



2023 CAMBRIDGE

LILAC: THE INFORMATION LITERACY CONFERENCE

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Chair's Welcome



Dear Delegate,

Welcome to LILAC 2023 at the University of Cambridge. This is our 17th conference and I'm delighted to be in one of my favourite places. On behalf of the CILIP Information Literacy Group and the LILAC Committee we are so pleased to see so many of you joining us again at the conference. I know the next few days will be wonderful and inspiring and we are so looking forward to these 3 days together.

I hope you enjoy the thought-provoking papers, workshops and symposiums, inspiring keynotes and masterclasses. The LILAC Committee have been working hard to put together a fantastic programme and I'm really grateful to all our committees, working groups and members for their hard work and ongoing support. Everyone involved in LILAC is a volunteer and we're really grateful to the team for their efforts. We have seen a lot of changes and had a challenging few years but I know for many of us LILAC remains a highlight in our professional calendar.

LILAC is a fantastic opportunity to meet like-minded people and develop your information literacy practices, whether you are a LILAC veteran, or this is your first conference. However, LILAC is not just about the programme, so there are lots of opportunities for taking some time out and letting your hair down at the social events. It's a chance to make new connections and catch up with old friends.

We hope you enjoy Cambridge's hospitality, and I would like to thank the local team for all their efforts over the past year. It's wonderful to bring some LILAC magic to one of the most ancient and established UK universities. Enjoy these three days and I hope you are inspired and challenged as we discuss and debate information literacy in all its forms.

Jane Secker
Chair, CILIP Information Literacy Group

Our Sponsors

LILAC would like to give a special thank you to the Copyright Licensing Agency for sponsoring the 2023 programme.



We are also grateful to the rest of our sponsors for supporting LILAC in 2023.



Perlego



The Information Literacy Award



The CILIP Information Literacy Group and the Information School at the University of Sheffield are proud to offer an award for achievement in the field of information literacy (IL). IL “is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to reach and express informed views and to engage fully in society”.

The Information Literacy Award recognises an outstanding UK-based practitioner or researcher.

This award is judged by:

Katie Wise (Berkshire Healthcare NHS Foundation Trust)

Clare Trowell (The University of Cambridge)

Dr Konstantina Markoutzou (Robert Gordon University)

All the awards will be presented at the Networking Evening. For full details of our awards and nominees see the [Award page](#).



Keynote Speakers

New Professionals Panel

The panel will be made up of:

- Naomi Cassidy
- Tom Peach
- Naomi Smith
- Kristabelle Williams

Naomi Cassidy

Naomi Cassidy currently works as a Subject Support Librarian for the College of Health, Science and Society at the University of the West of England. Naomi graduated in November 2022 after completing a graduate traineeship program: she has a background in healthcare, with professional experience in both academic and health care libraries. Her professional interests include accessibility, inclusive hiring practice and supporting diversity in the student body. She is currently involved in her university's "decolonising the library" working group.

Tom Peach

Tom Peach (he/him) is currently Academic Services Manager at York St John University, having been the Arts and Linguistics librarian for several years prior which came via a training position. Tom's work focuses on teaching and learning, equity and developing accessibility practice, and currently mentors and assesses teaching and learning Fellowship applications for Advance HE. He is currently working on developing sought-after trainee roles, as well as widening the access to teaching and learning development opportunities for library workers.

Naomi Smith

Naomi Smith is a Critical Librarian who was formally recognised in 2019 by IFLA and the Goethe Institute as an #EmergingInternationalVoice for her work in digital innovation. Drawing from her MA degree in Race and Resistance from the University of Leeds, she applies Critical Race Theory, Foucauldian discourse, Black Digital humanities and other critical theories to digital and pedagogical librarianship. Her most recent work in this area was on digital inequality with Research Libraries U.K. (RLUK) and is being prepared for publication. Since graduating from the LIS MA course at UCL in September 2022, she works at University of West London as a

subject librarian, where she applies her critical praxis to teaching Law, Policing and Criminology. She teaches Global Black Studies, Youth Studies and Youth Justice.

Kristabelle Williams

Kristabelle Williams is the Learning Resource Centre Manager at Addey and Stanhope School in London and was awarded UK School Library Association's School Librarian of the Year 2021 for her "unremitting and consistent focus on ensuring the best futures for her students, making reading, research and library use the norm". For her MA in Library and Information Studies from UCL she researched how school librarians are supporting the delivery of the Extended Project Qualification, and has delivered talks to library workers and educators on a wide range of issues including using technology to improve literacy; extra-curricular provision in school libraries; negotiating with management; and censorship and childrens' rights. Leading and collaborating on Reading for Pleasure, Literacy and Information Literacy are her key areas of work, with a focus on young people's equality of access to books and information.

Abstract

Information literacy instruction plays a key role within most areas of librarianship today. However, institutional and professional differences in the perceived value of information literacy, self/perceptions of the teaching role of the librarian, and access to training, technology and resources can present barriers to involvement in information literacy instruction (Crary, 2019; Johnson & Tawfik, 2022). In addition, information literacy teaching can perpetuate existing educational inequalities such as racism, ableism and other forms of cultural oppression (Leung & López-Mcknight, 2020; Peach and Tuke 2021; Fold, 2019). This panel asks four new professionals to reflect on both constraints and enablers to advancement within information literacy instruction, including their own educational and professional journey and the learners they work with. In doing so, we hope to start a conversation about how the profession can start to address current and historic inequities as well as to celebrate successes in the field.

In advance of the live panel, the panel will provide a pre-recorded video to introduce themselves, their work, and their relationship to and experiences of information literacy teaching and education, and equity. Attendees will be invited in advance of the conference to submit discussion questions around barriers to or success in teaching , developing information literacy and critical cultural issues around Equity and inclusion. These questions will guide the direction of the live discussion panel.

Maria King

Biography

Maria King currently works as the Subject Librarian for the School of Health and Social Care at Edinburgh Napier University.

Maria also leads on inclusion work within the library around accessibility, particularly on improving teaching practices for accessibility, overall library support for neurodivergent students, and web accessibility. Maria has delivered workshops on these topics for both library, wider professional services, and academic staff at both at her current and previous institutions, and has presented at both the LILAC and International Network of Inclusive Practices (INIP) conferences. Maria is neurodivergent herself and brings this live experience to her work in this area..

Accessibility – what does it mean for libraries and education?

When you hear the word accessibility what initially comes to mind? What about accessibility in relation to libraries and education? How about how neurodivergent users in particular are impacted by accessibility, and their accessibility needs?

Accessibility is a broad area that in relation to education and libraries can cover access to and use of spaces, service design, access to and use of resources, digital accessibility and technologies, document design, and accessible approaches to teaching.

Neurodivergent is a term that can be defined to mean people whose neurotype differs from those considered to be neurotypical, with all neurotypes sitting under the umbrella term of neurodiversity (Verywell Mind). Neurodivergent is an umbrella term itself that can be used when referring to, but not limited to, autism, ADHD, dyslexia, dyspraxia, dyscalculia, Tourette's, OCD and more.

This keynote speech will touch on some of the key accessibility issues impacting educational settings and libraries, with a particular focus on accessibility in the context of neurodivergency. It aims to encourage attendees to more consciously assess and explore your own personal accessibility practices and those of your workplace, in order to improve accessibility practices.

Regina Everitt

Biography

Regina Everitt is Assistant Chief Operating Officer (ACOO) & Director of Library, Archives and Learning Services at the University of East London. She began her professional career as a technical author/trainer working with computer companies that developed software for the manufacturing, pharmaceutical and financial sectors in the US and UK. After managing a small library at a university in West Africa as a volunteer with the United States Peace Corps, she transitioned into the HE sector developing and managing libraries, social learning spaces, and other learning resources. At University of East London, she is institution lead on excellence in customer service delivery.

Concerned about the low representation of Black, Asian and other marginalised ethnic staff members in leadership positions in academic libraries, she co-project managed SCONUL research to document BAME staff experiences in LIS with a view to working with the sector to develop more diverse talent. She now leads a SCONUL committee to support member institutions in implementing the recommendations from the report. She is also a member of the British Library Council, a past member of the Steering Group of the M25 Consortium of Libraries as well as a member of a CILIP trailblazer group that is developing a standard for a Level 6/7 apprenticeship. She co-edited a book called [Narrative Expansions: Interpreting Decolonisation in Academic Libraries](#) which considers how academic libraries are navigating this contentious topic.

