LOEX 2020
ONLINE
MAY 5–8
SCHEDULE OVERVIEW

TUESDAY, MAY 5

12:00 - 1:15 p.m. Welcome & plenary speaker, Kaetrena Davis Kendrick
2:00 - 3:00 p.m. Breakout sessions 1
4:00 - 5:00 p.m. Breakout sessions 2

WEDNESDAY, MAY 6

10:00 - 11:00 a.m. Breakout sessions 3
12:00 - 1:00 p.m. Breakout sessions 4
2:00 - 3:00 p.m. Breakout sessions 5
4:00 - 5:00 p.m. Breakout sessions 6

THURSDAY, MAY 7

10:00 - 11:00 a.m. Breakout sessions 7
12:00 - 1:00 p.m. Breakout sessions 8
2:00 - 3:00 p.m. Breakout sessions 9
4:00 - 5:00 p.m. Breakout sessions 10

FRIDAY, MAY 8

10:00 - 11:00 a.m. Breakout sessions 11
12:00 - 1:00 p.m. Breakout sessions 12
2:00 - 3:00 p.m. Breakout sessions 13
4:00 - 5:00 p.m. Breakout sessions 14

5:00 p.m. Conference Concludes (all times Eastern)
Plenary Speaker

Kaetrena Davis Kendrick
2019 ACRL Academic/Research Librarian of the Year

Libraries recruit using the term "creativity" often, but: what is creativity? How does it show up in academic library practice, and how does it impact our user communities, organizations, and us as practitioners? Kendrick will share her perspective on creativity, how she’s applied the concept in service of various facets of library practice, and the organizational, system, and LIS field challenges that can hinder creativity in libraries.

Kaetrena Davis Kendrick earned her MSLS from the historic Clark Atlanta University School of Library and Information Studies. Her research interests include professionalism, ethics, racial and ethnic diversity in the LIS field, and the role of digital humanities in practical academic librarianship. She is co-editor of The Small and Rural Academic Library: Leveraging Resources and Overcoming Limitations (ACRL 2016) and the author of two annotated bibliographies: Kaleidoscopic Concern: An Annotated, Chronological Bibliography of Diversity, Recruitment, Retention, and Other Concerns Regarding African American and Ethnic Library Professionals (ACRL, 2009) and Global Evolution: An Annotated, Chronological Bibliography of International Students in U.S. Academic Libraries (ACRL, 2007).

In addition to her research and writing, Kendrick also offers professional development opportunities and organizational consultations designed to energize employee morale and promote empathetic leadership in North American libraries. In her daily and long-term work, Kendrick has transformed library programs, services, and culture via creativity, leadership, and advocacy.

In 2019, Kendrick was named the Association of College and Research Libraries’ Academic/Research Librarian of the Year.
TUESDAY 2PM - 3PM

Room A
Enhancing Our Supply Chain: Working with Faculty to Embed Information Literacy Threshold Concepts
Amanda K. Izenstark and Mary C. MacDonald, University of Rhode Island

Collaborating with campus faculty developers and using active learning techniques, two academic librarians facilitated a 3.5 day seminar with the goal of connecting faculty’s underlying course content with information literacy threshold concepts across a variety of disciplines. During the seminar, participants discovered concepts common across disciplines that enabled them to highlight core concepts in their own field in their courses. At the end, faculty participants were energized and enthusiastic about their new plans to incorporate information literacy components into both existing lessons and course materials, as well as into new courses, ultimately improving teaching and supporting student learning.

Participants will:
• Recognize how faculty benefit from participating in an information literacy seminar.
• Explain their own research process as a basis for incorporating a similar activity in their own potential seminar.
• Identify strategies for developing similar IL for Faculty opportunities.

Intended Audience: Brand new to the topic, At least some experience with the topic

Room B
Murder, Mayhem, and Plagiarism: Using Nonfiction Podcasts to Teach Academic Integrity
Allison Rand, Park University

Whether you’re a fan of My Favorite Murder, Serial, or How Did This Get Made, nonfiction podcasts have exploded in popularity in the past decade without many defined rules or expectations for the medium. This session will discuss using recent examples of nonfiction podcasts caught in plagiarism scandals to discuss academic integrity and plagiarism with first year students. This session will include specific examples of lesson plans, as well as tips and tools for how to incorporate audio podcasts into information literacy classroom sessions. CONTENT WARNING: Strong language, brief discussions of violence

Participants will:
• Learn how to incorporate podcasts into lesson plans and discussions about plagiarism and academic integrity.
• Discuss other possibilities for incorporating new media and podcasts into information literacy lesson plans.
• Learn about tools to clip and share audio podcasts within a presentation or PowerPoint.

Intended Audience: Brand new to the topic, At least some experience with the topic

Room C
From Anecdotes to Data: Leveraging Our Assessment Toolkit to Determine How a New Curriculum Measures Up
Rachel Wishkoski, Katie Strand, Alex Sundt, and Deanna Allred, Utah State University

You just delivered an amazing lesson - but how do you know if it’s actually more engaging and effective for students? When we found ourselves asking exactly that about a new English Composition library curriculum, we designed a mixed-methods assessment to find out. Our new curriculum incorporated case-based problem-based learning (CBPBL) to frame three lessons on source evaluation, topic development, and synthesis. To assess the impact of our new approach, we combined several methods: a pre-/post-test student survey, classroom observations, instructor reflections, and analysis of student reflection papers. Join us for a discussion about designing library instruction assessment and our findings.
TUESDAY 2PM - 3PM (continued)

Participants will:

- Learn about a case-based problem-based learning information literacy curriculum piloted for English Composition, including major findings from the assessment of the pilot.
- Learn about a mixed-methods approach to information literacy instruction assessment, including its successes and challenges with this research design.
- Reflect on assessment strategies they might adapt to their own teaching and institutional contexts.

*Intended Audience:* Brand new to the topic, At least some experience with the topic

TUESDAY 4PM - 5PM

Room A

Engineering Critical Pedagogy for Online Library Courses: A Blueprint for Librarians

*Katie Greer, Oakland University*

The scholarship on critical pedagogy and critical information literacy provides examples of how academic librarians can incorporate these important practices into their teaching of one-shot and even credit courses, but little exists in the literature of how to effectively do so in the online environment. This session will explore one librarian’s experiences incorporating critical pedagogy and critical information literacy into an online, 4-credit course in order to increase student engagement and student success. The presenter will detail some of the challenges of applying these pedagogical strategies in the online environment, as well as how she approached them, and participants will leave with strategies that can be employed to break down those barriers.

Participants will:

- Define critical pedagogy/critical information literacy and access resources relevant to the topic.
- Discuss the challenges of incorporating critical pedagogy into the online environment.
- Brainstorm strategies to apply critical pedagogy to their own teaching environments.

