



**Communities of Practice
for the Advancement of
Library Instruction**

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Practice for the
Advancement of
Library Instruction**

COPALI

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SUNY Brockport • Brockport, NY



Communities of Practice for the Advancement of Library Instruction
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PART I

Overview of COPALI

1. **From LILAC to Something New**

COPALI, the Communities of Practice for the Advancement of Library Instruction, is a professional development opportunity that aims to introduce and/or strengthen the instructional practices of librarians, particularly in emerging pedagogies at the core of foundational and inclusive educational philosophies. The institute is made up of three tracks (evidence-based instruction, OER and open pedagogy, and diverse voices) where each assigned group formed their own community of practice (CoP) within a larger landscape of New York State instruction librarians.

COPALI continues similar efforts by Western New York librarians that have been ongoing for a decade and a half. Dating back to 2009, the designers of COPALI all engaged in the grassroots efforts of librarians to offer localized professional development opportunities that prepared and/or refreshed librarians' performance in the classroom. The first of the run was titled Teaching Tips from the Trenches, a full-

day workshop held at SUNY Geneseo's Milne Library which welcomed librarians from across New York State. From that pilot experience, Kimberly Davies-Hoffman, Justina Elmore, and Logan Rath participated in the development of the [Library Instruction Leadership Academy \(LILAC\)](#) which expanded the learning experience from one day to a full-semester worth of training. Two subsequent iterations of the academy followed, with the first two instances being held at the Rochester Regional Library Council (RRLC) on a monthly, in-person basis (each meeting lasted a full day) and the last instance adopting a hybrid model, allowing for more state-wide participation. No matter what the logistics, Teaching Tips, LILAC, and COPALI have all adhered to a core set of principles:

- Keep the price of professional development at low to no cost
- Situate the learning event in a centralized (easy to access) location to attract as many NYS participants
- Follow a theory-to-practice model where attendees learn, do/experiment/apply, and reflect on their practice
- Diversify the participants/presenters within the professional development opportunity (from K-12 to public to academic, including librarians, educators, and/or instructional designers)
- Include a final “product” to demonstrate learning and growth and enhance an instructor’s arsenal of learning materials

The extended iteration of COPALI comes out of Logan Rath’s dissertation (Rath, 2022). At the conclusion of his study, participants remarked on both the lack of professional

preparation for instruction as well as the absence of sustained professional development opportunities once in their careers.

Participants spoke of several webinars and conferences that provide an introduction to a topic, allowing instruction librarians to get started, but then leave attendees on their own to plan and implement next steps without access to anyone for support. As a solution to this issue, COPALI was born.

After some discussion with colleagues, Rath reached out to Davies-Hoffman to discuss the idea of collaborating. They discussed their personal goals for the project, and agreed that they should involve Elmore so that there would be three distinct tracts that would provide for the interests of a variety of librarians. The three leaders met and began their planning, centered around a local grant proposal aimed at providing professional development for librarians. While not ultimately awarded that grant, the director of the Rochester Regional Library Council contacted the team to provide funding as she recognized that this could be a valuable experience for librarians in the area.

This OER is the story of COPALI. The institute leaders hope that the curriculum developed is adapted for use in many other contexts. The work within this OER is licensed as CC-BY-SA so that communities of practice can be created around the world, and librarians can build their personal professional networks to advance their own practices.

2. **Project Overview & Timeline**

Goals, learning outcomes

The goal of this project was to create an openly licensed curriculum to be used as the basis for an institute that attracts area librarians and librarians from historically marginalized communities to participate in communities of practice (“CoP”) that will further develop their own pedagogical practice.

There is a disconnect between theory and practice in many areas of librarianship, including library instruction. Multiple scholars have found that librarians, as practitioners, do not adequately use and apply the theory of information science in their work (Hider et al., 2019; Julien et al., 2013; Nguyen & Hider, 2018). One reason for this is that librarians do not always find theory/research as applicable to their practice (Brown & Spencer, 2004; Hider et al., 2019; Nguyen & Hider, 2018; Pymm

& Hider, 2008). Unfortunately, this challenge prevents the field of information literacy instruction from moving forward in a sustainable manner (Todd, 2017).

MLS programs do not adequately prepare pre-service librarians to provide instruction (Brecher & Klipfel, 2014; Davies-Hoffman et al., 2013; Goodsett & Koziura, 2016; Julien et al., 2018; Valenti & Lund, 2021). Institutes like ACRL's Information Literacy Immersion may price librarians out of opportunities while constraining the time to apply learning theory into real world practice within the classroom (i.e., Immersion is an intensive week of in-person learning).

There has also been an awakening and explicit focus on inclusion, diversity, equity and action in librarianship. Like faculty in academia, the majority of academic library professionals are white (Davis & Fry, 2019; Le, 2021). Individuals from historically underrepresented groups make up 16.7% of the professional staff in US ARL university libraries; the percentage of individuals in managerial or administrative positions who are also from historically underrepresented groups is lower (Library Learning Space, 2020). Historically, the burden of addressing anti-racist efforts has been disproportionately placed on our colleagues of color. Yet, white librarians benefit the most from the structures that perpetuate marginalization, racism, and white supremacy within our profession and thus have a moral obligation to seek and employ strategies that dismantle white supremacy and transform our teaching, our institutions, and our profession (Shearer & Chiewphasa, 2022; Lakhani, 2020).

As attention and the importance placed on making our organizations more inclusive increases, diversity fellowships and student success positions have become increasingly more common jobs. This type of position explicitly focuses on the

goals of this grant, however it is unclear whether or not current graduate programs adequately prepare librarians for that role, either. Even then, these positions are only one person in a library with a potentially uneven burden placed on them. Creating an open curriculum provides the opportunity for many more librarians to increase their understanding of and skill in teaching with DEIA to make information literacy more inclusive across the board.

The same tenets seen within inclusive teaching methodologies for promoting equity and access can also be seen within the “Open” movement. Open pedagogy also helps move the needle on DEIA by providing the mechanism to make teaching and learning more accessible. The movement of open pedagogy continues to grow (Werth & Williams, 2022). As this topic has now hit the national radar in our profession, more librarians may have an interest, but may not be sure where to start (Jacobson, 2019; Thomas et al., 2021). Librarians are not being adequately trained to do this type of work in MLS programs. ARL and ACRL immersive experiences are expensive; an openly-licensed curriculum could go a long way towards infusing these practices into information literacy programs. The creation of OER aligns with a central value of librarianship: Information must be free.

The curriculum and subsequent institute will bring together librarians in order to apply current theoretical concepts to their day-to-day practice as instruction librarians in a CoP model. Communities of practice are small groups of individuals who share information in order to improve their personal practices (Lave & Wenger, 1991). The CoP model has been successfully implemented in library instruction (Osborn, 2017; Smith & Lee, 2017). CoPs are important for supporting motivation to learn about and implement transformative teaching practices,

developing shared languages and policies, and providing a structure of support for collective action (Marineo, Heinbach & Mitola, 2022). Communities of practice are a common approach to professional development among affinity groups (Lantz-Andersson et al., 2018).

The three CoP tracks in COPALI are:

1. Evidence Based Information Literacy Instruction

This track focuses on integrating theories from education and information science to benefit information literacy lessons and programs.

2. Open Pedagogy and OER

This track incorporates constructivist, self-determination, problem-based, and universal design theories to offer collaborative teaching practices that empower students to become knowledge creators while reducing the cost of mandatory course materials. This track will center its learning on ACRL's Information Literacy Frame, Information has Value.

3. Diverse Voices in Information Literacy

This track focuses on ways to integrate social justice concepts such as anti-racism, critical literacy, and other teaching strategies for incorporating diversity, equity and inclusion in more intentional ways within information

literacy instruction.

This institute has multiple, significant goals:

1. Develop an openly-licensed curriculum for the professional development of librarians.
2. Create communities of practice for using theory in practice, open pedagogy and OER, and incorporating diverse voices.
3. Provide opportunities for librarians from marginalized communities to participate in professional development.
4. Advance the ways in which librarians approach their teaching that takes into account issues of social justice.
5. Move the profession away from white supremacy by providing open resources in a way that does not place the burden solely on librarians of color to strip away some of that racism.

Evidence-based library instruction focuses on grounding one's instruction in theoretical concepts. An example of this would be infusing active learning or understanding the role of shame in information literacy. While these concepts have been heavily theorized, MLS curricula and current (free) professional development offerings are not sustained resulting in a brief

introduction to the topic and a complete lack of support for applying various theories in one's instruction.

