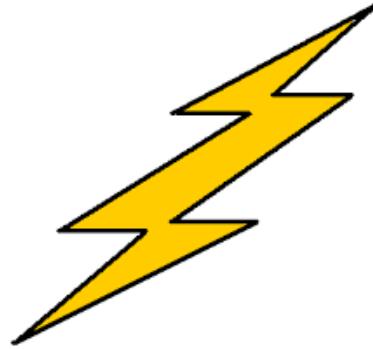# ALA 2020 Virtual Conference Lightning Talks

July 16, 2020

Presented by librarians who attended the conference with support from the Institute of Museum and Library Services, a federal agency, through the Library Services and Technology Act as administered by the Vermont Department of Libraries.

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Healing Reading Trauma: Rebuilding a Love of Reading Through Libraries for Liberation

Presented at ALA Virtual by

Julie Stivers @BespokeLib

Julia Torres @juliaerin80

summarized by Angela Kunkel, Vergennes Union High School @angkunkel

3 Key Questions

- How is reading trauma inflicted on students?

- How can educators interrupt traumatic reading practices and spaces?

- How can we heal reading trauma through libraries for liberation?

- And a powerful closing question to help reflect on our practices in our own library: **How do our beliefs align with our behaviors?**

Causes of Reading Trauma

- High stakes testing/other evaluations
- Focus on "the classics"
- Lack of meaningful representation AND/OR
- Harmful, toxic representation
- Trauma-centered narratives
- Shaming of reading choices (especially comics, manga, fan fiction)
- Leveling

**Focus on "classics" is an area of concern I have at VUHS, as well as questions around whose stories are represented and how it serves our unfolding anti-racism work at VUHS, a predominantly white school in a predominantly white state.

Interrupting Reading Trauma

- Realigning our role. Students > Books!
- Interrupt with an inclusive program. What does this look like? (#TrueBookFair)
- Impact > Intent
- Re-defining what reading "counts"
- Collaborative reading frameworks (home, school, classroom, public libraries)

**Julie's idea of a "true" book fair = all students are free to choose new books regardless of their ability to pay. Scholastic Book Fairs exclude students who are unable to purchase books on their own.

** How often am I asking for student input on library programs and practices? How might I see where and how library practices are impacting students' love of reading? I need to collect more formal data.

Libraries for Liberation

- Student empowerment

- Abundance paradigm

- Community centered

- Inclusion and representation

- Wider literacy growth factors

**Worth emphasizing that librarians (and students) should see libraries as places of abundance rather than lack. Focus should be on the wide variety of resources and experiences we can offer to students, no matter their reading level, cultural identity, preferred genre, or interests.

Using "SIFT" to Teach Digital Literacy in a Democratic Society

Presented By:
Mike Caulfield
Paul Cook
Yan He

STOP

INVESTIGATE THE SOURCE

FIND BETTER COVERAGE

TRACE CLAIMS, QUOTES AND MEDIA TO THE ORIGINAL CONTEXT

Image from Mike Caulfield's website. 2019

Comparing CRAAP and SIFT

CRAAP

- Focuses on <u>critical thinking</u> and analyzing sources for currency, relevance, authority, accuracy, and purpose.

- Mike Caulfield noticed that students were actually spending time critical thinking about false information. "The more they did that, the more wrong they got it."

- A holdover from when we had more "gatekeepers" in place to guide our students.

SIFT

- Focuses more on <u>how</u> the web works. More active.

- "Think like the web."

- Obvious skills. "Not what students should think about, but what they should do to construct the necessary context."

- Faster!

- Recognizes that information is coming <u>to</u> students, rather than them actively searching for it.

Stop

- Connections to Social Emotional Learning
- Don't engage until you get enough context to engage.

Investigate the Source (a few methods)

Just add Wikipedia:

Most major English-language publications have Wikipedia page.

If you don't recognize a source, search the url + " wikipedia" to find the relevant Wikipedia page.

Scan the page asking:

- Is this source what I thought it was?
- Is there anything that might disqualify this as a source?
- Does this source have the expertise and/or resources to do original reporting in this area?

If you don't find a Wikipedia page for a site you thought was a major publication, that may be a bad sign.

