



Naperville, IL



Branching Out:

Growing and Adapting your Information Literacy Practice

May 2-4



Planting Seeds:

Pedagogy & Instructional Design



Putting Down Roots:

Collaboration & Outreach



Seeing the Forest:

Assessment & Evaluation



Controlled Burns:

Revitalize & Renew



Climate Change:

Adapting to New Technologies



Field Notes:

Using Research to Inform Practice

SCHEDULE OVERVIEW

THURSDAY

12:30 - 7:30 p.m.	Registration & information
1:00 - 3:30 p.m.	OPTIONAL Pre-Conference Workshop (additional fee)
1:00 - 4:00 p.m.	OPTIONAL Group Visit to The Morton Arboretum
4:15 - 5:00 p.m.	OPTIONAL First-time Attendee Orientation
5:00 - 7:00 p.m.	Meet & Greet (Naper Ballroom)
Early Evening	OPTIONAL Dinearounds

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 (Maura Seale)
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 Dinearounds (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



Planting Seeds:
Pedagogy and Instructional Design



Putting Down Roots:
Collaboration and Outreach



Seeing the Forest:
Assessment and Evaluation



Controlled Burns:
Revitalize and Renew



Climate Change:
Adapting to New Technologies



Field Notes:
Using Research to Inform Practice

PRECONFERENCE WORKSHOP

THURSDAY 1:00 PM – 3:30 PM

CONFERENCE ROOM F

Anti-Ableism in Library Instruction: Exploring Practices to Create an Inclusive Culture

Dr. Margaret Fink, Director, Disability Cultural Center, UIC

When it was first established, the Disability Cultural Center at UIC was one of just a handful of organizations focused on the social justice framing of disability issues on college campuses. Today, the DCC supports a thriving campus community with a range of programming. In this interactive workshop, Dr. Margaret Fink of the UIC DCC will share her experiences working with students and faculty in a variety of educational settings. Participants will become familiar with an anti-ableist conceptual framework for thinking about their practice as instructional librarians. They will apply principles of inclusive design to one of their own lesson plans and broaden their repertoire of practices in the service of anti-ableism.

Dr. Margaret Fink joined the Disability Cultural Center staff as Director in 2019. She identifies as a white, cisgender woman who is deaf. As an adult, she learned some sign language, but grew up mainstreamed in hearing culture. She received her PhD in English Literature from the University of Chicago, and her academic interests focus around representations of disability and everydayness, particularly the formal choices that build certain concepts of disability in relationship to race. It was as an undergraduate at UW-Madison, where she began to explore her relationship to disability identity, begin processing her experiences and how they had been narrated to her, and grappled with her own internalized ableism.



PLENARY SPEAKER

FRIDAY 8:30 AM – 10:00 AM

GRAND BALLROOM

Critical Library Instruction and the Question of Labor

Maura Seale

Inspired by the LOEX conference theme, “Branching Out: Growing and Adapting Your Information Literacy Practice,” I reflect on my work as both a library instructor and scholar of critical library pedagogy. The emergence of critical library instruction has fundamentally reshaped library instruction, generally for the better for the students and faculty we work with. Spending so much time on what we teach, however, has led us to neglect how we teach - the material conditions in which we practice instruction. Critical library instruction, I argue, has failed until recently to adequately consider the question of librarian labor; any discussion of library instruction, I suggest, must begin with how we labor. I explore this question through recent critiques of critical library instruction, the discourse around AI, and relational teaching.



Maura Seale is the History Librarian at the University of Michigan, providing research and instructional support for students and faculty in the History Department. Maura holds an M.S.I. from the University of Michigan School of Information, an M.A. in American Studies from the University of Minnesota, and a graduate certificate in Digital Public Humanities from George Mason University. Her research focuses on critical librarianship, library pedagogy, political economy and labor in libraries, and race and gender in libraries. She is the co-editor, with Karen P. Nicholson, of *The Politics of Theory in the Practice of Critical Librarianship* (2018), and is also co-editor of *Creating Space for All Learners: Exploring Equitable and Inclusive Pedagogies*. Her work can be found at www.mauraseale.org.

FRIDAY BREAKOUT SESSIONS

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



NAPER 1

Assessing College Students' Everyday Information Seeking: Implications for IL Instruction

Rachel Dineen and Stephanie Ward, University of Northern Colorado

As teacher librarians we hope students transfer what they learn during IL instruction to their lives outside college. Yet what evidence do we have that they do so? To find out, we asked students who had previously had IL instruction to describe their thinking as they completed information-seeking tasks and selected information sources. Findings from the study will help us revise our teaching to increase the transferability of learning to everyday contexts. Attendees will participate in interactive polls about their own teaching and brainstorm ideas for revising an activity or lesson plan to encourage IL knowledge transfer.

- identify factors that contribute to students transferring IL skills and knowledge to everyday contexts
- brainstorm ideas for revising an activity or lesson plan to encourage IL knowledge transfer to non-academic contexts

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



NAPER 2&3

Counting Words: Harnessing Text Mining for Information Literacy Purposes

[INTERACTIVE]

Abigail Mann, Illinois Wesleyan University

We will use Voyant, a web-based text reading and analysis tool to explore some of the ways that librarians can use text mining as a means of increasing information literacy for undergraduates. We will explore three uses: analyzing an article to identify key terms and topics; effectively reading a scholarly article; making data sets out of non-traditional sources. While each approach reflects a key tenet of the ACRL Framework, they also all allow for the development of what might be termed AI literacy since text mining is the building block of many contemporary AI tools.

- be able to effectively use Voyant to do simple text analysis
- reflect on the ways in which text analysis can increase key information literacy dispositions and practices
- consider ways to use textual analysis instruction to open up larger discussions of effective and knowledgeable use of AI

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



BAILEY/HOBSON

Control Your Own Burn: Developing Personal or Programmatic Instruction Policies

[INTERACTIVE]

Anna White, Grand Valley State University and Samantha Minnis, Grand Rapids Community College

Do I teach a session when the professor is absent? What if I haven't seen the assignment? Instruction policy can answer these questions. A recent study found that only about 20% of library instruction programs surveyed have a policy about how library instruction will--and will not--take place, though the majority of respondents felt that such a policy would make them more confident in setting instruction boundaries. Policies can outline reasonable, clear expectations for instruction librarians and disciplinary faculty. In this session, you will create policy-like language you can use on your own or with your instruction program.

- develop language for a personal or programmatic instruction policy.
- identify appropriate situations in their own instruction work for a policy.

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



CONFERENCE ROOM A

The Simple Solution: Socially Engaging Library Orientations that Fulfill their Exact Purpose

Alex Snow, Matt Armstrong and Alden Atkinson, Brigham Young University

When it comes to complex problems like designing library orientations, less means more. Fewer words, simpler storylines, and commonplace activities are often what the job calls for. We have created a self-guided library orientation for freshman students with an engaging story, team-building activities, and a convenient web app. We will share our experience designing, building, and testing this activity with students. This design process has taught us lots of design principles, such as: Individuals engage more with group activities that are easy to interact with; A simple, well-written narrative can add value to an orientation experience; Designers lose sight of their end goal when they are inflexible in the design process and develop personal attachments to specific solutions.

- Learn to apply the learning experience design principles of self-expression and individual involvement to stimulate positive social interaction effectively.
- Learn how to effectively introduce library resources using simplicity and narrative to prompt future visits to the library and usage of its resources.
- Be able to adopt the principle of separating design from technology in the experience design process to create learning experiences that fulfill their exact purpose.

Intended Audience: At least some experience with the topic



CONFERENCE ROOM B

Your Story, My Story, Our Story: Collaborative Autoethnography for Librarians

Dawn Cadogan, Stephen Maher and Brynne Campbell Rice, New York University

Can researchers study themselves? Is autoethnography ethical? What will our IRB say? These are some of the questions we grappled with as we embarked on a collaborative autoethnography (<https://doi.org/10.33137/cjal-rcbu.v9.40956>) to deepen our understanding of our teaching identities and practices. This presentation will unpack the process of collaborative autoethnography, providing attendees with a holistic view of our approach in a way that demystifies some of the more opaque aspects of this qualitative methodology. In turn, attendees will come away with the practical steps for conducting this type of research, as well as an understanding of its benefits, possibilities, and ethical considerations.

