

# TREAT YOURSELF!

Revitalizing Your Teaching, Research,  
Engagement, Advocacy, and Teamwork



# LOEX 2023

HARRISBURG  
PENNSYLVANIA  
MAY 11-13

# SCHEDULE OVERVIEW

## THURSDAY

12:30 - 7:30 p.m.	Registration & information
1:00 - 4:00 p.m.	<b>OPTIONAL</b> Pre-Conference Workshop Creating Trauma-Informed Learning Environments (additional fee)
1:30 - 3:30 p.m.	<b>OPTIONAL</b> Group Visit to State Library of Pennsylvania
4:15 - 5:00 p.m.	<b>OPTIONAL</b> First-Time Attendee Orientation (Leland)
5:00 - 7:00 p.m.	Treat 'n' Greet Reception (Pennsylvania Ballroom)
Early Evening	<b>OPTIONAL</b> Dine-arounds

## FRIDAY

7:00 a.m. - 6:00 p.m.	Registration & information
7:30 - 8:30 a.m.	Breakfast
8:30 - 10:00 a.m.	Welcome & Plenary Speaker (Ashleigh D. Coren)
10:15 - 11:05 a.m.	Breakout Sessions 1
11:20 a.m. - 12:10 p.m.	Breakout Sessions 2
12:10 - 1:15 p.m.	Lunch
12:50 - 1:30 p.m.	Roundtable Discussions
1:15 - 1:45 p.m.	Grad Student Poster Sessions
1:45 - 2:35 p.m.	Breakout Sessions 3
2:50 - 3:40 p.m.	Breakout Sessions 4
3:40 - 4:10 p.m.	Grad Student Poster Sessions / Snack break
4:10 - 5:00 p.m.	Breakout Sessions 5
Early Evening	<b>OPTIONAL</b> Dine-arounds

## SATURDAY

7:00 a.m. - 3:30 p.m.	Registration & information
7:30 - 8:30 a.m.	Breakfast
8:30 - 8:35 a.m.	Brief Announcements
8:50 - 9:40 a.m.	Breakout Sessions 6
9:55 - 10:45 a.m.	Breakout Sessions 7
10:45 - 11:15 a.m.	Morning Coffee/Tea/Water break
11:15 a.m. - 12:05 p.m.	Breakout Sessions 8
12:05 - 1:30 p.m.	Lunch / Lightning Talks
1:50 - 2:40 p.m.	Breakout Sessions 9
2:55 - 3:45 p.m.	Breakout Sessions 10
3:45 pm	Conference Concludes

## TRACK LIST



**TEACHING**  
Spicing Up Our  
Strategies and Spaces



**RESEARCH**  
Infusing Our Practice  
with Scholarship



**ENGAGEMENT**  
Recipes for Student  
Success



**ADVOCACY**  
Savoring the  
Opportunity to Influence



**TEAMWORK**  
Finding the Perfect  
Flavor Combination



**REVITALIZATION**  
Nourishing Our Teaching,  
Our Organizations,  
and Ourselves

# PRE-CONFERENCE WORKSHOP

THURSDAY 1:00 PM – 4:00 PM

PENN HARRIS

## Creating Trauma-Informed Learning Environments

*Janice Carello, Pennsylvania Western University*

What do we do when students stop showing up or start complaining? How do we respond when they share stories of personal struggles? How do we center student learning while coping with our own individual and collective struggles? This workshop will provide an introduction to trauma-informed approaches in higher education: what it means to be trauma-informed, why it's important, and what it looks like in practice. We will also explore scenarios and strategies to recognize and reduce our own and others' stress and to create environments that enhance our own and others' learning and well-being. Participants will also be provided with resources to aid further exploration and professional development.



**Janice Carello**, PhD, LMSW, (she/her) is an Associate Professor and MSW Program Director at Pennsylvania Western University. She received her Ph.D. from the University at Buffalo where she also earned her MSW degree and a Certificate in Trauma Counseling. Her scholarship focuses on retraumatization in educational settings and trauma-informed approaches in higher education. She is the co-editor of *Trauma-Informed Pedagogies: A Guide to Responding to Crisis and Inequality in Higher Education* and *Lessons from the Pandemic: Trauma-Informed Approaches to College, Crisis, Change*. She also publishes trauma-informed teaching and learning resources on her blog: [traumainformedteaching.blog](http://traumainformedteaching.blog).

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# PLENARY SPEAKER

FRIDAY 8:30 AM – 10:00 AM

HARRISBURG BALLROOM

## The Risks of a Restorative Informed Practice

*Ashleigh D. Coren*

An interactive conversation about the complicated concept of trauma informed practice. This talk will examine the ways we support our students, address systemic issues, and treat one another. Participants will use inquiry based strategies to engage with museum objects which may cause discomfort.



**Ashleigh D. Coren** is the Head of Education for the Smithsonian American Women's History Initiative, where she focuses on collections research, student and teacher programs, and public programming. Her writing has been published in *The Journal of American Folklore*, *Viewfinder: Reflecting Upon Museum Education*, and the *International Review of African American Art*.

Sponsored by: **Bucknell** | **Library & Information**  
UNIVERSITY | **Technology**

# FRIDAY BREAKOUT SESSIONS

FRIDAY 10:15 AM – 11:05 AM | SESSION 1



REVITALIZATION

## ALLEGHENY/SUSQUEHANNA

### Brief Encounters and High-Quality Connections: Applying the Work of Connected Teaching to Library Instruction

*Joanna Gadsby, University of Maryland Baltimore County*

Why are some teaching experiences exhausting and ineffective while others are energizing and transformative? To answer this question, we turn to Harriet Schwartz's concept of relational or Connected Teaching. Participants will learn about practices that foster the kind of teaching that leaves both librarian and learner feeling attuned to one other, reinvigorated, and fulfilled. This presentation will not ignore the challenges inherent in teaching librarianship, but will address them through a reparative framework, encouraging librarians to prioritize well-being. In focusing on connection, we create an opportunity to fundamentally change the way we work with students, instructors, and one another.

*Veronica Arellano Douglas, University of Houston, co-created this presentation.*

- Describe the concept of connected teaching and its potential impact on library instruction.
- Identify opportunities for high-quality connection in their teaching practice.
- Incorporate their own needs and boundaries as teachers into their library instruction practice.

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



TEACHING

## JUNIATA/DELAWARE

### Presenting Research as Curiosity through Visual Thinking Strategies (VTS) [Interactive]

*Kayla Birt Flegel, DePauw University*

This workshop explores the use of Visual Thinking Strategies (VTS) combined with ACRL's Framework for Information Literacy to increase and encourage student curiosity and confidence in their research and scholarly discourse. Together, these theories provide a setting for students to explore Research as Inquiry and Scholarship as Conversation. During the workshop, participants will be led through a VTS activity, then have a chance to review the pre- and post-surveys we used with our students, as well as ask questions and explore what partnerships or collaborations might be possible at their individual campuses.

*Alexandra Chamberlain, Association of Academic Museums and Galleries, co-created this interactive workshop.*

- Be able to get a cursory introduction to VTS and learn the three main questions involved. This outcome can be assessed using the pre- and post-survey.
- Interact with each other and with a piece of visual work to see how their own curiosity and research confidence can increase by using visual art/not just traditional "resources". We will measure this increase using a pre- and post-survey.

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



TEACHING

## METROPOLITAN A&B

### Thriving in the U-curve: Helping College Learners Learn via WICOR, ACRL Framework, and Purple Bricks [Interactive]

*Joshua Salmans, Texas Tech University*

Integrating the AVID framework called Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn (WICOR) with the ACRL Framework, this workshop will explore team-building concepts of the U-curve and purple bricks, aiding librarians with little to no formal education or experience in classroom instruction through pedagogical tools that can be effectively implemented in accredited and non-credited library instruction labs, classrooms, and workshops. The workshop is the culmination of a novice librarian's journey with an award-winning instructor and AVID coach, James Durham, to understand the learning process. Understanding the U-curve in the learning process will help learners develop interdependence with each other and with the instructor to combat these barriers in pro-active ways to become life-long learners and creators.

