774, oil on canvas, 53" x 82", Artstor.

bit.ly/CCLIugdata

Data literacy as a flipped undergraduate one-shot

Presented at CCLI
Friday, May 3, 2109

bit.ly/CCLIugdata

Mary-Michelle Moore

University of California, Santa Barbara

marymichellemoore@ucsb.edu

@MMichelleMoore

bit.ly/CCLIugdata

About INT 1

- ✘ For-credit information literacy class
- ✘ Students choose their own topics
- ✘ Visits planned for primary source a one-shot and copyright/fair-use one-shot

bit.ly/CCLIugdata

Why data literacy?

- ✘ Most of our students were in sciences and social sciences
- ✘ Data curation is a growing presence in our library
- ✘ Data literacy is of growing importance in the field

bit.ly/CCLIugdata

How we designed our session

Instruction librarians & data librarians met

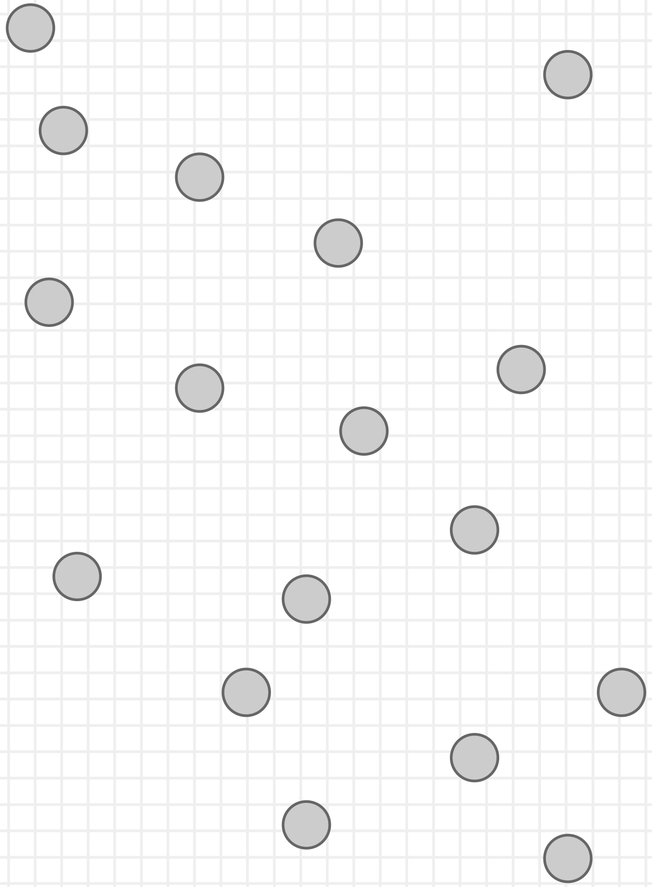
We fell completely in love with our ideas for our session

The one-shot faced major shortcomings and we switched to the flipped version

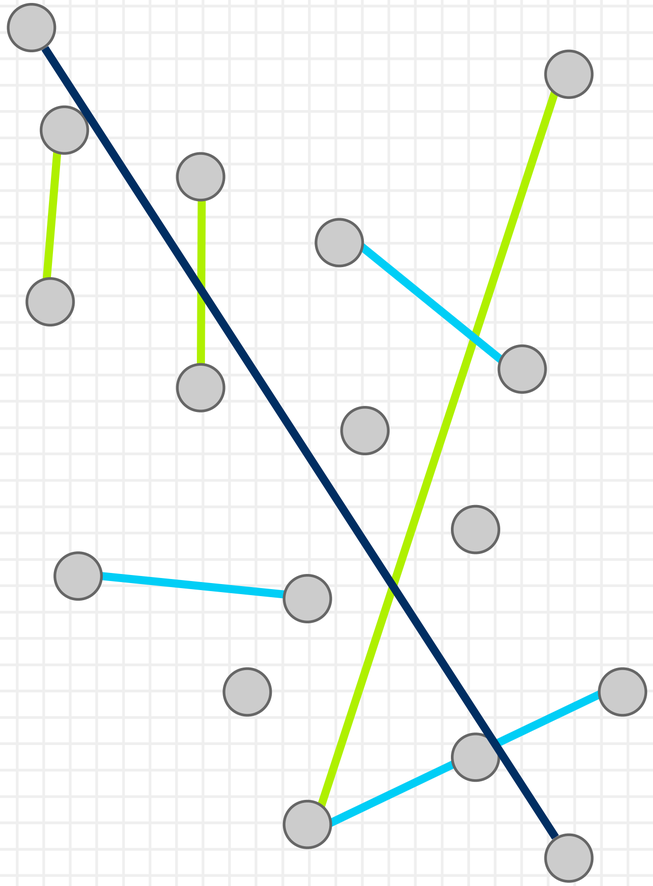
We still need to make adjustments to this lesson plan!

bit.ly/CCLIugdata

Data



Research



bit.ly/CCLIugdata

By the time students have graduated, we'd like all students to understand that...

Reading Data in Research & Publications

Data collection starts with asking specific questions

Data can be repurposed for use by other researchers

Publishers make decisions about what part of their data to highlight in visualizations

Visualizations need to be interpreted, and you can find the researchers' background data

Data visualizations are a supplemental reference and need to be incorporated into text

There are places to find datasets you can use in addition to collecting your own data