Open Pedagogy can be defined in different ways, but mainly, it involves course/assignment design that incorporates OER and/or strives to empower students in modifying or creating OER. A focus can (but does not have to) activate ways to solve real world problems while sharing students' work on a scale that reaches beyond the classroom walls.

Diverse voices in information literacy can use current teaching methodologies (anti-racist, feminist, indigenous, LGBTQ+, and other inclusive epistemologies and pedagogies) as framework to better incorporate Diversity, Equity and Inclusion into library instruction with intentionality.

COPALI leaders hoped to create multiple communities of practice that would be beneficial for librarians in the Rochester/RRLC area and librarians from historically marginalized communities (who may be outside of the RRLC area). This purpose was directly aligned with the first goal as listed on page 1 of the COPALI application, to further education and professional development of librarians. By creating communities of practice, the leaders aimed to create a sustainable model for librarians to connect with colleagues on key issues related to their practice. In addition to meeting the first goal, the COPALI project also endeavors to emphasize issues of IDEA. The institute was designed to kickoff with an overview on universal design for learning (inclusion) and culturally relevant pedagogy (diversity, equity). As a final deliverable, participants were asked to create an implementation plan to transfer what was learned in their track to the classroom (action). Participants were encouraged to educate their peers at their own institutions (action).

Application Process

In order to ensure participation, the planning team decided to require an application, including a support letter from the participant's supervisor. The application (see appendix A) allowed the team to learn about potential participants and sort them into the appropriate track. The application had two parts: short answer questions (contact info and track preferences) and an essay. The essay prompt asked participants to write one page that addressed how their participation would relate to their current employment and professional goals, how they would actively engage in the institute, and how they would share what was learned with other librarians and educators. Along with the essay, participants were required to include their CV and a support letter. The support letter needed to clearly state the applicant's name as well as explicit permission to spend the required time on COPALI activities including support for travel to the Rochester, NY area at two specific times.

Technology

For the distance portion of the institute we used a variety of technologies

- [Zoom](#) for synchronous meetings (provided by our institutions)
- [Canvas: Free for Teachers](#) as our LMS. This allowed us a place to send announcements, post links to files, and create discussion boards for participation. We chose to allow everyone access to all discussion boards, but label them in a way that made it clear

which group was using the forum for discussion.

- [Google Drive](#) for storing files that needed to be shared with each other. The planning team also used Google Drive to plan each session as well as store COPALI related documents.

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3. **What is a Community of Practice?**

Origins

Communities of Practice is a learning theory developed by education theorist Etienne Wenger and anthropologist Jean Lave to better understand informal social learning. It is a theory applied to better understand informal learning within a number of different environments from apprenticeships among African tailors, to learning within the Chrysler and Shell Corporations to get a competitive edge over Japanese car manufacturers, to collaborative learning happening on social media platforms like Twitter and Reddit.

CoPs Defined

A Community of Practice is an informal, self-managed (Wenger

& McDermott, p. 41) group of people who “share a concern or a passion for something they do and learn how to do it better as they interact regularly” (Wenger & McDermott, p.4). The group comes together to:

1. Capitalize on the skill sets individuals bring to the community
2. Discover and learn new knowledge together
3. Synthesize & implement change

Seven Principles of a CoP and Questions We Should Ask Ourselves

1. Design for evolution (Wenger & McDermott, p. 51). What logistics for the CoP can be planned for now that will be catalyst for the CoP’s growth (e.g. Should members take turns facilitating for each module? Is there enough flexibility within the topic areas: foundations, frameworks, collaboration, and assessment. Should any of those topic areas be negotiated? Does each member seek related readings or does the facilitator select those for that module?
2. Open a dialogue between inside and outside perspectives. CoPs build on collective community experiences (p. 51). Questions asked could include: What do I bring to the table? Are there outsiders we need to invite into our community for dialogue on a particular issue? (e.g Dr. Jai Zhang’s presentation on Culturally Responsive Pedagogy during the COPALI kickoff event).
3. Invite different levels of participation (p. 51).

Questions asked could include: What ways do I prefer to engage with others remotely? Will there be times during the institute where more flexibility will be needed that we should account for up front? (e.g. busy instruction times of the semester).

4. Develop both public and private community spaces (p. 51). Questions asked could include: What ways do I prefer to engage with other tracks within COPALI and folks outside of COPALI (other networks where we engage with CoP issues like conferences (ACRL 2023), organizations we belong to like SUNYLA, or groups within our own libraries/institutions? Are there social media platforms (Twitter or Mastadon) or tools (hypothesis) that we'd like to use to engage a wider audience? How might I like to network one-to-one with members of our CoP?
5. Focus on value (p. 51). Questions asked could include: What professional development goal(s) do I have and how might they mesh with those of our CoP? What intellectual products would be most useful to create and how might I like to access the body of knowledge we compile beyond this institute (Nov. 2023)? A third of the modules are intentionally marked vaguely as "issues" so we can fold in the interests and needs of the folks within our track – what are those for me?
6. Combine familiarity and excitement (p. 51). Questions asked could include: How do we combine the familiar with the new & exciting (e.g. combining new teaching techniques with our CoP learning –

perhaps there are particular collaborative learning strategies we'd like to try out, for example)?

7. Create rhythm for the community (p. 51). Questions asked could include: Some of this is embedded into COPALI by creating 6 overarching modules for the three CoPs (foundations, frameworks, two issues specific to each track, and collaboration) on a 2 week cycle. Other than that, what regular meetings and activities might I want to get into a rhythm where I feel like I, my CoP track, and COPALI as a whole is accomplishing something of value?

Reflective Pause

Carving out time for conversation during the kickoff event that focused on how each track envisioned running was an important start to building shared community. Participants were asked to think about/make note of their thoughts on what they hoped to gain from the institute experience.

Expectations of each CoP

As part of a discussion on COPALI's Code of Conduct, members within all three tracks mutually agreed to the following:

- We are all learning together
- This is not a credit-bearing class
- Block off time in your calendar
- Show up and do the work
- Be prepared to participate

- Participate authentically
- Take space / leave space
- Communicate schedule challenges to the development team leader for your track

References

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4. COPALI Code of Conduct

*A welcoming, supportive, and comfortable space for all
participants*

Anti-Harassment Policy

The aim for this Community of Practice (CoP) is to be a welcoming, supportive, and comfortable space for all participants, and leaders and participants will work to make it a harassment-free environment. Harassment of conference participants is not tolerated in any form. By participating in this CoP, it is agreed upon that participants believe the narratives of marginalized communities and an education 101-style session (eg., on explaining why something is racist or a microaggression or whether white supremacy or systemic racism exists) will not be provided. If participants want to become more educated on these narratives, they are encouraged to do their own research rather than putting the

burden of expectation and education on others in the CoP, especially those from oppressed groups sharing their lived experience and research.

Harassment includes offensive verbal comments related to race, ethnicity, sex, gender identity or expression, sexual orientation, country of origin, age, disability, physical appearance, body size, religion, veteran status or other protected class status; discriminatory or offensive images in public spaces; intimidation; stalking; harassing or unwanted photography or recording; sustained disruption of talks or other events; inappropriate physical contact; and unwelcome sexual attention. Participants violating the anti-harassment policy may be warned or asked to leave by COPALI leaders.

Participants may discuss sensitive, discriminatory, offensive, or triggering topics in sessions if they are the subject of the session itself (e.g., a discussions focusing on the silencing of trans* history in libraries, or about workplace microaggressions experienced by librarians of color).

Recording/Social Media Policy

This CoP is a place to share information, not only with other participants, but also with those who may not be able to attend. As a courtesy, please always ask prior to creating sound or video recordings of any sessions. Please be thoughtful and respectful with your photographs, recording, and sharing.

During each weekly session, members within the three tracks can decide to adopt different rules at the beginning of the session (e.g., completely private, or no attribution without asking first) as long as all participants who join the session are informed.

Question-Comments and Dominating Q&A

A participant should never overtake discussions or Q&A periods of a session to push their own agenda, hide comments in the guise of questions, or dominate this time to speak, especially if the representation comes from a privileged group.