Pivot ponderings: Musings about one library's role in supporting tech-enhanced learning

Like many teams in UK education institutions, University of East London (UEL) did a rapid pivot to fully online delivery at the start of lockdown in March 2020. The institution had been on a gentle journey toward active blended learning prior to the start of the pandemic with some services like Library, Archives, and Learning Services (LALS) well placed to accelerate the pivot online. As restrictions were lifted, physical buildings re-opened, and staff and students returned to campus, the institution progressed from online delivery to dual delivery to technology-enhanced, active learning (TEAL). Did staff and students even know what this all meant and that a transition was taking place?

Then in October 2022, the Office for Students (OfS) released its regulation on blended learning outlining its expectations about how institutions should deliver learning and teaching in hybrid modes. This talk attempts to unpack these terms and considers the practical application from the perspective of the UEL library leader.

Reflecting on the services delivered by the team since the start of the pandemic, the speaker considers what went well, lessons learned, and areas for development. Key areas of critical reflection are about how well the diverse UEL student and staff populations were served considering digital literacy and accessibility, equity and inclusion, and the changing profile of UEL due to the increase in international students. Finally, the speaker considers the role of library services in working alongside the wider institution to meet the conditions of the OfS regulation on blended learning.

Parallels Abstracts

Ensure you sign up to parallel sessions ahead of the conference – just login to your [LILAC account](#).

Parallel sessions 1

Getting Visual: Assessing the need for visual literacy instruction within engineering and business courses

Sarah Huber and Zoeanna Mayhook

Engineering and business students are increasingly required to find, interpret, evaluate, and create visual information in academic and professional contexts. These visual literacy (VL) competencies are often demonstrated through common course deliverables, including PowerPoint presentations, research posters, infographics, and other types of visual work. However, students are not always given the support needed to develop the VL skills that would allow them to produce these visual projects effectively (Hattwig et al., 2013). Even when students self-report high skill levels of VL competencies, further investigations have shown a discrepancy between the reported skill level and the actual skill level (Brumberger, 2011). Faculty have also conveyed frustration regarding the lack of support they receive to develop these skills in their students (Green, 2006).

Researchers from a large public research university in the U.S. conducted a needs assessment of both faculty and students to identify possible gaps in VL instruction within engineering and business courses. Survey respondents were asked to identify the types of visual media deliverables assigned in their courses and areas where VL support would enhance visual presentations.

This presentation highlights preliminary results from the needs assessment study by comparing faculty and student responses. This will involve a discussion of specific knowledge gaps, including navigating image permissions and applying design principles to visual works. The research team will provide strategies for how engineering and business librarians can support the development of VL competencies that are transferable across academic and professional settings. Presenters will further demonstrate how the survey results will inform the design of a VL course at their affiliated institution. By the end of the presentation, delegates will be able to define visual literacy, recognize the VL needs of engineering and business faculty and students, distinguish strategies for developing VL competencies, and apply findings in their own course design.

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A Pilot Health and Digital Literacy Partnership Between NHS and Public Libraries in Somerset: Lessons Learned and Moving Forward

Veronica Price

This presentation will share learning arising from the Health and Digital Literacy Partnership project carried out by health librarians employed by Somerset NHS Foundation Trust and staff employed by Somerset Libraries. Authors are from both organisations which we hope will provide a unique insight. This project, which was funded by HEE, sought to address the information environment as a social determinant of health (Scales and Gorman, 2022) in a rural, coastal region of the UK where research shows that over half of the population are unlikely to have the numeracy and literacy skills to access, understand and act on health information (Health literacy geodata tool). Initiatives were developed to cascade awareness of the barriers faced by the population in accessing and understanding health information, with training provided by health librarians to colleagues working in public libraries across the county (Carlyle et al, 2020). Additionally, sources of high-quality health information have been curated for dissemination to Somerset residents through initiatives such as loanable iPads and digital health drop-in sessions. Delegates will be given an insight into the learning gained from this project and the ways in which regular communication channels have benefitted both sides of the partnership and ultimately Somerset residents. With the move in healthcare towards Integrated Care Systems (The King's Fund, 2022) and the emphasis on preventative healthcare we hope that our learning and our continuing utilisation of the networking opportunities resulting from our project will be of benefit to other regions and demonstrate a model for partnership working.

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Why don't they like me? The trials and tribulations of a newly qualified Science librarian

Eva Garcia Grau

Much has been written about the importance of embedding information literacy into the curriculum (Meldrum and Tootell, 2004; Stagg and Kimmins, 2012; Walker and Engel, 2003; Zanin-Yost, 2012). However, librarians who try to integrate IL into the curriculum of the disciplines that they support do not always find it easy (Bombaro, 2014; Lin, 2010; McGuinness, 2006).

At the end of 2019 I was appointed as Subject Librarian for the School of Engineering, Physical and Mathematical Sciences at Royal Holloway and I set about presenting our Information Literacy Framework (RHUL Academic Liaison Team, 2019) to my departments. I grew increasingly frustrated by the reluctance of my departments to engage, whereas colleagues catering for Humanities disciplines seemed to be much more successful.

This frustration led me to choose my dissertation topic for my Masters in LIS by Aberystwyth University; I decided to find out what strategies librarians were using to integrate IL into their departments and whether there were any differences amongst disciplines.

In my dissertation, I undertook a literature review of 200 articles from 27 different publications, mostly from the UK, US, Canada and Australia.

I found out that many librarians struggle to integrate IL, due to barriers such as lack of institutional support, academic reluctance, and lack of student engagement. Most successful integrations were in Humanities disciplines and there were not many accounts of interventions in the hard pure disciplines as classified by Becher and Trowler (2001, p. 36).

This session will discuss the findings of my dissertation, my advice to fellow Science librarians, how I used the evidence to support my own efforts to integrate information literacy into my departments and will conclude with a personal reflection on what worked and what didn't work.

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Reading between the lines: Information literacy in engineering education standards

Laura Woods

This presentation will compare the learning outcomes specified in the accreditation standards for engineering degree courses in the UK, with the competencies and knowledge practices outlined in two major information literacy frameworks: the ACRL Framework for Information Literacy (ACRL, 2016) and the SCONUL 7 Pillars (SCONUL, 2011).

For an information professional supporting engineering students' development of information literacy, it is vital to understand what is expected of these students from the pedagogical and professional standards within their discipline. Previous investigations have found that academics in STEM disciplines do value information literacy (Guth et al., 2018), although the language used in documents such as the ACRL Framework may not reflect their disciplinary practices.

In the UK, higher education (HE) courses in engineering are accredited by the Engineering Council, using their Accreditation of Higher Education Programmes (AHEP) standards (Engineering Council, 2020). A course meeting the AHEP standards is considered capable of producing graduates with the requisite knowledge and skills to succeed as engineers. These standards specify the need for engineering graduates to be able to "Select and evaluate technical literature and other sources of information to address complex problems" (Engineering Council, 2022, p. 33),

however this is the only explicit mention of information use within the document.

This presentation has been developed as part of the scoping stage of a PhD study looking at the information behaviour of women engineering students. It will build on previous work comparing older versions of the engineering and information literacy standards (Bradley, 2013), and discuss how these frameworks have changed in the intervening years and the implications for information literacy teaching. The SCONUL and ACRL models have been selected for comparison with the AHEP standards as these are the two models on which IL teaching in the author's institution are based.

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Co-produced Easy Read guides to improve health literate conversations for those with a learning disability or with autism

Ruth Carlyle and Sue Robertson

Everyone has a right to be involved in the decisions made about their care. Everyone can work together with a healthcare professional to reach a joint decision about their care. In order to make such a decision you need to understand your choices: your treatment choices, care choices or medicine or drug choices.

To help us all have good healthcare conversations, NICE issued shared decision-making guidance in 2021. This guidance includes three questions everyone should ask:

- What are my options?
- What are the pros and cons of each option for me?
- How do I get support to help me make a decision that is right for me?

As part of Health Education England's Knowledge for Healthcare strategy, the national NHS knowledge and library services team works to develop and improve the health and digital literacy skills of its workforce, patients and the public. The NICE guidance is signposted by NHS Knowledge and library services.

We knew that for those with autism or with learning disabilities there are additional challenges when accessing healthcare as described in the #MyGPandMe research report (2018). This report found that almost a third of people with learning disabilities or autism feel less likely to be listened to and don't feel they have enough time in their healthcare appointment.

To improve shared-decision healthcare conversations, we worked with a group of people with lived experience of autism or learning disabilities to co-create two guides.

- Three questions for better health
- Getting ready for a talk about your health

We will describe how the guides were developed, share our learning of co-production, hear from our co-producers and how our lessons learnt could help you in your sector. We will also share how these guides can be used by everyone to understand the options and support available to live well.

