

## LOEX 2019 - May 10 & 11 Schedule (Minneapolis, MN)

DAY/TIME	Great Lakes B	Great Lakes A2-3	Lake Harriet	Great Lakes C	Lake Bemidji	Lake Minnetonka	Great Lakes A1
<b>FRIDAY</b> <b>10:15 a.m. - 11:05 a.m.</b>  <b>1</b>	Joanna Thielen and Amanda Nichols Hess, <i>Oakland University</i>  Seeing the Forest through the Trees: Providing Instruction on Reading Journal Articles for All Disciplines  [Lead & Innovate]	Rachel Dineen, <i>University of Northern Colorado</i>  Toward a Critical-Inclusive Assessment Practice  <b>INTERACTIVE</b> [Assessment]	Kayla B. McNabb, Lisa Becksford, Kodi Saylor and Kelsey Hammer, <i>Virginia Tech</i>  Keep Calm and Cairn On: Improving Learning Objects with Guided Feedback through Usability Testing  <b>INTERACTIVE</b> [Lead & Innovate]	Eric Jennings and Hans Kishel, <i>UW-Eau Claire</i>  Information Literacy, Marshall McLuhan, and Supercomplexity: Teaching Students to Question Everything  [Pedagogy]	John Watts, <i>University of Nevada, Las Vegas</i> and Joshua Vossler, <i>SIU Carbondale</i>  Building a Philosophy for Emerging Research Services  [Facilitating Student Research]	Mariya Gyendina and Jennifer McBurney, <i>University of Minnesota</i>  Research Sprints: A Model for Collaboration  [Collaboration]	Felicia A. Smith, <i>Stanford University</i>  Amazing Races Spanning from Outdoor Instruction All the Way to Virtual Reality  [Lead & Innovate]
<b>FRIDAY</b> <b>11:20 a.m. - 12:10 p.m.</b>  <b>2</b>	Sarah E. Fancher, <i>Ozarks Tech CC</i> and Jamie L. Emery, <i>Saint Louis University</i>  Why Learn to Swim When You Have a Raft? Motivating Students to Change their Research Behaviors  [Pedagogy]	William Cuthbertson, Irene Korber and Zohra Saulat, <i>CSU Chico</i>  Research Ready: Expanding the One-Shot and Collaborating for Student Success  <b>INTERACTIVE</b> [Collaboration]	David Dettman, <i>University of Wisconsin-Stevens Point</i>  Promoting Critical Thinking and Civil Discourse via Structured Academic Controversy  <b>INTERACTIVE</b> [Facilitating Student Research]	Virginia Cairns and Lane Wilkinson, <i>University of Tennessee Chattanooga</i>  Setting the Course: Mapping Information Skills Pathways through the Majors  [Outreach & Engagement]	Donna Harp Ziegenfuss, <i>University of Utah</i>  Adding Value: Off-Road to Rethink the Needs of Graduate Student Emerging Scholars  [Lead & Innovate]	Ryne Leuzinger, <i>Cal State Monterey Bay</i>  Crossover Appeal: Using Reading Apprenticeship Techniques to Support Information Literacy Learning Outcomes  [Lead & Innovate]	Amy Buhler, <i>University of Florida</i> , Joyce Kasman Valenza, <i>Rutgers University</i> and Brittany Brannon, <i>OCLC Research</i>  Designing a “Point of Selection” Study Using Simulations: From Trailhead to Terminus  [Assessment]

