

New Frontiers:

Exploring and Innovating in Uncharted Territory



Schedule Overview

Thursday, May 3

12:30 - 8:00pm Registration & information

1:30 - 3:30pm Optional: Pre-Conference Activity at Cacao and Cardamom Chocolatier*

1:30 - 4:30pm Optional: Pre-Conference Workshop*

4:45 - 5:30pm Optional: First-time Attendee Orientation

5:30 - 7:30pm Hors d'oeuvres Reception with cash bar

Friday, May 4

7:00am - 6:00pm Registration & information 7:30 - 8:30am Breakfast buffet 8:30 - 10:00am Welcome & plenary speaker 10:15 - 11:05am Breakout sessions 1 11:20am - 12:10pm Breakout sessions 2 12:10 - 1:15pm Lunch buffet Roundtable Discussions (Five Topics) 1:00 - 1:30pm1:15 - 1:45pm Poster sessions 1:45 - 2:35pm Breakout sessions 3 2:50 - 3:40pm Breakout sessions 4 3:40 - 4:10pm Poster sessions / Snack break 4:10 - 5:00pm Breakout sessions 5

7:00am - 3:00pm

7:30 - 8:30am 8:30 - 8:35am 8:50 - 9:40am 9:55 - 10:45am 10:45 - 11:15am 11:15am - 12:05pm 12:05 - 12:50pm 12:50 - 1:35pm 1:50 - 2:40pm 2:55 - 3:45pm 3:45pm Registration & information
Breakfast buffet
Announcements (brief)
Breakout sessions 6
Breakout sessions 7
Coffee/tea/water break
Breakout sessions 8
Lunch
Lightning Talks
Breakout sessions 9
Breakout sessions 10

Conference Concludes

Early evening

List of Tracks



Pedagogy

Space Camp: Techniques for Preparing the Next Generation



Learning & Assessment

Is There Life Out There?: Evidence of Learning Through Assessment



Optional: Dine-arounds at area restaurants

Leadership

Ground Control to Major Tom: Directing the Mission



Technology & Innovation

Moonshot: Ambition through Technology & Innovation



Collaboration

International
Space Station:
Working Together
for the Greater
Good



Failures & Problem Solving

Houston, We Have a Problem: Radical Solutions for When Things Go Wrong

Saturday, May 5

^{*} Additional fee applies.

Pre-Conference Workshop

Thursday 1:30 - 4:30pm

Champions III

New Frontiers in Curriculum Mapping for Cohesive Instruction and Outreach Programs Stephanie Graves & Sarah LeMire, Texas A&M University Libraries

Libraries commonly participate in resource fairs and hold orientation events in order to familiarize incoming students with the library and reduce the level of library anxiety these students may be experiencing. This resource awareness is vital to laying the foundation for later information literacy instruction. Without the benefit of a programmatic approach to connect outreach events to one another and to information literacy instruction, it can be difficult to provide students with clear, consistent and scaffolded messaging about the library and information literacy.

Librarians have become adept at using curriculum mapping techniques to identify potential insertion points for library instruction and to develop a scaffolded approach to information literacy instruction. However, curriculum mapping strategies can be broadened to include library outreach, which can inform library services in several ways. First, it can help libraries better identify gaps and synergies between instruction and outreach messaging. Next, it can be instrumental in identifying underserved or target populations such as incoming students, at-risk students, and non-library users. Finally, it can help the library balance staffing and resources with programmatic goals and learning objectives.

In this pre-conference, librarians from Texas A&M University will walk participants through the process of applying curriculum mapping techniques to library instruction and outreach programs. Participants will be encouraged to bring documentation from their own library in order to engage in an activity that asks them to identify and map learning outcomes for library instruction and outreach events, implement a scaffolded programmatic instruction and outreach plan that maximizes impact, and create a map for their local context.

Learning Outcomes

- Objective 1: Identify the primary elements of curriculum mapping in order to develop a cohesive instruction and outreach program map.
- Objective 2: Examine instruction and outreach activities, learning objectives and audiences in order to find commonalities, duplications, and areas of shared impact.
- Objective 3: Create a cohesive instruction and outreach curriculum map in order to apply the mapping technique.
- Objective 4: Analyze instruction and outreach staffing, frequency, reach, and return on investment in order to inform future instruction and outreach programming decisions.



Sarah LeMire is the First Year Experience and Outreach Librarian at Texas A&M University in College Station, TX. In this role, she coordinates instruction and outreach for over 12,000 first-year students. Her research focuses on information literacy instruction, assessment, and outreach to special populations, especially veterans. She was

recognized as a member of ALA's 2015 class of Emerging Leaders and was a 2017 Library Journal Mover and Shaker.



Stephanie Graves is an Associate Professor and Director of Learning and Outreach at Texas A&M University Libraries. She has taught credit-hour information literacy courses, hundreds of information literacy sessions, and coordinates a robust outreach and instruction program. Her

research explores the intersection of information literacy, pedagogy, user experience, reference, and emerging technologies. She is active in ALA and Reference and Users Services Association (RUSA).

Friday Sessions

Friday 8:30 - 10:00am

Legends Ballroom

Plenary Speaker: "Gender and Race Gatekeepers"

Michelle "Mikki" Hebl, Rice University

In this talk, Dr. Hebl will introduce the construct of subtle bias. Such biases are widespread but often emerge without our awareness. Furthermore, we are often immune to just how badly they can affect and infect our judgments, decisions, and other behaviors. Using active learning exercises, Dr. Hebl will make us aware of how we each have such biases, why we have them, and how we can best counteract against their negative effects.



Mikki Hebl is a proud native of Pardeeville, Wisconsin, who graduated with her Ph.D. from Dartmouth College. She joined the faculty at Rice University in 1998, was given the endowed title of the Radoslav Tsanoff Assistant Professorship in 2000, and is currently the Martha and Henry Malcolm Lovett Professor of Psychology with a joint appointment in the Jones School.

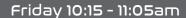
Mikki is an applied psychologist who research specifically focuses on workplace discrimination and barriers stigmatized individuals (e.g., women and ethnic minorities) face in social interactions, the hiring process, business settings, and the medical community. In addition, she addresses ways in which both individuals and organizations can remediate such discrimination and successfully manage diversity. She

has published more than 125 journal articles, book chapters, and edited books. In 2014, she was honored with the Academy of Management's Sage Award for lifetime achievement in research advancing knowledge of gender and diversity in organizations.

Mikki is a strong advocate for gender issues. She has twice won the Rice University Women's Resource Center Impact Award for her commitment to research on gender and service to women in the community. In 2006, she was one of five co-PI's at Rice who received an NSF grant for over three and one-half million dollars to advance women in STEM fields on Rice University's campus. From 2010-2016, she has been funded on NIH grants to examine gender biases in letters of recommendation and successful mentoring relationships.

Mikki is also simply passionate about teaching. In her 19 years at Rice, she has been the recipient of 19 major teaching awards, and she has joined an elite few at Rice University who has been retired from winning further awards. In 2005, she was selected as the Commencement Speaker at Rice University's graduation ceremonies, which marked the first and only time a current faculty member was ever nominated and chosen by the students to give the address. This year, she was awarded Baylor University's \$250,000 Cherry Teaching Award.

In her spare time, Mikki is an avid Green Bay Packer fan and completed her quest to run a marathon in every state in December of 2012. She also completed her quest to run a marathon on each continent in 2016. She and her husband, David, keep grounded with their two adult children, David and Chris, keep busy with their 13 year-old son, Jackson, 11 year-old daughter, Cecilia, and 9-year old, Caroline, and keep watch over their five step-grandchildren. Finally, she spent the spring 2016 semester with her family while teaching on a ship that circumnavigated the world.



Founders I & II

The Negotiated Classroom: Conversations about Power and Pedagogy

Veronica Ārellano Douglas (St. Mary's College of Maryland), Siân Evans (Maryland Institute College of Art) and Joanna Gadsby (University of Maryland)



Failures & Problem Solving

Teaching librarians consider themselves educators, but academic hierarchy often places them in a supporting role, leaving their expertise unacknowledged. In this presentation, we will explore the complicated power dynamics that often influence the roles available for academic librarians. We will discuss ways to disrupt the lopsided nature of faculty-librarian educational "collaboration" in order to create more feminist, egalitarian opportunities for information literacy education at our institutions. We will encourage librarians to own their expertise in critical information literacy and information organization, and create institutional environments that recognize the inherent educational value of academic librarians' contributions to student learning.

PARTICIPANTS WILL:

- Be able to describe the power dynamics present in their teaching environment(s).
- Be able to create collaborative relationships that place faculty and librarians on equal footing.
- Be able to empower their teaching librarian colleagues to take ownership of their pedagogical and information literacy exper tise.

INTENDED AUDIENCE: At least some experience with the topic

Founders III & IV

First the Abstract, Tomorrow the Moon! Breaking Down Barriers to the Scholarly Conversation through a Close Reading Activity

Annie Armstrong, Glenda Insua and Catherine Lantz (University of Illinois-Chicago)



Pedagogy

INTERACTIVE

While undergraduates are finding articles with greater ease, comprehending and engaging with the alien—and alienating—language of these sources can present a discouraging stumbling block that limits participation in the scholarly conversation and problematizes the writing process. So often, library instruction emphasizes topic development, search strategies and a cursory evaluation of sources focused on recognizing the elements of a scholarly article. This emphasis could be attributed to multiple factors: the limitations of the one-shot model, the sense that reading texts is not the librarian's "turf," or lack of explicit emphasis on reading comprehension in the Framework and the previous standards. After growing tired of hearing themselves tell students again and again, "be sure to read the abstract, it'll save you time!", without actively modeling the process to illustrate its benefits, the presenters designed an abstract analysis activity to foster a sense of self-efficacy in students dealing with these daunting texts for the first time. We will demonstrate how shifting the

initial focus of instruction from amassing sources to unpacking the meaning of a single abstract can empower students. By taking the time to translate academic discourse into everyday language—and having a little fun with twitter along the way—students can build foundational skills to help them work with scholarly sources more meaningfully in the future.

PARTICIPANTS WILL:

- Engage in close reading of an abstract to model how focused attention to language can improve understanding and lead to breakthroughs in engaging with scholarly texts.
- Feel empowered to expand their instructional repertoire into the realm of reading comprehension in order to help students ease into the research process.



Champions I & II

Recalibrating our Orbit: Examining Misconceptions in order to Improve Library Instruction

Stephanie Margolin and Sarah Laleman Ward (Hunter College-CUNY)



Pedagogy

PARTICIPANTS WILL:

• Discuss commonly held student and faculty misconceptions about information literacy instruction in order to generate ideas for addressing them.

INTERACTIVE

• Reframe difficult "misconception" moments with students and faculty.

 Reflect on their own misconceptions they bring to the instruction process.