*Intended Audience:* Brand new to the topic, At least some experience with the topic

Room B

High-Flex Lesson Planning: A Sustainable Approach to Information Literacy

*Brandon K. West, State University of New York at Geneseo*

Designing specific lessons plans is not always feasible when faced with last-minute requests and being short-staffed. On the flip side, general lesson plans are often too broad. I developed a process called High-Flex Lesson Planning, which focuses on using backward design, critical thinking, chunking information, and active learning to develop activities that are easily adaptable to classes regardless of their subject matter. This interactive presentation will review the theories supporting this lesson planning process, showcase examples I have implemented in the classroom, and will provide an opportunity for attendees to apply the concepts of High-Flex Lesson Planning to a common teaching scenario. The goal of this presentation is for attendees to leave with a toolkit of teaching ideas they can implement after the conference.

Participants will:

- Explore the instructional principles that can make their instruction highly flexible in a variety of learning contexts.
- Apply the concept of High-Flex Lesson Planning to an information literacy activity.
- Reflect on opportunities to incorporate High-Flex Lesson Planning into their teaching.

*Intended Audience:* Brand new to the topic, At least some experience with the topic
Room C

Building a Better Badge Program: A Flexible Model for an Information and Digital Literacy Badge & Certificate Program
Samantha Cook, Kristina Clement, Hilary Baribeau, and Shannon Sheridan, University of Wyoming

The University of Wyoming Libraries, in partnership with the University of Wyoming’s Elbogen Center for Teaching and Learning (ECTL), has developed an innovative Certificate for Teaching and Learning and badge program to incorporate information literacy services in the current Certificate and to increase the Certificate’s completion rate. This presentation will cover the redesign of the program, the benefits of combining badging with a certificate program, and will report on the first year of the new certificate program, including successes, failures, readjustments, and assessments.

Participants will:
- Recognize the potential for deeper collaborations between librarians and teaching and learning centers and start to identify potential projects at their own institutions.
- Identify the benefits of combining a badging system with a certificate program and recognize the personal and professional benefits to participants.
- Discover the successful pieces of a sustainable model for creating an information and digital literacy certificate program in their own libraries, with or without a center for teaching and learning.

Intended Audience: Brand new to the topic, At least some experience with the topic

Room D

We Keep Moving Forward: Opening New Doors to Information Literacy with Augmented Reality
Amber Sewell, University of Tennessee, Knoxville

What happens when curiosity leads you to explore new avenues of information literacy instruction? When reaching 100% of first-year composition courses isn’t feasible with your current model and alternative practices don’t spark inspiration, it’s time to start brainstorming. This presentation will walk attendees through the presenter’s process of creating an augmented reality learning experience designed to broaden the scope of information literacy, from the frustrating process of trying to find the best augmented reality tool, to a description of the first iteration and students’ responses to it, and finally to plans for the future.

Participants will:
- Be able to describe current uses of online technology to increase the scope of information literacy, as well as current uses of augmented reality in academic libraries, to provide context for the discussed project
- Be able to describe the process the presenter used to construct an augmented reality learning experience to broaden the scope of information literacy, including the successes and challenges
- Be able to recognize potential next steps for the future of augmented reality information literacy instruction

Intended Audience: Brand new to the topic
Instructional objects are ephemeral in nature: needs change, your teaching matures, staff changes, and technology advances. Video tutorials are one of the more difficult types of instructional objects to create and update, which can lead to outdated and inaccurate library tutorials lingering on the library website. This presentation will tell the story of how our library was failing but retooled our approach to build a new tutorial service from the ground up. Participants will learn about our project management plan for creating a sustainable approach to library tutorials as well as a robust model for partnering with an instructional designer.

Participants will:
- Examine and define different models for tutorials creation and maintenance,
- Express their tutorial needs with an instructional designer using common language,
- Apply methods of project management in order to create a more sustainable tutorials program at their library.

Intended Audience: Brand new to the topic, At least some experience with the topic

Baylor University Librarians designed a tiered approach to information literacy instruction to reach students at three different points during their undergraduate careers. The initiatives were developed through collaborations with various campus partners. Each tier is visually represented by a light source in order to reflect the University’s strategic plan, Illuminate. Efforts included the creation of online learning modules using Adobe Spark (accessible via Canvas as a self-enrolled course), a re-working of the Freshman Composition information literacy curriculum, and an overhaul of the Subject Guides to incorporate more instructional materials and visual indicators of the tiered approach.

Participants will:
- Learn how to develop a tiered approach to information literacy instruction in order to reach students at three main touch points during their undergraduate careers.
- Learn how to connect and collaborate with campus partners in order to create relationships that enable opportunities for information literacy initiatives to develop and flourish.
- Identify some of the technologies that can be used to create online modules for information literacy instruction in order to provide online content for each tier of a scaffolded information literacy program.

Intended Audience: At least some experience with the topic
Room C

Information Inspiration: Creativity Across the Disciplines in Academic Libraries
Mark Dahlquist, Stefanie Hilles and Sarah Nagle, Miami University

Placing new emphasis on makerspaces, digital scholarship and publishing, and inventive ideation-centered instruction, academic libraries have in recent years turned their attention to inspiring and supporting creativity. In this panel, three librarians with backgrounds in makerspaces, visual arts, and literature and composition will discuss specific examples of innovative practices that foster creativity. These three perspectives—on zines, makerspaces, and querying digital primary sources—converge to question how libraries might define and assess creativity, whether as an element of information literacy or fluency, or in connection with maker or visual literacies, or through an alternative information creativity approach.

Participants will:
- Be able to implement three creative workshop ideas
- Characterize information literacy, maker fluency, and information creativity approaches to creativity in libraries
- Consider the role of creativity within the mission of academic libraries

Intended Audience: Brand new to the topic, At least some experience with the topic

Room D

Connecting Science and Community: Engaging the ACRL Framework in a Physics Seminar Course
Christine Elliott, Juniata College

This session will outline the implementation of a pedagogically diverse information activity designed for a physics seminar course. Through the collaborative efforts of the physics department and their librarian, this six-week activity encouraged students to: question and evaluate authority and information in the field of physics and be responsible contributors to scholarly conversation. Groups synthesized their research to present their topics to non-physics students and community members. Final products consisted of podcasts, interactive posters, videos, etc. Attendees will be provided an online toolbox and time during the presentation to discuss how they can replicate similar activities at their home institutions.

Participants will:
- Be provided a digital toolbox and effective pedagogy ideas to collaborate with academic departments on activity design.
- Be informed of the successes and challenges of implementing a large-scale information literacy activity in a science seminar course.

