



# CONNECTION

---

THE INNOVATIVE LIBRARY CLASSROOM

# TILC 2022

June 2-3, 2022

William & Mary

---

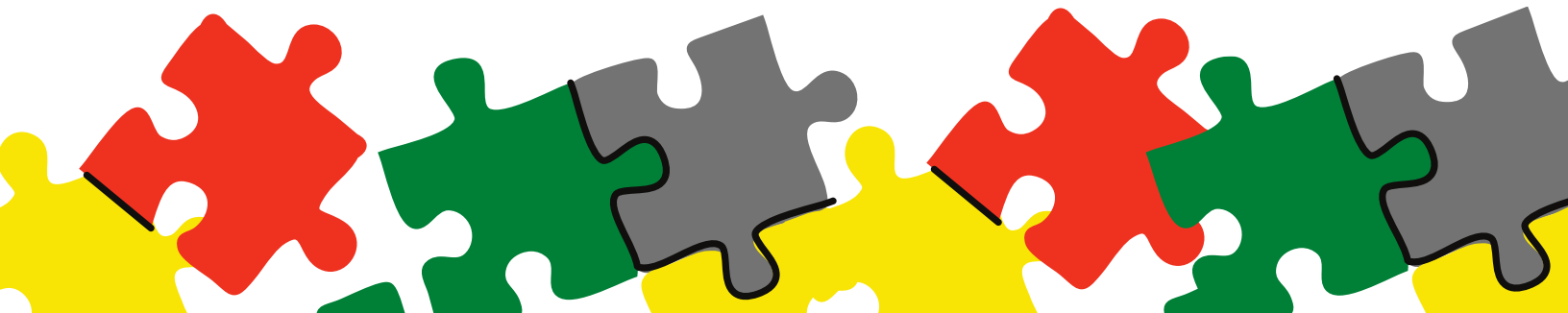
# SCHEDULE AT A GLANCE

## **THURSDAY, JUNE 2, 2022**

4:00-5:00 PM	Swem Library Tours
5:00-7:00 PM	Preconference Social
5:30-6:30 PM	Poster Session
	Swem Library   William & Mary

## **FRIDAY, JUNE 3, 2022**

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 Holly A. Smith 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 & Closing Remarks Matoaka Woods   William & Mary



# KEYNOTE

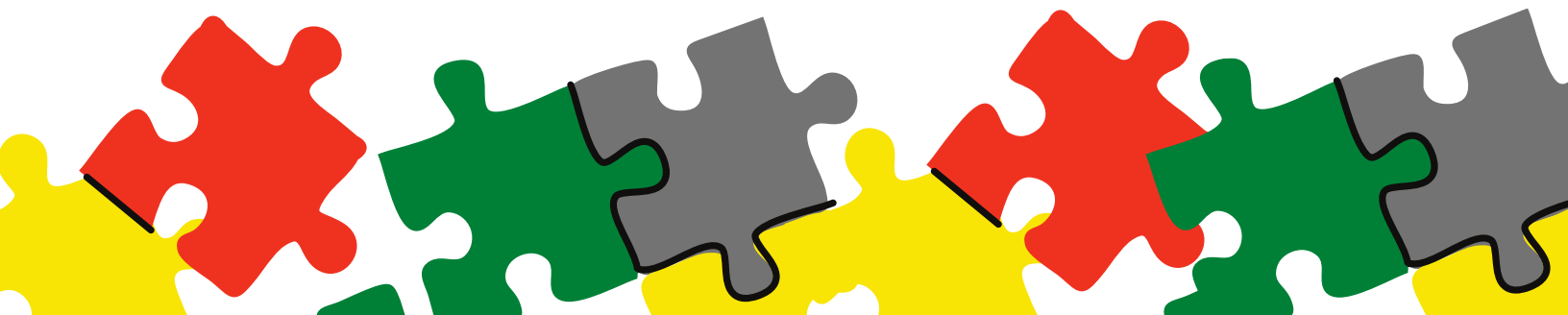
**FRIDAY, JUNE 3, 2022, 9:15 AM**  
**MATOAKA WOODS**

## **IN ORDER TO BE WHOLE: COMPASSION, EQUITY, AND JUSTICE IN MEMORY WORK**

Holly A. Smith | Spelman College

Traditional narratives of librarianship, archives, and other related cultural heritage institutions emphasize neutrality and objectivity. This view does not consider the power that comes in crafting societal memory through the collections these organizations hold. Archivists cannot be neutral, passive keepers of dead records, but active in collaborating in the ethical and equitable preservation and dissemination of history and memory. Archivists, librarians, and other memory workers can employ liberatory theologies and practices in our work that create collaborative relationships across communities and institutions that preserve and provide access to materials broadly. This conversation will center good practices and models for engaging in the classroom and beyond.

