

# TILC 2019

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## THE INNOVATIVE LIBRARY CLASSROOM



JUNE 6-7, 2019 | WILLIAM & MARY

# *Schedule at a Glance*

## **THURSDAY, JUNE 6, 2019**

6:00-8:00 PM                      Preconference Social & Poster Session  
Swem Library | William & Mary

## **FRIDAY, JUNE 7, 2019**

8:30-9:00 AM                      Registration & Breakfast  
School of Education | William & Mary

9:00-9:15 AM                      Opening Remarks  
Matoaka Woods | William & Mary

9:15-10:00 AM                      Keynote by Veronica Arellano Douglas  
Matoaka Woods | William & Mary

10:10-11:00 AM                      Presentations  
School of Education | William & Mary

11:10 AM-12:00 PM                      Presentations  
School of Education | William & Mary

12:00-1:00 PM                      Lunch  
Matoaka Woods | William & Mary

1:10-2:00 PM                      Presentations  
School of Education | William & Mary

2:10-3:00 PM                      Presentations  
School of Education | William & Mary

3:00-3:20 PM                      Afternoon Break  
Matoaka Woods | William & Mary

3:20-4:00 PM                      Lightning Talks  
Matoaka Woods | William & Mary

4:00-4:15 PM                      Closing Remarks  
Matoaka Woods | William & Mary



# Keynote

FRIDAY, JUNE 7, 2019, 9:15 AM  
MATOAKA WOODS

## INNOVATING AGAINST A BRICK WALL: REBUILDING THE STRUCTURES THAT SHAPE OUR TEACHING

Veronica Arellano Douglas | University of Houston

As teaching librarians in higher education, we work within structures that weren't built for us. We persist within these systems despite knowing they aren't conducive to the kind of good work we are able and want to do because we care about students and their education. This talk draws on relational-cultural theory and the work of adrienne maree brown's *Emergent Strategy* to examine the structures that influence our teaching; challenge the assumptions we make about ourselves, faculty, and students; and ultimately work towards subverting the systems that shape our work.

Veronica Arellano Douglas is the Instruction Coordinator at the University of Houston Libraries. Her research interests focus on the intersection of gender and race/ethnicity in affective labor in libraries, applying relational-cultural theory to librarianship, and critical information literacy pedagogy. You can find her writing at ACRLog and on her personal blog, *Libraries + Inquiry*.



# *Presentations*

## FRIDAY, JUNE 7, 2019

### 10:10 – 11:00 AM Session Block

*Matoaka Woods*

#### **I'm Not Throwing Away My (One-)Shot: Refocusing Library Instruction Priorities**

Garrison Libby | Tidewater Community College  
Alex Harrington | Penn State College of Medicine

How do you teach when you're running out of time? In the face of increasing requests for library instruction, and increased demands on teaching librarians, difficult decisions often have to be made about instruction priorities. In this session, librarians will share their experiences refocusing their library instruction program to shift attention to classes with the strongest emphasis on information literacy, without sacrificing the ability to reach a broad array of students in foundational courses. Discussion will also focus on the innovative delivery methods necessary to make this transition, along with the conversations that took place, both among librarians and with the faculty community. Participants will be invited to consider their own instruction programs' priorities, how to determine which classes require in-person touchpoints, alternative ways to reach students, and how to maximize library instruction impact with less available staff time.

*Holly*

#### **Argument Architect: Developing a Research Boardgame to Teach Thesis Development and Source Evaluation**

Elizabeth Nelson & Brett Spencer | Penn State University

Our students often struggle with the concept of the research process, investing in thesis statements before exploring their topics or choosing sources that parrot their arguments, rather than supporting them. As librarians, we often struggle with how to communicate to our students the value of the research process and its context in undergraduate work. Argument Architect, a physical boardgame developed by librarians at two campus libraries, attempts to frame thesis development and source selection within the analogy of skyscraper construction, and challenges students to build the strongest arguments possible from the materials at hand. This presentation will discuss the philosophy behind gamification, outline the choices made in the game's development, review assessment materials from game sessions with first-year students, and introduce concepts being explored for future companion games. Participants will be also be invited to play a round together, test their skills at argument construction, and discuss students' learning outcomes.

