



WHAT INFORMS YOUR PEDAGOGY?

THE INNOVATIVE
LIBRARY CLASSROOM

JUNE 1-2, 2023 | WILLIAM & MARY



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SCHEDULE AT A GLANCE

THURSDAY, JUNE 1, 2023

Swem Library | William & Mary

1:00-3:00 PM	Preconference Workshop
4:00-5:00 PM	Swem Library Tours
5:00-7:00 PM	Preconference Social
5:30-6:30 PM	Poster Session

FRIDAY, JUNE 2, 2023

School of Education | William & Mary

8:30-9:00 AM	Registration & Breakfast
9:00-9:15 AM	Opening Remarks Matoaka Woods
9:15-10:00 AM	Keynote by Brittani Sterling Matoaka Woods
10:10-11:00 AM	Presentations
11:10 AM-12:00 PM	Presentations
12:00-1:00 PM	Lunch Matoaka Woods
1:10-2:00 PM	Presentations
2:10-3:00 PM	Presentations
3:00-3:20 PM	Afternoon Break Matoaka Woods
3:20-4:00 PM	Lightning Talks & Closing Remarks Matoaka Woods

KEYNOTE

FRIDAY, JUNE 2, 2023, 9:15 AM
MATOAKA WOODS

WE NEED TO TALK ABOUT CREATIVE COMMUNITY ENGAGEMENT!

Brittani Sterling | University of Nevada Las Vegas

Brittani has been co-creating some innovative and impactful community outreach over the past several years that has had measurable impacts on the local and campus community's perceptions of, and interactions with, the UNLV Libraries. By breaking down the successful elements of these unique community-focused instruction sessions, she is looking forward to inspiring you to create outreach of your very own! Though we may primarily think of ourselves in our roles in classrooms, research consultations, and as using our expertise within reference desk interactions, we also have the power to share our skills in ways that build community far beyond any one-shot. We can also develop our research agendas, drill down our teaching philosophies, and maximize our perspectives as practitioners to influence our institutions for good! Please join Brittani for an engaging, thought-provoking keynote, where you'll put on your thinking caps and leave with some ideas to take back to your own institutions and communities!

Brittani Sterling is the Social Sciences and Interdisciplinary Studies Librarian at the University of Nevada, Las Vegas. She is the liaison to the areas of sociology, anthropology, interdisciplinary studies, and political science and is the director of the Rebel + Workshops series - a co-curricular set of instructional opportunities for students across the curriculum to cultivate the critical skills necessary to their academic journeys and future careers. In addition to her teaching duties, Brittani's research agenda includes the sociology of librarianship, building equitable collections, and exploring the intersection of organizational culture and the lived experiences of librarians of color.



PRE-CONFERENCE WORKSHOP

THURSDAY, JUNE 1, 2023,
1:00-3:00 PM
SWEM LIBRARY

OUR PEDAGOGIES, OUR SELVES: CULTURALLY INFORMED AND RESPONSIVE PRACTICE

Monique Threatt, Jacqueline Huddle, & nicholae
cline | Indiana University, Bloomington

This workshop will address three different perspectives to answering the question "How do our cultures, backgrounds, and experiences inform our pedagogy?" through a critical reflective pedagogical lens. The presenters will share their own experiences while also cultivating a shared learning space through interactive activities. Attendees will walk away with tangible examples of reflective teaching practices and related resources.



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.



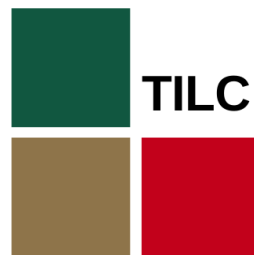
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#TILC2023 sponsor of The William & Mary Libraries Travel Grant and the Pre-Conference Social & Poster Session

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



TILC

THE INNOVATIVE
LIBRARY CLASSROOM

Presentations

FRIDAY, JUNE 2, 2023

10:10 – 11:00 AM

Matoaka Woods

“I’ve got a blank space, baby”: The Teaching Space and its Impact on Pedagogy

Lisa Martin | University of California, San Diego

The impact of the teaching space - whether physical, virtual, or in between - on the pedagogy and lesson plan is critical. This session will look at the impact of the space on the library instructor and on the learner. Participants will walk away with questions to consider about accessibility and inclusion and choice of pedagogical techniques as they prepare for their next teaching session and for the design of future learning spaces.

Holly

Does This Look Relevant to You? Using Insights From Information Retrieval Studies to Facilitate Student Source Selection, Reading, and Use

Anne Jumonville Graf | Trinity University

Have you ever guided a student toward what seems like a great source for their topic, only to have the student view the same source with uncertainty or skepticism? What’s happening here? This session will explore an underused area of research for teaching in the library classroom: theories of relevance from information retrieval studies. How do people make judgments about relevant information, and what do students need from us as teachers to evaluate relevant sources?