How to cite data used in your presentations and papers

bit.ly/CCLIugdata

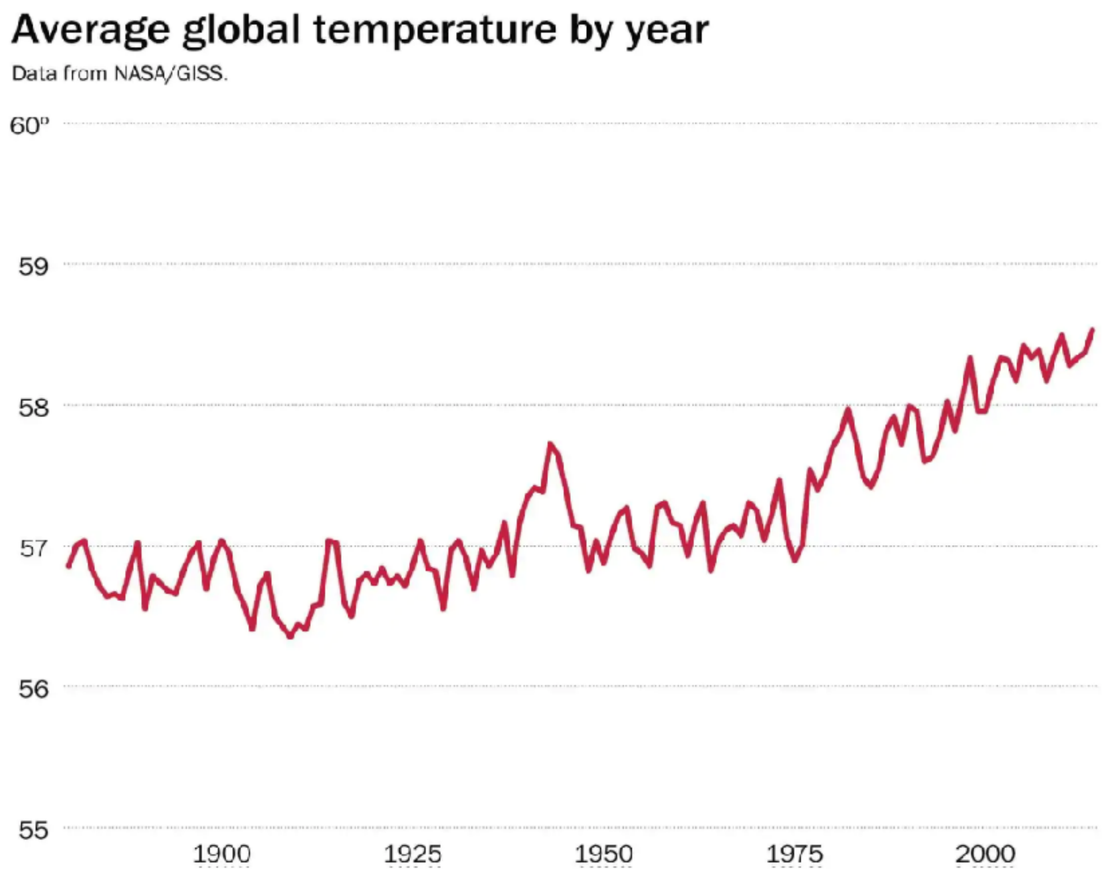
Using Other's Data

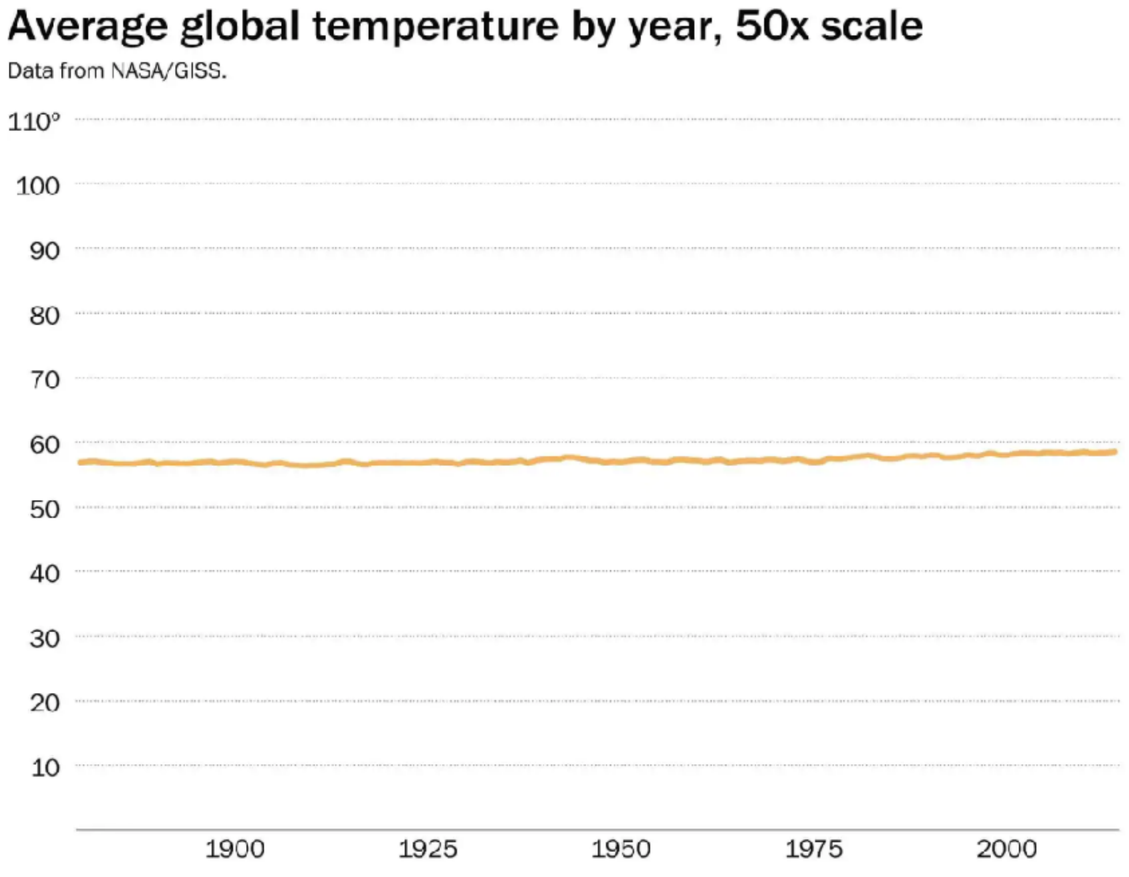
- Understanding their data need(s)
- Knowing where to find data sources
- Knowing how to cite data used
- Being able to evaluate visualizations and be able to find background data

Managing Your Own Data

- Understands how to create and apply file naming structure(s)
- Able to use version control to manage files
- Can determine methods of analysis / able to use specialized tools
- Able to evaluate available repositories and determine where to place data.

bit.ly/CCLIugdata





Data from: https://data.giss.nasa.gov/gistemp/
Graphs from: https://www.washingtonpost.com/news/the-fix/wp/2015/12/14/why-the-national-reviews-global-temperature-graph-is-so-misleading/?noredirect=on&utm_term=.57ae8f54f1c3

bit.ly/CCLlugdata

Homework: Data Collection & Reading

Hours studied in out of the library

Your year at UCSB: 1st 2nd 3rd 4th 5th
Your major (or intended major):

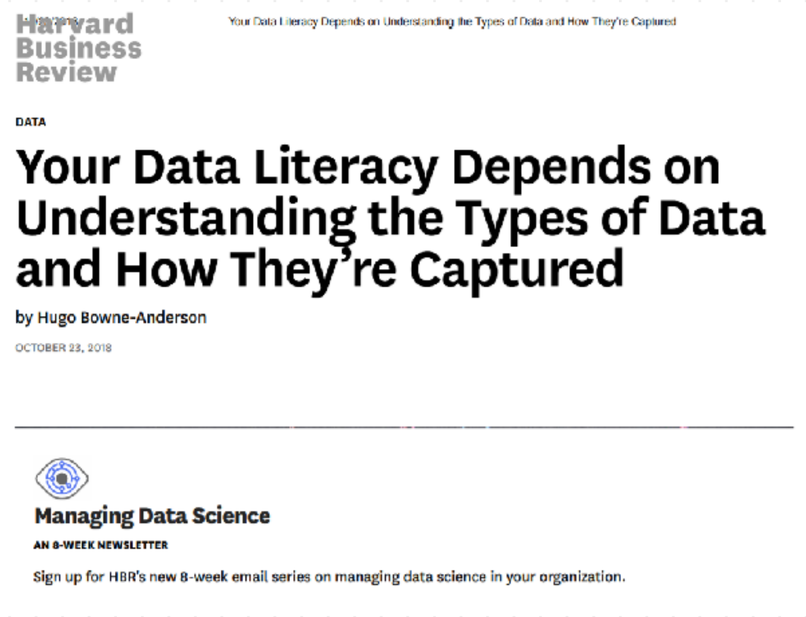
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
9:00							
10:00							
11:00							
12:00 (noon)							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 (midnight)							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							

Rubric*:

Not Satisfactory	Less than 10 entries
Satisfactory	10-15 entries
Outstanding	15-20 entries

