Instructional Services Committee Meeting Minutes
July 12, 2018

Present: Calantha, Patrick, Megan, Marla, and Vivian

Agenda for 8-9-18:
1. Discuss Chapter 6 of Reflective Teaching
2. Discuss tutorials
3. Framework discussion: Authority is Constructed and Contextual
4. Discuss Fall 2018 IS Plan Schedule

Future Topic:
1. Integrating information literacy into every library department
2. Create student survey for instruction
3. Classroom Management Q & A
4. Instructional Statistics Tracking
5. Create a matrix for every liaison department

Action Items:
Everyone -
• Read chapter 6 of Reflective Teaching (8/9)

Calantha –
• Email new tutorials to everyone (8/9)
• Delete Boolean activity from the Plan folder in the Instruction Activity Repository (8/9)
• Find candy activity and add to the Instruction Activity Repository (8/9)
• Switch reference schedule for Casey and Megan on Thursdays in August (8/9)
• Talk to Shelby about sharing avatars (8/9)

Casey –
• Work on updating tutorials and adding new ones

Marla –
• Work on updating tutorials and adding new ones

Megan –
• Look at the Government Documents handout on the tours tab of the tutorial (8/9)
• Update table created for tracking activities in the Instruction Activity Repository and add to folder (8/9)
• Read ACRL Framework (6/28)

Patrick –
• Update table created for tracking activities in the Instruction Activity Repository and add to folder (8/9)

Discussion:
• Liaison Flyer and Instruction Brochure
  • Change wording at the top of the flyer from “Have a librarian teach a class on campus” to “Have a librarian teach a class on information literacy”
  • On the brochure, lessen the stripes on the front cover
• 3 New Tutorials
  • No additional changes, all comments sent to Calantha
• Reference Schedule for Fall Intersession and Semester
Only change is switching the reference shifts for Casey and Megan to match the rest of the semester

- ACRL Cookbook
  - Deadline to send in a chapter is July 20
  - Calantha, Marla, and Patrick showed interest in creating a chapter
  - Calantha and Marla are working together on a chapter about articles with statistics and finding the actual statistics used in an article and determining the difference between research and opinion

- New Tutorials
  - Casey is taking over the periodicals tutorial, updating it, and splitting it up
  - Casey is taking over the Articles & More tab of the tutorials
  - Marla is taking over the Using the CatPac tutorial on the Books & More tab and the Library Building and Library Website tours on the Tours tab
  - Megan is reviewing the Gov. Docs. Handout on the Tours tab
  - Casey and Marla will be working on creating tutorials for data visualization, print periodicals, and finding books in the stacks

- Instruction Activity Repository
  - Currently lacking in the areas of just-in-case, plan, and evaluate specifically
  - Want to eventually have 6 distinctive activities for each category and a minimum of 2 for each size
  - As a part of adding an activity to the repository, update the table to track activity numbers

- Chapter 5 of Reflective Teaching
  - Calantha –
    - Chart comparing Instructional Theories extremely helpful (p. 51)
    - Discovery learning-same as problem based learning
    - Appreciates the idea of being a facilitator in learning (p. 54)
    - Authenticity is key
    - What’s in it for me (the student)-share the purpose for why they are having an instruction session (p. 57)
  - Patrick –
    - Also likes the Instructional Theories chart (p. 51)
    - Make social learning more prevalent
    - Giving positive reinforcement important
  - Marla –
    - Three areas this chapter makes her want to change in her instruction sessions:
      - Start sessions by telling the students why they are here and why they have the assignment-show them how the knowledge they learn can be used in the real world
      - Add practice, feedback, and review in some way
Instructional Services Committee Meeting Minutes
July 12, 2018

Present: Calantha, Patrick, Megan, Marla, and Vivian

➢ Pay attention to motivation and context and how it affects learning
  ▪ Teach concepts not tools
  o Megan –
    ▪ Managing cognitive load is like pouring liquid into a funnel, you must watch carefully so as not to fill too quickly
    ▪ When learners “make sense” of something, they place it within existing knowledge structures
    ▪ Less is more

• Framework
  o Research as a conversation
  o Watched a video from OSU libraries called Inform Your Thinking
  o Question 1 “What are some types of problems confronted in everyday conversations that might apply to scholarly conversations, as well?”
    ▪ Integrity
    ▪ Honesty
    ▪ Critical thinking
    ▪ One voice dominating—people want to make their opinion yours
  o Question 2 “How do you decide to trust what you hear in a conversation and how might those strategies apply to scholarly conversations?”
    ▪ Consider reputation—personal or professional
    ▪ How did their opinion shape their research?
    ▪ Watch for bias in your own research—separate emotions
  o Question 3 “Conversations with new people or about unfamiliar topics can be difficult. How would you prepare for and approach a potential faculty [member] with questions about a topic on which they are an expert?”
    ▪ Talk to the previous liaison—if they are available
    ▪ Look at resources such as subject and course guides
    ▪ Be open to learning
    ▪ Be willing to ask for an explanation
  o Question 4 How do we identify experts in our area(s) of interest?
    ▪ Put trust in a whole conversation, not just one opinion
    ▪ Take information you are given with a grain of salt, do additional research if needed
  o Question 5 How are we participating in scholarly conversation?
    ▪ Anything we do to assist our departments
    ▪ We are scholars, but sometimes that can be hard to see when we are surrounded by experts in a field

Next Meeting: August 9, 2018
Instructional Services Committee Meeting Minutes
August 9, 2018

Present: Calantha, Megan, Marla, Casey, and Shelby

Agenda for 9-13-18:
1. Discuss Chapter 7 of Reflective Teaching
2. Framework discussion: Information Has Value
3. Instruction Activity

Future Topic:
1. Integrating information literacy into every library department
2. Create student survey for instruction
3. Classroom Management Q & A
4. Instructional Statistics Tracking
5. Create a matrix for every liaison department

Action Items:
Everyone -
• Read chapter 7 of Reflective Teaching (9/13)
• Discuss how workshop skills were implemented through either instruction or reference (11/8)
• Evaluate use of the skills learned in previous workshop through self-evaluation and bring thoughts to meeting, and email to Calantha (11/8)

Calantha –
• Privatize the Government Documents box on the tours tutorial page (9/13)
• Instruction activity (11/8)

Casey –
• Instruction activity (10/11)
• Find and post database tutorials (11/8)
• Create periodicals tutorial-spring

Marla –
• Instruction activity (9/27)
• Create CatPac tutorial (10/25)

Megan –
• Privatize Upward Bound guides (9/13)
• Research best practices in library classroom furniture, technology, decorations, and arrangement (10/11)
• Research grant options to pay for updated technology and furniture for Instruction Room and have draft (10/25)
• Instruction activity (10/25)

Patrick –
• Instruction activity (9/13)
• Research best practices in library classroom furniture, technology, decorations, and arrangement (10/11)
• Research grant options to pay for updated technology and furniture for Instruction Room and have draft (10/25)
Shelby –
  • Have any reconstructed tutorials completed for the semester (10/25)

Discussion:
  • Chapter 6 of Reflective Teaching
    o Calantha –
      ▪ Evaluating technology before using it in the classroom important
      ▪ Connectivism (p. 71)-connects constructivism and what we use on a regular basis
      ▪ It’s not know what or know how, it’s know where-where to find the information if you don’t know the answer
      ▪ Can’t rely on one type of technology (p. 73)
      ▪ 3 technological roles (p. 75)
        ➢ Role models
        ➢ Technical support
        ➢ Cheerleaders
      ▪ Test, test, test technology
      ▪ Keep it simple
    o Patrick –
      ▪ Technology supports experiential and collaborative learning
      ▪ Always on the edge of the unknown
      ▪ Technologies can be familiar and successful or unfamiliar and make you afraid to try
      ▪ Understand how technologies change how people learn and interact
      ▪ Have to hit a common denominator in every class-can’t use to new or to old technology
    o Casey –
      ▪ Technology changes so much, libraries should keep policies changeable and adaptable
      ▪ There needs to be a balance for documenting technology
      ▪ Informal learning is a significant aspect of our learning experience. Formal education no longer comprises the majority of our learning. Learning now occurs in a variety of ways-through communities of practice, personal networks, and through completion of work-related tasks.
    o Marla –
      ▪ Easier than ever to pursue lifelong learning, but how do we inspire it
      ▪ Medium is the message, method of communicating and idea is an important characteristic
      ▪ Technology can help you overcome barriers
Instructional Services Committee Meeting Minutes
August 9, 2018

Present: Calantha, Megan, Marla, Casey, and Shelby

- Hard to devote time to learn a new technology when what you are doing works
- Don’t add technology for the sake of adding technology
  - Megan –
    - Overcoming hurdles often uncovers unexpected potential
    - Because little in the live or virtual classroom can be relied upon as absolutely certain, cultivate adaptability & avoid putting all your faith into a single approach

- Libguides Discussion
  - Libguide standards could be more generalized
  - Could see if other libraries have documentation that we could use
  - Something to consider for the future, especially after the user studies
  - May keep having librarians evaluate each other’s subject guides
  - We didn’t create our subject guides, but we need to pay close attention to them so we know what they contain

- Tutorial
  - Evaluating Websites-not finalized
  - Shelby is doing a really great job
  - Audacity would be helpful for eliminating white noise
  - Speaking could be slowed down
  - Background music could be quieter
  - Considering creating a basic tutorial policy at some point
  - Double checking captions for students with language barriers
  - Splitting videos
  - Tutorial length policy

- Government Documents Online Handout
  - Created new Word document from original PDF file
  - Took out information about microfiche
  - It doesn’t currently talk about the fact that we are a depository
  - Internet link on the back box does not exist, but we don’t have any sort of page for government documents other than internally
  - Options:
    - Putting a link in Technical Services Libguide
    - Create a guide specifically for government documents with an internal processing tab for librarians as well as a public tab
    - Create tutorial about government documents, get help from people like Shelby on creating one
    - Using FDLP pre-created libguides instead, but adapting it to be ECU specific
    - ODL would not be helpful, but OSU might be

- IS Project Schedule
Instructional Services Committee Meeting Minutes
August 9, 2018

Present: Calantha, Megan, Marla, Casey, and Shelby

- Ongoing changed to due dates on tutorial switches
- Casey’s goal for this semester is finding vendor tutorials (November 8), but for the spring it is making a tutorial relevant for our CatPac
- Casey might make a box that has links since not all vendors have video tutorials, but written instruction instead
- Marla create a CatPac tutorial to present on Oct. 25 since she is showing a new tutorial and we need to give her comments
- Reconstructing tutorials to LibWizard in IS department with semester deadline of October 25th
- Megan and Patrick will research the best practices part and present October 11 and researching the grant options will be presented on October 25
- Scott Rice has a lot of furniture that would work really well, so if we were able to get a grant, we should use them, the problem is that grants don’t pay for stuff
- Casey and Calantha think it might be an integrative technology teaching grant instead
- We will use this semester as a time to prepare what to put in the grant proposal and next semester, we will actually write it up and present it to Dana
- The ongoing things that haven't been given due dates are still ongoing
- Calantha needs proof as to what each committee member did with what they were assigned
  - Let’s discuss the plans on November 8
  - Evaluate use of skills in web literacy workshop by sending a paragraph to Calantha as self-evaluation proof including anything you learned in the COIL workshop or anything to do with the framework discussion
  - Coming up with the activities is the implementation part and telling Calantha how it went is the evaluation
  - Calantha needs people’s personal words for the annual IS plan report documentation
  - In the future, the plan is to bring someone in to do the workshop for us
  - Dana’s idea is to turn the summer workshop into an instruction workshop as well
  - Calantha mentions that our whole overarching goal in this committee is to help all of us push ourselves with professional development opportunities, so we are accountable to each other in instruction techniques
  - Information environmentalism isn’t specific to just evaluating, the concept of it is that you are participating in information discernment as it grows which goes beyond the classroom

Scaffolding
Instructional Services Committee Meeting Minutes  
August 9, 2018  

Present: Calantha, Megan, Marla, Casey, and Shelby

- Calantha has her second year in scaffolding with the English department
- In the future, we need to think about how all librarians can participate in scaffoldings because it is too much for just two librarians to cover. A librarian can only cover one department at a time and Business Administration will need someone to cover them and Calantha cannot do both.
- But librarians will not have to start from scratch like Calantha and Patrick did, there is now a whole manual