*James Durham, Texas Tech University, co-created this presentation.*

- Articulate their own experience in the process of learning (U-curve).
- Identify the purple bricks of learning in the context of their own institutions.
- Relate/prioritize their purple bricks to the ACRL Framework Thresholds.



RESEARCH

## LELAND

## Observation for Growth Not Scrutiny: Designing an Observation Instrument to Improve Inclusivity and Accessibility in Instruction

*Eric Silberberg, Queens College, City University of New York*

Too often, classroom observations accompany reappointment or tenure considerations instead of professional development. Pair an observation with reflection, and we are on the path to unlocking a deeper understanding of teaching and learning. This session examines the development of an observation instrument that captures how we address student participation, scaffolding of questioning, and representation of content. We will also explore how to reposition the observation as a point of departure for librarian self-reflection on the accessibility and inclusivity of a lesson. Attendees are invited into the conversation as we critically evaluate the instrument's goals and design.

- Analyze the pertinent literature and design process of a library instruction observation instrument.
- Evaluate whether low-inference observations can provide meaningful feedback to librarians on equity in student participation, scaffolding of questioning, and representation of content.

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



TEAMWORK

## HARRISBURGER

## Partner Up! Building Lasting Relationships with (the Right) Campus Stakeholders

*Christine Mook and Lauren Camarillo, Collin College*

When establishing meaningful interdepartmental relationships, it is imperative that academic librarians keep several criteria in mind: selecting the right collaborative partner(s), exploring different collaborative opportunities, and gathering useful metrics. Additionally, having a strong understanding of institutional culture allows librarians to be cognizant of when their and other departments are able to sustain symbiotic relationships. The presenters have explored this process at the community college level through the continued development of their relationship with the campus Writing Center—a relationship which has allowed the two departments to collaboratively embed information literacy principles in their joint programs and events. In this session, participants can anticipate a roadmap to building successful campus partnerships and to finding ways of working within existing institutional practices.

- Identify at least one other campus department with which they can build a meaningful relationship in order to support student success and build practical information literacy skills throughout their academic career.
- translate measures of success by using pre-existing institutional standards in order to continuously build upon initial events and programs.

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



ENGAGEMENT

## PENN HARRIS

## One Size Does Not Fit All: Designing Customized Access Points for Engagement

*Diael Thomas, University of Pittsburgh*

This presentation will explore how pillars of user experience can inform engagement through the use of personas and understanding information seeking behavior. While academic scholars and researchers are often familiar with how to access archival collections and navigate a finding aid, the broader public is usually not. By identifying key user groups and how to address their needs, the University of Pittsburgh created unique access points to a popular and culturally important archive.

- Be able to identify key user groups in their institutions and design user personas.
- Understand how to implement user experience principles to design access points for library outreach and engagement.

*Intended Audience: Brand new to the topic*



TEACHING

## ALLEGHENY/SUSQUEHANNA

## Mise en Place: The Secret Recipe for Instructional Videos

Gary Arave, Indiana University Bloomington

Mise en place is the practice of preparing the ingredients for a dish before you actually start to cook, so everything you need is at hand. As it happens, it's a good way to approach instructional videos. This session deconstructs the video creation process into its components to turn an overwhelming undertaking into a logical sequence of manageable tasks. Discover the one simple, powerful planning tool that provides structure to your production process. Explore important considerations in script writing, get advice on recording audio tracks, and learn tips on curating a cohesive visual language. Participants will walk away with planning and design worksheets, a list of useful resources (both free and for purchase), and a quick guide to choosing and using colors and fonts.

- Know why the four common types of video content (audio, text, still images and moving images) are best managed as separate workflows;
- Understand how to use a shot list to both plan and execute the various elements video;
- Analyze visual elements to categorize their style

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



TEACHING

## JUNIATA/DELAWARE

## Open Access First: De-Centering Library Subscriptions in Information Literacy Instruction [Interactive]

Tim Dolan, Greenfield Community College

Is the era of database dominance over? Is open access publishing more than a fad? This session will begin with an overview of new research showing that, at one institution, a majority of the scholarly articles that students found and used in their research are available in an open access format. In the second half, we'll unpack the implications of a shift toward open access. We'll examine how we can center open access sources, search tools, and principles in our instruction, and how such practices might lead to more useful, realistic, and equitable outcomes for our students.

- Evaluate the role that open access publishing plays at their institutions, and with their students.
- Brainstorm and share ideas for integrating open access publications and search tools into their teaching.
- Identify a small, actionable first step that they can implement in their own institutional context.

*Intended Audience: Brand new to the topic*



RESEARCH

## METROPOLITAN A&amp;B

## Twice as Nice: Replicating Library Science Research on Academic Librarians' Teaching Identities and Work Experience

Sarah Burns Gilchrist, University of Baltimore ; Brandy Whitlock, Anne Arundel Community College; Melissa D'Agostino, Cecil College and Mariette Largess, University of Maryland Global

Our team of instruction librarians from diverse institutions chose to investigate how librarians develop teaching identities and transform instructional practice by adding regional data to an existing study. Using connections made through a regional professional organization, we conducted a survey of academic instruction librarians in the mid-Atlantic region.

Attendees interested in how instruction librarians transform their practice can learn from our results and processes. We will also discuss the benefits and challenges to collaborative research. Session participants will be encouraged to explore their own teaching identities and identify transformative experiences.

*Alex Baker, Washington College, co-created this presentation.*

- Identify methods of research replication in order to apply these methods to their own research efforts.
- Recognize characteristics of transformational practice in order to consider new approaches to information literacy instruction.

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



ENGAGEMENT

## LELAND

## From Garnish to Entrée: Centering BIPOC Students in Library Programming via High Impact Practices

*Catherine Fonseca, West Virginia University*

Diversity-oriented library outreach often resembles multicultural programming: a one-size-fits-all model of engagement. In this model, reaching students that identify as Black, Indigenous, and people of color (BIPOC) is largely the ‘cherry on top’-an inadvertent bonus of programming efforts designed to widely resonate among all students.

This presentation outlines an alternative approach to library programming that distinctly considers BIPOC students first and foremost, above the general patron population. This session explores the significance of such race-conscious programming, details high-impact practices (HIPs) for meaningfully engaging distinct BIPOC groups in co-curricular settings, and offers practical suggestions for librarians seeking to offer similar, culturally-affirming programming.

- Recognize the value of race-conscious programming and its application for library outreach
- Identify High-Impact Practices (HIPs) relevant to co-curricular settings and articulate their positive effects on desired student outcome measures such as persistence or achievement
- Incorporate HIPs in outreach planning in order to meaningfully engage BIPOC students in library events and programming

*Intended Audience: Brand new to the topic*



TEACHING

## HARRISBURGER

## Served Fresh Daily: Welcoming Students with an On-Site, Asynchronous Library Tour

*Adrienne Warner, University of New Mexico*

Rather than trashing the traditional library tour, we can turn it into a fresh instructional offering. An asynchronous, self-paced tour orients students to library spaces through a map, audio recordings, and reflective assessment. Instructors can assign the tour as homework or dedicate a class session to this program. The recipe is simple, but yields benefits not previously available, including accessibility options and as a scalable orientation solution. End-of-tour survey results report that 85% of students feel more confident navigating the library, and many see themselves using the library’s spaces, collections, and services in the future.

- Evaluate the benefits of an asynchronous, self-paced library tour in order to decide if stakeholders would benefit from one at their own library.