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<b>3</b>	<p><b>FRIDAY</b> <b>1:45 p.m. – 2:35 p.m.</b></p> <p>Yan He, Polly Boruff-Jones, Matthew Todd Bradley and Paul Cook, <i>Indiana University Kokomo</i></p> <p>Combating Digital Polarization: Teaching Undergraduates Web Literacy Using “Four Moves and a Habit”</p> <p>[Pedagogy]</p>	<p>Kelly Getz and Sarah Fabian, <i>Eastern Michigan University</i></p> <p>Flip the Class, Not the Canoe! Methods for Formative Assessment in the Flipped Library Classroom</p> <p><b>INTERACTIVE</b></p> <p>[Assessment]</p>	<p>Julia Feerrar and Miko Nino, <i>Virginia Tech</i></p> <p>Blazing a Trail for Literacy Exploration through Design Thinking</p> <p><b>INTERACTIVE</b></p> <p>[Lead &amp; Innovate]</p>	<p>Glenn Koelling and Alyssa Russo, <i>University of New Mexico</i></p> <p>Framework-Based Gameplay: Library Instruction, Student Employee Professional Development, and the Escape Room 2.0</p> <p>[Pedagogy]</p>	<p>Clinton Baugess and Kerri Odess-Harnish, <i>Gettysburg College</i></p> <p>Skippping Stones: The Ripple Effect of Collaborating with a Center for Teaching and Learning</p> <p>[Collaboration]</p>	<p>Sarah Parramore, Jonathan Cornforth, Joy Lambert and Michael DeMars, <i>CSU Fullerton</i></p> <p>Fishing for Followers: Putting Students in Charge of Library Outreach</p> <p>[Outreach &amp; Engagement]</p>	<p>Stacey Lavender and Paul Campbell, <i>Ohio University</i></p> <p>Sparking Enthusiasm in Freshman Psychology Majors Using the Library’s Special Collections</p> <p>[Pedagogy]</p>
<b>4</b>	<p><b>FRIDAY</b> <b>2:50 p.m. – 3:40 p.m.</b></p> <p>Ruth D. Terry, D’Arcy Hutchings, Jennifer McKay and Anna Bjartmarsdotir, <i>University of Alaska Anchorage</i></p> <p>Blazing Trails through an Untamed Wilderness: Improving your Library’s Self-Guided Help</p> <p>[Lead &amp; Innovate]</p>	<p>Bridget Farrell and Carrie Forbes, <i>University of Denver</i> and Katie Fox, <i>Colorado State Library</i></p> <p>Lost in the Woods?: Using Action Research to Improve Your Assessment</p> <p><b>INTERACTIVE</b></p> <p>[Assessment]</p>	<p>Samantha Harlow and Maggie Murphy, <i>UNC Greensboro</i></p> <p>Swim Relay: Using a Medley of Techniques to Teach Information Literacy Concepts and Mechanics</p> <p><b>INTERACTIVE</b></p> <p>[Pedagogy]</p>	<p>Emilia Marcyk, <i>Michigan State University</i></p> <p>Into the Unknown Wilds: Fostering Productive Uncertainty in Information Literacy</p> <p>[Pedagogy]</p>	<p>Shannon Simpson, <i>Kenyon College</i> and Dr. Aliza Hapgood Watters, <i>Johns Hopkins University</i></p> <p>Glamping up Your Co-Teaching to Provide Elegant Instruction and Rich Learning Experiences in the Research and Writing Tent</p> <p>[Collaboration]</p>	<p>Don Latham and Melissa Gross, <i>Florida State University</i></p> <p>A Framework for the Frames: Using the Peritextual Literacy Framework to Teach the ACRL Frames</p> <p>[Pedagogy]</p>	<p>Mark Lenker, <i>University of Nevada Las Vegas</i></p> <p>Engaging Student Veterans as Researchers: Libraries Initiating Campus Collaborations</p> <p>[Outreach &amp; Engagement]</p>

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<b>FRIDAY</b> <b>4:10 p.m. – 5:00 p.m.</b>  <b>5</b>	Rachel Flynn, <i>Gustavus Adolphus College</i> and Megan Adams, <i>Grinnell College</i>  Wandering into the Wilderness: Embracing Ambiguity in Information Literacy Instruction  [Pedagogy]	Lisa Janicke Hinchliffe, Leah Freemon and Andrea Krebs, <i>University of Illinois at Urbana-Champaign</i>  Beyond Life Jackets and Eliminating the Deep End: Making Database Tutorial Videos Equitable Learning Opportunities  <b>INTERACTIVE</b>  [Pedagogy]	Robert Detmering, <i>University of Louisville,</i> Sam McClellan, <i>CSU, Sacramento</i> Amber Willenborg, <i>University of Louisville</i>  “Do I Know Enough to Have a Voice in This?”: Overcoming Professional Roadblocks on the Assessment Journey  <b>INTERACTIVE</b>  [Assessment]	Marybeth McCartin, Andrew Battista and Katherine Boss, <i>New York University</i>  Diving into Data Literacy Instruction  [Pedagogy]	Ula Lechtenberg and Zach Claybaugh, <i>Sacred Heart University</i>  Sharing Our Compass: Faculty Development and Information Literacy  [Lead & Innovate]	Michelle Guittar, <i>Northwestern University</i>  Traversing New Terrain: Introducing Academic Research to High School Students  [Lead & Innovate]	Zoe Weinstein and Alex Willett, <i>Brandeis University</i>  The Wilds of Fandom Research: Watch Out for that Ethical Bear Trap  [Facilitating Student Research]