- Framework
  - Authority is constructed and contextual; Who do you trust and why?  
    https://info.library.okstate.edu/informyouthinking/conversation
  - Watched a video from OSU libraries called Inform Your Thinking
  - Question 1 “How do you negotiate disagreements among experts—that is, what determines who has authority when the conclusions of experts differ?.”
    - You can either try it and see if it works or you can try to find what source has more support from other experts
    - You can look at what the person’s experience in education is on the topic
    - Find if their education is real or legitimate
    - Telling teachers that no matter what, you are the expert for your classroom
    - But it’s hard because people will take that too far and become their own expert on anything
    - Death of expertise affects every faculty members
    - Predatory journals prey on journals who aren’t doing good research
    - Look at who the people speaking are and make sure the ideas they are stating is backed up
  - Question 2 “What can you do when confronted with information that disagrees with your own perspective?”
    - Do more research and verify information found by other sources and see if other people are saying the same thing, and if they are then maybe I need to change my mind
    - Try to actually adopt the ideas of another yourself and step away to evaluate
    - Good people can have terrible opinions, so treat them as people and ask questions
    - Check your emotions at the door and realize that people are always coming from something that you can connect to even if you don’t connect to their overall ideology
    - Try and research on other information and find out more. You can’t have a discussion with someone about a topic that you disagree on if you can’t see where they are coming from.
    - You can’t actually have a conversation with someone unless you’re actually willing to listen to them. This applies beyond academic conversations and debates.
Instructional Services Committee Meeting Minutes
August 9, 2018

Present: Calantha, Megan, Marla, Casey, and Shelby

- Overall, ask questions before making judgements because we are not 100% experts on every little thing.
  - Question 3 “How do you determine the level of expertise needed to establish authority; or, when do you need to consult academic and other sources?”
    - Go into databases and see scholarly articles, but also look at a blog by an experience person or expert, especially since academic journals are usually behind so there may be more information on recent development elsewhere
    - Sometimes it is good to look into sources that aren’t so formal
    - Being willing to look beyond your own little scope
    - Having an interdisciplinary mindset is better for any academic environment
    - News literacy coalitions including librarians, journalists, business people, etc., to tackle the issue across campus
    - Technological fields are working with humanities fields to learn from one another now
    - See how many others agree with this, talk to people you know, and evaluate how similar the opinions and ideas are
    - The only danger with surveying people is you have to make sure that the sources you’re looking at are diverse because if something is being said by a dominant group but all these other marginalized groups are saying something different, then it doesn’t mean the dominant group is right.
    - Everyone is selling an idea and we need to be aware of this when looking for information
  - Question 4 “What role does evidence play in determining the authority of experts; or, how do you know when to trust the evidence provided?”
    - Can you replicate the results?
    - Something that may have been true 50 years ago, isn’t always true today
    - Looking at an “expert’s” body of work is telling of their authority

- Reference
  - Printing the Reference Desk handbook, back in bench drawer
  - No notebook needs to be used, people are neglecting it and it is included in our data

Next Meeting: September 13, 2018
Instructional Services Committee Meeting Minutes  
September 13, 2018
Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

**Agenda for 9-27-18:**
1. Discuss Chapter 8 of Reflective Teaching
2. Framework discussion: All About Questions
3. Instruction Activity (Marla)
4. Finalize Internet Searching tutorial
5. Tutorial Policy discussion

---

**Future Topic:**
1. Integrating information literacy into every library department
2. Create student survey for instruction
3. Classroom Management Q & A
4. Instructional Statistics Tracking
5. Create a matrix for every liaison department

---

**Action Items:**

**Everyone -**
- Read chapter 8 of Reflective Teaching (9/27)
- Discuss how workshop skills were implemented through either instruction or reference (11/8)
- Evaluate use of the skills learned in previous workshop through self-evaluation and bring thoughts to meeting, and email to Calantha (11/8)

**Calantha –**
- Meet with Shelby about creating a template for tutorials welcome/closing slides (9/27)
- Meet with Shelby about general tutorial policy documentation (9/27)
- Upload Casey’s instruction activity to repository (9/27)
- Contact SpringShare about LibWizard image responsiveness (9/27)
- Email Internet Searching tutorial to librarians for comment (9/27)
- Instruction activity (11/8)

**Casey –**
- Send activity materials to Calantha (9/27)
- Instruction activity (1/10)
- Find and post database tutorials (11/8)
- Create periodicals tutorial-spring

**Marla –**
- Instruction activity (9/27)
- Create CatPac tutorial (10/25)

**Megan –**
- Research best practices in library classroom furniture, technology, decorations, and arrangement (10/11)
- Research grant options to pay for updated technology and furniture for Instruction Room and have draft (10/25)
- Instruction activity (10/25)

**Patrick –**
- Instruction activity (10/11)
Instructional Services Committee Meeting Minutes
September 13, 2018

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Research best practices in library classroom furniture, technology, decorations, and arrangement (10/11)
- Research grant options to pay for updated technology and furniture for Instruction Room and have draft (10/25)

Shelby –
- Meet with Calantha about creating a template for tutorials welcome/closing slides (9/27)
- Meet with Calantha about general tutorial policy documentation (9/27)
- Have any reconstructed tutorials completed for the semester (10/25)

Discussion:
- Opening
  - Calantha –
    - Tours went off as smoothly as could be expected
    - LibCal e-mail migration issue
      - Contact Patrick or Calantha if you have any further issues
    - Instructional Statistics change from W-Tr to M-F
      - Email goes out Friday afternoon
    - Privatized government documents box
    - Megan privatized upward bound guides
- Chapter 7 of Reflective Teaching: Instructional Design
  - Calantha –
    - In order to do Instructional Design most effectively, we have to switch our thinking
    - Making prototypes for instruction
      - Creating activities earlier to be able to get feedback from others before use
    - Design has multiple meanings, depending on the setting
    - Frustration, flaw, fix
      - Example: creating schedules can be a frustration, and we should work together to fix it instead of just accepting it as is
    - Making experiences more understandable is the key to design
    - The difference between learning environments and instructional systems
      - Telling learners what they need to know
    - Libraries have always been experiential, but the profession is moving towards participatory
    - Left brain vs right brain learning
      - The dominant “side” has to do with the environment you’re in as well as what attributes you find most valuable
Not everyone knows how to balance both sides, so while everyone is capable of all attributes, some people are only aware of what comes naturally to them.

While the average person isn’t confined to left or right, we should still be aware of what side is dominant for them in our teaching styles and experiences.

The story at the beginning about making the best possible car vs. making money – “worst crisis of modern capitalism”

New design shouldn’t be simply because you want to make something new but because the new design is better and more easily consumable.

Teaching is not necessarily a natural ability. It’s a craft.

You must be able to adapt. The world is changing and learners are changing.

Patrick –

Thinking of instructional design as broad in the classroom

Design is iterative and it’s a series of steps

It’s all a part of a process

Try new things

Build things as you go along and learn what does and doesn’t work

Design instruction is not about the teacher, but the learner.

Casey –

Design is typically only noticed when it’s flawed, otherwise it’s invisible

Design is iterative and constantly renewing itself

Trying to use design thinking in almost every other aspect of life

The ability to put oneself in the place of the user of the product in order to see how the user uses it to see the optimal learning experiences; you have to put yourself in their shoes in order for it to be successful

A big part of design is being okay with failing; realizing something doesn’t work

Marla –

The activity repository is already good practice for learning design as instruction

To make planning easier, doing scaffolding/matrix design for classes that see you often

Wanting to have an immediate impact on their assignment, a lasting impact on their information literacy

Evaluation has a lasting impact

Giving students opportunities to be independent learners

Megan –

Finding things that fit the assignment, but also based on size because you can do varying activities depending on how many students you have.
Instructional Services Committee Meeting Minutes  
September 13, 2018  

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Design thinking is not about obtaining perfection, but about surveying the different potential problems  
  - Design as problem solving  
- Design is complex, and instruction should be adaptable and iterative  
  - Shelby –  
    - Instructional design as advertising  
      - User consumption  
      - From the perspective of a media professional rather than education, viewing tutorials as being teaching models rather than just art  
    - Creating art for a specific purpose rather than for personal expression

- Framework  
  - Calantha presented the OSU Libraries’ tutorial Information Has Value  
    - [https://info.library.okstate.edu/informyouthinking/value](https://info.library.okstate.edu/informyouthinking/value)  
  - Question 1: “How do you acknowledge the value of information in your own research?”  
    - Citing  
    - What the value of the information has for other people  
    - Research can be just as valuable in your personal life as it is in your professional life  
    - People post varying degrees of research on social media

- Question 2: “How would your personal and academic research be affected if your access to information was restricted or limited?”  
  - Digital cataloging vs. traditional cataloging  
    - Not only did it take longer, but traditional cataloging took a different set of skills than required today  
  - Restricted countries such as China don’t have access to the same information that people in the United States have access to  
  - Different demographics have more or less access to academic research as well  
    - Megan gave the example of legal studies students having access to expensive materials at ECU that they may not have access to at a law office once they are on the field

- Question 3: “What kind of information is valuable to you in your daily life? How about in your coursework? Is there a difference in the type of information you value in different settings?”  
  - Casey describes how nobody on her Facebook feed would care about an article on how to design a good instructional activity, but her colleagues would  
  - All information is valuable personally, but it may only make sense to share it in specific settings. It’s all about the audience
Instructional Services Committee Meeting Minutes
September 13, 2018

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- It’s not even full communities, but knowing the individuals in those communities
- A cross-over could be a podcast for you personally, but not everyone else
- Not just something prestigious but something credible and usable

  - Question 4: “Review recent news regarding research at [ECU]. What are some examples of research at [ECU] that could be considered “valuable”? How is the value of this research demonstrated? “
    - You can’t properly solve problems without research
    - Calantha talked about Dr. Peters doing research on the death of expertise
      - People don’t trust credentials anymore
      - 24 hour news cycle has hurt this; news as entertainment
      - Huge demographics of people viewing anyone who has a platform in media as “fake”
      - Majority vs minority opinion – majority will win out, sometimes at the cost of the truth
      - If someone has shown to have bias in one area, than it cancels out their entire body of work and labels it as bias
      - Librarians as experts

- Instructional Activity Presentation - Casey
  - Evaluation with Polling Activity
  - Objectives
    - Students will learn techniques to critically evaluate web content (CRAAP test)
    - Students will be able to identify fake news articles
    - Students will learn about resources they can use for fact checking
  - Parameters
    - Class size: Over 25 Students
    - Activity duration: Over 20 minutes
    - Course level: Underclass
    - Category: Evaluate
    - Prerequisite knowledge: none
  - Steps
    - Electronic polling via cell phones or computers
    - Asking questions regarding news headlines
    - Incorporating the CRAAP test
  - Result
    - Committee vote to add Casey’s activity to the repository

- Tutorial discussion
  - Marla started making the CatPac tutorial and shared questions regarding structure
  - ECU logo vs Linscheid Library logo branding on specific tutorials
    - Things that aren’t ECU policy maybe shouldn’t be branded as such
    - Library specific tutorials should have their own branding
Instructional Services Committee Meeting Minutes
September 13, 2018

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Marla thinks the library logo should be first and then the ECU logo somewhere else lower
- Codes not allowing centering
- Marla requests documentation templates on what the standards are on tutorial pages
  - Standardizing font
  - Calantha and Shelby making documentation template
- Images in LibWizard are not responsive
  - Screenshots cut off on mobile
  - Embedding website instead as solution
  - Calantha will email SpringShare about this anyway
- Standard of information amount per slide
  - When to incorporate review questions
  - Mobile users vs desktop viewers
- Standardization of tutorials in general
  - Not as restrictive as LibGuides

Next Meeting: September 27, 2018
Instructional Services Committee Meeting Minutes  
September 27, 2018

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

Agenda for 10-11-18:
1. Best Practices for Library Classrooms  
   (Megan & Patrick)
2. Waiver form
3. Discuss Chapter 9 of Reflective Teaching
4. Framework discussion: How is Your Information Created?
5. Instruction Activity (Patrick)

Future Topic:
1. Integrating information literacy into every library department
2. Create student survey for instruction
3. Classroom Management Q & A
4. Instructional Statistics Tracking
5. Create a matrix for every liaison department

Action Items:
Everyone -
• Read chapter 9 of Reflective Teaching (10/11)
• Bring any comments regarding departmental waiver to the next IS Committee Meeting (10/11)
• Discuss how workshop skills were implemented through either instruction or reference (11/8)
• Evaluate use of the skills learned in previous workshop through self-evaluation and bring thoughts to meeting, and email to Calantha (11/8)

Calantha –
• Add Marla’s activity to the repository (10/11)
• Make sure everyone has access to LibWizard with Shelby (10/11)
• Review Springshare email and discuss tutorial slide responsiveness with Shelby (10/11)
• Send out finalized template and standards to librarians (10/11)
• Discuss replacing Developing a Topic tutorial with OSU It’s All About the Questions video with Shelby (10/25)
• Instruction activity (11/8)

Casey –
• Review Internet Searching Tips tutorial and send comments (10/11)
• Instruction activity (1/10)
• Find and post database tutorials (11/8)
• Create periodicals tutorial-spring