*Dogwood*

**Online Reasoning Skills of Adult, Non-Traditional Students: Assumptions, Reality, and Options for Creating Really Meaningful Information Literacy Instruction**

Patricia Hall Hurley | North Park University

Some past research has been done to assess students' information literacy in primary, secondary and higher education settings and the capacity for educators to foster critical thinking with regard to web and media sources, but not enough has been done to assess the same for non-traditional, "adult" learners. This presentation explores original research regarding how well non-traditional college students performed on 5 sections of the Stanford Media Literacy Study that were utilized with traditional college students and its impact on information literacy instruction for the non-traditional student population.

## 11:10 AM – 12:00 PM Session Block

*Matoaka Woods*

**Door A or B? Information Literacy as a Choose Your Own Adventure**

Jess Bellemer | Lees-McRae College

Even without the introduction of information literacy training, students have inherent information seeking skills. At my college, I have been designing choose your own adventure style one shot instruction sessions built to help students identify their natural information seeking skills while also giving them the tools to build on those to be stronger information users. This session will provide an overview of these classes, information on the assessment of them, as well as give the participants an opportunity to test their own natural information seeking skills.

*Holly*

**I Heard it Through the Grapevine: Navigating the Information Ecosystem, and Getting Personal with Source Evaluation**

Kat Phillips, Eryn Roles, and Sabrina Thomas | Penn State University

Librarians have long pioneered source evaluation as the first step to healthy civic learning. Traditionally, systematic source evaluation focuses on content, but twenty-first century source evaluation must begin reflectively, and begins when the researcher takes personal inventory on their emotions attached to the investigative topic. This session will detail the IF I APPLY tool, a new method to foster intellectual integrity during inquiry thinking, and a fresh way to introduce students to source evaluation encouraging lifelong learning. The creators will discuss the tool's success across a variety of teaching settings, and will share incorporation and assessment ideas for individual use.

*Dogwood*

## The Escape Room: Supporting Student Success Through a Game Based Immersive Experience

David Tully and Justin Haynes | North Carolina State University

In 2018 we created an Escape Room to promote library literacy through a game-based, active learning, exercise. The challenges our participants face compels them to engage with various elements of our Makerspace, Virtual Reality and Digital Media spaces, to investigate the capabilities of Tech Lending items, and even to perform basic database research. The Escape Room has provided a platform to both help improve academic performance by increased familiarity with the Libraries' resources, but also further connect students to the other services and expertise we offer. As an added bonus, the Escape Room allows students to meet and collaborate together as part of a fun, immersive, activity. After two semesters of regular programming, we look forward to sharing our experiences with you. Participants will have the opportunity to take part in a mini-Escape Room and learn a process you can use to develop an Escape Room at your own institution.

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## 1:10 – 2:00 PM Session Block

*Matoaka Woods*

### **Taking Back the One-Shot: Designing a Menu of Instruction to Connect Information Literacy with University Outcomes**

Jennifer Castel and Kelly Faulkner | Johnson & Wales University

The traditional one-shot search demonstration is often considered ineffective because of its transactional nature, but many faculty view the database presentation as the sole territory of librarians. In response to results of a faculty survey, curriculum mapping, and an expanding instructional role under the ACRL Framework, librarians at one university developed a menu of participative lesson plans to better engage students while offering faculty access to a variety of information literacy objectives to scaffold student learning. The presentation kicks off with audience conversation of faculty perceptions about library instruction, and presenters will recount the philosophy and technology of implementing a menu of participative information literacy instruction.

*Holly*

### **Using Altmetrics to Explore the Scholarly Conversation with Undergraduate Students**

Amanda MacDonald and Rachel Miles | Virginia Tech

An emerging tool called altmetrics allows students to more fully engage with and evaluate the conversations surrounding scholarship. Altmetrics represents the online attention to research from sources such as news media outlets, social media, public policy documents, reference managers, blogs, Wikipedia, patents, syllabi, and more. Altmetrics has previously been used by researchers, industry, and research institutions to track the public engagement of scholarship, but this pioneering approach combines undergraduate library instruction with the scholarly conversation to demonstrate the expanding scope of altmetrics in the classroom. The speakers will show how altmetrics can be used to discover broader conversations around research, evaluate scholarly information, and analyze the short-term and long-term influence of scholarly works both in academic and public spheres.

