

LOEX 2022 - May 6 & 7 Schedule (Ypsilanti, MI)

| DAY/ TIME (Eastern) | Auditorium 1 | Elizabeth Ann | Conference E | Auditorium 2 | Conference C | Conference D |
|---|--|--|--|---|---|---|
| FRIDAY 10:15 a.m. - 11:05 a.m. 1 | Mallory Jallas, Jennifer Sharkey and Chris Worland, <i>Illinois State University</i> Better Together: Academic Libraries and Campus Collaborations for Student Success [Collaboration & Outreach] | Alyson Vaaler, and Jillian Eslami, <i>Texas A&M University</i> INTERACTIVE Just in Case: Utilizing Case Based Instruction to Teach Information Literacy [Pedagogy] | Sarah Shujah, <i>University of Toronto Scarborough</i> Using H5P to Venture Far with The BRIDGE's Entrepreneurship Open Learning Series Research 101 Modules [Innovation] | Clinton Baugess and Kevin Moore, <i>Gettysburg College</i> Drafting an Assessment Plan for Your Instruction Program: Sustainably Assessing Information Literacy in an Undergraduate STEM Course [Assessment] | Lane Wilkinson, <i>University of Tennessee at Chattanooga</i> Social Media, the Public Sphere, and the Rhetoric of Information Evaluation [Innovation] | Anne Diekema, <i>Southern Utah University</i> Collaborative Information Synthesis: Information Literacy Instruction for Group Projects [Pedagogy] |
| FRIDAY 11:20 a.m. - 12:10 p.m. 2 | Ayanna Gaines, <i>Woodbury University</i> Hearing the Silenced Voices: White Supremacy Culture and the CRAAP Test [Pedagogy] | Dory Shaffer and Jennifer Sams, <i>Michigan Tech University</i> Knocking Down Deficit Teaching: Practical Methods and Tools to Build on Student Knowledge in Library Instruction INTERACTIVE [Pedagogy] | Karleigh Riesen, <i>University of Alabama</i> Improving Instruction & Research Support for Graduate Students: A Mixed Methods Needs Assessment [Assessment] | Mariya Gyendina and Lindsay Matts-Benson, <i>University of Minnesota</i> Information Literacy Integration that just Makes Sense: Strengthening Libraries partnership with First Year Writing [Innovation] | Glynis Asu and Alex Wohnsen, <i>Hamilton College</i> New Partners: Research Librarians, Educational Technologists & Student Peer Tutors [Collaboration & Outreach] | Amanda McCollom and Meg Grotti, <i>University of Delaware</i> Scale or Fail: Reinventing a Successful Program Before It's Too Late [Failure & Problem-Solving] |

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| 3 | <p>FRIDAY 1:45 p.m. – 2:35 p.m.</p> <p>Ileleen Miller, <i>Eastern Washington University</i></p> <p>Authentic Information Literacy Assessment Without Burning Out</p> <p>[Assessment]</p> | <p>Catherine Lantz, Annie Armstrong and Glenda Insua, <i>University of Illinois Chicago</i></p> <p>Reading Remodel: Revamping Info Literacy Instruction to Encompass Critical Reading</p> <p>INTERACTIVE</p> <p>[Failures & Problem-Solving]</p> | <p>Alexandria Chisholm, <i>Penn State Berks</i></p> <p>The Building Blocks of Personalization: Breaking Down Algorithms & the Attention Economy</p> <p>INTERACTIVE</p> <p>[Pedagogy]</p> | <p>Jennifer Newman and Sarah Ward, <i>Hunter College-CUNY</i></p> <p>One Piece at a Time: A Model for Asynchronous Modular Library Instruction</p> <p>[Pedagogy]</p> | <p>Pam Gladis, <i>Southwest Minnesota State University</i></p> <p>Positioning for Presence: Utilizing Campus-Wide Involvement to Advance Library Instruction</p> <p>[Leadership]</p> | <p>Norah Mazel, <i>University of Colorado Colorado Springs</i></p> <p>One Class, Two Viewpoints: Librarian and Instructor Perspectives on Shifting Information Literacy Instruction Online</p> <p>[Collaboration & Outreach]</p> |
| 4 | <p>FRIDAY 2:50 p.m. – 3:40 p.m.</p> <p>Elizabeth Ellis, Meghan Webb and Amanda Kaufman, <i>Wake Forest University</i></p> <p>Misinformation, Algorithms, and Privacy: Helping Students Situate Info Literacy Issues Within Wider Social, Cultural, Political, and Tech Contexts</p> <p>[Innovation]</p> | <p>Rebecca Eve Graff, Megan Heuer, and Pam Pagels, <i>Southern Methodist University</i></p> <p>Drawing Outside the Lines: Workarounds for Integrating Instruction</p> <p>[Failures & Problem-Solving]</p> | <p>Amber Sewell, <i>UNLV</i></p> <p>Rosie the Riveting Storyteller: Using A No-Coding-Necessary Interactive Game in your Instruction and Outreach</p> <p>INTERACTIVE</p> <p>[Pedagogy]</p> | <p>Andrea Brooks, <i>Northern Kentucky University</i></p> <p>Small Breaks: Reimagining an Information Literacy Course through the Lens of Critical Digital Pedagogy</p> <p>[Pedagogy]</p> | <p>Irene Korber and Pamela Kruger, <i>California State University, Chico</i></p> <p>GLAMR-ous Partnerships: Creating Campus and Community Collaboration to Benefit Students</p> <p>[Collaboration & Outreach]</p> | <p>Dianna E Sachs, <i>Western Michigan University</i></p> <p>Why This "Citation Obsession?" An examination of nursing faculty perceptions, and what librarians can do about it</p> <p>[Innovation]</p> |

