

# MILEX Meeting – July 10, 2015

10:00 a.m. to 3:00 p.m.

Loyola Graduate Center, Columbia, MD

**Present:** Jean Boggs, Gina Calia-Lotz, Barbara Cheadle, Sarah Crest, Melissa D'Agostino, Shak Dhanesar, Chris Drolsum, Stephen Ford, Sarah Gilchrist, Jeremy Green, Lisa Hartman, Elizabeth Kocevar-Weidinger, Michael Macan, Theresa Mastrodonato, Judy McManus, Kimberly Miller, Jennifer Ray, Sarah Sheehan, Simmona Simmons, Lisa Sweeney, Brandy Whitlock

## Elections

Motion to elect the same officers of the current year. Unanimous.

Chair – Sarah Crest

Secretary – Gina Calia-Lotz

Treasurer – Stephen “Mike” Kiel

Assistant Treasurer – Sarah Gilchrist

Registrar – Lisa Sweeney

Webmaster – Melissa D'Agostino

## Upcoming Meetings

Will have fall MILEX meeting October 9<sup>th</sup>. Regular MILEX business meeting and discussion.

Jan 22 for winter meeting. Will nail down details of the spring program.

Spring program: March 18<sup>th</sup>. We discussed either Megan Oakleaf or Deb Gilchrist. Committee to plan spring program: Sarah S, Jeremy, Jennie, Sarah C., Sarah G.

**Discussion topics for meetings:** range from what is this Framework about, unruly students, etc. Sarah G. proposed “critical librarianship.” Activist/social justice in instruction. #critlib on Twitter.

Shak: Working with diverse student populations. Influx of Hispanic students, international students. Maybe good topic for fall discussion.

Gina: Culturally responsive teaching/diversity in information literacy.

Barbara: closing the attainment gap programs initiated by faculty bringing in the library.

Sarah G.: use of UDL to meet needs of different populations of students. Students directing themselves and their own learning. Gina commented that this ties in with culturally responsive teaching.

Idea to have a faculty instructor involved.

Liz: ACRL-NY conference on core values of librarianship -- supporting the university's initiatives.

Barbara: working with faculty, grant research projects

Jennie doing huge tutorials project at LNDL.

Sarah C: role of tutorials in flipping instruction.

Kimberly: accessibility of objects not looked at closely. Need to look at the instruction problem/purpose just like with any other instructional design.

How much time do we spend with upkeep of tutorials? Attention span, badging, how do we pull this all together?

Jean Boggs using Softchalk to create tutorial to integrate into BB, so it can be incorporated as part of their class points.

Brandy redoing tutorials, will probably sit behind a firewall. Might rethink how we do tutorials based on the Framework.

Stephen: many campuses started with one large tutorial, then broke them down into smaller tutorials. Faculty outcry when tutorials were taken down.

Mike M: most interested in how to use tutorials in flipped classroom.

Jeremy: at Carroll we do that with our Eng. 101.

Stephen: used pre and post-tests in tutorials.

Sarah G: learning style now not a "thing" anymore. Distance education: research shows if you meet with students once before class you have better retention. We're like the grandparents who come in to visit.

Barbara: ties in with relationship with faculty. Faculty concerned with students not seeking help. Relationship with faculty leads to most progress.

Shak: faculty see librarians as there to support their syllabus.

Kimberly: when we talk about working with faculty, are we working FOR faculty, or truly collaborating? Articles usually more about how we support faculty.

Barbara: one of the ways you can work with faculty is to show them how some of their assignments are not good, too advanced. Your subject is your content area, but research skills is my content area.

Stephen: our big difficulty is there are so many different faculty who have different views of the library. One of the faculty trusted the librarians immensely, but we didn't do an instruction session for her class. Put together a worksheet for students to guide them through the research process, which faculty member thought was extremely useful. Broadened my idea of instruction.

Brandy: it sounds like in one way we need to talk about inter-personal relations with faculty, but other side is how librarians are treated on campus. I'm faculty, I'm on committees with them, they see me doing presentations. Students not scoring well on a tutorial, that brings up conversations as an institution. Not just working one on one with faculty.

Sarah G: what if we had pecha kucha on how we work with faculty.

Mike: I was thinking along the same lines. If I read one more article about collaboration, who's going to argue with that? Then there is true collaboration that gets you the best outcomes, going to look at different disciplines and subject areas and institutions. Would be helpful to hear different stories.

Lisa S: that ties in with Mike's idea about failures (from June meeting).

Session on teaching terrors, epic failures, what to do next. Falling forward.

Session on teaching with technology, tutorials.

Sarah S: we are so ready to buy in to the new shiny thing, I don't know if it's fear or early adoption.

## **Final Meeting Schedule:**

Oct 9 fall meeting discussion: Critical Librarianship. Barbara and Gina. Sarah G sent blog that we could include on MILEX website. Baltimore critlib event AUG. 4th 7-9 pm at Red Emma's

Fall program partnering with ACRL-MD on community college transition to 4+ year college - Gina, Melissa, and Carissa working on that, date to be determined.

January 22 winter meeting discussion: Tutorials and Technology, and "Falling Forward" examples. Jeremy and Jennie will spearhead.

March 18<sup>th</sup> Spring Program: big name speaker and peer-reviewed presentations. Committee to plan spring program: Sarah S, Jeremy, Jennie, Sarah C., Sarah G.

Liz had idea to have a peer-reviewed presentation program. Have 2-4 concurrent sessions. More of a draw for different people. Day long theme with different voices and experiences. Sarah Sheehan, Brandy, Simmona, Sarah C will be peer-reviewers. If we do this, need to have a prescriptive outline and rubric needs to match outline. Liz will bring materials from her old institution to work from.

Summer meetings:

June: diversity/culturally-responsive teaching. Gina would like to work with someone else on this.

July: faculty collaboration: Shak, Barbara, and Simmona

## **The Framework**

Sarah Crest led an "instruction retreat" activity on the Framework for Information Literacy. Small groups each discussed one of the "Frames."

How do we talk about the Framework when faculty tell us to "just teach databases and citations?"

Research as Inquiry: It's okay to have a question to which you don't have the answer. A lot of undergraduates just want to find "the answer" somewhere out there. Use an article literature review to illustrate the research process.

How did you decide to come to the Naval Academy?

Information Creation as a Process: Format does not equal authority.

Authority as Constructed and Contextual: If we're trying to help people become lifelong learners. help students see authority in the news.

Barbara: Understanding your population, cultural sensitivity. I say to students, "I know you know how to assess websites."

Faculty aren't checking for info lit concepts in their assignments. Need to educate faculty in these concepts as well.

Conclusion: We have different interpretations of what the Frames mean based on our institutions and student populations. What do they want us to impart to the students, how are we going to move students across the threshold, how are we going to assess that?  
Closing remarks? Thanks Sarah C for leading this great discussion!

Adjournment 1:52 pm.

Respectfully submitted,  
Gina Calia-Lotz, MILEX Secretary