

We Can Do It!

Retooling Library Instruction for Today's Learning Environments

LOEX
2022
YPSILANTI, MI
MAY 5-7



SCHEDULE OVERVIEW

THURSDAY

12:30 - 8:00 p.m.	Registration & information
1:30 - 4:30 p.m.	OPTIONAL Pre-Conference Workshop Servant Leadership with ZingTrain (additional fee)
2:00 - 4:00 p.m.	OPTIONAL Group Visit to UMMA and Clements Library Ann Arbor
4:30 - 5:15 p.m.	OPTIONAL New Attendee Orientation
5:30 - 7:30 p.m.	Hors d'oeuvres Reception

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 (Mike Caufield)
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	OPTIONAL Dine-arounds (sign up at registration table)

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 - 1:35 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



PEDAGOGY

Instructional Nuts & Bolts



ASSESSMENT

Building in Quality Control



INNOVATION

R&D in Information Literacy
Instruction



LEADERSHIP

Stepping Up to the Line



FAILURES AND PROBLEM-SOLVING

Overhauling and Reinventing



COLLABORATION AND OUTREACH

Assembling Diverse Production
Teams

PRECONFERENCE WORKSHOP

THURSDAY 1:30 PM – 4:30 PM

CONFERENCE E

Living Servant Leadership

Elnian Gilbert and Arianna Tellez Leon, ZingTrain

Leaders are built at all points along the line -- in formal and informal ways. Many leaders are promoted without formal training. They either emulate those they admire or lead in ways that are in direct opposition to leaders they haven't enjoyed working for in the past. But like most skills, leadership gets easier (and we get better at it!) the more we practice. In this 3-hour pre-conference workshop, ZingTrain will share Zingerman's approach to leadership based on the concepts of Servant Leadership and Stewardship. This is the belief that as leaders--in libraries, departments, ad hoc committees, projects, or programs--our first priority is to serve those under our leadership.



Elnian Gilbert is a Keynote Speaker and Trainer for ZingTrain, part of Zingerman's Community of Business in Ann Arbor, MI. Elnian spends her time teaching practical, down-to-earth business systems around customer service, training, leadership, and visioning using humor and plenty of real-world stories from Zingerman's and clients alike.

As a ZingTrain trainer, **Arianna Tellez** enthusiastically shares her first-hand experience of the tools, resources, and systems that drive the Zingerman's Community of Businesses. Having journeyed up the front lines of Zingerman's Delicatessen as well as leading on an organizational level, she is passionate about sparking conversations and creating cultures that enable people to do their best work.



PLENARY SPEAKER

FRIDAY 8:30 AM – 10:00 AM

WILBANKS BALLROOM

Information as Experience: Propagandized Events and Online Information Literacy

Mike Caulfield

Much information literacy is predicated on the idea that we form opinions and make decisions through seeking or encountering information. A look at the disinformation campaigns our students and patrons encounter, however, reveals that most disinformation is presented and processed as events. Photos are falsely captioned, videos deceptively edited. Conspiracy theorists dream up and propagate alternate timelines for the conspiracy-curious to experience on TikTok or Telegram. Even more traditionally static false information is portrayed as "newly leaked" or "just revealed", often tied to characters such as the renegade or former insider. In this keynote, information literacy expert and tracker of conspiracy narratives Mike Caulfield will talk about what it means to see information as experienced. Drawing from recent research on participatory propaganda, the presentation will walk listeners through the fascinating world of fabricated and falsely framed events, showing how various information literacy skills and understandings can help create a more disinformation-resilient population.

Mike Caulfield is currently a research scientist leading the UW Center for an Informed Public's rapid response efforts. He has worked with various organizations on digital literacy initiatives to combat mis- and disinformation, including the American Association of State Colleges and Universities' American Democracy Project, the National Writing Project, and CIVIX Canada. He is an awardee of the Rita Allen/RTI Misinformation Solutions Prize and the author of an award-winning open textbook, "Web Literacy for Student Fact-Checkers."

He developed the SIFT method for fact-checking (Stop, Investigate, Find better coverage, and Trace claims) and related classroom instruction modules that have been used in hundreds of universities and high schools in the U.S. and Canada. He is currently co-PI on an NSF grant exploring the teaching of SIFT and other lateral reading techniques to adult populations.



FRIDAY BREAKOUT SESSIONS

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



COLLABORATION
AND OUTREACH

AUDITORIUM 1

Better Together: Academic Libraries and Campus Collaborations for Student Success

Mallory Jallas, Jennifer Sharkey and Chris Worland, Illinois State University

Academic libraries are increasingly aligning their goals and resources to support student success on their campuses. This work can combine responsibilities like information literacy instruction, library outreach, and campus collaboration. This presentation will delve into the findings of a national survey and focus groups about student success efforts in academic libraries to provide insight into strategies for campus collaboration. Participants will identify potential partnerships opportunities to increase collaboration, examine roadblocks to success, and develop takeaways for expanding their approach to working with campus partners.

- Develop takeaways for expanding their approach to collaboration with campus partners in order to support student success.
- Identify potential opportunities for partnerships to increase collaboration and programming between their libraries and campus units.
- Recognize potential roadblocks to successful collaboration in order to develop strategies to address challenges.

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



PEDAGOGY

ELIZABETH ANN

Just in Case: Utilizing Case Based Instruction to Teach Information Literacy [Interactive]

Alyson Vaaler and Jillian Eslami, Texas A&M University

Constructive learning techniques are rooted in the theory that when learners actively construct knowledge and reflect on it, they are more likely to remember the material being taught. One way to use this learning technique is through case-based learning (CBL). In this interactive workshop, two librarians, a business librarian and a first-year experience librarian, will guide participants in the usage of cases during an information literacy session. Multiple cases will be used to illustrate CBL in a variety of information literacy class settings. Assessment techniques will also be discussed to help participants add CBL to their toolbox of information literacy teaching techniques.

- Articulate what CBL is and how it fits into the constructivist learning theory
- Identify the benefits of CBL in information literacy instruction and know how to successfully identify class sessions that will most benefit from using CBL
- Adapt programmatic examples of CBL and best practices in order to fit their own institutional needs

Intended Audience: Brand new to the topic



INNOVATION

CONFERENCE E

Using H5P to Venture Far with The BRIDGE's Entrepreneurship Open Learning Series Research 101 Modules

Sarah Shujah, University of Toronto Scarborough

The Entrepreneurship Librarian, Sarah Shujah noticed she was meeting with students with business ideas but not a business background making it difficult for them to participate in pitch competitions. Innovating like an entrepreneur, Sarah pinpointed a need for open learning and reimagined business information literacy for a broader community. Along with Mariana Jardim, Management Librarian and Carey Toane, Entrepreneurship Librarian at the University of Toronto, they designed self-paced modules in H5P, an open-source tool, grounded in the ALA RUSA Business Research Competencies Guidelines and the ACRL Information Literacy Framework for Higher Education. Be inspired to design and reimagine information literacy with H5P.

- Review and discover the Entrepreneurship Open Learning Series: Entrepreneurship Research 101 modules so to consider best practices with building online learning objects.
- Respond to interactive components in the course presentation format in H5P used in the Entrepreneurship Research 101 modules so to learn various ways to build interactivity and assessment into your H5P modules.
- Identify 1 online learning object they are inspired to develop so to have a next step of how they will apply what they learned today.