Holly A. Smith serves as the College Archivist at Spelman College. Previously she served as African American Materials Specialist in the Louis Round Wilson Special Collections Library at the University of North Carolina at Chapel Hill. She received her B.A. in History and Black Studies from The College of William and Mary, an M.A. in History from Yale University, and her M.S. in Library and Information Science, with a concentration in Archival Management, from Simmons College. Ms. Smith has served as chair of the Society of American Archivists Diversity Committee, and co-chair of the Women's Collections Roundtable. Additionally, she is the proud co-author of the article "This [Black] Woman's Work: Exploring Archival Projects that Embrace the Identity of the Memory Worker" (KULA Journal) and author of the piece "Radical Love: Documenting Underrepresented Communities Using Principles of Radical Empathy" (Journal for the Society of North Carolina Archivists). Ms. Smith has had the pleasure of speaking on panels about HBCU archives, digital collections, and the papers of lesbian feminist activist/writer Audre Lorde. She is passionate about community archives and archival advocacy related to collections for historically under documented communities.



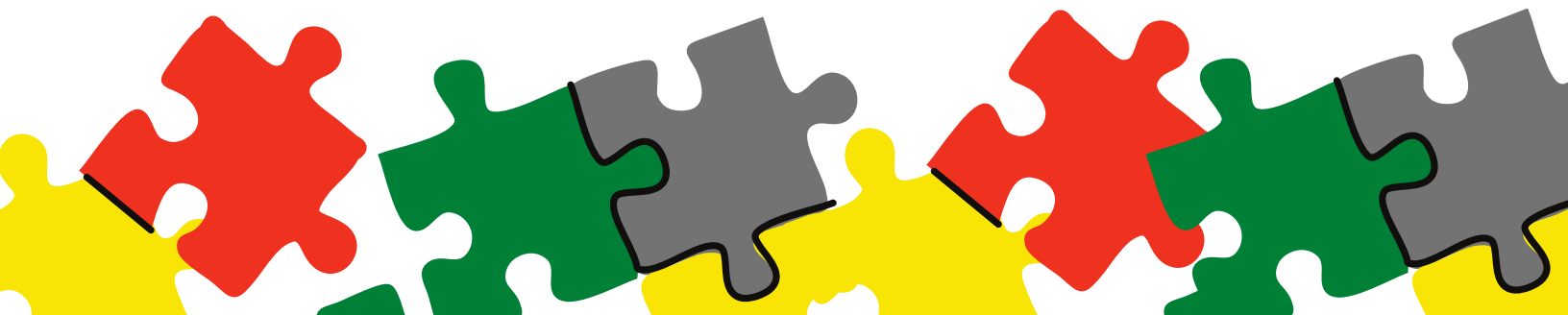
# LAND ACKNOWLEDGEMENT

---

William & Mary acknowledges the Indigenous peoples who are the original inhabitants of the lands our campus is on today – the Cheroenhaka (Nottoway), Chickahominy, Eastern Chickahominy, Mattaponi, Monacan, Nansemond, Nottoway, Pamunkey, Patawomeck, Upper Mattaponi, and Rappahannock tribes – and pay our respect to their tribal members past and present.



WILLIAM & MARY  
LIBRARIES



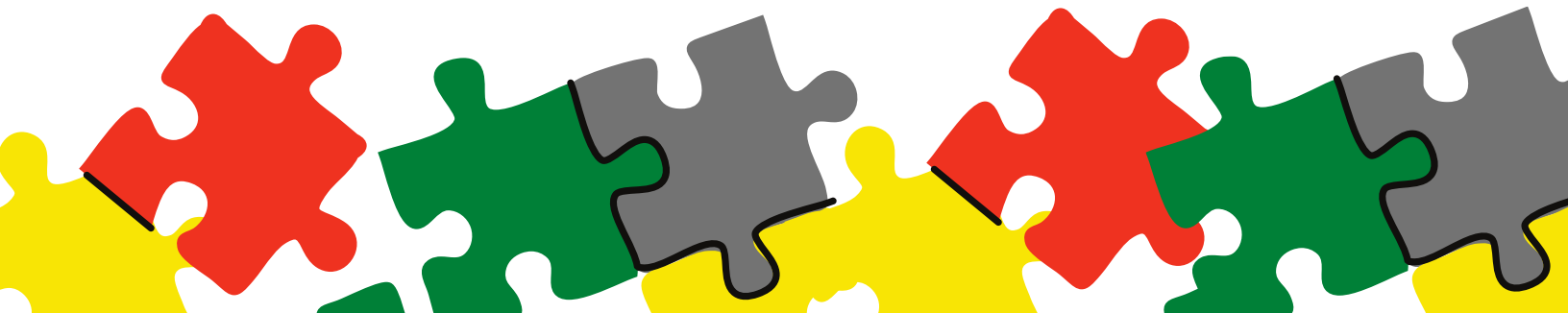


# WILLIAM & MARY LIBRARIES

#TILC2022 sponsor of the  
William & Mary's Travel Grant and the  
Pre-Conference Social & Poster Session.