Marla –
• Send Calantha instructional activity (10/11)
• Create CatPac tutorial (10/25)
• Instruction activity (1/24)

Megan –
• Research best practices in library classroom furniture, technology, decorations, and arrangement (10/11)
Instructional Services Committee Meeting Minutes
September 27, 2018

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Research grant options to pay for updated technology and furniture for Instruction Room and have draft (10/25)
- Instruction activity (10/25)

Patrick –
- **Instruction activity (10/11)**
- **Research best practices in library classroom furniture, technology, decorations, and arrangement (10/11)**
- Research grant options to pay for updated technology and furniture for Instruction Room and have draft (10/25)

Shelby –
- **Make sure everyone has access to LibWizard with Calantha (10/11)**
- **Review Springshare email and discuss tutorial slide responsiveness with Calantha (10/11)**
- **Edit template and standards and send finalized version to Calantha (10/11)**
- **Discuss replacing Developing a Topic tutorial with OSU It’s All About the Questions video with Calantha (10/25)**
- **Have any reconstructed tutorials completed for the semester (10/25)**

Discussion:
- **Opening**
  - Calantha –
    - Everyone finished their action items
      - Casey’s activity
        - PDF vs word doc – is it editable for use?
  - **Tutorial Policy discussion**
    - Optional fonts
      - Differentiating where to find them
      - Portable Apps
        - Software for use of fonts on administrative locked computers
      - Standardizing fonts
        - Using consistent font choices within one tutorial
        - Font rule diagram
          - 2-3 fonts per project, max.
    - **Template design**
      - Tutorial “policy” vs. “guidelines”
      - Definitions for documentation
      - Tutorial “standards” was the conclusion
      - Welcome screen
Instructional Services Committee Meeting Minutes  
September 27, 2018 

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Liaison vs departmental
  - The conclusion was to word it as “Contact YOUR librarian”
- Standardizing the welcome sentence
  - Change optional to standard
    - Arial, 20 pt.
  - Not including Linscheid Library in the welcome sentence since the logo is there

  ▪ Content slide
    - Text field formats
      - Standardizing fonts
    - LibWizard admin controls
    - Slide spacing
      - Title slide content at the top
      - Main content in lower third quarters
    - Springshare responsiveness
    - Casey thinks it might not be a good idea to make a rule on slide dimensions because it will change so much depending on what device the content is created for
    - Marla adds that we must assume that 95% of users are viewing on a mobile device
    - Instead of dimensions, we should add Springshare comments on responsiveness
      - Specify that HTML rich text cannot be made responsive
    - Text block and radio field differences

  ▪ Thank you screen
    - Fixing Casey’s librarian image
      - Rounded edges on shirt
    - Labelling librarian avatars .ai and .png files

- Design waiver and/or creative common license creation
  - Each librarian sending comments on what needs to be adapted for their department
  - Giving SA’s and staff options on whether we can edit or just use their work
    - Putting a copyright on our work
    - Creative commons vs. “signing away”
    - Whether we can adapt work after a student has left for use
  - Timeline of use
    - Should this design be something they can take to another job?
      - Being clear about what can be used again for personal or future work
      - Avatars, for example, can be used for anything
    - Communication is usually the solution to a problem
    - Being approved and reviewed through the marketing department
    - ECU specific vs library specific
Instructional Services Committee Meeting Minutes  
September 27, 2018

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- The conclusion is that both parties can use it in the future as long as it’s not used negatively or as a new “brand” for a different company or institution
- Internet Searching tutorial
  - Including how to use ILL and where to find it on the website when it’s mentioned
  - Casey will have further comments
- Chapter 8 of Reflective Teaching: USER and Library Instructional Design
  - Calantha –
    - The user chart is both a chart for the beginners to know where to start, and a chart for the seasoned teacher to have something to refresh their memory and help them reflect on what they can make better; a mental exercise
    - The reflection part really stuck due to how busy the job can get and how easy it is to neglect stopping and reflecting on what we are teaching and how
    - Perhaps reflecting each semester and the different used activities used and how the student population responded
      - A lot of this is learning the personalities of those you are teaching and teaching for
      - Patrick mentions that it really matters what kind of relationship you have with the faculty member; they have the buy-in with the students that you don’t have if you don’t have an evident relationship with the faculty member
      - Sometimes it’s just a matter of meeting the expectations of the specific person you’re working with/for
      - Patrick talks about the new EHS professor and how he had to get comfortable doing something else with a class he has done several times due to the new professor
  - Patrick –
    - Teaching simply, reflectively, and with the learner at the center
    - You don’t want to think things into the ground, that’s what the reflection is for
    - Becoming a student of learning
      - Learning how people learn
      - Reflecting helps you keep updating things as needed
  - Casey –
    - The user chart often overlaps and you do them out of order
    - People like to put things in a linear chart but they rarely work like that
  - Marla –
    - The e-readings on legal and ethical practices in the classroom regarding media
      - Streaming Netflix vs Youtube and what our professors can and can’t do in the classroom
We need to make some kind of media guideline information available for faculty

Patrick mentions that there was a Copyright committee in the past who made guidelines, but it never went anywhere because it was such a sliding scale

Casey mentions that we can make it library specific guidelines rather than legal ones

Calantha says it should be something we add to the faculty LibGuide

Megan –
  ▪ Look beyond the library classroom, anticipating emerging learning needs & engage in the productive life of an organization or institution (p. 94)
  ▪ USER encourages you to reflect on your process in order to become “a student of learning” as you teach (p. 95)
  ▪ USER allows you to avoid over planning by creating strategies and template objects that you can adjust to each scenario (p. 96)

Question: Do you already follow a similar process when you plan and deliver instruction [as the USER method]? If so, are there areas you privilege more than others?
  ▪ Marla –
    • Does all of those things, but it’s more internal than written on paper or anything like that
  ▪ Casey –
    • Spends most of the time on understanding and reflecting, spends the least on structure
    • Makes sure the main goal is evident in the process and does whatever possible to meet that
    • Having too much structure ahead of time can limit you in the process and on the field
  ▪ Calantha –
    • Engagement is the main priority; being aware of the environment and adapting the lesson as you go, but still has a structure beforehand
    • Structure is still important because people can tell if you walk in unprepared

Framework
  ▪ Calantha presented the OSU Libraries’ tutorial Information Has Value https://info.library.okstate.edu/informyouthinking/questions
  ▪ Question 1: “The decisions we face often come in the form of yes-or-no questions: "Should marijuana be legalized?" But in answering these questions, more questions arise: "How does the legalization of marijuana affect violent crime, the economy, public health, or any number of issues (or topics)?" A simple question can, then, lead to many complex questions like branches on a tree—that’s
research! What is a decision you or your community faces that requires a yes-or-no answer? What additional questions arise?”

- “Should I vote for...?” Additional questions arise about that person’s political beliefs and personal actions
- An old English class project Shelby had when working on her English undergrad where she was asked to write on good vs. evil in comic books
  - Good vs. evil is broad, but you can discuss the specific good and evil of a character and how that affects the world around them
  - It’s not about trying to solve the world’s problems, but having a discussion
- Calantha’s Criminal Justice class is dealing with the marijuana legalization prompt and she has taught them how to dwindle down to the effects of legalization
  - How do you know if you have bias?
    - What is your immediate gut reaction to the question?
    - Why is that your gut reaction?

- Question 2: “It’s easy to feel overwhelmed when you start to think about all of the questions that can come from even simple yes-or-no questions. But this is where you come in. Focusing on your own interests and experiences, how can you narrow your questions to a set of closely-related questions? Can you write a question that brings all of these together?”

- Casey mentions how you could focus on a specific candidate with a marijuana topic on their bill
- Marla says you could talk about the promises they can’t keep in comparison to what they’re running on, and how this pushes closely-related questions on the legalization of marijuana
- Calantha agrees and says it’s not about the individual candidate, but the structure around that individual
- Casey mentions how you could talk about how the past applies to the future
- Patrick brings up how then you are including personal history
- Calantha says you could have bias on both ends – the voter and the non-voter
- Calantha closes by saying we need to give students time to reflect on why they chose the topic they did and how their background affects how they craft a research question

- Instructional Activity Presentation - Marla
  - Research Question Concept Map
  - Objectives
    - Students will be able to create a research question with the appropriate scope for their assignment
  - Parameters
Instructional Services Committee Meeting Minutes  
September 27, 2018
Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Class size: Any
- Activity duration: 5-10 minutes
- Course level: Underclass
- Category: Plan
- Prerequisite knowledge:
  - Have identified the topic of the assignment or been given a prompt for the assignment

  o Steps
    - Explain that research begins with a question and that different disciplines often overlap, which can create more questions.
    - For example the topic: “cultural differences in the workplace can be framed as a research question in several different ways depending on which disciplines’ “lens” you’re looking through.
      - Communication: “How do cultural differences affect communication in the workplace?”
      - Political Science: “How does the presence or lack of cultural differences in an organization affect policy decisions?”
      - Art: “How is an artists’ work affected by living in a different culture than their original culture?”
    - Have students form a research question based on their topic. Have them write down their question in the middle of a piece of paper. Ask students to share their question with the person next to them. After sharing, each student proposes his or her partner’s topic with a different “lens”. Have them write down their partner’s proposal to the side of the original question and draw a line connecting the two.
    - Ask a few students to share their two questions. Confirm that all students have understood the concept of creating multiple research questions from the same topic. Take an example from one of the questions the students shared and break it down into 1-2 subtopics.
    - Ask a few students to share their sub-questions. Repeat step 3 if time allows.
    - Discuss how determining the scope of a research topic is like a textbook. Most research papers are not the length of a textbook or even a chapter in a textbook. Choosing a research questions with an appropriate scope will make it easier to find sources and write the paper.

  o Result
    - Committee voted to add Marla’s activity to the repository

Next Meeting: October 11, 2018
Instructional Services Committee Meeting Minutes  
October 11, 2018

Present: Calantha, Megan, Marla, Patrick and Shelby

Agenda for 12-06-18:
1. Instructional Room Design (ML, MH & PB)
2. New tutorials (CL, ML, CT, SP)
3. Scaffolding update (CT)
4. COIL Workshop implementation (all)
5. Instruction activity (MH & PB)

Future Topic:
1. Integrating information literacy into every library department
2. Create student survey for instruction
3. Classroom Management Q & A
4. Instructional Statistics Tracking
5. Create a matrix for every liaison department
6. Chapter 9 of Reflective Teaching
7. Framework discussion: How is Your Information Created?

Action Items:
Everyone -
• Read through Best Practices for Library Classrooms article sent by Megan and e-mail Shelby 3 expectations for the new IS space (11/29)
• Send Marla comments regarding her CATPAC tutorial (10/16)
• Evaluate use of skills learned in previous workshop through self-evaluation and bring thoughts to meeting, and email to Calantha (11/29)
• Discuss how workshop skills were implemented through either instruction or reference (12/6)
• Re-read chapter 9 of Reflective Teaching (12/6)

Calantha –
• Upload tutorial policy to IS departmental LibGuides (10/23)
• Add friendly URL to guidelines with Shelby (10/23)
• Talk to Dana about collaborative redesign of IS room with departments (10/23)
• Email Shelby list of OKLSI tutorials (10/23)
• Meet with Marla about uploading CatPac (10/23)
• Discuss replacing Developing a Topic tutorial with OSU It’s All About the Questions video with Shelby (12/6)
• Instruction activity (1/10)

Casey –
• Instruction activity (1/24)
• Find and post database tutorials (11/8)
• Create periodicals tutorial-spring

Marla –
• Email CATPAC tutorial to librarians (10/11)
• Make sure everyone has access to LibWizard with Shelby (11/29)
• Review Springshare email and discuss tutorial slide responsiveness with Shelby (11/29)
Instructional Services Committee Meeting Minutes
October 11, 2018

Present: Calantha, Megan, Marla, Patrick and Shelby

- Reach out to FCS faculty to discuss collaborative redesign of IS room (12/6)
- Instruction activity (2/7)

Megan –
- Instruction activity (12/6)
- Send article regarding principles of design to Calantha (10/23)
- Reach out to Bethany (Grant Office) to ask about collaborative redesign of IS room (12/6)
- Research grant options to pay for updated technology and furniture for Instruction Room and have draft (12/6)

Patrick –
- Revise Instruction Activity and bring to next meeting (12/6)
- Reach out to CETL about collaborative redesign of IS room (12/6)
- Research grant options to pay for updated technology and furniture for Instruction Room and have draft (12/6)
- Instruction activity (2/21)

Shelby –
- Make sure everyone has access to LibWizard with Marla (11/23)
- Review Springshare email and discuss tutorial slide responsiveness with Marla (11/23)
- Add friendly URL to guidelines with Calantha (10/23)
- Make finalized waiver (10/23)
- Have any reconstructed tutorials completed for the semester (12/6)
- Discuss replacing Developing a Topic tutorial with OSU It’s All About the Questions video with Calantha (12/6)