- Define collaborative autoethnography and describe its purpose and significance as a qualitative research method
- Identify the steps and techniques for conducting collaborative ethnographic research, including logistical and ethical considerations
- Recognize the value of autoethnographic research as a method for deepening their understanding of their own teaching practice

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



CONFERENCE ROOM C

Implementing UDL Using an Interactive Libwizard Tutorial to Reach the Needs of Community College Students

Madeline Ruggiero, Queensborough Community College

The interactive tutorial format, provided by Springshare's LibWizard, achieves Universal Design for Learning (UDL) through multiple means of engagement and representation. The literature points to UDL principles for best practices in online interactive tutorial development. Interactive tutorials can be chunked and made available throughout the teaching period, in contrast with passive video tutorials. LibWizard has the ability to engage students of various learning abilities by offering autonomy, options, and immediate formative assessment. Participants will be introduced to the implementation of UDL checkpoints in my intentional design of a tutorial for teaching students how to find and read a scientific article.

- Identify aspects of the tutorial design that can align with UDL guidelines, (the three high level points underneath each principle.)
- Assess which UDL checkpoints to use when designing an interactive tutorial.
- Be able to apply UDL checkpoints to the intentional design of an interactive tutorial.

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



CONFERENCE ROOM F

Growing the Canopy: Inoculation and Grafting Archival Projects to Create New Opportunities for Students and the Community

Ann Merryman and Laura Karas, University of South Carolina Upstate

As a tree grows, it puts down roots, not only for nourishment but also to anchor it. When two individual trees grow so close to each other that they become organically merged, a phenomenon called inoculation, the individual trees become stronger. This session presents a digital project developed when a local historical society and a university history professor planted saplings of opportunity next to each other, encouraging strong roots to form from the partnership. By purposefully joining the two entities together, new opportunities for outreach, education, and community partnerships grew. After grafting on the strengths of a university archivist and librarian, the resulting project allowed primary documents held by the historical society to find new life and use in an online digital exhibit curated by students in HIST 391.

- Identify potential project partnerships
- Create opportunities for High-Impact Practices (HIPs), skill-building, and improving career-readiness for students.
- Assess and Evaluate the outcomes of the partnerships / projects for their institution and students as well as the community partner.

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



NAPER 1

Tackling the Nitty-Gritty in Teaching Search Strategies: A Visualized Approach from a Human Cognition Perspective

Yuqi He, San Jose State University

Students often struggle with constructing effective search strategies for databases, resulting in disappointing search results. This frustration can push them towards AI-powered search engines like Google. Even after receiving search training from librarians through various methods, these skills seem to fade quickly, causing recurring search difficulties in subsequent research assignments. Such challenges have prompted a reevaluation of current library instruction practices, aiming to enhance students' search skills through a human cognition perspective. In this session, we discuss how to and why integrating visual elements into instructional materials can bolster students' ability to construct search strategies from a theoretical lens.

- gain an understanding of human cognition theories and their relevance to designing instructional materials that enhance students' search skills.
- critically assess their current library instruction practices in teaching search strategies and identify ideas that may benefit from reevaluation.

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



NAPER 2&3

Cultivating Engagement and Planting Seeds of Knowledge: Adapting IL Instruction for a Fun Flipped Classroom [INTERACTIVE]

Breeann Austin and Allison Williams, California State University Channel Islands

Help students grow into their potential by planting the seeds of play into their research! This session will discuss the benefits of the flipped classroom model, how we use asynchronous Canvas modules to supplement instruction, and discuss two of our IL in-class exercises. Our 'Scandalous Celebrity Background Check' and 'Don't Stop There! Working with Primary Sources' exercises encourage critical thinking, classroom discussion, exploring new information, and transferring these skills to their research assignments. These exercises accomplish this with a blend of fun, scandalous, and topical academic and popular topics. Together we'll discuss, brainstorm, and share how these exercises can be adapted to your libraries.

- be able to understand, reproduce, and adapt the Celebrity Background Check and Don't Stop There! Working with Primary Sources exercises for their own schools.
- be able to recognize the value in the flipped classroom method in allowing a more engaging one-shot IL session.
- understand how creating a playful learning environment will help students retain the information and encourage students to continue using the library.

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



BAILEY/HOBSON

Transplanting Cultural Capital and Community Cultural Wealth from the Education Field to the LIS Field: Harvesting Its Library Instruction Potential

Brendan Johnson, Penn State Abington and Emily Reed, Penn State Harrisburg

Cultural capital, a theory grown out of the education field, could be considered a seedling of a theory in LIS. Attendees will observe the roots of cultural capital in LIS literature as well as potential branching connections between cultural capital and information literacy skills resulting from the authors' own data analysis project. Participants will discover how this theory has evolved and the speakers will cultivate the utility of one particular bough of cultural capital, Community Cultural Wealth, which applies a critical lens and demonstrates a strengths-based approach which can inform library instruction pedagogy.

- Plant the cultural capital sapling by learning the history of Cultural Capital Theory Literature in LIS
- Closely examine one particular branch of the cultural capital sapling by defining and describing Community Cultural Wealth
- Water the cultural capital sapling by identifying potential applications of Community Cultural Wealth in library instruction

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



CONFERENCE ROOM A

Taking Control: Preparing Students for Information Realities Beyond the Classroom

Angie Cox and Amandajean F. Nolte, University of Northern Iowa

As liaison librarians at a regional comprehensive university in a state currently challenging the importance of higher education and libraries, the last few years have caused us to zoom out and reflect on our work. We have felt some disconnect between our value systems as librarians and the work our liaison faculty invites us to do. In this presentation, we identify ways to support students in being information-literate global citizens beyond our classrooms. By making small choices within our circle of control, we are setting a controlled burn before we find ourselves as collateral damage.

- Identify their goals for their students as information literate global citizens.
- Analyze their current information literacy instruction and whether it meets the challenges of the present moment.
- Explore ways to prioritize goals for creating information literate global citizens in current library instruction and possibilities for the future.

Intended Audience: Brand new to the topic



CONFERENCE ROOM B

The Incarcerated One-Shot: Applying Critical Pedagogy to Support Information Literacy Skill Development in Higher Education Prison Programs

Rebecca Blunk, College of Southern Nevada

Accessing, analyzing, and engaging with information resources is fundamental to supporting students as they grow and nurture information literacy and critical thinking skills in higher education, however, not all students have the ability to freely access available resources or develop information literacy skills as a result of their confinement status as incarcerated students. This presentation compares pedagogical decisions within non-incarcerated and incarcerated classrooms in order to demonstrate how librarians may address concepts of information literacy instruction by going back to our roots as pedagogues and effectively teaching without relying on computer technology or internet access, and instead, focusing on human connection, communication, and information needs.

- Recognize the pedagogical challenges instructors teaching within incarcerated classrooms must negotiate in order to provide critical instruction that is equitable for students regardless of their carceral status
- Reflect on the (im)possibility of deploying critical pedagogical approaches within the incarcerated information literacy classroom as a result of carceral restrictions in order to demonstrate subtle forms of liberation through information access and engagement.
- Identify opportunities to incorporate critical, equitable information literacy practices through instructional design applicable for both incarcerated and non-incarcerated learning spaces.

Intended Audience: Brand new to the topic



CONFERENCE ROOM C

Re-imagining Information Literacy Curricular Integration: A Faculty Information Literacy Fellows Collaboration Program

Evelyn Ugwu-George, Curry College

An incentivized faculty Information Literacy (IL) fellows program was initiated to encourage IL integration and assessment across disciplines. This presentation will showcase the three cohorts of the faculty IL fellows program, with a focus on the deliberate scaffolding of the Library's IL outcomes into their syllabi, lessons and assignments. Spotlight will be on examples of 'source evaluation' incorporated into the syllabi, lessons and assignments by faculty in two different disciplines, juxtaposed with the librarian's take on the same subject in a one-shot session. We will reflect on the benefits and challenges, and seek suggestions for improvement from the audience.