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<b>SATURDAY</b> <b>8:50 a.m. – 9:40 a.m.</b>  <b>6</b>	Brianne Markowski and Rachel Dineen, <i>University of Northern Colorado</i>  Uncovering First-Year Students' Conceptions of the Research Process  [Assessment]	Samantha Cook and Kristina Clement, <i>University of Wyoming</i>  Fighting the Hidden Barriers: Applying Universal Design for Learning to Library Instruction for People with Invisible Disabilities  <b>INTERACTIVE</b>  [Lead & Innovate]	Laura Hibbler and Chloe Morse-Harding, <i>Brandeis University</i>  Sparking Curiosity and Research Questions in the Archives through the Question Formulation Technique  <b>INTERACTIVE</b>  [Facilitating Student Research]	Mary K Oberlies, <i>William &amp; Mary</i> and Sara Dewaay, Annie Zeidman-Karpinski and Kristin Buxton, <i>University of Oregon</i>  Forging a New Path for Instructional Development: Trailblazing for High-Impact Teaching Using Peer Observation and Coaching  [Lead & Innovate]	Carrie Bishop, Maria Barefoot and Sara Parme, <i>Indiana University of Pennsylvania</i>  Bushwhacking the Path to Online Information Literacy Tools: Utilizing User-Centered Design and the Institutional Repository...for Users  [Outreach & Engagement]	Christopher Chan, <i>Hong Kong Baptist University</i>  Bringing Them up to Speed: Teaching Scholarly Communication to New Graduate Students  [Pedagogy]	Pamela Mann, <i>St. Mary's College of Maryland</i>  Encuéntranos en la Comunidad: Critical Information Literacy Meets Community Based Learning  [Collaboration]
<b>SATURDAY</b> <b>9:55 a.m. – 10:45 a.m.</b>  <b>7</b>	Gary Arave, <i>Indiana University Bloomington</i>  You Can't Catch Fruit Flies in a Mouse Trap: Teaching Contextual Evaluation of Information Sources  [Pedagogy]	Sara Arnold-Garza, <i>Towson University</i> and Natalie Burclaff, <i>University of Baltimore</i>  Going for the Summit: Setting and Maintaining High Expectations for Students in the Classroom  <b>INTERACTIVE</b>  [Pedagogy]	Renee Romero and Doug Worsham, <i>UCLA</i> and Annie Pho, <i>University of San Francisco</i>  Better Together: Student-Led Collaborative Media Creation  [Collaboration]	Tessa Withorn and Carolyn Caffrey Gardner, <i>California State University Dominguez Hills</i>  Assessment Roadside Attractions: From Mile Marker One to Programmatic Student Learning  [Assessment]	Alexandra Hamlett and Meagan Lacy, <i>Guttman Community College, CUNY</i>  "The Times They Are A'Changing": Information Literacy Instruction, Faculty Ownership, and Student Success  [Pedagogy]	Judith E. Pasek, <i>University of Wyoming</i> and Jennifer Mayer, <i>University of Northern Colorado</i>  Exploring Data Management: Identifying Signposts for Graduate Student Researchers  [Lead & Innovate]	Cody Hennesy, <i>University of Minnesota</i> and Nicole Brown and Stacy Reardon, <i>University of California, Berkeley</i>  Sparking New Modes of Scholarship: Undergraduate Fellows as Service Design Leaders  [Facilitating Student Research]

