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#TILC2021

THE INNOVATIVE LIBRARY CLASSROOM

Equity, Diversity, and
Inclusion Are Not
Synonyms

April 27-28, 2021

SCHEDULE

APRIL 27, 2021

9:00-9:15 am EST: Opening remarks

9:15-10:00 am EST:

Keynote

If Information is Power, What is Mis/Disinformation?

by Derrick Jefferson, American University

10:15-11:00 am EST:

Building Equity, Inclusion, and Diversity into the ACRL Authority is Constructed and
Contextual Frame for Information Evaluation Instruction

by Sally Neal, Butler University

11:15 am-12:00 pm EST:

Making the Virtual Library Classroom Accessible: Incorporating Universal Design for
Learning into Video Conferencing and Embedded Librarianship

by Samantha Peter & Kristina Clement,
University of Wyoming

12:00-2:00 pm EST: Break

2:00-2:45 pm EST:

“This Is Biased Because It’s About Immigration”: How an Exercise
about Authority Became Something More

by Sarah Reynolds, Longwood University

3:00-3:45 pm EST:

Active Learning in the Liaison Multiverse

by Julie Arendt, Sergio Chaparro, & Bettina Peacemaker,
Virginia Commonwealth University



SCHEDULE

APRIL 28, 2021

9:15-10:00 am EST:

Building Cultural Competence Through Critical Self-Reflection:
Tools for the Instruction Librarian
by Chapel D. Cowden & Lu Gao,
University of Tennessee at Chattanooga & SUNY Albany

10:15-11:00 am EST:

Building Reciprocal Relationships with Teaching Faculty to
Create an Empowering Classroom
by Joanna Gadsby & Kate Drabinski,
University of Maryland - Baltimore County

11:15 am-12:00 pm EST:

Failure as a Prime Directive: Kobayashi Maru: Librarian Edition
by Mary K. Oberlies, Alexandra Flores, & Paul Showalter,
William & Mary

12:00-2:00 pm EST: Break

2:00-2:45 pm EST:

Gender-Affirming Library Classrooms and Other Spaces
by Donna E. Coghill & M. Teresa Doherty,
Virginia Commonwealth University

3:00-3:45 pm EST:

Lightning Talks

KEYNOTE
TUESDAY, APRIL 27, 2021
9:15-10:00 AM EST

If Information is Power, What is Mis/Disinformation?

by Derrick Jefferson, American
University

A conversation about the power of critical thinking, information literacy and making sense of its implications beyond the classroom in the real world.



Derrick Jefferson is a member of the library faculty at American University in Washington, D.C. His research is focused on justice, equity, diversity, and inclusion issues, specifically in higher education libraries, and mentoring new librarians to the profession. He was selected as an ALA Emerging Leader in 2015, is an alum of the Institute for Research Design in Librarianship at Loyola Marymount University, and is currently Past-Chair of the ACRL Equity Diversity and Inclusion Committee. Born and raised in Southern California, he holds degrees from San Diego State University, Art Center College of Design, and Louisiana State University. He once thought he'd become a pastry chef, and loves to cook and bake for friends. His faves include tacos, golden age hip-hop, collecting records, and fellow introverts.

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Presentations

TUESDAY, APRIL 27, 2021

10:15 – 11:00 AM EST

Building Equity, Inclusion, and Diversity into the ACRL Authority is Constructed and Contextual Frame for Information Evaluation Instruction
Sally Neal | Butler University

The ACRL Frame “Authority is Constructed and Contextual” focuses on information evaluation. This conference’s theme, had me questioning, “What happens when EDI concepts are integrated into this Frame’s paradigm?” Attend this session to learn how EDI was incorporated into an information evaluation lesson plan and accompanying student assignment. A mapping of this Frame and EDI concepts will be shared, along with the student assignment, and assignment assessment results.

11:15 AM – 12:00 PM EST

Making the Virtual Library Classroom Accessible: Incorporating Universal Design for Learning into Video Conferencing and Embedded Librarianship
Samantha Peter & Kristina Clement | University of Wyoming

The number of people with disabilities is gradually increasing each year, increasing the number of interactions librarians will face with students with disabilities in both in-person and virtual library instruction sessions. Librarians can incorporate Universal Design for Learning (UDL) into their virtual library instruction to help make the classroom inclusive to all. This session provides participants with best practices and small changes they can make to their classroom to make it more inclusive to all.



The purpose of RALC shall be to further the development of its member libraries and the success of their service communities by sponsoring programs and projects for mutual benefit. RALC addresses the professional development, continuing education, and networking needs of member institutions through scholarships, grants, workshops, and other events. RALC promotes use of the rich offerings of member libraries by highlighting their geographical proximity, diversity, and value.

