

LOEX 2021 - May 11-14 Schedule (Online, Virtual Sessions)

DAY/ TIME (Eastern)	Room A	Room B	Room C	Room D	Room E
<p>TUESDAY 2:00 p.m. – 3:00 p.m. <i>(May 11)</i></p> <p style="font-size: 2em; font-weight: bold; margin-top: 20px;">1</p>	<p>Yvonne Mery, <i>University of Arizona</i></p> <p>Microlearning: The One Approach All Librarians Should be Using in Their Instruction</p> <p>[Pedagogy]</p>	<p>Jenny Bruxvoort and Kate Wimer, <i>George Fox University</i> and Amanda Matthyse, <i>Calvin University</i></p> <p>Escape Reality: Reaching Your Students with Virtual Instruction and Fun</p> <p>[Theory in Practice]</p>	<p>Amy James, Joshua Been and Beth Farwell, <i>Baylor University</i></p> <p>Syllabi Studies Take Too Long! Automating a Text Data Mining Approach to Instructional Outreach</p> <p>[Assessment]</p>	<p>Claire Walker Wiley, <i>Belmont University</i>, Meggan Houlihan, <i>Colorado State University</i> and Amanda B. Click, <i>U.S. Naval Academy</i></p> <p>Transformational or Troublesome? Business Information Literacy Perspectives on the ACRL Framework</p> <p>[Theory in Practice]</p>	<p>Jenny Harris and Nicole Wood, <i>Austin Peay State University</i></p> <p>'Remember the Ladies': Uncovering the Voices of Tennessee's Suffrage Movement through Primary Source Instruction</p> <p>[Pedagogy]</p>
<p>TUESDAY 4:00 p.m. – 5:00 p.m. <i>(May 11)</i></p> <p style="font-size: 2em; font-weight: bold; margin-top: 20px;">2</p>	<p>Jennifer Brown, Kiyoko Shiosaki and Gisèle Tanasse, <i>University of California, Berkeley</i></p> <p>Being Present for Liberatory Instruction: Emergent Strategy Facilitation</p> <p>[Theory in Practice]</p>	<p>Michelle Demeter, Marybeth McCartin and Sarah Beth Bailey, <i>New York University</i></p> <p>Transformation through Collaboration: Combatting Library Anxiety through Assessment and Engagement</p> <p>[Collaboration]</p>	<p>Sergio Chaparro and John W. Cyrus, <i>Virginia Commonwealth University</i></p> <p>Mentoring Graduate Students: Teaching Them How to Fish for Real</p> <p>[Pedagogy]</p>	<p>Holly Luetkenhaus, Cristina Colquhoun and Victor Baeza, <i>Oklahoma State University</i></p> <p>Teaching Hyflex: Insights as Designers, Instructors and Learners</p> <p>[Pedagogy]</p>	<p>--EMPTY--</p>