INTENDED AUDIENCE: At least some experience with the topic

What are your students' misconceptions about research? What about the faculty you partner with? Sometimes, meeting students "where they are" is a very grim place indeed, and we often spend our time "un-teaching" rather than moving the work forward. Join us in this interactive workshop where we will identify the misconceptions--from students, faculty partners, and ourselves--that we encounter in the course of our teaching. Together we will categorize and consider how to address them in order to bring our teaching back on track and work towards the learning outcomes that we think are most important.

Champions III

Collaborate, Teach and Travel: Librarians and Study Abroad

Nancy Cunningham and Susan Ariew (University of South Florida)



Collaboration

When students travel as part of study abroad programs, their preparations for the experience vary widely. While many of them are given formal orientations to organization rules and institutional policies regarding their upcoming travel, students are not formally given the opportunity to locate information for themselves. This session will not only explore ways in which library workshops on researching countries help prepare students, but also discuss collaboration with study abroad programs by including librarians in travel and curriculum planning. Additionally, this session will offer ideas about other types of collaborations with study abroad programs.

PARTICIPANTS WILL:

- Identify ways in which libraries can collaborate with campus global initiatives and study abroad programs with country and travel information workshops and librarian participation in study abroad travel.
- Discuss how library leaders can encourage and support librarian involvement in campus global education and study abroad.

INTENDED AUDIENCE: Brand new to the topic



Champions V

Wild GooseChase: Launching Library Tours with a Mobile App

Jorge A. Leon and Robert Lindsey (Pittsburg State University)



Technology & Innovation

At an academic institution, library tours are our big chance to make a good first impression with students. This is especially important when it comes to the library orientation for first-year or transfer students. However, large class sizes and an abundance of material to cover can result in tours that are overwhelming or boring - for both students and librarians.

PSU librarians were looking to reinvent our orientation tours, energize our students, streamline the process and make it as engaging as possible. Embracing the, often, dreaded scavenger hunt concept, the librarians at PSU tested several products and models. In the end, our group chose to use GooseChase, a team-based scavenger hunt app and provide mobile devices in the orientation classes.

The result? An active learning activity that facilitates library knowledge, encourages peer learning, and offers plenty of laughs along the way. Could your institution's orientation program use a revamp? Join us as we share the highs and lows of crafting, delivering, and assessing a mobile scavenger hunt.

PARTICIPANTS WILL:

- Recognize the benefits and risks of implementing Goose Chase tour at their own institutions.
- Identify best practices for planning, building, and facilitating the tour.
- Identify methods to assess feedback from students and instructors in order to continually improve the tour activity.

INTENDED AUDIENCE: Brand new to the topic

Champions VI

The Write Stuff: Cultivating and Assessing Student Grit in Framework-based Teaching

Celita Avila, Karen Briere and Ernie Tsacalis (San Antonio College)



Learning & Assessment

Are we really helping students develop what it takes to make it? Join two book jockeys and one tenacious English teacher on their fearless journey towards building student confidence and persistence in college. We'll explore our library's rapidly evolving information literacy assessment model, take a side trip to the planet of college-wide initiatives, and experience close encounters with writing and how it makes student thinking – and their grittiness - visible. Don't forget to bring a towel..

PARTICIPANTS WILL:

- Define and be able to recognize student grit.
- Understand how writing makes thinking visible.
- Consider new ways to collect and use assessment data for student success.



Champions VII

Persistence and Teamwork for New Horizons: Exploring a Distributed Teaching Model in Support of Information Literacy Competencies

Liz Holdsworth, Marlee Givens and Karen Viars (Georgia Tech)



Collaboration

The Georgia Tech Writing and Composition program, part of the School of Literature, Media, and Communication (LMC) builds first-year composition courses around literature, film, science, technology, and pop culture. The Library has long been embedded in this program, providing resources and course-integrated instruction led by the subject librarian for the LMC. This is a highly successful partnership with increasing demand far beyond the capabilities of a single person to meet.

For the first time, librarians whose background or primary focus is science and engineering are providing instruction to undergraduate English students. In a STEM school primarily concerned with the history of technological literature, the approach breaks new ground by combining efforts across disciplines. This presentation elucidates the model and offer perspectives from three embedded Georgia Tech subject librarians. Additionally, they will reflect on their first year in the new program, examine broader trends in library liaison models, and anticipate future developments.

In early 2016, the Georgia Tech Library reorganized many of its subject and other public-facing librarians into a single department, called Campus Engagement and Scholarly Outreach (CESO).

This unit breaks down traditional liaison barriers in order to meet the rapidly shifting needs of the students, faculty, and staff of Georgia Tech. In addition to liaison librarians, CESO includes experts in assessment, digital scholarship, and data visualization among other areas of expertise. This colocation of different kinds of expertise lead to the creation of the distributed teaching model, where influences from around the academy inform and enhance instruction.

PARTICIPANTS WILL:

- Be able to describe the changes in twenty-first century libraries that led to the need for interdisciplinary information literacy outreach efforts.
- Be able to articulate the benefits of a distributed teaching model to librarians, libraries, patrons, and organizations such as a university or library system.
- Be able to identify the processes of putting a distributed teaching model in place, including both successes and challenges.



Founders I & II

When Stars Align: Redesigning an Instruction and Assessment Program to Align with the ACRL Framework

Lindsay Inge Carpenter, Rachel Gammons and Jordan Sly (University of Maryland)



Learning & Assessment

The University of Maryland Libraries' instruction program serves nearly 20,000 students per year. In 2015, with the introduction of the ACRL Framework, we began the process of redesigning this program; starting with learning outcomes and moving up through curriculum mapping and assessment. We present a case study for how a library system can work together to create a collaborative, cohesive, and diverse instruction and assessment program that is structured but flexible enough to meet the needs of individual librarians and units. The breakout session will feature concrete strategies for learning outcomes development, curriculum mapping, and programmatic assessment.

PARTICIPANTS WILL:

- Be able to develop library and unit level learning outcomes based on the ACRL Framework for Information Literacy.
- Be able to create the framework for a multi-year assessment plan that measures their identified outcomes.
- Be able to utilize lib-insight (or other data collection tool) to create a curriculum map of their library instruction.

INTENDED AUDIENCE: At least some experience with the topic

Founders III & IV

Abort Mission? Not So Fast! Using Classroom Management Strategies to Keep a Class from Going Down in Flames

Amy White (Penn State University)



Pedagogy

INTERACTIVE

We have all seen it...A student falling asleep, texting, or otherwise not present in the library instruction session. What can a teaching librarian do to mitigate these situations without falling into the trap of being the stereotypical stern librarian? In this interactive session, learn tried and true classroom management strategies from an experienced teacher-turned-librarian.

The presentation will include a synthesis of research on classroom management in higher education settings as well as the presenter's personal tips and tricks for the library classroom. Participants will then have the opportunity to collaboratively work through a few common classroom scenarios such as a student falling asleep, trouble getting the students' attention at the beginning of a library session, cell phone use during class, and refusal of a student to participate in class activities.

The audience will be encouraged to share their own tips and tricks as they work through these scenarios.

PARTICIPANTS WILL:

- Identify at least three practical classroom management strategies in order to minimize disruptions and maximize engagement in the library one-shot instructional session.
- Reflect on common scenarios in the library one-shot session in order to practice applying classroom manage ment strategies to specific teaching situations.



Champions I & II

Search&Destroy: A New Game for Database Instruction and a New Model for IL Game Design

Mari Kermit-Canfield and Gary Maixner (Ferris State University)



Pedagogy

INTERACTIVE

Librarians from a small Midwestern university bring you Search&Destroy! The multiplayer competitive card game that leads students through the process of building search strings and running database searches – all while trying to remain the last student standing. Card design, artwork, and gameplay mechanics were developed in-library and the game is now being played in classes internationally! Attendees will be introduced to game design concepts and how they support instructional design. Join us to play Search&Destroy against your peers and gloriously beat them to remain the last librarian standing, then go home to develop your own killer information literacy game!

PARTICIPANTS WILL:

- Discover concepts of game design theory.
- Relate traditional learning outcomes for information literacy instruction to game design.
- Recognize the Search&Destroy card game as an example of information literacy instruction supported by specified game design.

INTENDED AUDIENCE: Brand new to the topic

Champions III

Accessibility, the Final Frontier: These are our voyages into best practices... Shawn McCann (Oakland University) and Rebeca Peacock (Boise State University)

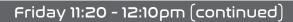


Failures & Problem Solving

Accessibly is not a feature; it's a necessity. The presenters learned this lesson when they were tasked with improving their online library instruction materials. In this session, attendees will become familiar with accessibility guidelines for online content, free and commercial tools for evaluating accessibility, and best practices to avoid common mistakes when building guides, video tutorials, handouts, and more. This session is an opportunity for attendees to learn from the mistakes of the presenters as well as hear how the presenter's institutions formed strategies and policies to combat accessibility issues.

PARTICIPANTS WILL:

- Be able to list the various accessibility guidelines as they pertain to online library instruction related content
- Be able to choose an appropriate tool for evaluating the accessibility of their instruction materials
- Be able to describe a strategy for overcoming an accessibility issue at their home institution.



Champions V

Interinstitutional Student Success: An Asset-oriented Inquiry into Transfer Students Chelsea Heinbach, Brittany Fiedler and Rosan Mitola (University of Nevada, Las Vegas)



Collaboration

Transfer students make up 37.2% of college students in the United States (NSCRC 2015), but often aren't considered in our design of instruction and outreach programs. They quickly blend in with the rest of the campus upon arrival, potentially causing libraries to fail in serving them appropriately. What services and resources do transfer students need? What knowledge and experiences are they bringing to the university? How can libraries collaborate with on- and off-campus partners?

In Fall 2017 and Spring 2018, we surveyed and interviewed transfer students at various points in their academic career. We focused on gaining an understanding of their diverse experiences as well as their past, current, and potential library use. We hoped to discover who these

students are and what their lives are like in order to create partnerships engineered for them. This session will share initial results from our research and our upcoming plans to better serve transfer students at UNLV Libraries.

PARTICIPANTS WILL:

- Describe the variety of experiences of transfer students.
- Outline technological and in-person approaches for reaching transfer students.
- Identify potential on- and off-campus partnerships to explore at their own institution.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions VI

The Virtual Librarian: Creating Innovative Technology for Your User Community Shane Hand and Ben VanHorn (Mississippi College)



Technology & Innovation

The idea of the virtual library, first born in the early to mid-1990s, was a product of the World Wide Web and a means for librarians to extend services beyond the physical limits of a building, ultimately manifesting as online library services. More recently, the concept has continued to evolve with new technology enabling librarians to provide persistent virtual reality experiences for their patrons. A few libraries, such as the Alliance Virtual Library in the virtual world Second Life, even offer online reference services within persistent virtual worlds. During the summer of 2016, using open-source software, we created The Virtual Librarian. A program that fits somewhere between the original concept of the virtual library as the provision of online services and its emerging concept as a persistent online experience. The program functions like an electronic guide to our library's website; not taking a patron to the source, but taking them to the place on our library's website where one may find the source he or she needs. This workshop will demonstrate how to create a virtual library experience with a limited budget that is both persistently online and mediated by a reference librarian.