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



ASSESSMENT

AUDITORIUM 2

Drafting an Assessment Plan for Your Instruction Program: Sustainably Assessing Information Literacy in an Undergraduate STEM Course

Clinton Baugess and Kevin Moore, Gettysburg College

Assessing student learning across a library instruction program can be infeasible without being strategic, intentional, and realistic. Librarians at a small college will share how they developed a sustainable, 3-year assessment plan for the ACRL Framework and targeted a 100-level biology course—one of the two high-enrollment STEM courses that receive library instruction on their campus each year. The presenters will share their assessment plan, flipped instruction model, workflow-management strategies, and lessons learned for collaborating with STEM faculty to assess information literacy.

- Formulate possible methods for direct assessment of information literacy in a flipped classroom setting in order to assess undergraduate STEM students' information literacy development.
- Identify strategies to target high-impact and high-effort courses in a library instruction program in order to create a sustainable and realistic assessment plan.
- Describe strategies for effective collaboration with STEM faculty in order to assess information literacy in high-enrollment, high-impact courses.

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



INNOVATION

CONFERENCE C

Social Media, the Public Sphere, and the Rhetoric of Information Evaluation

Lane Wilkinson, University of Tennessee at Chattanooga

One of the basic pieces of internet advice is to “never read the comments.” But, the comments are where complex ideas and positions are negotiated. When approached from a pedagogical perspective, the comments sections on social media can offer a familiar, tangible glimpse into the rhetorical aspects of source evaluation. This presentation describes and explains a strategy for using real social media interactions to teach the rhetorical side of source evaluation. As this presentation will demonstrate, from Facebook to TikTok and beyond, social media interactions can provide an ideal environment for studying the ethos, pathos, and logos of information evaluation.

- Understand how the rhetorical concepts of ethos, pathos, and logos apply to research.
- Become familiar with strategies for using actual social media interactions in the classroom.

Intended Audience: Brand new to the topic



PEDAGOGY

CONFERENCE D

Collaborative Information Synthesis: Information literacy instruction for group projects

Anne Diekema, Southern Utah University

Much of the emphasis of information literacy instruction has been on searching and finding information, leaving out the more complex task of what to do with the information itself. In addition, library instructors generally teach knowledge practices suitable for individual research projects, rather than team-based assignments. In this session, we address both issues by sharing a successful intervention that scaffolds a collaborative approach to information synthesis where students learn to integrate ideas from various sources and disciplines into a coherent final product. This interactive approach allows students to work together to construct a more comprehensive understanding of a research topic. The session will be part presentation and part interactive activity where session participants will be able to experience an aspect of our group synthesis approach.

- Explain the role of information synthesis in research and writing instruction.
- Design a group information synthesis one-shot instruction session.
- Facilitate a dynamic and engaging interactive instruction session

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

**AUDITORIUM 1****Hearing the Silenced Voices: White Supremacy Culture and the CRAAP Test**

Ayanna Gaines, Woodbury University

In drawing parallels between Tema Okun's "White Supremacy Culture Characteristics" and the popular CRAAP test used by instruction librarians to weed out "crap" resources, I show how vital voices are ignored when either paradigm is in play. I seek to demonstrate that there are other methods of resource analysis that do not align themselves so closely to White supremacy culture, thus allowing these silenced voices to be heard. This session draws upon my experience in teaching a one-credit information theory and practice course. I will be using a combination of lecture and presentation to cover this topic.

- Critique Methods of Analyzing Information Needs
- Recognize the Characteristics of White Supremacy Culture
- Apply the Characteristics of White Supremacy Culture to Methods of Analysis of Information Needs

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

**ELIZABETH ANN****Knocking Down Deficit Teaching: Practical Methods and Tools to Build on Student Knowledge in Library Instruction [Interactive]**

Dory Shaffer and Jennifer Sams, Michigan Tech University

Students, even new students, bring a wealth of knowledge and experience with them when they enter the classroom. The foundation for their learning is already there, our job as instructors is to build on that foundation. This means instruction librarians must begin moving away from deficit teaching models that assume students are complete novices. In this highly interactive session workshop attendees will explore methods to utilize and build on student's knowledge by jumping into the role of students themselves, pulling from their experience as librarians to learn something new.

- Incorporate ready-to-use, student-focused classroom exercises into existing lessons at their own institutions.
- Use a simple framework to develop new classroom exercises that highlight students' existing knowledge.
- Analyze own instructional practices in order to move away from deficit teaching models.

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

**CONFERENCE E****Improving Instruction & Research Support for Graduate Students: A Mixed Methods Needs Assessment**

Karleigh Riesen, University of Alabama

Academic libraries play a vital role in scaffolding research skills beyond and within the classroom. This mixed methods study explores graduate student and faculty viewpoints to inform development and implementation of library instruction and research support services. Initial findings demonstrate graduate student identified research needs do not significantly differ between traditional and distance students, nor by degree type. Faculty, however, stress the importance of differences in library support services by graduate degree type and the need for post-graduation research strategies. This session will discuss needs assessment strategies to support graduate students' success in their courses and respective discipline's research areas.

- Review multiple steps in the design of a mixed methods large-scale needs assessment study in order to identify student research needs at their institution.
- Contrast graduate student and faculty perspectives related to research skills, practices, and library support services in order in order to build awareness of student and faculty identified research needs.
- Reflect on the findings of graduate student research needs from this study in order to develop more student-centered instruction and research support services.

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



INNOVATION

AUDITORIUM 2**Information Literacy Integration that just Makes Sense: Strengthening Libraries Partnership with First Year Writing***Mariya Gyendina and Lindsay Matts-Benson, University of Minnesota*

The University of Minnesota Libraries has a long standing partnership with the first year writing program. By 2019, we had a successful course-integrated model with instruction on generating keywords and evaluating sources. In 2020, the writing program underwent major changes: increasing the number of sections, introducing a new curriculum, and moving to an asynchronous format. The Libraries team developed integrated information literacy activities for the revised curriculum. The Libraries currently support over 100+ sections each semester.

The presentation will describe our design, development and implementation process and present the activities with audience participation. We will share challenges and tips we have discovered through three semesters of implementation. Librarians with instructional responsibilities and interest in building partnerships with writing programs would enjoy this session.

- Experience and discuss the information literacy activities in small groups
- Discuss partnership opportunities at their own institutions

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

COLLABORATION
AND OUTREACH**CONFERENCE C****New Partners: Research Librarians, Educational Technologists & Student Peer Tutors***Glynis Asu and Alex Wohnsen, Hamilton College*

Hamilton College has a merged Library/IT organization. When our two organizations were asked to merge, we reported to two different branches of the college and had completely different service models. Through a two-year planning process we experienced culture shock as we hammered out shared goals. Our “deal breaker”: that the quality of our research service would not be compromised. Today, our Research & Instructional Design team, comprised of Research & Data Science Librarians, Instructional Designers, Educational Technologists and a peer tutor workforce of 50 students, provides integrated assignment and course support to develop student research, digital and data science skills. Our goal: to empower students to use information and technologies to engage in intellectual exploration, make informed decisions, and create and share knowledge.

- Obtain practical information about strategies for promoting collaboration rather than competition for faculty course support opportunities.
- Learn about blended assignments which incorporate digital, data science and research skills.
- Learn about how to effectively train and manage a large blended peer tutor workforce.

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

FAILURES AND
PROBLEM-SOLVING**CONFERENCE D****Scale or Fail: Reinventing a Successful Program Before It's Too Late***Amanda McCollom and Meg Grotti, University of Delaware*

What happens when demand for a library instruction program increases without a long term, strategic plan for sustainability and scalability? This session will address how we overhauled and re-envisioned the University of Delaware Library, Museums, and Press' Multimedia Literacy Program from a one-shot instruction model to a faculty development approach in order to address scale and quality concerns. Participants will have the opportunity to consider the benefits and drawbacks of common scalability solutions such as tiered service models, development of asynchronous learning materials, and the analysis of structures and partnerships.