Reporting Harassment or Violations

If at any point, a participant feels uncomfortable or harassed, or if any violations of these policies are witnessed, they are encouraged to reach out to any one of the COPALI leaders:

Kim Hoffman (khoffman@library.rochester.edu)

Logan Rath (lrath@brockport.edu)

Justina Elmore (jelmore@library.rochester.edu)

Code of Conduct Acknowledgements and Licensing

This policy is based the [Critical Librarianship & Pedagogy Symposium \(CLAPS\)](#) Code of conduct, which was in turn, built from the critlib unconference code, which has been adapted from the [NYC Archives Unconference Code of Conduct](#), which is based on the [SAA Code of Conduct](#) and the [AdaCamp event policies](#).

PART II

**Programmatic
Elements**

5. **Basic Schedule**

Event	Description
<u>Kick Off</u> March	Introduction to the institute including workshops on universal design and culturally responsive learning/teaching.
<u>Themes</u> April – June (12 weeks total / 2 weeks per theme)	<p>Each track broke out into its own group and ran independently from each other. Participants were expected to commit 2 hours per week to their track.</p> <ol style="list-style-type: none"> 1. Foundations 2. Frameworks 3. Issues 1 – Specific to Track 4. Issues 2 – Specific to Track 5. Collaboration 6. Assessment
<u>Coming Back Together</u> End of June	After the distinct tracks concluded, members of the entire institute reunited in person to share learning across CoPs. Segments of the day’s schedule employed small group jigsaw and reflection activities to situate participants in the next phase of the institute – using the summer months to plan their fall teaching. Participants began work on an action plan for Fall 2023.
Check-In Mid- August	To keep on track, participants were asked to submit action plans for the fall 2023 semester as well as provide feedback on each others’ plans.
<u>Closing</u> Mid- November	Participants posted their final projects in the learning management system and everyone was brought together virtually as a concluding activity.

*These are proposed topics that will be decided upon collaboratively within each CoP and may change given the interests of the participants in each track.

6. **Kickoff Event**

COPALI started with a kickoff event that lasted an entire day in Rochester, NY. The event was held at the SUNY Brockport Downtown campus in Rochester. The plan was to bring everyone together to set expectations, engage in some community building, and meet each other in person. This way, as the tracks worked asynchronously, there was a basis for better understanding of each other.

Agenda for Opening Session

March 10, 2023

Time	Event
10am – 10:30am	Welcome & Introductions
10:30am – 12:00pm	Structure of Institute <ul style="list-style-type: none"> • Open discussion on how the institute was built (15 mins.; 5 mins. each) • Learning outcomes • Expectations of the institute including our Code of Conduct (30 minutes) • Overall structure of the institute where tracks were highlighted and described (15 mins.) • Explain What is a Community of Practice? (15 mins.) • Canvas Orientation and Troubleshooting (30 mins.)
12:00pm – 1:00pm	LUNCH
1:00pm – 1:45pm	Workshop on Universal Design for Learning (from Saunders & Wong, 2020)
1:45pm – 2:00pm	BREAK
2:00pm – 2:45pm	Workshop on Culturally Responsive Pedagogy, Dr. Jie Zhang (SUNY Brockport)
3:00 – 3:45pm	Individual Track Planning for Moderators <ul style="list-style-type: none"> • Meet with Participants • Decide Rules of Engagement • Determine Track Structure
3:45pm – 4:00pm	Wrap Up
5:30pm	Dinner

7. **Coming Back Together**

After working in individual tracks for 12 weeks, COPALI leaders wanted to bring everyone together to bookend the asynchronous experience. This meeting was held at the University of Rochester in the Rush Rhees Library. The purpose of this event was to help each other summarize their thinking, learn about the activities in the other tracks, and then start planning individual projects for the fall based on participation in the institute.

Agenda for Coming Back Together

June 30, 2023

Time	Event
10:00 – 10:30	Introductions & Recap from Track Moderators
10:30 – 11:15	Breakouts per track (Hawkins Carlson, Suite A, Suite B) <ol style="list-style-type: none"> 1. What worked? 2. What didn't work? 3. How do we move forward from here?
11:15 – 11:30	Break
11:30 – 12:15	Marketing Workshop
12:15 – 1:00	Lunch
1:00 – 2:30	Jigsaw Activity <ul style="list-style-type: none"> • Prompt 1: Take 5 minutes to skim through what you've covered thus far in your track and select at least 3 important takeaways from your track. Share outs: Take 5 minutes to share and explain the take aways to the other members of your group. As you share and listen, fill out the table about what is similar across the three tracks or ideas for how these elements can complement one another within a library instruction session. • Prompt 2: As a group, select one course descriptions and create a pitch for library instruction to the course instructor that folds in elements from all three tracks [EBP, DV and OER]. Use the elements developed on your comparison table from prompt 1 to help create your pitch.

Time	Event
2:30 – 3:30	<p>Making a Plan Create a plan or instructional activity for the change you'd like to make as a result of this institute! Your plan could be:</p> <ul style="list-style-type: none"> • Specific to one class / one lesson / one teaching asset • Something you're going to do across all your classes • Something internal to your library/campus • Anything you can think up!
3:30 – 4:15	<p>Gallery Walk of Tentative Plans – feedback, suggestions for success</p> <ul style="list-style-type: none"> • Talkers will “present” their idea to a Walker(s) for 2 minutes • Walkers will give feedback and ask clarifying questions to help solidify the Talker’s plan for 3 minutes • Walkers will move to the next Talker and repeat (3x) • Groups will switch – Talkers become Walkers and Walkers become Talkers
5:00 – 6:00	Mount Hope Cemetary Tour
6:30	Group Dinner

8. Closing Session

After the [Coming Back Together](#) session, participants went their separate ways to continue working on, and implementing, their projects, with the knowledge that the group would reconvene in November to share what was learned. This meeting was held synchronously over Zoom. While originally planned for each participant to talk through their project, those presentations were moved to discussion boards in Canvas. This allowed for the leaders to spend one last time with their tracks as well as providing one last opportunity to gather feedback synchronously from participants.

A message was sent to participants in October to prepare them for this event

We have a pre-meeting activity for you to complete by 11/13/23. If we had everyone report out on their projects, we would quickly consume the whole day. So, we're envisioning part of the day being devoted to an

asynchronous gallery walk via discussion board on Canvas. Before 11/13 we would like you to create and post some kind of multimodal summary of the outcome of your project or plan that you began in June. Your product might be a poster, an infographic, a slide deck, or anything else you can imagine! We're hoping you'll include both written text and visual components. Please be sure to include anything tangible you've created as a result of this process such as a lesson plan or handout.

After you've made your summary, we'd like you to post the link and include a reflection (approximately 500 words) that aligns with the following prompt(s):

1. What was your plan and how did it go?
2. How was your plan received by your stakeholders?
3. What are your points of pride? Where did you see the most growth in how you now approach instruction?
4. What do you still need help with? What were your stumbling blocks? What didn't go as well as you had hoped?

Here's the direct link to the Canvas discussion board:

Topic: Project Summaries [Not linked in live OER]

We have some activities planned for the morning, but the afternoon will be dedicated to viewing each other's summaries and providing feedback or ideas.

Agenda for Closing Session

November 17, 2023

Time	Event
9:00am	Introductions <ul style="list-style-type: none"> • Share name, institution, track, their project, and their one biggest success
9:20am	Track-Based Breakout <ul style="list-style-type: none"> • Share out your stumbling block and let others help you brainstorm what you could change going forward
10:20am	Break
10:30am	Mixed Group <ul style="list-style-type: none"> • Discussion Prompt: What was your biggest lesson learned and how will you move forward now that the formal support from COPALI is ending?
11:30am	Break
11:40am	Whole Group <ul style="list-style-type: none"> • COPALI OER Reveal and Overall Feedback/ Assessment
12pm – 3pm	Asynchronous Gallery Walk

PART III

COPALI Tracks

While COPALI had three distinct tracks, the entire institute had some organization that brought all participants, regardless of track, together at the start and end of the institute. This outline can work with any number of tracks, although the minimum suggestion is two. Each track should have their own moderator who is part of the planning team.

9. Evidence Based Practice Track

The evidence-based practice track ran most closely to a traditional class. There were 6 participants including one K-12 librarian who specifically reached out ensuring she could participate. Participants in this track desired to have discussions on many different topics, but also wanted a facilitator to provide the evidence (in the form of peer-reviewed articles) that would be the basis of discussion. The moderator for the track moderated each module and participants took the role of student. Participants were encouraged to bring in additional sources and to make theory-to-practice connections during each module. Here are the sources that served as the basis for each module:

Module 1: Foundations

The first module, foundations, built foundational knowledge required to understand the scholarly conversation around

information literacy. This module contained there was one reading that everyone had to do, and then a list from which people participants could choose. Participants also had the option to venture beyond this list of potential readings and choose something that was more relevant to their personal interests.

