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## Instructional Literacy: ACL 2013 Preconference with Char Booth

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# Instructional Literacy:

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## ACL 2013 Preconference with Char Booth

“Think about what you are doing while you are doing it,” said Char Booth, Instruction Services Manager and E-Learning Librarian, at the preconference session on June 10<sup>th</sup> at Point Loma Nazarene University. In the workshop she called *Promoting Creativity and Innovation in Information Literacy*, Booth shared many ways to instruct creatively and emphasized the importance of being constantly engaged with students while teaching, reading their body language, and checking for understanding.

Char Booth uses the images and words occurring around her to keep her teaching fresh. She grabs photos with her cell phone. As for words, she asked to borrow a few from ACL member Keith Lawson of Life Pacific College. Members were developing and sharing their educational philosophies during the session, and Keith described his philosophy as “getting people to get it through discovery.” She liked it – he kindly allowed her to stow his words for future use.

Three principles guided Booth’s encouragement to those who attended the session. She emphasized the importance of reflective practice, sound educational theory, and effective teaching techniques. Ms. Booth expanded on these principles and guided ACL members through both group and singular activities throughout the morning in an effort

to help illustrate each idea. One important resource provided during the session was a USER chart (understand, structure, engage and reflect) to guide librarians as they plan for instruction. The chart, which was distributed to attendees as a handout, is described in greater depth in Booth’s book *Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators*.

Ms. Booth was quite witty and personable. As her computer began to run out of power, she kept her sense of humor and used the moment to teach about being prepared for technical failures. She shared that she brings two computers and a flash drive with her presentation to all speaking engagements in preparation for any computer catastrophe.

As the session drew to an end, Booth stressed the importance of conducting a quick, three-question reflection after teaching. In addition to asking what was negative about an instruction session, the teaching librarian should also ask what one thing to improve and what to follow up on. Ms. Booth closed the session with a smile, saying that when she evaluates her experience with ACL, it is with thanks that she will only write, “almost tripped over the computer cord.” †

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