*Intended Audience: Brand new to the topic*



TEAMWORK

## PENN HARRIS

## Finding the Secret Ingredients for Librarian-Course Instructor Collaboration to Integrate Information Literacy into the Curriculum

*Ashlyn Kogut and Sharon Matthews, Texas A&M University*

Due to the challenges inherent in one-time instruction sessions, integrating information literacy into the curriculum requires the finesse of collaboration. Librarians contribute the knowledge necessary to create engaging learning experiences that facilitate students’ development and application of information literacy. When librarians collaborate with course instructors in a true partnership, student learning outcomes are realized. In this session, hear about a long-term partnership between an education subject librarian and a literacy course instructor that evolved from database searching to source evaluation scaffolded in the curriculum. Attendees will develop an action plan to advance information literacy integration at their institution.

- Create a list of unique librarian contributions to information literacy instruction in order to start collaborative conversations.
- Identify characteristics of potential course instructor collaborators in order to integrate information literacy instruction into the curriculum.
- Craft an action plan with instructional design elements in order to enhance information literacy integration beyond one-time library sessions.

*Intended Audience: Brand new to the topic*



REVITALIZATION

GOVERNOR

Creating Flexible and Nourishing Work Systems: Using Notion to “Librarian” More Humanely

*Michele Santamaria and Kimberly Auger, Millersville University*

To live and work through Covid-19 has meant reckoning with systems that do not always prioritize wellbeing. This session will engage participants with the idea of creating a “second brain,” specifically by using the platform Notion to engage in a healthier way with our multitasking librarian lives. By engaging with the second brain concept, we hope to encourage participants to reconsider how they work and to contemplate how building a second brain can assist them in building greater reflectiveness into their teaching and learning practices.

- Understand how building a “second brain” can help them optimize their teaching and learning work
- Apply aspects of using various systems to Notion (or some other platform) to leverage greater reflection in their teaching and learning

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



TEAMWORK

ALLEGHENY/SUSQUEHANNA

Bite-Sized Approaches to Effective Faculty Outreach

*Alena Manjuck and Yvonne Tran, Nevada State College*

Capturing the time and attention of busy faculty is no easy feat, but is essential for creating positive perceptions of librarians as partners in teaching and learning. At Nevada State College, liaison librarians are experimenting with approaches to faculty outreach. For example, in just a few short weeks, librarians secured productive 15-minute outreach meetings with most of the college’s full-time faculty, resulting in a significant increase in instruction requests, improved awareness of library services, and stronger librarian-faculty relationships. This session will help you get in front of faculty, promote your instruction services, and maximize the impact of your outreach efforts.

- Identify best practices for successful and sustainable outreach, including maximizing efficiency (streamlining logistics and processes) and capturing value (“closing the deal” on library instruction support, recording valuable feedback)
- Adapt outreach and relationship-building strategies to your institutional setting

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



TEACHING

JUNIATA/DELAWARE

Boost the Flavor Profile of Your One-Shot with Help from Other Cooks! [Interactive]

*Kelly Delevan, Syracuse University and Brie Baumert, Carleton College*

Is there an activity you’ve used in your one-shot library instruction that you’d like to revise or improve? Do you want to infuse that activity with Universal Design for Learning, critical information literacy and anti-racist principles? Do you have ideas to share with others on these topics? Do you want to leave LOEX with something you can implement right away? We’ll guide you through a small group activity that will allow you to share, reflect upon and improve your instructional activity. Attendees will leave the session with resources that they can share with their colleagues at their home institutions.

- Evaluate activities for pedagogical effectiveness in order to strengthen student engagement.
- Engage with peers to build working relationships for the future.

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



# ROUNDTABLE DISCUSSIONS

FRIDAY 12:50 PM – 1:30 PM

HARRISBURG BALLROOM

- Artificial Intelligence
- Fostering Equity & Belonging
- Future of OER
- Negotiating Lesson Plans with Classroom Faculty
- Sustainable Practices for Teaching Librarians' Well-being

# GRAD STUDENT POSTER SESSIONS

FRIDAY 1:15 PM – 1:45 PM & 3:40 – 4:10 PM

DIRECTLY OUTSIDE HARRISBURG BALLROOM

All the Cooks in the Kitchen! How Partnerships between University Libraries, iSchools, and Academic Writing Programs Enhance Information Literacy Instruction

*Jack Owen and Bridget Scoles @ University of Maryland*

Disabled Students in the Library Classroom

*Elizabeth Pineo @ University of Maryland*

(Dis)Information Literacy: Analysis of Historical Hoaxes and Conspiracy Theories as an Instructional Tool

*Rebecca McCall and Olivia Russo @ Syracuse University*

Have Your Cake and Eat It Too: Publicizing Open Access Resources Across the University

*Emma Quinn @ New York University/Long Island University*

Internationalism in Librarianship - Reflecting on Library Instruction Programs as International Students and Employees

*Uyen Nguyen @ University of Illinois Urbana-Champaign*

Peace Building Through Information Literacy in Libraries

*Taylor Strong @ Indiana University Bloomington*

Roadblocks to Research: Navigating Research From the Perspective of MLIS Graduate Students

*Tay Royslance and Payton Dana Cooke @ Syracuse University*

Teaming Up for Information Literacy: Enhancing Student Peer Assistance with a Research Badge Program

*Mohala Kaliebe @ Dickinson College*



TEACHING

## METROPOLITAN A&amp;B

## Engaging Students with Critical Conversations about Access and Description of Challenging Archival Collections [Interactive]

*Laura Hibbler and Chloe Gerson, Brandeis University*

As libraries and archives grapple with how to make challenging archival materials available, how can we engage students in critical conversations about this process? In this interactive workshop, we will introduce two case studies and demonstrate how archivists and librarians can foster class discussions about how archives can make materials available for research. Workshop participants take on the role of student researcher, discussing the case studies and how materials can be made available while reducing potential harm.

- Implement active learning exercises that foster class discussion about ways archives can describe and make materials available for research while mitigating potential harm
- Design learning activities which empower students to consider access and description of archival collections

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



TEACHING

## LELAND

## Teaching Information Literacy in Untrusting Times: Prioritize Research for Understanding (not just Knowledge)

*Mark Lenker, University of Nevada Las Vegas*

A recent Pew study suggests that trust in experts is declining, a trend that requires educators to reframe expectations for learning through research. Rather than emphasizing the characteristics of credible sources (which skeptics and partisans seem increasingly eager to dispute), information literacy teachers should redirect their efforts to prioritize research for a more thorough and realistic understanding of how sources relate to one another. We will review teaching practices in college-level instruction in information literacy and composition that promote and obscure understanding as a learning goal for research.

- Test-drive a discussion exercise that they can use with their classes to encourage reflection on trust and expertise.
- Distinguish between knowledge and understanding in order to differentiate between the motivations associated with each learning goal.
- Consider common teaching practices in information literacy and composition in order to identify those that promote research for understanding.

*Intended Audience: Brand new to the topic*



RESEARCH

## HARRISBURGER

## The Sweet and Sour of Measuring the Teaching Self-Efficacy of Instruction Librarians

*David X. Lemmons and Maoria J. Kirker, George Mason University*

Many instruction librarians enter the field with little or no teaching experience, training, or coursework, but quickly enter the classroom to teach students information literacy skills. How do they develop a belief in their abilities to be successful, and does this belief matter? During this presentation, you will learn about a research study to develop a scale for measuring instruction librarians' teaching self-efficacy, preliminary results about sources of self-efficacy, and why cultivating these beliefs as an instruction librarian matter. Participants will be able to complete the measurement and will be invited to offer critique about such scales.

- Describe the importance of cultivating teaching self-efficacy as a library instructor.
- Reflect on their own teaching self-efficacy and how that impacts their practice.

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



ENGAGEMENT

PENN HARRIS

### The Library Goes Hollywood: Using Theater in Education for Library Instruction and Information Literacy Principles

*Fabio Montella, Suffolk County Community College and Vanessa Viola, New York Institute of Technology*

For centuries, theater has been a proven form of both entertainment and engagement for a wide-range of audiences. The delightful nature of theatrics has provided spectators with a combination of amusement and enjoyment, while the captivating nature of such productions has allowed theater to become a medium for profound ideas and thought-provoking meanings. For these same reasons, theater has transitioned to become a viable and effective resource within the realm of education. In this presentation, we will dissect a pilot LIB 101 course that utilized theater in education to increase learner engagement and fortify the attainment of stated learning outcomes.