"The Virtual Librarian" offers library patrons a virtual reference service during those times when a reference librarian may not be available. Librarians who are looking toward the future with an eye on using technology to enhance reference services will find in our workshop a low-cost, easy to implement method for connecting library patrons with their library's resources.

PARTICIPANTS WILL:

- Recognize the inherent difficulties that patrons experience in navigating a library's website.
- Learn to utilize open-source software, such as Weebly, for creative purposes beyond a newsletter or blog.
- Be able to design and implement a "Virtual Librarian" for their own user community.

Friday 11:20 - 12:10pm (continued)

Champions VII

Composition of the Stars: Observing a Constellation of Data from Student Writing Award Submissions to Determine Success Indicators

Meghan Wanucha, Katy Kavanagh Webb and Mark Sanders (East Carolina University)



Collaboration

Offering an annual award for students in writing composition courses can be an effective way to cultivate campus collaborations with disciplinary departments and library stakeholders such as a library's Advancement or Friends group. For the past 16 years, undergraduate students at this public, four-year university have submitted composition papers for the library's award that recognizes and honors excellence in writing and use of library resources. This partnership has been a successful method to encourage student engagement with library resources and to facilitate communication and collaboration with a heavy user of library instruction services and resources. Instructors encourage students to submit well-written papers, therefore the award may also be an indicator of academic success. A team of librarians sought to investigate students' use of the library to explore any associations with student success indicators and identified the library awards submissions as an already-assembled stockpile of papers. The papers were analyzed for evidence of engagement with library resources, diversity of source type, and citation completion. Student data were also collected, interpreted, and applied to library and student success indicators. The research team was able to develop a citation analysis

rubric to understand students' application of information literacy concepts. During the course of this session, the presenters will provide tips for creating and sustaining a successful library award and demonstrate methods and tools for collecting student data. They will also discuss the results of their analyses of awards submitter demographics, particularly in comparison to the campus population, and submission citations.

PARTICIPANTS WILL:

- Be able to discuss methods for creating collaborations with disciplinary departments and library groups to establish student awards.
- Be able to identify existing sources of library usage data to discover patterns of student demographics.
- Discover a rubric for analyzing the application of information literacy concepts and library resources in student work produced in introductory composition courses.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

The Texas A&M University Libraries

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2018 LOEX CONFERENCE



library.tamu.edu

Roundtable Discussions

Friday 1:00 - 1:30pm

Summit

Table Topics

Scholarly Communication | International Students | First Year Students | Gamification | Integrating IL into the Curriculum

Poster Sessions

Friday 1:15 - 1:45pm & 3:40 - 4:10pm

Legends Prefunction ∧rea

A Student Outreach Team's Welcome: Developing Peer Library Orientation through Successful Campus Partnerships

Erin Durham (University of Maryland)

Integrating Feminist Pedagogy into One-Shot Library Instruction Sessions

Annie Dempsey and Kelsey Diemand (University of Maryland)

Library Makerspaces: Engaging Learners and Supporting Instruction through Exploratory Learning

Sarah Stanhope (Texas Woman's University)

Mission Critical Pedagogy: #critlib, praxis, and information literacy

Chase Medlin (Rutgers University)

New Frontiers: Collaborating with Residential Life to Encourage Sense of Community and Student Success in Learning Communities

Hannah Moody-Goo (Loyola University Chicago)

New Tech, Old Collections: Incorporating iPads into Special Collections Primary Source Instruction Sessions

Cecelia Vetter (University of Maryland)

Overcoming the Curse of Knowledge with Cross-disciplinary Collaboration: Creating a Digital Humanities Community at Southern Methodist University

Margaret Terrill (Texas Woman's University)

Re-Mixing the Ingredients of Library Instruction: Taking Inspiration from Tasty Videos and Text Stories

Ashley Hosbach (Indiana University)

Reworking the Research Workshop: Designing a Program for Busy Students Catherine Fravel and Erin Durham (University of Maryland)

Using an LMS as a Launchpad: Leveraging Canvas as a Platform for Library Research Learning Modules

Kylie Wojciechowski and Novia Wong (University of Michigan)



Founders I & II

Beyond the Library One-Shot: Scaffolding a Relevant and Authentic Foundation for First-Year Student Researchers

Donna Harp Ziegenfuss (University of Utah)



Pedagogy

Often first-year students come to library instructional sessions thinking they already know how to do research and assume library session(s) will not be relevant to them. We need to meet students where they are and design library sessions that are presented in a way to engage students by breaking down the research process and demonstrating the relevance of developing research skills. This presentation will present an alternative framework for designing library instruction that was grounded in data collected about student research concerns and perceptions. It will then explain how to integrate the ARCS motivation model (Keller, 2009) into this library instruction framework that is designed to help students become more effective and organized researchers. Examples of how the framework and motivational strategies can be blended and scaffolded into teaching practice will be presented. Tips and lessons learned from listening to student voices, will also be discussed.

After a brief demonstration of the alternative framework and ARCS motivational model, participants will discuss their own instructional contexts, frameworks, or models for designing and building library instruction they use to engage students.

We will use a library instructional design and teaching checklist, which incorporates the ARCS model of motivation, to reflect on our teaching practices and brainstorm new ways to explore and innovate in our various instructional contexts. Brainstorming data will be compiled and presented back to participants on a website that will also present additional teaching and instructional design resources.

PARTICIPANTS WILL:

- Have gained knowledge about a different way to organize library instruction that focuses on student feedback, evidence, relevance, and authentic examples.
- Have reflected on and brainstormed how the ARCS model and this library session organization could be integrated into their library instructional practice.
- Have reported back so that all the ideas can be compiled and presented back to the participants in a library teaching resource.

Friday 1:45 - 2:35pm (continued)

Founders III & IV

How Do We Planet? Integrating Information Literacy into the Creative Process

Laura Dimmit (University of WA Bothell & Cascadia College), Ian Moore (University of Minnesota Duluth)

and Kodi Saylor (Virginia Tech)



Pedagogy

Fiction writers employ the gritty details of the history of medicine to bring Civil War amputation to life on the page. Graphic design students develop brand identities for imaginary companies. Students in a costume design class research the appearance of seventeenth-century colonial clothing for a production of The Crucible. Disciplines across the academy focused on creative production are often viewed as not conducting or producing research in the traditionally academic sense. However, students and faculty in each of these disciplines create work that is no less dependent on the successful utilization and navigation of information resources than the traditional research paper. Due to the perception that creative disciplines do not need research support, students working within them may not receive the full assistance or resources of an academic library or librarians. Aiding students in the development of skills relevant to their creative work requires academic librarians to expand their instruction and support activities beyond the traditional research paper or project. By equipping students with transferable research strategies and helping them to harness the power of inquiry, we contribute to their success in a variety of academic,

professional, and everyday information environments.

In this session, humanities librarians from three institutions will discuss their experiences identifying and developing partnerships with these creative practitioners. Participants will engage in reflection and discussion about potential instruction and outreach opportunities at their home institutions, and will leave with practical strategies to initiate new partnerships.

PARTICIPANTS WILL:

- Recognize the diverse information needs of various populations in traditionally creative disciplines.
- Become familiar with existing partnerships between librarians and creative practitioners.
- Develop ideas for instruction or outreach at their home institutions.



Champions I & II

Launching Gamification to Propel the One-Shot to New Heights

LeAnn Weller (University of New Mexico-Valencia) and Katherine Kelley (Lake Washington Institute of Technology)



Technology & Innovation

INTERACTIVE

This workshop will explore incorporating gamification elements into a typical library instruction one-shot session to engage, motivate, challenge, entertain, and ultimately, teach. We will define "gamification" and the design elements and techniques used to create playful experiences in the library classroom. Workshop participants will playtest games developed for instruction at a community college. The Research Game provides the student with an opportunity to experience six steps of research, score points, and reach a "reward realm" to earn a prize. The Evaluation Game helps the student identify how sources are chosen and what criteria might allow for better decision making. Kahoot, an online poll game, can be used as a starting point for discussion about either evaluation or research. Workshop participants will also use and design a manipulative cube that encourages group and individual participation within a classroom. Participants will identify the elements of gamification such as motivation, narrative, competition, points, levels, challenges, rewards, badges, progress, and feedback that are used within the activity. We will also identify how each game may relate to the ACRL Framework (frame, dispositions, and self-assessments). We will highlight challenges to the development and

use of these games and provide information on student and instructor feedback. Participants will brainstorm about possible instructional activities to gamify in their classrooms. Participants should leave with an understanding of the challenges of gamification techniques applied to one-shot exercises and with access to a website containing lesson plans and games that could be modified for their own use.

PARTICIPANTS WILL:

- Be able to describe gamification and understand its benefits as well as its challenges within the information literacy instructional one-shot class period.
- Play components of a variety of games which include low-tech and high-tech features and that could be adapted for use in their own classroom.
- Design a game component (cube) that could be used in an information literacy instruction session.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions III

TED My One-shot Katy Lenn (University of Oregon)



Pedagogy

Manned space flight has come a long way but many of the principles that propel today's space vehicles are the same principles that launched Jupiter-C, the first U.S. rocket. At times we get so carried away with the shiny new aspects of teaching we forget about some of the basic underpinnings of good teaching.

While the "lecture method" seems as cutting edge as the 1958 Mercury space capsule, there are aspects of that technique that are still viable and can be updated for today. People still embrace a good talk. Can over a billion TED Talk views be wrong?

With time in the classroom so limited, many instruction librarians don't want to waste time "talking" and instead launch right into activities but, just as no good space mission would blast off without a thorough pre-launch procedure, instruction activities often require some pre-activity checks and descriptions to create the right launch pad.

Employing techniques so expertly demonstrated in the wildly popular

TED talks can help with the situation librarians often find themselves – juggling the competing interests of quantity of content with limited time and lackluster student motivation.

This session will present some of the key techniques that constitute a successful TED talk and provide examples of how these techniques can translate to the classroom setting. There will be time for audience discussion of how to take one-shot session concepts and present them through the lens of the techniques described in the session

PARTICIPANTS WILL:

- Be able to describe the features of a successful talk.
- Incorporate at least one TED-talk feature into their next presentation.



Champions V

From Launch Pad to Stratosphere: Following the Trajectory of Student Learning Grace Kaletski-Maisel and Megan O'Neill (Stetson University)



Collaboration

What happens when a writing program administrator and information literacy librarian team up for a long-term investigation of student learning? In this presentation, we will share the processes and insights from our joint venture that have benefitted us so far. We will describe confluences between ACRL's Framework for Information Literacy for Higher Education and the Council of Writing Program Administrator's Framework for Success in Postsecondary Writing, present data from interviews with undergraduate students that has illuminated how students develop writing and information literacy skills, and report on our plans to continue our collaboration as we work to improve student learning.