*Dogwood*

### **Developing a Peer-Mentoring Program to Expand Information Literacy Across Campus**

Lydia Gwyn and Jonathan Wilson | East Tennessee State University

In an effort to expand information literacy throughout our institution and to reach students who may not make it to the library for research help, our library faculty have developed a peer-mentoring program. The Library Ambassador Program entails hiring undergraduate students, providing them with two semesters of information literacy instruction and deploying them across campus to help students with their research.

## 2:10 – 3:00 PM Session Block

*Matoaka Woods*

### **“Looking for a Mind at Work”: An Engaging, Hands-On Activity for Evaluating Sources Through Problem-Based Learning**

Elizabeth Dobbins and Brooke Taxakis | Campbell University

How can we facilitate first-year student engagement with critical Framework concepts, especially in a one-shot class? In this session, we will introduce an active learning activity designed to teach source evaluation in a 50-minute class. The activity, which incorporates elements of problem-based learning and uses a flipped classroom approach, was added to our institution’s first-year experience course. Prompting students to consider a local issue, the activity requires students to evaluate sources represented as “source cards,” choose sources they would use in the context of the assignment, and justify their decisions. Motivated by the challenge and relevance of the activity, students work cooperatively to consider questions at the heart of the ACRL Framework for Information Literacy. Librarians involved in the assignment design will provide an introduction to the theoretical framework for the activity, followed by a demonstration. Participants will leave with a lesson plan and everything needed to implement this activity.

*Holly*

### **Sharing the Responsibility: Librarians and Faculty Developing an Information Literacy Community**

Stephanie Crowe | UNC Wilmington

Meghan Wanucha Smith | East Carolina University

The Framework for Information Literacy for Higher Education positions information literacy as a “shared responsibility” that urges librarians and faculty to work together to foster deeper understandings among learners. How do we inspire next-level partnerships when an information literacy program consists of the traditional one-shot approach? Learn how librarians at two universities designed and implemented different formalized programs for faculty that resulted in a deeper collective understanding of information literacy, engendered meaningful learning experiences for students, and fostered collaborations between instructors and librarians. This presentation will share insights gleaned from faculty participants, end products created through the collaborations, and models that can be adapted to your library.

*Dogwood*

### **Teaching Innovation: Three Methods for Encouraging Creative Problem Solving**

Colin Nickels, Adam Rogers, and Emily Higgs | North Carolina State University

How do librarians teach innovation and inspire students to think creatively? We will present three case studies from our library work that offer different approaches to this question. In this work, we have studied and applied three different methods: design thinking, critical making,

and speculative design. Each of these has a unique focus and different tools to offer librarians in teaching innovation and opening up creative space for our students. We have applied these methods with varied audiences, both in and out of library learning spaces, in and out of a makerspace context, and with undergraduates, graduate students, and our fellow librarians. We'll share the goals of our work, the broader context of our library and its learning spaces, how we have applied the various methods, and the results we've seen (including showing student work and sharing faculty voices).