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<p>WEDNESDAY 10:00 a.m. – 11:00 a.m. (May 12)</p> <p style="font-size: 2em; font-weight: bold; margin-top: 20px;">3</p>	<p>Sarah LeMire, Kathy Anders and Terri Pantuso, <i>Texas A&M University</i></p> <p>Collaborating for Curricular Transformation: Integrating Composition and Information Literacy</p> <p>[Pedagogy]</p>	<p>Pamela Espinosa de los Monteros and Meris Mandernach Longmeier, <i>Ohio State University</i></p> <p>Incorporating Global Perspectives through Instructional Design: Transforming One-shot Information Literacy Instruction and Instructors</p> <p>[Theory in Practice]</p>	<p>Donovan Reinwald and Wei Cen, <i>Middlesex Community College</i></p> <p>Accepting New Realities and Embracing Changes: Collaborative Survival in a Small Community College Library</p> <p>[The Value in Failure]</p>	<p>Bethany Mickel and Meridith Wolnick, <i>University of Virginia</i></p> <p>Using Wikipedia to Jumpstart Students' Information Literacy Engagement in a 12-Week Course</p> <p>[Pedagogy]</p>	<p>--EMPTY--</p>
<p>WEDNESDAY 12:00 p.m. – 1:00 p.m. (May 12)</p> <p style="font-size: 2em; font-weight: bold; margin-top: 20px;">4</p>	<p>Nimisha Bhat, <i>Smith College</i></p> <p>Diversify Your Lesson Plans: De-Centering Whiteness in Library Instruction</p> <p>[The Anti-Racist Instructor]</p>	<p>Kristina Bush, <i>University of California, Berkeley</i> and Patricia L. Hernandez and Emily Metcalf, <i>Texas A&M-Corpus Christi</i></p> <p>Go Go Gadget Google Suite: Using Google Suite tools to enhance online learning</p> <p>[Pedagogy]</p>	<p>Maya Hobscheid, <i>Grand Valley State University</i> and Kristin Kerbavaz, <i>University of Western Ontario</i></p> <p>Programmatically Speaking: Using values driven, collaborative design approaches to support programmatic assessment of student learning</p> <p>[Assessment]</p>	<p>Joanna Nemeth and Jennifer Rempel, <i>Athabasca University</i></p> <p>Escaping the Ivory Tower: Building public-academic library connections during COVID-19</p> <p>[Collaboration]</p>	<p>ZoeAnna Mayhook, Annette Bochenek and Heather Howard, <i>Purdue University</i></p> <p>Transforming Instructional Strategies for Student Engagement in a HyFlex Information Literacy Course</p> <p>[Pedagogy]</p>

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WEDNESDAY 2:00 p.m. – 3:00 p.m. (May 12) 5	Maggie Clarke, <i>CSU Dominguez Hills</i> Epistemic Injustice and White Supremacy in Information Literacy Instruction [The Anti-Racist Instructor]	Joel Burkholder, <i>Penn State York</i> and Jeremy McGinniss, <i>Liberty University</i> Why Can't We Just Offer That Online?: Recognizing the Role of Infrastructure in the Success and Failure of Library Instruction [The Value in Failure]	Colleen Deel, <i>Bemidji State University</i> Genre Pedagogies for the Library Classroom: Teaching Sources Rhetorically [Theory in Practice]	Kristin E. C. Green, James Hart and Paul Frisch, <i>Penn State Scranton</i> Lights, Camera, Research: The Interdisciplinary Design of Digital Storytelling [Collaboration]	Sandy Hervieux, Nu Ree Lee and Alisa Rod, <i>McGill University</i> What's Data Got to Do with It? Establishing a Research Data Management Curriculum Online [Pedagogy]
WEDNESDAY 4:00 p.m. – 5:00 p.m. (May 12) 6	Leslie Sult, Jeremiah Paschke-Wood, Ellen Dubinsky and Nicole Hennig, <i>University of Arizona</i> Learning from Failure: Creating Better Subject and Course Guides using Critical Information Literacy Practices [The Value in Failure]	Amanda Nichols Hess and Mariela Hristova, <i>Oakland University</i> Daring to Lead: How Library Instruction Experience Prepares Librarians for Administration, and How Administrative Experience Transforms Instruction [Leadership]	Rachel McMullin and Kerry Walton, <i>West Chester University</i> Pedagogical Strategies for Supporting Autistic Students [Pedagogy]	Alyssa Russo and Glenn Koelling, <i>University of New Mexico</i> Partnering with TAs to Transform Information Literacy Instruction via Assignment Design [Assessment]	--EMPTY--