- examine the plan for scaffolding the Information Literacy outcomes into multidisciplinary courses in order to predict student success in an Information Literacy integrated course.
- review the differences between "source evaluation" in the redesigned sample courses and "source evaluation" in a one-shot lesson in order to be able to assess the most appropriate design for student success

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

ROUNDTABLE DISCUSSIONS

FRIDAY 12:50 PM - 1:30 PM

CONFERENCE ROOM D

Artificial Intelligence

Inclusive Pedagogies

Fostering Librarian Well-being

Integrating Information Literacy into the Curriculum

Misinformation and Source Evaluation



Proud to foster information literacy!

Where do our students go if they need a safe, quiet and collaborative place to study? Who makes it possible to download not 1, not 2, not 3 but more than 4 million articles? Who was online to answer more than 10,000 live-chat sessions last year?

The UIC University Library, of course!

We are so excited—and PROUD—to support the LOEX 2024 Conference!



POSTER SESSIONS

FRIDAY 1:15 PM - 1:45 PM & 4:10 PM - 5:00 PM

FOYER

"A Gentle Introduction": Strategies and Best Practice for Designing Hybrid Instruction

Cadence A Cordell @ University of Illinois at Urbana-Champaign

Budding Voices in Information Literacy: The Information Literacy Collab, a Journal by Students, for Students

Emily S Warfield @ Syracuse University

Digital Literacy Taking Root through Gameful Pedagogy and Design Thinking Strategies

Isabel Q Ryan and Isabela Oliveira @ University of Illinois Urbana-Champaign

Enhancing First-Year Writing: An AI-Powered Approach to Selecting and Narrowing a Topic

Matt Armstrong @ San Jose State University/Brigham Young University and Nathan Standing @ Brigham Young University

"Following" a New Path: Rebecca Crown Library's Social Media Overhaul

Megan B Hoppe @ Dominican University

Nurturing Diversity: Empowering BIPOC Voices FOR Wellbeing in Library and Information Science

Ariana Cook @ Syracuse University

Old Technologies Made New: How Cycloramas Can Be Used in the Classroom

Rylyn Monahan @ University of Illinois Urbana-Champaign

Pruning STEM Search Strategies Using Scopus

Sophia Fiumano @ Syracuse University

FRIDAY 1:45 PM - 2:35 PM | SESSION 3



NAPER 1

Let's ChatGPT: Incorporating Generative AI in Information Literacy Instruction

Melissa Johnson, Southern Methodist University

Generative AI has taken the academic world by storm. Libraries have responded with everything from research guides to information literacy sessions to provide cover from the torrent. Yet, some of us are still left out in the rain. Have you wondered what generative AI is, want to see it in action, or had thoughts about how to add it to your instruction toolbox? Learn how one librarian integrated ChatGPT with the SIFT method in support of business information literacy! We'll examine ChatGPT, assess its effectiveness, and explore ideas on how to include it in information literacy instruction.

Attendees bringing a laptop would be helpful to participate in this session.

- Evaluate results created by ChatGPT in order to recognize benefits and limitations for using generative AI in information literacy instruction.
- Develop ideas on how to integrate generative AI into their instruction in order to expand their instructional methods.

Intended Audience: Brand new to the topic



NAPER 2&3

Picture This: Mapping and Visualizing Research Strategies to Support Developing Researchers [INTERACTIVE]

Amy Odwarka and Dr. Trevor Burrows, Eastern Illinois University

As instructors we often don't allow students the time or space for metacognition surrounding their research process. By including intentional avenues in class to think about the steps needed for successful research, students develop a clearer plan and identify both strengths and opportunities in their own research practice. This is the true sense of the research cycle in action, where researchers move through a fluid back and forth to accomplish their task. In this session we will lead participants through the process of mapping their own research process, analyzing their steps and making necessary changes after discussing and learning from our peers. Along the way, we will share insights developed from our experience implementing this in a live classroom setting. Get ready for a colorful and lively discussion. Now pass the markers!

- construct a personal research map and analyze for strengths and opportunities for growth
- explore pedagogical applications for similar mapping and visualization exercises in the classroom

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



BAILEY/HOBSON

Planting Breaths, Weeding Doubts: Restorative Practices and Contemplative Pedagogy for Classroom Practice and Teaching Library Research Skills [INTERACTIVE]

Jean Boggs, Community College of Baltimore County

In this interactive workshop, attendees will learn about and experience contemplative pedagogy practices to transform the library instruction experience. Whether in the capacity of embedded or 'one-shot' teachers, librarians often encounter stress as a 'guest' in the classroom, and a guest who bears the anxiety-producing research process as their content. With the support of a campus-wide contemplative community, librarians at the Community College of Baltimore County are developing contemplative practices to cultivate presence in class or find fresh and creative approaches to teaching research. Contemplative practices are wide-ranging in expression; participants may be inspired to develop their own!

- develop a knowledge bank of types of contemplative practices as well as some leaders and pioneers in the field
- Attendees will perform practices to understand their value
- Attendees will be able to adapt or design a contemplative practice to complement their instruction

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



CONFERENCE ROOM A

Uprooting the Research Process: Partnering with First-Year Writing to Cultivate Critical Source Evaluation

Jessica Rardin and Ashley Burchett, University of Wyoming

The University of Wyoming Libraries and the First-Year Writing Program partnered to create a pathway from source evaluation to a thoughtful, synthesized approach for annotated bibliographies. The First-Year Writing Program houses the university's College Composition and Rhetoric (English 1010) course and is taught primarily by graduate student instructors. This presentation will narrate the library's adaptation of the source evaluation tool 'IF I APPLY' into our information literacy practices and how we partnered with the First-Year Writing Program to bridge annotated bibliography development with critical research skills. Learn how we teach first-year students to implement these resources in their writing process and our plans to bring this approach to other academic disciplines!

- Critically assess information literacy practices to better address student research needs
- Create more integrated curriculum and partnership that moves beyond the one-shot connection to the First-Year Writing Program
- Incorporate "IF I APPLY" and other source evaluation tools into Annotated Bibliography assignments and instruction

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



CONFERENCE ROOM B

Growing Critical Information Literacy in our General Education Program by Grounding Ourselves in an Ethic of Care

Perri Moreno and Catherine Baird, Montclair State University

Montclair State University Libraries is seeing years of collaborative conversations come to fruition with the mapping of Engaged Citizenry and Critical Information Literacy (CIL) across the new general education curriculum. The newfound structural gateway into the curriculum presents challenges and opportunities for our already under-resourced team. In order to be successful, we are prioritizing our professional well-being and grounding our instruction program in a foundation of caring, both for our students and ourselves. This presentation will cover the initial planning stages, restructuring our program, creating a community around teaching amongst librarians, and introducing the concept of CIL to faculty.

Drew Wallace, Montclair State University, co-created this presentation.

- Identify opportunities to guide faculty in incorporating Critical Information Literacy within their course
- Recognize the elements of a library instruction program that focus on the value of self-care and collaboration.

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



CONFERENCE ROOM C

Immersive Technology Needs Pedagogy

Hiva Kadivar and Hannah Rainey, North Carolina State University

There is growing strategic interest and investment in utilizing immersive technologies within classrooms and libraries. Immersive technologies require intentional pedagogical practices in order to positively impact teaching and learning. In this session, librarians working in the Cyma Rubin Visualization Gallery, a 360-degree immersive space, at NC State University will share examples that illustrate the potential of immersive technology to improve the learning experience. Using the Cognitive Affective Model of Immersive Learning (Makransky & Petersen, 2021) as a framework, attendees will discuss the challenges and benefits of integrating immersive technology in instruction. While the examples are specific to the resources available at NC State, the discussion will extend beyond any specific technology.