---

THE INNOVATIVE  
LIBRARY CLASSROOM  
WOULD LIKE TO THANK  
WILLIAM & MARY  
LIBRARIES FOR THEIR  
CONTINUED SUPPORT.



# *Presentations*

---

FRIDAY, JUNE 3, 2022

10:10 – 11:00 AM

*Matoaka Woods*

**Building Connections Through Play**

Sherry Matis | Virginia Wesleyan University

This session will present how a librarian works with classes across the Humanities via role playing games and how these and other games can be used to build relationships and transform the idea of librarians and their role in the learning process. The result is connecting librarians to faculty, students, the classroom, and the curriculum and building relationships that will positively impact student learning. We will experiment with a few games!

*Holly*

**Making Connections Through Teaching with Primary Sources**

Mary Feeney | University of Arizona

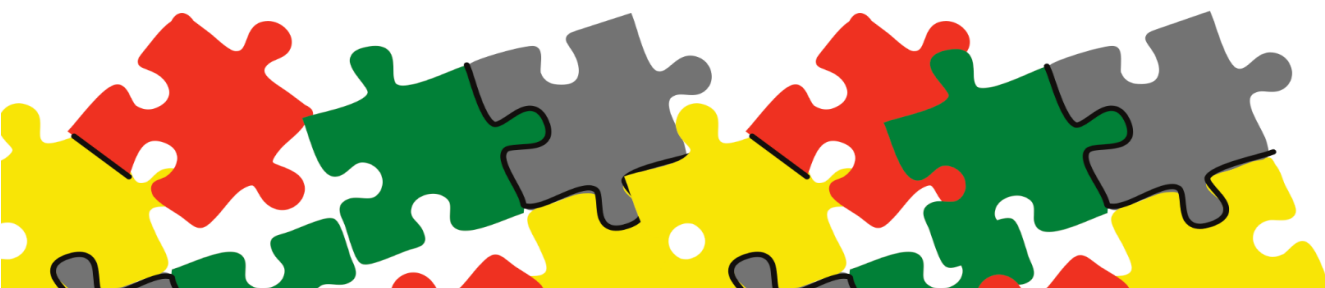
Engaging with primary sources can provide students with “aha!” learning moments. Librarians can facilitate this learning by teaching with primary sources and connecting students and instructors to these sources. Through a Library of Congress (LoC) Teaching with Primary Sources grant, our library co-created lessons with disciplinary faculty to use LoC digital sources in their courses. We also created connections through the formation of a learning community that exchanged ideas for teaching with primary sources.

*Dogwood*

**Finding Underrepresented Voices: Using Social Media as an Information Source in IL Instruction**

Kathia Ibacache & Elizabeth Novosel | University of Colorado, Boulder

According to a 2021 Pew Research report, over 80% of 18 to 29-year-olds use social media. Studies also show that higher education students use social media for academic life. Our presentation explores the changes we have observed in higher education attitudes towards including voices and resources not traditionally represented in the scholarly literature. We suggest that social media could be a source of information in information literacy instruction to connect students with underrepresented voices.



11:10 AM – 12:00 PM

*Matoaka Woods*

**Supporting First-Gens in the Library Classroom: A Case Study in Improved Connections**

Deborah Bauder | State University of New York, Oswego

As librarian instructors our goal is to ensure that students have the tools they need to successfully navigate the research process. In this session, I'll present some strategies I use to create a more productive and inclusive library classroom. Session attendees will come away with enhanced skills for engaging with and empowering first-generation (and other) college students in their library instruction sessions to become better researchers and more confident members of the college community.

*Holly*

**Bridging Time and Space: Archival Sources as Information Literacy**

Garrison Libby & Erin Allsop | Central Piedmont Community College

Archives are important institutions capturing memory and records of the past that might not appear in the scholarly record. In this session, a librarian and archivist will share their experiences collaborating to use archival sources as a catalyst for teaching information literacy. By focusing on archival sources, students learn about different shapes information can take, the importance of searching for voices outside traditional publication, and how they can be thoughtfully integrated into classroom assignments.



*Dogwood***Watching the World Change: Using the COVID-19 Pandemic to Illustrate Information Literacy Concepts Beyond the Life Sciences**

Sara F. Hess &amp; Maggie Mahoney | Pennsylvania State University

Over two years into the COVID-19 pandemic, it feels trite to point out its far-reaching effects on just about every aspect of life; still, they are too prominent to ignore. In this session, we will explore ways we have used the impact of the pandemic to illustrate key information literacy concepts with a particular focus on the information landscape in social science disciplines. We invite and encourage conversation among library professionals engaged with all disciplines.