Discussion:
- Opening
  - Calantha –
    - Restructuring schedules and projects for Calantha’s extended leave next month
  - Ref desk schedule discussion
    - Patrick will take Mondays, Sam will take Wednesdays, Shelby will take Tuesdays, Fridays will be rotated, Casey will take her Sunday
    - Dead week and finals week schedules will be sent out before Calantha leaves
  - Action items
    - Megan will have the next instruction activity
Instructional Services Committee Meeting Minutes  
October 11, 2018  

Present: Calantha, Megan, Marla, Patrick and Shelby

- LibWizard template responsiveness will be moved to Marla and Shelby
- Springshare discussion will be moved and continued with Marla and Shelby
- All else completed

- Best Practices for Library Classrooms
  - Megan
    - Flexible seating and desks
    - Natural light, but there’s not much we can do about this
    - Lots of white boards
    - Getting rid of a “front” of the room
      - Placing projectors around the room
      - Using round/squared tables for group seating
    - 7 principles of learning space design
      - Comfort, aesthetics, flow, equity, repurposing, blending, affordances
  - Group
    - We need to find the things that most need to be changed in this space
    - We want this to be a space people feel comfortable in
      - Group spaces should be something we look toward for reference
        - Color, wobbly chairs, etc.
        - Still needs to be useful as IS room, but should also be inviting
    - Tables
      - Round group seating
      - Half-circle tables
      - Device hook-ups
      - Each table (at least big ones) in charge of their own screen
      - Not attached to chairs
        - Being able to move things around as we see fit
    - Multiple screens on each wall
    - No off-centered podium so people aren’t sitting behind you
    - Like the idea of more white boards
    - Color needs to not be distracting, but still comfortable
      - Scott Rice would be able to direct us in this section
    - Tutoring center has an interesting room to look at
      - Tables are whiteboards
      - Colorful chairs
    - A mobile podium would be great, but could hurt WiFi signal
    - All agree that it should be mobile, active, comfortable, etc.
  - Family & Consumer Science/Education person who has expertise in interior design could collaborate in the redesign
    - Dr. Tessman – all about students solving real-life problems
Instructional Services Committee Meeting Minutes
October 11, 2018

Present: Calantha, Megan, Marla, Patrick and Shelby

- Would need to modify plan
  - Think about grant now
  - Can’t design now and get grant later, but we need a vision
- Each librarian needs to decide their expectations of the redesign (top 3 needs) by next meeting
- Reaching out to contacts now
- Marla will jump in and help push this forward with Patrick and Megan
- Megan will reach out to grant opportunity office about options for redesign
- Patrick will need to reach out to CETL about collaborating
  - We want their input on what we should do with IS room
- What we need to know from both contacts
  - How much they will be a part of it
  - When they can be a part of it
  - What are they bringing to the table of the redesign?

- Tutorials
  - Calantha
    - We need to speed up tutorial output
    - We don’t want to continue using OKLSI tutorials, and those need to be replaced first
  - Casey needs to get database tutorials finalized by Dec. 6th (next meeting)
  - In our next meeting, Shelby will bring 2-3 more tutorials to be reviewed and finalized
  - Marla: CatPac tutorial
    - Images are responsive
    - No borders on all images/screenshots decided by committee
    - Megan notes that the tutorial should also talk about the floor/section where to find the specific call number
    - Creating a friendly URL makes embedding easier
      - Adding friendly URL to tutorial guidelines/standards
    - Accessibility in guidelines
      - Marla and Shelby should get together about adding this
    - Marla will send out link of tutorial for comments
    - All agree that Marla’s tutorial looks gorgeous and well put-together

- Waiver form
  - Casey had good thoughts and all agree
  - Distinguishing between using photos of people and media people create
    - The marketing department differentiates the two
    - Marla thinks we don’t need this as long as it’s not people under 18
      - But will talk to Marketing department to clarify ECU practices
    - Either way, we should make waiver for use of photos taken of people separate from media waiver
  - Instead of phrase “image and likeness” should be phrased specifically about creation
Patrick asks if it needs to be approved at a higher level due to legalities
  ▪ Shelby is still waiting on hearing back from Amy Ford due to this reason
o Hometown and degree/major lines were for photos of people, so can be taken out
o Adding an “office use only” box at the top of the page for record of supervisor signature and processing date
o Adding a date at the bottom as well
o Should we keep these physical vs digital
  ▪ Physical copies is fine
  ▪ But what is the retention policy
o Policy and guidelines need to be made regarding retention
o All agree that Shelby will make proposed changes, and then we will take to Dana to add to librarian agenda for the future

• Chapter 9 of Reflective Teaching
  o All agree that due to Calantha’s extended leave, the textbook should be picked back up in the Spring

• Framework discussion
  o All agree that due to Calantha’s extended leave, the framework videos and discussion should be picked back up in the Spring

• Instruction activity: Patrick
  o Scholarly vs. Popular Publication Comparison
    ▪ Objectives
      • To acquaint students with the differences between scholarly and popular publications
    ▪ Parameters
      • Class size: 10-25 students
      • Activity duration: 5-10 minutes
      • Course level: Underclass
      • Category: Evaluate
      • Prerequisite knowledge:
        o None required
    ▪ Steps
      • Pick out a numbers of journals and magazines from the periodicals collection, preferably the subject area of the class you are teaching.
      • Break up the class into groups. The size will vary based on the size of the class and the number of publications you have to hand out.
      • Pass out a piece of paper to each group and instruct the class to write down three things they notice about each publication.
      • Give the class approximately five minutes to look over the publications and discuss them among their groups.
      • Depending on the size of the class, you can have groups get up and write their answers on a whiteboard or chalkboard, or you can simply
have a discussion in class with each group sharing their answers. The flexibility of this activity lies in the formality of the discussion. Larger classes will likely have a more casual discussion, while smaller classes can use it more as a think/pair/share type of activity.

- **Materials**
  - A number of scholarly and popular publications to hand out to groups
  - Pieces of paper for each group to write their observations
  - Whiteboard/chalkboard/easel (along with markers)

- **Discussion**
  - Crafting questions more for students that have never been taught to think critically because that’s the majority
    - How this is something all the librarians need to work on in their activities
  - It needs to go beyond how to recognize certain sources because comp students are getting this
  - This needs to be tailored more for upper-level classes with an emphasis on teaching critical thinking
  - Perhaps looking at OSU Framework questions as examples of well-structured questions
  - All agree that the activity has great bare bones, but needs to be reconstructed a little bit before it is added to the repository

Next Meeting: December 6, 2018
Instructional Services Committee Meeting Minutes
January 9, 2019

Present: Calantha, Megan, Casey, Marla, Patrick and Shelby

Agenda for 02-07-19:
1. Instruction Room Redesign (Feedback and recruiting students) (all)
2. Ilstaff calendar format (all)
3. Chapter 10 of Reflective Teaching (all)
4. Framework discussion: Information Creation Process (all)
5. Instruction activity (CT)

Future Topic:
1. Integrating information literacy into every library department
2. Create student survey for instruction
3. Classroom Management Q & A
4. Instructional Statistics Tracking
5. Create a matrix for every liaison department

Action Items:
Everyone –
• Read chapter 10 of Reflective Teaching (2/7)
• Be persistent in your contact for redesign grant and bring update (2/7)

Calantha –
• Update Tutorial Schedule (2/7)
• Report Fall ’18 Instructional Committee Progress (2/7)
• Add Megan’s and Patrick’s instructional activities to the repository (2/7)
• Cancel end of January meeting (2/7)
• Instruction activity (2/7)

Casey –
• Instruction activity (3/7)
• Update Understanding Types of Periodicals database (4/18)

Marla –
• Follow up with Dr. Tessman regarding using FCS students in IS room redesign (2/7)
• Instruction activity (2/21)

Megan –
• Contact Bethany about active learning or new methods of teaching/learning grants (2/7)
• Send grant items to librarians (2/7)
• Send updated instruction activity materials to Calantha (2/7)
• Instruction activity (4/18)

Patrick –
• Follow up with CETL about an active learning program space redesign for students and faculty (2/7)
• Contact ATAC committee (2/7)
• Send updated instruction activity materials to Calantha (2/7)
Instructional Services Committee Meeting Minutes
January 9, 2019

Present: Calantha, Megan, Casey, Marla, Patrick and Shelby

• Instruction activity (4/4)

Discussion:

• Instructional Room Redesign
  o This is the major project of the semester
  o Megan and Patrick are the project leaders, as specified prior, but the whole committee is involved
  o Patrick – CETL response
    ▪ Looked at CETL classrooms and the conference room for inspiration
    ▪ They were able to narrow down what we do not want
    ▪ Needs to tour Academic tutoring room that is similar to what we are thinking about for our redesign
      a) Will get in contact with Merianne Biles as a second contact to get a tour
    ▪ CETL is interested in helping with input on best practices for the redesign but that they aren’t sure just how involved they can be considering time and meaningful input on physical design
    ▪ Marla mentioned that if we make it about designing active learning spaces on campus and bring in an active learning workshop, that it would become more applicable to what CETL is doing
  o Megan – Grant Office response
    ▪ If Bethany finds a grant opportunity that the library is eligible for, then she will send it on
    ▪ Bethany said that finding a grant for collaborative spaces for students will be tricky because we already used that grant
    ▪ Megan thought Bethany may have misunderstood her because this isn’t necessarily a collaborative spaces grant, but a redesign grant
    ▪ Calantha mentions that we just need to find the correct words to use with her to make our proposal and purpose clear, and this is something Marla is researching
  o Marla – Dr. Tessman/FCS response
    ▪ Dr. Tessman was very interested but wasn’t sure before break if she had any students who would be viable for the task (graduate students, interior design concentration, etc, but she said to contact her again at the beginning of this semester
    ▪ Calantha believed students are necessary to our redesign
  o Education dept. as possible collaborative students
    ▪ Marla said she hasn’t spoken to them but she believes there aren’t any real opportunities for individual studies like the redesign would require
Instructional Services Committee Meeting Minutes  
January 9, 2019

Present: Calantha, Megan, Casey, Marla, Patrick and Shelby

- However, the library has many education students as workers that we could pull from in the process, if need be
  - Expectations for the IS space
    - Flexibility, collaboration, and aesthetics were the top priorities between each committee member
    - Committee will be pursuing a mobile sort of functionality
    - Comfortable, collaborative, and inviting will be primary to the redesign
  - Next steps
    1. Define purpose and partners [Feb. ‘19]
      a) CETL, FCS, Education dept.
    2. Recruit students [Feb. ‘19]
    3. Identify necessary elements to design and cost [Mar. ‘19]
      b) Scott Rice
      c) Benchmark institutions (OU & Davis HS)
      d) Present to Dana
      e) If needed, present to all partners
    6. Write grant [Fall ‘19]
  - Purpose
    - In collaboration with campus partners, redesign library instruction space to promote active learning.
  - Partner preferences
    - FCS student(s)
    - Education faculty and student(s)
    - CETL
    - ATAC

- Tutorial Schedule
  - Since tutorial output speed was a topic at the last meeting, Calantha created a schedule for all tutorials
  - All projected Summer and Fall 2018 tutorials were successfully completed
  - Casey thinks “Understanding Types of Periodicals” needs to focus on “Finding” rather than “Understanding”, all agree
    - Calantha will delete “What is Database” because there are other database tutorials for the specific databases, so we do not need a general one
  - Marla points out that due to the library website being redone, the library website tutorial needs to be moved to the Fall 2019
  - All agree that everyone should have the opportunity to give feedback on the scripts before the tutorials are transferred
  - Casey takes the Popular vs. Scholarly tutorial from IS department

- Project schedule
Instructional Services Committee Meeting Minutes
January 9, 2019

Present: Calantha, Megan, Casey, Marla, Patrick and Shelby

- All agreed that due to the IS department being busy with Comp Guide revisions this month, that the next IS meeting will be cancelled and we will pick back up on 2/7
- Committee will brainstorm summer workshop March 7th
- Redesign proposal should be presented to Dana before the last meeting of the semester
- Have all tutorials done and emailed out for comments before April 18th