- Analyze a scalability problem in light of situational factors at their home institution/ in their own teaching and learning programs.
- Discuss the types of learning modalities that can increase scale, and consider the labor involved in those different modalities.
- Identify strategies for finding allies/champions outside of their divisional structure.

Intended Audience: At least some experience with the topic

ROUNDTABLE DISCUSSIONS

FRIDAY 12:50 PM - 1:30 PM

WILLBANKS BALLROOM

Accessibility in Online Learning

Critical Library instruction and Social Media/Fake news

Everyday Information Literacy

Community Colleges

Managing an Instruction Program

POSTER SESSIONS

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

ATRIUM

The Power of Words: Analyzing Social Justice Language in Information Literacy Standards Lists

Heather Owen, Syracuse University

Embracing Cultural Competence Practices in Library Instruction: Teaching Students How to Conduct Inclusive Searching

Gabrielle Baumert, Syracuse University

A Close-Look at Residency: Bridging Literacies in Academic Library and Museum Teaching and Learning

Yuqiao Cao, University of Delaware

Collaborative Pedagogy Training for Graduate Student Instructors and Early Career Librarians

Margaret McLaughlin and Madeline Keyser, Indiana University Bloomington

A Staff Training Tutorial: How to Support and Assist Students with Intellectual Disabilities at the Academic Library

Alayna Vander Veer, Syracuse University

Immigrant & Refugee Public Assistance in Central New York: An Analysis of the Role of Onondaga County Public Libraries

Lauren Quackenbush, Syracuse University

It Makes Me Feel Weird: Student Conceptions of "The Algorithm"

Sarah Appedu, University of Illinois at Urbana Champaign

Designing Metaliteracy in Action

James Henry Smith, Indiana University Bloomington



AUDITORIUM 1

Authentic Information Literacy Assessment Without Burning Out

Ilellen Miller, Eastern Washington University

Many of us teaching one-shot information literacy sessions want to authentically assess the students' skills, but find the assessment process daunting. Or we launch into an assessment project and find we've taken on something that is way too time-consuming. This session outlines the best practices of assessment in the real academic world, and it gives suggestions on how to streamline your process using the assessment of a first-year writing course as a model. And we will as a group discuss our successes and failures in assessing one-shot classes.

- Recognize authentic information literacy assessment
- Distinguish information literacy assessment techniques for one-shot sessions
- Evaluate the assessment techniques for their situations

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



ELIZABETH ANN

Reading Remodel: Revamping Info Literacy Instruction to Encompass Critical Reading [Interactive]

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

The ability to critically read academic texts is an assumed competency for college students; however, research studies, conversations with instructors, and our own experience indicate that students struggle to read and understand academic texts, often becoming frustrated and discouraged. The skills needed to read academic texts do need to be taught, preferably in multiple contexts. What role is there for librarians in this type of instruction? How can librarians foster critical reading skills in already packed instruction sessions? Supported by data from student interviews, we share customizable activities to incorporate critical reading skills into information literacy sessions.

- Reflect on value of integrating critical reading into information literacy curriculum
- Explore hands-on approaches to building group and individual exercises that focus on reading academic texts
- Revisit pre-existing one and two-shot activities to incorporate outcomes centered on reading skills and strategies

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



CONFERENCE E

The Building Blocks of Personalization: Breaking Down Algorithms & the Attention Economy [Interactive]

Alexandria Chisholm, Penn State Berks

In recent years, much of the conversation surrounding media consumption has been focused on misinformation and fake news. While this is an important topic and vital to discussions of information, civic, news, and digital literacies, it is not a new phenomenon. What is salient are the delivery mechanisms undergirding our information ecosystem, the complexity of which is only possible through algorithmic intervention. This hands-on workshop showcases algorithmic literacy activities from the #ForYou: Algorithms & the Attention Economy workshop, framed by current events and emerging theory, and encourages participants to adapt them to their campus needs.

- Engage in algorithmic literacy activities from the #ForYou: Algorithms & the Attention Economy workshop at Penn State Berks.
- Gain working knowledge of algorithms, recommender engines, and the attention economy to reflect on how they shape individuals' online experiences and subsequent worldview.
- Feel empowered to lead algorithmic and privacy literacy education and advocacy initiatives.

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



PEDAGOGY

AUDITORIUM 2**One Piece at a Time: A Model for Asynchronous Modular Library Instruction***Jennifer Newman and Sarah Ward, Hunter College-CUNY*

In this presentation we will share our experience redesigning a formerly in-person information literacy course, LIBR 100, in an asynchronous, modular format. We will discuss how we adjusted our course design to better engage students and assess their learning in an online environment, what we see as the strengths and benefits of teaching in this format, ways to adapt or adopt this type of instruction in your own libraries, and our plans for the future of this course.

- Identify ways to adapt or adopt asynchronous modular instruction in their own work
- Foster student engagement and reflection in an asynchronous lesson or course

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



LEADERSHIP

CONFERENCE C**Positioning for Presence: Utilizing Campus-Wide Involvement to Advance Library Instruction***Pam Gladis, Southwest Minnesota State University*

Librarians know that libraries extend beyond the physical spaces that hold library materials. But do librarians actively recognize the value and impact *they* have that extend beyond the walls of the library? In what ways can librarians become involved on their campuses and use those avenues to advance library instruction efforts? Warning - the work can be extensive and patience will be required, but being deliberate about how librarians position themselves across campus can reap benefits for a library instruction program. This session will explore the value and impact of librarian involvement outside of the library and highlight efforts made through intentional leadership and engagement opportunities that are now advancing library instruction efforts across one campus.

- Identify ways and places buy-in for library instruction might occur on campus
- Assess the value of different levels of involvement on campus for advancing library instruction
- Evaluate librarian involvement throughout their campus

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

COLLABORATION
AND OUTREACH**CONFERENCE D****One Class, Two Viewpoints: Librarian and Instructor Perspectives on Shifting Information Literacy Instruction Online***Norah Mazel, University of Colorado Colorado Springs*

When extenuating circumstances force a course online, how do librarians and instructors view adapting the embedded information literacy component? Based on themes that emerged in interviews with librarians and instructors teaching a research-based writing course, this presentation explores how their perspectives aligned and differed on the challenges, successes, and limitations of online library instruction. Despite librarians reporting less satisfaction with the outcome and uncertainty about their impact, faculty saw technological innovation and long-term student success. Attendees can apply these insights to future online class planning interactions with faculty to develop stronger pedagogical collaborations.

- Recognize how librarians and course instructors can view the challenges and outcomes of online information literacy instruction differently based on their role in the course
- Implement positive changes in their planning discussions with faculty when developing online information literacy instruction sessions

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



INNOVATION

AUDITORIUM 1

Misinformation, Algorithms, and Privacy: Helping Students Situate Info Literacy Issues Within Wider Social, Cultural, Political, and Tech Contexts

Elizabeth Ellis, Meghan Webb and Amanda Kaufman, Wake Forest University

As librarians tackle topics like algorithms, misinformation, and privacy, there have been increasing calls for information literacy instruction to include an understanding that our information systems are a product of our larger social environment. Indeed, these topics reflect several ongoing mega-trends within our society, including: the decline of faith in institutions like the media, declining trust in science, ongoing racial inequality, increased socio-economic inequality, and increasing political polarization. This presentation will describe how several librarians are implementing and assessing outcomes that situate information literacy within wider social, cultural, political, and technological contexts in four separate credit courses.