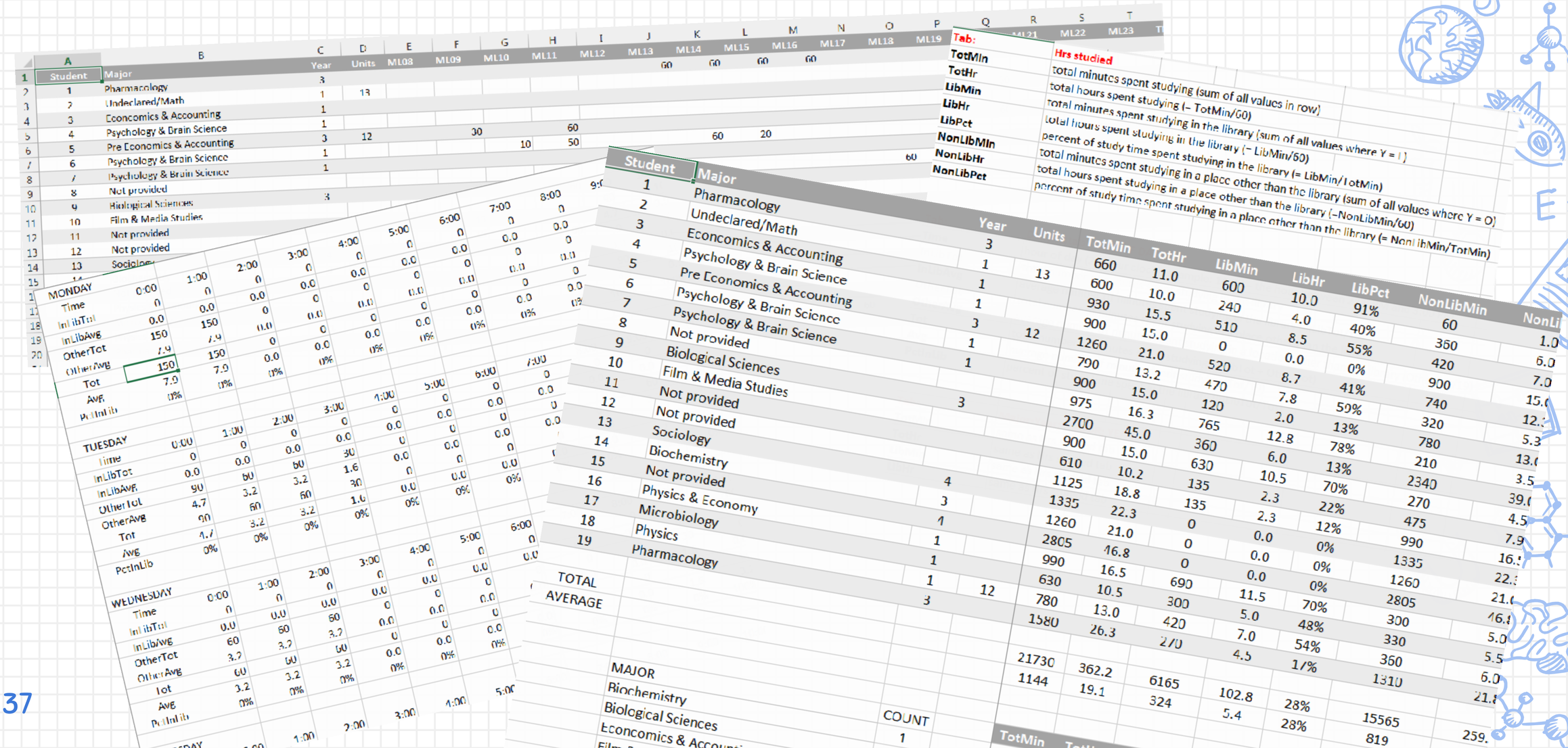
*This should align to approx. study time for 16 units/qtr, if you're taking fewer units let me know.

Directions:
Keep a log for a week of when, how long and where you study in the grid above.
If you studied in the library put an "L" next to the time.
If you studied outside of the library put an "O" next to the time
Tally all times in minutes.
Studying means work you did to prepare for class but not actual class time (homework, reading, etc.)



bit.ly/CCLlugdata

Behind the Scenes: What the librarians did



Student	Major	Year	Units
1	Pharmacology	3	
2	Undeclared/Math	1	13
3	Economics & Accounting	1	
4	Psychology & Brain Science	1	
5	Pre Economics & Accounting	3	12
6	Psychology & Brain Science	1	
7	Psychology & Brain Science	1	
8	Not provided		
9	Biological Sciences	3	
10	Film & Media Studies		
11	Not provided		
12	Not provided		
13	Sociology	4	
14	Biochemistry	3	
15	Not provided	1	
16	Physics & Economy	1	
17	Microbiology	1	
18	Physics	1	12
19	Pharmacology	3	
TOTAL			
AVERAGE			

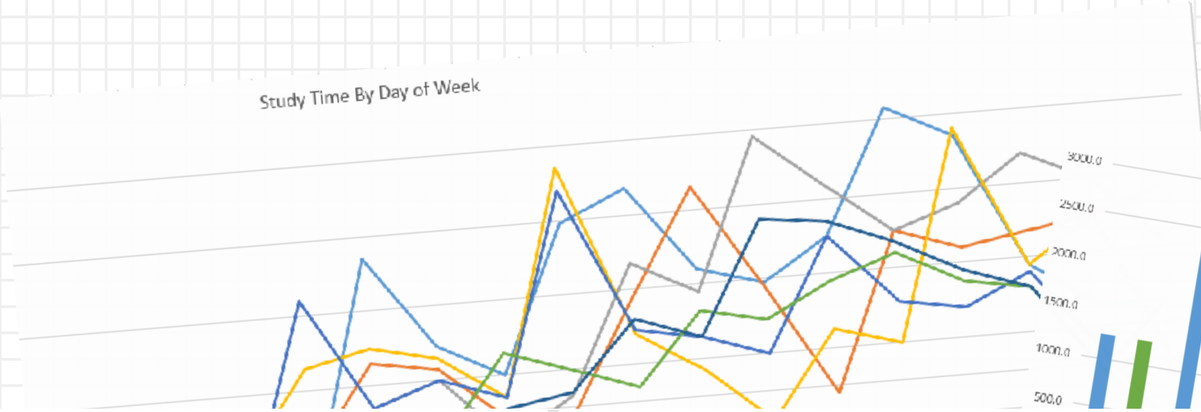
MAJOR	COUNT
Biochemistry	1
Biological Sciences	
Economics & Accou	

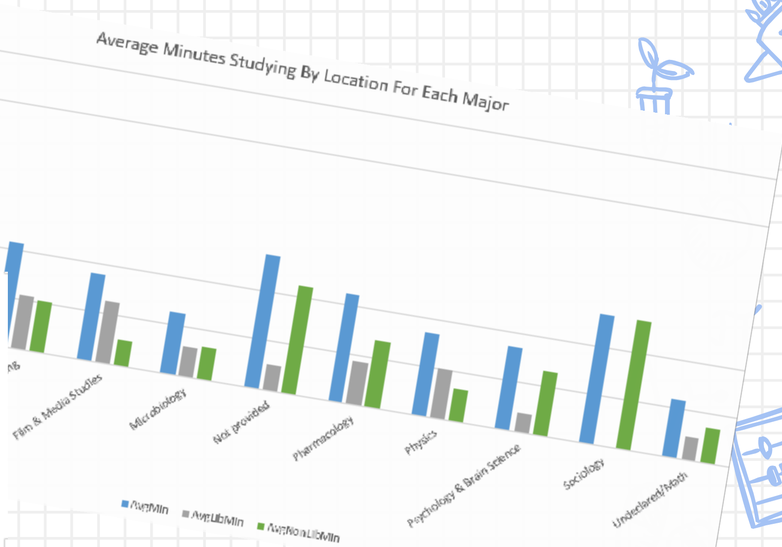
Tab:	Hrs studied
TotMin	total minutes spent studying (sum of all values in row)
TotHr	total hours spent studying (= TotMin/60)
LibMin	total minutes spent studying in the library (sum of all values where Y = 1)
LibHr	total hours spent studying in the library (= LibMin/60)
LibPct	percent of study time spent studying in the library (= LibMin/TotMin)
NonLibMin	total minutes spent studying in a place other than the library (sum of all values where Y = 0)
NonLibHr	total hours spent studying in a place other than the library (=NonLibMin/60)
NonLibPct	percent of study time spent studying in a place other than the library (= NonLibMin/TotMin)