- Summer Workshop self-evaluation
  - Patrick
    - Information consumers – we’re not necessarily pushing the resources, but what to look for when searching resources
    - Printed off different sources and gave them to different groups in his class, and they would discuss the resources as a class to encourage information literacy elements
    - Didn’t change up much in his liaison areas because the classes were the same as always, and he didn’t have much extra time throughout the class instruction sessions
  - Marla
    - The biggest, most helpful take away was the idea of not having students do assignments that they end up throwing away
    - Tried several ways to implement information evaluation, but students struggled to critically think about the information
    - Is working on essential questions for the instruction sessions but is struggling because of the wide array of courses to cover
    - Talked with Mass Comm about incorporating information evaluation sessions because it is very needed in the department
    - Second floor bulletin board was driven by information literacy, but feels as if it didn’t do well because it isn’t electronic, and therefore, not interactive or engaging enough
    - Creating more materials on information literacy to encourage professors to use as assignments
  - Casey
    - Main take away was the activity in which they shared what they came up with
    - Made an activity for computer literacy using polling through their technology, anonymously
    - Purposefully gave them things that she thought they’d answer wrong to make them see how easy it is to get things wrong and encourage them to look at sources and headlines more closely
    - Also encouraging an emotional response when teaching students to think critically because that is what the sources we need to be critical about are trying to elicit within us
Megan
- Didn’t make as much use of the skills as desired
- Goal for next semester is to have students do more demonstrations for their classmates, and show them practical tools regarding information literacy that they can use throughout and are applicable throughout their life
- Had issues in her liaison classes with only one person answering the questions and being involved in the classes
- Students are struggling to move on from parroting back information to thinking critically for themselves, especially in large classes where they are fearful to speak amongst their peers
- It also is difficult to require students to think critically for one hour in the library when they are not being required to do the entire rest of the semesters in their courses
- It also depends on the different departmental learning objectives

Calantha
- Big take away is that we are all connected, and the information environment can be polluted but we can be activists about it
- The English department was perfect for info-environmentalism implementation because they are primed to think critically about everything they consume
- She implemented some kind of information environmentalism in all her scaffolding classes

Reflective Teaching Chapter 10
Marla
- This chapter is a little useless for someone who has taught before, though we may all have varying levels of instructional experience
- All librarians agreed that they struggled to find anything note-worthy within this chapter, though it may be a good refresher

Megan
- Defining the instructional problem you are trying to solve
- Effective instructors recognize that people learn differently, and not everything you do works for everyone

Patrick
- Defining your message is the intrinsic core value of your teaching
- Dealing with your faculty in terms of assessing what their students’ needs, and there may be conflict there due to the particular skills they want to acknowledge or encourage

Casey
- It is important for people to think about what you need to learn, and to humble yourself and realize you can learn from your students

Calantha
Really liked the needs assessment strategies chart and the 6 points of entry, and found it really helpful to get a picture of what the options are depending on what you are trying to accomplish

- Instruction activity: Megan
  - 2 Truths and a Lie
    - Objectives
      - Students will learn new facts about their classmates and librarian.
      - Librarian will learn new facts about his/her students.
    - Parameters
      - Class size: 10-25 students
      - Activity duration: 5-10 minutes
      - Course level: Any
      - Category: Just-in-case
      - Prerequisite knowledge:
        - None
    - Steps
      - Go around and have students tell 2 little known facts about themselves and one lie
      - Have others in the class guess which one is the lie
      - Alternate-for large classes, split into smaller groups
      - Alternate-could have discussion on why they think a statement is a lie, and discuss finding evidence
    - Materials
      - Notecards to write on-but not necessary
    - Discussion
      - You can base the 2 truths and a lie on topics you have talked about in class. Ex: when you are evaluating sources
      - It can spark really good educational conversations
      - You can also do this about the library for freshman and sophomore students
      - You could also have discussions on why you think particular statements are a lie
      - This has a lot of applications for various instructional objectives
      - You can either put a lot of effort into this to make it your entire lesson, or you can use it spur of the moment to help encourage the lesson you have already planned
      - All agree to add it to the repository

- Instruction activity: Patrick
  - Resources Scavenger Hunt
    - Objectives
From a guided search, students will learn how to determine the most appropriate sources for their research.

- **Parameters**
  - Class size: 10-25 students
  - Activity duration: 10-20 minutes
  - Course level: Underclass
  - Category: Search
  - Prerequisite knowledge: None

- **Steps**
  - Break class into pairs
  - Have groups complete the scavenger hunt handout
  - Have groups discuss their findings with the class

- **Materials**
  - Scavenger Hunt Handout
  - Tablets

- **Discussion**
  - Start the students out at the search page of that particular course guide
  - You can also do this with their own topics, or you can give them one for the assignment
  - Great tool to help them get started on their research if they don’t have a lot of prior experience, or it can be adapted to help encourage research for varying levels
  - Changing one of the instructional activity questions wording
  - Make one of the steps for the students to find the course guide and take the link out of the activity questions
  - All agree to add to repository

- **Instructions statistics**
  - Course-specific materials vs. other clarification

- **Group study rooms**
  - Casey a cancellation warning in the confirmation email

Next Meeting: February 7, 2019
Instructional Services Committee Meeting Minutes  
February 7, 2019

Present: Calantha, Megan, Marla, Patrick and Shelby

Agenda for 03-07-19:
1. Assessment Presentation (CT)  
2. Scaffolding Redesign (all)  
3. IS Redesign (all)  
4. Ch. 11 of Reflective Teaching (all)  
5. Instruction activity (ML)

Future Topic:
1. Integrating information literacy into every library department  
2. Create student survey for instruction  
3. Classroom Management Q & A  
4. Create a matrix for every liaison department  
5. Standardizing liaison report instructional tracking  
6. Creating comments box for course guides

Action Items:
Everyone –
• Read chapter 12 of Reflective Teaching (3/7)  
• Brainstorm ideas on coming up with another Ilstaff term instead of “Secondary” (3/7)

Calantha –
• Add IS room design elements to K-drive (3/7)  
• Add grant priority list to K-drive (3/7)  
• Create location dropdown menu in LibInsight (3/7)  
• Meet with Marla about how to integrate Outlook, LibCal, and LibInsight (3/7)  
• Add instruction activity to the repository (3/7)  
• Instruction activity (5/2)

Casey –
• Instruction activity (4/4)  
• Update Understanding Types of Periodicals database (4/18)

Marla –
• Instruction activity (3/7)  
• Meet with Calantha about how to integrate Outlook, LibCal, and LibInsight (3/7)

Megan –
• Contact Bethany about active learning or new methods of teaching/learning grants (3/7)  
• Download design elements of application and send to Calantha (3/7)  
• Save Steelcase grant in K-drive (3/7)  
• Send Calantha updated grant priority list (3/7)  
• Ask grant office about whether we are 501C and board of directors requirements (3/7)
Instructional Services Committee Meeting Minutes
February 7, 2019

Present: Calantha, Megan, Marla, Patrick and Shelby

- Instruction activity (4/18)

Patrick –
- Meet with ATAC committee (3/7)
- Meet with Wendy (3/7)
- Instruction activity (4/18)

Discussion:
- Instructional Room Redesign
  - Feedback
    - Patrick
      a) Sent Wendy brief update about our grant, plans on meeting with her before next meeting
      b) Will be meeting with ATAC committee as well
    - Marla
      a) FCS doesn’t have anyone this semester, so we will be using a library student assistant instead
      b) Will be responsible for student input and treat it as a user study for the redesign
    - Megan
      a) Finished Steelcase grant submission, should hear back by March 21st
  - Additional grant opportunities discussion
    - Priority applications
      a) Hearst
        o Targets: educational institutions demonstrating uncommon success in preparing students to thrive in a global society, higher education, libraries
        o Mean of Donation: $20,000-250,000
        o Deadline: none, ongoing
        o Key Words: higher education programs, scholarships, general and endowment support
      b) Goddard
        o Targets: south central OK and north TX, education
        o Mean of Donation: Request amount of funding
        o Deadline: none, ongoing
        o Key Words: equipment
      c) Puterbaugh
        o Targets: Southeastern Oklahoma, higher education
        o Mean of Donation: $500-$60,000
Instructional Services Committee Meeting Minutes  
February 7, 2019

Present: Calantha, Megan, Marla, Patrick and Shelby

- Deadline: none, ongoing
- Key Words: equipment

(d) Sony
- Targets: higher education
- Mean of Donation: $500-$60,000
- Deadline: none, ongoing
- Key Words: technology and education

- Ilstaff calendar format
  - “5 Min. Feedback”
    - almost never used by any librarian, so this will be taken out of statistics
  - “Other”
    - No face-to-face, not providing materials, but pointing to them
    - Recorded sessions for online classes should be listed as “Primary BI” instead of “Other”
    - Online listed under the Location instead
    - Though it is important to statistically track what is online and what is not
      a) Instead of creating another category, create a category in the reporting form for “Location” for tracking
    - “Other” is needed for those random requests from instructors that don’t fit
  - “Primary BI” and “Secondary BI”
    - Get rid of “BI” in “Primary” and “Secondary”, and instead use “Primary IL” and “Secondary IL” (IL=Information Literacy)
    - Secondary is important in statistics to show that we are not just doing “one-shot” sessions, but are needed for supplemental sessions in individual classes
      a) Instead of using “Secondary”, we need to come up with another term (ex: Additional, Supplmentary, etc.)
  - “Guided Research”
    - A lot of sessions are labeled under “Guided Research”
    - No new teaching is involved, so it is not considered a Secondary
  - “Research Posters”
    - Patrick argues that it is a specific type of instruction, albeit it does not get used very often
    - It is considered an Instruction session rather than just a Media Services session because they are being taught a type of research gathering
    - All agree that the term will be folded into “Primary”, etc. since it is unnecessary in statistics
  - LibInsight tracking
    - Dropdown needs to be added for clearer numbers
      a) Instructor’s Classroom, Instruction Room, Digital Humanities Lab, and Online
Instructional Services Committee Meeting Minutes
February 7, 2019

Present: Calantha, Megan, Marla, Patrick and Shelby

- Outlook syncing with LibCal/Insight
  - Marla brings up linking the Outlook calendar to LibCal so weekly statistics no longer need to be manually recorded
- Adding “Introduction” category
  - “Introduction” is for when you create a course guide, or do a recorded video, introduce yourself and are only in the class for a few moments
  - Replacing “5 Min. Feedback”

- Reflective Teaching Chapter 11
  - Patrick
    - The connection between goals can be instructor based, educator based, learner based
    - The breakdown between lower order of learning skills vs the higher learning skills
  - Megan
    - The several questions they had to ask to help you reflect on your lesson plans was extremely helpful
    - The revise taxonomy was really interesting
  - Marla
    - Goals and objectives stood out a lot
    - Active learning is being pushed, but students don’t even always know how to use a database so sometimes you have to evaluate that and do something simple
    - Having questions and comments on the course guides would be really helpful
  - Calantha
    - Also appreciated the very distinct discussion on goals vs. objectives
    - Talking about goals and objectives can be a guide for intentional practice and this can be easily forgotten
    - Pg. 119 when it gives things boiled down to help you evaluate your objectives and helps you in assessment after the lesson has been taught
    - Saying as little as possible while inviting as much interaction as possible when the situation permits
    - We need more research into giving step-by-step instruction vs active learning
    - Extending interaction
      - Getting feedback within the classes
      - Making sure lines of communication are open post class
      - Creating assignments where they have to contact you with their answer to the assignment post class
      - Course guides
      - Appointments made by students post class
Instructional Services Committee Meeting Minutes
February 7, 2019

Present: Calantha, Megan, Marla, Patrick and Shelby

• Instruction activity: Calantha
  ▪ Best Thing
    • Objectives
      o Students will learn new facts about their classmates and librarian.
      o Librarian will learn new facts about his/her students.
    • Parameters
      o Class size: Any
      o Activity duration: 5-10 minutes
      o Course level: Any
      o Category: Just-in-case
      o Prerequisite knowledge:
        ▪ None
    • Steps
      o Tell students the best thing that has happened to you this last week (professional or personal).
      o Give the students a minute or two to write down the best thing that has happened to them recently OR something they are looking forward to in the coming week.
      o Go around the class and have everyone share.
    • Materials
      o Note cards
      o Pencils or pens
  ▪ Discussion
    • Just-in-case was the most needed within the repository
    • This is a super simple ice breaker, and it gives even bigger classes a chance to get to know everyone around the room
    • All agree to add to the repository

• Framework discussion
  o Calantha presented the OSU Libraries’ tutorial How Is Your Information Created? https://info.library.okstate.edu/informyourthinking/creation
  o Question 1: “How do you tend to react when you encounter inaccurate information online that has been shared as factual?”
    ▪ Specifically when discussing social media, you need to look where it came from
    ▪ Shelby says if it’s something egregious, she will respond in kindness with a link to the factual information to help inform their thinking
    ▪ Marla says she’s not good at it because she doesn’t believe in the power to change the opinions of friends and family
Present: Calantha, Megan, Marla, Patrick and Shelby

- Megan tends to ignore it because people tend to get really intense in those types of conversations
- Patrick and Calantha talk about people who tend to troll on social media just to get a rise out of people
- All agree that it is difficult, because you don’t want to just ignore everyone who disagrees with you because then you’ll be in an echo chamber
- You have to be smart about it, and learn to be meaningful in our responses