PARTICIPANTS WILL:

- Understand key similarities between the ACRL Framework and the CWPA Framework.
- Be able to describe which writing and information literacy skills students in our study developed, and how they developed them.
- Be able to apply our strategies for improving student learning at their own institutions.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions VI

Space Invaders: Programmatic and Individual IL Efforts Within a Core Curriculum Sally Neal and Amanda Starkel (Butler University)



Leadership

Butler University librarians are "invading" their University's core curriculum with information literacy integrated on multiple fronts, both at the administrative programmatic level and via a 'grass-roots,' one-class-at-a time approach. Butler University upholds an extensive core curriculum required of all of its students consisting of a first-year seminar, a sophomore global historical studies course, and six content areas. Librarians have been engaged with the University's first year seminar for a number of years and have been looking at how to expand our reach into other areas of the core. While not abandoning an intentional programmatic approach, we are finding a "space invaders" method of attack (from multiple fronts) is helping us make inroads incorporating information literacy into Butler's core curriculum. We will share both "top down" formal and "bottom-up" one-class-at-a time approaches to building information literacy into a core curriculum.

Challenges and successes will be probed, including how to balance scalability and workload for librarians, and how to maintain programmatic vision in a loose confederation of initiatives. This is an exploration mission that you won't want to miss!

PARTICIPANTS WILL:

- Gain confidence to apply different approaches for information literacy integration within a general education curriculum.
- Identify the opportunities and challenges in administering an information literacy program at both the programmatic and grassroots levels.

Friday 1:45 - 2:35pm (continued)

Champions VII

One Small Step: An Evaluation of a Library Big Data Project and the Wicked Questions that Remain

Kate Peterson (University of Minnesota-Twin Cities)



Learning & Assessment

The University of Minnesota -- Twin Cities has been collecting big data -- millions of rows of data on how students "use" the library for over seven years. This has included website use, online journals, circulation, and in-library computer use. It has also included chat reference, drop-in workshops and painstakingly collected course-integrated instruction including one-shots.

We have discovered a lot. A whole lot. But not everything. Not by a long shot. Often this work is dismissed as too obvious or criticized that it is not causal. We have heard that this type of data project violates student privacy and core library professional ethics. Yet, this has lead us to deeper instructional involvement in the high-impact, First Year Experience courses in both the College of Liberal Arts and the College of Science and Engineering. It has also given us a seat at the table in campus-wide Learning Analytics discussions.

In this session, we hope to go beyond the rhetoric and take a deep look at the benefits and gaps, the findings and the wicked questions the remain. We will dissect some of our findings but also critically examine what we can and can't learn from this sort of project.

PARTICIPANTS WILL:

- Examine models of college student development and analyze correlational research techniques in order to select or reject these methodologies and to find out what they can and can't tell you.
- Assess the value of a library big data project and decide if this type of project does or does not provide value at their institution and for their instructional programs.





Founders I & II

Embedding Librarians in Undergraduate Research Methods Classrooms for Student Success

Faith Rusk (University of the District of Columbia)



Collaboration

In a collaborative cross-functional study, a librarian and a political science professor examined the impact and affordances of embedding a reference librarian in an undergraduate research methods course in political science. Using a mixed-method design based on a quasi-experimental approach, we documented a baseline pilot study that explored how embedding a reference librarian into the major's research sequence enhances the pedagogical approach, and impacts the outcome of student engagement with reference librarians to expand their research methods and improve their information literacy skills and ultimately their research skills.

Artifacts from enrolled students were examined with information literacy scaled rubrics, modified from existing rubrics for the assignments. Results suggest that student learning outcomes of those enrolled in the embedded librarian research methods course exceed learning

outcomes of students enrolled in non-embedded methods courses. In addition to detailing these methodologies and the study's suggestion that embedding reference librarians has a direct positive impact upon student learning, grades, and research skills acquisition, this presentation will provide a framework for successful implementation of an embedded librarian into other majors' research sequences.

PARTICIPANTS WILL:

- Be able to identify strengths and challenges in the embed ded librarian model.
- Be able to prepare embedded librarian collaborations with faculty.
- Be able to apply the embedded librarian model and research methods used in the study at their institution.

INTENDED AUDIENCE: Brand new to the topic

Founders III & IV

The Library Revolves Around the Campus: Creating Authentic Connections with Student Interests

Justin de la Cruz (Atlanta University Center Robert W. Woodruff Library) and Elizabeth Galoozis (University of Southern California)



Collaboration

INTERACTIVE

When it comes to using outreach to develop workshops, programs, and other forms of instruction outside the classroom, sometimes it can feel like we're calling into the void of space. In this workshop, the presenters will lead participants in creating outreach strategies that deliberately connect with student interests in order to place them at the center of the universe of instructional programming. We'll share what that looks like at a large, private research institution and a consortium of HBCUs, and we'll use what we've learned to lead participants in identifying opportunities at their own institutions.

PARTICIPANTS WILL:

- Discover some of their students' interests through publicly available channels, e.g., student newspapers, social media, blog posts.
- Create outreach pitches that are driven by student interests.



Champions I & II

Pointing a Telescope toward the Night Sky: Transparency and Intentionality as Teaching Techniques Beth Fuchs (University of Kentucky)



INTERACTIVE

How often do you provide your students with a telescope to better view your instructional intentions? Recent research from The Transparency in Learning and Teaching in Higher Education Project at the University of Nevada, Las Vegas has shown that students benefit when teachers articulate the thought processes behind their instructional decisions and goals. How can transparent teaching practices enhance the professional practice of instruction librarians, even when leading a one-shot session? This workshop will explore the research behind transparent teaching, consider the assumptions that underlie it, and provide practical ways to implement it.

PARTICIPANTS WILL:

- Define transparent teaching in order to be able to identify transparent teaching practices when they encounter them.
- Use a template to compare transparently-designed assignments and non-transparently-designed assign ments in order to examine how existing teaching activi ties can be transformed to incorporate aspects of transparent teaching.
- Collaboratively brainstorm ways to incorporate transpar ent teaching into their own pedagogical practices in order to consider a variety of different approaches for potential use.

INTENDED AUDIENCE: Brand new to the topic

Champions III

Librarians to Battle Stations: Cognitive Dissonance and Information Literacy in the Fake News Era

Maoria J. Kirker (George Mason University) and Ilana Stonebraker (Purdue University)



Pedagogy

Cognitive dissonance is the state of having inconsistent thoughts, beliefs, or attitudes, especially as relating to behavioral decisions and attitude change. This presentation will discuss how cognitive dissonance, information literacy and fake news concepts are related and applied within the library classroom. Attendees will leave with practical tips on how to address cognitive dissonance in information literacy instruction as well as beginning to confront their own relationship with cognitive dissonance and fake news. Come to this presentation for a lively, interactive session on how we can move the profession forward.

PARTICIPANTS WILL:

- Define cognitive dissonance and some of the ways it affects information literacy.
- Reflect upon ways that psychological bias (especially cognitive dissonance) affects their work and the work of their students, identifying ways that they can interrupt that bias.



Champions V

#HoustonStrong: What a Natural Disaster Taught Us About Our Instruction Program

Ariana E. Santiago and Kerry M. Creelman (University of Houston)



Failures & Problem Solving

The University of Houston closed campus for more than a week because of Hurricane Harvey. UH Libraries' two heavily used training rooms flooded and were out of commission for the semester. This presentation will share how our instruction program adapted face to face curricula to new spaces and made online instruction more readily available. We will also consider how Harvey forced us to examine the accessibility of our instruction program and the valuable lessons learned about universal design. Finally, we will speak about the emotional impact of trauma on our community and how we adjusted our instructional approach.

PARTICIPANTS WILL:

- Be able to evaluate the accessibility of their instruction program.
- Be able to apply concrete strategies to plan sustainable, flexible instruction services.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions VI

Five Space Stations Using the Framework to Launch At-Risk, First-Year Students into Information Literacy Orbit

Jessica M. Barbera (McDaniel College), Marianne L. Sade (Washington College) and Samantha S. Martin (Washington & Jefferson College)



Pedagogy

Learn how five small colleges in the liberal arts galaxy worked together to create engaging educational experiences that launch at-risk first-year students into information literacy orbit. Funded through an IMLS Sparks! Grant our collaborative mission was to determine if Framework focused active learning instruction could help our at-risk students chart a course to college success.

This project was designed to address the widening college readiness gap, including information literacy skills. Through our instructional toolkit we attempted to address hidden information inequalities that this population brings with them when entering college.

We will relate our process behind the creation of the toolkit, with each presenter elaborating on their experience adapting and applying the toolkit at their home institution. The audience will then be presented with the opportunity to reflect on how they could adopt the toolkit at their institutions and build upon our work on their home planet.

Further information about our IMLS grant proposal and project can be found here: https://www.imls.gov/grants/awarded/sp-02-16-0022-16

PARTICIPANTS WILL:

- Explore learning activities to improve outcomes for their at-risk students by building foundational information literacy competencies too often assumed to be pre-existing skills.
- Gain insight into our collaborative process for the development of framework based learning outcomes & activities for at-risk student populations.
- Reflect on ways to implement and expand our toolkit at their home institution.

Friday 2:50 - 3:40pm (continued)

Champions VII

Camp Infomania: Educating Future Journalists in the Open

Peter Bobkowski, Karna Younger and Carmen Orth-Alfie (University of Kansas)



Pedagogy

How can you prepare student-journalists to be information literate – now and into the future – when their textbook is outdated and does not fit the students' needs? In this session, we will discuss how librarians and journalism faculty teamed up to create an open textbook for an introductory journalism class. We will walk participants through the process we took to develop a collective of chapter authors, to design the content and themes of the text to address students' information literacy needs, and to implement elements of the textbook in the class. We will conclude with an open discussion of open textbooks and education so that we can learn from each other's experiences.

PARTICIPANTS WILL:

- Be able to define what an open textbook is and its pedagogical value.
- Be able to describe the process for collectively creating an open textbook.
- Be able to identify open educational strategies for engaging students in the learning process.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Friday 4:10 - 5:00pm

Founders I & II

Close Encounters of the Library Kind: Assessing First Year Students' Introduction to the Alien World of an Academic Library

Dianna E. Sachs and Megan E. Brown (Western Michigan University)

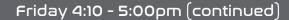


Learning & Assessment

First-year college students have been dropped into an alien landscape full of strange places and creatures, including a giant library! How can we assure them that we come in peace? This session will show how assessment of a first-year library orientation program has led to a process of continuous evolution as we seek to engage students and encourage them to seek out strange new worlds in an academic library - rather than get back in their spaceship and leave!

PARTICIPANTS WILL:

- Be able to adapt a model for a library orientation and its assessments to their local context.
- Recognize the benefits and limitations of a variety of techniques for assessing the impact of a large-scale library orientation program.



Founders III & IV

We're Human After All! An Introduction to Human-Centered Approaches for Creative Information Literacy Curriculum Design

Rebecca Blunk (College of Southern Nevada)



Pedagogy

INTERACTIVE

This workshop will engage participants in a discussion about what human-centered design, and how it can be used in curriculum design. This highly-interactive workshop invites you to participate in the three stages of design thinking: inspiration, ideation, and implementation, for the purpose of creating new ideas for curriculum design, that will suit both student and institutional needs. Together we'll develop deeper empathy for others, generate ideas through "How Might We" exercises, "build" prototypes, and share our new solutions (and failures!) with each other. Get ready to embrace ambiguity, build your creative confidence, and iterate, iterate!

