

**Welcome to the
TILC 2023
Preconference Social
& Poster Session**

**4:00 - 5:00 PM
SWEM LIBRARY TOURS**

**5:00 - 7:00
SOCIAL**

**5:30 - 6:30 PM
POSTER SESSION**

Our preconference social and poster session is sponsored by the William & Mary Libraries. We would like to thank them for their generous sponsorship.



**WILLIAM & MARY
LIBRARIES**

**CONFERENCE
COMMITTEE**

Candice Benjes-Small (co-chair), Mary Oberlies (co-chair), Jennifer Resor-Whicker (co-chair), Lucy Wittkower (co-chair), Rebecca Miller Waltz (ex-officio), Clarisa Rosario-Degroate (TILC 2023 Intern), Liz Bellamy, Natalie Browning, Kelsey Cheshire, Elizabeth Dobbins, Alex Harrington, Sara Hess, Travis Jones, Liz Kocevar-Weidinger, Garrison Libby, Kate Lynch, Kirsten Mentzer, Bettina Peacemaker, Sarah Reynolds, Stephani (Nia) Rogers, Patrick Rudd, Paul Showalter, Kristina Wagner, and Denise A. Wetzel

SPONSORS

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THE INNOVATIVE
LIBRARY CLASSROOM

**TILC
2023**

**Preconference Social
& Poster Session
June 1, 2023**



POSTERS

The Reality of VR: Librarian Involvement in Virtual Reality Projects

Camille Andrews | William & Mary

Making Misconceptions Visible

Lindsay Bush | Union College

Designing Augmented Reality for Library Instruction

Jackie Eagleson | Appalachian State University

Library as Studio: Fostering Artistic Exploration and Creation in a Library Class

Kaeley McMahan & Meghan Webb | Wake Forest University

Integrating Innovative Library Spaces to Enhance Teaching

Hannah Pope | Appalachian State University

"You Misspelled Satan": Collaborative Pedagogy in One-Shot Information Literacy Sessions

Kevin Reagan & Autumn Johnson | Georgia Southern University

Research in the Wild: Instilling Information Literacy into Place-Based Pedagogy

Sarah Reynolds & Jennifer Beach | Longwood University

Rolling in the Stacks Laughing: Opportunities for Research on the Use of Humor in Library Instruction

Jessica Swaringen & Kevin Reagan | Georgia Southern University

TILC 2023

The Innovative Library Classroom

June 1-2, 2023 | William & Mary

POSTER ABSTRACTS

The Reality of VR: Librarian Involvement in Virtual Reality Projects

Camille Andrews | William & Mary

Learn about one librarian's involvement in VR projects for education, including workshops, class-related instruction, tours, and a faculty AR/VR working group. Librarians can use VR in instruction at all levels, from using Google Cardboard to creating 360 videos or VR scenes. Participants will learn some basic uses of VR in instruction, identify various ways that librarians can participate in instruction using VR, and identify some basic tools and software for using and creating VR.

Making Misconceptions Visible

Lindsay Bush | Union College

Students must often unlearn misconceptions in order to learn new ideas, which can mean challenging, often invisible, deeply held beliefs imbedded within their habits of mind and frames of reference. Telling students how to change their thinking is rarely successful. Instead, this poster provides examples of instruction plans that require students share and make their misconceptions visible and then engage with those ideas in a problem-based scenario to challenge those misconceptions.

Designing Augmented Reality for Library Instruction

Jackie Eagleson | Appalachian State University

This poster explores the creation of an augmented reality (AR) scavenger hunt to introduce students to the physical space of an academic library. It describes the considerations that should be taken when selecting an augmented reality app to use, the process of creating the activity, and additional considerations that will need to be taken before the activity is ready to be used

Library as Studio: Fostering Artistic Exploration and Creation in a Library Class

Kaeley McMahan & Meghan Webb | Wake Forest University

In this credit-bearing course, *Research & Creative Practice*, students explore how to use the library to aid and support the creative process. Using their own artistic practice, students investigate both historical contexts and approaches, as well as topics relevant to contemporary content creators. Throughout the course, diverse library collections are highlighted via engaging classroom activities, and students are encouraged through scaffolded assignments to explore how these resources can support their creative work.

Integrating Innovative Library Spaces to Enhance Teaching

Hannah Pope | Appalachian State University

With the construction of a new Makerspace at AppState, the idea was to bring Makerspace and creative teachings to the students in a way that allows instructors to use the space as a tool to create a smooth workflow between design, instruction, and equipment. By creating the space with the intention to teach, the Makerspace is able to offer an immersive experience that improves student learning and allows for creative prototyping with stronger learning outcomes.

Research in the Wild: Instilling Information Literacy into Place-Based Pedagogy

Sarah Reynolds & Jennifer Beach | Longwood University

At our institution, a program of "study away" experiences built on place-based pedagogy can fulfill a general education requirement that has developing information literacy skills as a learning outcome. Librarians have been a part of some of these courses, helping to craft course assignments and traveling in the field. In this session, we'll discuss our work with faculty and students to build awareness of information literacy skills outside of traditional library and internet-based research.

"You Misspelled Satan": Collaborative Pedagogy in One-Shot Information Literacy Sessions

Kevin Reagan & Autumn Johnson | Georgia Southern University

While one-shot sessions remain a cornerstone of library instruction, there is opportunity to combine subject expertise to create innovative sessions. This lightning talk explores how librarians approached library instruction from an interdisciplinary approach to engage students to explore a moral panic through the evaluation of primary and secondary sources.

Rolling in the Stacks Laughing: Opportunities for Research on the Use of Humor in Library Instruction

Jessica Swaringen & Kevin Reagan | Georgia Southern University

The use of humor in academic instruction has a long but contradictory history. Some studies imply a positive correlation between humor and student learning, whereas others adamantly maintain the opposite. Moreover, studies on the use of humor during instruction rarely include librarians, whose humor could be misunderstood or missed due to student library anxiety or lack of rapport. This presentation proposes methods by which humor in library instruction sessions can be better researched and evaluated.