Repository discussion
- Calantha has been updating the repository chart

Next Meeting: March 7, 2019
Instructional Services Committee Meeting Minutes  
March 7, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

Agenda for 04-04-19:  
1. Assessment Presentation (CT)  
2. Scaffolding Redesign (all)  
3. IS Redesign: Next Steps (all)  
4. Ch. 12 of Reflective Teaching (all)  
5. Instruction activity (CL)

Future Topic:
1. Integrating information literacy into every library department  
2. Create student survey for instruction  
3. Classroom Management Q & A  
4. Create a matrix for every liaison department  
5. Standardizing liaison report instructional tracking  
6. Creating comments box for course guides

Action Items:  
Everyone –
• Read chapter 12 of Reflective Teaching (4/4)  
• Respond to Marla’s Building Tour tutorial with comments (4/4)  
• Look at Marla’s Question Formulation Technique activity (4/4)  
• Brainstorm next Instruction professional development activity (4/18)  
• Brainstorm course guide statistics template (4/18)

Calantha –
• Talk to Dana about Instructional Statistics tracking (4/4)  
• Talk to Dana about changing stats from Word to Excel (4/4)  
• Update Instructional Statistics tracking (4/4)  
• Add Marla’s instruction activities to repository (4/4)  
• Add training tasks for Instruction to evaluation checklists (4/18)  
• Delete new staff/PRA checklists from evaluation (4/18)  
• Send out table for activity repository (4/18)

Casey –
• Instruction activity (4/4)  
• Talk to Dana Jordan regarding grant (4/4)  
• Update Understanding Types of Periodicals database (4/18)

Marla –
• Talk to Dana about Allen regarding grant (4/4)  
• Send out Library Building Tour tutorial (4/4)  
• Send CT activity templates (4/4)
Instructional Services Committee Meeting Minutes
March 7, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

Megan –
- **Save Steelcase grant in K-drive (4/4)**
- **Determine what grant options are 501C3 and update progression in K-drive (4/4)**
- Instruction activity (4/18)

Patrick –
- **Meet with ATAC committee (4/4)**
- Instruction activity (4/18)

Shelby –
- **Send email out / Excel file example for statistics (4/11)**

Discussion:
- **Instructional Room Redesign**
  - Grant office feedback
    - Grant options update
      a) Puterbaugh
        - Only serves McAlester
        - Taken off a list, or move to priority level 3
      b) Goddard
        - More philanthropic
        - Move to priority level 2
      c) Hearst
        - National, chances slim
        - Still try
      d) Reimann
        - National, chances slim
        - Still try
      e) Kimber Foundation
        - Couldn’t find much information
        - Still try
      f) Kirkpatrick Foundation
        - One of the biggest in OK but ECU has never received anything from them
        - Worth a try
  - Remodeling a classroom that isn’t in a public school will be a hard sell for most foundations
  - Before you submit an application, call and talk to an officer because most foundations never fund a cold application
Instructional Services Committee Meeting Minutes  
March 7, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- ECU is not a 501C3, but Foundation is so we can use their board
- Marla mentions someone she knows who helps write grants, but they are outside of ECU
  - Will talk to Dana about talking to him about grants
- Neither Megan or the grant office can find library specific grants
  - Casey might know someone who can help us find active learning grants

- IS Room Setup
  - Small group settings
  - Monitors
    - Plan A:
      - 3 DHL-like whiteboards on each wall
    - Plan B:
      - 1 DHL-like whiteboards on podium wall, projects on side walls
  - Mobile podium
    - Update doors so they don’t stick out at the instructor’s legs and feet
    - Get rid of pull-out keyboard and mouse, and instead have they on the top
    - Swivel arm for teaching materials

- Istaff calendar format
  - Secondary BI/IL name change
    - Need a phrase that encompasses past “secondary”
    - All agree to change “Secondary” to “Supplementary”
  - Marla and Calantha met about condensing weekly statistics tracking through Outlook and LibInsight integration
    - Create a standard liaison report form
    - Change Weekly Stats to Excel instead of Word
      - Downloadable through LibInsight
    - Finalize Istaff requirements and update form to meet new standards

- Evaluation Checklists
  - Librarians need checklist for Instruction tasks as well
  - All agree that staff/PRA checklist is unnecessary

- Freshmen Tour Redesign
  - Calantha and Shelby have brainstormed and created plan
    - First half: adaptation of a guessing card game
    - Second half: photo scavenger hunt with a map of the library
      - Marla will send Shelby digital copies of maps in the library
      - Casey pointed Shelby to a point-keeping app for the hunt
Instructional Services Committee Meeting Minutes
March 7, 2019
Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

• Reflective Teaching Chapter 11
  o Marla
    ▪ The learning message summary idea was helpful
    ▪ Graphic design is not always universally accessible and gets outdated quickly
    ▪ All the things the author suggested in using visual emphasis in your materials are what the accessibility guide specifically says not to do
      • Ex: something being in bold for emphasis will mean nothing to someone who is visually impaired
    ▪ Gagne’s Events of Instruction were helpful, especially in planning instruction that you don’t have a previous format for
  o Casey
    ▪ Universal design likely refers to principles of design and not user accessibility
    ▪ A lot of design principles don’t apply when you are focused on accessibility
    ▪ A lot of librarians forget about imagery due to being focused on communicating through text
    ▪ Utilizing graphic design principles in instruction materials is always a good idea
  o Shelby
    ▪ Principles of design are definitely still applicable, even almost a decade later
    ▪ The universal accessibility is a good assessment for her work in Instruction tutorials
  o Calantha
    ▪ Pitch & persona
      • Emotion affects learning and connection in pedagogy and composition
      • You don’t mask who you are, but you put on your best self when narrating instruction
    ▪ Humor adds relatability to your instruction
  o Megan
  o Patrick
    ▪ Principles of design: brevity and corresponding narration to integrate informational memory
    ▪ Helpful to him in dealing with research poster
      • Chart junk – misleading information in its design
    ▪ Otherwise, very much agrees with Marla

• Instruction activity: Marla
• #1: Basics Bingo
Instructional Services Committee Meeting Minutes
March 7, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- **Objectives**
  - The instructor will be able to quickly assess students' knowledge level
  - The instructor will be able to demonstrate to students where to find answers to basic questions on the course guide
  - The students will be able to review previous knowledge
  - The students will be able to gain basic knowledge about using the library

- **Parameters**
  - Class size: Any
  - Activity duration: 5-10 minutes
  - Course level: Underclass
  - Category: Search
  - Prerequisite knowledge:
    - None

- **Steps**
  - Ask how many students have had a library session before. Explain that the activity will review some basic search skills for those who have had a session before. For those that haven’t had a session before, it will be a quick way for them to “catch up”.
  - Distribute the bingo sheets
  - Students can work individually or in groups. For questions they don’t know, they can use their phones or tablets to try to find answers or ask someone else (not the librarian)
  - Show where to find the answer sheet on the course guide (may want to post this after class or near the end of the activity)

- **Materials**
  - Bingo sheet for each student or group
  - Bingo sheet with answers on the course guide

- **Discussion**
  - Great leveling activity
  - Great for when you don’t necessarily want to go over the basics of library terminology, but want to make sure your class is aware
  - All agree that the bingo sheet needs to be adjusted so it’s more even
  - All agree to add to repository once changes are made

- **#2: Question Formulation Technique**
  - **Objectives**
    - Students will be able to formulate research questions with the appropriate scope
  - **Parameters**
    - Class size: Any
    - Activity duration: 5-10 minutes
Instructional Services Committee Meeting Minutes  
March 7, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Course level: Any
- Category: Plan
- Prerequisite knowledge:
  - Have a topic for an assignment or have a general idea about a topic covered in the course

Steps
- Explain that you will now do an activity where students will brainstorm and explore questions around the question focus
  - The question focus should be a statement. For example, in a Family Relationships, the question focus could be “Families are the basic unit of society.”
- Go over the rules for making questions
  - Ask as many questions as you can
  - Do not stop to discuss, judge, or answer the questions
  - Write down every question exactly as it is stated
  - Change any statement
- Divide into groups or brainstorm questions as a class. Write down or type in any questions so all the class can see. Brainstorm for 2 minutes.
- After brainstorming the questions, examine and improve your questions. Note whether each question is closed (answered with a yes or no) or open (answered with an explanation). Discuss the value of each type of question. Change on closed question to an open question and one open question to a closed question. Do this for 2 minutes.
- Prioritize the questions by choosing 3 questions by a method of your choosing. For example, you may choose the 3 questions that you consider the most important, that will help you with your research, etc. Do this for 2 minutes.
- Reflect on what you learned and how you can use what you learned. Do this for 2 minutes.

Materials
- A statement for the question focus

Notes
- See rightquestion.org for videos and more information
- Another option is to do steps 1-3 and then have the remaining steps on the course guide for the students to do on their own time. Use the questions generated to discuss the scholarly conversation, appropriate research questions or as a starter for a search activity showing where to go to find different types of information.

Discussion
- Free resources are on the website in the notes
- Tried in a class and was great for topic generation and to get them thinking
All agree that they will go the website and research the activity more before adding to repository

• **#3: Human Database**
  - **Objectives**
    - Students will be able to identify search terms appropriate for their topic
    - Students will be able to identify search strategies appropriate for their topic
  - **Parameters**
    - Class size: Any
    - Activity duration: 10-20 minutes
    - Course level: Underclass, Upperclass
    - Category: Search
    - Prerequisite knowledge:
      - Have been given a prompt for the assignment
      - Know the basics of database searching or upload a vendor provided tutorial to the course guide
  - **Steps**
    - This activity must be tailored to the assignment and skill level of a particular class. See the example lesson plan at the end of this document for a better understanding of the activity.
    - Before the class
      - Identify what plan/search concepts are most crucial for the students to learn based on the assignment and their skill level
        - For example, Boolean search techniques, distinguishing relevance, database limiter tools, creating keywords, etc.
      - Find and print 1 article for every 3-4 students in the class. Choose a mix of relevant and irrelevant articles depending on what skills you want to teach. For example, if you want to show the database limiter tools and how they can limit by date, choose at least one article with an out-of-range date.
      - Plan what “search terms” you will use in the class and what discussion you will have based on each term.
    - Divide students into groups of 3-4. Distribute 1 article to each group.
    - Explain that learning where to click to search in a database is not the hard part, so there “thinks” so that they can have successful searches.
    - Explain that you will be calling out “search terms” and each group will stand if their article’s title has every word in the search term.
    - Explain that databases search more than just the title, but for human sake, we’re just searching the title
    - Ask each standing group to read the title of the article and explain if it is relevant or irrelevant to their assignment
Instructional Services Committee Meeting Minutes
March 7, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- If the article is irrelevant, ask the students what they could change about the search to make the irrelevant article go away.
- Continue with the search terms until all groups have stood.
  - Materials
    - Pre-selected article for each group of 3-4 students
  - Sample activity plan
    - Search terms:
      - Code of conduct for accounting professionals
        - No one stands because this is a Google-like search string
        - What could we do differently in our search terms? They usually say something about using just keywords or using fewer words
      - Code of Conduct
        - Three results:
          - Screenshots
        - What could we search to make the irrelevant result go away?
          - “code of conduct”
  - Discussion
    - Great for explaining appropriate search strings and key words
    - You can even talk about using synonyms
    - Can be extended
    - All agree to add to repository

- Tutorial Update
  - All tutorials for the semester need to be done by June
  - Marla is ready for comments on Library Building Tour tutorial
    - Comments will be done through email
  - Casey will be working on Periodicals after spring break

Next Meeting: April 4th, 2019
Instructional Services Committee Meeting Minutes
April 3, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

Agenda for 04-18-19:
1. Assessment Presentation (CT)
2. Scaffolding Redesign (all)
3. Tutorials (ML & CL)
4. Dead Week/Finals Week scheduling (all)
5. IS Activity (MH & PB)

Future Topic:
1. Integrating information literacy into every library department
2. Create student survey for instruction
3. Classroom Management Q & A
4. Create a matrix for every liaison department
5. Creating comments box for course guides
6. Rearrange tables in IS Room

Action Items:

Everyone –

• Think about types of assessment we already do (4/18)

Calantha –

• Talk to Dana about Instructional Statistics tracking (4/18)
• Talk to Dana about changing stats from Word to Excel (4/18)
• Create template for liaison report tracking and email to Dana (4/18)
• Add training tasks for Instruction to evaluation checklists (4/18)
• Respond to Marla’s Building Tour tutorial with comments (4/18)

Casey –

• Email instruction activity for comments (4/5)
• Follow up with Dana Jordan regarding grant (4/18)
• Update Understanding Types of Periodicals database (4/18)
• Respond to Marla’s Building Tour tutorial with comments (4/18)