Dogwood

Think About It: Incorporating Reflection in Information Literacy Instruction

Elizabeth Sanders | Lamar University

Information literacy instruction (ILI) often includes hands-on activities for students to practice and apply their research skills. However, Kolb’s four stages of learning gives reflection equal importance. Approaching learning as a reflective process must be taught. Dweck’s growth mindset concept supports this process. In this session, I describe my experiences incorporating reflection into a credit-bearing course and one-shot sessions and how I adapted when they became asynchronous and virtual, respectively.



11:10 AM – 12:00 PM

Matoaka Woods

The Library Teaching Institute: Equipping Instructors for the Library Classroom

David Lemmons | George Mason University

How did you first learn how to teach? Many library instructors answer that they learned on the job through trial and error. The Library Teaching Institute (LTI) at George Mason University Libraries attempts to address this gap by providing a place for new and returning instructors to learn about teaching. In this presentation, you'll learn more about LTI's creation, as well as develop ideas for bringing it or a similar program to your institution.

Holly

A Collaborative Approach to Finding and Using Data in a First-Year Writing Course

Patrick Rudd, Shannon Tennant, & Chrissy Stein | Elon University

Librarians and teaching faculty collaborated on a scaffolded approach to teaching data literacy in a first-year general studies writing course. Multiple library sessions focused on the development of research strategies to locate, interpret, and use qualitative and quantitative data. Throughout the course, students practiced how to effectively use and represent data in a persuasive argument. By the end of the semester students could position data sources in conversation through writing and infographics.



Dogwood

Building (and Rebuilding) an Inclusive Information Literacy Lesson from Inception to Assessment

Sam Zelick, Brittany O'Neill, & Kiana Webster | UNC Wilmington

This session will walk through the process of designing and assessing an inclusive, problem-based information literacy lesson plan, created as a response to unsustainable instruction demands. We will provide not only a valuable activity for one-shot instruction, but also a process outline for shepherding any activity through some of the more forgotten yet necessary steps, such as preparing first year instructors to teach with it, assessing its utility, and making post-assessment adjustments.

1:10 – 2:00 PM

Matoaka Woods

Uncovering the Conversation: An Engaging, Hands-On Activity for Teaching Scholarship as Conversation

Elizabeth Dobbins & Brooke Taxakis | Campbell University

How can we facilitate student engagement with “Scholarship as Conversation,” especially in a one-shot class? In this session, we will introduce an active learning activity designed to have students engage with the scholarly conversation as evidenced in a journal article. Librarians involved in the assignment design will share more about the assessments that informed the lesson plan, followed by a demonstration. Participants will leave with a lesson plan and everything needed to implement this activity.

Holly

Culturally Responsive One-Shots Flowing From Institutional Data

Hope Kelly | Virginia Commonwealth University

Explore how aggregated institutional data can inform culturally responsive instructional design and delivery through a case from a public, urban, minority-serving institution.



Dogwood

Tell Me a Story: Utilizing Storytelling to Teach Difficult Topics

Brittany Rochelle Norwood | Washington & Lee University

In today's hyper-polarized information landscape, it can be difficult to know how to engage students when talking about tense topics, like misinformation, disinformation, conspiracy theories, and information credibility evaluation. Brittany Norwood will speak about her experience utilizing a combination of storytelling and active learning in her pedagogy to scaffold these topics and effectively reach students.

2:10 – 3:00 PM

Matoaka Woods

Contributing to the Scholarly Conversation: Using Asset-Based Pedagogy in the Library Classroom

Erin Durham Wright | University of Maryland, Baltimore County

How can librarians use asset-based pedagogy to cultivate inclusive teaching? While library instruction may draw its origins from deficit models of education, it is vital that today's teaching librarians instead value and center student experiences and perspectives. My presentation features examples of incorporating asset-based teaching in activities and discussions with first-year to upper-level and graduate students in a variety of disciplines. Takeaways include links to resources and examples of asset-based pedagogy in practice.



Holly

Upending Student Expectations: Enhancing Classroom Learning and Engagement with Levity, Dialogue, and Storytelling

Josh Rakower & Sarah Steiner | Western Carolina University

For many students, few activities seem less exciting than attending a library instruction session. While their lack of enthusiasm can be anxiety-inducing for the instructor, it also provides us with a golden opportunity. In this presentation you'll learn how to turn student expectations on their heads using humor, dialogue, and storytelling. These tools can quickly and effectively foster engaging and inclusive learning environments. You will learn specific strategies and exercises you may use in your own classes and explore research-based backing for humor, dialogue, and storytelling as pedagogical devices.