Everyone reads:

Larson, J., & Marsh, J. (2015). *Making literacy real: Theories and practices for learning and teaching* (2nd. ed.). SAGE.

- This excerpt really helps to see connections between literacy and information literacy. There are three separate excerpts (pp. 10-11, p. 45 & p. 79).

Individual Choice:

Rath, L. (2024). Practice theory in information literacy. In M. Johnson (Ed.). *Training library instructors, volume 1: A guide for LIS faculty and graduate programs* (pp. 3-13). Association of College and Research Libraries.

- This is a piece that the author has published about the nature of practice theory. It might be a good primer to understanding practice theory, a tenet of the *Framework*.

Limberg, L., Sundin, O., & Talja, S. (2012). Three theoretical perspectives on information literacy. *Human IT: Journal for Information Technology Studies as a Human Science*, 11(2), Article 2. <https://humanit.hb.se/article/view/69>

- This can help learners understand the different ways IL is theorized. The different colored highlights don't

necessarily mean anything.

Lloyd, A. (2010). Framing information literacy as information practice: Site ontology and practice theory. *Journal of Documentation*, 66(2), 245–258. <https://doi.org/10.1108/00220411011023643>

- This paper is the precursor for information literacy landscapes.

Lloyd, A. (2010). *Information literacy landscapes: Information literacy in education, workplace and everyday contexts*. Chandos.

- One chapter of Lloyd’s work about information literacy landscapes in higher education. The entire book is highly recommended.

Savolainen, R. (2020). Information landscapes as contexts of information practices. *Journal of Librarianship and Information Science*, 53(4), 655–667. <https://doi.org/10.1177/0961000620982359>

- This is a response to Lloyd’s information landscapes piece.

Hicks, A., & Lloyd, A. (2021). Deconstructing information literacy discourse: Peeling back the layers in higher education. *Journal of Librarianship and Information Science*, 53(4), 559–571. <https://doi.org/10.1177/0961000620966027>

- This source provides a great overview of some of the major problems in understanding information literacy.

Hicks, A. (2017). Making the case for a sociocultural perspective on information literacy. In K.P. Nicholson & M.

Seale (Eds.), *The politics of theory and the practice of critical librarianship* (pp. 69-85). Library Juice Press.

- This source provides an overview of what is a sociocultural perspective and how it connects to (critical) information literacy.

Module 2: Frameworks

This module centered around a deeper understanding of the ACRL Framework. Participants were welcome to bring in their own additional readings, and the following were a suggested starting place:

Bombaro, C. (2016). The Framework is elitist. *Reference Services Review*, 44(4), 552–563. <https://doi.org/10.1108/RSR-08-2016-0052>

Foasberg, N. M. (2015). From standards to frameworks for IL: How the ACRL framework addresses critiques of the standards. *Portal: Libraries and the Academy*, 15(4), 699–717. <https://doi.org/10.1353/pla.2015.0045>

Gross, M., Latham, D., & Julien, H. (2018). What the framework means to me: Attitudes of academic librarians toward the ACRL framework for information literacy for higher education. *Library & Information Science Research*, 40(3), 262–268. <https://doi.org/10.1016/j.lisr.2018.09.008>

Hsieh, M. L., Dawson, P. H., & Yang, S. Q. (2021). The ACRL Framework successes and challenges since 2016: A survey. *The Journal of Academic Librarianship*, 47(2), 102306. <https://doi.org/10.1016/j.acalib.2020.102306>

Module 3 & 4: Topics in Evidence Based Practice

Modules 3 and 4 covered into the vague heading of “topics.” For these two modules, the track moderator compiled the list below based on his doctoral studies and knowledge of the field of information literacy. The goal of this list of topics was to expose participants to the major areas of evidence-based practice in information literacy. Participants were able to then choose from the list below or search the scholarly literature for a topic of their own interest. To ensure that we were reaching a wide variety of topics, participants posted to the discussion board claiming a topic, and then came back to report on their findings. Participants were exposed to more than their chosen topics through the discussion aspect of each of these modules.

Potential Topics:

Anything from Jenna Hartel’s [INFIDEOS series](#), which includes:

1. Principle of Least Effort
2. Everyday Life Information Seeking
3. Information Poverty
4. Information Search Process
5. Small Worlds
6. Information Encountering
7. Information Behavior / Information Practice
8. Information as Thing
9. Wilson’s Nested Model

10. Fundamental Equation of Information Science
11. Domain Analysis

Anything from [Fisher's Theories of Information Behavior](#), which includes:

1. Affective Load
2. Berrypicking
3. Dervin's Sense-Making
4. Diffusion Theory
5. Domain Analytic Approach to Scholar's Information Practices
6. Ellis's Model of Information-Seeking Behavior
7. Information Encountering
8. Library Anxiety
9. Principle of Least Effort
10. Serious Leisure

Other topics not in the above two, such as:

1. Information Landscapes
2. Information World mapping
3. Artificial Intelligence in Library Instruction

Something listed in [Information Matters](#) such as:

1. Boundary Objects
2. Embodiment
3. Activity Theory
4. Critical Theory

Module 5: Collaboration

Collaboration was a topic that track members agreed did not really get much coverage in our library school experiences. These resources give some evidence to support various forms of successful collaboration.

McCartin, L.F. & Wright-Mair, R. (2022). It's not personal, it's professional: Causes of academic librarian deference behavior. *Journal of Academic Librarianship*, 48, 102483.

- This is an interesting study that talks about when academic librarians defer to faculty and when they don't.

Monteil-Overall, P. (2007). Research on teacher and librarian collaboration: An examination of underlying structures of models. *Library & Information Science Research*, 29, 277-292.

- Any time a scholar talks about collaboration they say "You better cite Monteil-Overall." This is one of her works. Dig into it and see if it still holds up today, more than 15 years later. Is it time for new models?

Rath, L. & Cimbricz, S. (2015). Collaborating around critical multiliteracies: A formula for success. *Behavioral & Social Sciences Librarian*, 34(2), 47-54. <https://doi.org/10.1080/01639269.2015.1042816>.

- This is an article written between Rath and a faculty member at Brockport about how to collaborate with faculty members. Does it still stand up?

Module 6: Assessment

While assessment is a natural and required part of library jobs, understanding the larger conversation can be useful, especially for mid-career librarians. These resources were chosen for their focus on specific types of assessment.

Wagner, S., Mann, E., & Marshall, A. (2021). Toward a thoughtful assessment practice: Using reflection to guide library instruction assessment. *The Reference Librarian*, 62(1), 23–33. <https://doi.org/10.1080/02763877.2021.1913466>

- This is a newer article that provides a good guide engaging in reflective assessment. To track participants: Are these practices you currently follow? Do you agree with them? Why? Why not?

Goss, H. (2022). Student learning outcomes assessment in higher education and in academic libraries: A review of the literature. *The Journal of Academic Librarianship*, 48(2), 102485. <https://doi.org/10.1016/j.acalib.2021.102485>

- This article reviews a lot of literature related to general outcomes assessment. To track participants: How can we apply the “key findings” column in the IL classroom?

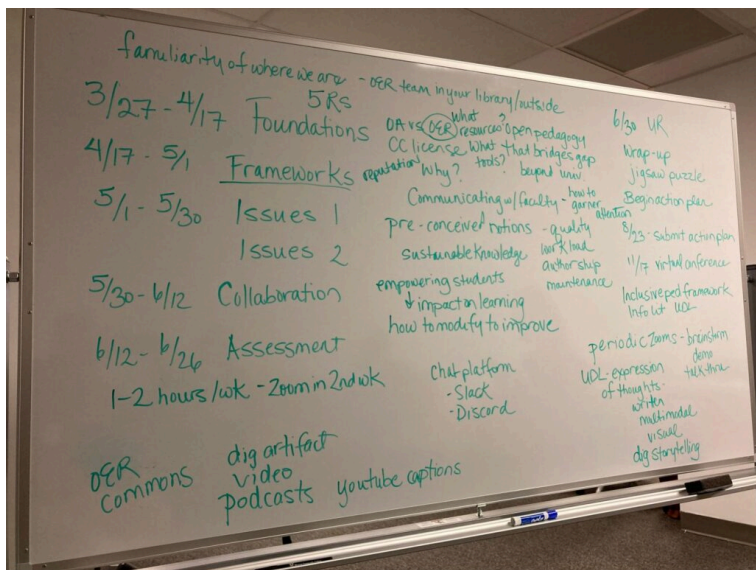
Participants may also be interested in discussing how to run authentic assessments in the one-shot classroom. There are a lot of articles on Google Scholar that could help to provide ideas: [authentic assessment information literacy one-shot – Google Scholar](#), Or maybe this piece: [Getting started with Assessment for Learning \(cambridge-community.org.uk\)](#).