Hovering:

To find out more about a source, hover over the link to the user profile (desktop browser) or click it (mobile). When you hover, ask yourself:

- Is this source what I thought it was?
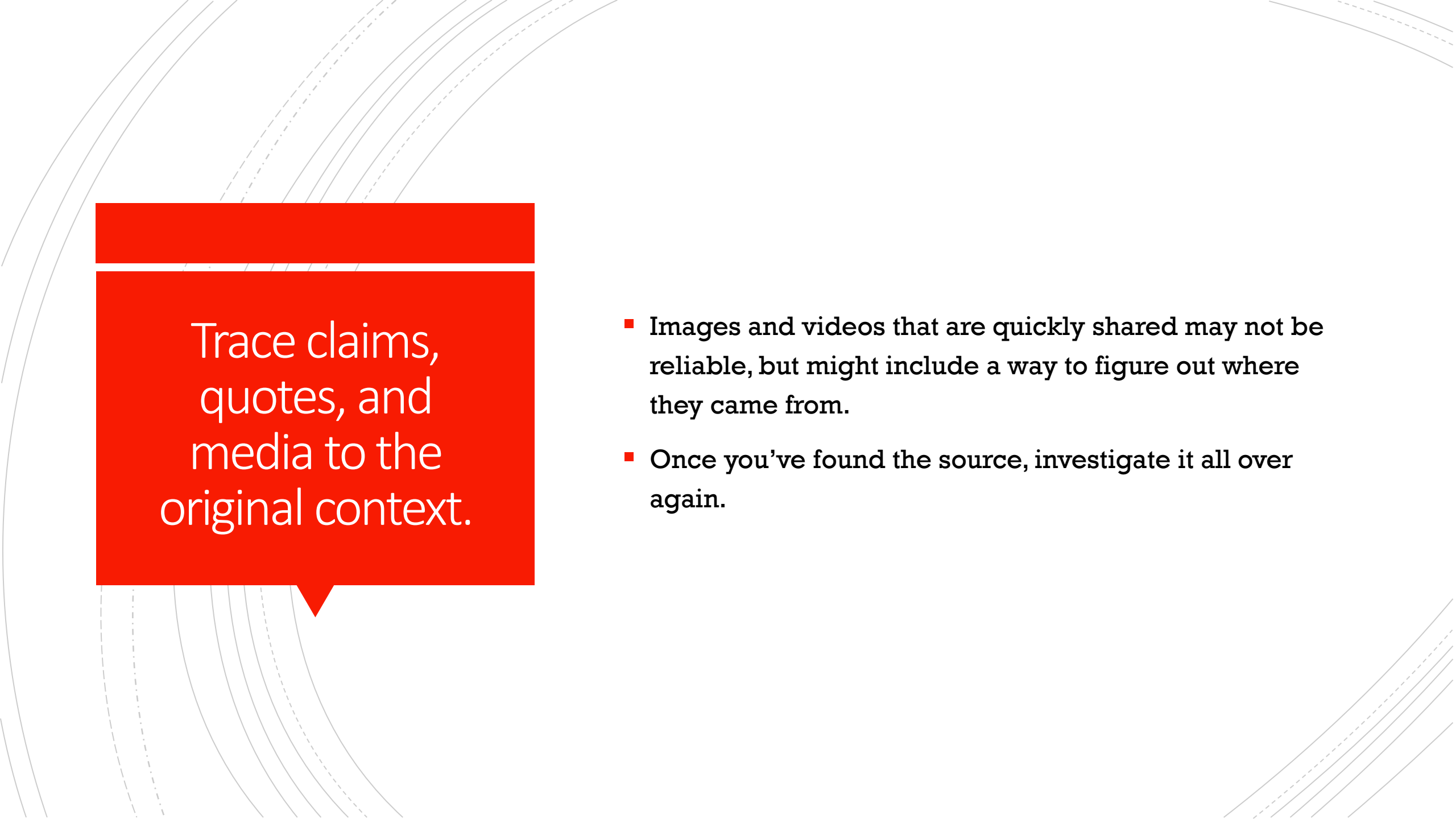- Is this source credible enough to share without any further checking?

Hover every time, *not* just when you are suspicious.

*other strategies include teaching about verified users and reverse image searching.

Find Better Coverage

- "If this is really true, there should be other stories about it from reliable news sources."