1:10 – 2:00 PM

*Matoaka Woods***Applying Design Justice to Information Literacy Instruction**

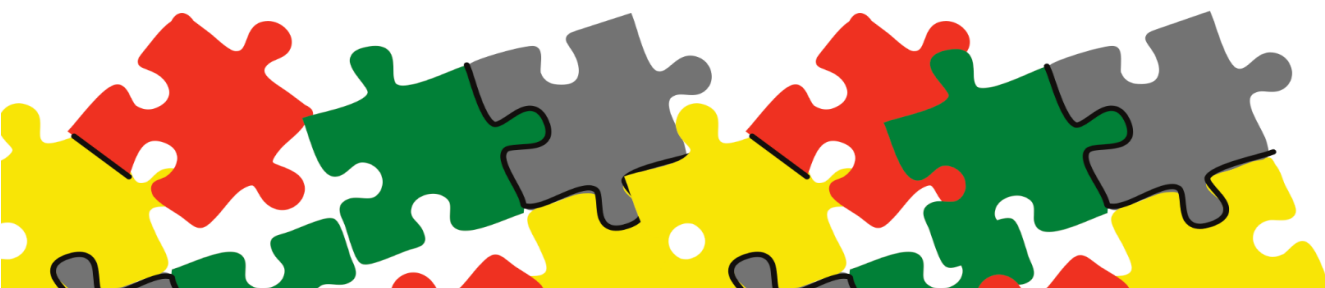
Breanne Crumpton | Appalachian State University

We often approach designing information literacy instruction from the lens of our professional framework with consideration for faculty expectation. While we might collaborate with faculty on the lesson plan, students usually have no say in how instruction is delivered to them. Design Justice looks to bring those who are impacted by design decisions to the table. This session will explore how Design Justice can be incorporated to engage students in our instruction planning process.

*Holly***Connecting Information: Engaging Students in the Research Process**

Alessia Zanin-Yost | Slippery Rock University, PA

We have heard it over and over, some students do not see the value of attending library instruction. However, with some guidance from the librarian, students can connect how and why a library instruction session is important. The presentation will highlight how and why some of the concepts of Life Design were incorporated into an online semester-long and one-shot library instructions to help the students be excited about research and the library.





*Dogwood*

**Analyzing the Scholarly Conversation: New Tools for Efficiently Finding, Evaluating, and Visualizing Research**

J. Denice Lewis | Wake Forest University

How do you know if an article was withdrawn or retracted? What methods do you use to identify connected concepts? What if you could determine if citations were supporting, contrasting, or simply mentioned in an article? With advances in machine learning and artificial intelligence combined with open access and data initiatives, new tools have been developed in the last decade which will change how we find and evaluate resources as well as connect interdisciplinary research.

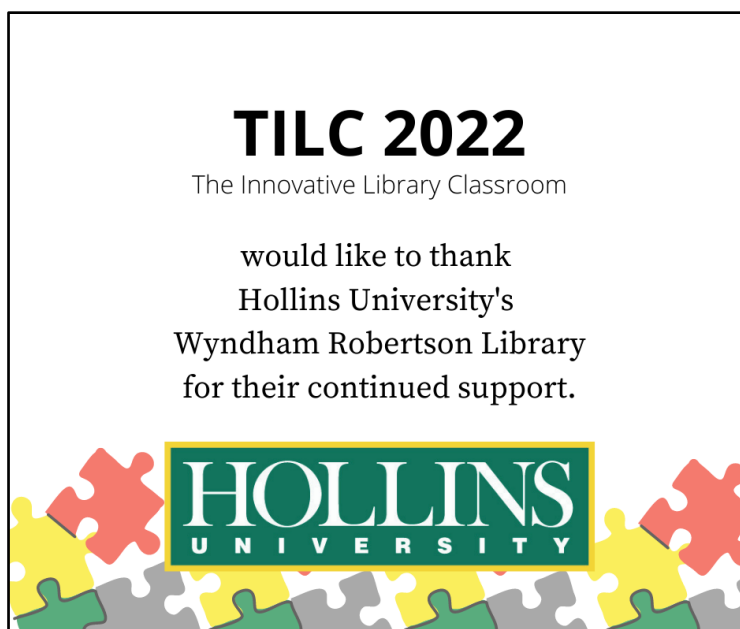
2:10 – 3:00 PM

*Matoaka Woods*

**Beyond self-care: a call for sustainable practices in library instruction**

Candice Benjes-Small | William & Mary

Do you love teaching as much as you used to? Do your colleagues seem tired, even at the start of the semester? Burnout among instruction librarians is well established. We need to look beyond the cliché'd self-care advice of yoga, therapy, and time off and consider how the systems and cultures of our organization contribute to burnout. Let's explore ways to develop a healthier culture in which we enjoy teaching again.