- Consider the broader systemic influences on our current information environment, particularly relating to topics like algorithms, misinformation, and privacy issues
- Explore different pedagogical approaches for teaching and assessing information literacy within wider social, cultural, political, and technological contexts, with particular emphasis on acknowledging the experiences and worldviews that students bring into the classroom
- Discuss how they might implement learning outcomes related to the presentation in their own situational and institutional contexts

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

FAILURES AND
PROBLEM-SOLVING

ELIZABETH ANN

Drawing Outside the Lines: Workarounds for Integrating Instruction

Rebecca Eve Graff, Megan Heuer, and Pam Pagels, Southern Methodist University

Many academic librarians want to integrate instruction based on curriculum mapping because it's the ideal way of engaging with all students in a major. However, the priorities of the department or individual faculty can preclude such a partnership, creating a barrier to student learning. Reframing what integration means provides librarians alternatives to supporting students more thoroughly and consistently than one-shot instruction alone. We employ a multimodal approach to circumvent the system in support of student success, turning a problem into an opportunity.

- Analyze problems with curriculum mapping as the sole method of course integration
- Reassess and reinvent modalities for systematically supporting student success using targeted research guides, specialized workshops, and tailored Canvas modules
- Overhaul ways to have meaningful information literacy experiences for students by formulating alternative routes beyond the restrictions of class time

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



PEDAGOGY

CONFERENCE E

Rosie the Riveting Storyteller: Using A No-Coding-Necessary Interactive Game in your Instruction and Outreach [Interactive]

Amber Sewell, UNLV

Two of the biggest obstacles to incorporating games into instruction and outreach events are the overwhelming number of tools available and lack of experience in game design. In this session, the presenter will introduce participants to the interactive storytelling game platform Twine, give examples of how this dynamic tool can be used for a variety of instruction and programming projects, and walk participants through designing, prototyping, and creating their own games in Twine. Participants will have access to a shared folder in Google Drive with additional resources and the ability to upload the games they've created to share with others.

- Explain the basics of backward design in order to create games strongly aligned with learning outcomes
- Construct a prototype and begin creating their own game in Twine in order to gain experience applying backward design to a personally relevant project and gain hands-on experience in Twine
- Identify opportunities to use Twine for different instructional/programming projects in order to understand how it might benefit their own work

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



AUDITORIUM 2

Small Breaks: Reimagining an Information Literacy Course through the Lens of Critical Digital Pedagogy

Andrea Brooks, Northern Kentucky University

Critical digital pedagogy (CDP) is a reflective approach to teaching and learning that emphasizes collaboration, openness, and student empowerment. The presenter participated in an educator learning community (ELC) on her campus that focused on CDP. The timing of the ELC coincided with the presenter teaching an upper-level information literacy course, a course she had not previously taught. Inspired by the ELC, the presenter reconsidered her approach to online teaching. This session will share some of that reflection and strategies implemented during the last year, including the abandonment of discussion boards and assignments that are applicable for upper-level students nearing graduation.

- Describe key components of critical digital pedagogy in order to reflect on one's own teaching practices and philosophy
- Identify digital tools and resources beyond the LMS in order to enhance student dialogue and learning in an online class

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



CONFERENCE C

GLAMR-ous Partnerships: Creating Campus and Community Collaboration to Benefit Students

Irene Korber and Pamela Kruger, California State University, Chico

Cross-campus collaborations of GLAMR (Galleries, Libraries, Archives, Museums and ecological Reserves) groups can create robust and engaging learning environments. Based on these connections, librarians and museum staff identified new information literacy instruction opportunities that would benefit both university students and our surrounding community. We partnered with the School of Education to educate credential students in innovative methods to incorporate primary source materials into their curriculum using a constructivist approach.

This presentation will discuss how we developed, implemented, and continue to grow this successful multi-entity collaborative partnership. Attendees will identify practical methods for, and articulate benefits of, campus and community partnerships.

- Be able to identify effective strategies in creating multi-entity collaborative partnerships to support and enhance university curricula.
- Articulate benefits of campus and community partnerships.
- Learn how constructivist theory can be applied to enhance curricular design.

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



CONFERENCE D

Why This "Citation Obsession?" An examination of nursing faculty perceptions, and what librarians can do about it

Dianna E Sachs, Western Michigan University

Many researchers decry "citation obsession", arguing that a focus on the minutiae of style leads students to dwell more on the punctuation of a citation than the overall quality of their research and writing. To better understand why faculty teach (and grade) citation styles, we conducted a research study of nursing faculty at 13 universities. This presentation will share our results, including the disagreements among faculty over what aspects of APA style are important for undergraduates, and why. We will suggest techniques for collaborating with faculty to de-emphasize citation minutiae in favor of higher-level information literacy concepts.

- Recognize different faculty attitudes toward citation styles
- Be able to challenge preconceived ideas about teaching citation styles

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

**AUDITORIUM 1****You CAN Have It Both Ways: First-Year IL Instruction That Is Standardized AND Customized**

Loretta Spangler, McDaniel College

Wouldn't it be wonderful to have a first-year IL curriculum that: scaffolds typical one-shot content over two sessions; employs active learning; standardizes instruction even when shared by multiple librarians; provides opportunities for collaboration with faculty; and sets the stage for future IL instruction?

During this session, we will look at a first-year IL curriculum that does all these things, discuss content and learning strategy choices, and explore ways in which instructional librarians can collaborate with faculty.

- Select active learning strategies for first-year IL curriculum content
- Describe ways in which first-year IL instruction can lay a foundation for future IL instruction through connection to Framework concepts
- Identify opportunities within their own first-year IL curriculum for fruitful collaboration with faculty

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

**ELIZABETH ANN****Yes-And/Or/Not: Information Literacy and Instruction Through an Improvisational Lens [Interactive]**

Jay A. Edwards, University of Oklahoma

How do you replicate the immediacy and spontaneity of interacting with students or library users in a safe, low-anxiety, accessible and inclusive workshop setting? "Applied Improvisation" is an in-person training technique derived from improvisational theater. Using active and collaborative learning exercises, participants explore and practice skills in communication, flexibility and innovation. Improvisation can also be applied to information literacy directly: empowering the user through playful information seeking and use.

Join University of Oklahoma Libraries staff and improv theater director Jay Edwards in an exploration of the fundamentals of successful improvisation. See how improv-based activities were integrated into academic library settings. Explore the approaches and challenges of using applied improvisation and play as tools for enhancing teaching and library services. Discover improv resources and opportunities available locally and nationally. Learn how the central concept of "Yes, And" can strengthen information literacy in the 21st century.

- Identify concepts and techniques of improv theater and their relationship to teaching and information literacy.
- Learn about applied activities and exercises that can be used to improve library services and instruction.
- Discover resources and opportunities for professional development available locally and nationally.

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

**CONFERENCE E****Trading Spaces: Re-imagining Library Instruction Using Disciplinary Signature Pedagogies [Interactive]**

Jennifer Ditkoff, Community College of Baltimore County and Virginia Seymour, Savannah College of Art and Design

Librarians often teach information literacy concepts the way we were taught. The routine pedagogy of lecture, demonstration, and guided exploration are very commonly used within various subjects while librarians teach. Two librarians sought to turn the tables and integrate commonly used disciplinary signature pedagogies into library instruction, rather than fitting library instruction pedagogies into each discipline. This interactive workshop will start with an overview of signature pedagogies. Practical implementations of information literacy activities and assignments using distinct signature pedagogies from various disciplines will be highlighted. Participants will be able to articulate connections between information literacy objectives and the signature pedagogies of a variety of disciplines in order to develop their own ideas for activities in the classroom.