10. **Open Educational Resources and Open Pedagogy**

This track included 5 participants ranging from a community college setting (Southern Tier of NY) to a small liberal arts college (Albany, NY) and three larger research institutions (from Central to Western NY). The level of the combined experiences was diffuse, as were the motivations for getting involved in the track focused on OER and Open Pedagogy. Wanting to be as democratic as possible, the group agreed to a model of rotating module facilitators, where each participant would develop activities according to the bi-weekly focus/theme and lead a synchronous discussion over zoom. Each module lasted for two weeks where assignments were disseminated and completed between weeks 1 and 2 and

synchronous conversations happened on the Friday that concluded the two-week period.

During the kickoff meeting in March, members of the OER/ Open Pedagogy track were able to brainstorm all of the areas that might be of interest in further discussions. This helped to form the basis of focused module topics, especially where there was choice in Modules 3 and 4.



Prior to officially getting started with the first module, the track facilitator sent out two weekly “getting to know you” posts to Canvas.

- The first focused on getting to know one another on an individual level – personal interests, hobbies, family and friends, what is work like, professional accomplishments, etc. with the inclusion of pictures or other multimedia.
- The second week of “getting to know you” was geared toward gauging levels of familiarity with the

topic of OER and Open Pedagogy and brainstorming a few logistical strategies that the CoP could follow (e.g., mode of communication between modules, timing of synchronous zoom meetings, and thoughts on the best approach toward module 1).

This template scale offered the opportunity to post pictures and examples of work that would represent where each member landed on the grid.



Discussion below will lay out the nuts and bolts of each module, but the experience has been further summarized in a formal presentation at the October 2023 SUNY OER Summit.



Link to [YouTube video of Presentation at October 2023 OER Summit](#)

Module 1: Foundations

Module Facilitator: Kim Hoffman

In looking for frameworks that the track could potentially apply to open education (topic for the second module), the facilitator came across [UNESCO's OER Competency Framework](#). This seemed like a good place for the group to start and eventually end at a similar level of foundational knowledge, no matter what the beginning level. Track members could add content, material, and links to a [customized google doc](#) to showcase tools they had used for learning about OER/Open Pedagogy. In turn, these materials could be used by a track member not as familiar, thus offering a teaching moment to bring everyone up to speed. The breakdown of the UNESCO OER competencies ensured that the team was covering all of the necessary areas of OER to develop a solid grounding.

Track members were asked to:

1. Take a self-inventory of what they already know about OER as laid out in [this google doc](#). They could keep these notes separate somewhere or use the Canvas discussion board to keep track.
2. With each of the ability and capability areas as laid out in UNESCO's model, find resources (preferably OER to be able to build an informative and exemplary collection) and drop them in the appropriate spaces within the table. Some capabilities may have been more challenging to find a succinct resource for, but the suggestion of offering an example of the capability became an alternative strategy..

3. In finding resources, the hope was that the team would be increasing their knowledge, and that all members were looking into what their peers were contributing as well.
4. Devise a working strategy for the anticipated 1-2 hours per week.
 1. Week 1 – take a self-inventory and begin to browse for sources to fill in knowledge gaps; place them in the table
 2. Week 2 – read through the collection of sources to strengthen familiarity with the various capabilities
 3. Week 3 – engage in a zoom call. Prior to that synchronous call, discuss some ideas for how to best spend that time. Address the areas where individuals had a-ha moments? Or where they thought a concept was already known but learned something new? Or materials that team members currently own/have created but could transfer into OER? etc.
5. It was important to make a special note that the framework does not incorporate ideas of open pedagogy. This chapter was offered as a way to tie the OER foundations work with the basics of open pedagogy. [Evolving into the open: A framework for collaborative design of renewable assignments](#)

Module 2: Framework

Module Facilitator: Paul Bond

What do we mean by open pedagogy?

David Wiley defined it in terms of OER, then coined the term [OER-enabled pedagogy](#) when people pushed back against the idea that open pedagogy necessarily involves OER. Christina Hendricks [brought together a range of thoughts](#) on open pedagogy and open educational practices, distinct from OER. One might be ok that there is a range of definitions, although it can be problematic for advancing research. For this module, the facilitator asked the group to share their understandings of the term, and decide whether to develop a consensus definition or if living with some variability would be ok. The facilitator began a Canvas discussion thread for this. The group was invited to share their thoughts, respond to one other, and see what would develop. How do OER and open pedagogy relate to different theoretical frameworks? There are frameworks for teaching, learning and information. There are frameworks for diversity, equity and inclusion. [Some example frameworks were shared](#) as to what could connect to OER/Open Pedagogy, but the group was encouraged to also look outside of the existing list. Each group was asked to choose a different framework and determine how to apply OER and open pedagogy to it. Team members each claimed a framework from the list by adding their name to the first column. Additions to the list were incorporated if members wanted to work with something different. How do OER and open pedagogy relate to our institutional learning outcomes? It was also deemed important that individual member apply OER and open pedagogy to respective local contexts and connect them to institutional outcomes. Three institutions' lists were provided as examples: [SUNY Broome](#), [U of R](#), [Geneseo](#). Track participants were asked to provide similar documents from

their institution. This exercise would be useful if the group members ever needed to explain the value and relevance of OER and open pedagogy to their campus colleagues. Deliverables To wrap up the group's understanding of open pedagogy, they held an asynchronous discussion in Canvas. Members wrote reflections connecting OER and open pedagogy to frameworks and Institutional Learning Outcomes (ILOs) and posted or linked them in the Canvas discussion board replies. Members responded to each other's thoughts in this space as well. All thoughts and revelations through these exercises were shared at the culminating synchronous zoom meeting.

Module 3: Select Topic: Outreach and Advocacy

Module Facilitator: Amy Pass

Week 1:

- Reflect on and discuss local scenarios including perceived challenges (e.g., awareness, resistance, misunderstanding) to OER/open pedagogy
- Search for and share successful approaches from other institutions
- Consider personal/professional or others' ambitions toward OER across campus initiatives

Week 2:

- Draft and share a blueprint for something to use for publicity, awareness, advocacy – make this OER via

CC licensing choices.

- Envision a final deliverable that could be shared with each campus represented within the group and the greater COPALI cohort

Module 4: Select Topic: Building a joint OER

Module Facilitator: Hannah Toombs

In Module 4, the team built on what had been learned so far about OER and how it was collectively defined. They considered challenges in promoting their importance to faculty, staff and students at their respective institutions, and potential solutions in normalizing their use. The next step was to brainstorm what an effective joint OER might look like for the team! A possible vision centered around some sort of infographic outreach material (maybe a flyer or handout of some kind) that could be distributed to different departments at the represented universities, but that could be personalized for outreach with specific audiences (i.e. faculty seeking tenure, library staff, students, etc.) To get the group thinking about what that might look like, they were given a short activity!

Step 1: In preparation for the next meeting, each of member was asked to find 1-3 examples of a simple, effective promotional and/or educational outreach material for OER at other universities or research institutions. This could be a flyer or handout, a slideshow or presentation, a workshop template, or any type of outreach material that you identify as useful. Each person posted a link to the material along with a response to the Canvas discussion board.

Step 2: After reviewing the material(s) discovered, they answered these reflection questions:

1. What about this OER promotional/outreach material is effective?
2. How is “OER” defined in this outreach material, and who is the audience?
3. What changes or personalization of this example could be made to effectively launch OER outreach at one’s individual institution?