Intended Audience: Brand new to the topic, At least some experience with the topic

Room A

How Much Time Do You Have? Quick and Flexible Activities to Add Some Metacognition to your One-shot Information Literacy Sessions
Jennifer Jarson, Penn State University, Lehigh Valley and Rachel Hamelers, Muhlenberg College

Information literacy sessions that focus on basic search techniques can be helpful to students, but often leave the librarian instructor wishing for more—more critical thinking, more substance, more information literacy at a deeper level. Take heart! We think carving even 5-15 minutes out of a session for a metacognitive activity can make a difference to you and the students attending the session. In this session, participants will experience a variety of activities from a student’s vantage point, then discuss goals, implementation, and adaptation from the librarian’s perspective. Each activity is adaptable and helps students think critically about information access, consumption, dissemination, or creation. Participants will leave with several substantive, Framework-based, adaptable activities to use with their students.
Failing Upwards: Implementing an Embedded Librarian Program for First-Year Writing Students  
*Delaney Bullinger, Auburn University*

The plan was simple: implement a semester-long embedded librarian program for five first-year composition instructors that utilized our new online instructional content. The program included an information literacy pre- and post-test, Canvas modules and associated quizzes graded by the course-embedded librarian, and required in-person student consultations with the librarian. Flash forward to 1400 quizzes graded, 179 students reached through consultations, and one Instruction Librarian who barely survived the semester. This session will discuss what we learned about the realities of scalability, the limitations of our reach, and strategies to avoid pitfalls you may face when piloting an embedded librarian program.

**Participants will:**  
- Be able to identify and utilize flexible, metacognitive activities for their own use in instruction
- Be able to articulate how these activities relate to the Framework

**Intended Audience:** Brand new to the topic, At least some experience with the topic

Undergraduate Students as Scholars: Building the Curriculum for a Librarian-Led Undergraduate Research Experience  
*Ngoc-Yen Tran, San Jose State University*

Academic libraries and librarians are often perceived as secondary players in supporting undergraduate research experiences. However, we can be key players in growing our campus' undergraduate research programs and improving student academic success with library-led undergraduate research experiences. The library at San Jose State University (SJSU) developed the Library Research Scholars Program, which would enable undergraduate students to engage in the entire research cycle from idea to dissemination with a librarian mentor. In this presentation, I will primarily discuss the curriculum, with brief information about the program, structure, funding source, and mentoring elements.

**Participants will:**  
- Be able to apply the described curriculum to similar programs or initiatives designed to help undergraduate students engage in new knowledge creation
- Be able to adapt or incorporate elements of the described curriculum into the information literacy work that they are already doing

**Intended Audience:** Brand new to the topic, At least some experience with the topic
Are you struggling to raise awareness of your e-learning resources? This interactive presentation will share results from a nationwide survey on how to market e-learning materials to faculty. Results from the survey suggest that active, tailored marketing strategies which utilize the traditional liaison model tend to be the most successful. Presenters will provide recommendations for increasing the awareness of e-learning resources on your campus and share how we changed our own practice. Attendees will participate in small group brainstorming activities on how to utilize results to re-imagine e-learning marketing at their own institutions.

Participants will:  
- Critically examine their own e-learning marketing strategies in order to determine their effectiveness.  
- Engage in small group brainstorming activities in order to adopt or adapt e-learning marketing strategies at their own institution.  
- Be able to synthesize results from the nationwide e-learning marketing survey in order to re-imagine e-learning marketing at their own institution.

Intended Audience: At least some experience with the topic

Towards a Critically Reflective Practice: Applying an Equity and Inclusion Lens to Library Assessment  
Sheila García, Grand Valley State University and Stephanie Rosen and Jesus Espinoza, University of Michigan

Who benefits from assessment? When we learn about our instruction or services, how are we accountable to the folks we are learning from? This session will feature three librarians who have engaged in assessment—from studies of accessibility to surveys on information behaviors—and detail their journey toward building a more inclusive and equitable assessment practice. Building primarily on the work of Ebony Magnus, Jackie Belanger, and Maggie Faber’s work, “Towards a Critical Assessment Practice”, the presenters will engage in the critical examination of their own work to build a reflective praxis of library assessment.

Participants will:  
- Be able to recognize the difference between assessment practices that are extractive or exploitative, and practices that are accountable, to students.  
- Be able to describe the various nuances in self-identifying information and explain their impact on assessment data  
- Be able to locate additional resources for building an inclusive assessment practice.

Intended Audience: Brand new to the topic
While many discussions in librarianship have focused on excessive credulity in our student population, a growing issue among college students is that of complete distrust in all media. By having students create and then debunk “fake news” pages, teaching librarians can both engage them with the content and give them a clearer understanding of how information is created--and how to spot a lie. This session will walk participants through the process of creating a project that has students both put themselves in the role of disinformation disseminator and that of determined debunker, giving them insight into how misleading news is created and confidence in their own skills to counter it.

Participants will:
- Be able to examine how excessive skepticism is impacting student and young adult engagement with news media
- Be able to identify useful tools and resources for sparking student understanding of disinformation
- Be able to adapt and apply a multi-part information literacy course assignment to equip students with the skills necessary to identify and analyze false or misleading information

Intended Audience: Brand new to the topic, At least some experience with the topic

In this presentation, we describe our process of rethinking and reinventing our approach to information literacy instruction and developing a minor in Information Studies. Over two years we decreased librarian-taught one-shots, eliminated our ineffective liaison (non)program, collaborated with the writing center to provide peer-to-peer research support, and developed train-the-trainer workshops for faculty. We describe the Information Studies curriculum, its connection to The Framework, and how teaching in the minor has impacted our self-perception and identity as librarians. We engage attendees in asking themselves the hard questions that we asked ourselves as we began to reinvent how we work.

Participants will:
- Evaluate their role as teaching librarians and their satisfaction with current work models in order to prioritize and/or rethink their efforts in teaching information literacy.
- Consider the applicability and usefulness of different models used to teach information literacy in order to determine if/what may be useful at one’s own institution.

Intended Audience: At least some experience with the topic

During this session, librarians from Texas A&M University will showcase a collaboration with Texas A&M University’s Money Education Center. As part of a new campus initiative focused on increasing student financial literacy, a personal finance class was created. As part of this class, librarians present a session on financial literacy through an understanding of advertising and consumerism. Audience members will leave with a better understanding of ways in which departments can collaborate with librarians to support student success through financial literacy, as well as specific ways that librarians can offer help to students.

Intended Audience: Brand new to the topic, At least some experience with the topic
Participants will:

- Be able to articulate the importance of libraries in helping students develop financial literacy
- Be able to identify the benefits of collaboration with outside departments in order to explore non-traditional aspects of student financial wellness
- Be able to adapt programmatic examples and best practices in order to fit their own institutional needs.