- Be able to articulate connections between information literacy objectives and the signature pedagogies of a variety of disciplines.
- Develop their own ideas for discipline-informed activities to engage students in information literacy lessons.

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



LEADERSHIP

AUDITORIUM 2

Developing Two Undergraduate Courses in Critical Information and Data Literacy to Advance New College Learning Outcomes

Amelia Kallaher, Cornell University

In 2019, the College of Agriculture and Life Sciences (CALs) at Cornell University initiated review of its undergraduate learning outcomes. Librarian membership and advocacy on the review committee facilitated the integration of information and data competencies into the new college learning outcomes. Two years later, the library has assisted with the advancement of these learning outcomes by developing two new credit-bearing courses on critical information ecosystems and data driven sense-making. In this breakout session, we outline our transition from a reactive and unmoored instruction support unit to a strategic Critical Information Literacy Program that advances curricular goals of the college.

- Describe what critical information literacy encompasses and why it matters;
- Explain the importance of developing programmatic learning outcomes for your instruction program, and why it is strategic to align them with the college or university's learning outcomes;
- Identify an existing structure, committee or partnership at your college or university that can be leveraged to advance your programmatic learning outcomes.

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

COLLABORATION
AND OUTREACH**CONFERENCE C**

Smashing Your Silo: Networking with High School Librarians to Support Students Transitioning to College

Stephanie Hallam, Elizabeth Rudloff and Mary Bangert, Southeast Missouri State University

What can you do for your college freshmen to increase success? Collaboration between academic and high school librarians can be the answer. Academic librarians at Southeast Missouri State University annually host local high school librarians to engage in discussions, learn through workshops, and network with colleagues. Join the conversation to hear insights gained, learn about changes in practices, and explore collaborations that support students. Discover ways to connect with your regional secondary school librarians to build relationships for student success.

- Hear how information literacy instruction improves as a result of collaboration between academic and high school librarians.
- Gain insights to begin dialogues between high school and academic librarians.
- Discuss how to support students transitioning into higher education through collaborations with high school librarians.

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



ASSESSMENT

CONFERENCE D

Continuous Improvement and Respect for People: Lessons Learned & Implemented from Studying the Toyota Production System's (TPS) Principles

Renee Kiner and Kelly Safin, University of Pittsburgh at Greensburg

The lean production principle has guided organizations in the manufacturing sector for decades. Toyota Production System (TPS) is the successful model everyone strives to replicate. Although universities and libraries are not manufacturers, they do face economic challenges. Teams are expected to accomplish more with fewer people. TPS provides a different perspective. Achievement stems from two pillars of success: continuous improvement and respect for people. This session will explore how we've unintentionally applied principles associated with the pillars and how we'll utilize them in the future.

- Recognize lean manufacturing principles in their current work
- Integrate aspects of the principles into their future work

Intended Audience: Brand new to the topic

SATURDAY BREAKOUT SESSIONS

SATURDAY 8:50 AM - 9:40 AM | SESSION 6



COLLABORATION
AND OUTREACH

AUDITORIUM 1

Bringing Disability into the Conversation: Creating Anti-ableist Community at Your Institution

Elizabeth Novosel, University of Colorado, Boulder and Paige Crowl, Oxford College at Emory University

Research shows that 20% of undergraduate students have a disability, and the majority of these disabilities are invisible. Often-times teaching librarians have no idea if disabled students are in their classrooms, much less how to support them.

Learning to meet the needs of these students takes time and is best accomplished with the support of a community: adopting new pedagogy involves self-education, experimenting with new techniques, reviewing student feedback, and self-reflection. In this session, we will introduce barriers disabled students face and offer ways for participants to create engaged, anti-ableist learning communities at their institutions to support them in these efforts.

- Understand the impact of disability on students' experiences in higher education settings
- Generate ideas about how they can develop communities of support for their own learning and development of inclusive practices and those of their colleagues and peers with the goal of improving support for disabled students, faculty and researchers at their institutions
- Reflect on how to better incorporate anti-ableist practices into all aspects of their work

Intended Audience: At least some experience with the topic



INNOVATION

ELIZABETH ANN

Choose your own Research Adventure: Using Design Thinking to build an online tutorial focusing on Research as Inquiry [Interactive]

Stacy Brinkman and Samantha Hilton, University of California, Irvine

How do you translate the iterative process of research into an online tutorial? This workshop explores how one university used a design thinking process to build an online "choose your own adventure" style tutorial that emphasized how research is not linear, but rather a process that unfolded based on choices. Participants will learn about design thinking strategies, and consider questions of scalability as well as user feedback. This hands-on workshop will also guide participants through various tools and templates to use to create their own tutorials. Participants should bring their own laptop to try out tools if desired.

- Consider how non-linear tutorials can highlight the iterative nature of research and improve student learning of the "Research as Inquiry" frame
- Understand the fundamentals of the design thinking process as it relates to creating online tutorials
- Learn how to use free online tools to create a "choose your own adventure" tutorial

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



LEADERSHIP

CONFERENCE E

How Library Instruction Prepared Me for Research Project Management

Vandy Dubre, University of Texas at Tyler

Librarian proficiencies, specifically library instruction, include organization, efficiency, digital literacy and "other duties as assigned". These skills may seem ordinary but can be rare when working with faculty. Librarians are in a unique position with these skills to bring together research projects across multiple subjects, universities, and faculty into a balanced entity. Taking skills and transferring them from librarianship to other applications broadens library outreach. This session will recount how a librarian of twenty years identified and utilized library instruction skills to broaden her role from a simple database researcher to a major researching role across several universities and subject fields to become a researcher, author, and project manager.

- Identify personal skills and experience beneficial for project management.
- Translate librarianship skills to projects and environments outside the library.

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



INNOVATION

AUDITORIUM 2

Do Something, Say Something, Be Something: Harnessing the Power of Critique to Advance Information Literacy

Kari D. Weaver, University of Waterloo

Critique, the act of examining or discussing something in depth, is an important learning and developmental process. By tying the critique process to current information literacy consultations and interactions, we can help to demonstrate the reflective nature of discovering information, and specifically bring students into a community of learning around information. Critique offers a natural and innovative new path for librarians to more openly navigate information literacy through tying information literacy practice to the existing critique processes across disciplines, librarians can build more collaborative partnerships, more effectively integrate our work into disciplinary norms, and better address the current information landscape.

- Be able to define and identify critique across academic disciplines
- Consider critique as an inclusive instructional practice
- Apply the process of critique in a sample third-year undergraduate setting

Intended Audience: Brand new to the topic

FAILURES AND
PROBLEM-SOLVING

CONFERENCE C

Becoming More Visible: Re-Introducing Library Instruction During a Pandemic

Kel Hughes Jones, Waukesha County Technical College

The COVID-19 pandemic swiftly shut down in-person attendance at many higher-ed institutions, including Waukesha County Technical College (WCTC) in Pewaukee, Wisconsin. By the end of the 2020-2021 school year, library instruction decreased by an average of 48%. Four strategies (marketing, publicity, public relations and advocacy) from Siess's (2003) *The Visible Librarian* will be used to describe the failures and problem-solving strategies the library encountered when the campus re-opened and efforts were made to increase bibliographic instruction. Session attendees will be engaged through interactive activities and also brainstorm ways to make their own library more visible.