- Lateral Reading

Trace claims, quotes, and media to the original context.

- Images and videos that are quickly shared may not be reliable, but might include a way to figure out where they came from.

- Once you've found the source, investigate it all over again.

Further Thinking

SIFT was created for college students. How can we adapt it to our school libraries (elementary, middle, and high)?

How to best educate teachers about SIFT and move away from CRAAP?

Resources

- [Mike Caulfield's Blog](#)

- [Infodemic: SIFTing through the Coronovirus Pandemic](#) (with videos)

- [Twitter Feed: Application of the method to daily examples](#)

Suggesting Own Voices to ALL Readers: EDI & RA Service

ALA Virtual, June 25th

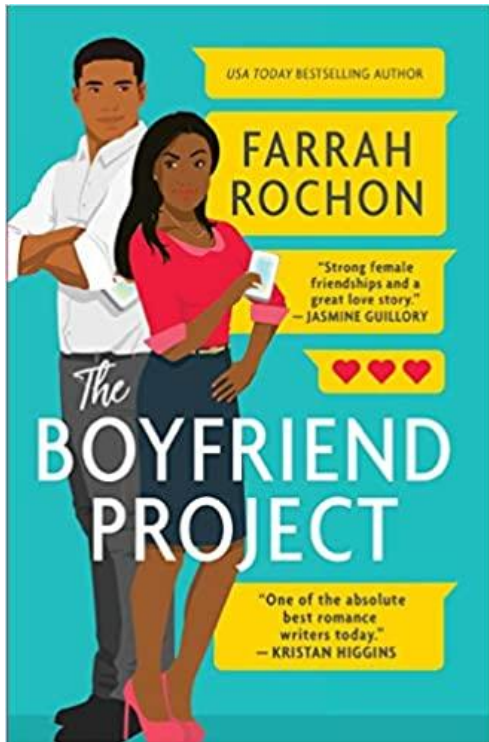Elizabeth Morrison

Director

Chelsea Public Library

Speakers

- Becky Spratford
  - Readers' Advisory Specialist
  - RA for All
  - La Grange, Illinois

- Robin Bradford
  - Collection Development Librarian
  - Pierce County Library System, Washington

Why Diverse Books?

- Books written by diverse authors, featuring diverse characters, are for everyone
- Diverse books allow you to see the same story from a different perspective
- "Your job is to open the floodgates, not be a gatekeeper"

Specific Tools

- Shelf Awareness & Shelf Awareness Pro
- Publisher's Marketplace
- Book Pulse from Library Journal
- Booklist Corner Shelf and Top Shelf
- Email lists
- Edelweiss and Netgalley
- Discoverability is key to diversifying your collection

PublishersMarketplace

EDELWEISS+
by ABOVE THE TREELINE

NetGalley
WE HELP BOOKS SUCCEED

Ground Rules

You must be adaptable

You must be curious

You will make mistakes, you will either win or learn

Readers Advisory

▶ Don't make excuses, you have the skills!