**Intended Audience:** Brand new to the topic, At least some experience with the topic

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Room A

Critical, Compassionate, and Collaborative Pedagogy: Supporting First-Generation Student Success through Learning Communities

*Amy Pajewski, West Chester University of Pennsylvania*

First-generation college students (FGCS) are stereotypically categorized as “at-risk,” and perceived as students that need to be fixed. By employing critical pedagogy and learning communities, librarians engage, validate, and learn from FGCS while bringing their narratives and identities to the forefront through compassionate communication. In this workshop, participants learn compassionate pedagogy, and develop a learning community framework for building curricular and pedagogical bridges that invite students' stories, experiences, and cultural wealth into their campus community. Participants develop ideas, activities, and identify campus partners for their future FGCS learning community that challenge the marginalization their students’ experience on campus.

Participants will:

- Identify the four components of critical compassionate pedagogy to understand how librarians and FGCS can improve their pedagogical interactions in and out of the classroom.
- Design a learning community framework for their own institutional context.

**Intended Audience:** Brand new to the topic, At least some experience with the topic

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Room B

Becoming Leaders, Creating Leaders: Developing an Information Literacy Ambassador Program

*Jane Hammons, Ohio State University and Andrea Brooks and Lynn Warner, Northern Kentucky University*

Librarians at a medium-sized university proposed information literacy as the topic for a campus-wide initiative, the Quality Enhancement Plan—a forward looking project focused on student success. When their proposal was accepted, librarians found themselves in a novel position, not just reacting to campus developments, but driving them. While the plan endeavored to train faculty to be information literacy leaders, librarians also had to take on new leadership roles. Presenters will discuss how they built upon skills developed as instruction librarians to meet this challenge and provide guidance for librarians stepping into leadership roles for the first time.

Participants will:

- Identify opportunities to serve as leaders on their own campus in order to advocate for information literacy to students, faculty, and administrators
- Reflect on their skills and dispositions in order to grow as leaders
- Adapt learning activities in order to create professional development opportunities for faculty on their campus

**Intended Audience:** Brand new to the topic, At least some experience with the topic
Many librarians are expected to teach as part of their role and sometimes these teaching roles can accompany a great deal of anxiety. We received over 1,000 responses to a survey exploring the extent and causes of teaching anxiety. The results show that teaching anxiety is not relegated to those who didn’t plan to teach; librarians experience a range of symptoms. It is widespread and can be a struggle that remains throughout a librarian’s career. By better understanding the depth and causes of teaching anxiety, we can help librarians mitigate teaching anxiety and build supports for stronger teaching foundations.

Participants will:
- Learn the results of a large survey exploring the experiences, impact and potential causes of teaching anxiety on librarians.
- Engage in conversations about the structures that prevent us from solving teaching anxiety and the ways in which anxiety and its consequences play out uniquely for librarians
- Respond to potential solutions to help solve a serious and persistent issue in the field of library instruction.

Intended Audience: Brand new to the topic, At least some experience with the topic

Generating student interest in library outreach programs at community colleges can be very difficult, given the variety of unique student populations we serve. Partnering with Student Life is an effective way for academic libraries to leverage existing connections for increased student engagement. Jackson College’s Trivia Nights program has proven fruitful for both departments: it has become one of the more popular events for Student Life, as well as a valuable marketing tool for the library. This session will discuss the logistics of planning and coordinating a Trivia Nights program at your institution, and will also explore how we as librarians can and should think creatively about outreach programming in general.

Participants will:
- Learn how to think creatively about collaboration with other departments for outreach events.
- Have the tools to create trivia events on their own campuses.

Intended Audience: Brand new to the topic, At least some experience with the topic
THURSDAY 10AM - 11AM

Room A

Don’t You Forget About Me: Learning Boosters to Improve Instruction Recall
Alexandra Rivera and Alex Deeke, University of Michigan

Instruction librarians often have limited time with students so how can we help students recall and use the content we deliver? Learning Boosters offer an opportunity for us to remind students of what they learned, asking students to engage in progressively deeper recall exercises. In this session, participants will learn the theory behind Learning Boosters, create boosters for common instructional scenarios, and discuss how to implement and assess them. This session will be useful for those who want to improve retention of both concrete skills and abstract concepts, and those who want to deliver content beyond the "one shot."

Participants will:
• Be able to identify aspects of the Seneca Libraries IL strategy that could be relevant to their own IL programs
• Be able to adapt and use a variety of tools in order to establish or reinforce IL programs at their own institutions

Intended Audience: Brand new to the topic

Room B

Building a Solid Structure: Blueprints and Tools for a Sustainable and Strategic Information Literacy Program
Graham Lavender and Emily Funston, Seneca College

Ensuring that information literacy instruction is strategically mapped across an institution can be a headache, especially for larger schools offering a wide variety of programs. To build a more sustainable IL program, Seneca Libraries transformed its approach from receiving general education class requests to targeting classes with a research component in order to embed library instruction and scaffold IL across a program. This session provides an overview of the blueprints, workflows and tools that inform the design and structure of the Seneca Libraries IL program, and will give participants ideas for how they could adapt these at their own institutions.

Participants will:
• Be able to identify aspects of the Seneca Libraries IL strategy that could be relevant to their own IL programs
• Be able to adapt and use a variety of tools in order to establish or reinforce IL programs at their own institutions

Intended Audience: Brand new to the topic, At least some experience with the topic
Room C

Bridge the Divide: Building Academic and High School Librarian Dialogue through a Free Professional Development Workshop
Carl Hess, Southeast Missouri State University

High school librarians and media specialists stand on an opposite side of the transition to college from academic librarians, and both sides are often unsure about the information literacy and library instructions their students are receiving on the other. Improving communication between the two groups could help first-year college students transition their information literacy and library skills into college. This session will showcase a free professional development workshop at an academic library for high school librarians to create dialogue and share current practices and pedagogy across the two sides of the transition to college.

**Participants will:**
- Be able to demonstrate the benefits of outreach to regional high school librarians, media specialists, and school library workers.
- Be able to formulate a plan for conducting a free high school librarian professional development workshop.

**Intended Audience:** Brand new to the topic

Room D

Leading in Spite of Yourself: Overseeing the Assembly Line When You’d Rather Just Be Fastening Bolts
Jennie Ray, Loyola Notre Dame Library

Compared to other professions, librarians seem particularly disinclined to pursue management positions. Multiple studies attribute librarians’ disproportionate ambivalence about promotion in part to their desire to continue “on-the-ground” work instead of fielding personnel issues and drowning in meetings.

In this session, a Research & Instruction Librarian at a mid-sized academic library will discuss how she had to make an uneasy peace with her unexpected leadership role during a semester-long staffing transition, and the surprising ways in which her added responsibilities actually enabled her to reinvigorate the standard first-year “one-shot” and reimagine a problematic library assignment for a core English class.