- Understand three components of visibility: marketing, publicity and public relations
- Identify strategies used to re-brand instruction
- Brainstorm ways for their library instruction to become more visible

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



ASSESSMENT

CONFERENCE D

What Does ART Say? Creating an Annual Report of Teaching

Jane Hammons and Stephanie Founds, Ohio State University

At our institution, instruction statistics were provided to relevant professional organizations, but little else was done with the information. To use the data in a more meaningful way, our department has begun to write and share a detailed Annual Report of Teaching, incorporating insights gained through the data analysis. In this presentation, we will outline the development of the report, highlight the key focus areas, and describe how we are beginning to use the data to identify new directions. Session attendees should leave with ideas for how they can do more with their instruction statistics.

- Identify potential benefits and challenges of creating an annual report on teaching.
- Analyze their institutional context in order to identify opportunities to use and share instructional statistics in meaningful ways

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

FAILURES AND
PROBLEM-SOLVING

AUDITORIUM 1

When All You Have is a Hammer, Everything Looks like a LibGuide: Strengths, Limitations and Opportunities of the Teaching Tool

Urszula Lechtenberg, University of Pittsburgh and Helene Gold, New College of Florida

Library workers across academic libraries have used the LibGuides platform to build their online presence since Springshare launched the product in 2007. From building research guides to whole library websites to everything in between, the platform itself has been incredibly useful. But when specifically considering LibGuides' role in research instruction, the refrain "let's make a LibGuide" begins to ring hollow. Are LibGuides the best tool for every teaching job? This presentation will discuss the pedagogical strengths and limitations of LibGuides in research instruction, paying particular attention to critical pedagogy, user search behavior, and web design principles in their creation.

- Critically evaluate the role of LibGuides in research instruction.
- Describe best practices for LibGuides creation based on critical pedagogy, web design, and user behavior.
- Consider other methods or platforms to complement or supplement research instruction.

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

COLLABORATION
AND OUTREACH

ELIZABETH ANN

Joining Forces: When Libraries and Career Centers Collide

Alyssa Young and Lindsey Scott, James Madison University

It can be challenging for students to make connections between their information literacy skills and how these skills add value in their future careers. Building a strong partnership between a career advisor and an instruction librarian can help! This session will share how an instruction librarian and career advisor partnership formed and found overlapping competencies in their fields to build resources and instruction sessions for students. The presenters will highlight an instruction session they co-teach that focuses on "scholarship as conversation" and the importance of building a professional brand as students develop their career readiness.

- Learn how career advisors and instruction librarians can collaborate in the classroom
- Identify ways to overlap frameworks in career services and information literacy
- Gain an understanding of how students perceive themselves as scholars in their fields and present that in their future careers

Intended Audience: Brand new to the topic



ASSESSMENT

CONFERENCE E

Privacy and Learning Analytics: Considerations in Assessment [Interactive]

Lisa Hinchliffe, University of Illinois at Urbana-Champaign and Kyle Jones, IUPUI

Libraries are increasing engaging with learning analytics as part of their assessment and program evaluation practices. The workshop will guide participants in exploring learning analytics, privacy theory, privacy-by-design principles, data ethics, etc. using the "Privacy Sourcebook" from the Prioritizing Privacy project as the basis. The "Privacy Sourcebook" is designed as a living document that enables librarians to document their thinking, reflect learning, and guide practice after the workshop. The workshop prepares librarians to be critical engaged in campus dialogues and initiatives related to learning analysis and parallel assessment and evaluation practices. Prioritizing Privacy is funded by an IMLS National Leadership Grant (<http://prioritizingprivacy.org/>).

- Describe the social, political, and technological elements of learning analytics in higher education, generally, and academic libraries, specifically.
- Plan for ethical and evidence-based library learning analytics projects that are based in privacy by design.
- Develop a learning plan for continuing professional development regarding learning analytics, information privacy, and ethical practice.

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



AUDITORIUM 2

I am (not) Becky: Critically exploring whiteness and gender in higher education library instruction

Rebecca Blunk, College of Southern Nevada

Addressing the impact of race and racism in library instruction is a forever-evolving engagement. In acknowledging that the majority of U.S. librarians are white females, it is critical that we begin revealing the ways “Beckys”- white females complicit in inimically enacting their privilege and power- pedagogically show up in the library classroom. Centered in critical whiteness studies, this session will identify the characteristics that embody the Becky librarian, why this embodiment is a relevant phenomenon to explore, and how utilizing this characterization will help instruction librarians committed to liberatory and social justice practices understand how their racial and gender dynamics impact Students of Color in the library classroom.

- Be able to identify how the characterization of the “Becky” phenomenon in the library classroom impacts the student learning environment.
- Be able to articulate how whiteness manifests in the library instruction classroom.
- Gain strategies for implementing anti-racist practices in their information literacy and library information pedagogy.

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



CONFERENCE C

Exploring the Evidence-Based Information Literacy Instruction Toolkit: Research-based narratives to fuel collaborative partnerships

Brandon Patterson, University of Utah and Anne Diekema, Southern Utah University

Findings through a collaborative research study by health sciences librarians from multiple institutions have resulted in clear recommendations for instructional strategies to improve workplace information literacy for nurses, highlighting ways to decipher information evaluation skills of a specific learner population based on research evidence. In this presentation, we provide tools to enable attendees to extract evidence from information literacy research to inform instruction, develop research-based narratives to stimulate collaborative partnerships for learning, and advocate for evidence-based change in curricula.

- Employ mixed methods research to inform information literacy instruction
- Discuss evaluation criteria used by healthcare professionals
- Design information literacy instruction to address evidence-based needs

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



CONFERENCE D

Tactical Intelligence for Encountering Veterans in the Classroom

Sarah LeMire and Stephanie Graves, Texas A&M University and Gerald Natal, University of Toledo

Student veterans can be found on virtually every campus, and instruction librarians commonly encounter veterans in the classroom. Engaging veterans in the classroom can require unique strategies that connect with veterans’ perspectives and life experiences. In this session, the presenters, veterans or military family members themselves, will introduce attendees to the unique characteristics and challenges of student veterans. They will share practical strategies for engaging veterans to support their learning. Finally, the presenters will share resources to help attendees develop their own toolboxes of tailored instruction and outreach for student veterans.

- Identify at least three unique strengths of student veterans in higher education.
- Identify at least two challenges of student veterans in higher education.
- Describe at least three strategies they can use to engage student veterans in the library instruction classroom.

Intended Audience: Brand new to the topic



ASSESSMENT

AUDITORIUM 1**Rethinking Research Consultations: Adding Critical Reflection and Increasing Metacognitive Awareness***Jess O'Toole, Georgetown University*

By adding some critically reflective questions to the standard post-research consultation survey, Librarians at Georgetown University's Lauinger Library and School of Continuing Studies (SCS) Library hope to increase students' metacognitive awareness of their own research processes, leading to a more thoughtful outlook on research as a whole. See the results from two semesters of data collection and consider research consultations' potential to get students thinking more deeply about their own approaches to research.