▶ It's ok to advertise a book you haven't read before

▶ Make an Equity, Diversity, and Inclusion mission statement

▶ Stop thinking like a library worker and think like a reader
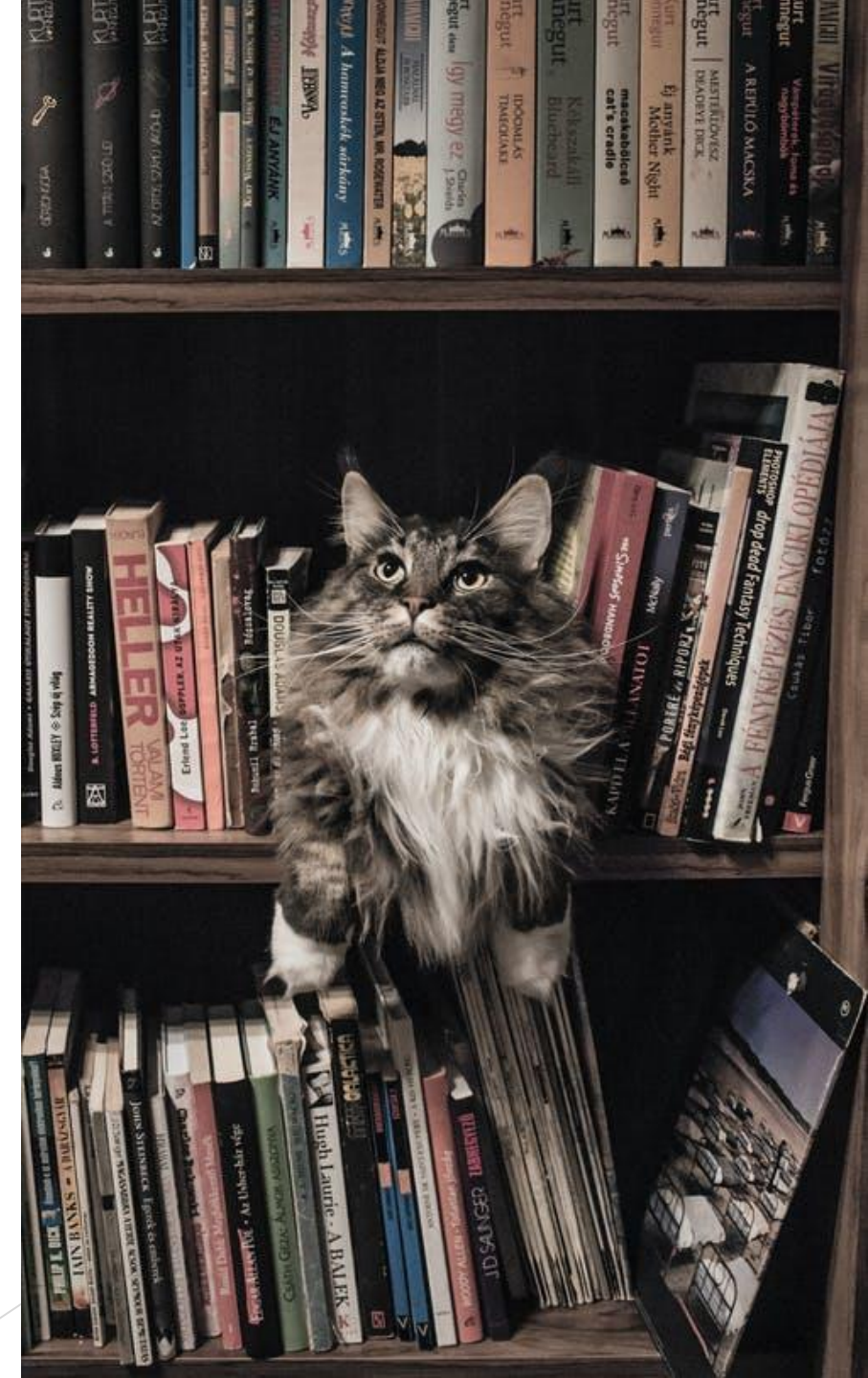
Readers advisory cont.

- Don't focus on the diversity angle as part of the appeal
- Diverse books are not a genre
- "People won't find things if they aren't there for them to discover"
  - Represent the world at large

Nancy Tusinski
Hartland Public Library

"Radically Rethinking Tech Services"

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Reflections on the ALA Virtual Conference, 2020

"New Discoveries in Reference: The 26th Annual Reference Research Forum"

By Celia Dehais, Senior Circulation Coordinator at Champlain College, Miller Information Commons

The Annual Reference Research Forum presents some of the best research projects regarding reference services.

Study 1: "An Examination of Professional Journalists ISB for Outreach and Reference Services" by Stacy Gilbert, Kate Tallman, and Philip White

The study focused on the information behavior of journalists.

The behaviors identified can then help determine what library services journalists utilize as part of their research.

Study 1: "An Examination of Professional Journalists ISB for Outreach and Reference Services" by Stacy Gilbert, Kate Tallman, and Philip White

Journalists primarily use libraries for initial research and background information.

Journalists' research habits are typically dictated by a deadline.

Many journalists have advanced research skills, but struggle to use library resources effectively.

Many journalists use the library collection, but do not utilize the librarians.

Many journalists don't feel that they can use academic libraries since they aren't directly affiliated with the college.

Study 2: "Reaching Potential Users through Proactive Chat" by Laura Costello and Amy Kimura

The study was performed at Rutgers University and focused primarily on the effect of different "trigger times" (the amount of time someone is on a page before an active chat box pops up) on reference chats.