- Examine the use of theater in education and evaluate its advantages and disadvantages.
- Apply elements of theater to their library and information literacy instruction.

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



TEACHING

ALLEGHENY/SUSQUEHANNA

### Activating the Information Literacy Imagination with Librarian Led First-Year Seminars

*Kelly Hangauer and Jenay Dougherty, University of Iowa*

First-year seminars (FYS) are a high impact practice that have been shown to improve student success and increase students' sense of belonging. At the University of Iowa, librarians are encouraged to develop a credit-bearing FYS on a topic of their choosing. In this presentation, two librarians will discuss their experiences conceptualizing and teaching their own FYS; one on true crime and the other on Google. They will share materials and methods used to engage students in active learning and elaborate on how the curricular freedom of the FYS enables them to find unique ways of interweaving IL throughout the curriculum.

- Define the first-year seminar program and compare it to other library-related credit-bearing course formats.
- Evaluate the presenters' ability to integrate IL throughout their FYS courses.
- Implement their own courses based on the syllabi, lesson plans, and activities shared by the presenters.

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



REVITALIZATION

JUNIATA/DELAWARE

### Finding Our Voice and Our Values: Revitalizing Reference Services [Interactive]

*Emilia Marcyk, Michigan State University*

As the newly hired Head of Reference & Discovery Services at Michigan State University, I wanted to find a way to connect my colleagues' professional values as librarians to the work we were undertaking through in-person and virtual reference. This interactive workshop will replicate one of the activities that we completed as a group, which resulted in the creation of a "Reference Unit Values" document. I will share insights from that process, and participants will engage in a reflective exercise that will help them begin to articulate their own reference professional values.

- Articulate one of their own professional reference values.
- Ask critical questions about the role of reference services in their home institutions.

*Intended Audience: At least some experience with the topic*



ENGAGEMENT

## METROPOLITAN A&amp;B

## A Murder and a Mansion: Using True Crime to Engage Living Learning Community Students in the Special Collections Library

*Sara McCaslin, Western Kentucky University*

Learn how a 1940s local murder engaged and intrigued Living Learning Community students at Western Kentucky University using information literacy and outreach to campus partners. This true crime story featured in the book, *The Cemetery Road Murders: The Shocking True Tale of Kentucky's Murder Mansion*, came to life for Criminology and Forensic Sciences LLC students using primary source materials housed within the University's Special Collections Library. Multiple campus partners worked together to incorporate several High Impact Practices to enhance students' LLC experiences throughout their first year at WKU.

- Develop new ways to teach research and information literacy skills using unique materials and historical events.
- Formulate collaborative efforts to inspire students to use primary sources to enhance their research and writing.
- Discover the High Impact Practices framework used to encourage campus partnerships.

*Intended Audience: Brand new to the topic*



RESEARCH

## LELAND

## "I Don't Think Librarians Can Save Us:" Anxiety and Resilience in the Misinformation Crisis

*Amber Willenborg and Robert Detmering, University of Louisville*

In a recent report, the Stanford History Education Group found that, while students struggled to evaluate the trustworthiness of online sources, their unsuccessful strategies were consistent with guidelines found on university websites. But do websites tell the entire story? This presentation will report findings from a national study investigating how librarians teach about evaluation and misinformation. Despite facing institutional barriers and experiencing anxiety about the misinformation crisis, librarians are developing creative approaches to teaching evaluation and exploring partnerships beyond academia. We will share recommendations for next steps, and attendees will consider the implications of our research for their professional practice.

- Identify and reflect on the needs of college students in today's information environment, the lived experiences of academic librarians teaching these students, and the barriers to enacting meaningful change through instruction work.
- Apply study recommendations to their own instructional contexts and experiences in order to enhance their pedagogy in relation to evaluation and misinformation.

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



TEACHING

## HARRISBURGER

## Building Community: DIY Punk Strategies for Critical Information Literacy

*Kevin Adams, Alfred University and Edward Gloor, University of Houston*

Our research explores how Do-It-Yourself (DIY) punk can inform critical information literacy practices in the library classroom. Similar to the way practitioners of critical information literacy work with students, DIY punk communities collectively resist the societal tendency toward hegemonic reproduction of white supremacy and capitalist power structures by critiquing its systems and structures.

In this breakout session we will give an overview of DIY punk culture, share our lived experiences in different punk communities, illustrate the relationship between DIY punk and critical information literacy, and explore how DIY punk culture can inform the ways that we practice critical information literacy.

- Engage with the ways that they can alter their classroom environment in order to foster a welcoming and safe community.
- Apply punk and critical information literacy strategies to their current teaching practices in order to challenge hegemonic power and build community with learners.

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



TEACHING

PENN HARRIS

## Refreshing Research Instruction: Improving Student-Centeredness through Reflective Teaching

*Tatiana Pashkova-Balkenhol, Millersville University*

Do you make constant adjustments to an instruction session or online module to center students' prior experiences and voices? What strategies have you tried to invite students to reflect on what they are learning and how they are applying the learning? Join me for an interactive session to discuss how reflective practices have contributed to the development of a transferable instructional model that empowers students to take ownership of their learning.

- Identify reflective and student-centered practices in order to apply to their own teaching experiences
- Share their reflective experiences and student-centered strategies to collectively create a collective repertoire of such practices

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



TEAMWORK

GOVERNOR

## Changing up the Framework Recipe - Team Teaching for a Refreshing Flavor

*Elizabeth Hollenback, Patricia Sotelo and Alison Young, South Texas College*

In response to changing needs of faculty and students, South Texas College librarians drew on the power of teamwork and collaboration to develop a six-part virtual workshop series for students centered on the ACRL Framework for Information Literacy. Using team pairs, these workshops were developed and presented collaboratively and resulted in strengthened relationships and a revitalized sense of purpose across the group. This session will provide examples and strategies for team teaching and leading virtual workshops that can be adapted and reproduced at any institution.

- Describe and apply team teaching techniques for planning and executing virtual instruction workshops.
- Evaluate the various lesson plan and activity options presented in the session to select the elements that best fit their institution and teaching style.
- Analyze the benefits of incorporating team teaching as a form of rejuvenating personal teaching practice and sense of purpose in an ever-changing environment.

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



TEACHING

ALLEGHENY/SUSQUEHANNA

## Don't Get Too Spicy: Effective Use of Humor in the Gen Z Classroom

*Sarah Lane and Alison Shea, Cornell University*

Looking to liven up your teaching? When wielded carefully, humor in the classroom can boost student mental health and bolster student-instructor rapport, leading to improved learning outcomes. To best employ humor, instructors should be aware of cultural and generational considerations that can impact the success of a joke. In this session, attendees will learn about humor styles and common tropes of Gen Z humor. The presenters will also share practical ways to integrate humor into instruction. As this presentation will show, the successful use of humor in the library instruction classroom can make our teaching more enjoyable, inclusive, and impactful.

- Categorize styles of humor and common tropes of Gen Z humor
- Recognize cultural and generational characteristics that impact the effectiveness of humor as a pedagogical tool
- Evaluate methods to enhance instruction through the use of humor

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



## JUNIATA/DELAWARE

## Getting to Know You: Learning About Our Student Populations [Interactive]

*Cynthia Rain Keller and Elizabeth Novosel, University of Colorado Boulder*

ENGAGEMENT

As teaching librarians, we strive to create environments which include and value the wide diversity of students' intersectional identities and life experiences. To best achieve this, we must know and understand our campus communities. Learning about our student populations can be difficult, especially with the competing demands of our profession. In this interactive workshop, we will discuss strategies we use to better understand our students, such as drawing on the knowledge of campus partners and targeted outreach and relationship building efforts. Additionally, we will share strategies for learning within classroom spaces and leveraging knowledge from past experiences.