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Breaking through the concrete ceiling: Surviving a difficult start as a new professional

Melissa Hamdani

Being a new-professional can be difficult at the best of times, you are sent out from your library school and straight into the fire of the workplace, pretending you know what you are doing. But what happens when you are entering an environment with structural challenges in place?

In this presentation I will share my personal experience and share strategies for new-professionals on how to make your role your own and how to break barriers by addressing the following aspects:

Academic liaison-

What do you do if people won't talk to you? How do you teach the students you're not given access to? In my role some academic departments were reluctant to engage with the library; two subjects received no IL instruction at all and provision was patchy overall. Effective academic liaison and healthy partnerships are crucial for providing effective, embedded IL instruction (Ivey, 2003; Yevelson-shorsher, Bronstein, 2018) so changing these perceptions with persistent, friendly and helpful communication was key. I now deliver embedded sessions across all subjects and levels, including setting formative and summative assessments.

Managing structural barriers-

How do you carve your own identity and approach to teaching IL when working amongst different work patterns and established ways of working? Making new connections without severing existing and resistant ones is a crucial skill that is hard-learned, as is introducing new models and ideas (Gross, Latham, Julien, 2018). Finding your feet whilst new programmes are being established is challenging, but very rewarding!

Psychological aspects-

How do you manage an unmanageable workload without having a total breakdown? Often through staffing changes or otherwise we find ourselves with more work than is intended for one person. This requires unprecedented time-management skills and, for me, addressing my perfectionism.

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Parallel sessions 2

An ‘Enabling Role’: Student perceptions of librarian-teacher identity

Heather Lincoln and Tiffany Chiu

This presentation will discuss information literacy teacher identity, communities of practice and critical information literacy. It will provide an overview of a qualitative research project that investigated postgraduate university students’ perceptions of the role of the librarian in their university course, including students’ views on how their librarian helped them learn. The findings were from six focus groups with 14 participants, which were analysed thematically. This presentation will draw on current literature on librarian-teacher identity and how this might affect pedagogical design and students’ information literacy learning.

Teaching is a professional role that many librarians undertake. Lack of formal training in some cases and the disciplinary context of information literacy have sometimes led to an uneasy professional transition for librarians who teach. Information literacy is often taught in standalone, one-off sessions. Lack of formative assessment and links to the core curriculum contribute to the learning environment that librarians-teachers operate in, developing a context where librarians can feel akin to guest lecturers in their own institutions. Wheeler and McKinney’s (2015) research posed the question ‘Are librarians’ teachers?’ and identified four categories of librarians who teach: teacher-librarian, learning support, librarian who teaches and trainer, which emphasises their perceived nuance relating to librarians’ teaching role. Additionally, Hickman (2019), and Lacey and Parlette-Stewart (2015) have discussed how the role of teacher in librarians’ professional identity can lead to feelings of imposter syndrome and teaching anxiety.

Much of the literature on this topic involves librarians' perceptions of their professional teacher identity. This presentation will explore university students' perceptions of the librarian-teacher using findings from the research. It will explore students' perceptions of the librarian's role in the core curriculum and how students feel librarians help them learn at university. We will discuss librarians' role in academic communities of practice and how the roles of 'expert' and 'newcomer' in Lave and Wenger's (1991) theory may affect information literacy learning and dynamics in the classroom. Critical information literacy seeks to critique how systems of power shape information use and looks to dismantle hierarchy in the classroom (Drabinski & Tewell, 2019). From the qualitative data collected in this research, students described librarians as somewhat distant in terms of their core curriculum course but with a complementing and enabling learning role. Students viewed librarians as outside their academic community of practice, while librarian-teachers had 'expert' status like guest lecturers in information literacy classrooms leading to nuanced learning and teaching identities.

This presentation will disseminate insights on students' views of the role of the librarian in their course. It will highlight pedagogical recommendations to develop student learning as well as implications for the librarian-teacher involved in pedagogical design. This work will also be of interest to practitioners developing information literacy teaching in higher education.

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How to start well: Strategic beginnings to your next IL-focused position

Rebecca Maniates

I landed my dream job! Ready, set, go! I can't wait to jump in and start teaching. Oh dear. Now that I think about it, what steps should I take as I begin my new position? How do I effectively (and strategically!) engage with the community to begin integrating IL at my new institution?

Inspired by Birrell's (2022) essay about how to leave a job, this workshop outlines strategies for how to start a new librarian position, specifically one with information literacy teaching responsibilities. The presenter will blend influences from personal experience with literature focused on collaboration (Meulemans & Carr, 2013), mentoring (James et al., 2015), new librarian experiences (Oud, 2008), instruction librarianship (Benjes-Small & Miller, 2016), and more.

Whether you are new to the profession, or an experienced liaison, this workshop will inspire you to think critically about the past, present and future of IL engagement at your institution and ways to meaningfully and strategically connect with your users. Practical suggestions will be shared for organizing your goals, identifying tasks to conquer early, and considering stretch goals to avoid early burnout. An adaptable, year-long framework will be presented to demonstrate how short- and long-term goals can be tracked.

The presentation will cover approaches for building on early networking and collaboration wins, in order to foster connections and create new ones over the course of the year. Emphasis will be placed on gaining an understanding of instruction at your institution (prior to your joining), and how that can help you define your initial steps. Ideas will be shared on how to take (safe!) risks, capitalize on your current expertise, and how to use challenges to enhance your skills in a new area.

Participants will contribute to the conversation with hands-on activities, and through opportunities to share their own successes, disappointments, and areas for improvement when beginning new teaching-focused positions.

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Cartooning the Library: why and how to use applied comics for information literacy!

Clare Trowell and Clair Castle

This workshop will develop teacher librarians' education practice by identifying users/learners and the messages that could be communicated using drawn comics to teach and communicate abstract concepts. We will suggest methods, including stakeholder analysis, to achieve this. This workshop includes a drawing activity. It is not necessary to be an accomplished artist, but an interest in exploring communication through visual media will help.

We have used applied comics and cartoons as an innovative approach to teaching information literacy (IL) in a variety of contexts. According to McCloud (2001, p.20) Comics are “juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer.” Applied comics convey abstract concepts and serious information, as explained on the Applied Comics Etc. website (2020). This approach has its limitations as Willingham (2015) points out, people have different abilities rather than different learning styles.

We used this approach to teach researchers about the importance of Research

Data Management (RDM), using stakeholder analysis, and evaluated this in a group exercise. This involved identifying RDM stakeholders; why good RDM is of value to them; objections to practising RDM and finally, what responses to these could be. We created scenarios and used applied comics on postcards to teach RDM concepts and best practice to our stakeholders. A similar approach will be used in this workshop.

We described this experience in our Unlocking Research blogpost, “Cartooning the Data Champions”. We proceeded to use applied comics to teach other IL concepts to different audiences in different contexts, as documented in the Journal of Information Literacy (JIL) 2021 project report, “Cartooning the Cambridge Libraries”, which discusses the academic theories of applied comics and visual learning. We continue to explore the use of applied comics and their appropriate use in IL.

This workshop will begin with a short presentation highlighting some theory of applied comics and cartoons, sharing our experience of their use in IL, and including examples from our own and others’ work. There will be an activity in small groups (using participants’ own contexts or prepared examples). Participants will carry out the innovative activity of drawing applied comics scenarios and consider what IL messages it is useful to convey to the stakeholders they identify. The last part of the workshop will be used to discuss the potential of using applied comics as a tool in IL and how participants could use this approach.

At the end of workshop participants will have explored applied comics in IL theory, to identify stakeholders, to create comics to convey specific IL concepts and be confident applying comics in their own practice.

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Teaching Information Literacy Online: Competencies for Academic Librarians

Rebeca Peacock

The current era of higher education teaching and learning has shown the necessity of online instruction across all departments at the university, with librarians needing to pivot between in-person and online instruction (Stoffle et al., 2020) and lack pragmatic backgrounds in how to do so (Bewick & Corral, 2010; Houtman, 2010; Shank & Dewald, 2012; Westbrook & Fabian, 2010). In library science programs in North America and abroad, courses that cover instructional theory and practice are merely electives and not required of those seeking academic librarian positions (Bailey, E. C., 2010; Ducas et al., 2020; Julien, 2018; Saunders, 2015; Shonrock & Mulder, 1993; Sproles et al., 2008; Westbrook & Fabian, 2010). During the COVID-19 pandemic, academic librarians, like other faculty, had to modify their instructional modalities, and many took to LISTSERVS to ask for advice on how to do so (Benjes-Small, 2020; Keller, 2020; Paul, 2020; Pierce, 2020). It became clear that there needed to be more readiness in academic librarians to meet the challenges of providing quality online instruction to students.