- Reflect on the role of immersive technologies in student learning and success
- Discuss pedagogical considerations when integrating immersive technology into library instruction
- Explore service model considerations for immersive teaching and learning spaces in libraries

Intended Audience: At least some experience with the topic



CONFERENCE ROOM F

We Don't Take Summers Off: Nurturing Undergraduate Summer Research at a Liberal Arts College

Erin Sulla, Occidental College

Each year, Occidental College hosts the Summer Research Program, a competitive, fully-funded, faculty-mentored program open to all students and hosted by the campus' Undergraduate Research Center (URC). In previous years, students struggled with the proposal writing process, particularly supporting their ideas with scholarly resources. In 2023, subject librarians at the Oxy Library partnered with faculty in the URC to address these gaps through workshops, consultations, mentorships, and other opportunities to strengthen students' research skills before, during, and after the program. This session details the steps taken to foster this collaboration and some key takeaways from the first year of this ongoing partnership.

- identify potential campus stakeholders for enhancing library visibility and interaction with student researchers.
- apply strategies to their own development and assessment of library/faculty collaborations.

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



NAPER 1

"I Wish I Knew This Earlier!": A Qualitative Analysis of Student Instruction Feedback

Faith Rusk, Melanie Smith, Lizzy Borges and Zia Davidian, San Francisco State University

This presentation will discuss a qualitative analysis of the two free-response questions from the ACRL Project Outcome Instruction survey: 'What did you like most about this session?' and 'What else could the library do to help you succeed in your classes?' Librarians on the Student Success & Engagement Team had noticed recurring themes in responses but undertook a systematic analysis to see how this student feedback could inform instruction practices as well as library operations as a whole. This presentation will share our methodology and findings and discuss implications for our library instruction program and library operations.

- describe and adapt the codebooks and coding process used in this study
- interpret insights gained from student feedback

Intended Audience: Brand new to the topic



NAPER 2&3

Information Ecosystems and Research Conversations: Rethinking Information Literacy in the Modern Media Landscape [INTERACTIVE]

Sarah Morris, The Carter Center

A concept that is likely quite familiar to instruction librarians is the idea that 'research is a conversation.' But the information ecosystems we all inhabit involve, and even promote, different kinds of conversations, with different players, communication norms, methods, approaches, and audiences. How can information literacy instruction be utilized to not only equip students with valuable research and critical thinking skills but to also empower students to navigate complicated and often contentious online information ecosystems? This interactive workshop will provide a space to explore and discuss these questions through large and small group discussion, brainstorming, and independent work time.

- define information ecosystems and will explore trends that shape these ecosystems
- critically analyze information literacy library instruction in light of current information ecosystems
- develop ideas for new approaches to library instruction that address unique aspects of our current information ecosystems

Intended Audience: Brand new to the topic



BAILEY/HOBSON

Embracing Failure: A Path to Growth and Learning in Libraries

Margarita Shawcross, University of Northern Colorado, Stacey Brown, Eckerd College and Paloma Barraza, University of Minnesota

From teaching to researching, our responsibilities as librarians are vast. Since we are surrounded by subject specialists it's easy to doubt our work and worth. This presentation challenges the negative perception of failure and promotes its role in learning. Failures in reference consultations, one-shot instruction, and course instruction will be shared, and discussion on how reframing setbacks as opportunities are important for growth in librarianship. The role of the Imposter Phenomenon and its negative impact on future growth will be addressed.

- Recognize that failure is part of the information literacy teaching process.
- Explore failure across three different library scenarios and discuss actionable strategies to reframe failure positively.
- Gain insights into the root causes and implications of the imposter phenomenon within the context of librarianship.

Intended Audience: Brand new to the topic



CONFERENCE ROOM A

Old and New Growth: Augmenting library Instruction with Gamification and Game-Based Learning

Alexis Gomez, Dartmouth University and Yolanda Hood, UMass Lowell

Many librarians face the same dilemma: the number of students we seek to interact with outstrips the hours librarians have to work with students. While maintaining our roots through course-integrated library instruction sessions, we grew our capacity through play, gamification, and game-based learning as ways to encourage students to spend their own time learning about library skills and spaces. We will share three examples of gamified library instruction that successfully augmented traditional library instruction sessions, and we will discuss the challenges of gaining buy-in from the academic support community, partnerships with design courses to leverage student time for play testing, and piloting and promoting the activities.

Laura Barrett, Dartmouth University, co-created this presentation

- Examine play as an alternative path to teaching basic library skills (aside from the traditional instruction session)
- Explore place-based possibilities for incorporating play at their institutions, tied to local lore, traditions, and opportunities.

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



CONFERENCE ROOM B

Empowering Student Employees: Integrating Information Literacy with Practical Training

Jacob Lackner, S. Paige Crowl and Alexandria Kord, Oxford College of Emory University

The Oxford College Library's Student Employee Team (SET) hires and supervises over 50 student employees a year. This presentation will detail how library staff develop and instruct student employees to meet the needs of the library. Instruction includes library values, technology, and tasks, and is designed so that every staff employee is equipped to train students. Participants will take away strategies for improving instruction for student employees, outreach techniques for increasing student engagement, ideas for student leadership development, and suggestions for how to collaborate with other campus groups to foster community among student groups.

- learn new and innovative ways to provide information literacy instruction and practical training for student employees
- learn strategies to collaborate with external departments to strengthen their student employment program and campus relationships.
- learn valuable outreach techniques to collaborate with student employees in library instruction and special projects.

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



CONFERENCE ROOM C

Changing Librarian Roles in the Emerging Digital and Open Education Landscape: An Environmental Scan Research Study

Donna Harp Ziegenfuss, University of Utah

COVID-19 accelerated change and pivoted librarian instructional priorities toward online learning modalities with a focus on using digital resources. Increased awareness and use of these digital Open Education Resources (OERs) has continued to rise post-pandemic. This session will introduce the intersection of the concepts of OERs, Open Pedagogy (OP), and Universal Design for Learning (UDL) and provide a short description of a sabbatical research project around these topics. Using the research study findings, participants will discuss and reflect on strategies to integrate these open resources, tools, and concepts into their own teaching practice. This student-focused approach that uses OERs and OP to engage students in the sharing of power in learning communities has been reported in the literature to result in transforming teaching practice.

- Take away a richer understanding of the opportunities and challenges and the 'why' behind OERS and integrating open pedagogy into current teaching practice.
- Reflect on their own institutional instructional context for OERs and open pedagogy
- Identify areas of open learning that they would like to explore and align to their broader campus initiatives.

Intended Audience: Brand new to the topic



NAPER 1

ChatGPT in Higher Ed: Student Use, Misuse, and AI Literacy Interventions

Marianne Myers and Shaun Peevsasser, Tulsa Community College

During the Fall 2023 semester, TCC librarian, Marianne Myers, teamed up with TCC Sociology professor, Shaun Peevsasser, to study student use and misuse of ChatGPT and to introduce a librarian-led AI literacy intervention to students. The session will provide an overview of the content included in the AI literacy session and present the findings of the student survey about their ChatGPT use along with their assessment of the AI literacy intervention. We will also discuss recent changes made to the Spring 2024 AI literacy session and its outcomes.

- learn about skills to include in their own AI literacy instruction sessions in order to teach their students the appropriate and ethical uses of ChatGPT.
- leave with insights into how a sample of community college students are using ChatGPT and their opinions on the ethics of its use in academic work in order to understand their own student populations.

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



NAPER 2&3

Fertilizing the Social and Emotional Roots: Assessing Belonging, Confidence, and Connectedness in Academic Library Programming

Kate Langan, Western Michigan University

What is flourishing and how do academic libraries contribute to student flourishing? What are the assessable skills and attitudes that indicate flourishing? This session presents the Framework for Flourishing, an assessment toolkit that defines and measures flourishing in academic librarianship. The three frames 1. belonging develops purpose, 2. confidence develops resiliency, and 3. connectedness develops potential will be discussed and applied to academic library programming. The Framework for Flourishing complements the ACRL Framework, provides shared language to help practitioners communicate the value we add to student flourishing. Participants will be given a copy of Framework for Flourishing along with a rubric to apply to their own work.