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| FRIDAY 4:10 p.m. – 5:00 p.m. <div style="font-size: 2em; font-weight: bold; text-align: center;">5</div> | Loretta Spangler, <i>McDaniel College</i> You CAN Have It Both Ways: First-Year IL Instruction That Is Standardized AND Customized [Pedagogy] | Jay A. Edwards, <i>University</i> <i>of Oklahoma</i> Yes-And/Or/Not: Information Literacy and Instruction Through an Improvisational Lens INTERACTIVE [Innovation] | Jennifer Ditkoff, <i>Community College of</i> <i>Baltimore County</i> and <i>Virginia Seymour,</i> <i>Savannah College of</i> <i>Art and Design</i> Trading Spaces: Re-imagining Library Instruction Using Disciplinary Signature Pedagogies INTERACTIVE [Pedagogy] | Amelia Kallaher, <i>Cornell University</i> Developing Two Undergraduate Courses in Critical Information and Data Literacy to Advance New College Learning Outcomes [Leadership] | Stephanie Hallam, Elizabeth Rudloff and Mary Bangert, <i>Southeast Missouri</i> <i>State University</i> Smashing Your Silo: Networking with High School Librarians to Support Students Transitioning to College [Collaboration & Outreach] | Renee Kiner and Kelly Safin, <i>University of</i> <i>Pittsburgh at</i> <i>Greensburg</i> Continuous Improvement and Respect for People: Lessons Learned & Implemented from Studying the Toyota Production System's (TPS) Principles [Assessment] |

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| SATURDAY 8:50 a.m. – 9:40 a.m. 6 | Elizabeth Novosel, <i>University of Colorado, Boulder</i> and Paige Crowl, <i>Oxford College at Emory University</i> Bringing Disability into the Conversation: Creating Anti-ableist Community at Your Institution [Collaboration & Outreach]] | Stacy Brinkman and Samantha Hilton, <i>University of California, Irvine</i> Choose your own Research Adventure: Using Design Thinking to build an online tutorial focusing on Research as Inquiry INTERACTIVE [Innovation] | Vandy Dubre, <i>University of Texas at Tyler</i> How Library Instruction Prepared Me for Research Project Management [Leadership] | Kari D. Weaver, <i>University of Waterloo</i> Do Something, Say Something, Be Something: Harnessing the Power of Critique to Advance Information Literacy [Innovation] | Kel Hughes Jones, <i>Waukesha County Technical College</i> Becoming More Visible: Re-Introducing Library Instruction During a Pandemic [Failures & Problem-Solving] | Jane Hammons and Stephanie Founds, <i>Ohio State University</i> What Does ART Say? Creating an Annual Report of Teaching [Assessment] |
| SATURDAY 9:55 a.m. – 10:45 a.m. 7 | Urszula Lechtenberg, <i>University of Pittsburgh</i> and Helene Gold, <i>New College of Florida</i> When All You Have is a Hammer, Everything Looks like a LibGuide: Strengths, Limitations and Opportunities of the Teaching Tool [Failures & Problem-Solving] | Alyssa Young and Lindsey Scott, <i>James Madison University</i> Joining Forces: When Libraries and Career Centers Collide [Collaboration & Outreach] | Lisa Hinchliffe, <i>University of Illinois at Urbana-Champaign</i> and Kyle Jones, <i>IUPUI</i> Privacy and Learning Analytics: Considerations in Assessment INTERACTIVE [Assessment] | Rebecca Blunk, <i>College of Southern Nevada</i> I am (not) Becky: Critically exploring whiteness and gender in higher education library instruction [Pedagogy] | Brandon Patterson, <i>University of Utah</i> and Anne Diekema, <i>Southern Utah University</i> Exploring the Evidence-Based Information Literacy Instruction Toolkit: Research-based narratives to fuel collaborative partnerships for learning [Innovation] | Sarah LeMire and Stephanie Graves, <i>Texas A&M University</i> and Gerald Natal, <i>University of Toledo</i> Tactical Intelligence for Encountering Veterans in the Classroom [Pedagogy] |