To find out what academic librarians would need to be proficient in providing online information literacy instruction, semi-structured interviews were used to collect data, as described by Gupta et al. (2004). Eighteen expert participants were selected using purposeful sampling based on the participants' librarian title, experience with online teaching, and earned an advanced degrees in relevant disciplines. Interview transcripts were coded by the researcher to derive 24 competencies that the experts being interviewed validated. The validation process included several rounds of triangulation between the experts that led to edits to some of the competencies. Experts also identified 7 barriers that may make it difficult for academic librarians to adopt these competencies and provide online library instruction successfully. Overall, this research provides a method for academic librarians to identify gaps in their knowledge, skills, and attitudes in meeting student learning needs in online library instruction.

This presentation will provide an overview of the competency model developed as part of this research and describe the barriers found. The audience will then be invited to discuss the competencies they have found most useful in meeting student learning needs or the barriers they have encountered and how they have met these challenges.

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Overcoming the challenges of incorporating critical literacy into our information literacy offer: working with the ACRL Framework and decolonisation at The University of Sheffield

Amy Haworth, Helen Dickinson, Caterina Sciamanna, Vicky Grant

This short paper will present reflections on work at The University of Sheffield Library to incorporate critical literacy into our information literacy offer. Critical literacy encompasses developing an understanding of the social and cultural contexts in which information is created and read, a commitment to equity and social justice, and an understanding of issues of power and how to challenge them (McNicol, 2016). Concepts from the ACRL Framework and work around decolonising the curriculum have given us a theoretical basis to support the development of transformative learning experiences for our students.

As has been documented in the literature (Latham, Gross and Julien, 2019), there

are challenges with effectively incorporating theoretical concepts from the ACRL frames into practical skills-based support linked to assessment, particularly as part of a co-curricular offer. We will report on how we are overcoming these, and other challenges, reflecting on the process and the outcomes, and how these reflections alongside student feedback have informed our next steps.

Using action research methodology (Bradbury, 2015) has enabled us to progress our decolonisation work in a participatory way, enabling us to listen and reflect on the lived experiences of our students. Supporting the institutional and Student Union priorities of race equality, liberation, Open Research, and students as creators of knowledge, we have created three new learning opportunities. First, a dialogue-based online resource using questions to engage students with the process of scholarly information creation and the issues of access, authority, value, and bias that arise from that. Second, in collaboration with the University's student book society, a series of Reading for Diversity reading groups running alongside awareness months such as Disability Awareness Month and related exhibitions in our Information Commons. Lastly, a discussion-based workshop, Decolonising your Bibliography, providing students with the opportunity to discuss issues of colonialism in the production of knowledge and authority.

Delegates will hear practical advice on incorporating theoretical concepts into an information literacy offer for taught-course students.

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Workplace Information Literacy Readiness: What do Employers Think?

Heather Howard, Margaret Phillips, Jaihong Wang, David Zwicky

How well-prepared are new university business graduates to meet the information challenges of the modern workplace? In order to understand the workplace information needs of business graduates, librarians need to understand the ways in which employers require students to find and use information on the job. Using the

Project Information Literacy framework as a basis (Head, 2012), librarians and an undergraduate research student at a large US public research institution interviewed six employers who hire graduates of business undergraduate programs. Additionally, the researchers gathered employer perceptions of digital-badges (Jacobson & O'Brien, 2018; Raish & Rimland, 2016) in order to understand if the employers find these credentials useful for conveying evidence of information literacy competencies. The employers interviewed were large, multi-national companies who hire business students globally, so delegates may be able to use this information to inform their own business information literacy instruction practices. This presentation will provide an overview of the preliminary interview results and planned information literacy applications of the research.

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Making the most of your digital readings': planning and delivering a new workshop

Lucy McCaul and Tom O'Toole-Mills

Like many other institutions, the University of Essex Library has moved to a digital-first policy for the acquisition of new material and this shift has been further accelerated by the pandemic. At the same time, many students still express a preference for print formats over digital at Essex (Wisher, 2020) and elsewhere (Mizrachi & Salaz, 2022). There is also an ongoing debate as to whether reading in digital forms is as effective as reading in print, with studies showing mixed results (Delgado et al., 2018; Inie et al., 2021; Liu, 2022; Ronconi et al., 2022; Singer & Alexander, 2017; Kuhn et al., 2022). From working with students and staff at Essex, we identified some barriers to students and staff from using digital texts for study, learning and research including; negative perceptions of the experience of using digital texts over print texts, lack of knowledge of the digital tools and features available, and lack of confidence in navigating digital platforms. Recognising a

clear need to support students in working with digital texts (Hargreaves et al., 2022; Secker & Tilley, 2022), we decided to design and deliver a new information literacy workshop to help students to adapt to, use and gain more confidence with digital reading platforms and texts. This presentation will cover the planning, construction, and delivery of the workshop, as well as the feedback that we received and our next steps. We will discuss how we approached developing content and resources to meet the needs of students with different levels of digital skills, as well as designing a workshop which can be delivered and accessed in-person, online, or in a hybrid setting. The presentation will benefit those who face similar challenges and are considering similar issues and barriers to reading digitally, and are planning to develop a similar workshop.

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How university students use TikTok to search for information, and what it means for your information literacy teaching

Elizabeth Brookbank

Just when you thought you had a handle on how students use Google and other Internet search engines to look for information, they throw out an information literacy curve ball: TikTok. Tech insiders started talking this past summer about a threat to Google’s business from young people using social media—specifically TikTok and its understudy Instagram Reels—to search.

Google’s own internal data is said to suggest that “almost 40% of young people” use TikTok or Instagram to search for basic information like “places for lunch” (TechCrunch, 2022). Evidence of this trend, and therefore research that analyzes this evidence, is scarce, though popular media articles on the phenomenon abound—mostly originating from this one statement from a tech conference in July 2022 (Huang, 2022). The results of an informal focus group on the topic have been posted online by a social media strategist, but no academic research on the topic of searching using TikTok has yet made it to print (Sheares, 2022). There has been a small body of academic research, as well as watchdog industry reports, published on the content of TikTok videos that deal with various niche academic areas of expertise, however, and many of these studies demonstrate that mis- and dis-information are a serious problem on the platform (Basch et al. 2021; Brewster, 2022; Hernandez et al., 2022; Naseer et al., 2022; O’Sullivan et al. 2022). The bottom line? Librarians need to start including discussions of TikTok in our information literacy lessons.

This short presentation will discuss the scant evidence we have so far about how and why university students--especially traditionally-aged students 18-24 years old--use TikTok to search for information. The findings of student focus groups on the topic run at the presenter's own university will be shared, and possible impacts on, and considerations for, library information literacy instruction will be discussed.

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Parallel sessions 3

Extending the impact of one-shot teaching interventions through reflective practice Teachmeet

Maria O'Hara and Karen Poole

Frustrated teaching librarians (Pagowsky, 2021) have contested the value of one-shot instruction, arguing the format does not have sufficient scope to help learners navigate the complexity of the information literacy and imparts only surface-level skills. But library one-shots are not necessarily a single teaching method, but a diverse set of pedagogic approaches targeted at an array of diverse learners with distinct learning needs (Cook, 2022).

For the sake of time and effective teaching, we often give learners nice tidy examples we've done a million times before and lovely safe spaces to practice library skills with an expert on hand to build their confidence. In some ways it's no surprise to hear that our learners then go out into the world trip up on the messy reality of trial and error that's often needed to make things work in practice.

As learners struggle to transfer knowledge acquired in library instruction from the classroom into their real-world research, teaching librarians need to adopt pedagogic approaches which help them to do this. Reflection can play an important role in helping learners make links between newly acquired knowledge and to navigate the complexity of the information landscape outside the classroom (Whitver and Riesen, 2019; Denke, Jarson and Sinno, 2020).

In this talk we'll share some examples of how we have used reflective questioning in different contexts and the impact we've seen on engagement in the session, their ability to transfer concepts into their own research and their ability to self-regulate learning through help-seeking behaviour so that they themselves don't see library skills as a one-shot but as a journey. We will close with a short reflective activity.

For the sake of time and effective teaching, we often give learners nice tidy examples we've done a million times before and lovely safe spaces to practice library skills with an expert on hand to build their confidence. In some ways it is no surprise to hear that our learners then go out into the world and trip up on the messy reality of trial and error that is often needed to make things work in practice.