- define flourishing and summarize the value added through the three frames of belonging, confidence, and connectedness as they relate to academic library work
- identify and evaluate ways in which the frames of belonging, confidence, and connectedness appear in their own work.
- apply the Framework for Flourishing as a tool to help them assess and discuss the value added of belonging, confidence, and connectedness in library programming

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



BAILEY/HOBSON

Growing Our Practice: Developing a Mentorship and Community-Building Program for instruction Librarians [INTERACTIVE]

Karleigh Riesen and Sarah Sahn, University of Alabama

A program of support for instruction librarians is essential to foster ongoing engagement with teaching and student learning. This session will detail the development, assessment, and growth of a mentorship and community building program within a large R1 research library. This program addresses the needs of new-to-the-field, newly hired, and experienced instruction librarians as well as the coordinator of library instruction. The goal of this program is to provide opportunities, community, and resources for librarians to grow in their teaching practices. Attendees will leave the session with ideas and strategies for implementing a similar program of support within their library.

- explore mentorship and support systems in order to create a strong community of practice in a library instruction program.
- apply elements from an instruction mentorship and support program to identify needs and strategies for implementation at their home institution.
- reflect on their experiences throughout their career in order to identify additional areas for support and community building in library instruction programs.

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



CONFERENCE ROOM A

Using the Humble Inquiry Approach to Cultivate Flourishing Librarian-Learner Relationships

Katie Odhner, Penn State Abington and Emily Reed, Penn State Harrisburg

Teaching librarians often nurture budding learners through helping interactions. As unseen forces of nature, social and power dynamics significantly impact how help is given and received. Drawn from the field of social psychology, Edgar Schein's 'humble inquiry' approach to helping relationships merits attention from librarians. Humble inquiry requires the librarian to ask the patron open-ended questions while cultivating a relationship rooted in curiosity and genuine interest. This workshop will examine the benefits of asking and listening over knowing and telling, especially as a means of effectively supporting patrons from marginalized communities.

- Recognize the role of social dynamics in patron-librarian learning interactions.
- Describe how the humble inquiry approach equalizes this social dynamic, particularly benefitting marginalized patrons.
- Apply strategies from the humble inquiry approach in order to provide a patron-centered learning experience.

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



CONFERENCE ROOM B

Tilling the Soil: Reinvigorating Our Learning Objects Landscape

Hailley Fargo, Northern Kentucky University

Learning objects such as LibGuides and video tutorials are common across academic libraries. However, the strategies and pedagogies used to create, maintain, assess, and sustain these objects vary. This presentation will share a multi-year process to consider and build upon the learning object landscape at a regional university library. This work resulted in a suite of new instructional videos and an LTI integration of LibGuides with Canvas. The presentation will share the process, challenges, opportunities, and lesson learned. Audience members will walk away with practical tips and ideas for how to do this kind of work in their own libraries.

- Discuss strategies for growing, aligning, and sustaining learning objects created by teaching and learning teams.
- Reflect on their own learning object landscape in order to strategize ways to connect and sustain this work

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



CONFERENCE ROOM C

Sustainable Support for Dual Credit: Connecting High School Students with Your Library

Yvonne Tran and Alena Manjuck, Nevada State University

As dual credit programs grow in popularity, creative solutions are needed to connect high school students with university academic support services. At Nevada State University, we have developed an innovative professional development program designed to empower dual credit instructors with tools and support to craft research assignments and engage students with library resources. This approach offers a sustainable way for librarians to assist instructors with developing information literacy learning opportunities customized for their classes.

- Understand the role of librarians in supporting dual credit instructors and students
- Identify stakeholders who can benefit from and contribute to dual credit support initiatives
- Apply strategies for working effectively with high school instructors to integrate university library services and resources into the dual credit curriculum

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

SATURDAY BREAKOUT SESSIONS

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

NAPER 1



Beyond Misinformation: Strategies and Tactics for Addressing the Growing and Pernicious Problem of the Misrepresentation and Misappropriation of Research

Winn W. Wasson, Syracuse University

In today's information environment, researchers must prepare for the possibility that their research could go viral-but in a way that misunderstands, misrepresents, or misappropriates their research to support an ideological agenda, or that makes them the target of politically motivated harassment. This presentation discusses a workshop that educates faculty and students about the contemporary issues surrounding the misrepresentation and misappropriation of research and how researchers can prepare for and respond to situations in which their research becomes a political target.

- Recognize the growing problem of ideologically motivated individuals and groups misrepresenting and misappropriating research, or politicizing it in other ways.
- Evaluate suggested strategies and tactics and devise new strategies and tactics for proactively developing responses to the misrepresentation and misappropriation of research.
- Assess how they can advise students and faculty at their own campuses on how to prepare for and respond to mischaracterizations and misappropriations of those individuals' research.

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

NAPER 2&3



Reimagining Creativity-focused Library Instruction [INTERACTIVE]

Mark Dahlquist, Miami University

Participants in this high-participation interactive workshop will share perspectives on the question of how libraries and library instruction can more effectively support creativity. We will consider whether a creativity-first instructional framework would be of value to libraries and, if so, what its "frames" for creativity-oriented instruction might look like. What are the guiding instructional norms and service models that can sustain individual, social, and civic creativity, even in these days of AI tools, influencers, and misinformation? Attendees will engage in ideation and conversation to share ideas and experiences to envision new practices for supporting creativity in libraries.

- be able to describe and evaluate perspectives shared during the session about the dispositions and skills that could define a framework for supporting creativity in libraries.
- assess ideas that have been shared about library creativity infrastructure and tools, and how library resources can better support creativity.
- be able to compare existing and proposed approaches to information or library creativity in connection with individual user needs and larger questions of civic values and social justice.

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

BAILEY/HOBSON



Diversify the Forest: Applying the ACRL Framework Companion Documents to Information Literacy Program Assessment and Development

Carl O. DiNardo, University of South Florida

This presentation discusses the value of the ACRL Framework Companion Documents to an information literacy program through the lens of the STEM, Gender Studies, and Sociology Framework companions and how these documents inform assessment and development of IL programs. The presenter will describe how the ACRL Companions add needed dimensions, such as information issues related to DEI, to the assessment of a suite of information literacy learning workshops at the University of South Florida. The project provides insights into the limitations of the ACRL Framework and how the companion documents strengthen the original work.

Susan Ariew, University of South Florida, co-created this presentation.

- Identify general gaps (such as diversity) in the ACRL Framework that are better addressed in the companion documents
- Identify discipline specific concepts not available through the ACRL Framework
- Assess their own IL programs by using the ACRL Companion Documents to improve instruction.

Intended Audience: At least some experience with the topic



CONFERENCE ROOM A

Artificial Intelligence in Information Literacy? The Green Critique

Amber Dierking, Grand Valley State University

Many librarians and information professionals have seen conversations around artificial intelligence (AI) and its uses quickly expand alongside assumptions that it has significant staying power, that as information literacy instructors we need to jump on the train of teaching and using it to keep up to date with the latest technology, and that its proliferation and widespread adoption in society is inevitable. This presentation will challenge these assumptions by drawing attention to AI's significant and oft overlooked environmental impacts through a critical information literacy framework and Ecoliteracy. We cannot talk about 'ethical' AI use without considering its environmental impact.

- be able to recognize the impact of AI on the environment
- be able to articulate what ecoliteracy is and why AI's environmental impact must be included in any conversation about AI in ethical/critical information literacy
- be encouraged to identify how can we implement this perspective into their work, and how to expand this critique beyond AI to any other emerging tools and technology

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



CONFERENCE ROOM B

Cultivating an Inclusive Garden: DEI Engagement and Outreach on Display in Academic Libraries

Alex Boris, University of Tennessee, Knoxville and Amanda Breu, St. Cloud State University

Engagement is the key to student success and student support, and diversity and inclusion lead the way to reaching new students and meeting current students where they are. Spicing up and revisiting new and old methods of engagement with students can build an environment where they feel supported, involved, and seen. In this presentation, you will be introduced to how three academic libraries are using traditional orientation events and presentations, innovative transfer programs, and diverse book displays to reach minoritized groups and solidify the library as a welcoming environment on campus. Suggestions on how this approach can be used at other institutions will be presented.