*Holly*

**Conflicting Authorities: Unlocking the Power of the 'Authority is Constructed and Contextual' Frame to Combat Misinformation in the Post-Truth Era**

Kate Lynch | Hampden-Sydney College

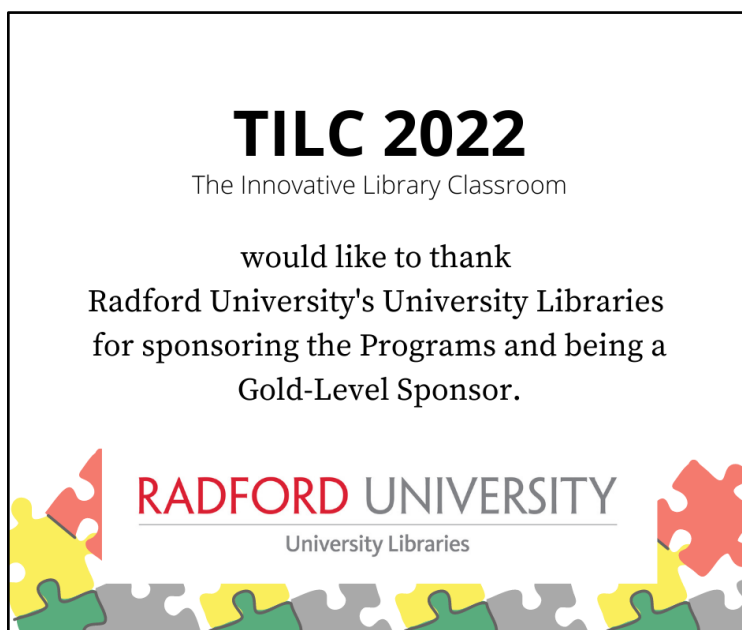
How do we teach source evaluation to a population that rejects traditional markers of source authority? Using the ACRL Framework as a jumping-off point, this session (and accompanying lesson plan) describes using critical self-evaluation exercises to teach students about authority as an *influence*, within the context of a one-shot library instruction session on identifying misinformation.

*Dogwood*

**Investigating Information Privilege and Accessibility with First-Year Students**

Patrick Rudd, Shannon Tennant, & Lina Kuhn | Elon University

Last year librarians connected with teaching faculty to pilot curricula to teach first-year students about the structural inequalities in the production and accessing of information. One librarian and faculty member, working on learning outcome revisions for first-year writing courses, asked students to consider information privilege and accessibility. The cataloger taught on inherent biases in search engines and databases for the first-year global experience seminar. We will discuss our approaches and student responses.



# *Lightning Talks*

---

FRIDAY, JUNE 3, 2022

3:30 – 4:15 PM

*Matoaka Woods*

## **The Complications of “Credibility”: Exploring the Changing Language of Expertise and Authority in the First Year Classroom**

Sojourna J. Cunningham & Samantha Guss | University of Richmond

We'll share how our teaching about “credibility” has evolved over five years teaching a credit bearing course for first-year students. Our observations from discussions and assignments helped us understand where students were struggling with the nuances of authority and expertise, which helped us revise our pedagogical approaches in one-shot instruction.

## **Digital Humanities as Conversation: Teaching Citation beyond the Footnote**

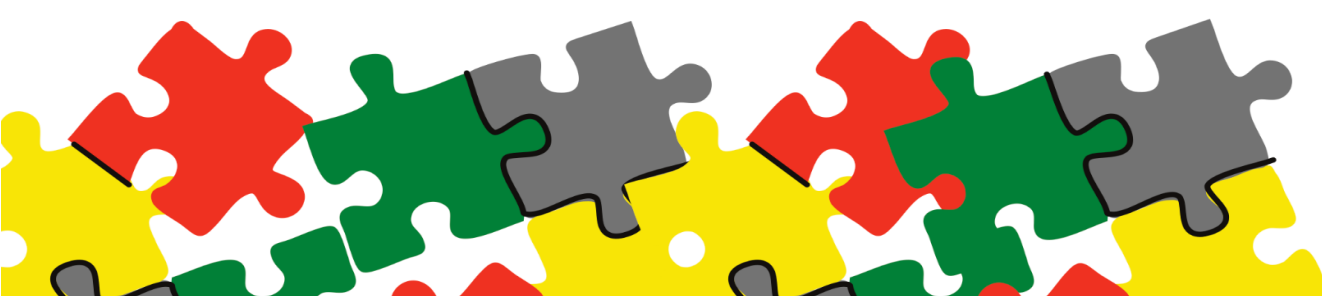
L.E. Eames | University of Colorado, Colorado Springs

Drawing on the presenter's work, this lightning talk will examine their approach to teaching citation as participatory rather than perfunctory. Taking a critical information literacy approach, he will outline his approach to guiding classroom conversation around academic honesty and citation practice in the digital humanities in particular.

## **Engagement through Anonymity: Using Polling Software to Tackle Controversial Issues**

Joshua Becker | Southern New Hampshire University

At my institution I teach a course on Information Ethics. Given the subject matter, my students are initially reluctant to share their views. By utilizing polling software, students can be forthright without fear of personal exposure. This presentation will highlight notable tips and tricks for quick implementation.