PARTICIPANTS WILL:

- Be able to characterize human-centered design.
- Be able to interpret how the inspiration, ideation, and implementation phases of the process could be applied to curriculum design for information literacy instruction.

INTENDED AUDIENCE: Brand new to the topic

Champions I & II

Making a Connection to Mothership: Launching a Multimedia Instruction Program with Maximum Funk

Alison Valk and Liz Holdsworth (Georgia Tech)



Leadership

INTERACTIVE

Are you considering developing multimedia-centric programs? Are your users looking for training on video editing, audio editing, or visual design? Do you need a sound framework in order to craft a formal proposal for your library administration? This workshop will guide participants through the first steps for structuring and implementing new educational programming at their own libraries. Presenters will take participants through the steps of determining their target audience, defining possible constraints, and identifying budget friendly technologies or open source tools to facilitate inclusive learning on any size campus. From data visualization to video editing, library instructional services are growing to include a wide variety of technology-rich offerings. Libraries can offer training on technologies and resources that enhance and supplement their campus curriculum. But for educational institutions who have not yet developed this kind of programming, where do you start?

Building off their own experiences of developing a robust multimedia instructional program over the last 5 years from the ground up, presenters will take workshop attendees through the pragmatic elements of developing such a program for their own libraries. Come with innovative ideas and leave with a plan of action.

PARTICIPANTS WILL:

- Be able to craft at least 1 new educational training concept for their organization, utilizing the provided workshop matrix.
- Be able to identify at least 1-2 open source or free learning technologies appropriate to their organization.
- Identify and develop the core components for pitching a comprehensive multimedia instruction program to stakeholders and library administration.

Friday 4:10 - 5:00pm (continued)

Champions III

Aligning the Stars: Mapping Out a Collaboration Constellation

Hailley Fargo and Megan Gilpin (Penn State University)



Collaboration

Creating a strong outreach and engagement program, regardless of the institution's size, can be daunting. It takes time and energy to strategize, sustain, and grow relationships with campus partners. This presentation will showcase how an Outreach Coordinator and Student Engagement Librarian collaborated to build partnerships, leverage their colleagues' expertise, and provide outcome-driven programming. Session participants will learn how the presenters identified stakeholders and utilized partnerships to grow new events, some with university-wide impact. Participants will also identify current and future partners in their library outreach and instruction program, and work to create a strategic alignment chart of their own.

PARTICIPANTS WILL:

- Identify current and future partners in outreach and instruction.
- Create a strategic alignment chart around identified outreach and instruction partners.
- Identify one outreach and instruction goal for when they return to their institutions.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions V

Learning to be Lost in (Research) Space Angie Cox (University of Northern Iowa)



Pedagogy

When trying to cover as much territory as possible in a session, librarians often sacrifice deeper, more meaningful assessment and the emotional side of the research process to fit in content. Experiential learning approaches can be used to address the nonlinear and iterative nature of research (i.e., "messiness") and prepare students for the emotional side-effects of the research process while still fitting in the needed content. This piloted approach demonstrated that students can learn to appreciate the ambiguity of research, become more comfortable with emotions that coincide with the process while still learning the basic mechanics of information searching.

The presenter will discuss: -- the negotiation process that took place with the faculty member prior to the one shot session-- the pedagogical compromises made during the planning process-- the reflective experiential learning teaching method-- the outcome of the session (i.e., what worked, what didn't, lessons learned).

PARTICIPANTS WILL:

- Recognize ways to incorporate deeper and more meaningful assessment into library instruction sessions.
- Identify simple ways to incorporate experiential learning into library instruction sessions.

Friday 4:10 - 5:00pm (continued)

Champions VI

From Inner Space to Outer Space: Connecting Autistic Students to New Information Worlds

Emily Carlin (SUNY at Erie Community College) and Sklyer Whittaker (University of Illinois at Urbana Champaign)



Pedagogy

Students on the autism spectrum represent a growing demographic on college campuses and often face unique challenges in pursuing higher education. At the same time, many autistic people have particular areas of interest (sometimes referred to as "special interests" or "affinities") about which they are passionate and knowledgeable. Librarians can help autistic students access information related to their particular areas of interest as well as helping them make sense of their academic coursework by connecting it to these interests. In doing so, they will help students build social and professional relationships, expand their intellectual horizons, and develop information literacy skills.

PARTICIPANTS WILL:

- Identify ways in which autism impacts students' library use and information literacy skills.
- Discuss the role that special interests play in autistic students' learning.
- Formulate ideas for ways to connect autistic sutdents' special interests to library research and academic coursework.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions VII

The MakerSpace Challenge: The Reinventing of the Hackathon to Further Student Engagement and Promote Library Services

Jessica Hanley and Bill Chau (University of Toronto)



Technology & Innovation

In September 2016, the University of Toronto Scarborough campus library partnered with the campus's Sustainability Office to collaborate on an event that would get students thinking about sustainability but also make use and promote the library's new Makerspace. The result was a 10-daylong challenge in February 2017 that brought together industry mentors, library staff, and students. The event had students using the Makerspace, information literacy skills and critical thinking to develop a solution to one of the United Nations 17 Sustainable development goals. This session will discuss the theory, planning, collaboration and implementation of this unique event.

PARTICIPANTS WILL:

- Understand the large collaborative process of planning a campus wide event.
- Examine ways to engage students with library services and incorporate the Library's Makerspace.
- Understand the impact of non-traditional information literacy skills on student learning.

Saturday Sessions

Saturday 8:50 - 9:40am

Founders I & II

Fake News, Lies, and a For-Credit Class: Lessons Learned from Teaching a 7-Week Fake News Undergraduate Library Course

Jo Angela Oehrli (University of Michigan)



Pedagogy

Librarians at University of Michigan in Ann Arbor developed a seven-week, fake news, mini-course in collaboration with the UM College of Literature, Science, and the Arts. This session will describe the course proposal process, course content development, instructional materials, and the internal-to-campus and external response to the course. A companion website will be presented complete with lesson plans and assignments. The presenter will highlight both successful and challenging content. Finally, materials appropriate for integration into one-shot library sessions will be suggested.

PARTICIPANTS WILL:

- Be able to identify new instructional content and techniques that have already been tested in the classroom in order to integrate fake news-related material into a short library instruction session.
- Be introduced to long-form instructional content in order to integrate fake news-related material into more lengthy educational opportunities.
- Be introduced to classroom management techniques for difficult instructional content in order to feel more confident about teaching controversial topics.

INTENDED AUDIENCE: At least some experience with the topic

Founders III & IV

One Small Step for Your Instruction Program: Embedding Information Literacy Beyond the One-Shot

Sarah Brandt and Sarah Morris (University of Texas at Austin)



Pedagogy

INTERACTIVE

Librarians at the University of Texas Libraries support Undergraduate Studies (UGS) classes, required for approximately 9000 first-year students, and which are a vehicle for foundational skills including Information Literacy (IL) and writing. Our librarians employ strategies to embed IL competencies in UGS classes without always teaching sessions, including a bank of activities called the IL Toolkit, a train the trainer model for TAs, and work with faculty one-on-one and in workshops. Hands-on activities will allow participants to brainstorm, develop, and share strategies for incorporating IL outcomes into classes without a session, leading to a concrete takeaway for their own IL programs.

PARTICIPANTS WILL:

- Be able to describe strategies for supporting an information literacy program beyond instruction sessions.
- Be able to apply these strategies to their own institutional context, regardless of size.

Saturday 8:50 - 9:40am (continued)

Champions I & II

Choose Your Own Library Adventure: Gamifying Library Instruction and Training Tricia Boucher, Lorin Flores and Megan Ballengee (Texas State University)



INTERACTIVE

Join us for a hands-on gamification workshop where you'll learn how to make a game by playing one. Why gamify library instruction? Games are inherently educational tools that offer learning opportunities on multiple levels for a variety of learning styles. In this workshop, learn how library staff at Texas State University transformed library orientation, instruction and student worker training sessions into games and most importantly, how to create your own game! Bring your own device or play on paper, and share in small groups how to use gamification for different settings and purposes.

PARTICIPANTS WILL:

- Be able to choose a game format that best meets their learning objective.
- Be able to construct a gamified learning experience.
- Be able to evaluate their game based on student engage ment and feedback.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions III

Charting Their Path: How Students Experience Using Information in their Job Search Ilana Stonebraker and Clarence Maybee (Purdue University) and Jessica Chapman (Purdue University-Krannert School of Management)



Collaboration

Learn ways to collaborate with your career services office to help students use information as part of their job search, and develop pedagogic strategies to support students with their career search. This presentation will focus on interviews conducted with graduating seniors about their career search process. Our findings illustrate that students use a variety of information sources and perspectives when participating in a career fair that include using information for persuasion but also for life navigation and planning.

PARTICIPANTS WILL:

- Reflect on personal experiences of using information as a job seeker in order to emphasize with struggle faced by students.
- Expand understanding of qualitative research methods used to illuminate undergraduates' experiences of using information to prepare and participate in career fairs.
- Apply insights on how students use information to prepare and participate in career fairs to more effectively meet the information literacy needs of graduating students.



Champions V

High-Velocity Videos: Exploring Lightboard Technology for Online Instruction

Cara Cadena and Lindy Scripps-Hoekstra (Grand Valley State University)



Technology & Innovation

You click "play" and a librarian appears on your screen, facing you in front of a black background. As they explain how to narrow a research topic, the diagram they draw glows in neon colors, appearing mid-air in front of them. While it may seem like space-age technology, this "Lightboard" video uses simple production methods to enhance your online instruction. The presenters, experienced in creating these videos, will share the pedagogical benefits of Lightboards, how to create your own, and discuss best practices for using this form of video in library instruction. [Example: https://youtu.be/N1I4Afti6XE]

PARTICIPANTS WILL:

- Explore new ways to engage with online and distance students by learning about Lightboard technology for video making.
- Discover resources for constructing their own Lightboard studio at their home campus.
- Identify best practices for creating Lightboard videos and determine which instructional topics work best in this medium.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions VI

Charting Your Mission for Interplanetary Collaborations: Exploration of Multi-institutional Library Assessment Projects

Jade G. Winn (University of Southern California) and Melissa Bowles-Terry (University of Nevada, Las Vegas)



Learning & Assessment

Institutional differences can be so great that it may appear as if we are living on different planets! This presents a challenge to multi-institutional assessment, and our ability for large-scale assessment projects to inform evidence based strategic planning for library instruction and information literacy programming. This presentation will report on the ongoing Greater Western Library Alliance (GWLA) multi-institutional, longitudinal study on the impact of library instruction on student success measures. We will share a model for interplanetary collaborations and robust evidence-based research for all types of institutions.