Study 2: "Reaching Potential Users through Proactive Chat" by Laura Costello and Amy Kimura

An active chat system increases the total number of chats received.

Longer trigger times yielded fewer overall chats than shorter trigger times.

Longer trigger times yielded more complex chats, with an average READ score of 3.0.

Study 3: "Development and Use of the READ Scale in Assessing Chat Reference: A Meta-study" by Adrienne Warner and David Hurley

The study addressed the READ scale and whether or not it was appropriate to use in reference chat transactions.

The READ (Reference Effort Assessment Data) Scale is a six-point scale measuring the different types and levels of complexity of reference chats.

Study 3: "Development and Use of the READ Scale in Assessing Chat Reference: A Meta-study" by Adrienne Warner and David Hurley

The majority of reference chats were level 1 and 2.

The most time was spent on higher level chats at the 5 and 6 level.

A study from 2010 indicated that 100% of chats from one institution only fell between levels 1-4.

Thank you!

ALA Virtual Conference 2020
Misty Copeland Opening Keynote

PRESENTED BY SUSAN PICCOLI

SCHOOL LIBRARIAN WOODSTOCK UNION HIGH/MIDDLE SCHOOL

Misty Copeland's latest book will be released on September 29, 2020. It is about her first dance studio & the friends she made there. This is the first in a series.

For the keynote, Misty Copeland was interviewed about her unprecedented rise in the ballet world, her groundbreaking accomplishments, what it's like to train in her NYC apartment during quarantine and she was asked, "How do ballerinas stand on their toes?"
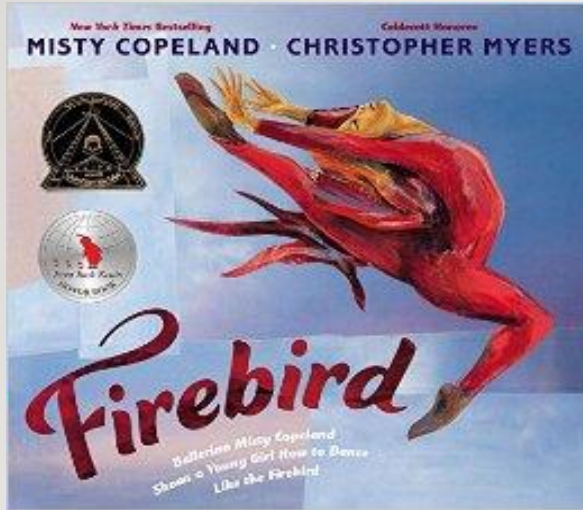
Assignment based on Misty Copeland's *Firebird*

Example question:

What is the most important part of Misty Copeland's inspirational message for you?

Cyndi Candiloro
Readsboro Community Library

"Library Advocacy, Stakeholders, the E's of Libraries"

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Life isn't

ABOUT PLANS

It's about

RESULTS

IMPACT>INTENT

WE ARE NOT

Gatekeepers for books

LOST BOOKS HAVE JUST FOUND A NEW HOME

—

WHAT DO
YOU *WANT*
TO READ?

YOU DON'T NEED TO SAVE THEM YOU NEED TO SEE THEM

Jason Reynolds

Working with
Subject Matter Experts (SMEs) in YOUR Community

ALA Virtual Conference 2020
Catharine Hays, Library Director
Bixby Memorial Free Library

Catharine Findiesen Hays
April 21, 2020

Key Takeaways

1. Extensive, Proven STEM/STEAM Programming Resources and Links
2. Framework for Reaching Out Locally
3. Helpful, Practical Considerations for Success
4. ALA Grant Opportunities

National Center for Interactive Learning/Space Science Institute
Boulder, Colorado

Slover Library, Norfolk Virginia

Cornerstones of Science
Brunswick, Maine

What is a Subject Matter Expert?

A person in your community who has...