As learners struggle to transfer knowledge acquired in library instruction from the classroom into their real-world research, teaching librarians need to adopt pedagogic

approaches which help them to do this. Reflection can play an important role in helping learners make links between newly acquired knowledge and to navigate the complexity of the information landscape outside the classroom (Whitver and Riesen, 2019; Denke, Jarson and Sinno, 2020).

In this workshop we'll briefly share some examples of how we have used reflective questioning in different contexts and the impact we've seen on:

- learner engagement within sessions
- learners' ability to transfer concepts into their own research
- learners' self-regulating their learning through help-seeking behaviour

We will then work together to create some reflective questions and activities focused on helping learners apply newly acquired library skills within the complex labyrinth of information sources and disciplinary practices they have to navigate.

We'll be bringing some scenarios you can use from our own teaching, but attendees are encouraged to bring along examples from their own existing lesson plans and learning outcomes to work with.

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“The Submission Gamble”: a short game around scientific publication

Laure Mellifluo

During this session, participants will be introduced to the game “The Submission Gamble”, which was created for a 1-day workshop on scientific publication for graduate students at the University of Geneva (Switzerland).

If board games and gamification have been adopted by librarians for Information Literacy workshops for some time now (McMunn-Tetangco, 2017; Tekulve et al., 2015; Walsh, 2015), this card game has 3 particularities:

- it is short: it can be played in about twenty minutes
- it can be played with groups of varying sizes (from 3 players)
- it is dedicated to PhD students of all disciplines

“The Submission Gamble” has been successfully used over the past three semesters to give participants the opportunity to practice the submission of an article to a journal and to integrate the concepts seen previously in a presentation (Open Access routes, funders’ requirements, predatory publishing, etc.). Playing has contributed to making the workshop very enjoyable for participants, according to the surveys distributed at the end of each session. Although a day of training may seem endless, the integration of games and other activities meant that participants generally did not rate the training as too long.

N.B. Participants will have the opportunity to download a version shared under a Creative Commons license to adapt and use in their own trainings. This game is, however, constantly improving.

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From software demonstration to methodological support: developing library instruction on qualitative data analysis for researchers and students

Camilla Zetterberg

Data literacy has become a part of the library information literacy landscape during the last decade and the use of software to support qualitative research in universities has increased steadily. Consequently, there has been a call for expanding library instruction to include data literacy competencies, and attempts to map data literacy competencies to the ACRL Framework have been made (see for example Beauchamp & Murray, 2016; Condon & Pothier, 2022; Downing et al, 2019; Usova & Laws, 2021). At Uppsala University, Sweden, an increasing number of researchers, PhD students and master students started using qualitative data analysis (QDA) software about 5-10 years ago. Support on QDA software was requested and the university library started giving courses and individual guidance (mainly in NVivo) in 2018 to meet that demand. Initially the support had an emphasis on software demonstration. Participant feedback and evaluations as well as our own experiences soon indicated a need for support on a deeper level tailored to the participants' research projects, taking qualitative analysis models into account. Our support on QDA has been evaluated and developed several times during these approximately five years, signified by a move from software demonstration in a larger setting to methodological support for research groups and master programmes. During this teachmeet we will share how evaluations, qualitative feedback and experience has led us to a best practice approach on support on QDA for researchers and students at a large university. The session is suitable for delegates interested in expanding library support beyond the traditional information literacy framework and in deepening the libraries role in the research process. With this presentation we hope to empower more librarians to take on the challenge of developing QDA support.

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Social class, equity and recruitment: a content analysis of teaching librarian job postings using critical social psychology.

Darren Flynn

Recruitment to teaching librarian posts represent the entry and advancement points to the information literacy workforce and, by selecting and promoting those personnel, shapes the practices, concerns and end-user experiences in the information literacy landscape. Recruitment processes and documents such as person specifications not only set out the minimum levels of qualification, skill and experience but also act as a means of cultural matching between applicants and recruiters (Rivera, 2012). As highly visible members of the LIS profession, the diversity, inclusion and equity implications of teaching librarians are a core concern within the sector. This session will present the findings of a research study exploring potential social class bias in recruitment to teaching librarian roles in the UK higher education sector.

Content analysis of job postings is a well-established means of investigating the LIS labour market and workforce, however, most studies focus on uncovering objective factors such as qualification requirements, pay and desired competencies (Eclevia et al., 2019; Kaba, 2017; Robinson, 2021; Yadav, 2022; Zhang et al., 2021). Rarer are studies exploring subjective variables such as personal attributes, behaviours or dispositions expressed in specifications or the equity implications these may have on the makeup of the information literacy profession (Matsumoto, 2022; Tokarz & Mesfin, 2021). Absent are studies that interrogate social class as a factor in recruitment to library posts, despite evidence that social class can act as a strong predictor and determinant in organisational behaviour (Côté, 2011).

The study used a dataset of 197 job postings from UK library job adverts collected between Nov. 2021 and Oct. 2022. A sample of 50 roles was formed by identifying roles that included teaching, user training or instruction as a core activity and were based in UK academic libraries. The study used a specifically critical lens to analyse job postings and identify if potential social class bias was present in person specifications of teaching librarian vacancies. A theoretical framework was used based on research on the psychology of social class; a branch of social psychology

that examines how social class affects behaviour, social interactions and identity (Manstead, 2018). Person specification criteria were coded using a four-part framework based on social psychological research to identify if criteria were weighted towards social behaviours and attitudes associated with working or middle class predispositions and values. Quantitative content analysis was performed across the sample to determine if potential social class bias was present in the sample (Krippendorff, 2013).

The presentation will explain the rationale, methods and outcome of the study and suggest wider implications and actions necessary to improve social equity in recruitment within the information literacy profession. The theoretical framework of the study will be explained, and attendees will be invited to participate in and further develop the research by collaboratively evaluating person specification criteria themselves. Finally, attendees will be invited to reflect on the findings of this study, share their perspectives on dispositional requirements of teaching librarians and formulate strategies to integrate these into their institution's recruitment practices.

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How Historians Learn Digital Literacy Skills: A Qualitative Exploration of the Role of Supervisors and Librarians

Hope Williard

Digital literacies are a fundamental part of twenty-first century research: historians produce, consume, and interact with all manner of information in online environments. While previous studies of historians' research practices have been done by scholars such as Kim Martin, Jennifer Rutner, and Roger Schonfeld, there has been little investigation of how historians learn research skills. The support and training historians need to assess and develop their digital skills has been particularly neglected. This paper, part of an AHRC-RLUK funded Professional Practice Fellowship, aims to reveal how academics and librarians can work together to support doctoral students' use of digital tools and resources for research. This paper analyses the results of twenty semi-structured interviews with history librarians and research supervisors at universities in the UK. Interviewees were asked to reflect on the definition of digital skills; when, how, and where students learn to use digital tools and resources, and the impact of the coronavirus pandemic on historians' use of digital resources. Interview data was coded using grounded theory and analysed in NVivo. Open coding identified the types of digital skills interviewees discussed. In higher stages of focused and axial coding, these initial codes were organised thematically based on the types of skills discussed and the opinions (positive, negative, or neutral) expressed. Similarities and differences between these codes were then compared across the two participant groups. My preliminary findings reveal that supervisors and librarians regard formal opportunities such as training workshops neutrally or positively but feel that they need more resources to offer effective one-to-one support to students who lack confidence and are unsure

where to begin their digital skills development. My paper concludes with preliminary suggestions for a self-assessment framework that supervisors and librarians can provide to doctoral students to facilitate conversations about their developmental needs.

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Beyond Anxiety: The Emotional Research Experiences of First-Year Students

Katie Blocksidge, Hanna Primeau

Robust literature surrounding library anxiety exists, starting with Mellon, who using Grounded Theory and qualitative data discovered students speaking of fear regarding research and libraries (Mellon, 1986). This spurred research related to library anxiety and research anxiety continuing well into the present, which included the creation of multiple Anxiety Scales over the years (Jacobson, 1991; Bosticks, 1992; Swigon, 2011). If something is sought, it is often found, and unlike Mellon, many of the following studies were explicitly looking for anxiety and its root; organizing research around library anxiety ignores that discomfort is part of learning and can frame instruction within deficit thinking instead of engaging with the stated

needs of students (Maluski & Bruce, 2022) Our study follows in the footsteps of Mellon, in which student interviews regarding research experiences were analyzed using grounded theory. A broad range of emotions outside of fear and anxiety was expressed by students, including positive ones such as Passionate Persistence. This expanse of emotion aligns with the research done by Kirker and Stonebraker, speaking of research as emotional labor in addition to intellectual labor.