Molly Olney-Zide, University of Delaware, co-created this presentation.

- Identify how outreach can promote a diversity, equity and inclusion agenda.
- Evaluate how outreach activities fit into their institution's mission, values, or strategic plan.
- Design an outreach activity that meets their institution's goals.

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



CONFERENCE ROOM C

Fruitful Collaborations: Preparing Underserved High School Students for College and Beyond

Janet Clarke, Christine Fena and Chris Kretz, Stony Brook University

Librarians have long noted that the wide range of student competencies in research skills reflects significant gaps and inequities in information literacy instruction in K-16 education. How can postsecondary librarians address this perennial problem? In this presentation, Stony Brook University librarians will share their experience with the 'Ready for Success' information literacy project. Leveraging the expertise of university librarians, high school librarians, teachers, and administrators, the project aims to strengthen collaboration between high school teachers and librarians, and also promote equitable readiness for life beyond high school. The project team will discuss key aspects of this program, from recruitment of the high school cohort and curriculum for a teacher retreat to subsequent classroom integration, feedback from stakeholders, and the potential for new collaborations and partnerships.

- reflect on their role in collaborating with high school librarians and other secondary educators to strengthen student research skills.
- recognize the impact of implementing small but targeted learning activities into pre-existing curricula.

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



NAPER 1

Generative AI: Teaching Students the Applications, Risks, Best Practices, and Alternatives

Tracy Coyne and Frank Sweis, Northwestern University

Students and faculty are grappling with questions about generative artificial intelligence (e.g., ChatGPT, Dall-E, Bard): Is everyone else using it? Does my instructor use it? Can I use it for course assignments? Is it considered cheating? What are any drawbacks to using it? In this session, a trio of librarians will describe how they created a session for students to inform them about the risks and limitations of using generative AI (GAI), while showing how adapting it for use with existing library resources can result in better content for their assignments.

Jeannette Moss, Northwestern University, co-created this presentation.

- Understand the basics of what GAI is, how it works, the risks and limitations to students for using it for course assignments, and how library resources may provide better content;
- Know best practices for students to follow when using GAI effectively and responsibly;
- Hear the presenters' reflections and takeaways from the instruction event.

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



NAPER 2&3

How We Created a Research Rubric Meant for Everyone: Making the Library and Its University Partners More Student-Ready [INTERACTIVE]

Barbara Anderson, Roosevelt University

The Student Research Learning Outcomes (SRLO) rubric utilizes concepts and frameworks of the AACU VALUE rubrics. Unlike the VALUE rubrics, the SRLO rubric is discipline-neutral, serving as an evaluation tool that indicates progressive benchmarks and implements research-focused pedagogies. The rubric is flexible. Instructors can readily amend it to add discipline-specific language and emphasis on research. It achieves the goal of identifying where students are in their research journeys to support their advancement.

A brief discussion of the process for creating, norming, and piloting the rubric will be followed by the audience engaged in using the SRLO rubric to score and evaluate some student work. A discussion will follow with participants sharing thoughts on how this type of rubric might be used at their institutions.

- Identify their libraries' needs around research library instruction, and develop a strategy to meet students' learning needs
- Define and use an analytic research rubric that identifies students' formative research growth and gaps in the curriculum and instruction
- Identify potential active stakeholders who want to have a common language around developmental research pedagogy and to collaborate with the library to support its consistent integration into programs and their courses.

Intended Audience: At least some experience with the topic



BAILEY/HOBSON

Past the Aha!: Teaching for Serendipity in Primary Source Research [INTERACTIVE]

Jason Ezell, Miami University, Ohio

This workshop invites attendees to explore how we might design instruction for what happens before and after serendipitous discovery. Participants will try out, as students, the pedagogical interventions suggested by a 2021 exploratory study which weighed the relevance to library instruction of Björneborn's 2017 framework for serendipity. After trying the student exercises, attendees will respond to two case studies from the project and share what might work best for themselves, as teachers.

- sketch scholar profiles in order to successfully prepare themselves for primary source exploration.
- conduct shared reflection on primary source encounters in order to situate themselves in relation to the sources and to propose future research actions.
- respond to relevant learner case studies in order to brainstorm teaching interventions to support their students before and after source discovery.

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



CONFERENCE ROOM A

Strengthening our Roots: Cultivating Belonging in the Library Instruction Classroom through an Inclusive Pedagogy Teacher Training Program

Christine Mueller, Xavier University

Grow your teaching practices to new heights! Learn how a librarian training program sprouted from an inclusive pedagogies project and bloomed into library instruction workshops for teaching librarians. Using a LibGuide on inclusive pedagogies as the focus, attendees will be shown tools to develop best practices in library instruction sessions for incorporating multiple inclusive pedagogies, as well as how these practices work in tandem with active learning strategies. Learn how to strengthen your own instructional design practices and grow a librarian training program that applies inclusive pedagogies to foster engagement and belonging in the classroom.

- learn how to develop and conduct a teacher training program for instruction librarians.
- learn about a variety of inclusive pedagogies and how to apply them to library instruction lesson plans.
- learn how active learning techniques promote belonging in the library instruction classroom.

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



CONFERENCE ROOM B

Cultivating Information Literacy Pedagogy with Student-Instructor Partnership

Rachel Fundator and Clarence Maybee, Purdue University Libraries & School of Information Studies

In traditional approaches to teaching, instructors make decisions about what should be learned and how. In contrast, Students as Partners (SaP) pedagogy recognizes that students have unique contributions to offer in their learning journeys. In this 50-minute session, learn about two novel information literacy programs in which students worked with instructors to co-develop meaningful educational experiences exploring today's information ecosystem. We will provide an overview of the SaP approach, its benefits, and recommended practices. We will also highlight how SaP aligns with core librarianship values. Throughout the session, attendees will envision opportunities for growing relationships with students in their contexts.

Samantha LeGrand, Purdue University, co-created this presentation.

- Describe elements of SaP and various ways in which it may be applied to libraries contexts (i.e. teaching, research, programming, services)
- Explain how SaP can be applied as an inclusive teaching and learning approach
- Identify opportunities for integrating SaP practices into new or ongoing initiatives in their context

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



CONFERENCE ROOM C

Empowering Students Wherever Learning Takes Place: On-demand East Asian Information Literacy Tutorials

Qian Liu, University of California, Davis and Yao Chen, University of Chicago

Amid a surge in technological innovation and an increasing need for librarian expertise in area studies, there arises a critical need for discipline-specific Information Literacy skills. Originating from a grass-root initiative to empower diverse students in East Asian studies, this presentation introduces the East Asian Information Literacy Tutorial project, a user-centered video series that facilitates autonomous and self-directed learning to improve information literacy skills. It is noteworthy that this collaborative project is supported by a wide range of East Asian studies librarians from both public and private US R1 institutions. Through introducing the creation, collaboration, application, and reflection of this pioneering project, we explore discipline-specific pedagogical content knowledge, invite discourse on adapting to new technologies, and reflect on fostering cross-institutional collaboration and measuring educational impact.

- will gain an understanding of how to create subject librarian-driven tutorials to introduce subject-specific information literacy concepts.
- will discuss and identify strategies for successful cross-institutional librarian-librarian collaboration, librarian-faculty collaboration, and librarian-student collaboration.
- will compare content knowledge and pedagogical knowledge and assess the best practices for synthesizing the two to achieve desired results.

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



NAPER 1

Unmasking the Hidden Curriculum: How It Negatively Impacts the One-Shot Model and First-Generation Low-Income Students

Katie Albright, Otterbein University and Don Simmons, Jr., SUNY Westchester Community College

A critical analysis of librarianship literature suggests that the traditional one-shot model of librarian instruction reinforces the hidden curriculum, impeding the academic advancement of first-generation low-income (FGLI) and underrepresented students. This approach hinders their academic progress and exacerbates existing disparities in librarian pedagogy. To address these shortcomings, Culturally Responsive Teaching (CRT) should be adopted as a pedagogical framework, and librarians must prioritize cultural competency to effectively serve the diverse student populations they care for. This proposal advocates for a paradigm shift in librarian instruction, calling for a thorough examination of the hidden curriculum and the one-shot model.