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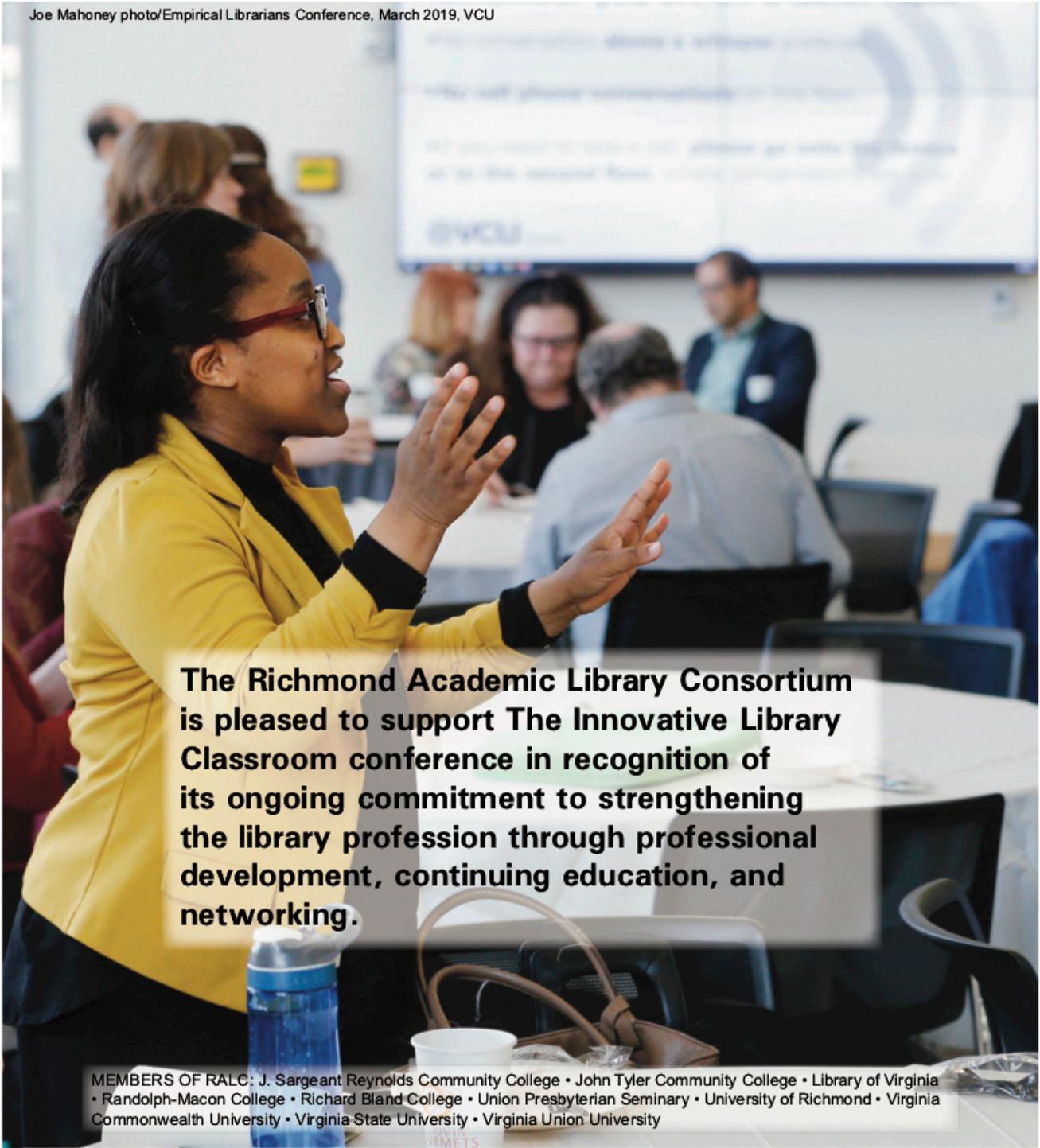
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Joe Mahoney photo/Empirical Librarians Conference, March 2019, VCU



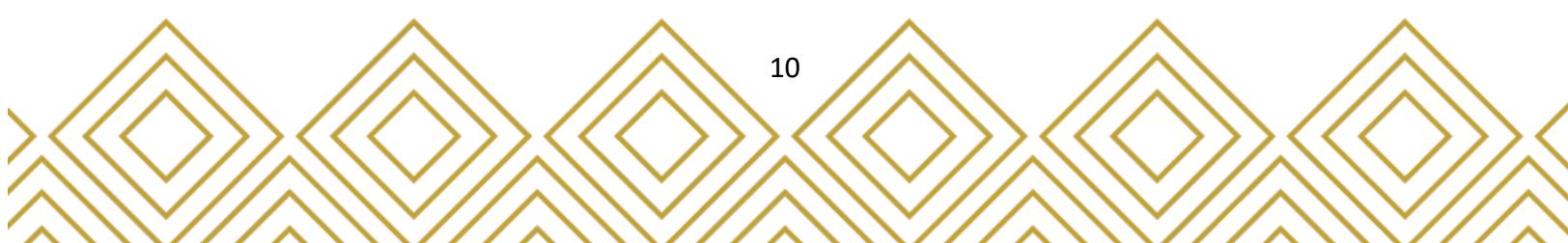
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# *Lightning Talks*

