

# Sessions of the 68th Annual Chapter Meeting, *continued from page 5*

Lindy concluded that libraries can change their image and encourage accessibility to media by allowing patrons to self-serve and by helping them to increase their library literacy. Her final statement was, “if the patrons will not come to the library, the library must go to its patrons.” (*Liz Berndt Morris, Central Michigan University*)

## **ACRL’s Instruction Immersion Program**

Kirstin Dougan, University of Illinois at Urbana-Champaign

In the third session of the day, Kirstin Dougan, Music User Services Coordinator at the University of Illinois Urbana-Champaign, shared with us the take-home points from her participation in the 2008 ACRL Immersion Program for instruction librarians. The ACRL Institute for Information Literacy offers this intensive, four-and-a-half-day program annually. Taught by nationally-recognized librarians, the 2008 program focused on the current transition from bibliographic instruction to information literacy.

The Immersion Program emphasized two practical approaches to teaching information literacy: adhering to an instructional design cycle and prioritizing the assessment of learning outcomes. Dougan presented the instructional design cycle as five questions: (1) What do you want the student to be able to do? (2) What does the student need to know in order to do this well? (3) What activity will facilitate this learning? (4) How will the student demonstrate this learning? (5) How will I know the student has done well? With such focused learning, it becomes possible to create measurable learning outcomes that are clear to the students, the course instructor and the librarian. Such outcomes are also more likely to be level-appropriate and to stress transferable knowledge.

As a result of this program, Dougan now designs her instruction sessions “backward from outcomes, not forward from content.” Dougan’s concise PowerPoint

slides included helpful conceptual diagrams (those closet Maslowian-self-actualization-pyramid fans amongst you should run—not walk—towards Jerilyn Veldof’s “Filtering Content” diagram from *Creating the One-Shot Library Workshop*), as well as a brief bibliography of useful online and print resources for teaching information literacy.



*Kirstin Dougan reflects on ACRL’s Instruction Immersion Program*

Dougan reflected on the program’s truly immersive qualities. She appreciated the scenario-based learning, which required program attendees to give presentations and receive feedback, as well as the chance to find out what colleagues were doing at other institutions. At the end of the program, each participant had to write a sentence encapsulating what they had learned. Dougan shared hers with us: “Measure what is valued; don’t just value what is measured.” (*Yi Hong Sim, University of Wisconsin-Madison*)

## **The Joy of Meeting**

Kerri Scannell Baunach, University of Kentucky

Following a brief introduction, Baunach’s presentation began with a skit that portrayed a less-than-successful meeting. This served as a catalyst for outlining meeting pitfalls, specifically disorganization and the fact that meeting organizers often try to fit too many things