In this presentation, participants will explore the potential assumptions they are making about student emotional components of research. Drawing from the results of 21 interviews with first-year students on their experiences searching for and evaluating information, we demonstrate that students experienced a range of emotions as part of their research process. Students recounted feelings of frustration, self-doubt, and confusion, but also recalled their persistence in the face of research challenges. Student emotions were complex, but not negative: their information-seeking behavior was active instead of avoidant.

We believe that the emotional components of research have implications for how librarians teach within the classroom, moving us beyond focusing on what students may not understand to exploring how their emotions inform their approach to research based on previous experiences. These emotions also inform us on how students navigate research challenges and their changing information environment; the frustration experienced by students as they research can spur them to problem-solving and experimentation, encouraging a flexible mindset for approaching complex problems/situations. Our findings have the potential to impact librarians in a multitude of roles, but most prominently those who work directly with students as well as faculty. Insight into more than just grades, the most common evaluative aspect for student success, humanizes students in a way numbers do not. Moving from a deficit mindset is made easier when previous trials and tribulations are revealed, showing student persistence in trying to achieve their research goals, but being unable to due to a lack of transparency in teaching, system design, and other problems outside their control. This unique insight gives librarians a chance to approach their roles in student success in a new light, focusing not on student's negative emotions, but about what motivates them to research productively and proactively, and grow within their own definition of student scholars.

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Parallel sessions 4

Supporting Faculty to Decode Information Literacy

Amanda Folk, Katie Blocksidge, Jane Hammons

Many faculty expect that students will develop and demonstrate their information literacy through course-based assignments but are often frustrated with the results, because students (as novices) and faculty (as disciplinary experts) are seemingly speaking two different languages. In this session, we share a workshop that we, a team of academic librarians, have delivered for several cohorts of teaching faculty centered on using *Decoding the Disciplines* (Pace & Middendorf, 2004) and *Writing to Learn* (WAC Clearinghouse, n.d.) to help them identify ways in which they can intentionally and transparently develop their students' information literacy while also learning disciplinary ways of thinking. We believe this is a scalable and sustainable strategy for incorporating information literacy into program and curricula, as working with a single faculty member could benefit multiple courses. This strategy provides librarians the hands-on opportunity to be intimately involved with the integration of information literacy into students' academic experiences but does not require librarians to plan and deliver multiple workshops.

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The Lego® Serious Play® Journal Club: Exploring the future of academic librarianship

Coco Nijhoff, Alan Wheeler

This workshop presents a transdisciplinary application of hands-on pedagogical methods that we each use in our Information Literacy practice. We will use a journal club discussion and the Lego® Serious Play® (LSP) methodologies as tools for participants to construct new knowledge about future trends in academic librarianship.

An academic journal club is a forum for participants to collectively explore professional or disciplinary ideas from a text via discussion. This workshop will begin with a journal club exercise to investigate themes in the article “Trendspotting - Looking to the Future in a Post-Pandemic Library Environment” (Appleton, 2022). We’ve chosen this article equally as a prompt for LILAC participants to discuss the timely ideas in the article and as a springboard to elicit hands-on learning about how trends can inform professional practice.

The workshop facilitator will then provide a framework for LSP, offering prompts to build a series of models inspired by the discussion. We’ll begin by exploring the principles of LSP itself and then progress to specific themes prompted by the journal article. This will offer participants the opportunity to explore and share their thoughts on the issues raised by the article. LSP has particular value as a facilitation method to elicit analysis and reflection, whilst offering a clear structure for sharing insights.

The workshop progresses from a verbal discussion to a haptic feedback experience using LSP. The workshop is transdisciplinary in nature as we will employ the use of the written word, dialogue and then haptic feedback to achieve new insights (Tiballi, 2015) surrounding the future of academic librarianship in the UK.

The aim of this workshop is to progress through two facilitation-based teaching methods to enable learning about our professional milieu. In doing so we will also demonstrate the value of the professional literature. The expectation is that new personal knowledge will be constructed between the inherently phonocentric (Coward, 1991) discussion of the paper and the haptic phase of building models in response to issues raised by the discussion and the article.

By the end of this workshop, participants will:

1. Contribute to a journal club discussion, reflecting on future trends in academic librarianship.
 2. Understand the aims and principles of the Lego® Serious Play® method through participating in hands-on builds.
 3. Experience a haptic learning method and reflect on the relevance for their own context.
 4. Consider future actions based on new knowledge that has been constructed via the learning methods.
- There will be a maximum of 18 participants and we will provide the Lego®.
 - The space required is a classroom with tables for three groups of six people.
 - Participants must read the article in advance.

Article to discuss for the journal club

Appleton, Leo (2022) "Trendspotting - Looking to the future in a post-pandemic academic library environment," *New Review of Academic Librarianship*, 28:1, 1-6, DOI: 10.1080/13614533.2022.2058174

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Biographies

Coco Nijhoff is Senior Teaching Fellow for Library Services at Imperial College London and a qualified ILM coach and mentor. She has an MLIS, an MA in Visual Art and Culture and a PG Diploma in University Learning and Teaching. Coco is Chinese American, representing an ethnic minority in our profession.

Alan Wheeler is Liaison Librarian at Middlesex University with a PG Diploma in University Learning and Teaching and a qualification as a Lego® Serious Play® practitioner, with a practice-based doctorate in progress investigating the concept of Learning Gain through LSP and visual ethnography.

Building digital health literacy into existing services: a partnership approach

Ruth Carlyle

Information literacy forms the bedrock of library services across sectors. One of the roles it can play, when working in partnership, is as the foundation for digital health literacy.

Health literacy is the ability to access, assess and use health information, applying information literacy within a specific subject area. The COVID-19 pandemic had a significant impact in health information: cancellation of fundraising events and the subsequent drop in charitable income meant that charities increased the proportion of online-only content; and health services require members of the public to be able to use smartphones for communications and offer health consultations online (Carlyle and Robertson, 2021). This shift has increased the importance of digital access and skills, with the growth of the need for digital health literacy.

This panel will introduce joint work by Health Education England, CILIP, Libraries Connected and Arts Council England to develop and share skills and resources to embed digital health literacy. Attendees will be introduced to new data analysis as well as tools and techniques to discuss in the session and apply after the conference. These resources include data on digital connectivity and insights from a CILIP membership survey on health literacy and digital literacy (Health Education England and University of Southampton, 2021).

Panel members include leads for local pilot sites as part of the partnership, addressing practical issues in increasing confidence in health literacy and encouraging digital skills by stealth – embedding digital options to increase the skills and confidence of members of the public.

The session will provide a brief overview of the issues, introduce key data and techniques and provide insights into the practicalities of local application. Attendees will have interactive and reflective opportunities to consider the implications of the learnings in from this work on digital health literacy. The panel and the content will also demonstrate cross-sector partnership in action.

The learnings around health digital literacy are more widely applicable both to information literacy programmes and to cross-sector partnership working.

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The Social Turn in Literacy Development and Education Strategy: Impact on Library Practice

Sheila Corrall

ACRL (2021) placed ‘expanding literacies’ front and centre in its review of key developments in higher education, naming data literacy, financial literacy, maker literacy, digital literacy, science literacy and privacy literacy as areas where librarians are expected ‘to take a larger role [to] help students become not only skilled members of the workforce but also informed and engaged citizens in their own right’. Yet these examples form only part of a wider array of 21st-century meta/multi-literacies supported and promoted by academic librarians. Our research sought a fuller understanding of library responses to the social challenges and changes affecting higher education and wider society with particular reference to developments and trends in library instruction and information literacy and impacts on professional practice. Our qualitative study combined a literature survey of information, educational and social science research with an environmental scan covering library, institutional and civil society websites. We were interested in answering three key questions:

- How extensive is the range of information and related literacies and learning facilitated or taught by academic librarians?
- Which theories, strategies, methods and frameworks are librarians using with students to develop emergent and established literacies?
- What are the implications of engagement with an expansive literacy agenda for professional development and library management?