- a deep understanding of a topic
- passion about their area of expertise
- a desire to share their knowledge and excitement

HELLO my name is

EXPERT

Discover NASA

- Over 45,000 visitors
- Resources and activities from NASA and *STAR Net*

ALA VIRTUAL
COMMUNITY · THROUGH · CONNECTION
JUNE 24-26, 2020

STAR Net Webinar Series

- 1-2 FREE webinars per month on a variety of professional development topics
  - STEAM Facilitation
  - Community Engagement
  - D.E.I.A. (Diversity, Equity, Inclusion and Access)
  - More!
- Archived and uploaded to
  https://www.youtube.com/STARNetLibraries
- https://www.starnetlibraries.org/resources/webinars
- Check out the recording of our 5/28 webinar, "Virtual Programs 101: Behind the Scenes with STAR Net"

STAR★net Webinar Series

ALA VIRTUAL
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JUNE 24–26; 2020

STEM Activity Clearinghouse

- Over 450 vetted interactive activities that are designed for the library setting
- Sortable by price, difficulty, time, materials, and more
- Like an activity? Have suggestions? Leave a review!
- Curated collections for specific events and subjects

Engineering Design Challenges

Activities for Teens

Activities for Adults

Passive Programming

STEAM Ahead@ Home

- ## Virtual Programs
  - Use this featured resource to add easy, hands-on STEAM activities (using common household materials) to your online Story Time programs. Note: Book recommendations are included.
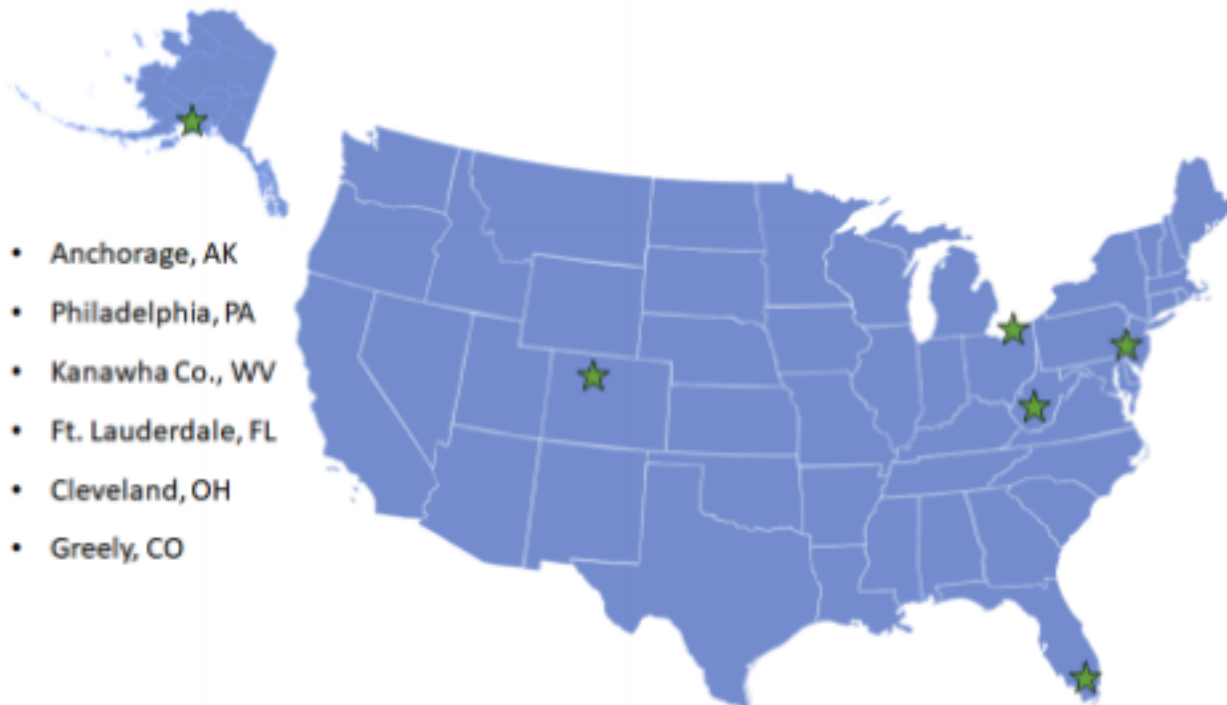- ## Families at Home
  - A set of resources that can be provided directly to families without the need of facilitation by library staff.
- ## Refresh Your Skills
  - Keep your skills sharp by revisiting these professional development resources.

http://www.starnetlibraries.org/resources/steam-ahead-at-home/

Project Build: Community Dialogues to Foster SME Connections

- Anchorage, AK
- Philadelphia, PA
- Kanawha Co., WV
- Ft. Lauderdale, FL
- Cleveland, OH
- Greely, CO

ASCE AMERICAN SOCIETY OF CIVIL ENGINEERS

UNIVERSITY of VIRGINIA CURRY SCHOOL OF EDUCATION

STAR★net Science-Technology Activities & Resources For Libraries

EDC Learning transforms lives.