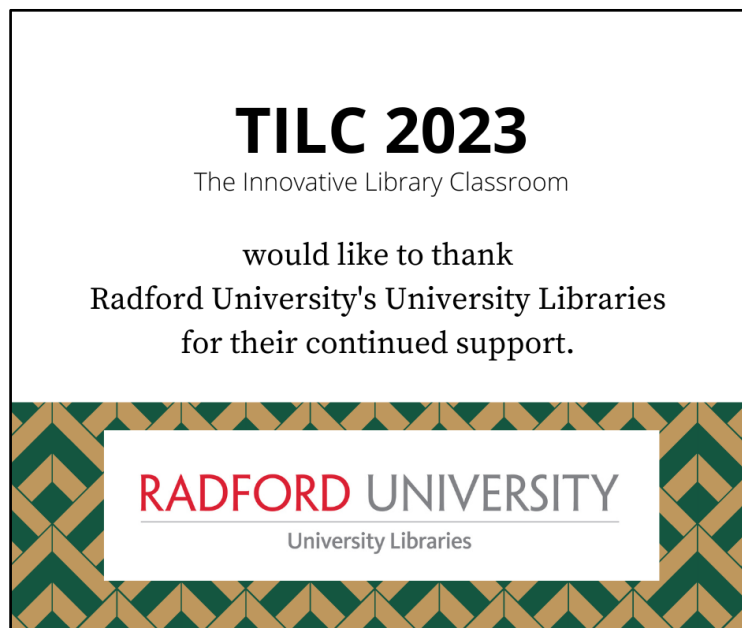
Dogwood

Course Design and Teaching Research: Faculty Reflections and Implications for Librarian Practice

Catherine Meals & Meghan Kowalski | University of the District of Columbia

Faith Rusk | San Francisco State University

This presentation will share initial findings and implications for practice for instruction librarians from our qualitative study on writing composition faculty members' approaches to designing research assignments for and experiences teaching research to their students. It will discuss faculty members' understanding of the meaning and goals of student research, the knowledge they most prioritize for students, their pedagogical approaches to teaching research, and the structural challenges that affect their teaching.



Lightning Talks

FRIDAY, JUNE 2, 2023

3:30 – 4:15 PM

Matoaka Woods

Moving From CRAAP to ACT UP

M. Teresa Doherty | Virginia Commonwealth University

Tired of teaching CRAAP as a source evaluation method? Consider transitioning to ACT UP instead! ACT UP (Author | Currency | Truth | Unbiased | Privilege) incorporates the concept of privilege in publishing into the conversation, and encourages students to discover and share the work of often overlooked researchers in their own work.

Closing the Loop: One-Shot Assessments as Faculty Communication Tools

Becca Greenstein | Northwestern University

When librarians use formative assessments at the end of one-shots, they rarely share the results with faculty after the session. To close the loop, I share the anonymized 3-2-1 assessment or one-minute paper results with faculty, which gives them the chance to follow up and reflect on their students' learning.

Sustainable Yet Growing: Framing and (Updating) a First Year Information Literacy Program

Sojourna Cunningham & Alison Edwards | NC State University

We will share how we update and revise an instruction program teaching hundreds of first year classes a year with a small team. In an attempt to create scalable, consistent instruction, the library created a program of 6 “offerings” based on their most requested topics.

The Wizarding World of LibWizard

Christine Woods | Saint Leo University

LibWizard can create tutorials with video segments or other media interspersed with questions. Come and find out how to improve video tutorials by applying Robert Gagne's Nine Events of Instruction to create engaging and interactive asynchronous learning materials.

Posters

THURSDAY, JUNE 1, 2023

5:30 – 6:30 PM, Swem Library

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.

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.

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

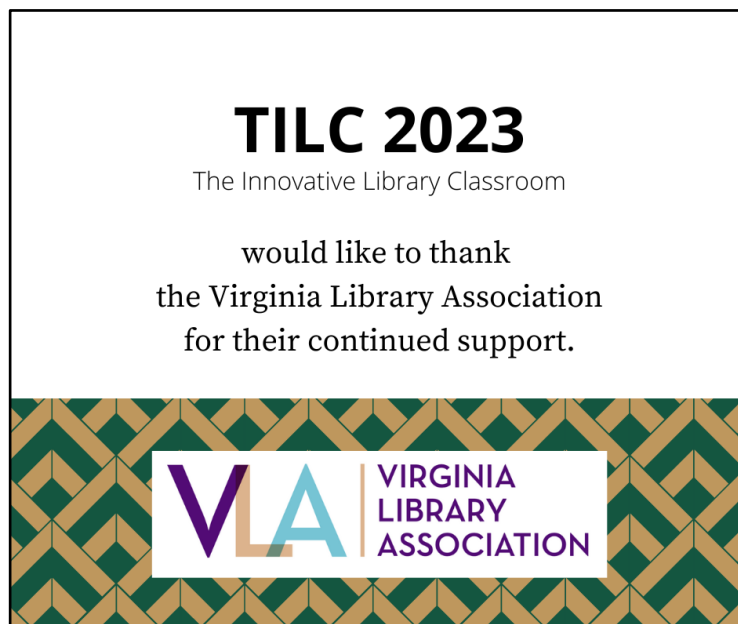
Jackie Eagleson | Appalachian State University

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.

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.



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.



TILC 2023

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