We discovered that in addition to the literacies referenced by ACRL, academic

librarians are also involved with visual, spatial, multimodal, archival, sustainability, entrepreneurial, civic and algorithmic literacies, along with the more familiar academic, copyright and critical literacies. We also found that librarians are expanding their teaching repertoires, adopting and developing new strategies to reflect the diverse contexts and multiple purposes of their educational interventions by using constructivist, sociocultural and connectivist learning theories; frameworks such as Decoding the Disciplines, Transparency in Teaching and Learning, and Universal Design for Instruction/Learning; space-related methods including constructionism and studio-based learning; and, most notably, anti-racist, asset-based, contemplative, culturally-relevant, identity-conscious and other inclusive pedagogies, like hip-hop and punk pedagogies (see, for example, Ellenwood, 2013; Folk, 2022; Nichols et al., 2020; and Rapchak, 2019).

These developments and others in academic libraries reflect an overarching 'social turn' in higher education that has happened over several decades, but gathered pace in the present century with renewed institutional commitments to social responsibility, environmental protection, sustainability management and community development. Sector moves towards integrative/lifewide learning, Students as Partners and Decolonising the Curriculum have given added momentum to the social shifts already evident. Co-operation and partnership is a recurring theme in the data we gathered, which revealed a variety of collaborative relationships – among library colleagues, with other services, with student learners, with subject teachers and with community partners. Our findings have implications for competency development, not only related to literacies and pedagogies, but also around cultural sensitivity and relationship building. They also raise questions about the types of organisational structures and strategic planning needed to support teaching librarians in the socially conscious library. The proposed presentation will use published case studies to illustrate our results and set the agenda for questions and discussion.

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Developing a practical workflow for maintaining online learning objects

Emily Hector

In the wake of a rapid shift to online instruction in 2020, librarians at the OISE Library, University of Toronto Libraries, began to develop asynchronous learning objects – like video tutorials, self-paced learning modules, interactive materials, and assessment tools – to convey information literacy concepts and skills. As the pandemic endured and our instructional delivery continued to evolve, these objects proliferated fast and furiously. Now, years later, we frequently rely on these materials to supplement or substitute for synchronous instruction.

In case studies, IL scholars have described inventive ways of designing and assessing online learning objects to meet instructional needs (Brown-Sica et. al, 2009; Hess, 2013; Stiwinter, 2013; Tomaszewski, 2021); others have investigated best practices for teaching specific skills using online learning objects (Goodsett, 2020; Su & Kuo, 2010). However, what comes after the long process of development and rollout? At the OISE Library, we discovered that our suite of newly-created learning objects requires substantial upkeep to remain up-to-date and relevant. Additionally, these objects often live in disparate online locations and formats. This unwieldy collection led us to ask: how do academic libraries best ensure that in-house tutorials and modules remain current, accurate, and appropriate for the dynamic contexts in which we teach?

Building on the work of scholars who have discussed sound practices for creating online learning objects, this presentation will foreground practical methods of inventorying those objects, identifying their needs, and documenting their updates in an ongoing, centralized fashion. Using real-life exemplars from the OISE Library,

I will share strategies for sustaining online learning objects over the long-term using accessible and widespread tools, such as Excel, Google Workspace, and Notion. Participants will also leave with a documented workflow (in PDF form) that they can use to guide their practice at their home institution.

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Mind the gap! Embedding IL framework principles across a complex institution

Elizabeth Tilley, Paul Cooke, Laura Jeffrey, Clare Trowell

We assume that Information Literacy frameworks are useful for librarians and there is evidence that many institutions employ a framework for their own context. Gross, Latham & Julien (2018) examined the use of the ACRL framework, discovering that it supports librarian teaching and increases their ability to articulate their roles. This short paper sets out to examine the impact that a locally created framework, the Cambridge Information Literacy Framework, has had on teacher librarians at Cambridge University Libraries.

The practice of Information Literacy can be explored by examining learning outcomes (LOs). Hicks and Lloyd (2022) used discourse analysis to explore learning outcomes identified in formal IL models and concluded that there are 12 dimensions that typify the practice of IL in Higher Education, ultimately falling under two broad LO categories of mapping and applying.

Using the output of this analysis the pilot Library Study Skills Catalogue (2022) for library teaching in Cambridge will be examined.

The Study Skills Catalogue required teacher librarians to allocate at least one, but potentially up to three learning outcomes to each teaching instance, and to select one or more of the four Information Literacy competencies. Following a critical discourse analysis of the Cambridge LOs, the Hicks and Lloyd dimensions will be used to categorise the Cambridge LOs; subsequently simple card sorting activities by library staff will be undertaken, mapping the LOs to the IL framework competencies to assess whether chosen framework competencies align to the learning outcomes. The outputs of both elements of the research will assist the CUL Information Literacy Group to determine how well embedded and useful the IL framework is within the institution and to inform the review of the pilot Library Study Skills Catalogue.

The outputs, conclusions and 'next steps' from this research project will be disseminated via this short paper.

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Embracing the Bias: Using Theory to Teach Positional Knowledge

Melissa Johnson and Thomas Weeks

Students are often instructed to choose credible sources, which they often interpret as avoiding bias. Source evaluation tools, such as CRAAP, also tell students to watch out for biased language. Unfortunately, students misinterpret what bias is and fail to recognize its significance. For example, when conducting research about violence, one student indicated that they did not feel they could use a source because it was a personal experience, which made the author biased. Why do students immediately recoil at the thought of bias? Theories of knowledge can help us define bias and offer librarians a way to understand its function in information literacy. In order to understand bias, librarians must embrace it.

To analyse this issue, the presenters will employ epistemic injustice, which refers to judgements made against specific knowers. These judgements happen either as a result of knowers' marginalized statuses that prevents others from accepting their knowledge or systemic issues that prevent their knowledge from reaching a wider audience (Fricker, 2007; Posey, 2021). To many students, first- or second-hand knowledge espousing a position is interpreted as bias. We can understand bias in this context as a function of social, political, and educational systems that seek to build cohesion by declaring certain forms of knowledge as authoritative and credible (and others not). This brings up questions such as: Who is allowed to know and declare their knowledge? Who gets to be unbiased?

While work around theories of knowledge and bias exist independently in information literacy, little has explored them concurrently (Leung & López-McKnight, 2021). The presenters will explain how librarians can use theories such as epistemic injustice to understand how students produce value judgements around questions of bias, authority, and credibility. This will, in turn, contribute to how to lead students to determine their own positionality when approaching these questions.

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Parallel sessions 5

Reimagining the library induction by using drawing to support student transitions to university.

Laura Williams

The workshop will focus on ways to use creative methods in library teaching to make space for feelings and emotions, focusing on the role of library inductions in supporting student wellbeing during the transition to university. Participants will have the opportunity to try exercises informed by Briar and Lebbin's (2015) collaborative speed drawing approach. The aim of my inductions is to support the transition to university, by making space for conversations about expectations and worries about starting university. Moving away from the information giving model of a library induction, mine focus on exploring past experiences of libraries, understanding of what a library is and how students feel about using libraries. This workshop will encourage attendees to consider the implications of making space for emotions and feelings in library teaching. This workshop will provide an opportunity for participants to learn about, and to try, drawing as a tool for information literacy. It will provide practice ideas for using creative methods such as drawing to help students articulate their feelings and emotions about academic study.

This workshop will make a practical contribution to a growing body of work about transitions from an information science perspective. Hicks (2022) highlights how transitions are underexplored in information literacy research, whilst Ruthven (2022) focuses on information behaviour in times of life change. The transition to university requires the creation of a learning climate which supports students through the transitional journey of starting university. There has been increased attention given to well-being initiatives in libraries in response to the pressing issue of student wellbeing, with a focus on collections or fun activities (Baik et al., 2019; Cox and Brewster, 2020, 2022; Walton, 2018). But less attention has been given to the contribution of everyday teaching and learning activities. Cox and Brewster (2020) argue that core library services and the inherent value of the library contribute to wellbeing. Teaching practices can contribute to well-being through the creation of a positive, supportive and autonomous learning climate (Baik et al, 2017). This workshop will include explore the question of how the pedagogical choices of librarians have the potential to contribute to the increasing need to support well-being.

Participants will explore ideas about library inductions, supporting transition and making space for feelings through drawing tasks. We will do hands on exercises, informed by theory, to explore ideas about how drawing can be used as a teaching tool, with no previous experience or drawing ability required. The workshop will ask participants to reflect on their experiences and beliefs about the purpose of a library induction and its potential as a space for addressing student well-being during the transition to university life. The workshop will also provide opportunity for participants to reflect on how it feels to participate in drawing and to develop confidence in using this method in their own practice.