Module 5: Collaboration

Module Facilitator: Frances Andreu

The theme for Module 5 is Collaboration. Previously, the group had talked about collaborating with other campus entities, but every step of the process involves some form of collaboration, especially as the librarian’s role tends to be one of guidance. For the two-week period:

Step 1: Looking at this OER Process below (adapted from [College Libraries Ontario](#)), brainstorm existing or potential collaborators (faculty, students, admin, other campus units, external groups, etc.) for each step and in what ways each member currently (or would potentially) collaborates:

OER Process Step	Potential Collaborators	How to collaborate
Promoting/advocating OER		
Identifying learning outcomes and objectives		
Finding/Adapting existing OER OR Creating new OER		
Describing, storing, sharing OER		
Implementing OER with students		
Evaluating and reviewing OER		

Step 2: Choose one of the collaborators listed, preferably one who is not already partnering, and develop a short “elevator pitch.” This could be in the form of an email or bullet points for conversation, on why they should be involved in OER. Consider: Will they already have knowledge of OER? What would they bring to the table? How would they benefit?

Module 6: Assessment

Module Facilitator: Kim Hoffman

1. Please identify and read through at least one article, chapter, source, etc. that focuses on the assessment of OER or open pedagogical practices. Feel free to dig into a subtopic that is of interest (e.g., impact on learning, student retention, career readiness, percentage of students choosing zero cost courses and the resulting graduate rate, campus culture as related to Open Educational efforts).
2. Within this [google docs chart](#), add in the

information that might be important to discuss.

3. A possible question to consider before gathering:
Given the variety of assessment strategies seen in the collective readings, can each group member forecast a small assessment strategy to be tested on campus? What methods would be used?

11. **Diverse Voices**

Track

The Diverse Voices (DV) track included 5 participants, including the track moderator. Three of the participants were from larger research institutions (Buffalo, Rochester and Syracuse) and two participants were from small-mid sized colleges within the SUNY System (one liberal arts and one technology). All participants in the track had a moderate level of knowledge on the issues surrounding diverse voices and were looking to level up their skills in creating inclusive instructional experiences as teaching librarians.

During the in-person kickoff meeting, the DV track discussed and made decisions together about how they would operate for the duration of the institute, agreeing that there would be room for intermittent checks to assess and then make desired modifications. During that discussion, the group developed a brainstorming activity to create a list of important topics, prioritizing them in order to settle on topics for modules 3 and 4, which had been set aside to address topics specific

to inclusive information literacy instruction. Once the broad topics for all modules were agreed upon, team members decided that each individual would take a turn at facilitating one of the modules, each responsible for assigning the work that would take place for both weeks of the module chosen.

Because schedules varied, the team also decided at that time to make the work in each module asynchronous. Though after the second in-person meeting, it was determined that a few synchronous conversations to share and ask for advice/feedback would be beneficial, thus scheduling a few zoom meetings to chat about how things were going as the learning was folded into daily work. Doodle polls determined the best timing for these conversations, holding them via zoom since, physically, the members were spread out across the state.

Prompts for each module were added to Canvas, but because the chosen free version of Canvas came with minimum of storage space, the group created and shared Google Folders for any files needed to share within the track. To ensure that the transition from module to module ran smoothly, the track moderator would reach out with a reminder email to the module facilitator to populate Canvas with prompts for their topic just before each new module was scheduled to begin.

Module 1: Foundations

This module included one reading and required two posts (in the DV Discussion Board) during week one and a discussion (multiple posts) in week two as group members situated their own positionality and developed common language surrounding definitions for DEL.

Week 1

Post 1: Positionally Statements (to be added to the DV Discussion board by replying to the prompt there).

In her presentation on Culturally Responsive Pedagogy and Practice [link to an external site]. during the Kick-off session on March 10, Dr. Jie Zhang talked about the importance of scrutinizing one's own positionally in order to understand where personal biases might come into play when interacting with diverse students in the classroom. Use some of the following tools to help create/hone a positionality statement and share it with the group.

Tools:

- Rings of Culture (p 21) – Examining how individual culture impacts personal behaviors
<https://webnew.ped.state.nm.us/wp-content/uploads/2022/07/CLR-Guidance-Handbook-Review.pdf>
- Being uncomfortable – Jay Smooth:
<https://www.youtube.com/watch?v=MbdxeFcQtaU>
- Digital Promise: Culturally responsive learning competencies: <https://lvp.digitalpromiseglobal.org>
- Personal & Social Identity wheels:
<https://sites.lsa.umich.edu/inclusive-teaching/personal-identity-wheel/>
- Positionality Statements in the classroom:
<https://www.luc.edu/fcip/anti-racistpedagogy/anti-racistpedagogyresources/positionalitystatement>

Reflective pause: What is the call to action for ourselves? How can articulating our positions of privilege change our views about the work we do as librarians and how might it

change the way we do our work? How can/will I incorporate positionality and land acknowledgments into the work I do in non-performative ways?

Post 2: Defining Diversity, Equity and Inclusion (to be added to the DV Discussion board by replying to the prompt there)

Think about what diversity, equity and inclusion mean on a personal level and post a definition for each of these terms.

Next, read the following article which provides an overview of DEI practices other librarians are using for IL instruction:

Espinosa de los Monteros, P., & Longmeier, M. M. (2022). Developing globally inclusive practices for library instruction sessions. *New Review of Academic Librarianship*, 29(2), 152-173. <https://doi.org/10.1080/13614533.2022.2095289>

Reflective Pause: Think about the various definitions for the terms diversity, equity and inclusion presented in this article and compare them to the previous post with personalized definitions for these terms. This might help frame thinking before the discussion in week 2 as the group gets on the same page about the meanings of these terms.

Week 2

Discussion: What commonalities do you see among the ways our group members define diversity, equity and inclusion? What differences do we see? Are there ways the definitions for diversity, equity and inclusion should be modified or expanded to form shared definitions for our own CoP as we examine how others in our cohort define these terms? This is meant to prompt discussion with the understanding that there is not one right definition. Rather, this activity is meant to have the group think about the ways DEI has been defined by others and

reflected in personal thinking as a means to create a common understanding about these terms as learning more about them continues as the CoP progresses.

Further readings (optional):

Boswell, E. (2021). Again awake: A white researcher's iterative positioning for entering Black spaces. *The Nebraska Educator*, 6, 5-41. <https://doi.org/10.32873/unl.dc.ne021>

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (Third edition). Teachers College Press. <https://worldcat.org/title/1013528216>

Saunders, L., & Wong, M. A. (2020). Critical pedagogy: Challenging bias and creating inclusive classrooms. In *Instruction in libraries and information centers*. Windsor & Downs Press. <https://iopn.library.illinois.edu/pressbooks/instructioninlibraries/chapter/critical-pedagogy-challenging-bias-and-creating-inclusive-classrooms>

Saunders, L., & Wong, M. A. (2020). Practicing reflective teaching. In *Instruction in libraries and information centers*. Windsor & Downs Press. <https://iopn.library.illinois.edu/pressbooks/instructioninlibraries/chapter/practicing-reflective-teaching>

Seaman, P., Copeland, S., & Gao, L. (2021). Teaching with intent: Applying culturally responsive teaching to library instruction. *portal: Libraries and the Academy*, 21(2), 231-251. <https://muse.jhu.edu/pub/1/article/787866/pdf>

Module 2 Frameworks

Week 1

Select a framework to learn more about or apply to IL

instruction. Some examples of frameworks that come to mind are:

- ACRL Framework for Information Literacy and companion docs for Political Science, Sociology & Women & Gender Studies (2015)
<https://www.ala.org/acrl/standards/ilframework>
- ALA/ARL Cultural Proficiencies for Racial Equity (2022) Framework <https://www.ala.org/pla/initiatives/edi/racialequityframework> and <https://acrl.libguides.com/EDI/CPRE>
- ACRL Diversity Standards (2012)
<https://www.ala.org/acrl/standards/diversity>
- Cultural Humility Framework <https://www.ala.org/news/member-news/2022/08/ala-editions-special-report-explores-cultural-humility-component-dei-efforts> and <https://www.sciencedirect.com/science/article/pii/S0099133322000544>
- ACRL Inclusive Pedagogy Toolkit (2022)
<https://acrl.libguides.com/inclusivepedagogy>
- Universal Design for Learning
<https://journals.sagepub.com/doi/10.1177/002205741219200104>
- Open educational resources competency framework OER https://unesdoc.unesco.org/ark:/48223/pf0000266159_eng
- NY State Culturally Responsive-Sustaining (CR-S) Education Framework (Dr. Jai's presentation)
<http://www.nysed.gov/crs/framework>
- DEI/GDIB Frameworks
- Global Citizenship Education (GCED)

- UN Sustainable Development Goals
- Racial Justice Frameworks like Critical Race Theory or Tribal Critical Race Theory, etc.