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| 8 | <p>SATURDAY 11:15 a.m. – 12:05 p.m.</p> <p>Jess O'Toole, <i>Georgetown University</i></p> <p>Rethinking Research Consultations: Adding Critical Reflection and Increasing Metacognitive Awareness</p> <p>[Assessment]</p> | <p>Annie Dempsey, <i>College of Wooster</i>, Lisa Morrison, <i>Denison University</i>, et al.</p> <p>“Who's Got The Power?": Claiming and Distributing Power Through Design Justice</p> <p>INTERACTIVE</p> <p>[Innovation]</p> | <p>Hailley Fargo, <i>Northern Kentucky University</i> and Rosalinda Hernandez Linares, <i>Fort Lewis College</i></p> <p>Partners in Research: Pedagogical Approaches to Undergraduate Research Experiences in LIS</p> <p>[Pedagogy]</p> | <p>Sarah Stevenson, <i>Vanderbilt University</i></p> <p>Fun-Sized Learning: Partnering to design an engaging information literacy scaffold for online programs</p> <p>[Pedagogy]</p> | <p>Megan E. Welsh and Jennifer Pacheco, <i>University of Colorado Boulder</i></p> <p>Our Stories have Value: Creating Community through a Course-Integrated Living Library</p> <p>[Innovation]</p> | <p>Vincci Kwong, <i>Indiana University South Bend</i></p> <p>From Credit Course to Tag Partnership: Delivering Customized Information Literacy Instruction</p> <p>[Pedagogy]</p> |
| 9 | <p>SATURDAY 1:50 p.m. – 2:40 p.m.</p> <p>Leah Morin, <i>Michigan State University</i></p> <p>Handle with Care: Pandemic teaching habits we can and should continue in person</p> <p>[Pedagogy]</p> | <p>Camille Abdeljawad, <i>Park University</i></p> <p>Perceived Authority, Real Consequences: Research-informed practices to teaching students about authority & misinformation</p> <p>[Innovation]</p> | <p>Heidi Gauder and Kayla Harris, <i>University of Dayton</i></p> <p>A Tool in Your Toolkit: Teaching with Primary Sources</p> <p>INTERACTIVE</p> <p>[Pedagogy]</p> | <p>Alexandra Howard, <i>University of Louisville</i></p> <p>Combatting "The Other" Pandemic: Building campus and community alliances towards an anti-racist information literacy</p> <p>[Collaboration & Outreach]</p> | <p>Anthony Paganelli and Andrea Paganelli, <i>Western Kentucky University</i></p> <p>Blockchain Technology and the ACRL Framework for Information Literacy</p> <p>[Innovation]</p> | <p>Grace Therrell, <i>University of Tennessee, Knoxville</i></p> <p>Influencers, Info Lit, and Learning by Doing: Approaching Setbacks and Failures in the Semester-Long Classroom</p> <p>[Failures & Problem-Solving]</p> |

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| <p>SATURDAY 2:55 p.m. – 3:45 p.m.</p> <p style="font-size: 2em; font-weight: bold; margin-top: 20px;">10</p> | <p>Veronica Bielat and Troy Walker, <i>Wayne State University</i></p> <p>What's Your Research Personality? A new way of engaging students in resource and service discovery through a homegrown quiz app</p> <p>[Innovation]</p> | <p>Sam Zelick and Kiana Webster, <i>University of North Carolina Wilmington</i></p> <p>The Doctor Will See You Meow: Contextual Authority via Problem Based Learning and Cat memes</p> <p>INTERACTIVE</p> <p>[Pedagogy]</p> | <p>Mari Kermit-Canfield and Paul Zube, <i>Ferris State University</i></p> <p>When Librarians Can't Be in the Classroom, Bring in the Professors! A New e-Workbook for support of native course content</p> <p>[Innovation]</p> | <p>Karleigh Riesen and Alex Boucher, <i>University of Alabama</i></p> <p>Building a Systematic Review Instruction & Research Support Program: An Instructional Framework</p> <p>[Leadership]</p> | <p>Amanda Wheatley, <i>McGill University</i></p> <p>There and Back Again: Adapting Active Learning Instruction from In-Person to Remote to In-Person Once More</p> <p>[Pedagogy]</p> | <p>--EMPTY--</p> |