Marla –

• Talk to Dana about Allen regarding grant (4/18)
• Email finalized Building Tour tutorial to CT (4/18)

Megan –

• Save Steelcase grant in K-drive (4/18)
• Instruction activity (4/18)
• Create draft of Instruction Room Redesign proposal with PB (7/11)

Patrick –
Instructional Services Committee Meeting Minutes  
April 3, 2019  

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- **Meet with chair of ATAC committee (4/18)**
- **Instruction activity (4/18)**
- **Create draft of Instruction Room Redesign proposal with MH (7/11)**

**Discussion:**

- **Assessment Presentation**
  - Waiting on Dana to be back before presenting

- **Instructional Statistics Tracking**
  - Primary BI changed to IL
  - Guided Research
    - Take out “second time”
  - Other
    - Take out “recorded introduction video” because there’s already an “Intro” option
    - Replace with “or other instruction materials”
  - Tour
    - Electronic tour won’t be available until virtual reality becomes a thing
  - Digital Humanities Lab needs to be spelled out instead of abbreviated except for in the Excel fields

- **Standardizing Liaison Report**
  - Columns to take out
    - Librarian
    - Department
    - College/School
    - Gen Ed?
    - Instruction type
    - Location
  - Columns to add
    - Faculty evaluations
    - Student evaluations
    - Total hits
    - Hits per student
  - Librarians will copy their weekly reports based on the Instruction statistics chart Shelby sends out every Friday

- **Instruction Room Redesign**
  - Grants
Instructional Services Committee Meeting Minutes  
April 3, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Reevaluating since we did not get the Steelcase grant
- National grants – not a good chance
- Sony – good possibility
- Kirkpatrick – in OK, though they tend to stick to around OKC
  - Deadline is June 1 or Dec 1
- Casey mentions that we might want to look into grant possibilities revolving
  around the fact that we serve Native American students since that might
  make us stand out
- Calantha mentions that the plan was to submit all the grants this semester,
  but we can carry over into next semester
- Marla mentions Allen, the grant writer who works under a non-profit
  - Need permission from Dana, but he will help solve a lot of problems
- Writing proposal
  - Until we get approved to work with Allen, we need to create a draft
    for cost estimate purposes
  - We could contact Scott Rice about what our needs will cost
  - Megan and Patrick will be working on the proposal draft until July
- IS Room Rearrange
  - Turning the tables perpendicular to the projector wall to create group spaces
  - Added to future topics

- DHL Lab
  - Training
    - Personal sessions with Casey this summer to make the librarians and staff
      more comfortable in the lab
  - 3D Printing LibWizard form
    - Vivian and Casey are working on a LibWizard form for 3D printing requests
      since they take so long and can get easily backed up
    - In the meantime, email Casey or Vivian instead of sending students to
      immediately get them printed

- Reflective Teaching Chapter 12
  - Marla
    - Great assessment activities for the repository
    - It would be great to have a LibWizard form for learned outcomes to be able
      to see the evaluations collectively
      - Project outcome is coming for academic libraries through ACRL and
        this would be good to base this on
    - User feedback on our tutorials
  - Casey
    - Word clouds through poll anywhere
Instructional Services Committee Meeting Minutes
April 3, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Poll anywhere would be a great tool for feedback and live assessment
  - Having more electronic feedback would help close those loops
  - Academic libraries likely are better at assessment than public libraries due to programs and evaluations, but not default
    - Calantha
      - Agrees with Marla about embedded feedback for all guides as well as a rating system for our tutorial
        - Not just 5-star ratings, but options for comments
      - Feedback loop is something that gets missed in a lot of activities
      - Really liked the “what is your idea of a librarian/library” feedback
      - This is a good introduction discussion on assessment for the presentation in next meeting
    - We need more of a confirmative assessment or summative assessment
      - Authentic settings – based on finished work, not them logging in to take a quiz
      - We need to be thinking on the types of assessment that we do, not just scaffolding
        - End goal: We are going to transition from the presentation and recommendations to adapting what we do within our next meeting
    - Megan
      - Using “what causes a problem” feedback to answer at the end of class
      - Principles of assessment and four stages of assessment was helpful to think of
      - It’s best to have multiple kinds of assessment because you want to have a better understanding as a whole of what they are learning
    - Patrick
      - Also really liked the feedback loop and different levels of assessment
        - You do different levels but you don’t really think about it: at the beginning of class or long after it happened

- Professional Development Activity Brainstorm
  - Marla
    - We could do it like the activity repository, where we all bring reviews of podcasts, books, etc. that helped them in their professional development
    - However, the fact that we are on this committee is professional development because it makes our job duties easier, but being expected to do professional development within the committee along with all other job duties feels like a bit much
      - Limit professional development to just one time a year (summer workshop)
  - All agree
  - Patrick brings up not feeling like COIL members have input on the workshops
Instructional Services Committee Meeting Minutes
April 3, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Marla says that we all do, not just those who are on the board
  - COIL isn’t the most sustainable solution, but for now it is a good workshop that is great for professional development
  - Calantha
    - For the IS plan, this is the last semester we are gathering continually for the repository
    - We can embed some kind of element that pushes us as instructors since we are no longer working on the repository as much after this semester
    - We don’t get much of a chance other than this committee to talk about techniques outside of facilitating them
    - We should continue on with the Uncoiled workshop this summer
    - Doesn’t want this to be an overload, but a collaborative process
    - We need to all start acknowledging ourselves as instructors even if we don’t feel like it’s our strength
  - We will table this discussion until next fall to see how we feel after getting things off of our plate

Next Meeting: April 18th, 2019
Instructional Services Committee Meeting Minutes  
April 18, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

Agenda for 04-18-19:
1. Summer projects (all)
2. Scaffolding Redesign (all)
3. Syllabi Analysis
4. Course/Subject Guide Analysis
5. Tutorial (CL)

Future Topic:
1. Integrating information literacy into every library department
2. Create student survey for instruction
3. Classroom Management Q & A
4. Create a matrix for every liaison department
5. Creating comments box for course guides
6. Rearrange tables in IS Room

Action Items:
Everyone –
• Email terms specific to department for Terminology tutorial to SP (4/29)
• Respond to Patrick’s instruction activity (4/29)

Calantha –
• Add training tasks for Instruction to evaluation checklists (5/30)
• Talk to Dana about liaison report instruction specifics (5/30)
• Add CL’s tutorial to LibGuide (5/30)
• Send SP weekly instruction statistics sample (5/30)
• Delete Library Website tutorial from website (5/30)
• Unpublish Primary vs. Secondary from LibGuide (5/30)
• Add CL, MH, and PB’s activities to the repository (5/30)

Casey –
• Send CT instruction activity (5/30)
• Contact active learning workshop leader to talk about grants (5/30)
• Update Understanding Types of Periodicals database (5/30)
• Get comments on Deciphering Assignment tutorial for SP (4/22)

Marla –
• Talk to Dana about Allen regarding grant (5/30)

Megan –
• Update instruction activity and email to CT (5/30)
• Get comments on tutorial for SP (5/30)
• Get comments on Deciphering Assignment tutorial for SP (4/22)
Instructional Services Committee Meeting Minutes
April 18, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Create draft of Instruction Room Redesign proposal with PB (7/11)

Patrick –
- Meet with chair of ATAC committee (5/30)
- Respond to CL tutorial (5/30)
- Take tablet cabinet’s back panel key to Brandi, keep one key (5/30)
- Send out instruction activity to librarians (5/30)
- Create draft of Instruction Room Redesign proposal with MH (7/11)

Shelby –
- Update weekly instruction statistics documentation to reflect changes (5/30)

Discussion:
- Assessment Presentation - Calantha
  - Why Assess?
    - It provides valuable data on policy and practice decisions, as opposed to personal bias or “gut” instinct
  - Questions to Ask/Answer in Assessment
    - What do I want to know?
    - What am I going to do with the findings?
    - What assessment method should I use?
    - How do I demonstrate causation/correlation?
  - Kirkpatrick’s Levels
    - One-shot instruction –
      - Level 1 (reaction)
      - Level 2 (learning)
    - Embedded instruction –
      - Level 3 (behavior)
      - Level 4 (results)
    - Level 1
      - What Can be Assessed?
        - Workshop venue and logistics
        - Library anxiety or information confidence
    - Possible Methods
      - Feedback form (“Smile sheets”)
      - Opinion poll
      - Self-confidence surveys
      - 3-2-1 reflection
      - Minute paper
Instructional Services Committee Meeting Minutes
April 18, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

• Level 1 Tips
  o Complete assessment during class
  o Use a mix of multiple choice and short answer
  o Avoid Likert-like or numerical scales
  o Choose an effective sampling size –
    ▪ Minimum of 10% of target population
    ▪ Reflect the range of variation within target population

• Level 2
  • What Can be Assessed?
    o Learning (i.e. knowledge/skills) as a direct result of a training/session/workshop
  • Possible Methods
    o Quizzes
    o Pre/post-tests
    o Worksheets
    o Homework
  • Level 2 Tips
    o Assess directly after training/teaching session
    o Base off student learning outcomes that are measurable
    o Avoid fact-based questions in pre/post-test method
      ▪ NOT “Which of the following are CRAAP test criteria?”
      ▪ INSTEAD “What are five reasons this website isn’t credible?”
    o Use an artifact (i.e. a CRAAP test worksheet?).

• Level 3
  • What Can be Assessed?
    o Behavior as a result of training/workshop/session
      ▪ Level 2 asked, CAN the participants do X?
      ▪ Level 3 asks, WILL the participants do X?
  • Possible Methods
    o Pre/post-test (Not multiple choice)
    o Artifact analysis
    o Observed behaviors
  • Level 3 Tips
    o If using an artifact, build an assessment team:
      ▪ At least 2 people should code each artifact
      ▪ Create a NORM to create consistency in coding
    o Base off student learning outcomes that are ALIGNED to professor’s assignment
    o AVOID multiple choice questions in pre/post-test method
Instructional Services Committee Meeting Minutes  
April 18, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

- Use to measure students’ information literacy skills
- Adjust expectations: correlation to a one-shot is close to impossible

**All Levels**

- **Deciding What to Assess**
  - Focus on outcomes, not methods
  - Results should be actionable
  - Use an impact/effort matrix
    - **Effort:** Low (easy) vs. High (time consuming)
    - **Impact:** Low (not much will change) vs. High (dramatic change).

- **Scaffolding**
  - **How does scaffolding measure up?**
  - **Currently:**
    - **Objective:** Level 2
    - **Method:** Level 2
    - **Timing:** Level 3
    - **Correlation:** impossible to prove

- **How can scaffolding improve?**
  - What do we want to know? (Satisfaction, learning, behavior?)
    - **Learning**
      - Not every junior takes the classes, so it’s hard to accurately gather a representative sample, but every freshmen takes Comp II, making it an ideal assessment sample
      - In order to test behavior (Level III), we need instruction over time rather than in a one-shot session

- **What will we do with the information? (Annual reports?)**
  - We need to determine if assessment is for singular instruction reporting or for overall library instruction effectiveness
  - Create an environment and impact that allows the library to be a force for student learning

- **What assessment method should I use? (Pre/post-test, artifact/rubric?)**
  - **Artifact and rubric**
    - Artifact needs to be documented
    - Decided to use an in-class worksheet in Comp 2, as opposed to a reflection on an annotated bibliography
Instructional Services Committee Meeting Minutes
April 18, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

• Comp 2 should be used to assess if we are improving student learning at the freshmen level

• How do I demonstrate correlation? (Gathered in library session?)

  o Discussion

   • True embeddedness just isn’t possible since no librarian can solely focus on one department’s liaison responsibilities

• Timeline & Tasks

  o Ideally, pilot in Comp II Fall 2019
  o Talk to chairs about embedding reflection/worksheet in junior level classes for assessment method

    ▪ One upper level class per department per college/school
  o Research impact on retention
  o Continued planning/discussion in next meeting

• Tutorials

  o IS Dept

    ▪ Search Terms – mid-May
    ▪ Terminology – end of May
    ▪ Media Literacy – Fall ’19

  o CS Dept

    ▪ Understanding Types of Periodicals – May
    ▪ Primary vs Secondary – Fall ’19

  o PS Dept

    ▪ Library Website – Fall ’19

• Dead Week / Finals Week Reference Schedule

  o Approved, ready to be sent to Dana

• Tablet Cabinet

  o The back panel of the cabinet has been left unlocked with the keys taped on the inside, leaving the bottom row of tablets privy to theft
  o Patrick will now keep one key and the other key will be taken upstairs and placed in the key box
  o The padlock keys will remain with staff