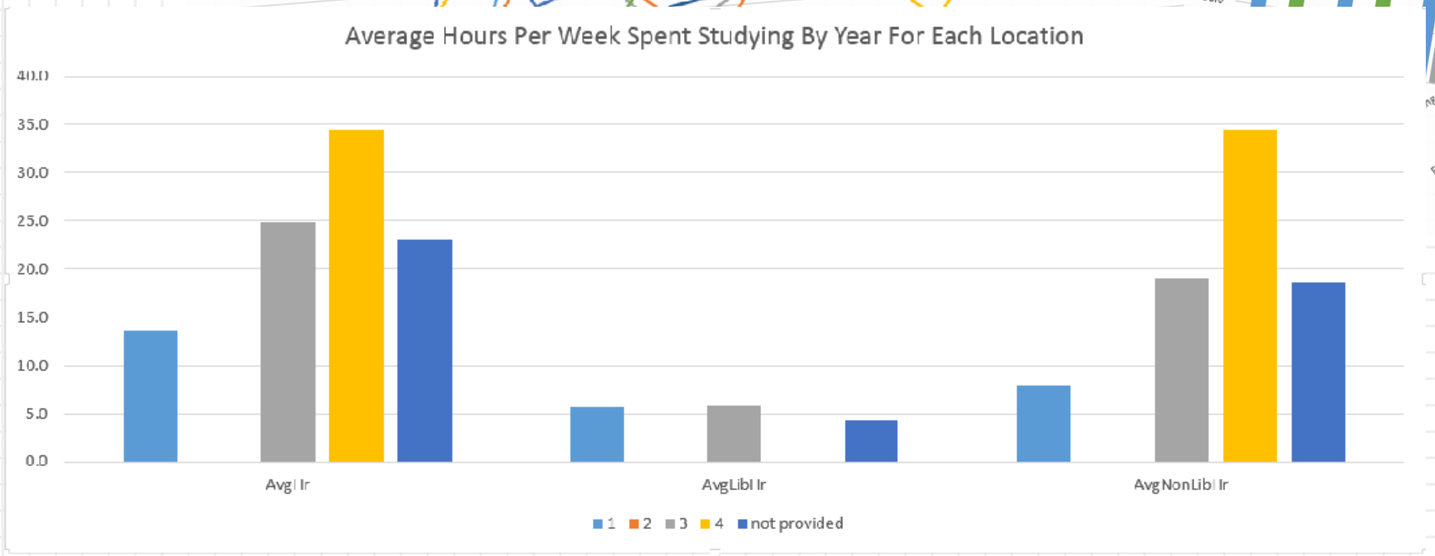
TotMin	TotHr	LibMin	LibHr	LibPct	NonLibMin	NonLi
660	11.0	600	10.0	91%	60	1.0
600	10.0	240	4.0	40%	360	6.0
930	15.5	510	8.5	55%	420	7.0
900	15.0	0	0.0	0%	900	15.0
1260	21.0	520	8.7	41%	740	12.3
790	13.2	470	7.8	59%	320	5.3
900	15.0	120	2.0	13%	780	13.0
975	16.3	765	12.8	78%	210	3.5
2700	45.0	360	6.0	13%	2340	39.0
900	15.0	630	10.5	70%	270	4.5
610	10.2	135	2.3	22%	475	7.9
1125	18.8	135	2.3	12%	990	16.5
1335	22.3	0	0.0	0%	1335	22.3
1260	21.0	0	0.0	0%	1260	21.0
2805	46.8	0	0.0	0%	2805	46.8
990	16.5	690	11.5	70%	300	5.0
630	10.5	300	5.0	48%	330	5.5
780	13.0	420	7.0	54%	360	6.0
1580	26.3	270	4.5	17%	1310	21.8
21730	362.2	6165	102.8	28%	15565	
1144	19.1	324	5.4	28%	819	259.

bit.ly/CCLIugdata

In Class: Discussion & Interpretation







bit.ly/CCLugdata

Follow-up Homework

Directions

1. Watch the video about the *Dear Data* project, and look at some of the postcards created by the participants: http://www.dear-data.com/theproject/

2. Reflect on the research you've done for this class. You may want to look at some of the guiding questions outlined in the Final Project.

3. Create a visually compelling description of one aspect of the research process (how often you went to the library, how many books you read, how you discovered new keywords, etc.)