## FRIDAY, JUNE 7, 2019

3:20 – 4:00 PM, Matoaka Woods

### **Reshuffling the Deck: Enlisting Students to Re-Envision an Active Learning Classroom**

Alyssa Archer, Charley Cosmato, and Susan Van Patten | Radford University  
Liz Bellamy | William & Mary

After winning a national grant to move our library's instruction classroom design from rows of desks and computers to a space with flexible furniture and Chromebooks, the grant investigators realized that something was missing. In the beginning of the semester, instruction librarians moved furniture around, but toward the end they realized that they had fallen into a rut. Maintaining a near constant layout allowed instructors to fall back on lecture rather than active learning exercises. Learn how design, education, and advisory board students helped us get out of the rut by engaging in redesigning the classroom layout based on scenarios. We will share photos of their ideas to help inspire you to reimagine your own instructional spaces.

### **Do the Numbers Tell the Whole Story? Teaching Critical Evaluation of Statistics from Well-Known Sources**

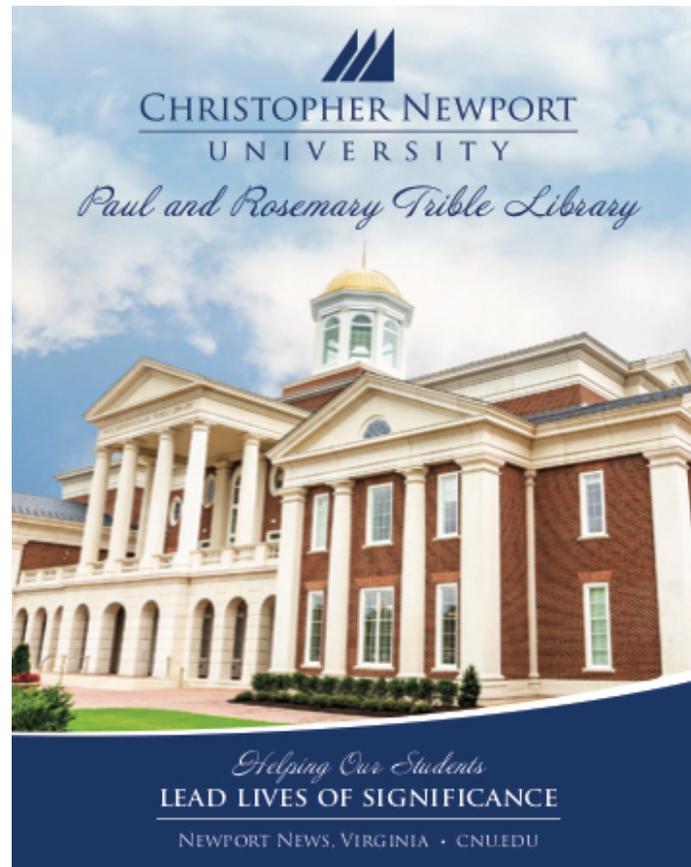
Sara F. Hess | University of Virginia

Encouraging students to use demographic, social, and economic statistics from authoritative sources such as the US Census Bureau and the World Bank has numerous benefits. These organizations collect extensive data and make it easily (and often freely) accessible to the public along with tools for exploring and visualizing it. Data and statistics—even those collected, compiled, analyzed, and published by governments and international organizations—are not neutral or naturally occurring. Decisions about what to collect and what to ignore influence the end result. In this talk, I will explore how to address this with students through the lens of ACRL's Framework for Information Literacy.