Preliminary data will be shared as well as several practical insights on doing multi-institutional studies to create a model for large-scale collaborations in library instruction assessment. In addition to presenting our project, we will discuss the logistics of multi-institutional research methods, the IRB processes, data collection, data merging and analytics.

The presenters will discuss how this project will inform institutional practices, the professional field of librarianship and how it explored and conquered the institutional differences to track evidence of learning across many colleges and universities despite the differences. Additionally, examples of how this research has already impacted individual programs and campus collaborations will be offered.

PARTICIPANTS WILL:

- Be able to define the challenges facing a large-scale, multi-institution assessment of student learning.
- Be able to identify some strategies to overcome challeng es posed by collaborating between diverse institutions.
- Gain a better understanding of how library instruction significantly impacts student success variables.



Champions VII

Take Your Protein Pills and Put Your Helmet On: Campus Unites for Information Literacy

Amanda Melcher and Kathleen Lowe (University of Montevallo)



Leadership

When the faculty and administration at a small, public liberal arts university selected information literacy as the QEP, what happened next? The presenters will provide practical advice that you can take back to your campus, along with a timeline and template for success. The library must be both leader and collaborator. This presentation will provide some useful and creative ways to fill these roles. What does a murder mystery game have to do with IL? How can Samba lessons teach IL Skills? This breakout session will also help generate ideas for faculty development. IL systems are a go, commencing countdown, engines on.

PARTICIPANTS WILL:

- Learn strategies for faculty development in a campus wide information literacy initiative.
- Envision strategic relationships to strengthen on campus.
- Understand the elements of large-scale programmatic change

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Saturday 9:55 - 10:45am

Founders I & II

The Problem with Grit: Dismantling Deficit Models in Information Literacy Instruction Eamon Tewell (Long Island University, Brooklyn)



Pedagogy

Deficit models of education focus on what students lack, rather than what they bring to their education. Due to a lack of attention to structural problems, this type of education fails to question inequalities. Popular movements such as Grit and Growth Mindset have made inroads into information literacy, but require serious questioning from librarians. This session offers two alternatives: critical information literacy and culturally responsive pedagogy. Attendees will find out what deficit models look like in information literacy and learn about instructional approaches and concrete examples that aim to oppose systemic inequities rather than have students simply adapt to them.

PARTICIPANTS WILL:

- Be able to define and identify deficit models in library instruction.
- Learn strategies to teach information literacy in ways that affirm students' strengths and draw attention to structural issues.



Founders III & IV

Don't Panic: The Academic Librarian's Guide to Building an ACRL Framework Community of Practice

Kim Pittman (University of Minnesota Duluth), Amy Mars (St. Catherine University) and Trent Brager (University of St. Thomas)



Collaboration

INTERACTIVE

The information literacy universe has evolved since the release of the ACRL Information Literacy Framework, leaving some librarians feeling lost in space. Whether you view the Framework as the Answer to the Ultimate Question of Life, the Universe, and Everything, or see it as merely mostly harmless--building a community of practice will enable you to navigate new galaxies with confidence. Though you might feel like you're floating in a most peculiar way, this workshop will help you grab hold of the controls, develop a plan for ongoing learning, and launch into your own Framework community of practice!

Workshop participants will engage in discussion, reflection, and brainstorming about participating in ongoing professional development and building a community of practice around the Framework. Participants will be invited to reflect on and share their current methods for learning more about the Framework and the pedagogical principles behind it. Building on those existing strategies, facilitators will offer resources, methods, and tips from professional experience to inspire participants to develop creative approaches for their own communities. Participants will identify possible partners, training methods and formats,

relevant resources, and funding strategies to fit their own regional and/or institutional contexts.

This workshop will be facilitated by three current and former chairs of the Minnesota Library Association Instruction Roundtable who have developed in-person Framework-related training as well as 23 Framework Things, a free online professional development opportunity that helps librarians engage with the Framework at their own pace through readings, activities, and discussion.

PARTICIPANTS WILL:

- Identify and explore existing resources for Framework-related professional development and engagement.
- Brainstorm ideas and possibilities for online learning around the Framework.
- Reflect on their own regional and institutional context and draw inspiration from group discussion in order to develop a plan for ongoing learning about the Frame work

INTENDED AUDIENCE: At least some experience with the topic

Champions I & II

Unlocking Student Engagement: Success and Failure in Redesigning a First-Year Library Orientation

Katie Strand, Pamela Martin and Teagan Eastman (Utah State University)



Failures & Problem Solving

Are you struggling to find the balance between an informative and entertaining library orientation program? This interactive presentation will explore how librarians overcame numerous challenges to develop an engaging, scalable first-year library orientation session. During the orientation, students use the library's virtual and physical spaces to solve clues and reveal a four-digit lockbox combination. Presenters will share strategies for adopting a similar session and lead attendees in a simulation of the lockbox activity.

PARTICIPANTS WILL:

- Critically examine library orientation programs in order to determine what qualifies as a successful learning experience.
- Formulate strategies for redesigning library orientation sessions at their own institutions.
- Engage in a lockbox activity in order to adopt or adapt this interactive orientation session at their own institu tion.

Saturday 9:55 - 10:45am (continued)

Champions III

Charting New Territory Together: Mentoring Peer Research Assistants in Information Literacy

Amber Willenborg, Samantha McClellan and Robert Detmering (University of Louisville)



Leadership

The Peer Research Assistant (PRA) Program is an innovative information literacy mentoring program for undergraduate student assistants, developed to create a stronger link between information literacy and reference services. This presentation will describe how student assistants partnered with librarians to co-develop and co-teach information literacy sessions, observe in-depth research consultations, and collaborate on other projects that cross the traditional boundary of student assistant responsibilities. Attendees will engage in a mock PRA training session, brainstorm potential applications of the program for their library, and learn how the program empowered student assistants by equipping them with information literacy skills and knowledge generally associated with librarians. The session will conclude with a short video of our peer research assistants discussing their own experiences with the program.

PARTICIPANTS WILL:

- Explain the value of information literacy mentoring in promoting a more cohesive departmental culture and fostering more productive and fulfilling working relation ships between librarians and student assistants.
- Formulate specific mentoring and training strategies to integrate information literacy more fully into reference services within a particular institutional context.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions V

Communicating Science: Helping Students Bring Scientific Information Literacy to the Public

Dan Chibnall (Drake University)



Pedagogy

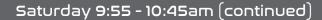
Scientific research and new technology are often branded as too complex and therefore receive little attention in the news media. However, thanks to social media and pioneering communicators, new science can be shared with a wider audience. In this presentation, a STEM librarian will demonstrate the activities and assignments within his science communication course. Through the use of social media tools, science fiction, citizen science projects, science journalists, podcasts, bloggers, and infographics I will show how I built an information literacy course focused on bringing science to the public.

Students in the sciences are often focusing on laboratory reports, poster presentations, journal article analysis, and staying true to a certain written format. Information literacy skills associated with these projects are essential to their professional careers but also to help them communicate their work and make science accessible to a wider,

public audience. Through the use of publicly accessiblescience content, students can see a variety of examples of how they can take their research and turn it into something a general audience could understand. I will also focus on how this course fits into the university's curriculum, alignment of assignments and activities to the ACRL Framework, and assessment techniques.

PARTICIPANTS WILL:

- Compare different pedagogical techniques that implement information literacy skills in a variety of ways
- Identify opportunities for using popular and non-traditional materials to expand and enhance information literacy programs and courses



Champions VI

Successful Landings: The Impact of Information Literacy Instruction on Transfer Student Success

Nancy Fawley (University of Vermont), Ann Marshall (IPFW) and Mark Robison (Valparaiso University)



Learning & Assessment

Transfer students form a sizable portion of undergraduates on U.S. college campuses and are often overlooked in library outreach and instruction. They often face challenges fitting in on their new campuses, both academically and socially, including the well-documented initial drop in GPA known as "transfer shock." This presentation will detail a two-part research study that examined the impact of information literacy (IL) instruction on transfer student success, with particular attention to upper-level students. The entire incoming cohort of undergraduate transfer students were surveyed at three universities: Valparaiso University, Indiana University - Purdue University Fort Wayne, and the University of Vermont. Information about students' previous experiences with IL instruction, their levels of confidence regarding the research process post-transfer, and their sense of fit or belonging at their new university, was gathered in order to test whether IL instruction contributes to students' academic integration on their campuses. The presenters were particularly interested in whether previous IL instruction can act as a boon to students, serving as a form of "transfer capital" and easing the transition to a new institution.

The presenters will share the outcomes of the survey, including how exposure to IL instruction and one-on-one consultations with librarians contribute to transfer students' integration into their campuses. Participants will learn how libraries can better support incoming, upper-level transfer students who are underprepared for disciplinary research.

PARTICIPANTS WILL:

- Learn about the theoretical basis that explains why information literacy should be an important factor in helping transfer students acclimate and succeed on their new campuses.
- Learn how libraries can better support incoming, upper-level transfer students who are underprepared for disciplinary research.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions VII

Making First Contact with Primary Sources: How Collaborating with Faculty and Library Special Collections Increases Student Engagement

Paul C. Campbell and Miriam Intrator (Ohio University)



Collaboration

This presentation will showcase a multi-year collaboration between a social science librarian, a special collections librarian, and a political science faculty member in teaching a mix of upperclassmen and graduate students information literacy through the use of the library's special collection. In four sessions, the librarians applied the Framework for Information Literacy in utilizing the library's extensive rare book collection for students to experience identifying, locating, handling, and evaluating primary sources for their final research project. With four scheduled library instruction sessions during the semester, the librarians developed an effective means of delivering information literacy instruction in the library's new active learning classroom. The librarians created active learning exercises for each library session that covered different aspects of the research process that aligned with the course syllabus.

With the trio willing to take major risks in significantly changing the way this course is taught, the payoffs have been out of this world: Better grades, better papers, higher engagement, and even a faculty teaching award. Further, this collaboration has deepened the professional relationships between the librarians and the faculty member. This example of thinking outside the box has provided the librarians a tangible example in promoting the library, library instruction, and other library services to other faculty. This presentation showcases how a faculty/librarian partnership simultaneously reinforces the instruction of IL while elevating the librarian's relevance within courses focused on research and writing.

PARTICIPANTS WILL:

- Learn about innovative ways to include library special collections into course curriculum.
- Identify specific courses in which special collections collaboration would be beneficial student learning.



Founders I & II

The Librarians' Guide to the Information Literacy Galaxy: Leading Campus Conversations

Sarah Richardson, Heather Beirne, Ashley Cole and Trenia Napier (Eastern Kentucky University)



Leadership

Situating librarians as information literacy experts and leaders in pedagogical best practices, presenters led a professional learning community (PLC) to create purposeful campus-wide conversations centered around the ACRL Framework and its place in teaching and learning. PLC faculty participants from across campus partnered with liaison librarians to create new and innovative approaches to developing discipline-specific information literacy skills. This presentation will share the format, unexpected outcomes, and anticipated changes for future iterations of the PLC. Participants will engage in group discussions about the opportunities and obstacles in leading similar campus information literacy initiatives and utilize Padlet to brainstorm take-aways.