**Participants will:**
- Recognize how to successfully manage new projects and responsibilities while simultaneously maintaining focus on some more granular aspects of teaching and learning
- Identify opportunities for local-level adjustments to pedagogy that can inform the holistic evolution of an information literacy program
- Examine the important distinction between “management” and “leadership”

**Intended Audience:** Brand new to the topic, At least some experience with the topic
Room A

We Can Do It (And So Can You!) Creating an Active Learning Environment in your Library
Emily Metcalf and Patricia Hernandez, Texas A&M-Corpus Christi

The benefits of incorporating active learning techniques into classroom instruction have been theorized, documented, and more or less agreed upon by education professionals. Sometimes active learning is adopted alongside new technology, or change is spurred on by a top-down vision statement, but what if the impetus for change lies not with your institution, but with you?

This interactive workshop gives you the tools to start fostering an active learning culture in your own library. We'll discuss developing in-house support from fellow instruction librarians, cultivating buy-in from faculty members, and one library’s process for developing objective-based activities.

Participants will:
- Critically examine their resources including time, money, and people
- Identify their active learning champions, both in and out of the library
- Develop their own meaningful learning activities based on the ideas put forth in this presentation

Intended Audience: Brand new to the topic, At least some experience with the topic

Room B

Tune Up your #critlib Toolkit: Scaffolding Critical Information Literacy Discussions with Upper Level Students
Erin Durham, University of Maryland Baltimore County

What are strategies for engaging students in critical information literacy conversations across the curriculum? In my role as a subject librarian, I have found that while the research topics and projects for upper level courses differ in disciplinary content, discussions about information privilege and inequity can engage all students, regardless of major, in more critical examinations of their own research processes. In this session I will share three lesson activities that have helped jumpstart more critical inquiry in the classroom. Handouts will be provided, as well as access shared to an online critlib toolkit with lesson plans, activities, and assessments.

Participants will:
- Be able to determine critical information literacy topics and concepts they want to focus on in their teaching
- Be able to identify activities that they can use and tailor to their needs of their students

Intended Audience: Brand new to the topic, At least some experience with the topic
Room C

Stepping Back from the Line: How We Stopped Teaching and Built a Stronger Program
Anne C. Behler, Penn State University

Participants in this session will gain an overview of the Library Instruction Reboot project, an opportunity one instruction department took to stop teaching for a semester and intentionally evaluate their teaching partnerships and commitments in order to choose meaningful integrations going forward. Session facilitator will lead a discussion about tactics for integrating new methods and modes of teaching into what is already a full plate and provide strategies for evaluating teaching partnerships. Participants will leave with ideas, both big and small, that we can use to keep our programs, and ourselves, fresh and relevant.

Participants will:
- Be able to assess curricular partnerships based on a set of defined characteristics in order to identify the most appropriate teaching partners and curricular integrations.
- Gain tools for thinking about how their institutions are integrating information literacy instruction in order to ensure places it’s most meaningful.
- Leave with strategies for making time and space in order to foster innovation within their instructional programs.

Intended Audience: Brand new to the topic, At least some experience with the topic

Room D

A View from the C-Suite: Building Information Literacy Skills for Students in a HighStakes Program
Heidi Blackburn, University of Nebraska at Omaha

The University of Nebraska at Omaha's Executive MBA program is designed specifically for busy professionals who balance a demanding workload, frequent travel, and life outside of the office. Far from your typical first-year student, they are used to managing budgets, people, and time but not research and citations! Come here how we lay a strong foundation for our EMBA program participants, setting the groundwork for basic keyword searches in orientation and building advanced international corporate and industry research skills into the capstone course. We will share our curriculum and tips for managing classroom expectations (for both librarians and the executives).

Participants will:
- Identify possible “high-stakes” student populations at their own institution.
- Compare current outreach and instruction efforts offered at their own institutions with the alternatives offered in the presentation.
- Generate one example of how they might connect with a program with adult learners or high-stakes students at their own institution.

Intended Audience: At least some experience with the topic
THURSDAY 2PM - 3PM

Room A
From Individual to Programmatic Educational Equity: A Blueprint for Inclusive Teaching Practices, Dismantling Deficit Thinking, and Shifting Broader Library Culture
Francesca Marineo, Chelsea Heinbach and Rosan Mitola, University of Nevada, Las Vegas

Deficit thinking often unintentionally shapes our approaches to students, especially those with marginalized identities. Conversely, educational equity embraces student diversity as an asset and provides inclusive learning experiences that offer structure and flexibility to help students succeed. Librarians created programmatic opportunities for library instructors to retool semester-long educational equity strategies and build inclusive teaching practices into library learning spaces. This presentation will share insights from these efforts as well as practices and strategies participants can bring to their teaching programs. By scaffolding individual practices to shift departmental approaches we can ultimately build a more equitable culture of teaching in libraries.

Participants will:
- Articulate how deficit thinking negatively influences student learning and ways equitable teaching practices can counter this mindset.
- Adapt semester-long inclusive teaching practices to library learning environments.
- Develop a teaching strategy that fosters educational equity to incorporate into their individual or programmatic practice.

Intended Audience: Brand new to the topic, At least some experience with the topic

Room B
Examining Reiterative Reflection in the Library Instruction Classroom: A Qualitative View
Sara Maurice Whitver and Karleigh Riesen, University of Alabama

Does reflective pedagogy work? How do we encourage students to, as Kathleen Blake Yancey says, "witness their own learning?" Reflective pedagogy has been successfully used to facilitate transfer learning in semester long writing courses, but can it be an effective pedagogy in the Library Instruction classroom? Does reflection allow us to assess student learning/teach students to assess their own learning? In this session, we will discuss preliminary findings of our qualitative study that explores the impact of reflective pedagogy on student learning in the library instruction classroom and engage conference participants in discussion about moving forward with this work.

Participants will:
- Learn what reflective pedagogy is in order to engage in the conversation.
- Reflect on their own learning in order to better understand its application.
- Learn how to implement reflective learning both individually and as a group in order to use it for authentic assessment.

Intended Audience: Brand new to the topic, At least some experience with the topic
Research on “lateral reading” from the Stanford History Education Group (SHEG) and from Mike Caulfield has informed how many librarians think about teaching source evaluation. In this session we will share our experiences in developing a pilot online interactive module about lateral reading strategies for source evaluation that draws and builds on the Four Moves and SIFT. We will highlight three key considerations when developing our project: 1) identifying stumbling blocks of practicing and teaching about lateral reading, 2) developing strategic scaffolding, and 3) approaching the Four Moves and SIFT as complementary models.

**Participants will:**
- Become more informed about “lateral reading” strategies and their value (for example, “Four Moves” and SIFT).
- Reflect on opportunities and challenges with practicing and teaching about lateral reading.