4. Write the question or idea you're drawing/visualizing at the top of the submitted assignment.

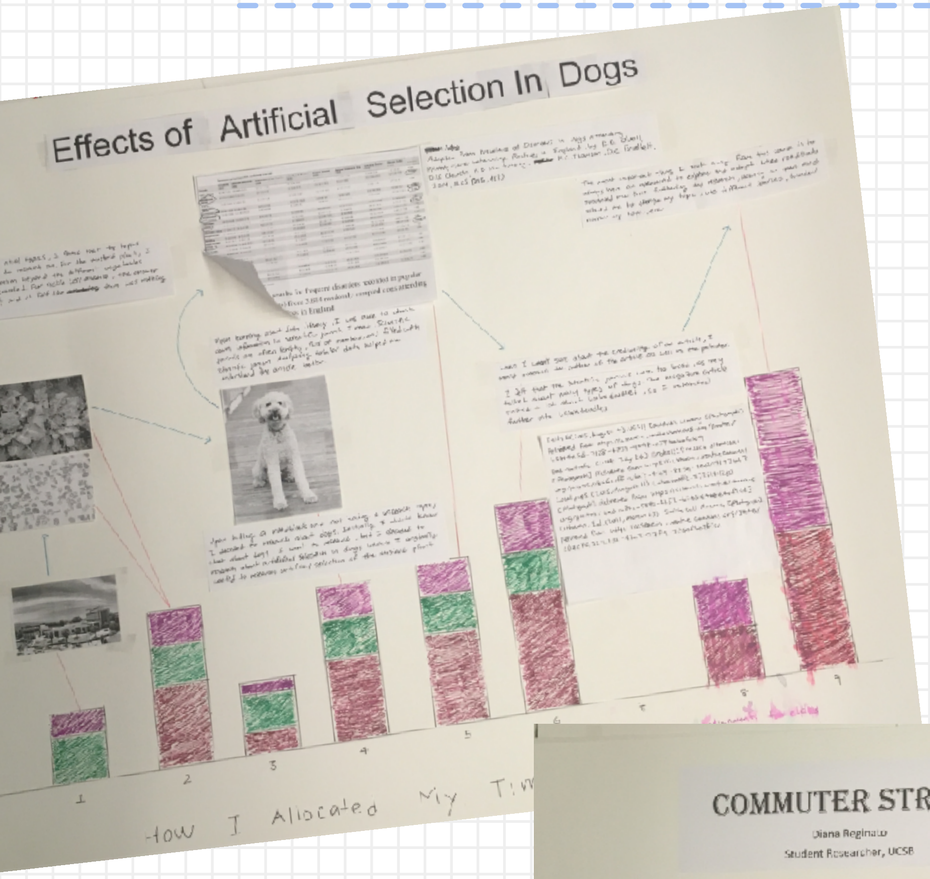
5. Upload your image as a .pdf or .jpeg

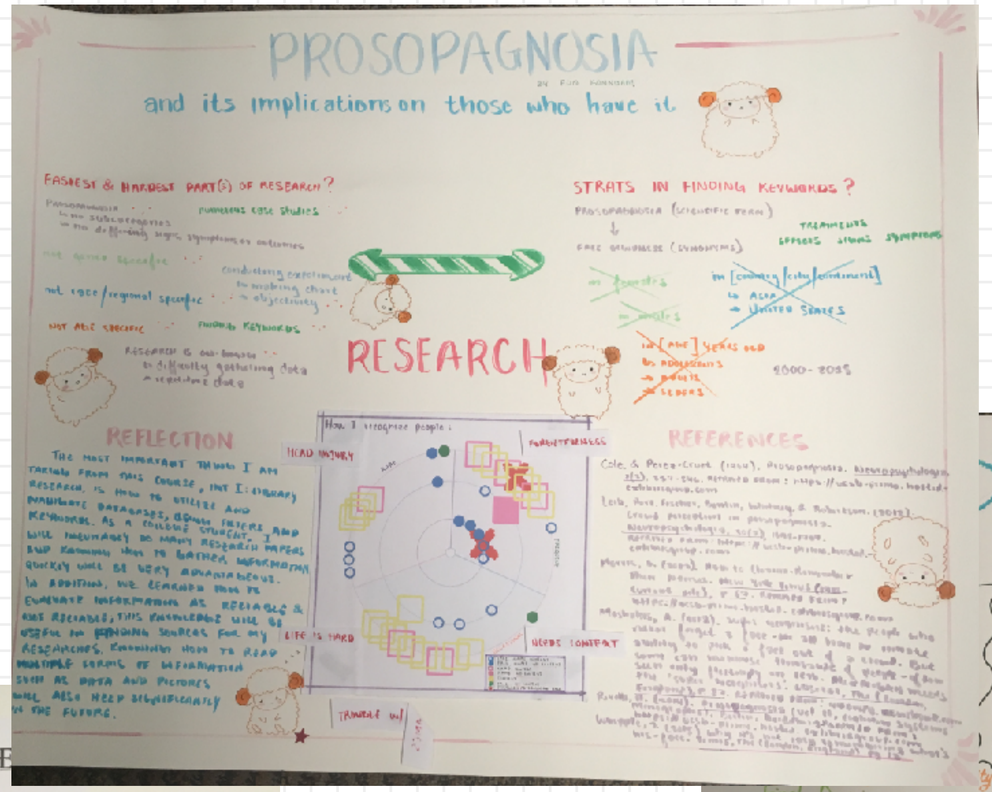
Evaluation notes: Your visualization must ...

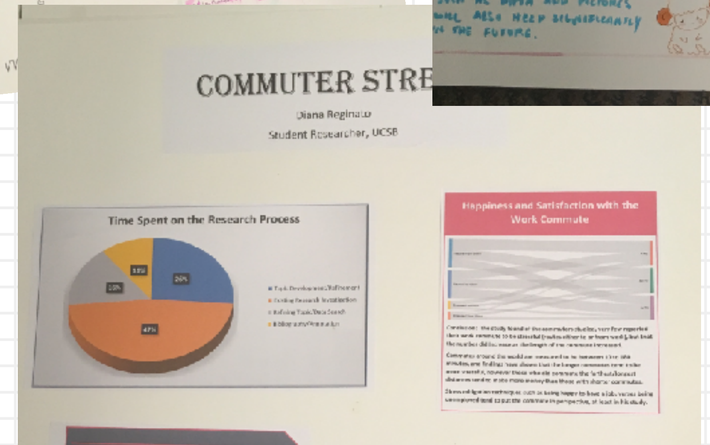
- be visual in nature (not word based); emoji are ok

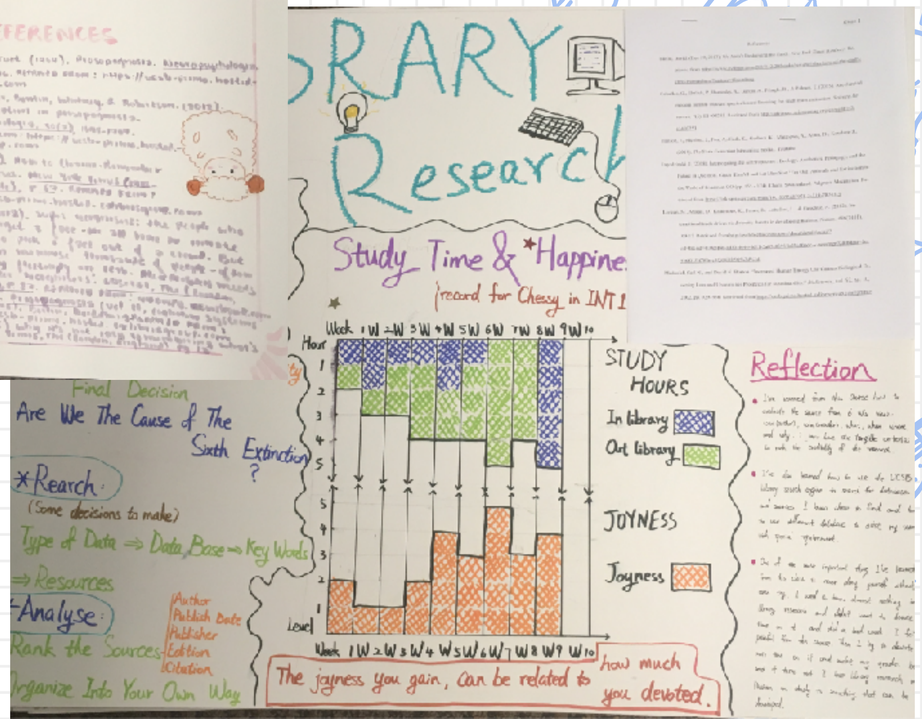
bit.ly/CCLlugdata

Final Project – Poster Session

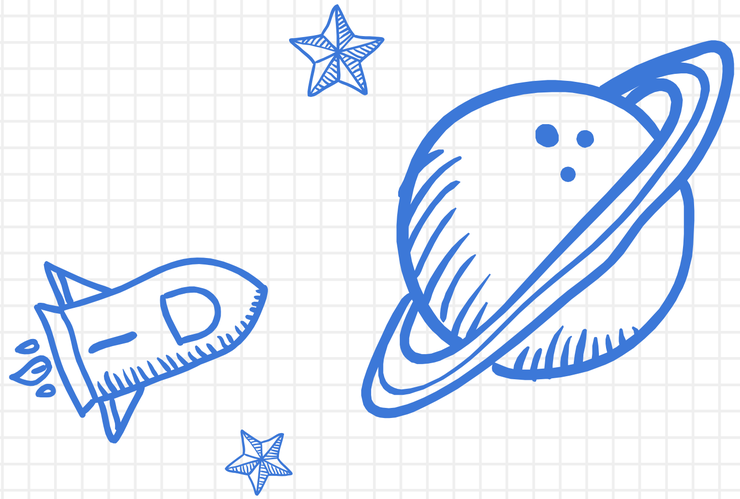








bit.ly/CCLIugdata



What's next?

Credits

Special thanks to all the people who made and released these awesome resources for free:

- ✘ Presentation template by SlidesCarnival
- ✘ Photographs by Unsplash
- ✘ Danielle Kane for the graduate end of the data literacy spectrum
- ✘ Becca Greer & Tom Brittnacher for their help in the data literacy one-shot

Creativity and critical reflection with zines!!

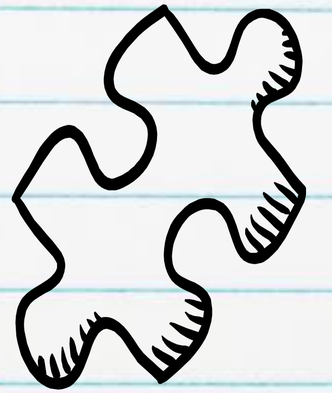
HELLO!