- Evaluate their current knowledge of student populations at their institutions; identify assumptions and holes in their understanding of student populations
- Assess ideas and strategies from session for use at their institutions
- Create an action plan of first steps

*Intended Audience: Brand new to the topic*



## METROPOLITAN A&amp;B

## More Than a Sometimes Food: Turning Inclusive Instruction from an Occasional Treat to Part of Our Regular Teaching Diet

*Eva Sclippa and Sam Zelick, UNC Wilmington*

REVITALIZATION

Ensuring that our teaching is equitable, inclusive, and accessible is a vital part of teaching librarianship-but how do we actually make the transition from what we learn about inclusivity in webinars and conference sessions to incorporating it into our teaching? In this session, we will explore the creation of an Inclusive Instruction community of practice and in-reach series developed to foster and support long-term inclusivity work. Participants will learn about the implementation of this community, hear about the ways in which community members have transformed their own teaching, and be encouraged to identify opportunities at their own institutions.

- Describe a model of sustained support for inclusive instruction transformation through internal outreach (or "in-reach") and co-working sessions;
- Articulate the need for and benefits of inclusive instruction communities of practice;
- Identify opportunities for developing an inclusive instruction community of practice at their own institution

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



## LELAND

## The StudyWell Initiative: A Campus Partnership Promoting Student Wellness, Engagement, and Belonging at VCU Libraries

*Laura Westmoreland Garipey, Virginia Commonwealth University*

ENGAGEMENT

In an effort to foster students' well-being as they returned to campus during the COVID-19 pandemic, VCU Libraries established a series of events and messaging to support their mental, emotional, physical, and social wellness. The StudyWell initiative is rooted in the notion that general wellness is a prerequisite to academic success. In partnership with other campus units including recreation and fitness, student affairs, tutoring, academic coaching, the campus food pantry, and more, we created a diverse portfolio of activities intended to bolster students' sense of belonging and their overall wellness and were met with robust student engagement and participation.

*Emily Hurst, Ryan Pander and Sue Robinson, Virginia Commonwealth University, co-created this presentation.*

- Understand the scope of the StudyWell Initiative in order to consider possible applications at their home institutions.
- Become familiar with the StudyWell Initiative's impact on VCU Libraries' strategic planning process in order to leverage existing programming at their home institutions as catalysts for establishing organizational direction.

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



## HARRISBURGER

## Leveraging Campus Partnerships: Developing and Promoting a Learning Module to Scaffold Students' Ability to Evaluate Online Sources

*Grace Liu and Amy Pajewski, West Chester University*

Scaffolding students' information literacy skills in evaluating online sources has been a challenge for many of us who engage mostly in one-shot instruction sessions. Our solution was to create a stand-alone online module that complements, rather than replaces our existing one-shot sessions. Focusing on online resources, a topic we can rarely do justice to in a single session, we created a 4-step Strategy for Evaluating Online Sources and developed a 2-hour D2L Learning Module. After launching and marketing this learning module to faculty in September 2022 and within a month, about 700 students earned a certificate and credit on their co-curricular transcript. We attribute this success to our deep understanding of faculty's needs and concerns, our broad collaboration with campus partners, and our dedicated promotion efforts.

- Learn how to leverage campus partnerships and opportunities to develop and promote programs that achieve scalability and scaffold students' learning on information literacy.
- Learn a comprehensive strategy for teaching the evaluation of online sources and will be introduced to a learning module and resource package to empower their students' critical thinking and information literacy skills.

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



## PENN HARRIS

## V.I.L.L.A.G.E. - Virtual Information Literacy Live Augmented Game Experience

*Juan Denzer, Syracuse University*

Virtual Reality headsets have exploded in popularity. Headsets like the Meta Quest 2 make it easier to experience VR by making the device truly stand-alone. VILLAGE is an open-source initiative bringing virtual reality gamification to information literacy sessions. VILLAGE is designed with a "no-code" approach to virtual reality gaming. Templates can be deployed without writing programming code. Customization can be done without coding. With VILLAGE educators can choose to modify existing code to further enhance the experience. The goal is to help bring VR teaching technology to library sessions by jump-starting the initiative. We hope to empower educators by realizing how easy it's to add VR gamification to a teaching session. Attendees will learn about VILLAGE and will see a live demonstration.

<https://researchguides.library.syr.edu/SULVR>

- Learn about VR gamification with the Meta Quest 2
- Learn how to incorporate VILLAGE into their teaching sessions.
- Learn how VILLAGE incorporates information literacy

*Intended Audience: Brand new to the topic*



## ALLEGHENY/SUSQUEHANNA

## The Discipline of Information Literacy: Changing the Conversation on Your Campus

*Clarence Maybee Purdue University and Karen Kaufmann, Seminole State College of Florida*

Would departmental faculty respond differently if you presented information literacy as a discipline rather than as a set-of-skills or concepts? In this interactive session, presenters will describe the work of a new group called Information Literacy is a Discipline (ILIAD) and outline how information literacy aligns with aspects of a maturing discipline, including being a scholarly community with communication channels, shared ethics, traditions modes of inquiry, and a body of knowledge and curricula. The presenters will facilitate a discussion about the benefits and challenges attendees believe they might encounter if presenting information literacy as a discipline on their campuses. The session will conclude with an update on the work of the ILIAD group, including plans to publish an edited book on the topic.

- Recognize how information literacy aligns with aspects of a discipline.
- Consider the implications of describing information literacy as a discipline on their campuses.

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



TEACHING

## JUNIATA/DELAWARE

### Turn on a Dime Instructional Design: Solving an Instructional Problem in 50 Minutes or Less [Interactive]

*Janna Mattson, Christopher Lowder, and David X. Lemmons George Mason University and Valerie Linsinbigler, James Madison University*

Library instructors do not always have enough time to spend on solving the problems they face in the classroom and fixing these issues can feel like starting from scratch. In this workshop designed for individuals with some teaching experience, attendees will use rapid instructional design and the ADDIE Model to address their instructional issues, build upon existing knowledge, and avoid instructional pitfalls. Attendees can work individually or in groups to address their instructional problem and apply rapid instructional design as their context allows. Handouts will be provided and attendees will periodically contribute to a crowd-sourced document on instructional design strategies.

- Define rapid instructional design
- Apply rapid instructional design to a library instruction problem

*Intended Audience: At least some experience with this topic*



RESEARCH

## METROPOLITAN A&amp;B

### Who Will Break the Code?: Deconstructing Hegemonic Messaging in Library Instruction Utilizing Hall's Framework of Encoding/Decoding [Interactive]

*Rebecca Blunk, College of Southern Nevada*

Communicating processes for locating, retrieving, and analyzing information is an essential component of library instruction. This session aims to explore the application of cultural theorist Stuart Hall's framework for encoding and decoding communicative messaging within library instruction in order to discuss how complex structures of dominance and performative rules may be implicitly inscribed in our teaching practices. In addition to introducing how this social framework is applied to the circuits or loops of communication we engage in pedagogically, participants will be invited to deconstruct practical instructional exchanges in order to identify and recognize how power and ideology can constitute a dominant cultural order that requires students to take positions of acceptance, negotiation, or opposition.