There are many, many more out there so team members should not feel tied to selecting one of those listed above if interest lies elsewhere. For example, the facilitator would like to explore the Restorative Justice Framework and ways elements of that framework can apply to their instruction. Please respond to this post with the framework selected to explore (so that the same ones are not chosen repeatedly and so the group can be exposed to as many different frames as possible).

Work for this week will be to examine the chosen framework through a teacher-librarian lens and find at least one reading (reading can be textual or multimodal, so think articles, presentations, videos, etc.) to share with the group that explores that framework.

Week 2

For the discussion portion of the module, the group shares/links to the framework selected, providing a brief overview of the framework. Then share (by replying to the post “DV Module 2: Framework(s) Discussion” in the DV Discussion Board) reflections on applications and strategies that could be used in the classroom and how the reading provides additional insight on using the frame for IL instruction. Be sure to share the full citation for the item for further locating/reading/saving.

Module 3 Issues – Diversity, Equity and Inclusion (DEI)

Module Facilitator:

Week 1

Localized background about a situation happening at one of the colleges represented in this track. The library had been making some strides, but not so much when it came to the campus as a whole. The question has arisen if what the library was doing was the correct way of going about it. Several articles were made available for group to look at.

The first one, "[Are Your Organization's DEI Efforts Superficial or Structured?](#)" focuses on business but would fit in the academic world as well, while the article "[Academic Library Leaders Lack Confidence in Diversity Strategies](#)" focuses on what is currently happening within academic libraries across the country.

Reflection: After reading through these articles, are there any concerns each member has with the DEI initiatives of their respective college/university? What about in the library? What is going correctly in terms of the initiatives?

Week 2

For this week, group members are asked to choose an article about DEI and information literacy or general library initiatives. They will share their article and discuss how the initiative(s) apply in a not superficial way and how it could work in the classroom setting.

Module 4 Issues – Sources, Citations, Missing Voices & Strategies for Ethical Research

Module facilitator: [group member name]

Week 1

This week, the group will explore concepts surrounding the incorporation of diverse voices into research and instruction. Some of the main topics include Research Justice, Citation (In)equality, and how and why marginalized voices are historically excluded from scholarly discourse. It is important to ground one's self in knowledge about the importance of these concepts to be able to share resources with students and amongst each other. The modality has been changed a bit this week and will not include articles but instead, a few videos, a podcast episode, and a toolkit to share:

- [Power, Privilege and Oppression](#) (6:35) – Explores ideas about identity, access to privilege and how social structures shape identity and can have an impact on how these identities are viewed by others and the collective society. Think about how identities play a role in research and how experiences of certain groups are devalued and dismissed in an academic context.
- [Data Center-Research for Justice \(2015\) An Introduction to Research Justice](#) – Read chapter 1. This chapter in the toolkit explains various knowledge types, centering community knowledge and lived experiences and how letting communities produce their own knowledge greatly impacts

research. Think about how much information is missing or inaccurately portrayed in mainstream knowledge sources. Includes interactive activities!

- [Citing Multiply Marginalized and Underrepresented \(MMU\) Scholars](#) (2:31) – This video explains historical and systematic prejudices in research and citations. This video is also accompanied by a research guide on Inclusive Citation [Links to an external site]. by Andrea Baer, who has written and presented extensively on Critical Information Literacy topics.
- [Cite Black Women: Centering and Celebrating Black Women in Sociology](#) (the good stuff is between 11:00-50:00) – This podcast episode is a recording of a panel of black women sociologists discussing how black women are excluded from producing knowledge, the importance of citing diverse voices and gatekeeping in the academic publishing industry. The conversation is very eye-opening, has some hot takes and even though black women are historically one of the most oppressed groups, I feel inclusive citation applies to all marginalized groups including black women.

After consuming this content. Provide responses to these questions:

1. Why is it important to consider privilege in research and education?
2. The voices of marginalized people and communities get left out of conversations and history. How do marginalized groups get silenced in academia? How

does librarianship exclude voices?

3. Why should we value expertise, language, identities and experience in addition to scholarly knowledge? Where do we go to find it?

Week 2

Are we using and sharing enough sources from marginalized communities? How can we improve that work?

Discussion: How would you teach others to find missing voices and incorporate them into their research? Share resources with diverse voices that you know of or have found. There are some included in the thread.

Module 5 Collaboration – Student Empowerment in the LI Classroom

Facilitated by [group member name]

Week 1

This week, the group will reflect on the ways in which librarians' style of teaching affects our students, and what could be done to help them to be better learners, and creators of knowledge in their own right. Thoughts on this module are grounded in the theories of critical pedagogy, particularly Paulo Freire and bell hooks, and while intentionally shorter readings have been chosen over their books this week, a few titles are included below for further exploration of these theories.

[Making and Being](#) Chapter 3 – An introduction to a range

of educators and pedagogies that relate to the frameworks examined a few weeks ago. While this chapter is aimed towards arts educators, the coverage is broad enough to be applicable to other teaching contexts, including libraries. Consider what pedagogies referenced resonate the most, and what could be incorporated, or is already incorporated, into each member's teaching.

[How Unconditional Positive Regard Can Help Students Feel Cared For.](#) Building relationships with students where they feel cared about and seen as human will make them feel more welcome in the classroom, and more engaged in learning. In workshops and one-shots, there isn't a lot of time to build relationships with students, but librarians can still communicate this attitude of unconditional positive regard while teaching.

[A Guide to Dismantling Deficit Thinking.](#) Deficit thinking is the idea that there is a narrow, prescribed, "correct" way of doing things – the "norm" – and that anyone living outside of the norm are operating at a deficit and need to be "fixed" in order to be successful. This chart lays out some of the key mindsets and practices to dismantling deficit thinking as an educator, such as honoring students' prior knowledge and experience, and acknowledging all of the learning that happens outside of the classroom. These approaches can help librarians to think of ways to involve students in collaboration.

Discussion prompts:

1. What does relationship-building with students look like to you? How would you like that to look like at your library?
2. What do you think collaboration and empowerment of students could look like in library classrooms? Do

you see any issues or roadblocks that may arise in your institution?

References

Baer, A. (2025). Inclusive Citation. https://libguides.rowan.edu/inclusive_citation

Cite Black Women. (2019). Centering and Celebrating Black Women in Sociology [Speech audio recording]. <https://soundcloud.com/user-211649525/s1e9-centering-and-celebrating>

DataCenter.org. (2015). An Introduction to Research Justice. https://www.powershift.org/sites/default/files/resources/files/Intro_Research_Justice_Toolkit_FINAL1.pdf

Graduate School of Social Work – DU. (2018). Power Privilege and Oppression [Video]. YouTube. https://youtu.be/LTDikx-maoM?si=Z2R_V6A5GqiFYcbR

USU Libraries. Citing MMU Scholars [Video]. YouTube. https://youtu.be/NF8S4Qr_-FM?si=FJXjZPkMqDJKZKKU

Week 2

Find a resource – an article, a lesson plan, or a learning object – that includes students as collaborators (this could be something each member has created themselves!) and share.

Discussion prompts:

1. Not all students want to or are able to participate in class in the same way. How would you like to include multiple ways of participation for students who are shy, have accessibility needs, etc.?
2. What do you do if you receive pushback – from

students, faculty members, other librarians even?

Suggestions for further reading:

Freire, P. (1970). *Pedagogy of the oppressed*. Herder and Herder.

hooks, b. (2003). *Teaching community: A pedagogy of hope*. Routledge.

Heinbach, C., Rosan, M., & Rinto, E. (2021). *Dismantling deficit thinking in academic libraries*. Library Juice Press.

Module 6 Assessment

Facilitated by [group member name]

Assessment can be a useful way to demonstrate that library instruction and services are effective; on the other hand, assessment can feel like a futile checking of boxes or a method for leadership to dismiss initiatives they're not interested in. This module will emphasize intentionally assessing teaching and learning in meaningful ways that can improve our approaches to diverse voices in information literacy.