Paige Sundstrom

she/her/hers

Economics & Business Librarian

paigesun@ucsb.edu

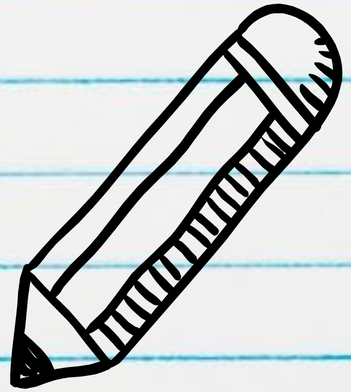


S

W

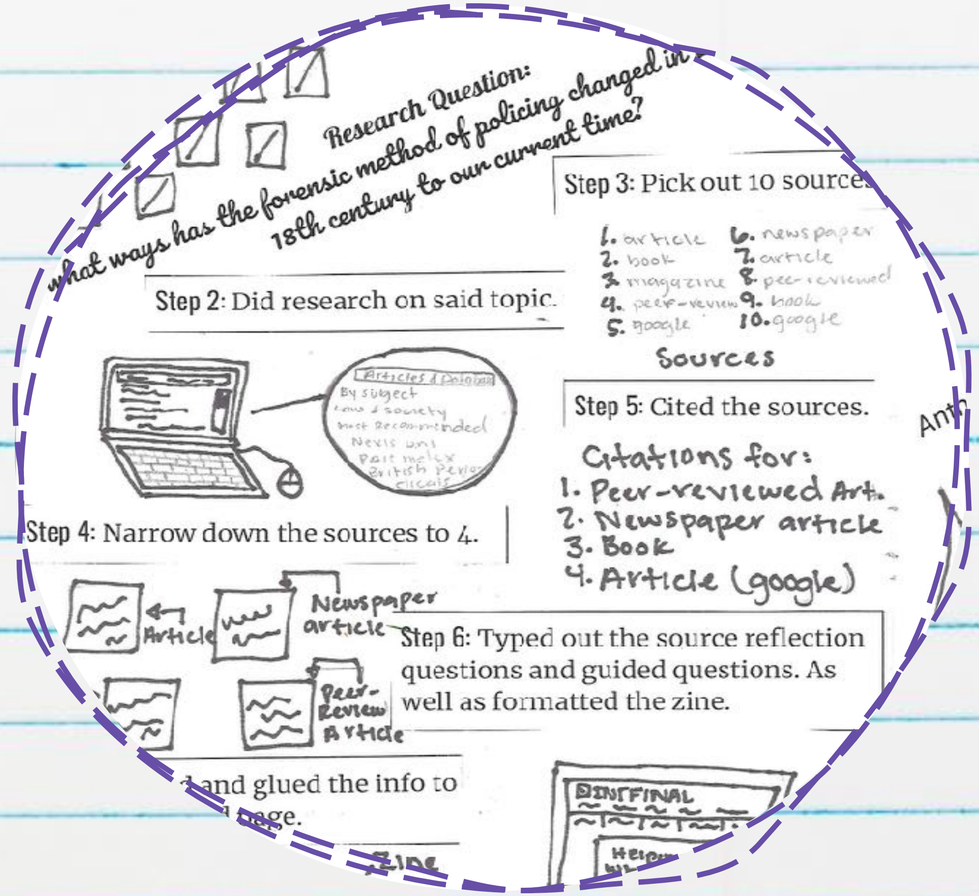
O

T



INT 1: Introduction to Library Research

- 1 credit, P/NP
- 4-6 sections/quarter with ~25 students/section in Summer , Fall, and Winter quarters
- Librarians had autonomy with how they taught the class



WHAT'S A ZINE??

HOW DOES POP CULTURE influence WITCHCRAFT in today's society?

STRUCTURE

Final Assignment

Goal

Questions

ZINE STRUCTURE

1

Title and Name

2

Research topic + drawing of your research process

3

Cited source #1 and response to **Source Reflection Questions**

4

Cited source #2 and response to **Source Reflection Questions**

5

Cited source #3 and response to **Source Reflection Questions**

6

Cited source #4 and response to **Source Reflection Questions**

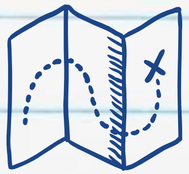
7

Answer to 1 of the **Guiding Questions**

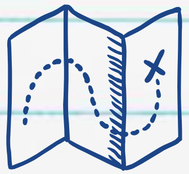
8

Text or illustration

CLASS STRUCTURE



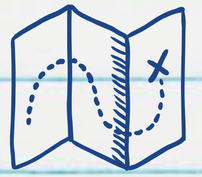
Physical and digital zine examples



Clear assignment guidelines and expectations

Online discussions about zines, zines in research

Visit to Special Research Collections



Supplies and time given in class

Students choose their own topics

WINS

HOW AIR POLLUTION AFFECTS HUMAN HEALTH AND PHYSIOLOGY

YVES SAINT LAURENT

How does POP CULTURE influence WITCHCRAFT in today's society?

NOVEMBER MENSIS

The Evolution of the Roman Calendar

DECEMBER

Michael Yan

IANUARIUS

How has the rise of emotional support animals affected the public's opinion of service animals?

By Avalon

How to Become a Millionaire at a Young age?

By: John Ruiz

Islamic Calligraphy and Geometric Patterns

Marleine Castro

Darrion Nghiem

Apple & Their

The Star Of Ocean

How does education of Brain Damage affect Retention Rates in the NFL

Le Corbusier and His Architecture

YuangLi

Los Angeles

Meiji Restoration

Baby, ALL love IS EQUAL

ERYCA YAMANE

Get Veg-ucated

By: Alexa Ortega

she was asking for it!

History of Policing

By: Tiffany Poggio

British Ed.