**Intended Audience:** Brand new to the topic, At least some experience with the topic

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**Room D**

**Start at Step 1: Gathering Information to Gain Instructional Allies**  
*Becca Greenstein and Gina Petersen, Northwestern University*

Laying the foundations of collaboration is the first step in engaging with faculty about instruction. Advice around faculty communication often focuses on being clear and concise. At the same time, information tailored to their courses and programs will be more relevant than generic text. The presenters have found open-ended conversations to be a helpful tool when engaging with faculty in new (or new to us) programs.

In this session, we will discuss current strategies of faculty engagement and practice conducting informational interviews. By centering the ideas and words of faculty, we can build successful collaborations based on their real needs. This, in turn, will build confidence around faculty engagement more generally.

**Participants will:**
- Conduct an analysis of their current outreach plans
- Gain confidence in engaging with and listening to instructors
- Be able to utilize informational interview techniques when working with faculty

**Intended Audience:** Brand new to the topic, At least some experience with the topic
In this time of filter bubbles and my-side bias, open-mindedness is a desirable trait for an information literate researcher, but open-mindedness is not a major theme in the IL literature. This gap is important, especially as we face polarization and bias as subjective factors that influence the evaluation of information. I propose including open-mindedness as a threshold concept for IL, formulated as follows: “Open-mindedness is an achievement, not a default characteristic. It requires careful attention to the best available evidence and argument on a question. It finds its fullest expression in the context of a loving pursuit of the truth.” Considers philosophically-informed ideas about open-mindedness, beginning from familiar starting points, such as everyday understandings of open-mindedness and concepts from the ACRL Framework.

**Participants will:**
- Distinguish between open-mindedness as it appears in common usage and open-mindedness as a coherent intellectual ideal.
- Appraise the appropriateness of open-mindedness as a focus for information literacy education.
- Consider practical applications for making open-mindedness a part of the information literacy curriculum.

**Intended Audience:** Brand new to the topic
Room D

Survey of Information Literacy Instructional Practices in Community College Libraries in Florida and New York

Melissa Gross, Don Latham and Felicia Warren, Florida State University

Academic librarians at community colleges in Florida and New York were surveyed to determine current instructional practices, transition to the new ACRL Framework for Information Literacy for Higher Education, and perceptions of student information literacy needs related to these learners’ educational, occupational, and personal contexts. Survey findings also provide a snapshot of the challenges community college librarians face in serving their academic communities. While the literature on information literacy (IL) instruction in academic libraries is quite expansive, less is known about IL instruction specifically in community college libraries and how the diversity of student needs is being addressed. Survey findings help to fill this gap.

Participants will:
• Be able to describe the instructional practices of community college librarians in Florida and New York.
• Understand the perceptions community college librarians have of the instructional needs of their students in Florida and New York.
• Be able to discuss the extent to which the new ACRL Framework for Information Literacy for Higher Education is being implemented in community colleges in Florida and New York.

Intended Audience: Brand new to the topic, At least some experience with the topic
Room A

We Can Teach It! Third Wave Information Literacy, Fake News, and Surveillance Capitalism

*Hailey Mooney, University of Michigan*

Barbara Fister wrote that we are entering information literacy's third wave; encompassing information beyond the library, the impacts of commercialization, and myriad issues that float within the specter of fake news. This world is defined by the economic logic of surveillance capitalism, which profits by turning our digital data into prediction products aiming to nudge our beliefs and behaviors. Its success requires either ignorance or resignation; our success necessitates bringing light to “third wave” issues.

This presentation will review these evolving societal issues and explore how we can teach the third wave, from one-shot sessions to developing course curriculum. Specifically, the presenter will share her experience teaching the Sociology of Fake News and reflect on how it has informed her everyday work.

**Participants will:**
- Be able to describe third wave information literacy and the related concepts of fake news and surveillance capitalism in order to develop ways to integrate this material into their teaching activities.

**Intended Audience:** Brand new to the topic, At least some experience with the topic

Room B

IL IRL: Using Institutional History to Innovate the Information Literacy Course Online and Beyond

*Jasmine Woodson, Heather Simoneau and Carrie Baldwin-SoRelle, Lehigh University*

This presentation will demonstrate how one university’s librarians developed a for-credit information literacy course designed to teach research skills to first-year students as well as to facilitate reflection on their “in real life” (IRL) academic experience through engagement with institutional culture, history, and impact. We will discuss how we balanced practicality and external pressures with our commitment to critical pedagogy, while shepherding the course through several iterations based on student feedback, formal assessment, and shifting university administrators. A central focus will be the lessons learned in how course design across online and hybrid class models impacted student learning and experience.

**Participants will:**
- Be able to identify elements of their own institution’s history that could be incorporated into information literacy curricula.
- Be able to articulate how pedagogical approaches differ in their implementation across online, hybrid, and traditional models of IL instruction.
- Be able to formulate how an “IRL”-minded approach may be integrated into their own instructional contexts.

**Intended Audience:** Brand new to the topic, At least some experience with the topic
Liaison relationships are at the heart of most library instruction programs. They facilitate collaborations between librarians and academic faculty to integrate information literacy into the curriculum. But what happens when those liaison relationships become strained, or fail altogether? How can we rebuild productive collaborations and engage with both faculty and students? This session will share the story of one library’s strategy to reinvigorate a stagnant liaison relationship and transform it into a thriving information literacy collaboration. We will discuss a variety of techniques for connecting with faculty, administrators, and student leaders to overcome past hurdles and jump start new initiatives.

Participants will:
- Be able to define challenges impeding a liaison relationship, and
- Be able to apply strategies to revive a struggling liaison program

Intended Audience: Brand new to the topic, At least some experience with the topic

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Remodeling Library Collections: Designing a Discovery Lab for Student Engagement
Alexandria Chisholm, Sarah Hartman-Caverly and Brett Spencer, Penn State Berks

As library collections steer further toward online resources, PDA models, stack reduction to create student study space, and shift focus toward OER/OA movements, print collections feel like a distant priority. This session will present a case study of how the librarians at Penn State Berks re-conceptualized print collections with the development of the Discovery Lab to meet their community's needs and reinvigorated their reference, instruction, student engagement, and campus outreach as a result. This cost-neutral project is a replicable model for other academic libraries to apply in their local context through strategic mapping and assessment. BYOD to maximize takeaways.

Participants will:
- Demonstrate how to integrate collections into authentic learning experiences for students
- Identify student engagement and campus outreach opportunities using library collections
- Apply the Discovery Lab model to strategize the integration of collections, instruction, and library-as-place in their local context

Intended Audience: Brand new to the topic, At least some experience with the topic
Building an instructional assessment plan is an essential tool for libraries to demonstrate their impact on student learning. An instructional assessment plan also helps improve instructional practices and contributes to the story of library value on college campuses. How can librarians build, implement, and assess one of these plans for continued instructional program success?