- identify the Hidden Curriculum and the ways in which it impacts first-generation and low income (FGLI) students
- identify shortcomings in the one-shot instruction model, particularly in relation to FGLI students.
- recognize and apply innovative ideas to improve their information literacy instruction, creating a more equitable learning environment for all students.

Intended Audience: Brand new to the topic



NAPER 2&3

Blueprint for Success(ful) Library Instruction: Blossoming New Relationships Across Campus

Dan Chibnall and Priya Shenoy, Drake University

Libraries can showcase their campus value through collaborations with individual departments & faculty but even more so with a first-year curricular program. This presentation describes and explains how library faculty collaborated, designed, implemented, and assessed a program to introduce & teach all the first-year students about the library's resources, spaces, and expertise in information literacy. The presenters will share their experiences in this unique program, what they learned from its implementation, the relationships they built across campus, and how they plan to adapt it for future cohorts of students.

Carrie Dunham-LaGree, Drake University, co-created this presentation

- Learn how to design, implement, & assess a program to teach first-year students about their campus library
- Examine areas within their libraries' curriculum/outreach for development of a larger campus program
- Identify potential campus partners to collaborate with on first-year programs

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



BAILEY/HOBSON

Digging Deeper into Evaluating Children's Literature: Cultivating Students' Critical Consciousness [INTERACTIVE]

Kayleen Jones, University of Minnesota Duluth

Children's books perpetuate stereotypes and dominant worldviews, requiring education students to practice digging deeper into evaluating children's literature. This session will sow the seeds of critical consciousness, focusing on revamped lesson plans informed by critical information literacy. Revamped lessons were created to help students evaluate representations of BIPOC characters in children's literature. In this interactive workshop, attendees will discuss and participate in lesson activities, including identifying types of representation for BIPOC characters to avoid single story narratives and using demographic surveys and children's literature diversity statistics to recognize and critique power structures in the publishing industry.

- Teach critical information literacy concepts when working with children's literature
- Adapt this model of information literacy instruction to their own work with children's literature in order to cultivate critical consciousness in their students

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



CONFERENCE ROOM A

Seeding Success: Growing Information Literacy through Curriculum Integration

Scott Shumate and Jenny Harris, Austin Peay State University

As information creation and dissemination continues to evolve, librarians must find strategic ways to equip students with the tools they need to be ethical and efficient researchers. This session will explore the experience of two librarians who proposed and designed credit-bearing courses focused on responsible digital citizenship and ethical use of artificial intelligence, offering the first for-credit library courses at Austin Peay State University. The presenters will discuss course design, learning outcomes, and teaching strategies, emphasizing practical applications. Attendees will gain an understanding of the courses' development along with insights into how to adapt these courses at their own institutions.

- Recognize the challenges of establishing for-credit library instruction, even when no such instruction is present at the institution, and develop a plan for implementing such courses despite these challenges.
- Identify strategies to develop their own curriculum for their courses centered on the library's strengths in information literacy and centered on the ACRL Framework for Information Literacy.

Intended Audience: At least some experience with the topic



CONFERENCE ROOM B

An Apple A Day: Daily Actioner Assessment within Asynchronous Video Instruction

Amy Dye-Reeves, Auburn University

Have you ever been frustrated by having to create, implement, and ultimately digest a large amount of assessment information from either a one-shot or course-bearing session? Have you ever stayed up at night wondering if your hard work within assessment makes sense to the respondent and presented to an administrator? This session will help you (the participant) create an evaluation with a partner in the room and learn how to implement various assessment points quickly. The session allows participants to know and feel anyone in the process and help achieve one's overall assessment goals. The session involves identifying real-life problems and quickly developing a solution for the lengthy assessment data. The session aims to streamline assessment questions, analyze soon without length charts, and feel refreshed and relaxed while working with assessment data for asynchronous video instruction.

- identify and learn how to implement new instructional technologies, including but not limited to Panopto and Kaltura.
- design diverse assessments constructed through the data held within asynchronous instructional videos.
- construct and organize the daily data collected from asynchronous video platforms to ensure that all learning concepts are represented through diversity, equity, and inclusion.

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



CONFERENCE ROOM C

Stepping into the Old Growth Forest to Appreciate a Legacy of Collaboration and Outreach from Conference LOEX (1971-1981)

Kelly Hangauer, University of Iowa

Drawing on the presenter's historical analysis of the first ten years of LOEX conference proceedings (1971-1981), this presentation will highlight the perspectives of our LOEX predecessors as they built instruction programs from the ground up. Through primary documents, we will explore the complex dynamics involved with outreach during this era, as librarians sought to connect with reluctant faculty and convince skeptical library administration of the value of their work. Conference LOEX's role in fostering collaboration through its programming and clearinghouse will be highlighted. Session attendees will walk away with an appreciation for how the 'first generation' of bibliographic instruction librarians confronted the stereotype of passivity and set in motion a new type of public service librarianship defined by collaboration, innovation, and outreach.

- identify the obstacles faced by instruction librarians in the 1970s as they advocated for their programs both internally and externally.
- assess the role of LOEX and the broader bibliographic instruction movement in professionalizing academic librarianship.
- demonstrate how our work today builds on the legacy of librarians at LOEX during its first decade.

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

GRAND BALLROOM

Crafting Queer Conversations: Collaborating with Community Partners to Create Discussion-Based Programming

Calantha Tillotson, University of Tennessee Knoxville

Igniting Our Instruction Through a Community of Practice

Sarah Simms, Louisiana State University

Personal Librarian 2.0: Pairing Students by "Identity Cohorts" for Belonging, Support, and Success

Audrey B Welber, Princeton University

Preparing Citation and Assessment Guidelines for the Use of AI in Student Coursework

Katie Lai, McGill University

You're (Maybe) On Your Own, kid: Burning Bridges to Get Teaching Accommodations

Lisa Martin, University of California San Diego

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



NAPER 1

Out on a Limb: Integrating Library Information Literacy Micro-courses in First-Year Courses

Lorin Flores and Patricia Hernandez, Texas A&M University - Corpus Christi

First-year classes typically generate high demand for one-shot instruction sessions, challenging institutions with fewer instructional librarians. At Texas A&M University-Corpus Christi, a team of three librarians went out on a limb and collaborated with First-Year faculty to develop two micro-course suites based on the ACRL Information Literacy Framework for use in University Seminar classes. The micro-courses contained video, narrative content, activities, and assessments built in Articulate/Rise 360 and delivered through Blackboard in the most current iteration. The result has blossomed into an exciting new approach to First-Year information literacy instruction, with aspirations to develop micro-courses for other purposes.

Emily Sartorius Murphy, Texas A&M University - Corpus Christi, co-created this presentation.

- define microlearning and micro-courses and understand their benefits
- identify successful strategies for micro-course implementation for high-volume classes
- identify existing instructional tools and resources that can be used in the rapid implementation of micro-courses housed both outside and integrated within a learning management system

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



NAPER 2&3

Workshop Simulation: Teaching Graduate Students how to Read and Critically Consume Systematic Reviews [INTERACTIVE]

Elizabeth A Sterner and Alissa Droog, Northern Illinois University

In this interactive workshop, participants will experience our workshop on systematic reviews as students themselves. They can simultaneously learn about systematic reviews, how to evaluate them, and reflect on how they might teach something similar. Our introduction will reflect on workshops that we have run at our institution introducing graduate students to systematic reviews. Attendees will assess a systematic review for its team composition, research question, and search methods. Finally, attendees will reflect on how they might adapt the workshop to their own needs.