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<p>THURSDAY 10:00 a.m. – 11:00 a.m. (May 13)</p> <p style="font-size: 2em; margin-top: 100px;">7</p>	<p>Margaret McLaughlin and Meggan Press, <i>Indiana University</i></p> <p>Transitional Teaching Toolkit: Best Practices for Creating an Accessible and Inclusive Environment for Synchronous Online Instruction</p> <p>[Pedagogy]</p>	<p>Heather Adair and Ashley B. Crane, <i>Sam Houston State University</i></p> <p>Crisis Teaching & Active Learning: Beyond the Pandemic</p> <p>[Pedagogy]</p>	<p>Ingrid Ruffin and Anna Sandelli, <i>University of Tennessee Knoxville</i></p> <p>Writing the Unwritten: Creating a Roadmap of Success for Yourself</p> <p>[Leadership]</p>	<p>Sarah Hartman-Caverly and Alexandria Chisholm, <i>Penn State Berks</i></p> <p>Transforming Privacy Literacy Instruction: From Surveillance Theory to Teaching Practice</p> <p>[Theory in Practice]</p>	<p>--EMPTY--</p>
<p>THURSDAY 12:00 p.m. – 1:00 p.m. (May 13)</p> <p style="font-size: 2em; margin-top: 100px;">8</p>	<p>Meghan Kowalski and Catherine Meals, <i>University of the District of Columbia</i> and Faith Rusk, <i>San Francisco State University</i></p> <p>Activating the ACRL Framework: Active Learning Design for Library Instruction</p> <p>[Theory in Practice]</p>	<p>Jennifer Jarson, <i>Penn State University, Lehigh Valley</i> and Jennifer Gilley, <i>Penn State University, New Kensington</i></p> <p>Small Moves for Formative Assessment to Improve Student Engagement in Online Teaching</p> <p>[Pedagogy]</p>	<p>Anne C. Deutsch, <i>SUNY New Paltz</i></p> <p>Team Based Planning: From Pedagogy to Leadership</p> <p>[Leadership]</p>	<p>Rob Detmering and Amber Willenborg, <i>University of Louisville</i></p> <p>Transform and Roll Out: Using Online Tools to Promote Informed Citizenship across Disciplines</p> <p>[Pedagogy]</p>	<p>Mark Coltrain and Kim Sims, <i>Appalachian State University</i></p> <p>Mountaineer Stories: Growing an Appalachian State University First-Year Oral History Project</p> <p>[Collaboration]</p>

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THURSDAY 2:00 p.m. – 3:00 p.m. (May 13) 9	Corey Johnson, Jennifer Saulnier Lange and Kathleen Whalen, <i>Washington State University</i> Exploring the Value of Scaffolded Research Assignments for a Required First Year Course [Assessment]	V. Dozier, <i>University of San Diego</i> A Few Kind, But True Words: Using the Research Consultation to Empower Marginalized Graduate Researchers Struggling with Impostor Syndrome [The Anti-Racist Instructor]	Jennifer Hootman and Trey Conatser, <i>University of Kentucky</i> Creating Transformative Learning Opportunities: Expanding Assessment and Centering Student Voices through Digital Infrastructures [Pedagogy]	Maria Sclafani, <i>Wichita State University</i> , Chrissy O'Grady, <i>SUNY New Paltz</i> and Leah Freemon, <i>University of Wisconsin-Madison</i> Perfection Isn't the Goal, Right? Reflections from early-career librarians on adapting the one-shot to an online environment [Pedagogy]	Sarah Norrell, <i>University of Texas at Tyler</i> Transforming Instruction Leadership: What 2020 Taught Us About Supporting the Whole Instruction Librarian [Leadership]
THURSDAY 4:00 p.m. – 5:00 p.m. (May 13) 10	Linda Daniel and Hannah Rozear, <i>Duke University</i> and Joanna Hare, <i>National Art School</i> Googlization of Knowledge: Teaching Students to Think Critically About the Internet's Impacts on Self, Society, and the World [Pedagogy]	Matthew Weirick Johnson, Sylvia Page and Laurel Westrup, <i>UCLA</i> Writing and Research Are Inseparable: Helping Instructors Integrate Research and Writing Instruction in Writing Across the Curriculum Course Planning [Collaboration]	Gary Arave and Ilana Stonebraker, <i>Indiana University Bloomington</i> Divide and be Conquered: Teaching students to be better researchers in the dreaded group project [Pedagogy]	Veronica Bielat and Katrina Rouan, <i>Wayne State University</i> Create, Check, Comeback: Using a Solutions-Based Approach to Tackle Instruction, Reference and Research Support Challenges [The Value in Failure]	--EMPTY--