In this session librarians at a large, public university will outline how they built a program-wide, multi-year assessment plan, implemented the plan, and revised it after gathering feedback on its effectiveness. This session will give attendees the tools they need to build a successful instructional assessment plan.

Participants will:
- Describe the collaborative process of revising assessment plans
- Examine ways to engage and empower librarians and library staff in the assessment process
- Be able to create a framework for a student learning assessment plan

Intended Audience: Brand new to the topic, At least some experience with the topic

We will pit sources against each other in a battle to determine the most authoritative source for shifting information needs. Join us in playing, revising, and adapting a lightning-fast instructional game in which students must evaluate and defend the authority of an information source for a given scenario. Participants will develop a scalable bracket activity which acts as a gateway for students to enter the scholarly conversation, demonstrates that information needs are highly contextual, and shows that information literacy can have high stakes for all of us.

Participants will: Be able to implement an innovative and flexible instructional activity in order to teach and assess source evaluation techniques at their own institution.

Intended Audience: At least some experience with the topic

A librarian and a sociology professor will describe how they have transformed their approach to information literacy from the standard “one shot” session to the integration of information literacy concepts throughout a research methods course and its assignments. Over several years of purposeful experimentation, the presenters have designed multiple assignments and in-class exercises around understanding and critically examining sociology’s practices around information, research, and scholarship. The presenters will discuss the evolution of their partnership, share the specific assignments and instruction approaches they have used, and evaluate the results of their collaboration through the use of student assignments and feedback.
Participants will: • Assess instructor expectations of research methods students’ information literacy and other skills in order to identify opportunities for collaboration. • Consider the example of librarian/instructor collaboration in course design, teaching, and assignments so that attendees can adopt similar approaches in their communities. • Discuss sample assignments and exercises in order to explore ways to integrate information literacy knowledge practices and dispositions into the instruction of a research methods course.

Intended Audience: Brand new to the topic, At least some experience with the topic

Room D

We Can Lead It! New Leaders of Existing Information Literacy Programs
Jennifer Ditkoff, Savannah College of Art and Design and Elizabeth M. Johns, Goucher College and Eric Resnis, Coastal Carolina University

This panel will discuss lessons learned from starting as a new leader of an established information literacy program. Learn from three librarians from different institutions about how they established trust, got to know the existing culture, and began the work of creatively re-envisioning existing programs. We will also share missteps made during the first year, and plans for the future. Participants will hear about successful endeavors and leave with tips for starting a new position in leadership within information literacy.

Participants will: • Be able to describe concrete guidelines for starting a new leadership position in information literacy. • Be able to identify common missteps from new leaders and ways to resolve them.

Intended Audience: Brand new to the topic, At least some experience with the topic

Room A

Rising to the Challenges of Being a First-Generation College Student: A Librarian-Faculty Partnership to Promote Student Success
Garrett Purchio, Humboldt State University

An instruction librarian and a faculty member at Humboldt State University developed a collaborative partnership to embed special educational opportunities for first-generation college students in a required Communication course. This partnership allowed for multiple instruction opportunities including information literacy sessions, library tours, a Canvas module for new students, and a Special Collections escape room collaborative learning activity. These efforts sought to instill confidence in college-bound students while enabling discovery of resources and opportunities in academic libraries. This session provides an overview of the collaboration between the librarian and faculty member and how this partnership benefited the first-generation, first-year college students.

Participants will: • Formulate strategies for collaborating with faculty • Identify opportunities for students to engage with library resources and services beyond one-shot instruction sessions

Intended Audience: Brand new to the topic, At least some experience with the topic
Room B

Social Contract, Social Justice: Unionize Your Classroom!
Emily Frigo, Maya Hobscheid and Anna White, Grand Valley State University

Have you ever entered a classroom dynamic that made you and the students uncomfortable? We invite you to share the foibles of teaching and explore a social justice tool to proactively shape learning spaces. Grounded in participatory learning, social contracts can create environments in which librarians and students hold each other accountable for intent and impact in shaping their communal learning space. Your values will be the catalyst for creating social contracts.

Participants will:
• Take away a repository of sample social contract items and an annotated bibliography of resources.
• Leave with resources to help them understand and create social contracts in their own classes/institutions.
• Be able to describe the benefits of using a social contract in their library instruction.

Intended Audience: Brand new to the topic, At least some experience with the topic

Room C

Integrating Data Literacy into Lower Level Undergraduate Instruction
Emily Mann, University of South Florida St. Petersburg

As data becomes more prevalent, data literacy for undergraduate students is becoming essential. Data literacy is an extension of information literacy and is not something that requires a deep understanding of statistics; rather it is an understanding that data is like other information and can be used, presented and manipulated. Librarians have often focused on data literacy for more advanced students but this session will focus on teaching lower level undergraduate students basic data literacy skills, and include a data literacy teaching toolkit and several short activities that library instructors can implement in one-shot information literacy sessions.

Participants will:
• Be able to explain what data literacy is and its importance for lower level undergraduate students
• Participate in a data literacy activity and have the opportunity to formulate their own activities through group participation

Intended Audience: Brand new to the topic, At least some experience with the topic

Room D

Seniors Seeking Information: Creating an Information Literacy Workshop for the Elderly to Fight Against Fake News and Misinformation
Nicholas A. Casas, Patrick Michael Johnson and Amanda Smith, Indiana University Northwest and KT Lowe, Indiana University East

With the 2020 United States Presidential Campaign underway, deciphering through misinformation is of the highest importance. In a Facebook study by Guess, et al (2019), people aged 65+ (seniors) on both sides of the political spectrum spread misinformation on Facebook seven times more often than their younger counterparts. Libraries should focus their information literacy programming more toward seniors. Indiana University Northwest (IUN) and Indiana University East (IUE) are developing misinformation prevention workshops designed with their information needs in mind. Steps toward collaboration with IUN’s and IUE’s communities will be highlighted to show how libraries can create their own misinformation workshops as community outreach.
Participants will: • Learn how to design and implement their own misinformation and fake news prevention workshops for seniors in their own libraries as a community outreach program.
• Deepen their understanding of their libraries’s roles as trustworthy providers of information; they will also gain insight into the latest research on information seeking and older populations

Intended Audience: Brand new to the topic

FRIDAY 4PM - 5PM

Room A
Filling the Toolbox: Preparing Students for Information Seeking after College
Amy Bessin, Asbury University

We spend years helping our students build the skills and competencies to be good researchers in an academic setting, but suddenly they become seniors and their future is about to expand beyond their undergraduate experiences. This session will focus on a different type of information literacy session that is being offered in senior seminar courses. Come abandon your traditional idea of what it means to teach students about research as we discuss equipping students with the tools to find information in personal and professional life beyond the college classroom.