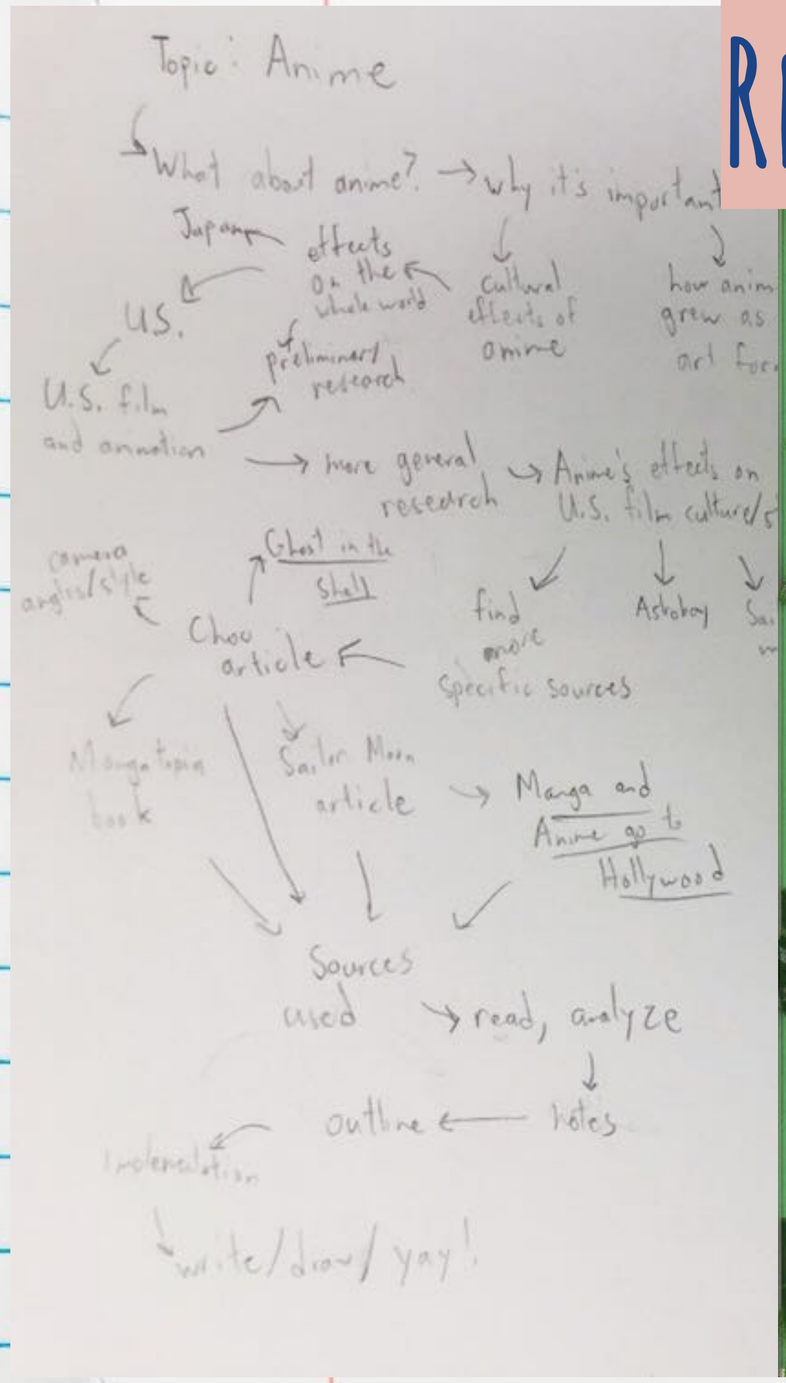
EFFECTS OF GENDER STEREOTYPES

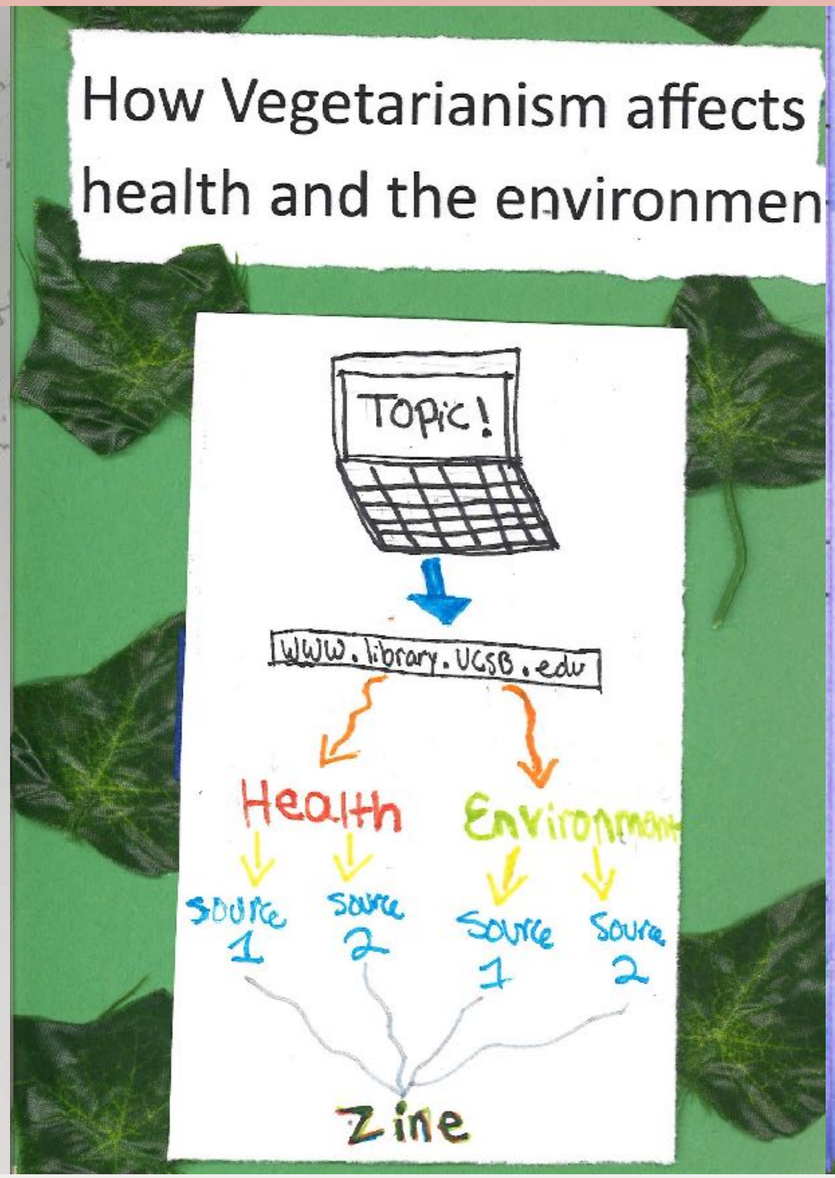
Girl

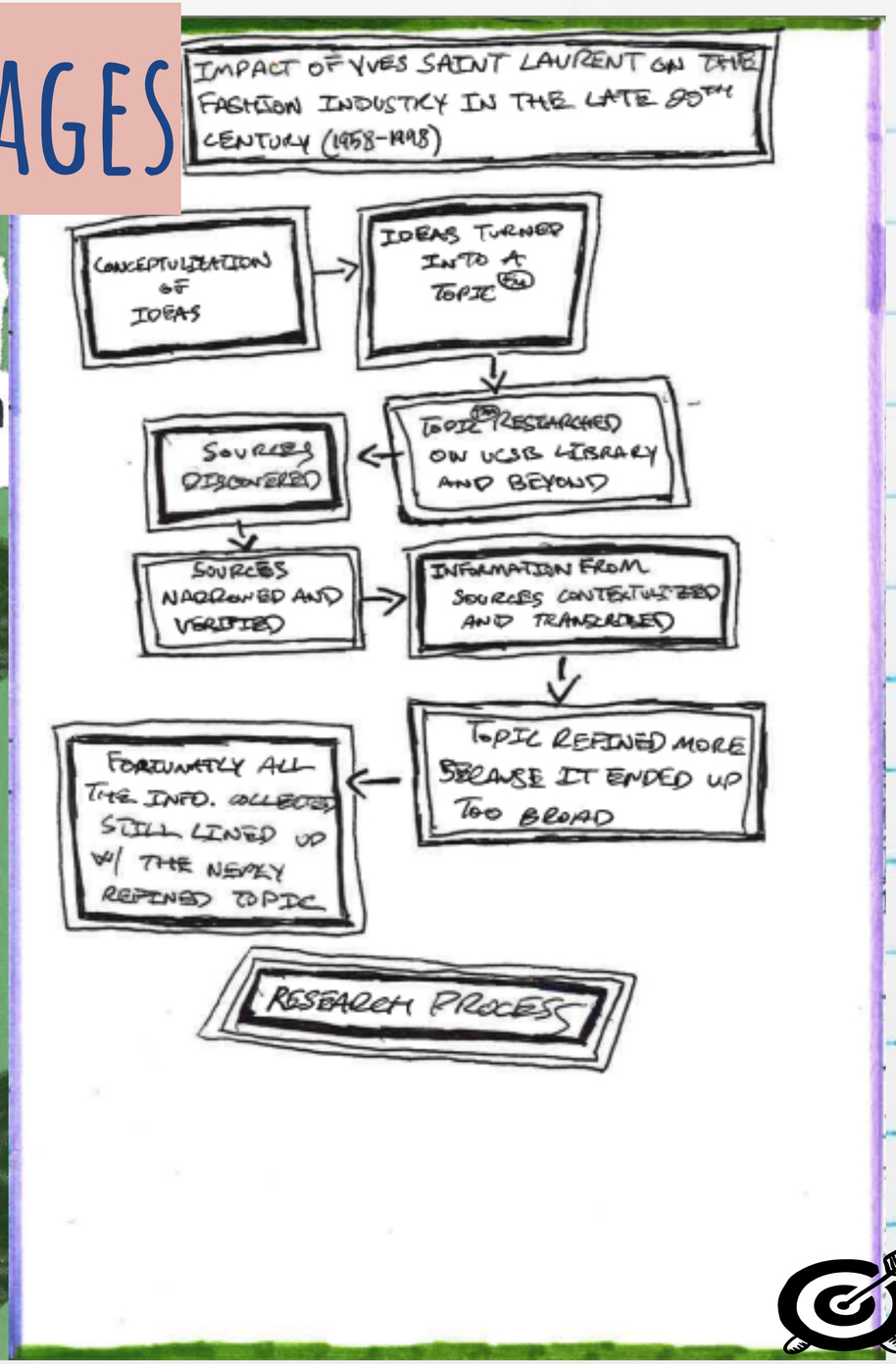
Boy

Ela Michele

Research Process Pages







Source Reflection Pages

The Truth About Girls & Boys: Challenging Toxic Stereotypes About Our Children

"Crucially, parents, teachers, & others who socialize kids need to examine their own gender stereotypes to be sure that they are not imposing them on children." (p.196)

"go beyond pink & blue"

how parents counteract stereotypes

ADULTS PROVIDE THE ENVIRONMENT FOR THE CHILDREN

MULTI-LAYERED, MULTI-LAYERED people

Chapter 3: An Interview Project With Young Adults Raised in Queer Families

"So many stories..."

"We grew up breathing in the same expectations about families as everyone else, but we went home to families who taught us that we didn't have to believe in them" (p.35)

ready to be vulnerable

resiliency

Source Reflection Pages

- Lindsley, Craig W. "Chronic Traumatic Encephalopathy (CTE): A Brief Historical Overview and Recent Focus on NFL Players." *ACS Chemical Neuroscience*, vol. 8, no. 8, 2017, pp. 1629–1631., doi:10.1021/acschemneuro.7b00291.
- I chose this source because it gave useful information on how NFL players can obtain CTE.
- This revealed useful information on actual research done on former NFL player's injuries as well as giving more information on how CTE can develop in human brains.
  - This source gave great scientific insight on how CTE progresses over time and the effects that it can cause.
  - This source also gave great suggestions on how CTE can be prevented and somewhat cured.
  - This author (Craig Lindsley) seemed extremely credible as he gave a great scientific approach to CTE and what it can do to NFL players over time.

Scurlock, Amanda. "CTE Affected 99% of NFL Players in Recent Study." *Los Angeles Sentinel*, 3 Aug. 2017.

- I chose this source because this was an actual study done on current and former NFL players.
- This source gave an excellent perspective on how many players are affected by CTE in the NFL.
- The article gave a strong case for NFL to adjust its concussion and brain damage prevention.
- The 99% of NFL players that were affected by CTE is a scary number that shows the mental health risks of a lifetime of football.
- This author (Amanda Scurlock) clearly has authority to publish an article on this topic. She reported on a thorough study that was done on all types of NFL players.

Guiding Question Pages