# Posters

---

THURSDAY, JUNE 2, 2022

5:00 – 7:00 PM, Swem Library

**Expedition Library: The evolution of a story-driven, puzzle-intensive, competitive library orientation through its design, revision, reflection, further redesign, and success.**

Jennifer S. Beach | Longwood University

This poster will explore the inspiration, multiple redesigns, and latest iteration of our library orientation activity, Expedition Library. In this competitive activity, first-year students are challenged to solve clues and open locks as they navigate their college library. Early versions yielded disconnected and stressed students, and lackluster attendance. Now in its third iteration, Expedition Library allows students to overcome library anxiety, improve group dynamics, connect with the library and librarians, and win prizes.

**Cross-Campus Connection: Integrating Information Literacy Support into the College's Early Alert System**

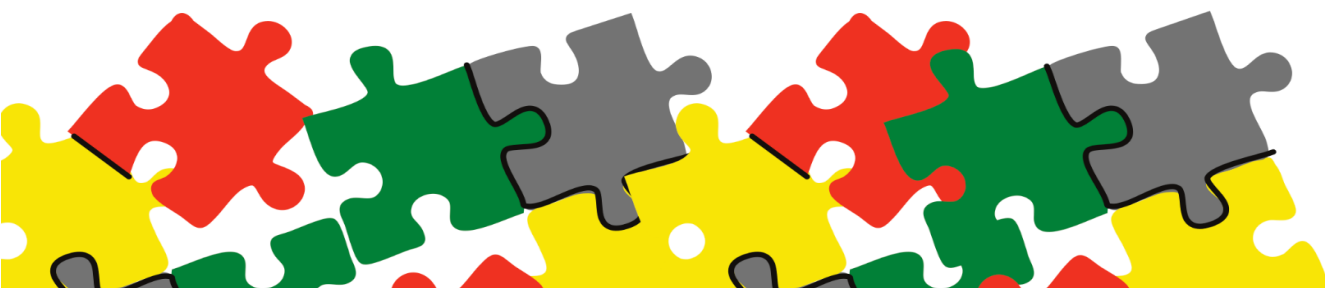
Katelyn Burton | Virginia Western Community College

Most colleges rely on Early Alert Systems to assist in the identification of & intervention for students who display academic, social, or other attrition risk factors. Some students identified through this process would benefit from our interventions, so why not integrate library support into the Early Alert System? By configuring alerts referring students for information literacy support, librarians can better collaborate with advisors, coaches, counselors, and other student support professionals across the campus.

**Using a Collaborative Scripting Process to Create Interactive Online Tutorials**

Elizabeth Dobbins & Brooke Taxakis | Campbell University

Come learn about one library's video tutorial review and revision project, which began with an analysis of the library's general tutorials and led to the development of a collaborative scripting process to create engaging, interactive tutorial modules through H5P. Hear how new tutorial modules were implemented and assessed in the classroom. Leave with a practical toolkit to implement a tutorial review process; develop a collaborative scripting process; and/or get started with H5P.



**Mentoring Mentors: Extending the Library Instruction Classroom with a Peer Research Mentors Pilot Program**

Criss Guy | Warren Wilson College

The presenter launched a peer research mentorship pilot program for a group of our library's writing studio student workers. This experiential learning opportunity bolstered mentors' research support skills which they were subsequently able to leverage in peer consultations and academic work. The pilot facilitated additional collaboration between the presenter and the writing studio. This poster will highlight how the pilot came to be and reflections on the successes and challenges of this first iteration.

**From the Classroom to the Group Chat: Developing an Undergraduate Teaching Assistantship for Library One-Shots**

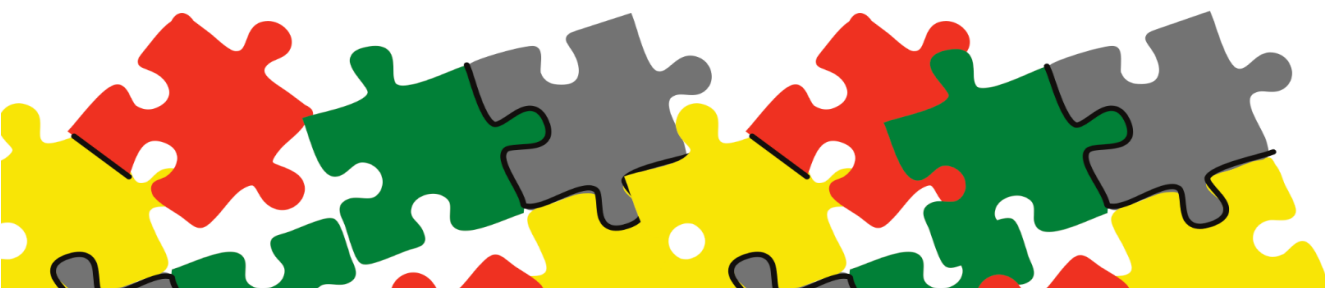
Jessica Hammack | Hood College

Like other small colleges, my institution provides opportunities for undergraduate students to serve as teaching assistants for first-year seminars and other introductory classes. However, there are few examples of undergraduate teaching assistantships for one-shot library sessions. Here, I'll discuss the successes and challenges of the first year of our TA program, one that incorporated the many faces and spaces of teaching: from the classroom and reference desk to—surprisingly—the group chat and dining hall.