Participants will: • Be able to identify specific tools and methods to encourage information literacy beyond the college classroom.

Intended Audience: Brand new to the topic, At least some experience with the topic

Room B
Rebuilding Our Instruction Evaluation Forms from the Ground Up
Lauren deLaubell, SUNY Cortland

Do your instruction evaluation forms need a cosmetic renovation or a wrecking ball? SUNY Cortland Memorial Library decided on the latter, and went back to the drawing board. Come learn about the project management processes and decision-making involved with this project, including: the pros and cons of faculty vs. student feedback, online vs. print forms, out-of-the-box solutions vs. do-it-yourself, and confidential vs. anonymous feedback. Attendees will have the opportunity to view the "final" products of this project, a DIY faculty feedback survey and a student feedback form on the Project Outcome platform. This presentation will feature some of the tools and contractors you may need to complete your own instruction evaluation renovations.

Participants will: • Learn processes for managing a project related to the assessment of library instruction
• Consider the pros and cons of various methods for collecting feedback about library instruction
• Explore available tools and resources, including Project Outcome, do-it-yourself survey tools, and documents at their own institutions

Intended Audience: Brand new to the topic, At least some experience with the topic
Managing an Undergraduate Learning-product Design Team
Matt Armstrong, Brigham Young University

With the influx of students in online-learning and blended-course contexts, the importance of creating effective digital content to teach information literacy continues to grow. Over the past 8 years, the Harold B. Lee Library has gone through a variety of structures with a student-driven product design team that partners with librarians to create online tutorials and guides. Each new structure has changed the needed skill sets of the students, the team layout, and the project management process. This session will help librarians see the variety of options available for managing student development teams as well as the tools and principles from different industries that we have found most helpful for successful product design and implementation.

Participants will:
• Identify their library needs and see different approaches of roles, skill sets, and team structures they could apply.
• See the variety of tools and resources that are available for learning design teams.
• Understand key principles to implement from different product design industries.

Intended Audience: Brand new to the topic, At least some experience with the topic
We would like to acknowledge and thank our invited Pre-Conference workshop presenters, Brianne Markowski and Rachel Dineen from the University of Northern Colorado. Due to circumstances, *Assessing Prior Research Experience: Using Qualitative Analysis to Uncover Students’ Conception of the Research Process* was unable to be held online.

We would like to acknowledge the following breakout sessions that were submitted as proposals and accepted to the LOEX program but were not able to participate in the online conference. Thank you for your willingness to share your expertise and experience with your colleagues.

Interactive Workshops:

- Automating Research: Using Habit Theory to Inform a Credit-bearing Course - Megan Benson, Binghamton University
- Defining Digital Literacies - Kristina Bush, University of California, Berkeley
- Digging Deeper: Using Metadata to Teach ACRL Framework Concepts - Lorna Dawes, University of Nebraska-Lincoln
- Getting Started with Data Visualization: Pivot, Reflect, and Create (and Reflect Again!) - Natalia Lopez, North Carolina State University
- Information "Lit": Using Rap, Trap, Hip-Hop, and Chill to Deliver Library Instruction - Darlene Johnson-Bignotti, Oakland Community College-Royal Oak Campus
- The Q in Quality: Creating Data Visualizations for Library Instruction Storytelling - Shawn McCann, Oakland University and Rebeca Peacock, Boise State University
- We Can Play It! Reinvigorate Introductory Library Instruction with Game-based Learning - Zoeanna Mayhook and Jeffrey Beck, Wabash College

Presentations:

- Building Incremental Assessment Tools through Cross-Departmental Collaboration - Carrie M. Macfarlane and Adela M. Langrock, Middlebury College
- Embracing Open Concept: Tearing Down Walls to Build OA and OER into Information Literacy - Samantha Kennedy and Ashley Lierman, Rowan University and Zara Wilkinson, Rutgers University
- Going Up: Elevating our Teaching through Communities of Learning - Laura Barrett and Katie Harding, Dartmouth College
- I’m Just Here for the Comments: Social Media, Storytelling, and Source Evaluation - Lane Wilkinson, University of Tennessee at Chattanooga
- Re-Envisioning Library Instruction for the Modern Data Visualization Environment - Angela Zoss, Duke University and Delores Carlito, University of Alabama at Birmingham
- Talk Less, Listen More in the Classroom: Employing Cultural Wealth Theory and Reflective Practice to Center the Voices of Students - Kelleen Maluski, University of New Mexico Health Sciences Library
- When Your University is the “Best,” “Cheapest,” “Easiest,” and “Most Amazing”: Addressing the Conflict Between College “Rankings” and Information Literacy - Sarah Fabian and Suzanne Gray, Eastern Michigan University
POSTER SESSIONS

Proposals accepted for LOEX 2020, but not presented, due to shift to an online conference.

The Business of Chat Reference: Analyzing Instant Messaging Data at Indiana University’s Business/SPEA Reference Desk
Justin Kaiser, Indiana University

Creating a Curated OER LibGuide
Ellie Svoboda, University of Denver

Digital History & Modular Instruction on Canvas
Rachel Hoster, University of Michigan

Disinformation, Then and Now: Teaching College Students Information Assessment Through a Historical Lens
Marybeth Gill, University of Maryland

Revamping the Reference Referral: Information Strategies for Student Workers
Heidi Keppen, University of Michigan - Dearborn

Research as Experimental Practice: Library Instruction for Arts Based Research
Tath J. Haver, University of Illinois-Urbana Champaign

Research Support and Instruction for International Graduate Students
Teresa Lewandowski, University of Maryland

Undergraduate Socioeconomic Backgrounds and Conceptions of Credibility: Developing a Methodology to Investigate a Potential Link
Julia A. Maxwell, University of Michigan

Using Likert Scales and an Open-Ended Survey Question to Identify the Effect of Library Instruction of Undergraduates’ Source Evaluation Practices
Gina Genova and Regen Le Roy, University of Michigan

Whose Instruction Session is it Anyway: Improv Comedy and Student-Centered Library Instruction
Amber Pierdinock, University of Maryland

LIGHTNING TALKS

Proposals accepted for LOEX 2020, but not presented, due to shift to an online conference.

Build it like Buzzfeed! Content Strategies for Outreach
Ashley E Hosbach, University of Virginia

I Can Do It: How Our Conversations Can Shape Faculty Collaborations
Alessia Zanin-Yost, Slippery Rock University

Mountaineer Stories: An ABC State University First-Year Oral History Project
Mark Coltrain, Appalachian State University

Reaching Online Learners: Using Microsoft Teams for Live Instruction
Laura Haygood, University of Texas at Arlington

“What Were They Thinking?” Using Student Perspectives on Academic Integrity to Inform Library Outreach and Instruction
Michelle Demeter, New York University
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