• Instruction Activity – Megan

  o Untitled Activity

    ▪ Objectives
Instructional Services Committee Meeting Minutes
April 18, 2019

Present: Calantha, Megan, Marla, Casey, Patrick and Shelby

• Students will be able to identify characteristics of credible news sources
• Students will critically examine news sources to determine credibility

Parameters
• Class size: 10 – 25 students
• Activity duration: 10 – 20 minutes
• Course level: Underclass
• Category: Evaluate
• Prerequisite knowledge:
  o An understanding of what makes a source credible

Steps
• Divide students into groups, depending on the size of the class
• Pass out Evaluating News worksheet and articles. Instead of passing out articles, you could include the link in the worksheet like I have, and provide computer access to access electronically
• Have students split the articles between group members and fill out the appropriate sections of the worksheet
• Give the groups time to complete the worksheet and talk as a group about what they learned
• Discuss as a class, especially the criteria for judging credibility that weren’t as important
• Have students brainstorm three criteria they will use when evaluating a news source

Materials
• Evaluating News worksheet
• Article examples

Next Meeting: May 30th, 2019
Instructional Services Committee Meeting Minutes
May 30, 2019

Present: Calantha, Megan, Marla, Casey, and Shelby

Agenda for 06-27-19:
1. Scaffolding – Worksheet
2. Syllabi Analysis Redesign
3. Instruction Room Redesign Proposal
4. Required Research Consultation Form

Future Topic:
1. Integrating information literacy into every library department
2. Create student survey for instruction
3. Classroom Management Q & A
4. Create a matrix for every liaison department
5. Creating comments box for course guides
6. Rearrange tables in IS Room

Action Items:
Everyone –
• Look at syllabi analysis you received for the past semester to look at what you need changed to implement it into your liaison planning (6/27)
• Look over your own subject guides (6/27)
• Bring 3 choices for context to focus on in the scaffolding worksheet (6/27)

Calantha –
• Add PB’s activity to the repository (6/27)
• Talk to Dana about collaborating with grant office (6/27)
• Talk to grant office about using Allen for grants (6/27)
• Ask Dana about liaison communication update (6/27)

Casey –
• Follow up with active learning workshop leader to talk about grants (6/27)

Megan –
• Create draft of Instruction Room Redesign proposal with PB (7/11)

Patrick –
• Finalize instruction activity and sent to CT (6/27)
• Create draft of Instruction Room Redesign proposal with MH (7/11)
Instructional Services Committee Meeting Minutes
May 30, 2019

Present: Calantha, Megan, Marla, Casey, and Shelby

Discussion:

- Project schedule
  - Discuss options for Instruction Room, and draft grant proposal (1.2.4).
    - Responsible Party: MH & CT
    - Due date: 7/11
  - Present Instruction Room proposal to the Director. Revise proposal as necessary (1.2.5).
    - Responsible Party: CT
    - Due date: 7/25
  - Review current marketing methods and their effectiveness (4.1.1).
    - Responsible Party: ML & CL
    - Due date: 7/25
    - Discussion
      - The objective is to create a better marketing plan for instruction program – this is the first step
      - Research best practices on comparable schools to find that which is most effective
      - Flyers and other communication materials are on the LibGuides and K-drive
      - Extend this to include the Reference program and DHL
      - Marketing for instruction comes from liaisons which is why it’s important to have the whole committee involved, but when it comes to creation of materials, that would come down to Outreach
      - Marla suggests we come up with a proposal to update liaison communication plan
      - Folds into next two projects
  - Identify courses to target (4.2.2).
    - Responsible Party: ML & CL
    - Due date: 7/25
    - Objective discussion
      - Interpreting data already given on courses
      - For example: there are plenty of Gen Eds we are not in yet
      - Making documentation on how to use syllabi analysis to identify your needs
  - Create plan to target courses (4.2.2).
    - Responsible Party: ML & CL
    - Due date: 7/25
  - Participate in teaching workshop (5.1.4).
    - Responsible Party: Everyone
    - Due date: 7/12
    - Objective discussion
Instructional Services Committee Meeting Minutes
May 30, 2019

Present: Calantha, Megan, Marla, Casey, and Shelby

- Register for UnCOILed workshop and ask off in time
  - Evaluate and review the instruction activity repository (5.3.3).
    - Responsible Party: PB
    - Due date: 7/11
    - Objective discussion
  - Examine current activities for gaps
  - Come up with some kind of steps to continue maintenance for the future
    - How do we choose which to keep and which need to be replaced?
    - How do we track if the activities are being used by the librarians?

- Syllabi Analysis
  - Dana wants us to continue because it is used as part of equation to determine the balance between liaison departments
  - Librarians will evaluate why they are or are not already using it, and how they could better implement it in the future

- Course/Subject Guide Analysis
  - Provided with peer evaluation rotation for summer and fall
  - Discretionary upon evaluation, suggestions
    - Subjective vs objective; material vs broken link

- Tutorials
  - All tutorials per grant are transferred or deleted
  - Tutorials in progress awaiting publication by end of June
    - Search Terms
    - Terminology

- IS Room Furniture
  - Marla
    - Verb team table – buy less items, more seating
    - Star base chair – most versatile while being comfortable
    - Pocket presenter’s table
    - Wall track whiteboards
  - Casey
    - Verb trapezoid table – smaller, fit together better
    - Cobi armless chair – more comfortable
    - Pocket presenter’s table
    - Wall track whiteboards
  - Megan
    - Verb team table
    - Cobi armless chair
    - Pocket presenter’s table
Instructional Services Committee Meeting Minutes
May 30, 2019

Present: Calantha, Megan, Marla, Casey, and Shelby

- Wall track whiteboards
  - Calantha
    - Verb team table
    - Cobi armless chair
    - Pocket presenter’s table
    - Wall track whiteboards
  - Patrick
    - Verb rectangle table
    - Cobi armless chair
    - Height Adjustable presenter’s table
    - Easel whiteboards
  - Final
    - Verb team table
      - Prefer fold down top to put against wall
    - Armless chair
    - Pocket podium
      - Check for wider options
      - Prefer mobility
        - However, if it’s mobile this equals the use of historically unreliable wifi and a laptop/tablet which would not have access to the k-drive/h-drive or the projector
        - Everyone agreed to prioritize more flexible but practical design over unlimited mobility
        - Discussed laptop vs. tablet vs. desktop, chose desktop for projector purposes
        - Prefer cradle for tower to be hung underneath podium

- Wall track whiteboards
- Mobile power tower(s)

- Scaffolding Redesign
  - Calantha met with Regina Robertson and Sarah Peters
    - Focus on evaluation objectives
  - Write objective, instrument measurement, standard, population
  - Read through “How to Write a Really Good Objective” rubric
  - Objective: After one information literacy instruction session, students will be able to evaluate the relevance of context when presenting a position.

Next Meeting: June 27th, 2019
Instructional Services Committee Meeting Minutes
June 27, 2019

Present: Calantha, Megan, Marla, Casey, Patrick, and Kaylie

Agenda for 06-27-19:
1. Scaffolding – Worksheet (CT)
2. Syllabi Analysis Redesign (all)
3. Instruction Room Redesign Proposal (MH & CT)
4. Instruction Activity Repository (PB)
5. Required Research Consultation Form (CT)

Future Topic:
1. Integrating information literacy into every library department
2. Create student survey for instruction
3. Classroom Management Q & A
4. Create a matrix for every liaison department
5. Creating comments box for course guides
6. Rearrange tables in IS Room

Action Items:
Everyone –
• Edit your assigned librarian’s subject guides (7/25)
• Bring list of departments that will work and those that won’t work for redesigned syllabi analysis (7/11)

Calantha –
• Talk to grant office about using Allen for grants (7/25)
• Review Marla’s subject guides (7/11)
• Create worksheet and activity for scaffolding (7/11)
• Meet with Megan to discuss instruction room redesign (7/11)
• Create worksheet and submit to librarians (7/9)

Casey –
• Review Calantha’s subject guides (7/11)

Megan –
• Create draft of Instruction Room Redesign proposal with PB (7/11)
• Review Casey’s subject guides (7/11)
• Meet with Calantha to discuss instruction room redesign (7/11)

Patrick –
• Create draft of Instruction Room Redesign proposal with MH (7/11)
• Review Megan’s subject guides (7/11)
• Analyze instruction activity suppository (7/11)

Marla –
• Review Patrick’s subject guides (7/11)
• Create rubric for worksheet (7/11)

Discussion:
• Grant Office
  o Problems
Instructional Services Committee Meeting Minutes  
June 27, 2019

Present: Calantha, Megan, Marla, Casey, Patrick, and Kaylie

- When you go to talk to them, they simply tell you they will send you any relevant grant opportunities
- No one has received any relevant grant opportunities, though we have found them ourselves
- Did not make effort to understand specific needs or ask clarifying questions
  - We would like clarified what we can expect of them and what they want us to do when we ask them to look for specific grants.

- Subject Guides
  - In addition to looking at subject guides, delete the LibGuide assets that have zeros

- Scaffolding Worksheet
  - What Context? - Objectives
    - Calantha
      - Authority, Purpose, Accuracy
        - Investigating, diving further into organization association reference, credentials and background, bias
    - Marla
      - Authority, Purpose, Currency/Accuracy
        - Qualifications, purpose behind the organization, how it’s created
    - Megan
      - Authority, Currency, Accuracy
        - Credentials, investigation on whether or not their degrees are in the right field
    - Patrick
      - Authority, Accuracy, Purpose
        - Credentials, peer review
    - Casey
      - Authority, Currency, Purpose
        - Authorship, research funding, etc. How does the author or funder relate to what they are talking about? Could there be a conflict of interest in what they are saying?

- Final Objectives
  - Focus: Authority
    1. Investigate qualifications and compare to context of research
    2. Identify the bias of author or publisher
    3. Evaluate effect of credibility

- How do we want students to meet these objectives? - Worksheet
  - Activity Steps (for Librarian):
    - Give research scenario which outlines topic needs
Instructional Services Committee Meeting Minutes
June 27, 2019

Present: Calantha, Megan, Marla, Casey, Patrick, and Kaylie

- Provide examples of articles with different levels of qualifications and relevancy to research needs and ask students to identify least relevant source
- Discuss results of qualifications analysis
- Give different research scenario
- Ask students to identify bias in all examples and choose least relevant source
- Discuss overall results of bias analysis and compare to qualification analysis
- Hand out worksheet

  o Worksheet outline:
    - 1. Qualifications
      - Scenario
      - Summary for each source (3) and author qualifications
        1. Attachment?
      - Identify least relevant source (multiple choice) and explain why (short answer)
    - 2. Bias
      - Scenario
      - Refer to above summary (include obvious bias)
      - Identify least relevant source and explain how bias of source impacts its credibility
      - Have different answers for both relevance identifications

- Instruction Room Redesign Proposal
  - The OER Working Group will be looking for grants that might include the Instruction Room
  - Might be some grants that focus on Digital Humanities
    - Digital Humanities is popular with libraries right now since the technology is relatively new
      - A lot of grants tend to focus on space redesign or related equipment
      - Do something that would affect both the Instruction Room and DHL
  - 3 Main Areas for Evaluating Grants:
    - 1. Active learning
    - 2. OER
    - 3. Digital Humanities

- Required Research Consultation Form
  - What to include in a required consultation form?
    - Research consultation form outline:
      - Student Name, Professor Name, and Liaison Librarian Name (signature)
      - Course name
Instructional Services Committee Meeting Minutes
June 27, 2019

Present: Calantha, Megan, Marla, Casey, Patrick, and Kaylie

• Date
• Assignment discussed or other [Blank]
• Additional comments

• Syllabi Analysis Redesign
  o Main problems with syllabi analysis:
    ▪ Time-consuming
    ▪ Questionable accuracy
    ▪ What is the actual outcome?
    ▪ Putting in more effort than the result is actually used
      • This is an imbalance that needs to be corrected
  o Should we keep syllabi analysis?
    ▪ What do we need to do to change it?
      • Change the source of data to identify class objectives (chairs?) [Liaisons]
      • Change data mining tool from manual to automated (find free/purchase or build software) [Shelby]
      • Change visualization to be more useful: [Shelby]
        1. Create an email template for faculty identified in “yes” classes
        2. Only include following columns – assignment details, current faculty, name of class, format (online vs. F2F)
      • Change timing [Shelby and Calantha]

• Liaison Department Switch
  o Casey needs to check with Marla about switching some departments
  o Decisions (based on ML and DB approval):
    ▪ CT – Keep all departments the same
    ▪ ML – Education, Human Development, Kinesiology
    ▪ MH – Psychology, History, Music, Political Science, Sociology
    ▪ PB – Biology, Environmental Sciences, Geography, Chemistry, Physics
    ▪ CL – Computer Science, Math, Art, Communication, Mass Communication, Nursing

Next Meeting: July 11, 2019