**From Common Cartridge to Canvas Commons - Integrating Library Instruction in Course Sites**

Hope Kelly, Ph.D. | Virginia Commonwealth University

An online module for an undergraduate research course was first developed in 2019. Over the past two years, the module has gained traction but required adjustments to be adopted more broadly. Barriers to adoption and mechanisms that have contributed to improved uptake are highlighted with an emphasis on flexibility for faculty in how they access the module and connect the instruction to their course outcomes.



**Food for Thought: Connecting with Faculty Through Informal Learning**

Valerie Linsinbigler &amp; Kayla Gourlay | George Mason University

The best way to connect with students is through faculty, but what are other ways to provide outreach to faculty beyond in-class instruction offerings? This poster captures one library's efforts to create, implement, and assess a faculty workshop series that focuses on practical research and learning technology skills, student information literacy efficacy, academic publishing, and librarian/faculty collaboration. Finally, we highlight the project management techniques that kept all moving parts of this six-part workshop series connected.

**Multi-Modal Instruction to Support Multi-Modal Assignments**

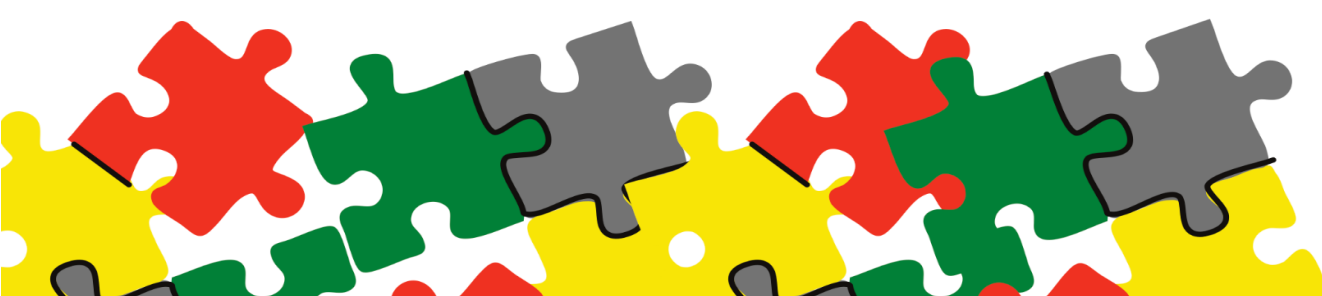
Colin Nickels | North Carolina State University

Our library has seen an increase in the number of students and instructors seeking assistance with multi-modal assignments. Multi-modal assignments ask students to produce work using different technologies and media formats from podcasts and videos to data visualizations and virtual reality experiences. This talk highlights three case studies of how our learning programs support students and instructors in making these assignments successful. It also addresses common pitfalls and lessons learned.

**Innovative Online Information Literacy**

Jana Schellinger, MLIS, AHIP | Emory &amp; Henry College

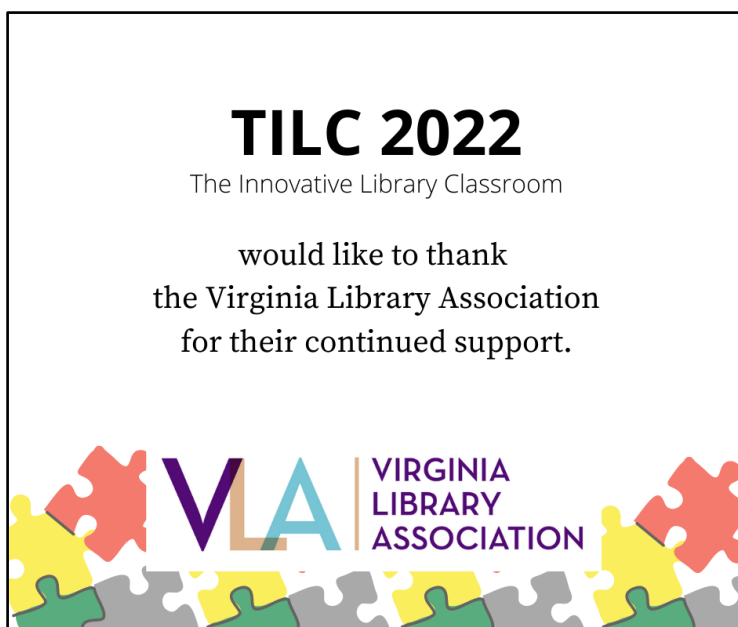
This poster describes the process used to develop lessons for the information literacy curriculum for undergraduate and graduate students at my college. Each lesson was broken down into components, learning objects, that could be delivered in a creative way. Each learning object had an information delivery and an assessment component. We created storyboards, much like a comic strip, to guide and outline our learning objects. These learning objects were assembled into lessons in LibWizard.