PARTICIPANTS WILL:

- Identify opportunities for interdisciplinary collaborations within the context of the ACRL Framework.
- Develop strategies for situating librarians as pedagogical leaders in campus-wide information literacy conversations.
- Utilize established formats and mediums, such as teaching and learning centers or existing professional development venues, to reach faculty.

INTENDED AUDIENCE: At least some experience with the topic

Founders III & IV

Beyond Reinventing the Library Scavenger Hunt: Teaching Library Literacy to FYE Students Using an Escape Room

Jennifer L. Pate and Derek Malone (University of North Alabama)



Technology & Innovation

INTERACTIVE

Librarians are always looking for inventive ways to engage first year students in Library Orientation programs. In 2017, ACRL released the First Year Experience Cookbook, showcasing how we are looking for new ways to promote active learning of online and physical resources and to help students understand the important role the library plays in their college education.

As early adopters of the Escape Room program, the presenters in this workshop have had a chance to use, assess, and improve the program they are using with their FYE students. In this interactive workshop, the presenters will teach you how to develop an Escape Room game for your library orientation programs, how to assess the effectiveness of your game, and how to continually improve and update it up to keep it fresh for you and the students. They will be bringing their kits and a will have a special LOEX-themed game to give you a chance to "break out" of the traditional and into the innovative world of team-based strategy that has shown to be exceptionally effective at their institution.

The presenters will also share the results of their current study of this FYE program. Preliminary data trends show that over 90% of student responses indicate they have a better understanding of the library and 95% have a better understanding of the library's website. Over 50% of the student responses to date indicate that they have retained the ability to name specific website links and specific physical collections within the library.

PARTICIPANTS WILL:

- Learn the basics of how to design and implement an Escape Room game in order to adapt it to their own library orientation programs.
- Be able to adapt and apply the assessment tools to gauge the effectiveness of an Escape Room game in their library.
- Have the opportunity to participate in an Escape Room demonstration in order to better understand the structure and educational potential of the program



Champions I & II

Taking a Giant Leap: Using the Taxonomy of Significant Learning to Inform Instructional Design

Ashlynn Kogut (Texas A&M University)



Pedagogy

Fink's taxonomy of significant learning, which provides a framework for designing student-centered college courses, is applicable to multiple instructional contexts, including one-shot instruction sessions. This presentation will describe the taxonomy of significant learning and explore the application of the taxonomy to one-shot sessions. The first part of the presentation will discuss the origin of the taxonomy, the elements of the taxonomy, and the articulation of learning outcomes using the taxonomy. The second part of the presentation will focus on leveraging the taxonomy to inform the design of one-shot sessions. Techniques include using the taxonomy to conceptualize the ultimate goal of a one-shot session, to design one-shots with consideration of the course and disciplinary contexts, and to articulate learning outcomes that are achievable in a one-shot session. Time for personal reflection on the taxonomy and its application to one's instruction will be included throughout the presentation. Participants will leave with ideas of how to "take a giant leap" by viewing their one-shot instruction as part of a significant learning experience.

PARTICIPANTS WILL:

- Be able to identify components of the taxonomy of significant learning in order to consider how the taxonomy can inform their instructional design.
- Be able to choose which components of the taxonomy of significant learning are most applicable to an instruction session in order to select activities that facilitate a particular type of learning.
- Be able to apply the taxonomy of significant learning to instructional goals in order to develop learning objectives that are achievable in a one-shot session.

INTENDED AUDIENCE: Brand new to the topic

Champions III

"Fake News" and the Sociological Imagination: Theory Informs Practice Hailey Mooney (University of Michigan)



Pedagogy

The disordered information environment that fostered "fake news" in the 2016 U.S. election is still here. We need the social justice paradigm offered by critical information literacy to meet higher-order learning goals such as the creation of informed citizens. Sociology originated critical theory; therefore, applying the sociological imagination to information literacy practice provides valuable insights that can impact our day-to-day instruction in a way that meaningfully integrates a critical perspective. Attendees will be invited to practice the sociological imagination and consider how a social problems approach to information seeking and evaluation can impact their own information literacy instruction.

PARTICIPANTS WILL:

- Apply the sociological imagination by linking societal issues to concepts and individual-level abilities in the Framework for Information Literacy.
- Contextualize "fake news" as a social problem in order to consider ways to bring elements of critical information literacy into library instruction sessions.

Saturday 11:15 - 12:05pm (continued)

Champions V

Using the Force: Teacher Librarians Personal Epistemology and Teaching Practices Maoria J. Kirker and Janna Mattson (George Mason University), Mary K. Oberlies (University of Oregon) and

Jason Byrd (Adelphi University)



How can understanding our personal epistemology as teaching librarians inform our teaching practice? By using the force - understanding our own beliefs about knowledge acquisition - teaching librarians can establish an environment that provides students with the tools they need to become successful information navigators. This presentation outlines preliminary findings from a study using a modified version of the Approaches to Teaching Inventory, to discover whether what librarians believe about how students learn is actually expressed in how they teach. Attendees will understand approaches to knowledge acquisition in the context of information literacy, and teaching strategies that align with the Framework.

PARTICIPANTS WILL:

- Reflect upon how personal epistemology informs teaching practice.
- Learn strategies to align teaching practice with the constructivist ethos of the Framework.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions VI

Breaking Down Traditional Territory Lines: Building Instructional Relationships Between Librarians, Archivists, and Discipline Faculty

Alyse Minter, Ashley Todd-Diaz and La Shonda Mims (Towson University)



This project involved restructuring information literacy (IL) instruction in a history freshman seminar at a large public university in the Mid-Atlantic region to include in-depth investigation of primary source documents in the university archives. Using co-teaching and collaborative planning, an instruction team including a history professor, a research and instruction librarian, and an archivist incorporated multiple pedagogical approaches to challenge students to consider concepts of power, voice, and representation in information when drawing connections between primary sources and course content related to social disruption in the 1960s and present.

This project created opportunities to engage innovative teaching and learning strategies. In the area of student learning, we incorporated problem-based learning, context-based learning, active creation in historical methods, and productive failure. Innovative teaching practices used in the course of this project included collaborative planning, co-teaching, and adaptive teaching. This approach also addresses a number of current teachingand learning trends, including high impact educational

practices (HIPs), teaching with primary sources, and learning outside the classroom.

Conference attendees will hear from all three members of the instruction team regarding the process involved in creating and implementing a successful collaborative instruction experience. We will share successes, challenges, and adaptations we have made over the three semesters we have worked together. Attendees will gain insight into building instructional collaborations and relationships across disciplines.

PARTICIPANTS WILL:

- Be able to investigate collaborative instructional relation ships within and across disciplines.
- Be able to examine the partnership between information literacy and archival literacy in the classroom.

Saturday 11:15 - 12:05pm (continued

Champions VII

When the Stars Align: Successful Examples of Interprofessional Collaboration for eLearning and Instruction from a Health Sciences Library

Emily B. Kean (University of Cincinnati Health Sciences Library)



Collaboration

The Donald C. Harrison Health Sciences Library (HSL) at the University of Cincinnati supports four colleges and the hospital which comprise the Academic Health Center. The HSL librarians and informationists have well-established collaborative relationships with their academic and hospital partners.

Details of two separate initiatives will be discussed: one in which the librarian liaison to the College of Pharmacy received a request for an online tutorial series and another in which the clinical informationist hospital liaison was asked to partner in developing an evidence-based practice workshop. In both instances, interprofessional collaboration resulted in maximizing output and success.

PARTICIPANTS WILL:

- Be able to recognize techniques for establishing and maintaining interprofessional relationships in order to more effectively collaborate.
- Be able to identify effective strategies for collaborative production in order to produce traditional face-to-face instruction, as well as online tutorials, more quickly.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Lightning Talks

Saturday 12:50 - 1:35pm

Legends Ballroom

Alien: There's a Predatory Publisher on this Ship

Abbie Basile (Old Dominion University)

Collaborating via Conferencing: How to Plan and Sustain an Information Literacy/[Insert Discipline] Conference on a Shoe-String Budget

Ielleen Miller (Eastern Washington University)

Consider the Humble Slideshow

Marybeth McCartin (New York University)

Not Reinventing the Wheel: Using Ten Institutional Repositories to Upgrade your Library Instruction Framework Game

Avril Cunningham (The Chicago School of Professional Psychology)

You Can See Them from Space: Collecting 4,000 Post-its from Business Writing Students as Minute-Paper Formative Assessment

Heidi Blackburn (University of Nebraska at Omaha)

Saturday 1:50 - 2:40pm

Founders I & II

Know News: Librarians and Journalists Collaborating to Combat Misinformation

Laura Saunders (Simmons School of LIS), Lisa Hinchliffe (University of Illinois at Urbana Champaign) and Rachel Gans-Boriskin (Simmons Gwen Ifill College of Media Arts and Humanities)



Collaboration

In an era of fake news and post-truth, librarians and allied professionals must work together to find ways to combat mis- and disinformation. Librarians have long been champions of information literacy, but they do need to act alone in facing the challenges of mis- and disinformation. Librarians should engage with professionals from other fields impacted by these issues including journalists, educators, and social media and technology professionals. Professionals in each of these fields already engage in such work, but projects are largely local, disconnected from potential partners, and of limited impact.

In April 2018, with the support of an IMLS grant, sessions presenters convened a symposium of 70 librarians, journalists, and researchers to discuss the challenges of mis- and disinformation. Participants discussed the standards, values, and practices for assessing and signaling authority and building public trust across their fields, and then brainstormed actionable ideas for the library as a living laboratory for testing these standards in practice.

In this presentation, the three co-PIs on the grant will share the preliminary results of the symposium, including cross-disciplinary standards, ideas for implementing those standards in libraries, and areas for research. They will also discuss the implications of the symposium outcomes for information literacy education. The presenters include a practicing librarian, a professor of library science, and a professor of communications, and will bring a diversity of perspectives to the presentation.

PARTICIPANTS WILL:

- Identify cross-disciplinary standards and practices for assessing authority and quality and for building public trust.
- Discuss actionable ideas for libraries as living laboratories to test standards.
- Examine the implications of cross-disciplinary standards for information literacy practice.

INTENDED AUDIENCE: At least some experience with the topic

Founders III & IV

Reflecting on the Research Process: Assessing Student Learning with Pre- and Post-Concept Maps

Brianne Markowski (University of Northern Colorado)



Learning & Assessment

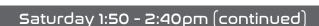
INTERACTIVE

How do students think about the research process? Does library instruction change their thinking? By applying a framework for measuring learning quality to students' maps of their personal research processes, we can observe change in students' thinking over time. During this workshop, we'll discuss how to incorporate concept mapping as a tool for teaching and assessment, outlining the analysis procedure in detail. Attendees will then analyze sample pre- and post-maps of the research process with this framework. Concept maps are an engaging way to reinforce metacognition in the information literacy classroom and provide a unique opportunity for assessment.