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FRIDAY 10:00 a.m. – 11:00 a.m. (May 14) 11	Annie Dempsey and Catherine Heil, <i>College of Wooster</i> Reacting/Adapting to a Pandemic: Building Online Library Modules for First-Year Students [Pedagogy]	Marcela Isuster, <i>McGill University</i> Empowering Students as Content Creators with Digital Projects [Pedagogy]	Eamon Tewell and Kae Bara Kratcha, <i>Columbia University</i> and Kate Adler, <i>Metropolitan College of NY</i> When Business Meets Critical Pedagogy: Confronting Entanglements with Capital through Library Instruction [Theory in Practice]	Emily Reed and Racine Amos, <i>Penn State University</i> Transformative Collaboration of Library Services and Outreach for International and Diverse Students: A Multiple Campus Personal Librarian Pilot Case Study [Collaboration]	--EMPTY--
FRIDAY 12:00 p.m. – 1:00 p.m. (May 14) 12	Merinda Kaye Hensley, and Sarah Appedu, <i>University of Illinois at Urbana-Champaign</i> Problematizing the Role of Information Literacy in Disinformation, Dialog, And The Healing Of Democracy [Pedagogy]	Rachel Dineen and Darren Ilett, <i>University of Northern Colorado</i> Transforming Liaison Areas: Exploring Outreach Opportunities to Non-Academic Communities on Campus [Collaboration]	Ashlynn Kogut, <i>Texas A&M University</i> Strengthening Your Teaching Philosophy through Reflection on Your Beliefs about Teaching and Learning [Theory in Practice]	Natalia Estrada, <i>University of California, Berkeley</i> I Wasn't Excited for This Assignment, but I am Now: Increasing Morale in Political Science Undergraduates Through Engaging Practices [Pedagogy]	Caitlin Bagley, Nicole Gustavsen and Kelly O'Brien-Jenks, <i>Gonzaga University</i> The Longitudinal Belly Flop with a Splash: Lessons Learned, Data Gained [The Value in Failure]

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FRIDAY 2:00 p.m. – 3:00 p.m. (May 14) <div style="text-align: center; font-size: 2em; font-weight: bold;">13</div>	Elena Azadbakht, <i>University of Nevada, Reno</i> Who Are You in the Classroom?: An Exploration of Academic Librarians' Teaching Personas [Theory in Practice]	Christina Hillman and Mia Breilkopf, <i>St. John Fisher College</i> Reaching Higher with Scaffolded Learning: Transitioning from the One-Shot to a Four-Year Developmental Program [Assessment]	Elizabeth Nelson, <i>Penn State Lehigh Valley</i> and Brett Spencer, <i>Penn State Berks</i> (Virtual) Argument Architect: Building Research Skills Through Gamified Learning, In-Person and Online [Pedagogy]	Crystal Goldman, Amanda Roth and Dominique Turnbow, <i>University of California San Diego</i> Teachers Unite: How Collaboration Creates Inclusive and Innovative Learning Experiences [Collaboration]	Sara Lowe, Katharine V. Macy and Chloe Alexander, <i>IUPUI</i> and Sean M. Stone, <i>IU School of Dentistry</i> Students Teaching Students during a Pandemic: What Could Possibly Go Wrong? [The Value in Failure]
FRIDAY 4:00 p.m. – 5:00 p.m. (May 14) <div style="text-align: center; font-size: 2em; font-weight: bold;">14</div>	Donna Harp Ziegenfuss, <i>University of Utah</i> Mixing Up Your Information Literacy Instruction: Integrating Data Literacy into your Pedagogical Toolbox [Pedagogy]	Jaclyn Spraez and Nate Floyd, <i>Miami University</i> Agenda-Setting: What a Media Effects Theory Can Add to Information Literacy Instruction [Theory in Practice]	Katherine Nelsen, Lacie McMillin, Kimberly Clarke and Kate Peterson, <i>University of Minnesota - Twin Cities</i> Out of the Pandemic -- Transformation Caused by Desperation [The Value in Failure]	--EMPTY--	--EMPTY--