2:00 – 2:45 PM EST

“This Is Biased Because It’s About Immigration”: How an Exercise about Authority Became Something More

Sarah Reynolds | Longwood University

Professors often require specific source types, like peer-reviewed articles. Seeking a way to teach students why, I adapted an exercise on authority. What I didn’t take into consideration was how a controversial topic would change the discussion. Could a dialogue on bias help students confront their own beliefs?

3:00 – 3:45 PM EST

Active Learning in the Liaison Multiverse

Julie Arendt, Sergio Chaparro, & Bettina Peacemaker | Virginia Commonwealth University

This session details an approach a liaison department used to innovate instruction. It takes time and effort to integrate new teaching practices such as active learning, especially across manifold upper-level courses. The challenge increases with a multitude of librarians teaching a multitude of diverse learners across a multitude of disciplines. Join us to learn how we created a community of practice around active learning and for an activity to build active learning in your work.

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Presentations

WEDNESDAY, APRIL 28, 2021

9:15 – 10:00 AM EST

Building Cultural Competence Through Critical Self-Reflection: Tools for the Instruction Librarian

Chapel D. Cowden | University of Tennessee at Chattanooga
Lu Gao | SUNY Albany

Cultural competency is identified as a core component of equity/diversity/inclusion initiatives, but the role of critical self-reflection in this process is sometimes downplayed or relegated to a checklist of feelings and generalized beliefs. Actively dig deeper into the effects your cultural background and beliefs have upon your approach to library instruction and leave with tools to sustain the continual work of critical self-reflection for building cultural competence and improving the classroom environment for all students.

10:15 – 11:00 AM EST

Building Reciprocal Relationships with Teaching Faculty to Create an Empowering Classroom

Joanna Gadsby & Kate Drabinski | University of Maryland, Baltimore County

In an Introduction to Transgender Studies class, students use primary sources to research their own histories as a way of changing their—and our—present and future. This session, co-facilitated by the course instructor and the librarian, explores ways the two collaborate to engage students in critical instruction through lesson and assignment planning. They discuss how librarians and faculty can model equitable practices, despite power imbalances and institutional barriers in order to create a welcoming space for all.

11:15 AM – 12:00 PM EST

Failure as a Prime Directive: Kobayashi Maru: Librarian Edition

Mary K. Oberlies, Alexandra Flores, & Paul Showalter | William & Mary

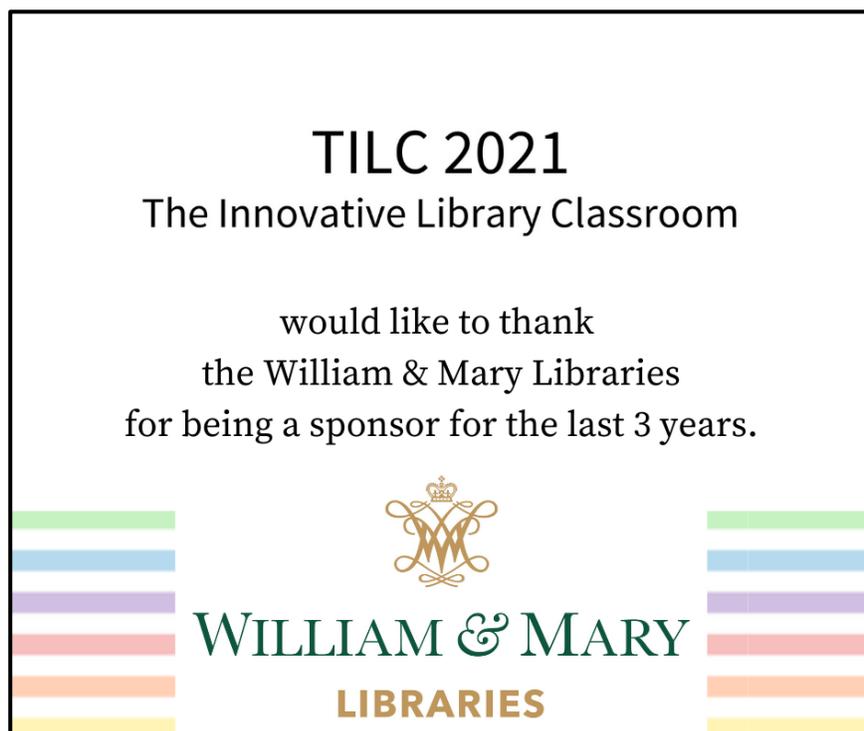
Sometimes, when an instruction session goes badly, there's no quick fix. The goal of the Kobayashi Maru: Librarian Edition is to be comfortable with failure; the librarian works to ensure the disruptions don't affect their teaching goals and the other members of the classroom. Librarians engage in creative problem-solving to adapt to disruptive instruction challenges and gain skills in empathy and team-building. Participants will leave with practical ideas for dealing with unforeseen stressors in instruction.