PARTICIPANTS WILL:

- Analyze research process maps using criteria for measuring learning quality.
- Describe a procedure for using concept maps to assess student learning.

INTENDED AUDIENCE: Brand new to the topic



Champions I & II

Speaking our Language: Using Disciplinary Frameworks to Identify Shared Outcomes for Student Success in College ... AND BEYOND!

Rebecca Lloyd (Temple University) and Kathy Shields (Wake Forest University)



Collaboration

INTERACTIVE

Academic disciplines are under increased pressure to articulate the skills and competencies undergraduate students will acquire in college. Professional organizations often produce frameworks or guidelines meant to be used by academic departments, chairs, and individual instructors in developing curriculum and instruction. These documents offer liaison librarians new opportunities to communicate with faculty about student learning outcomes, as they enable us to tap into the conversation happening within particular subject areas and translate our expertise into the language of that discipline.

In this session, a document from the History discipline, the American Historical Association's 2016 History Discipline Core (HDC) will serve as a model for using disciplinary frameworks to identify shared goals between subject areas and information literacy. We will begin by discussing the shared skills identified in the HDC and the ACRL Framework, such as evaluating, organizing, and synthesizing information from multiple perspectives, developing research strategies, crafting persuasive arguments, and using evidence appropriately. During the interactive portion of the session, participants will be given other disciplinary frameworks to compare to the ACRL Frame

work. They will work collaboratively in small groups to identify common learning outcomes and unique subject language, develop strategies for starting conversations and building effective partnerships with disciplinary faculty, and brainstorm ways to incorporate these skills into research instruction sessions. We will then facilitate large group discussion of how we can begin to integrate these higher order skills more systematically into our instructional practice and interactions with students and faculty.

PARTICIPANTS WILL:

- Explore the connections between discipline-specific frameworks/guidelines and the ACRL Framework.
- Brainstorm techniques and active learning approaches to incorporate higher order skills into instructional practices.
- Develop strategies for communicating effectively with faculty about shared goals for student success.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions III

One Small Step for Librarians, One Giant Leap for Student Learning: Improving Course-Embedded Research Guides through User Research

Marg Sloan (Western Libraries, The University of Western Ontario)



Pedagogy

Research Guides? Are students actually using them? After implementing embedded research guides into Western University's online Course Management System, there was a 71 percent increase in research guide usage. We conducted a user study to determine what role embedded research guides were playing in classrooms that had the highest embedded research guide usage in order to help ensure that all research guides are a more valuable resource for students, as well as to help us better understand how to market research guides to students.

PARTICIPANTS WILL:

- Be able to identify the value of embedded Research Guides and their impact on student learning.
- Be able to discuss the effect of Research Guides on students' information seeking behaviour through reflection on student feedback gathered in our study.
- Discover evidence-based, user-centred best practices for the creation, development, and promotion of Research Guides.

Saturday 1:50 - 2:40pm (continued)

Champions V

Scaffolding in Information Literacy and Writing: A Collaborative Approach to Assignment Design

Sarah Clark (University of Manitoba)



Collaboration

Although librarians and writing tutors frequently support students in completing heavily weighted term papers, is this the best way for learners to recognize information literacy and writing as critically engaging processes? In providing increased opportunities for skill development that is both gradual and diverse, scaffolding will be highlighted in this session as an alternative approach to assignment design. Participants will gain insight from the experiences of a librarian and writing services coordinator in sharing this model with faculty in a collaborative workshop setting and be encouraged to reflect on how similar strategies may be implemented at their own institutions.

PARTICIPANTS WILL:

- Develop a basic understanding of scaffolding, including benefits and challenges of this model.
- Reflect on the teaching landscape within their own academic environment to determine how this technique could be shared in a collaborative workshop setting.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions VI

Playing with Information in the Starfleet Academy: Gamifying the For-Credit Class Stephanie Crowe (University of North Carolina Wilmington)



Pedagogy

In Fall 2017, two instructional services librarians co-taught a for-credit honors class entitled Pandemic: Playing with Information, Misinformation, and Disinformation. Students in the class were divided into teams to play a semester-long cooperative board game called Pandemic Legacy, in which they worked together to save the world from four deadly epidemics. The game was used as a basis for discussing information concepts such as how research is transmitted from the academy to the public sphere and what makes information believable.

The presentation will explore the concept of gamification and demonstrate how it was applied in this course. It will also cover the development and experience of the class, including the initial concept, preparation and planning, student learning outcomes for the class, student and instructor involvement week-to-week, challenges that were faced before and during the class and how they were overcome, and thoughts and ideas for future semesters.

PARTICIPANTS WILL:

- Explore concepts of gamification and their application to information literacy instruction in academic libraries
- Learn about one strategy for creatively structuring a for-credit class on information
- Reflect on ways to implement gamification principles in information literacy instruction.

Saturday 1:50 - 2:40pm (continued)

Champions VII

Turning Failure to Launch into a Launchpad for Innovation

Toni Carter (Auburn University)



Failures & Problem Solving

Information Literacy instruction within English composition curriculum has long been a cornerstone of library instruction programs. While there have always been challenges, what happens when all aspects of an established program turn into a complete systemic collapse, resulting in a collaboration that is no longer viable? A hard and honest look at one program's failures turned in to an opportunity for a radical re-imaging of the library's composition/information literacy offerings, with a departure from multiple face-to-face sessions to an online only model. This session will examine the trials, tribulations and ultimate success of such a major change for all stakeholders. Attendees will be invited into the conversation; comments and questions encouraged.

PARTICIPANTS WILL:

- Review possible challenges to library instruction programs, in order to consider solutions.
- Learn strategies for initiating major changes within an instruction program, in order to avoid pitfalls and use best practice when doing so.
- Learn that change can be fine and good.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Saturday 2:55 - 3:45pm

Founders I & II

Collaborative Development of a Flipped Instructional Model for a First-Year Experience Course

Anthony Stamatoplos (University of South Florida St. Petersburg)



This session will examine how a library re-conceptualized its engagement with first-year students, refocusing on student transition to the university and developing a flipped instruction model. It also will demonstrate how information literacy instruction is enhanced by librarians taking advantage of appropriate expertise from other fields.

As originally conceived, our university's first-year experience course presented information literacy as one of several "topics covered" during the semester. This consisted of a librarian in the classroom providing basic skills instruction. Ultimately, that model proved inadequate in the larger and more immediate context of student transition to the university.

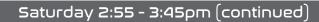
To address this problem, an instructional librarian reframed information literacy for the first-year course within a more meaningful context of transition issues and challenges. The librarian subsequently collaborated with a professional instructional designer to capture and translate the substance of the in-class instruction and create new

interactive online modules. The program eventually adopted a flipped instruction model, with the augmented content presented mostly online.

This presentation will include a brief discussion of how the librarian reframed information literacy needs and changed the focus of instruction, followed by an in-depth examination of the design approach and its outcomes. Discussion of the overall design process and impact of this project will include implications of the collaborative interdisciplinary approach, summary of basic assessment results, and suggestions for future directions.

PARTICIPANTS WILL:

- Explain how they can broaden and improve their instruction with a flipped approach.
- Discuss the value of using professional instructional designers in their practice.



Founders III & IV

Small Steps to Giant Leaps: Strategies for Creating Effective Graduate Information Literacy Programming

Kathy Christie Anders, Anna Dabrowski and Cecilia Smith (Texas A&M University)



Leadership

How can academic libraries structure information literacy programming to reach graduate students? It is challenging to reach graduate students, who often do not view themselves as being in need of information literacy instruction. This presentation centers upon strategies for creating successful information literacy programs that address the particular needs of master's and doctoral students. We will discuss how to make information literacy programming appealing to graduate students by choosing appealing topics and offering popular instructional formats, as well as tips for effectively supporting graduate students at different points in graduate programs.

PARTICIPANTS WILL:

- Identify strategies for structuring graduate information literacy programming in order to effectively engage students.
- Reflect upon how addressing factors such as topic choice and graduate program timing influence the success of graduate information literacy instruction.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions I & II

Using Wikipedia as a Lens to Explore Critical Information Literacy in Library Credit Courses

Amanda Foster-Kaufman (Wake Forest University)

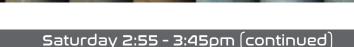


Pedagogy

Inspired by recent literature surrounding critical information literacy, the instructor of an existing library credit course re-designed the class to focus on issues surrounding marginalization and oppression within systems that create and provide access to information. Using Wikipedia as a lens through which to examine these issues, the course encouraged students to discover how power, privilege, and oppression operate within Wikipedia, and an opportunity to make a change by creating an article about someone from a group that is underrepresented on Wikipedia. This project allowed students to continue learning many traditional library skills, while still exploring underrepresentation and systemic bias.

PARTICIPANTS WILL:

- Describe the opportunity that library credit courses offer for exploring critical information literacy with students.
- Explore how Wikipedia can be used as a lens through which to explore issues related to power, marginalization, and oppression with students.
- Discuss barriers to exploring critical information literacy in the classroom and discuss strategies for overcoming them.



Champions III

On Your Mark, Get Set, Game!

Lauren Stern (SUNY Cortland)



Pedagogy

Gamification can bring excitement and engagement to unsexy topics (citation management, I'm looking at you). Learn how to apply backward design with games in your classroom, in order to construct pathways to learning and assess without the test. This presentation will include three examples of gamified pedagogy, and discuss the implications of each: GooseChase for library tours, relay races for citation management software, and Kahoot! for assessment.

PARTICIPANTS WILL:

- Understand how gamification can be successfully incorporated into common library instruction scenarios.
- Consider the connection between backward design and gamification.

INTENDED AUDIENCE: Brand new to the topic, At least some experience with the topic

Champions V

Reaching for the Stars: Building Effective Subject Specific Digital Learning Objects Marc Bess (University of North Carolina at Charlotte)



Technology & Innovation

Digital learning objects such as video tutorials and online learning modules are becoming an indispensable part of academic library instruction. Whether such objects are utilized to flip the classroom, teach a higher level information literacy skill, or used in courses where face-to-face library instruction is impossible, digital learning objects can serve a variety of instructional purposes.

While many libraries create point of need digital learning objects aimed at general audiences to help students navigate databases and catalogs, developing subject specific online resources is a way to take advantage of the unique opportunities of online instruction.

This session will focus on best practices, tools, and techniques for creating digital learning objects for subject specific uses. The presenter will use examples from online instructional design projects focusing on a variety of subject areas to illustrate how digital learning objects can

benefit library instruction across a range of disciplines and in a number of scenarios. Though there are differences between subject areas, the strategies and resources attendees learn about in this session are broadly applicable in academic libraries.

PARTICIPANTS WILL:

- Learn best practices for designing and implementing digital learning objects for subject specific library instruction.
- Learn strategies for collaborating with library colleagues and departmental faculty on online instructional design projects.
- Be able to identify tools and resources for creating effective subject specific digital learning objects.

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