## Connecting Intellectual Property Topics to Undergraduate STEM Students

Denise A. Wetzel | Pennsylvania State University

Introducing patents and other intellectual property (IP) topics to undergraduate STEM majors can come across as boring or dry if not approached innovatively. By taking a complex topic and gamifying it throughout an instruction session, students better connect to the intricacies of IP. What once seemed mysterious to students is really fun! This poster shares game-based teaching strategies that can apply to IP topics and also molded for other “dry” topics.



# *TILC 2022*

---

## CONFERENCE COMMITTEE

### Co-Chairs

Candice Benjes-Small  
William & Mary

Jennifer Resor-Whicker  
Radford University

Rebecca Seipp  
Hollins University

### Committee

Maryke Barber  
Hollins University

Rebecca K. Miller (ex-officio)  
Penn State University

Deborah Bauder  
SUNY Oswego

Sherry Matis  
Virginia Wesleyan University

Liz Bellamy  
William & Mary

Kelsey Molseed  
Randolph College

Natalie Browning  
Longwood University

Cathy Meals  
University of the District of Columbia

Kelsey Cheshire  
Virginia Commonwealth University

Mary Oberlies  
William & Mary

Elizabeth Dobbins  
Campbell University

Bettina Peacemaker  
Virginia Commonwealth University

Sara Godbee  
Stevenson University

Jessica Ramey  
William & Mary

Alex Harrington  
Penn State College of Medicine

Sarah Reynolds  
Longwood University

Hope Kelly  
Virginia Commonwealth University

Stephani (Nia) Rodgers  
Virginia Commonwealth University

Liz Kocavar-Weidinger  
Virginia Military Institute

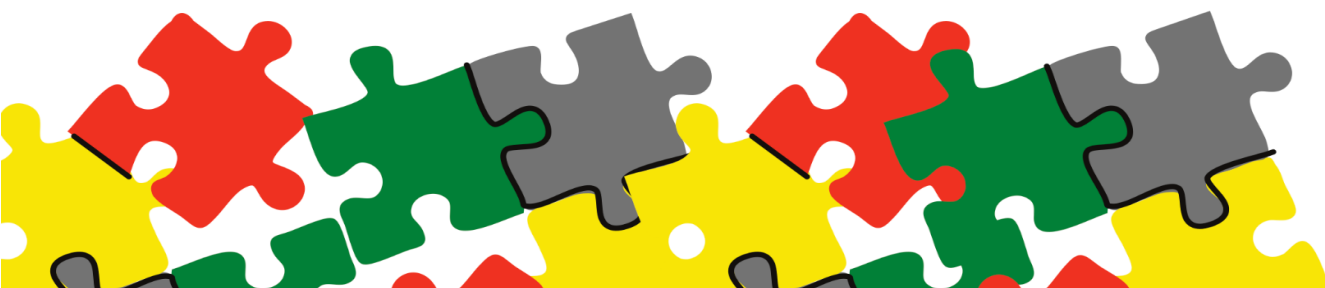
Brooke Taxakis  
Campbell University

Garrison Libby  
Tidewater Community College

Gardner Treneman  
Randolph-Macon College

Kate Lynch  
Hampden-Sydney College

Kristina Wagner  
Loyola University





## Thank you to our TILC 2022 Sponsors

### PLATINUM SPONSOR



### GOLD SPONSOR



### SILVER SPONSOR

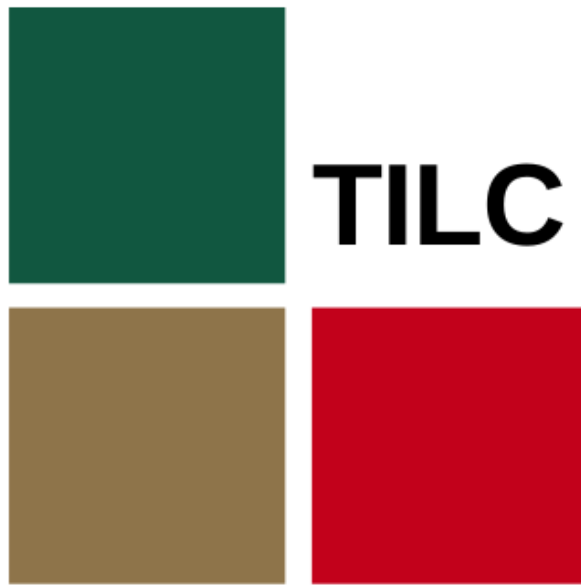


### BRONZE SPONSOR



### ALL-DAY TEA & COFFEE





THE INNOVATIVE  
LIBRARY CLASSROOM

---

**WE LOOK FORWARD TO  
SEEING YOU FOR  
#TILC2023!**