- Be introduced to the characteristics of Hall's framework for encoding/decoding communication in order to recognize how meaning structures are constituted and extracted within library instruction
- Deconstruct practical examples of classroom-based instructional exchanges, using the linguistic lens of denotation and connotation, and examine positions of acceptance, negotiation, and opposition
- Collaboratively strategize on practical applications of linguistic semiotics in the library classroom and pose challenges to institutional power relations through pedagogy that is informed by Cultural Studies

*Intended Audience: Brand new to the topic*



TEACHING

## LELAND

### King Sized Content in a Fun Sized Package: Developing Metaliteracy Microcourses for Campus-Wide Integration

*Amy James, Millicent Weber, and Joseph Meyer, Baylor University*

King Sized Content in a Fun Sized Package: Developing Metaliteracy Microcourses for Campus-Wide Integration, will cover the Baylor University Libraries literacies microcourse initiative, which supports information literacy, media literacy, maker literacy, and data literacy. Presenters will talk about the campus-wide need for the literacies initiative, the approach they took to implement the ACRL Framework for Information Literacy, the thought process behind the development of the microcourses to address this need, the practical implementation of the content, and the partnership that grew between the experiential learning team and the research and engagement librarians as this initiative came to life

- Recognize the purpose and benefits of micro-learning for literacy instruction.
- Be able to compare some of the different software options available for the development of micro-courses.
- Evaluate the approach that one library took to implement the ACRL Framework for Information Literacy's definition of information literacy as metaliteracy.

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





ENGAGEMENT

## HARRISBURGER

## Students Shape the Shelves: Student-Led Collection Development for Diversifying and Making Connections

*Kate Blinn, Jennifer Coval and Laura Surtees, Bryn Mawr College*

Inspired by the college's mission to commit to racial justice and equity, librarians created a program to promote greater diversity in the library collections by incorporating student-led collection development. The week-long program teaches students about collection development processes in academic libraries, public libraries, and independent bookstores. Based on their own identities and communities, the students choose popular reading material from a Black-owned bookstore and an LGBTQ and feminist bookstore. We will emphasize the positive learning outcomes for students, whose sense of belonging in the libraries increased, and librarians, whose reflection on their practices inspired them to make important changes.

- Understand the goals and context in which a unique internship was created to diversify a library collection.
- Evaluate their own goals and contexts in order to consider adopting a similar program.
- Consider impactful ways academic libraries can collaborate with community-based bookstores.

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



TEAMWORK

## PENN HARRIS

## I Scream, You Scream, We All Scream for Intentions: Working Together to Better Serve Our Community

*Sara (SD) DeWaay and Jane Littlefield, Clackamas Community College*

Through recent tough times, Clackamas Community College Library worked together to find heartier ingredients to guide our work. We shifted from stale goal setting to a new recipe whose prime ingredients are our shared intentions (or values). This work is a treat! We indulged in individual reflection, group learning, meaningful conversations, and active participation from our whole team. Session attendees will gain an understanding of the value of intentions, their relationship to goals, and strategies for centering intentions in professional practice. Join us to sample CCC's process and consider what meaningfully flavors guide your own work.

- Describe intentions, differentiate them from goals, and see how they relate to each other.
- Consider needs and strategies for centering intentions in professional practice.
- Explore their own intentions and strategize ways to incorporate them into their work

*Intended Audience: Brand new to the topic*

## ALLEGHENY/SUSQUEHANNA



RESEARCH

## Culture Clash: Engaging Students from Underrepresented Racial and Ethnic Groups and Backgrounds in Library One-shot Instruction

*Melissa Gomis and Lorna Dawes, University of Nebraska - Lincoln*

Last fall the University of Nebraska Libraries began to assess our instruction across the campus, using focus groups and visual methodologies. In this presentation we will examine how libraries can develop instruction and services that support the research needs of our students from underrepresented racial and ethnic groups and backgrounds. Participants will be introduced to Culturally Relevant Pedagogies that are relevant to library instruction. Participants will use a rubric adapted from Kahu's Conceptual Model of Engagement (2013) and Museus' Cultural Engaging Campus Environment Model (2018) to discuss and develop culturally affirming strategies and asset-based approaches that can be applied to their own library instruction.

- Use a rubric to apply Kahu's (2013) Conceptual Model of Engagement and the Cultural Engaging Campus Environment Model (Museus, 2020) to examine their environment and their current approach to providing instruction to students from underrepresented racial and ethnic groups and backgrounds .
- Identify best practices and ways to effectively engage and support students from underrepresented racial and ethnic groups and backgrounds in the academic library services and environment.
- Develop strategies for teaching Information literacy to students from underrepresented racial and ethnic groups and backgrounds .

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



TEACHING

JUNIATA/DELAWARE

### “Wait, We’re Drawing?”: Treating First-Year Students to Making Art in the Library Orientation [Interactive]

*Ashley Roach-Freiman and Carl Hess, University of Memphis*

At the University of Memphis, librarians designed a highly visual lesson to improve first-year students’ knowledge of library spaces. Incorporating research on the relationship between drawing, cognitive engagement, and recall, librarians scaffold a session around noticing details, then send students out to interact and explore the library with a series of guided questions and maps. When students return, they create a collaborative portrait of the library’s spaces using notes taken and knowledge gained from their exploration. Groups discuss what they found, how the space was being used, and how they would make use of the space themselves.

- Reflect on the relationship between active and visual engagement and first year reflections of library space.
- Engage in activities demonstrating visual literacy, active learning, and casual drawing to engage first-year learners in orientation activities.

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



REVITALIZATION

METROPOLITAN A&amp;B

### From Team-Building to Team-Belonging: The Value of Reflective Practice in Library Work

*Jasmine Woodson, Lehigh University*

Library work is grounded in the centrality of relationships, often with a focus on external stakeholders such as students, faculty, non-library staff, and community members. But what about our relationships to our colleagues and to our individual selves? This presentation will describe the experience of a team of librarians in centering introspection and relational work with each other through a commitment to cultivating and sustaining regular reflection. It will include examples of activities and prompts that shaped our reflections and will discuss the outcomes of our commitment to this practice including improved agility, belonging, and organizational effectiveness.

- Understand the theoretical underpinnings and practical value of reflective practice within library organizations
- Adapt a diversity of reflective activities suitable to their institutional and organization needs and context

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



ENGAGEMENT

LELAND

### Cooking up Lifelong Literacy: Supporting Student Success through Extracurricular Workshops

*Andrea Pritt and Emily Mross, Penn State Harrisburg*

Information literacy can go far beyond the bounds of the traditional classroom or curriculum. Using a statewide literacy initiative as a foundation, academic librarians create in-demand workshops to help students develop skills that improve financial literacy, civic participation, and more. In this session, we will discuss how to leverage campus and professional resources into engagement success, assess outcomes through multiple lenses, and build a team that strengthens library connections with students through focused life skill development.

- Discuss lifelong literacies that engage students with the academic library in new ways;
- List potential partners, programs, and resources that can enhance student engagement with library programming; and
- Consider methods of discipline-specific evaluation for assessing student learning

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



## HARRISBURGER

## The Art of Asking Good Questions using the Question Formulation Technique

Lori Townsend, Glenn Koelling, and Adrienne Warner, University of New Mexico

The Research as Inquiry frame from the ACRL Framework centers question-asking as an essential part of the research process. However, librarians often spend our time with learners focused on finding credible sources, sometimes skipping over the central role inquiry plays in the research process. In teaching Research as Inquiry, librarians at UNM have relied on adaptations of the Question Formulation Technique (QFT), a relatively simple approach that helps learners generate questions and improve their question-asking skills. In this session we will lead participants through multiple versions of the QFT, adapted for different learners, disciplines, and instructor preferences, as well as discuss our experiences working with students and faculty on the art of question-asking

- Be able to apply the Question Formulation Technique in the information literacy classroom in order to empower students to generate curiosity-based questions.
- Sample adaptations of the Question Formulation Technique in order to best tailor the QFT to their teaching contexts.

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



## PENN HARRIS

## Engaging Future Librarians: Developing a Curriculum to Support Library Training and Education Programs for High School Students

Elizabeth Kamper, Southern Illinois University Edwardsville

In response to the need to diversify and evolve the library profession, a team of five librarians from Southern Illinois University Edwardsville (SIUE) received a \$250,000 IMLS grant to build and implement a Diverse Librarianship Career Training and Education Program in partnership with East St. Louis Public High School. The goal of the program is to make a positive, lasting impression on students by providing them with real-life experiences and encouraging them to explore and pursue potential careers as library professionals. As part of the education component of the program, they have created a curriculum which includes an overview of libraries, as well as information literacy and diversity competencies. This presentation will provide an overview of the program's curriculum and examples developed during implementation.