## Exploring Popular Genres with Scalar: Three Steps for Introducing a Digital Humanities Project in an Undergraduate English Seminar

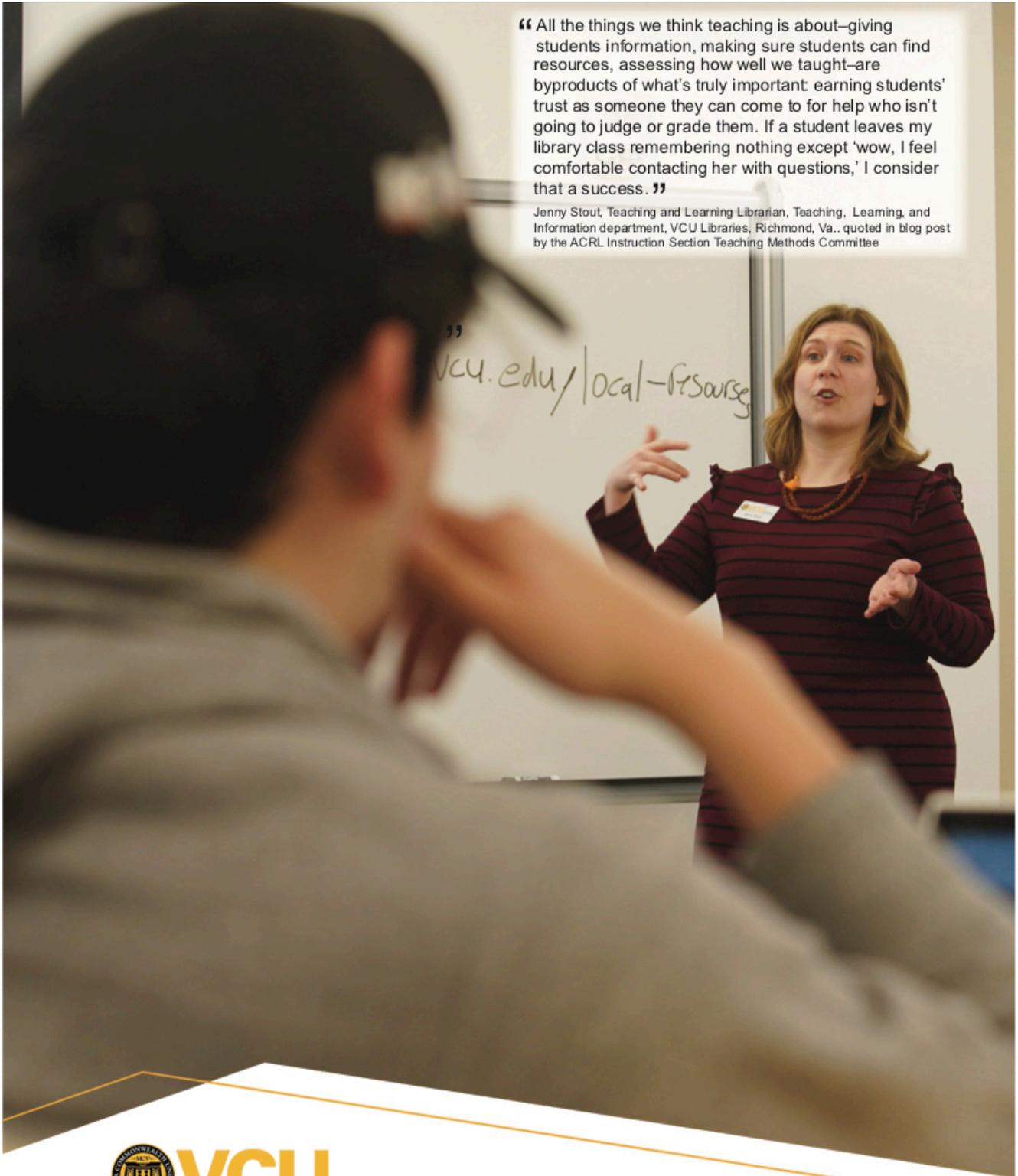
Cait Kennedy and Devon Waugh | UNC Chapel Hill

In this talk, we will present our experiences working with an instructor to co-develop a digital humanities assignment for undergraduate students. Too often in academic libraries, digital literacy instruction and information literacy instruction happen in silos. Additionally, faculty sometimes assume that because students are digital natives they already know how to produce media. After building a strong rapport with an English instructor in our university's First-Year Writing Program, we pitched a new digital humanities assignment for his undergraduate English seminar in Popular Genres. We partnered on the instructional design for this course and, based on the assigned texts and desired student learning outcomes, made a recommendation to use Scalar for the final project. The three steps covered in this talk will include setting expectations for a digital humanities collaboration, co-creating digital assignments alongside an instructor, and grounding digital literacy pedagogy in the Framework for Information Literacy for Higher Education.