- Consider research consultations' potential to impact student metacognitive awareness
- Examine the value of incorporating more critically reflective questions into research consultation surveys

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



INNOVATION

ELIZABETH ANN**"Who's Got The Power?": Claiming and Distributing Power Through Design Justice [Interactive]**

Annie Dempsey, College of Wooster, Lisa Morrison, Denison University, Elizabeth Sullivan, Oberlin College, Shannon Simpson, Kenyon College, Alonso Avila, Oberlin College, Elizabeth Lang, Ohio Wesleyan University

You. Have. Power. Librarians may not think of ourselves as powerful, however, what we choose to share or NOT share, can deeply impact our communities. Realizing that power and sharing it can be a dynamic pathway towards healing those who have historically been excluded from information creation processes. Enter: Design Justice. According to Design Justice Network, "Design Justice rethinks design processes, centers people who are normally marginalized by design, and uses collaborative, creative practices to address the deepest challenges our communities face". In this interactive session we'll explore Design Justice to reimagine our learning spaces based in anti-racism and decolonization.

- Describe one example of Design Justice in action
- Actively engage with resources on Design Justice
- Explore the anti-racist and decolonization foundations of Design Justice for the Information Literacy Classroom

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



PEDAGOGY

CONFERENCE E**Partners in Research: Pedagogical Approaches to Undergraduate Research Experiences in LIS**

Hailley Fargo, Northern Kentucky University and Rosalinda Hernandez Linares, Fort Lewis College

In undergraduate research, defined as a "pedagogical approach to teaching and learning", disciplinary faculty mentors create learning environments where research is a process of discovery and growth. The presenters propose a new role for librarians, in which they collaborate with undergraduates as partners pursuing LIS research projects. They will articulate how these partnerships have impacted their own identities as librarian-researchers and have shifted their understanding of teaching research in traditional library instruction settings. Participants will learn about the advantages of bringing undergraduate students into LIS research at their institutions and the nuts and bolts of designing and implementing these projects.

- Recognize the authentic engagement opportunities provided by collaborating with undergraduate students in LIS research
- Reframe their role in library instruction in the context of undergraduate research
- Articulate the learning, growth, and impact on undergraduate students who participate in this co-creation of research and knowledge in LIS

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



AUDITORIUM 2

Fun-Sized Learning: Partnering to design an engaging information literacy scaffold for online programs

Sarah Stevenson, Vanderbilt University

As universities shift to offer more fully online programs, instruction librarians must respond with flexibility and adaptability to meet the ever-changing needs of the students they serve. Through strategic outreach efforts, librarians can connect with faculty to assess program needs. Through connections forged with faculty, librarians can become dynamic partners embedded in the curriculum, developing targeted library instruction materials that meet online learners at their point of need at various stages of the program. This session will provide a framework for partnership with faculty and a sample information literacy scaffold for online programs that could be adapted to any context.

- Identify strategies for outreach to online program faculty that could be applied in their context
- Evaluate various “fun-sized” instruction ideas to determine what could be implemented in their online program’s context

Intended Audience: Brand new to the topic



CONFERENCE C

Our Stories have Value: Creating Community through a Course-Integrated Living Library

Megan E. Welsh and Jennifer Pacheco, University of Colorado Boulder

This session highlights the power of stories and the community building that sharing stories in a classroom environment can afford. Based on the frame “information has value,” the presenters built a course-integrated experience, a Living Library, to emphasize that student stories have value. In Spring 2021, the Living Library - an event where participants engage with stories about lived experiences - was retooled from prior in-person events, for the purpose of the online class, “Dialogue Across Difference.” The presenters will describe how they planned and implemented a successful Living Library event, and they hope to inspire attendees to plan their own.

- Identify strategies for creating their own course-integrated Living Library event.
- Assess the value of community-building that hosting their own course-integrated Living Library event can bring to the classroom.
- Apply the frame “Information has value” to the construction of classroom activities, recognizing that the concept “Stories have value” is a complementary principle embodied through the Living Library.

Intended Audience: Brand new to the topic



CONFERENCE D

From Credit Course to Tag Partnership: Delivering Customized Information Literacy Instruction

Vincci Kwong, Indiana University South Bend

In 2018, our faculty senate voted to transition information literacy requirement from required 1-credit information literacy course to a “tagged” course within the major. Four librarians worked with our subject liaisons to develop pilots for these tag courses, developing and determining appropriate assignments, and to assess the results. We will share how we developed the pilots, worked with our faculty to integrate the materials into the curriculum, and how we dealt with some initial failure. We will discuss how the broader transition to this new requirement is progressing with the full implementation of the tag courses since fall 2021.

- Differentiate between the information literacy experiences of a credit class and that of a tagged course within a student’s major.
- Able to utilize tagged course framework to form partnership with faculty at their own institution.

Intended Audience: Brand new to the topic

SATURDAY 12:55 PM - 1:30 PM | LIGHTNING TALKS

WILBANKS BALLROOM

A Library Peer Mentor Program to Support Student Learning, Career Futures, and a Reference Services Transformation

Julia Maxwell, San Francisco State University

Giving the One-Shot a Second Shot

Kelsey Forester, University of Georgia

Applying UX design to assess information literacy videos: A pilot study with first-generation and non-native English speaking college students

Tina Lin and Rebecca Greer, University of California, Santa Barbara

"What Were They Thinking?" Using Student Perspectives on Academic Integrity to Inform Library Outreach and Instruction

Michelle Demeter, New York University

SATURDAY 1:50 PM - 2:40 PM | SESSION 9



PEDAGOGY

AUDITORIUM 1

Handle with Care: Pandemic teaching habits we can and should continue in person

Leah Morin, Michigan State University

Feminist pedagogy in library instruction positions an ethic of care in the classroom, be it virtual or face-to-face. Care looks like engaging the students via the affective domain, honoring their anonymity and individuality, connecting with them through shared hardship and grief, providing them an accessible experience, and remaining widely available after the session. Trauma-informed pedagogical practices also encourage offering content in advance and making materials available in a variety of modalities. The importance of these care practices was magnified during the pandemic, and some things about the virtual format worked to a caring advantage. This interactive presentation will discuss methods of engaging students and demonstrating care in a virtual format that can and should continue upon return to the face-to-face classroom.

- Acknowledge and honor the student pandemic and/or college experience.
- Recognize the value of demonstrating care and engaging the affective domain to build relationships with students.
- Engage with care practices that can be translated into their own library teaching.

Intended Audience: Brand new to the topic



INNOVATION

ELIZABETH ANN

Perceived Authority, Real Consequences: Research-informed practices to teaching students about authority & misinformation

Camille Abdeljawad, Park University

In the age of rapid digital media consumption, many students struggle to understand how source authority relates to credibility. While educators may attempt to teach students about authority through "checklist" methods, this approach does not offer an opportunity for teaching nuance in the changing nature of misinformation. To understand how students construct authority, a research project was conducted measuring whether full-time/first-year students are more likely to distribute false information if it is presented by a perceived authority. Results from this study offer new ways to approach teaching the ACRL Framework, Authority is Constructed and Contextual, and incorporating nuance in education. This interactive session will share new findings and educational best practices from the presenter and the audience.

- Be engaged during the presentation by reflecting on the topic of "Authority is Contextual and Constructed" and being an active participant in the session through polls, brainstorming, and sharing experiences from the audience.
- Be able to recognize new methods of teaching ACRL's Framework for Information Literacy "Authority is Contextual and Constructed" frame in order to better educate their students.
- Assess their own information literacy teaching practices in order to seek opportunity to teach nuance in evaluating information and authority.

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



CONFERENCE E

A Tool in Your Toolkit: Teaching with Primary Sources [Interactive]

Heidi Gauder and Kayla Harris, University of Dayton

This hands-on workshop will be an opportunity to practice developing engaging lesson plans with primary source materials for multiple disciplines and audiences. Participants will be given sample artifacts and scenarios and will work together in small groups to design sessions with achievable learning outcomes, and apply aspects of the Guidelines for Primary Source Literacy, the ACRL Framework for Information Literacy, and other relevant standards.