Project Goal

Investigate whether the infusion of public library resources and services with STEM-related technology resources, challenge-focused learning experiences, and partnerships with ASCE volunteers increases the interest and engagement of youth in grades 2-5 in STEM activities and awareness of STEM-related career opportunities.

Community Dialogue Guide

http://www.starnetlibraries.org/wp-content/uploads/2018/10/Community-Dialogue-Guide100418.pdf

What is a *Community Dialogue*?

A *Community Dialogue* is a loosely facilitated discussion that provides the opportunity for library staff and community leaders or members to discuss common, community-based challenges or aspirations.

Community Dialogues can help your library:

- Expand your understanding of patrons' feelings about their local library and its programs, including programming related to STEM

- Obtain meaningful feedback from the community on who visits the library and why

- Have a conversation about how the library can better serve ethnically, economically, and geographically underserved and underrepresented audiences

- Better connect with local organizations and potential future partners that have shared interests with the library and community

These events are about more than leaving the room with a list of to-dos and answers to all the questions. Rather, they are about discussing topics and issues in an inclusive and uninhibited environment, with community representatives and stakeholders.

Virtual Programs with SMEs

- Invite SMEs to share their stories
- SME storytimes
- Live or video demonstrations with Q&A
- Night sky tours and stories with virtual programs
- Virtual tour of facilities
- Other ideas?

Grants for Libraries

Visit ALA's **Apply Now** page:

http://www.ala.org/apply

- **STEAM Equity Project**: NOIs through July 20
- **Resilient Communities**: July 1 – August 28
- **Connect & Grow**: Late summer TBA

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http://www.ala.org/awardsgrants/awards/browse/grnt?showfilter=no

Foster relationships

- Local Businesses and Employers

- Agricultural: e.g., NOFA, VTFGA

- Small Business Supporters: e.g., American Express

- Seasonal Community Members

- Museums and Historians

- Educators and Trainers

- Google, Facebook/Instagram, Twitter, Podcasts

- Sister Libraries in VT and Beyond

thank you.

#ALAVirtual20 Lightning Talks

SIFT Method for Information Literacy
By
Rebecca Sofferman, Colchester MS

Session Information & Links

Main Speaker: American Democracy Project Digital Polarization Initiative director, Mike Caulfield
Website: https://hapgood.us/2019/06/19/sift-the-four-moves/

Other Speakers: IU Kokomo's Associate Librarian Yan He, Dean of the Library Polly Boruff-Jones, and Director of Writing Paul Cook

Why SIFT?

CRAAP is outdated - studies of college students found they don't really understand web evaluation - students can apply it correctly but still come to the wrong conclusion

"It doesn't matter what you teach, it matters what the students learn"

Lateral strategies - more effective in debunking

Once Students used techniques, it improved critical thinking

SIFT

1. Stop - BEFORE you read an article very quickly, don't engage, apply these tools first

2. Investigate the source

3. Find better coverage - see if there are other stories about the topic

4. Trace claims, quotes, and media to the original context

Implementation Strategies for Middle School

CRAAP - Good starting point but doesn't always give best results

WWSD - What Would Sofferman Do - my current iteration of the web evaluation lesson (simplified version of CRAAP). Still doesn't fully give the results I want (middle schoolers sometimes incorrectly apply).

SIFT - Created for college students, so will need to incorporate some baseline skills for middle schoolers: identifying news outlets, keyword search, fact-checking, reverse image search, tracing strategies, etc.

Donna Sullivan-MacDonald
Orchard School

"Trouble in Paradise: Are You Violating Copyright by Doing Social Media Read Alouds?"

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THANK YOU!!

Project Outcome Evaluation for ALA Virtual Conference:

https://www.projectoutcome.org/en/51380

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