“ All the things we think teaching is about—giving students information, making sure students can find resources, assessing how well we taught—are byproducts of what’s truly important: earning students’ trust as someone they can come to for help who isn’t going to judge or grade them. If a student leaves my library class remembering nothing except ‘wow, I feel comfortable contacting her with questions,’ I consider that a success. ”

Jenny Stout, Teaching and Learning Librarian, Teaching, Learning, and Information department, VCU Libraries, Richmond, Va., quoted in blog post by the ACRL Instruction Section Teaching Methods Committee



# *Posters*

## THURSDAY, JUNE 6, 2019

6:15 – 7:15 PM, Swem Library

### **Students Take On Library Displays**

Anne Anderson and Paul Chapman | Northern Virginia Community College

For several semesters we have collaborated with an English professor on an assignment in which students propose a library display on a topic they care about, and argue why it's important for the campus community to know about that topic. The librarians select students from each class to create their displays in the library, and give ownership of the creation and curation of the display to the students. The revelation was seeing how giving students this voice on campus resulted in: increased engagement during the library session; library classroom conversations extending beyond the classroom walls into continued conversations with students' peers and other library staff; and an investment and passion that was ultimately reflected in the students' papers and displays.

### **The Revolution Starts Now: Embedding Librarians in Study Abroad Courses**

Piper Cumbo | Roanoke College

Study abroad courses are often the coveted college experience only allowed for the professors leading the course and the students lucky enough to take it. Short-term study abroad courses are becoming more common international experiences for students to participate in, and this is the type of course this presentation will be focused on. Rarely do the institutions that offer these courses allow for additional college staff to participate in the course outside of being an on-campus contact, and our undergraduate college was no different, until 2017 when the research services librarian was asked to be the research assistant in a short term course in Malta. This poster will discuss the benefits for both students and faculty of embedding a librarian in study abroad courses and how more librarians need to be a part of (or lead) study abroad courses.

### **Academic Libraries as Hubs of Innovation and Engagement: Workshopping Information Literacy to High School Educators**

Keith Phelan Gorman and Kathelene McCarty Smith | UNC Greensboro

As academic librarians have adopted the Framework for Information Literacy for Higher Education into instructional sessions, they have become aware that students are struggling to locate, evaluate, and utilize primary sources in their research and writing. Through the creation of teacher workshops, academic librarians at a research-intensive state university were able to bring skills being taught in campus classrooms to community classrooms. This poster will

examine the development and implementation of these highly collaborative workshops, which presented area high school teachers and media specialists with the tools to incorporate information literacies into their class curricula, directly impacting student success.

### **“Adulting 101” in the Academic Library: Developing a New Workshop Series for Undergraduate Students**

Cait Kennedy | UNC Chapel Hill

In summer 2018, my library surveyed more than 200 students (both in-person and online) about their interest in a new “Adulting 101” workshop series. By evaluating the qualitative and quantitative data we received, we were able to identify three key literacies — financial, health, and civic literacy — that students were interested in exploring through the workshops. Based on this feedback, we recruited campus partners from the Dean of Students, Financial Literacy Consortium, science library, and an undergraduate student political organization. In fall 2018, we worked with these partners to launch a pilot phase consisting of three workshops, which explored budgeting, online health information seeking, and researching midterm elections. In total, more than 50 students participated in these workshops, and the majority of students said they would attend another Adulting 101 workshop in the future. This poster will present our process for soliciting, evaluating, and responding to undergraduate student feedback while launching an original workshop series.