- Differentiate a systematic review from other types of literature reviews and primary studies
- Assess a systematic review for its team composition, research question, and search methods

Intended Audience: Brand new to the topic



BAILEY/HOBSON

You Can't Grow Carrots without Seeds: Developing and Delivering an Open, No-Code Data Literacy Course for Undergraduates

Clayton Hayes, Kenyon College

This presentation will serve as an introduction to the open, no-code, half-semester data literacy course which I developed and delivered at Kenyon College, a small liberal arts institution in central Ohio. I'll discuss the somewhat unique circumstances that led to the course proposal, along with the research and planning that went into that proposal. Aside from a brief sketch of the course's planning process, the rest of the session will focus on its implementation and on the materials available for those wishing to replicate or adapt the course.

- Identify the theoretical underpinnings of the course's approach to data literacy
- Contextualize the open materials on which the course was built
- Implement their own data literacy course using the shared materials

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



CONFERENCE ROOM A

Sprouting Anew: Using Canvas to Revitalize Novice Library Instructor Training

Kirsten Feist, Alexander Deeke, María Emerson and Piper Martin, University of Illinois Urbana-Champaign

Effectively training novice instructors how to teach in the classroom and in one-on-one settings is a perennial challenge in librarianship. Four librarians at the University of Illinois Urbana-Champaign collaborated to develop a series of online Canvas tutorials to reconceptualize and revitalize teaching graduate assistants about library instruction fundamentals in the areas of lesson plan review, classroom management, instruction practice and reflection, and research consultations. This presentation will explore the process of creating tutorials, the reasoning behind the tutorial topics chosen, assessment data from participating graduate assistants, and benefits, lessons learned, and applying this process to a variety of training contexts. Participants will identify the benefits and challenges of creating and utilizing online library instruction tutorials in order to create online training tutorials for their own libraries and teaching contexts.

- Recognize foundational tutorial topics for novice library instruction learners in order to incorporate topics into training practices at their own institution and context.
- Identify the benefits and challenges of creating and utilizing online library instruction tutorials in order to create online training tutorials for their own libraries and teaching contexts.
- Recognize foundational tutorial topics for novice library instruction learners in order to incorporate topics into training practices at their own institution and context.

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



CONFERENCE ROOM B

Seeing the Forest and the Trees: Integrating Curriculum-Integrated Learning Outcome Development and Assessment with an Academic Review Process

Chad Kahl, Heather Koopmans and Chris Worland, Illinois State University

Learn about an effort to connect the development of curriculum-integrated information fluency learning outcomes with programs' self-studies in our campus' program review. Discover how librarian and faculty collaboration informed an effort to strengthen the library's role in the overall self-study and academic review process. Find out about the series of four summer workshops in which paired subject librarians and program faculty members jointly developed information fluency learning outcomes mapped to the curriculum. Hear from subject librarians about their experiences with the workshops. Hear what lessons have been learned after the first two years of the effort and what's planned next.

- compare subject librarians' experiences in order to identify potential for developing tiered learning outcomes with their own subject/liason areas.
- be able to describe how the development of curriculum-integrated information fluency learning outcomes was integrated into a Midwestern comprehensive university program review process in order to consider using and adapting these practices to their own reviews.

Intended Audience: At least some experience with the topic



NAPER 1

Building a Shared Vision for Information Literacy in the General Education Curriculum

Evan Kuehn, Jayde Rose and Brittany Poku, North Park University

This session examines how the instruction librarians at Brandel Library of North Park University transformed their information literacy vision for incoming undergraduate students into a robust program by identifying and communicating with campus collaborators, carefully constructing student learning outcomes, and designing assessments with a student-centered approach. It will highlight challenges related to faculty buy-in and striking a balance between information literacy instruction that is both broad enough to impact all students, and specific enough to prepare them for upper level courses in their majors.

- identify key stakeholders and potential collaborators on their campus for promoting information literacy as a learning outcome for their institution's core curriculum or first year experience program.
- articulate how their library's information literacy learning outcomes relate to their institution's core curriculum or first year experience program.
- link these shared learning outcomes to creative library instruction methods for use in their institution's core curriculum or first year experience program.

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



NAPER 2&3

Weeds or Seeds? Finding Viewpoints and Voices on Social Media [INTERACTIVE]

Linnea Minich, University of the South

In library instruction, we talk a lot about the scholarly conversation, but it's also helpful for students to find other conversations, even on social media. Investigating the conversation on social media might seem unconventional and even dangerous, but there are many applications for this information seeking. Students can understand the nuance in conversations on controversial issues and trace the information cycle. They can find marginalized voices and activists from and advocating for underrepresented groups. This workshop will show how we can help students find and use these conversations. We will practice activities that help students think critically about how conversations affect the kinds of information (and misinformation) shared and how these conversations fit into the process of information creation.

- understand how examining conversations on social media can benefit students in a range of disciplines.
- develop and practice search methods they can use to help students find the conversation on social media.

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



BAILEY/HOBSON

Layers of Instructional Outreach: Strategies for Grafting New Growth in the First Year of Liaison Librarianship

Liana Bayne-Lin and Kathryn Eckler, James Madison University

Two new Science & Math Liaison Librarians developed an encompassing outreach strategy. The presenters put down roots in the College of Science & Math and a peer tutoring center to cultivate strong foundations for growing intentional cross-campus relationships beyond the library. Embedded office hours, creative communication, new instruction strategies, and collaborating with first-year students all played a role in this work. The presenters will share outreach successes and roadblocks and plans for moving these partnerships forward in year two. Participants will generate ideas for creatively expanding outreach efforts to academic departments and other student support offices on their own campuses.

- recognize the successes and challenges of developing an instructional liaison librarian outreach program in order to inform their own programming.
- reflect on their own outreach strategies in order to develop new instructional partnerships across campus.

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



CONFERENCE ROOM A

Planting Seeds for Graduate Student Success!: A Summer-Long Intensive to Support Dissertation Proposal Writing and Research

Joe Buenker and Jessica Early, Arizona State University

This presentation focuses on the collaboration between an English Studies research librarian and an English education university professor to create an online summer-long writing- and research-intensive workshop to support doctoral students in writing their dissertation proposals. This presentation will share the way the research librarian and professor created a structured and scaffolded approach to support doctoral research and writing using weekly meetings, one-on-one research consultations, tangible and customized writing and research goals, and continuous feedback. This session shares an adaptable model for collaboration between librarians and professors to mentor and support graduate students with high-stakes writing and research projects.

- learn about designing pre- and post-surveys designed to gauge student workload expectations and writing efficacy.
- develop an understanding of how to teach high-stakes written genres by breaking them into their component parts.
- learn how to create digital file and folder systems for the support of doctoral student research consultations.

Intended Audience: Brand new to the topic



CONFERENCE ROOM B

Sowing Seeds for Success: Equitable Grading in the Information Literacy Classroom

Alicia G. Vaandering, University of Rhode Island

What impact does your grading and assessment have on student success and retention? Research has shown that traditional grading can have a negative impact on student learning by placing students who come to the classroom with less knowledge or experience with class content at a disadvantage. This session will introduce the practice of ungrading, an umbrella term that encompasses a wide range of equitable grading strategies and practices like specifications and contract grading. Together, attendees will question how library and LIS educators can rethink their grading on a spectrum that ranges from redesigning a single assignment to overhauling an entire course to better support student learning.

- differentiate between traditional grading scales and ungrading, understanding the benefits and challenges of integrating ungrading into their classrooms.
- describe different ungrading models and assess which models might align most closely with the needs of their information literacy classrooms.

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

NOTES

THANK YOU TO OUR SPONSORS

PLATINUM



**UNIVERSITY
LIBRARY**

GOLD



NORTHERN ILLINOIS UNIVERSITY
University Libraries

SILVER



MILNER LIBRARY
Illinois State University



BRONZE





LOEX 2024 PLANNING COMMITTEE

TRI-CHAIRS

Annie Armstrong, University of Illinois, Chicago
Glenda Insua, University of Illinois, Chicago
Cathy Lantz, University of Illinois, Chicago

COMMITTEE MEMBERS

Michelle Guittar, Northwestern University
Tish Hayes, Moraine Valley Community College
Dee Anna Phares, Northern Illinois University
Jennifer Sharkey, Illinois State University

Brad Sietz
Director, LOEX

Printed Program Sponsored By



**UNIVERSITY
LIBRARY**