- Develop their understanding of a library curriculum created specifically for high school students and student interns.
- Share their experiences with high school outreach and/or non-traditional recruitment as it supports diversity, equity, and inclusion.

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



## ALLEGHENY/SUSQUEHANNA

## From Clicks to Concepts: Pedagogical Moves to Deepen Information Literacy Teaching and Learning

Jennifer Jarson, Penn State Lehigh Valley

Students sometimes interpret information literacy (IL) instruction as clicks to mimic or keystrokes to perform making them more likely to underestimate the complexity of research and the value of IL skills. Librarians' pedagogical techniques can either reinforce such misinterpretations or challenge students to expand their learning. This session will provide snapshots of the presenter's personal journey evolving their pedagogy to develop students' more conceptual and strategic understanding of IL as well as deepen their own teaching practice. The presenter's experience moving from a database-driven and demonstration-based approach as a new instructor to experimentation with constructivist and metacognitive principles, active learning and formative assessment methods, and storytelling techniques will serve as a prompt for participants to reflect on their own pedagogical journeys and future goals.

- Reflect on opportunities and challenges in their own current pedagogical approaches to support students' conceptual understanding of information literacy skills.
- Reflect on the potential of presented pedagogical moves to support students' conceptual understanding of information literacy skills in their own practice.
- Reflect on the potential of presented pedagogical moves to support equity and inclusion in the classroom for diverse learners.

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



TEAMWORK

## JUNIATA/DELAWARE

## Creating a Values-Based Future: Reflection & Planning to Support the Creation of Sustainable Library Practices [Interactive]

*Lizzy Borges, San Francisco State University and Julia Maxwell, Rutgers University*

Facilitators will detail the process their team used to create values-based, proactive structures for engaging in collaborative practice. Facilitators will guide participants through an exercise to identify personal and professional values, a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, and a reflection activity to identify future applications to support sustainable practice in their own work contexts.

The presenters will provide examples of their established practices and reflect on how their work aligns with their created values, mission, vision, and strategic planning. The session situates commonly-used personal and professional development tools in a library context and provides an opportunity for librarians to create values-informed deliverables to bring back to their workplace.

*Faith Rusk, San Francisco State University, co-created this interactive presentation.*

- Articulate their professional values in order to inform team and individual professional, sustainable practice.
- Examine the strengths, weaknesses, opportunities, and threats within their individual, team, or institutional contexts in order to strategically engage with future work and practice.
- Consider potential implications for personal and team practice based on their articulated values and SWOT results

*Intended Audience: Brand new to the topic*



REVITALIZATION

## METROPOLITAN A&amp;B

## Tending to Our Roots: Collective Care, Crip Time, and Disability in the Library Classroom

*Brea McQueen, Miami University Hamilton, Anna Boutin-Cooper, Westfield State University and Natalia Kapacinskas, University of Houston*

What does it mean to care for oneself as a disabled teacher-librarian? What is crip time, and how does it look in the library classroom? And what does it mean to decouple self-care with its increasingly common capitalist overtones, bringing it back to Audre Lorde's original assertion about "how the self exists in relation to and in support of other bodies" (Kim and Schalk 338-339)? Drawing upon the writing of disabled authors and activists, this panel presentation will explore the concepts of care, crip time, and disability as they manifest in the library classroom within a disability justice framework.

- Be aware of the concepts of care, crip time, and disability as they pertain to the library classroom.
- Be able to brainstorm practical examples of how to tend to themselves and others in line with Audre Lorde's original conception of self-care.

*Intended Audience: At least some experience with the topic*



ENGAGEMENT

## LELAND

## The Sweet Spot: Engaging Students Within the Learning Management System as an Embedded Librarian

*Christine E. Woods, Saint Leo University*

Everyone knows a cherry or a nut embedded in luscious chocolate makes it even better. Librarians who are embedded in courses in the learning management system can make library outreach better by reaching online students where they are. The number of online courses in higher education has continued to grow in the last decade. The recent pandemic shed light on the need to have academic librarians involved in online courses as higher education campus activities and resources were shut down. Embedded librarians can provide timely and targeted information literacy instruction with a variety of learning management system tools. Participants will learn what works and what doesn't so that being embedded can be sustainable and effective.

- Learn the definition of embedded librarians, what they do, and how they do it.
- Learn best practices and strategies for information literacy within the online course environment based on research data
- Learn how to seek out opportunities to be embedded as well.

*Intended Audience: Brand new to the topic*



RESEARCH

HARRISBURG

“Get On the Truth Train”: Faculty Perceptions of Misinformation and Disinformation in the Classroom and In the Disciplines

*Sarah Slaughter, University of Dubuque*

Librarians know that widespread misinformation presents a significant challenge for students in finding and using quality information. Research demonstrates that faculty outside the library are also concerned about mis/disinformation, but questions remain about how faculty across various disciplines deal with these topics in their teaching. This study used in-depth interviews with faculty at a small, private university in Iowa to explore faculty perceptions of mis/disinformation in their disciplines and how they address it in their classrooms. This session will also share lessons learned from a novice practitioner-researcher, particularly regarding qualitative methods and time management.

- Reflect on how they address mis/disinformation in their own teaching
- Brainstorm ways to connect with faculty regarding mis/disinformation

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



ENGAGEMENT

PENN HARRIS

Yes You Candy! Empowering Students on Academic Suspension through Differentiated Instruction

*Andrea Parton, Sierra Laddusaw, and Jason Byrd, University of Arkansas - Fort Smith*

How can librarians impact student success and retention? At one regional public university, librarians took ownership of a one-credit course (SAS 0201) for students on academic suspension. Using differentiated instruction and metacognitive activities, librarians transformed the SAS 0201 curriculum, dramatically improving the pass rate for this course. Differentiated instruction centers individual learner needs over standardized instruction, empowering instructors to support learning in ways that target the underlying causes of poor academic performance. This session discusses implementing differentiated instruction in a course redesign and preliminary outcomes from three semesters of the revised approach.

- Understand the concept of differentiated instruction and its application in higher education.
- Understand how librarians can support student success and retention efforts on their campus.
- Learn how to adapt tools such as self-assessments, learning contracts, and metacognitive essays for personalized use

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

## LIGHTNING TALKS

SATURDAY 12:50 PM - 1:30 PM

HARRISBURG BALLROOM

Decipher the Department Spread as a New Librarian

*Rashida Scott Blades @ San Diego State University*

Find a Research Payday with a Writing Group

*Megan Benson @ Binghamton University*

Podcasting to Promote Faculty and Student Scholarship and Publication

*Josh P. Cohen @ Elizabethtown College*

Research as Expression: An Interactive Virtual Workshop for First-Year Students to Support Research Creativity and Ease Anxiety

*Christine Fena @ Stony Brook University*

Teamwork Makes Diversity Work: Involving the Whole Library in a Diversity Audit

*Julie Setele @ SUNY Buffalo State University*



RESEARCH

## ALLEGHENY/SUSQUEHANNA

## A Formula, Not a Recipe: Assessing Student Learning with a Flexible Rubric

*Anna White, Grand Valley State University*

Want to assess your instruction program without sacrificing individual creativity? This talk will introduce a flexible rubric (a standardized rubric that can be applied to many lessons). The presenters used the rubric in a study of a First-Year Writing library instruction program to internally assess student learning. The goals of the study were to emphasize that a flexible rubric can both capture student learning and provide librarian instructors with autonomy to use methods and lessons that feel authentic to them. Participants will take away materials to implement similar programmatic assessment practices at their institution.

