

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

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

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| <b>3</b> | <p><b>FRIDAY</b><br/><b>1:45 p.m. – 2:35 p.m.</b></p> <p>Yan He, Polly Boruff-Jones, Matthew Todd Bradley and Paul Cook,<br/><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,<br/><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,<br/><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,<br/><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,<br/><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<br/><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,<br/><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><br/><b>2:50 p.m. – 3:40 p.m.</b></p> <p>Ruth D. Terry, D’Arcy Hutchings, Jennifer McKay and Anna Bjartmarsdottir,<br/><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,<br/><i>University of Denver</i> and Katie Fox,<br/><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,<br/><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,<br/><i>Michigan State University</i></p> <p>Into the Unknown Wilds: Fostering Productive Uncertainty in Information Literacy</p> <p>[Pedagogy]</p>                                                   | <p>Shannon Simpson,<br/><i>Kenyon College</i> and Dr. Aliza Hapgood Watters,<br/><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,<br/><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,<br/><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><br><b>4:10 p.m. –</b><br><b>5:00 p.m.</b><br><br><b>5</b> | Rachel Flynn,<br><i>Gustavus Adolphus</i><br><i>College</i> and<br>Megan Adams,<br><i>Grinnell College</i><br><br>Wandering into the<br>Wilderness:<br>Embracing<br>Ambiguity in<br>Information<br>Literacy Instruction<br><br>[Pedagogy] | Lisa Janicke<br>Hinchliffe, Leah<br>Freemon and<br>Andrea Krebs,<br><i>University of</i><br><i>Illinois at Urbana-</i><br><i>Champaign</i><br><br>Beyond Life<br>Jackets and<br>Eliminating the<br>Deep End: Making<br>Database Tutorial<br>Videos Equitable<br>Learning<br>Opportunities<br><br><b>INTERACTIVE</b><br><br>[Pedagogy] | Robert Detmering,<br><i>University of</i><br><i>Louisville,</i><br>Sam McClellan,<br><i>CSU, Sacramento</i><br>Amber Willenborg,<br><i>University of</i><br><i>Louisville</i><br><br>“Do I Know<br>Enough to Have a<br>Voice in This?”:<br>Overcoming<br>Professional<br>Roadblocks on the<br>Assessment<br>Journey<br><br><b>INTERACTIVE</b><br><br>[Assessment] | Marybeth<br>McCartin, Andrew<br>Battista and<br>Katherine Boss,<br><i>New York</i><br><i>University</i><br><br>Diving into Data<br>Literacy Instruction<br><br>[Pedagogy] | Ula Lechtenberg<br>and Zach<br>Claybaugh,<br><i>Sacred Heart</i><br><i>University</i><br><br>Sharing Our<br>Compass: Faculty<br>Development and<br>Information<br>Literacy<br><br>[Lead & Innovate] | Michelle Guittar,<br><i>Northwestern</i><br><i>University</i><br><br>Traversing New<br>Terrain:<br>Introducing<br>Academic<br>Research to High<br>School Students<br><br>[Lead & Innovate] | Zoe Weinstein and<br>Alex Willett,<br><i>Brandeis</i><br><i>University</i><br><br>The Wilds of<br>Fandom Research:<br>Watch Out for that<br>Ethical Bear Trap<br><br>[Facilitating<br>Student Research] |

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

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| <b>8</b> | <p><b>SATURDAY</b><br/>11:15 a.m. – 12:05 p.m.</p> <p>Francesca Marineo,<br/><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,<br/><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,<br/><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,<br/><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,<br/><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,<br/><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,<br/><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>                 |
| <b>9</b> | <p><b>SATURDAY</b><br/>1:50 p.m. – 2:40 p.m.</p> <p>Christine M. Larson and Margaret Vaughan,<br/><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,<br/><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,<br/><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,<br/><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,<br/><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,<br/><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,<br/><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><br/> <b>2:55 p.m. –</b><br/> <b>3:45 p.m.</b></p> <p><b>10</b></p> | <p>Paul Worrell,<br/> <i>McKendree</i><br/> <i>University</i></p> <p>Creativity and<br/> Wonderment:<br/> Applying Waldorf<br/> Education to<br/> Information<br/> Literacy Instruction</p> <p>[Lead &amp; Innovate]</p> | <p>Dunstan McNutt,<br/> <i>University of</i><br/> <i>Tennessee</i><br/> <i>Chattanooga</i></p> <p>Narratives of<br/> Information<br/> Creation: Telling<br/> Stories to Make<br/> Sense of<br/> Scholarship</p> <p><b>INTERACTIVE</b></p> <p>[Pedagogy]</p> | <p>Kathleen Phillips,<br/> <i>Penn State</i><br/> <i>University</i></p> <p>Treading the<br/> Muddy Waters of<br/> the Information<br/> Ecosystem: Getting<br/> Personal with<br/> Source Evaluation</p> <p>[Pedagogy]</p> | <p>Emily Scharf,<br/> Claudia C.<br/> Peterson and Sarah<br/> D. Calhoun,<br/> <i>Carleton College</i></p> <p>Tracking<br/> Information<br/> Literacy at Critical<br/> Points in the<br/> College<br/> Experience: New<br/> Ideas and<br/> Established<br/> Projects</p> <p>[Assessment]</p> | <p>Maggie Epstein<br/> and Bridget<br/> Draxler,<br/> <i>St. Olaf College</i></p> <p>They Go Together<br/> Like Chicken and<br/> Wild Rice:<br/> Training Tutors to<br/> Provide Embedded<br/> Writing and<br/> Research Support</p> <p>[Collaboration]</p> | <p><b>--EMPTY--</b></p> | <p><b>--EMPTY--</b></p> |