Originally, my topic was too narrow and only looked at how feminism allowed it to become more prevalent. However, after researching, the information I was finding was more about how pop culture influenced it and used the information to form a new topic.

To find additional key words on my topic, I tried using synonyms of "witchcraft" and "pop culture". "witchcraft AND popular culture" was the search that worked the best.

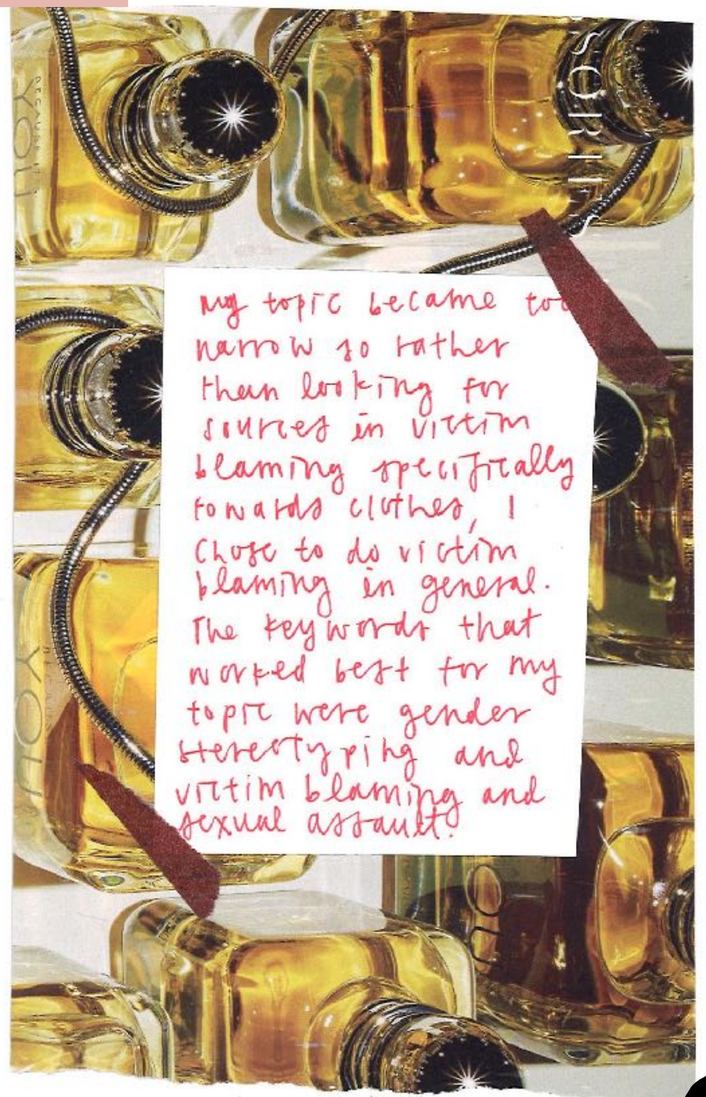
reflection

The easiest part of researching was finding the sources. The hardest part, however, was actually choosing a research topic to look into. The only problem I encountered was not evaluating a source correctly so I had to find another one to replace it.

The most useful thing I learned about conducting research was how to find and use the plethora of resources available to me in the UCSB library. More importantly, however, I learned how to distinguish between the sources and know which types work on any given research topic.

emotional support animals and wanted to distinguish them from service animals. It was hard at first to find articles specifically about this until I found one that mentioned public perceptions and I knew that was the key term I was missing. Going forward, it was much easier to find articles once I focused on how the topic I wanted affects the public's view. It was difficult to find sources because the idea of taking advantage of emotional support animals is fairly new and most articles I found were opinionated based on how the author felt. I was lucky when I found actual surveys that were conducted on this specific topic so I knew the data was factual and credible. Using the UCSB library database definitely helped in finding credible sources that I could use and now I have the skills I need to conduct a real research project in college

Allyson Nicholas



OPPORTUNITIES!

THOUGHTS

Any questions?

You can find me at

@paigelib & paigesun@ucsb.edu

Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by SlidesCarnival
- Photographs by Unsplash

California Conference on Library Instruction

Lightning Rounds

Featuring

Melissa I. Cardenas-Dow
California State University, Sacramento

Lindsay Davis
University of California, Merced

Kimberly Lace Fama
University of British Columbia

Mary-Michelle Moore
University of California, Santa Barbara

Paige Sundstrom
University of California, Santa Barbara

Q & A

Moderator

Daniel Ransom
California College of the Arts

#CCLIghtning2019

Caspar Wolf, *Thunderstorm and Lightning Strike on the Lower Grindelwald Glacier,* 1774, oil on canvas, 53" x 82", Artstor.