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<p><b>SATURDAY</b>  <b>11:15 a.m. – 12:05 p.m.</b></p> <p style="text-align: center; font-size: 2em;">8</p>	<p>Francesca Marineo,  <i>University of Nevada Las Vegas</i></p> <p>Beyond the Shallows: Motivating Students to Dive Headfirst into the Vast Information Ocean</p> <p>[Pedagogy]</p>	<p>Dianne N. Brown and Liz Settoducato,  <i>Tufts University</i></p> <p>Caring for Your Community of Practice: Collective Responses to Burnout</p> <p><b>INTERACTIVE</b></p> <p>[Collaboration]</p>	<p>Kelsey Sheaffer and Jessica Kohout-Taylor,  <i>Clemson University</i></p> <p>Guiding Students Through Choppy Creative Waters: Collaborative Pedagogy to Empower Ethical Creators</p> <p>[Pedagogy]</p>	<p>Sandy Hervieux and Katherine Hanz,  <i>McGill University</i></p> <p>Braving the Wilderness: Using Text Analysis and Encoding to Teach Students about Literature Reviews</p> <p>[Lead &amp; Innovate]</p>	<p>Christina Hillman and Nancy Greco,  <i>St. John Fisher College</i></p> <p>From the Trailhead to the Summit and Back: A Journey to Information Literacy Program Renewal</p> <p>[Lead &amp; Innovate]</p>	<p>Hailley Fargo,  <i>Penn State University</i></p> <p>Lighting the Fire: Gathering Fuel to Build an Undergraduate Research Program</p> <p>[Facilitating Student Research]</p>	<p>Dr. Terri Summey and Dr. Sandra Valenti,  <i>Emporia State University</i></p> <p>Pool Manager, Lifeguard, Swim Coach, Swimmer: Keeping Your Head Above Water with the ACRL Framework</p> <p>[Pedagogy]</p>
<p><b>SATURDAY</b>  <b>1:50 p.m. – 2:40 p.m.</b></p> <p style="text-align: center; font-size: 2em;">9</p>	<p>Christine M. Larson and Margaret Vaughan,  <i>Metropolitan State University</i></p> <p>Teaching Ways of Knowing: The Challenges of Marginalized Knowledge to Understandings of Authority and Authorship</p> <p>[Lead &amp; Innovate]</p>	<p>Kate Hinnant and Robin Miller,  <i>UW-Eau Claire</i></p> <p>Research Meditations: A Low Stakes Entrée into Research as Inquiry</p> <p>[Facilitating Student Research]</p>	<p>Marcela Y. Isuster,  <i>McGill University</i></p> <p>Master Manipulators: Using Manipulatives for Tactile and Kinesthetic Learning in the Information Literacy Classroom</p> <p><b>INTERACTIVE</b></p> <p>[Pedagogy]</p>	<p>Sheila Stoeckel and Alex Stark,  <i>University of Wisconsin-Madison</i></p> <p>Librarians as Threshold Guides: Blazing the Trail with Competency-Based Micro-Courses</p> <p>[Lead &amp; Innovate]</p>	<p>Katie Strand and Rachel Wishkoski,  <i>Utah State University</i></p> <p>Sink or Swim? A Case Study Approach to Teaching Information Evaluation</p> <p>[Pedagogy]</p>	<p>Nykol Eystad and Susan Stekel,  <i>Walden University</i></p> <p>No Donuts, No Doors: Building and Hosting a Virtual Open House</p> <p>[Outreach &amp; Engagement]</p>	<p>Ashley B. Crane, Stacy H. Johnson and Dianna L. Kim,  <i>Sam Houston State University</i></p> <p>Riding the Instructional Rapids: Recognizing &amp; Reveling in Spontaneous Instances of Instruction</p> <p>[Pedagogy]</p>

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<p><b>SATURDAY</b>  <b>2:55 p.m. – 3:45 p.m.</b></p> <p align="center"><i>10</i></p>	<p>Paul Worrell,  <i>McKendree University</i></p> <p>Creativity and Wonderment:            Applying Waldorf Education to Information Literacy Instruction</p> <p>[Lead &amp; Innovate]</p>	<p>Dunstan McNutt,  <i>University of Tennessee Chattanooga</i></p> <p>Narratives of Information Creation: Telling Stories to Make Sense of Scholarship</p> <p><b><i>INTERACTIVE</i></b></p> <p>[Pedagogy]</p>	<p>Kathleen Phillips,  <i>Penn State University</i></p> <p>Treading the Muddy Waters of the Information Ecosystem: Getting Personal with Source Evaluation</p> <p>[Pedagogy]</p>	<p>Emily Scharf,            Claudia C. Peterson and Sarah D. Calhoun,  <i>Carleton College</i></p> <p>Tracking Information Literacy at Critical Points in the College Experience: New Ideas and Established Projects</p> <p>[Assessment]</p>	<p>Maggie Epstein and Bridget Draxler,  <i>St. Olaf College</i></p> <p>They Go Together Like Chicken and Wild Rice: Training Tutors to Provide Embedded Writing and Research Support</p> <p>[Collaboration]</p>	<p><b>--EMPTY--</b></p>	<p><b>--EMPTY--</b></p>