- Learn how to teach with primary source materials in a one-shot session
- Collaborate with other librarians and archivists to develop a lesson plan centered around primary sources
- Consider how they might apply this kind of workshop at their own institutions

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



AUDITORIUM 2

Combating "The Other" Pandemic: Building campus and community alliances towards an anti-racist information literacy

Alexandra Howard, University of Louisville

While the world suffered the COVID-19 pandemic, the United States reckoned with its pandemic of systemic racism. This session explores this reckoning as a call to action for librarians. How can we establish partnerships across our campuses and communities to develop information literacy that is not only critical but intentionally anti-racist? Participants will engage with the presenter's anti-racist information literacy efforts focused on connecting local Black business owners with university resources. Participants will leave the session with concrete ideas of how they can develop instructional allies and implement anti-racist information literacy instruction across academic disciplines at their institutions.

- Define anti-racism, responsible community engagement, positionality and how these concepts relate to information literacy.
- Identify and reflect on local community issues and opportunities for anti-racist information literacy instruction within their own disciplines.
- Develop strategies for identifying and responsibly engaging potential campus and community partners.

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



CONFERENCE C

Blockchain Technology and the ACRL Framework for Information Literacy

Anthony Paganelli and Andrea Paganelli, Western Kentucky University

This presentation is designed for those interested in gaining basic knowledge of Blockchain technology and how the ACRL Information Literacy framework can guide an instruction session regarding Blockchain for students. Since Blockchain technology is rapidly changing many aspects of finance, education, law, healthcare, and government agencies, students will need an introduction to the technology as they prepare for the workforce. Through library instruction, students will have the opportunity to gain insight to Blockchain technology and how it relates to information literacy. The presentation will engage participants in demonstrating the basics of Blockchain technology and implementing the ACRL framework to provide a library instruction.

- Know the basics of Blockchain technology
- Know the use of Blockchain technology in regard to academic research and academic libraries
- Be able to use the Blockchain concept to teach information literacy based on aspects of the ACRL framework

Intended Audience: Brand new to the topic



CONFERENCE D

Influencers, Info Lit, and Learning by Doing: Approaching Setbacks and Failures in the Semester-Long Classroom

Grace Therrell, University of Tennessee, Knoxville

In spring 2021, I taught a for-credit First Year Seminar focused on social media. The experience was trial-by-fire, as I had to navigate developing a full-semester course for the first time, teaching online (and during a pandemic), and tying information literacy concepts to a larger context. In this session, participants will hear how I navigated these challenges, trying and failing many times throughout the semester and using reflection and student feedback to regroup. Participants will reflect on their own challenges when teaching and brainstorm suggestions for navigating classroom failures in a variety of settings. While I will give an overview of the course and my approach, the session will focus on the challenges and failures we face when teaching and how we navigate them.

- Reflect on teaching challenges in and out of the classroom in a variety of learning environments (e.g. online, in-person, for-credit, one-shot)
- Brainstorm strategies for navigating challenges and failures in teaching

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



AUDITORIUM 1

What's Your Research Personality? A new way of engaging students in resource and service discovery through a homegrown quiz app

Veronica Bielat and Troy Walker, Wayne State University

How can libraries push resource and service information to students in engaging ways? Influenced by social media personality quizzes, we designed a questionnaire-style app that uses learning preferences and personality traits to connect students with the library resources they need most. This session will demonstrate how libraries can use innovative approaches with their existing resources to draw students in. We will use our Research Personality Quiz as a starting point to discuss design approaches for similar projects and explore the technical challenges that may be encountered (and overcome) in creating and launching similar types of quiz apps.

- Learn about personality research and how it can provide a different approach to defining user groups and needs.
- Be able to apply an approach to align their library's existing resources and services to student personality traits.
- Understand how academic libraries can use existing technology to push content more proactively to students.

Intended Audience: Brand new to the topic



ELIZABETH ANN

The Doctor Will See You Meow: Contextual Authority via Problem Based Learning and Cat memes [Interactive]

Sam Zelick and Kiana Webster, University of North Carolina Wilmington

For teaching librarians, a frequent request is to introduce students to the concept of a "scholarly" source. Even if students can identify a scholarly article, they may not understand why scholarly articles can be authoritative. To bridge that gap we created a constructivist, problem-based learning activity to connect students' existing and intuitive understanding of authoritative sources with their academic work. In this workshop, you'll discuss your own information-seeking behaviors with other learners in response to an everyday scenario, identify and analyze the sources you choose for trustworthiness, and then write your own scenario for your students. Cat pictures will be provided.

- Analyze their current information seeking behavior when given a specific scenario and be able to identify appropriate resources to solve a problem, as well as articulate why they've chosen those resources.
- Understand different related concepts that tie in to the larger frame of Authority is Constructed and Contextual, and create a scenario that can help other learners address that concept.

Intended Audience: At least some experience with the topic



INNOVATION

CONFERENCE E

When Librarians Can't Be in the Classroom, Bring in the Professors! A New e-Workbook for support of native course content

Mari Kermit-Canfield and Paul Zube, Ferris State University

During COVID it became difficult for librarians to reach students for IL instruction. It was time to meet students where they were... doing homework! A professor and librarian teamed up to publish an eWorkbook to fill that need. This eWorkbook aligns with any course to accompany native subject content while delivering IL theory guided by the ACRL Framework. Students complete a research project over their semester as they gradually complete workbook lessons.

Reflections on assessment of the project will be discussed. Details on the collaborative creation of the eWorkbook in an online environment will be reviewed.

- Understand the scope of the workbook project and its place in COVID era information literacy instruction.
- Develop ideas for modifying the format of their own information literacy instruction.
- Consider ideas for creative collaboration outside typical library staff.

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



LEADERSHIP

AUDITORIUM 2

Building a Systematic Review Instruction & Research Support Program: An Instructional Framework

Karleigh Riesen and Alex Boucher, University of Alabama

As systematic review research continues to become more prevalent, libraries and librarians need to be prepared to offer increased support to researchers across campus. This session will discuss how the development of a library led systematic review program can advance the library's teaching and research support presence on campus. Presenters will provide examples for utilizing data analysis and assessment to equip librarians with the tools to support and advance the research output of the broader campus community. Participants will leave with strategies to develop and lead an interdisciplinary and campus wide systematic review program in their library.

- Examine strategies for establishing a systematic review program in order to embed campus wide systematic review support into individual and collective practice.
- Learn data analysis and assessment strategies in order to further develop a systematic program that meets the needs of a campus community.
- Reflect on the library's role in facilitating interdisciplinary partnerships in order to advance research for the broader campus community.

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



PEDAGOGY

CONFERENCE C

There and Back Again: Adapting Active Learning Instruction from In-Person to Remote to In-Person Once More

Amanda Wheatley, McGill University

Incorporating active learning strategies is a challenge for most librarians providing remote instruction due to the COVID-19 pandemic. This presentation will explore how a previously in-person gamified session for undergraduate business students was translated into a remote asynchronous presentation with active learning elements. The workshop was then brought back to an in-person learning environment in September 2021, prompting a new gamified version to be created. This session will cover the development of both the remote and new in-person instruction workshops using feedback from previous iterations and research on active learning and gamification teaching methods.

- Identify active learning and gamification instruction techniques for hybrid learning
- Propose new methods for innovating active learning instruction within their own classes
- Assess digital tools that can be used for active learning in the classroom

Intended Audience: Brand new to the topic

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