Some optional readings that may be of interest:

- [Reorienting an Information Literacy Program Toward Social Justice: Mapping the Core Values of Librarianship to the ACRL Framework](#) – especially from page 46 on; there's a discussion of critical librarianship and assessment that may be of use when finding that some institutions' approaches to assessment are contradictory.
- [Toward a Thoughtful Assessment Practice: Using Reflection to Guide Library Instruction Assessment](#) – general assessment article that provides a reflective approach that could apply well

to assessing effectiveness of DEI approaches in the classroom.

- [Binghamton DEI Scorecard for Library and Information Organizations](#) – wanted to reshare this as an opportunity to discuss some of the rubric items if there's an interest. Some of the rubric elements aren't relevant for the instruction classroom but could inform approaches to our assessment practices.

Week 1

Please share an approach or article that focuses on assessment in library instruction.

- Let us know how this is currently used or provide ideas for using the approach to assess teaching or student learning. How might it be adapted to assess DEI?
- If using or finding a good technique that directly addresses DEI assessment, feel free to share that instead! How may this approach be helpful for you or others?

Week 2

Scenario: You're an instruction librarian working on intentionally centering diverse voices in your work, particularly during information literacy sessions.

1. The higher ed figure of your choice [head of your department, library director, provost, dean] wants to demonstrate the value of these initiatives through

assessment.

2. What evidence do you provide? If you don't yet assess this, what kinds of approaches or tools would you use?
3. What resources do you need or have to implement these approaches and apply to your teaching?

PART IV

Appendices

12. **Application Form**

Communities of Practice for the Advancement of Library Instruction (COPALI) is an institute that aims to create sustained professional development programming made up of three communities of practice (CoPs) focused on 1) inclusion of diverse voices in library pedagogy, 2) open pedagogy and open educational resources (OER), and 3) evidence-based information literacy. The institute will run from March – November, 2023 with the hope of bringing together 20 academic librarians interested in advancing a more informed pedagogical approach.

The three CoP tracks will be:

1. Evidence Based Information Literacy Instruction
This track will focus on integrating theories from education and information science to benefit information literacy lessons and programs.
2. Open Pedagogy and OER

This track will incorporate constructivist, self-determination, problem-based, and universal design theories to offer collaborative teaching practices that empower students to become knowledge creators while reducing the cost of mandatory course materials. We will center our learning on ACRL's Information Literacy Frame, Information has Value.

3. **Diverse Voices in Information Literacy**
This track will focus on ways to integrate social justice concepts such as anti-racism, critical literacy, and other teaching strategies for incorporating diversity, equity and inclusion in more intentional ways within information literacy instruction.

Please complete the following form to apply and upload ONE PDF document containing:

1. Your CV including your employment, and any relevant information literacy instruction experience, and relevant experiences you have had in pedagogical theory or teacher training.
2. A letter from your library director (or supervisor responsible for approving professional development) that addresses: Support for your participation and attendance in the institute, especially for the scheduled workshop dates and times. How your participation in the academy will benefit your library. Please make sure your name and library are mentioned at the beginning of the letter.
3. Please write a 1 page (1" margins, 12pt font) essay that addresses: How your participation relates to your current employment and professional goals,

how you will actively engage in the institute, and how you will share what you have learned with other librarians and educators.

If you do not wish to upload a file, you may email it to lrath@brockport.edu with the subject line COPALI 2023.

The COPALI institute is made possible with funding provided by the Rochester Regional Library Council and the University of Rochester, and with the support of SUNY Brockport.

All applications are due no later than January 17, 2023. Applicants will be notified of acceptance the first week of February.

13. Acceptance Letters

Subject: COPALI Institute – Congratulations!

Dear {Name},

Congratulations! We are pleased to welcome you to the 2023 COPALI (Communities of Practice for the Advancement of Library Instruction) Institute. We made every effort to place you in your first choice track; however, in some cases you may have been assigned to your second choice.

Your track is: {Name of Track}

Facilitator: {Name} {email}

Reserve Your Spot by February 3rd, 2023. There is no institute cost to you (beyond possible travel costs) thanks to Rochester Regional Library Council, and the University of Rochester. [pull language from announcement]

Link to form: {Link}

Save the Dates (all events are 10am – 4pm)

Date	Event	Location
March 10, 2023	Kickoff	Travel to SUNY REOC 161 Chestnut Street Rochester NY 14604 (Brockport Downtown)
June 30, 2023	Wrap Up and Planning for Fall 2023	Travel to University of Rochester Rush Rhees Library Rochester, NY 14627
November 17, 2023	COPALI Conference	Virtual Share Out Event

Watch Your Email

Our primary method of communication will be email. As we approach March 10th we will be sharing more details.

The Planning Committee was thoroughly impressed with everyone's application and their intentions for wanting to join the institute, as well as how they plan to share the knowledge gained from the respective Communities of Practice. We are looking forward to learning together with such a great group of librarians!

14. **RSVP Form**

Acceptance: Yes/No

Accommodations: [Dietary, physical or technical accommodations]

Would you be interested in information about lodging in Rochester, NY? [Yes/No]

Would you be interested in joining a group dinner on March 10th (approximately 5:30pm)? [Yes/No]

15. Recruitment

Email

Apply today: Librarian Professional Development Program

Communities of Practice for the Advancement of Library Instruction (COPALI) is an institute that aims to create sustained professional development programming made up of three communities of practice (CoPs) focused on 1) inclusion of diverse voices in library pedagogy, 2) open pedagogy and open educational resources (OER), and 3) evidence-based information literacy. We hope the institute will bring together up to 30 academic librarians interested in advancing a more informed pedagogical approach. Each track will bring together up to 10 librarians for a sustained period from March – November, 2023.

The institute will start with an in-person kickoff on March 10, 2023 that will bring together everyone in the institute. From there, each track will form a community of practice that will engage asynchronously over six modules. Each module

will have one week of content and one week of interactive activities, for a total of 12 weeks of asynchronous participation with an anticipated commitment of two hours per week. Then, on June 30, 2023, participants will meet in the Rochester, NY area to share findings across the three CoPs and make an action plan for fall 2023 information literacy instruction. Finally, on November 17, 2023 we will have a virtual mini-conference to share our successes and lessons learned.

For your convenience, the required dates will be:

March 10, 2023 10am – 4pm (in person, Rochester, NY area)

June 30, 2023 10am – 4pm (in person, Rochester, NY area)

November 17, 2023 10am – 4pm (virtual)

Applicants will be asked to prioritize their CoP choice, but will only be able to participate in one track. Descriptions of the three CoP tracks are:

1. **Evidence Based Information Literacy Instruction**

This track will focus on integrating theories from education and information science to benefit information literacy lessons and programs.

2. **Open Pedagogy and OER**

This track will incorporate constructivist, self-determination, problem-based, and universal design theories to offer collaborative teaching practices that empower students to become knowledge creators while reducing the cost of mandatory course materials. We will center our learning on ACRL's Information Literacy Frame, Information has Value.

3. **Diverse Voices in Information Literacy**

This track will focus on ways to integrate social justice concepts such as anti-racism, critical literacy,

and other teaching strategies for incorporating diversity, equity and inclusion in more intentional ways within information literacy instruction.

To apply, you will need to create ONE PDF document containing:

1. Your CV including your employment, and any relevant information literacy instruction experience, and relevant experiences you have had in pedagogical theory or teacher training.
2. A letter from your library director that addresses: Support for your participation and attendance in the institute, especially for travel to the Rochester, NY area and attendance at the scheduled workshop dates and times (3/10/23, 6/30/23, and 11/17/23); and how your participation in the institute will benefit your library. Please make sure your name and library are mentioned at the beginning of the letter.
3. A 1-page (1" margins, 12pt font, single-spaced) essay that addresses: How your participation relates to your current employment and professional goals, how you will actively engage in the institute, and how you will share what you have learned with other librarians and educators.

All applications are due no later than **January 9, 2023**. Applicants will be notified of acceptance the first week of February.

For more information and the COPALI application, see <https://forms.gle/wiTUFjCGnXA5xNGq7>. Questions about the institute can be sent to any of the organizers:

Justina Elmore, University at Rochester,
jelmore@library.rochester.edu

Kim Hoffman, University at Rochester,
khoffman@library.rochester.edu

Logan Rath, SUNY Brockport, lrath@brockport.edu

16. Corrections & Edits

Please use this form to provide corrections and edits to our OER:



One or more interactive elements has been excluded from this version of the text. You can view them online here:

<https://copali.pressbooks.sunycreate.cloud/?p=96>