- Identify the benefits of a flexible assessment approach in order to support student learning in an individual or team environment.
- Apply the process of student learning assessment creation in order to benefit individual instruction and instruction programs at their institutions.
- Explain how a flexible rubric can enhance equitable instructional practices in order to create an inclusive learning environment. Identify potential opportunities for partnerships to increase collaboration and programming between their libraries and campus units.

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



ENGAGEMENT

## JUNIATA/DELAWARE

## Escape from Escape Room Doom: Efficient, Effective Orientation through Game Mechanics [Interactive]

*Jennifer AW Stubbs, Bradley University and Edward Junho Lim, University of Connecticut*

Up to 20 attendees can experience our “Locked in the Library” escape room orientation. Remaining attendees will observe, then all can critique the value of escape rooms as a replacement for classic orientations. The presenters will guide discussion, if needed, for attendees to list characteristics of successful bibliographic instruction puzzles in escape rooms.

- Participate or observe an escape room
- Critique value of escape room as an orientation activity
- Characterize the elements of successful escape rooms for information literacy instruction

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



ADVOCACY

## METROPOLITAN A&amp;B

## “I just want a place to cry”: Advocating for Asian American Students Using a Participatory Design Process

*Cecelia Parks and Haley Gillilan, University of Virginia*

Advocating for thousands of students can be difficult work, and it is easy to make assumptions about student needs. Instead of proposing changes relying on what we thought students wanted, we conducted a participatory design project in which we spent significant time with a small group of Asian, Pacific Islander, and South Asian American (APISAA) students to learn more about their experiences and hopes for our university Library. In this presentation, we will discuss the process of creating and executing this project and share how we advocated for ourselves and for our students through the process.

- Understand what a participatory design process is.
- Be able to identify ways to advocate for marginalized populations as non-managers.

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



RESEARCH

## LELAND

## You Got Transformative Learning in My Critical Pedagogy! Connecting Two Theoretical Perspectives to Inform Our Instructional Identities and Praxis

*Amanda Nichols Hess, Oakland University*

Critical information literacy and transformative learning theory grow from the same roots: Both are founded in examinations of power structures, critiques of cultural systems, and aims of emancipation. However, librarians haven't considered whether transformative learning theory can support critical practices in our teaching, nor have we explored how critical library instruction can shape our own transformative experiences around who we are as educators. In this session, we'll connect these complementary theoretical approaches to consider our instructional identities in more critical ways, create conditions where students may experience perspective transformation, and provide pathways for true and meaningful praxis.

- Define critical librarianship, critical information literacy, transformative learning, and perspective transformation
- Explain how we can connect transformative learning theory to critical librarianship and critical information literacy approaches in meaningful ways
- Identify one concept they can integrate into their praxis with the goal of promoting critical and transformative learning experiences

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



REVITALIZATION

## HARRISBURGER

## Creating Our Own Recipe: Supporting Instruction and Well-Being through a Mock-Teaching Program

*Ariane Breton, Liz Waltman, and Tori Lieggi, Lycoming College*

The effects of the pandemic, high turnover, a heavy instruction load, and a lack of instruction experience from iSchool programs contributed to a challenging Fall 2022 for three early-career librarians. To address these challenges, we fostered a care-based community of professional growth through a series of mock teaching sessions. These created a safe space to receive feedback, establish best practices for our instruction program, and intentionally utilize the ACRL Framework. As a result, we innovated with new lesson plans and partnerships with faculty, developed to be more reflective instructors, and strengthened our relationships with each other.

- Identify ways to create consistency in their instruction programs in order to allow for a deeper reflection process and improve teaching practices.

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



REVITALIZATION

## ALLEGHENY/SUSQUEHANNA

## Reflect and Connect: Creating an Online Teaching Challenge for Instruction Librarians

*Courtney Eger, Temple University*

In summer 2021, Temple University Libraries' learning and student success team was looking for a low-cost solution to combat burnout amongst teaching librarians. Team members created a month-long, self-paced teaching challenge to build community amongst colleagues and create opportunities for reflection on their teaching. Every week had a different theme, aligning with progressive levels of Bloom's Taxonomy (Bloom, 1956). Each Canvas module contained short readings, practical exercises, and a structured discussion. This presentation will examine our journey from creation to assessment. We will share our openly-licensed curriculum for others to adapt. We will offer best practices for audience members to serve as inspiration for their own in-house instruction programs.

- Understand one model of professional development for instruction librarians in order to apply this program at their own institutions.
- Apply best practices for an instruction professional development program in order to build a sense of community among teaching librarians.

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



TEACHING

## JUNIATA/DELAWARE

### The Paper's Due Tomorrow!: Adapting Friday Night at the ER for Information Literacy [Interactive]

*Beth Carpenter, University at Buffalo*

Based on the team-learning game "Friday Night at the ER," this session will explore an information literacy activity that pulls together critical information literacy with information evaluation. Participants will work together in groups to decide which sources will make the cut, and which sources should fall by the wayside, all the while thinking about the big picture of the story their bibliography will tell. With the pressure of a paper due tomorrow, whose Work Cited page will come out on top?

- Practice problem-solving and evaluation as a team in an information literacy activity geared towards first year students and other undergraduate students.
- Discuss the ACT UP method and how it can be updated as it relates to information literacy for undergraduate students.
- Understand a potential active learning session that can be applied to, or adapted for, their own information literacy sessions.

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



TEACHING

## METROPOLITAN A&amp;B

### Ask the Better Question: Using Bigfoot to Introduce Constructive Approaches to Authority

*Kate Wimer, George Fox University*

Librarians know that authority is constructed and contextual, but getting our students there can feel as elusive as Sasquatch himself. Our Bigfoot-themed classroom activity pursues a strengths-based approach, challenging increasing incredulity for new information and checklist research mentalities among our undergraduates. It asks students to ignore the good source/bad source dichotomy in favor of the question, "What can I learn from this source?". This session will explain how we started with the BEAM rhetorical framework, showcase our materials and method, and discuss our love of Bigfoot as an accessible topic for students learning to challenge their existing mindsets.

- Contrast a positive constructive approach to authority in information sources with the more common deconstructive methods of evaluation.
- Engage with a specific classroom activity to consider how they might use a similar approach in their own instruction.
- Consider the benefit of using fantasy example topics in classroom activity and demonstration.

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



TEACHING

## LELAND

### Design Justice and Information Literacy Instruction: Re-Centering Our Instructional Design

*Breanne Crumpton, Appalachian State University*

We often approach designing information literacy instruction from the lens of our professional framework with consideration for faculty expectation. While we might collaborate with faculty on the lesson plan, students usually have no say in how instruction is delivered to them and are often the ones most impacted by any instructional design decisions we make. Design Justice asks us to critically examine design decisions and bring those who are most affected by decisions to the table. This presentation will therefore look at how the ten Design Justice principles can be incorporated into information literacy instruction.

- Recognize the principles of Design Justice
- Analyze current instructional design practices against Design Justice principles
- Formulate how to incorporate Design Justice principles into instruction going forward

*Intended Audience: Brand new to the topic*





RESEARCH

HARRISBURGER

## Information Has Value to Effect Change: Libraries Revitalizing High-Impact Engaged Learning Practices

*Alexandra Howard, University of Louisville*

The ACRL Framework recognizes that information has value that can be “leveraged by individuals and organizations to effect change.” How are libraries encouraging students to use information to effect societal change? This session will discuss engaged learning as an innovative, high-impact approach to demonstrating information’s value beyond the classroom. The presenter will share how her research -conducting a systematic needs assessment and creating an engaged learning student internship through a grant-funded study - is revitalizing campus-wide engaged learning efforts. Session attendees will interrogate the relationship between engaged learning and ACRL’s information has value frame and learn strategies for integrating information literacy and engaged learning at their own institutions to support student, community, and institutional success.

- Discuss the relationship between the ACRL frame Information has Value and engaged learning.
- Identify opportunities to encourage students to use information to effect societal change.
- Develop strategies for supporting campus-wide engaged learning initiatives at their own institutions.

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

## NOTES



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