### **Designing Effective Research Assignments: The Library Can Help!**

Robert Miller and Cynthia Thomes | University of Maryland University College

Our university is reconsidering its approach to course design: it’s an innovative time at our school, when new ideas for teaching are being solicited from stakeholders throughout the university. The library has seized this revolutionary moment to advocate for improved research assignment design. Based on our experience helping students cope with poorly designed research assignments, our library has written a guide to effective assignment design. Our poster will highlight the main principles of our guide: test the assignment, include effective instructions, and require appropriate sources. The guide includes further tips and examples that course designers can follow to create effective research assignments. We will also discuss how our guide promotes the librarian’s role as educator, and how the guide is a handy checklist to follow for a librarian who is consulting with faculty on assignment design.

### **Demystifying Paywalls: Reusable Scholarly Communication Lessons for Undergraduates**

Hannah Rozear | Duke University

For many librarians, scholarly communications topics are perceived to be too complicated to cover in undergraduate library instruction. Yet we know today’s students are hitting paywalls, consuming massive amounts of research literature, and even entering the publishing arena as authors and contributors. To address the growing need for awareness around scholarly communication issues, a team of librarians at our university collaborated to create short mini-lessons on topics that are relevant and engaging to an undergraduate audience. Lesson topics



include: information privilege, paywalls and information costs, the scale of scholarly publishing, journal prestige, and subscriptions vs. open access. The content is open and available in an online toolkit for anyone to adapt and experiment with in their library classrooms. The poster will reveal some of the lesson content and learning objects from this project.

### **Veteran and Military Students: Connecting and Collaborating**

Dawn Walton | Saint Leo University

Participants will discover ways to connect with veteran and military students and explore potential campus, on-base, and community collaborations to increase awareness of and access to library and research services and support. They will also learn about the unique needs and challenges of veteran and military students. This will be of interest to those who develop outreach programs or provide information literacy instruction and research support.

### **Plotting the Charge to a New Undergraduate Library Award from an Instruction Viewpoint**

Denise A. Wetzel | Florida State University

Piloting a new academic library award can sometimes seem daunting. Where do I start? Who do I need to contact? Is this idea even feasible? This poster can help answer these questions with strategies taken from Florida State University Libraries' recent success! The meetings, the careful planning, and the outside partnerships are all keys to any successful implementation. Even when Mother Nature threw a hurricane into the normal fall semester frenzy, this award was determined to succeed. Within the rectangular edges of this poster, an outline of the steps taken to create a new instruction-focused Undergraduate Research Excellence Award for novice researchers during the 1st or 2nd years of their undergraduate studies through a partnership with the Undergraduate Research Opportunity Program.



# *TILC 2019*

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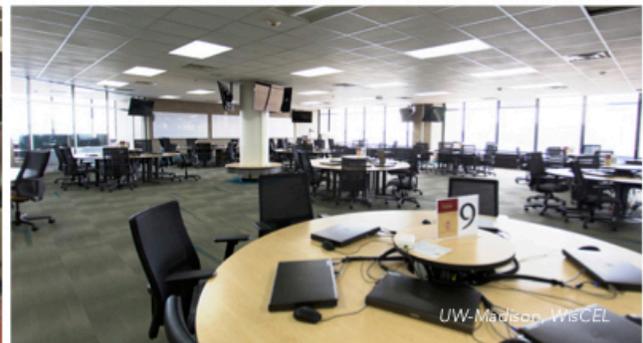


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# HELPING LIBRARIES TRANSFORM



A library is a place for people to transform themselves and their community. It's a place where an entrepreneur can take an idea from a dream to a business plan, where groups can host lively discussions, and where students can find a cozy spot to study over a cup of coffee. Perhaps most importantly, it's a place where patrons can find help in making sense of the vast amount of information that's available in our modern world.

Once in a great while, a library itself is transformed. Renovating, expanding, or building a library is an exciting and vitally important task, but it can also be a daunting one. It doesn't have to be: While this might be the first time your community or university has undertaken such an effort, the Spacesaver team has spent almost 50 years perfecting the art of space transformation in libraries and other work environments.

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