2:00 – 2:45 PM EST

Gender-Affirming Library Classrooms and Other Spaces

Donna E. Coghill & M. Teresa Doherty | Virginia Commonwealth University

How can we make our library classrooms and other spaces more inclusive for people who are trans or nonbinary? In this session we will share practical recommendations from our gender-inclusive workgroup and help attendees brainstorm small to large changes to library instruction classrooms and other spaces, both virtual and physical. We'll also discuss librarian and staff training that can create a more affirming environment, both inside the classroom and around the library.



Lightning Talks

WEDNESDAY, APRIL 28, 2021

3:00 – 3:45 PM EST

How to Create an Interactive Information Literacy Class with First Year Students?

Fatoma Rad | Farmingdale State College

As instruction librarians, we aim to create engaging sessions relevant to our students' research interests and assignments. But what do you do when there's no assignment? In this session, attendees will learn how the app *GooseChase* creates an interactive, hands-on approach to introducing IL skills to our freshman seminar students.

How to Change (and Even Reduce!) Library Services Without Losing Friends

Jennifer A. Stout | Virginia Commonwealth University

Last year, I lead the charge to end in-person instruction for a required class my library had provided instruction for in the past. This talk will cover the steps my team and I took to make our services more sustainable without losing the respect of the faculty we work with.



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Answering the Call: Teaching Synthesis through Reading Strategies

Joan Clark | US Coast Guard Academy

A first-year writing instructor's request for information literacy instruction that teaches students how to synthesize sources leads to a revamped instruction approach focusing on providing first year students with reading strategies and the opportunity to develop the skills to dissect and understand the complexities of academic articles.

¿Por Qué No Los Dos?: Emboldening Writing Center Peer Consultants in Providing Research Support

Carolina Hernandez | University of Houston

I recently partnered with my institution's writing center to develop a research training workshop for the center's peer consultants. Taking a strengths-based approach, I framed the training around the students pre-existing knowledge and experiences. This talk will cover the development of this training, as well as the outcomes.



Posters

TUESDAY, APRIL 27 &
WEDNESDAY, APRIL 28, 2021

Online

Everybody In! User-centered Design of a University Libraries' Tutorials Page

Valerie Linsinbigler, Janna Mattson, Anna Murphy-Lang, & Christopher Lowder | George Mason University

This poster takes the audience through the six-month process of redesigning a library's tutorials page from initially surveying the university community to the final redesigned tutorials webpage. During this process, we evaluated the scope of the tutorials page to create a simplified, user-centered experience to be more inclusive of our students' varied learning needs and our librarians' and faculty's instruction responsibilities.

DIY Web Design for a Small Academic Library

Kelsey Molseed | Randolph College

In a small campus library, "other duties as assigned" might include creating a new library website from scratch. This poster describes the process of planning for, designing, and creating a new, learner-centered academic library website using Springshare CMS, without significant prior web design experience.

Needle in the Haystack: Using LEAP Principles and Practices to Help Students Navigate Information Overload

Barbara Petersohn & Amanda Nash | University of North Georgia

With an institutional Liberal Education and America's Promise (LEAP) initiative grant, we transformed our online information literacy course by incorporating LEAP principles and practices into course content. In addition to revisions to emphasize authentic problems and social, cultural and ethical issues, we also incorporated transparent lesson planning by rewriting all assignments to reflect the Transparency in Learning and Teaching (TILT) rubric which has been shown to be an easy, efficient way to enhance student academic success.

Give Them the Platform: Student Led Workshops

Colin Nickels & Malaka Friedman | North Carolina State University

Makerspaces tend to be overwhelmingly male and white. This poster highlights our makerspace's efforts to shift this narrative by giving our student staff a teaching platform. These workshops highlight that all levels of expertise are valued and accepted and signals that the makerspace is for all students by challenging the typical makerspace curriculum focused on digital fabrication and trendy technologies. It also teaches our student staff to value their own expertise and create innovative practices.

Bringing Inclusive and Accessible Teaching Strategies to the One-Shot

Dayna Durbin & Jade Bruno | UNC Chapel Hill

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.



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We hope to see
you next year!

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