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Exploring Open Pedagogy in a Credit-Bearing Library Course

Elena Azadbakht and Teresa Schultz

This workshop will explain the concept of Open Pedagogy, how it connects to Information Literacy, and walk delegates through examples of Open Pedagogy assignments. The instructors – both liaison librarians at a large research university in North America – incorporated the principles and practices of Open Pedagogy into a three-credit librarian-taught course focused on information literacy and undergraduate research and will discuss what they learned. The presenters will discuss their overall approach and the open projects/assignments they built into the course, including using literature review sources to help edit Wikipedia articles and the creation of the “Undergraduate Student Research Toolkit,” an open document that students crowdsourced with tips and suggestions for any undergraduate student beginning the research process. They will also discuss the principles behind Open Pedagogy and how it can help support the teaching of various information literacy skills. In order to help delegates better understand the principles and goals of Open Pedagogy and open practices, and to help share everyone’s knowledge, this workshop will include two activities: a publicly annotated version of the Association of College & Research Libraries’ Framework for Information Literacy for Higher Education and the creation of an OER in the style of the undergraduate student research toolkit mentioned above. This toolkit will allow delegates a chance to share their own experiences and knowledge of Open Pedagogy in the classroom while creating an Open Education Resource (OER) that any instruction librarian can reference for inspiration.

How can hospital library staff support qualified nursing staff to increase their information literacy and improve implementation of evidence-based practice?”

Rachel Holmes

This presentation summarises Masters dissertation research into information literacy of nurses and how this relates to evidence-based practice (EBP) - the gold

standard in nursing care (Hornveldt et al, 2018). It is difficult for busy nurses to find time to access information in the workplace (Health Education England, 2020), and a literature review revealed nurses rely heavily on socially transmitted information from colleagues (Voldbjerg et al, 2021). It was identified that more support is needed for nurses to access validated epistemic information. Hospital librarians can provide support but need to recognise the reality of nursing practice (Estabrooks et al, 2005). Lloyd's theory of information landscapes (2017), and the three modalities of information (social, epistemic and physical), provides the theoretical underpinning to the study, and frames a contextual understanding of how qualified nurses access information sources in their daily routine to create their information landscapes. A qualitative approach was taken, drawing on the researcher's position as a nurse and clinical librarian. Eight semi-structured interviews were performed with nurses at the hospital, and thematic analysis employed to analysis the results (Braun & Clarke, 2022). The research confirmed nurses in this cohort sought information predominantly for clinical scenarios. They were all aware they should aim for EBP. They use information from all three modalities of information and entwine these to create their information landscapes but the social modality of information is often used due to the need for immediate answers. All nurses were interested in the library resources but didn't make full use of them. This presentation provides librarians with an understanding how nurses use information sources. It demonstrates how our hospital library is adapting its current strategy for supporting nurses by taking its service into the ward environment and keeping information access at the forefront of nurses' minds in their daily practice.

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Information Literacy as a Practice for Survival

Andrew Whitworth, Pamela Mckinney, Sheila Webber, Alison Hicks, Geoff Walton

Why is Information Literacy (IL) absent from discussions of how the world must meet its most pressing learning needs? In 2022, the impact of climate change, cultural/political conflict, warfare and the depletion of natural resources are interconnected and complex problems, making potential solutions divergent ones. Creativity, multiple perspectives and good quality information must be brought to bear. Work at all levels is required, in formal education, in the workplace, and in everyday life. This includes action with marginalised populations, and those with protected characteristics (e.g. gender, age, disability, race, religion, sexual orientation), who face even more complex problems. Considered in these terms, it is essential to establish the conditions which enable IL to be practised as part of everyday life and survival, and at all scales from the individual, through the local, to the global.

Yet, with the exception of UNESCO (e.g. 2005, 2012, 2018), the terminology, pedagogy and practice of IL are rarely acknowledged in official discourse, or the media. The concept of survival may be further complicated given the growing adoption of IL by anti-progressive interests. The recent UNESCO panel event on “MIL and Trust” (26/10/22) noted that some weakly democratic regimes have begun exploiting the discourse of MIL to undermine independent media that seek to scrutinise their authority. Those groups collectively known as ‘alt.right’ are highly information literate in technical terms, bringing to bear a sophisticated understanding of information flows and technology to spread their message (Lewandowsky 2020). These groups are also, arguably, highly ethical if we apply the notion of ethical relativism which focuses on the “‘contextual appropriateness’ of moral judgments that fit each unique situation” (Forsyth, 1980, cited in Kolodinsky et al. 2010).

These examples demonstrate that survival is a complex term that challenges our understanding of empowerment as well as the role that resistance plays within IL practices. Framing IL as a survival practice also raises a number of questions related to infrastructures, including ‘smart cities’ and ‘sanctuary cities’ as well as the impact on specific groups of people, including refugees, carers and older people.

The panel will be organised in the “World Café” format. Panellists will present a series of short (3-4 minute) provocations on the topic of IL as a practice for survival. In the second half, participants will then explore the issue by discussing it in small table groups. The session as a whole will address the following questions:

- What does survival look like/mean from an IL perspective?
- How do we change the conditions for learning, and make IL central to these survival processes?
- If IL is a context-specific survival practice, how do we nevertheless retain awareness of the global, and what IL practices help develop this?
- With government policies commonly positioning education in ways that push people away from divergent thinking, what does ‘survival’ mean in these contexts, and how can sustainable connections be made with those on the margins of society?

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Making instruction more sustainable through collaboration and reflective practice

Navroop Gill and Elena Springall

Evidence shows that collaboration improves instruction practice. Learning from our colleagues helps librarians show up more authentically and improve as instructors (Hess, 2018). Despite the value of collaboration, it often is not prioritized in traditional liaison or functional models where work can be siloed (Phillips 2016; Eskridge & Carroll, 2020).

In 2019, a new pilot unit was established at the University of Toronto Libraries called the Teaching & Learning Project (TLP). One of the priorities of this unit was supporting instruction at scale through collaboration. In this presentation, we will describe how two members of the TLP collaborated with faculty and liaison librarians to increase capacity for information literacy instruction in a sustainable way. Specifically, we will share how we developed and improved our instruction over successive semesters through reflection, and feedback from colleagues, teaching assistants, and faculty members.

The opportunity to collaborate allowed us to engage in deeply reflective practice as we learned from each other and drew on our experiences in different disciplinary areas. We'll also share how this collaboration changed the way we worked beyond our TLP partnership and how we continued to collaborate, iterate, and reflect across departmental lines, including during the COVID-19 pandemic.

Participants will hear about a new way of working, get inspired by positive collaboration fuelling innovative ideas, be encouraged to team up with colleagues, reflect, experiment, and ultimately refresh their information literacy instruction practice.

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Authority of knowledge: historians on Wikipedia in higher education

Delphine Doucet

This paper will present results from a qualitative research project which explored the relationship between history academics' conceptions of knowledge and authority in their fields of research and their assessment of Wikipedia's authority and credibility as a teaching resource. The author, herself a history lecturer, conducted in-depth interviews with eight historians from UK universities to investigate their views on the topic.

As universities move forward from the pandemic and engage more and more in the development of digital learning and teaching (JISC, 2022), Wikipedia appears ever more like an opportunity to enhance students' digital skills and literacy and some institutions have embedded Wikipedia in their teaching (Ball, 2019; The University of Edinburgh, 2022). These initiatives recognise the status of Wikipedia as the largest internet encyclopaedia and a well-established feature of people's search for knowledge (Cummings, 2020a; Wikipedia, 2022b). As the site's prominence grew, its relationship with academia remained fraught although it has evolved from suspicion and rejection to tolerance if not full acceptance (Jemielniak, 2019; Cummings, 2020a; Konieczny, 2021b). History seems to be a case in point. This is particularly poignant as historical articles in Wikipedia are amongst the most consulted (Samoilenko et al., 2018). Nevertheless, history lecturer's attitudes to Wikipedia have not been explored in depth.

Through the interviews, historians reflected and explored their understanding of Wikipedia in relation to notions of authority in their fields of research. From this exploration, they considered whether Wikipedia could be used in teaching to benefit students. These interviews lead to fascinating conclusions on the tensions between a discipline such as history and potential use of Wikipedia as a tool for teaching.

This presentation will outline the results of the research. These can form the basis of further reflection on the ways in which the notion of authority can be discussed and made more explicit to students. This notion is all the more important since understanding authority is at the heart of stemming the rise of misinformation and disinformation in our societies (O'Connor & Weatherall, 2019).

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The information literacy practices of LGBTQ+ students' self-tracking: attitudes to data collection, data privacy and data sharing

Pamela McKinney, Corin Peacock and Andrew Cox

This presentation reports on research that investigated the information literacy practices of students who identify as LGBTQ+, who track aspects of diet and fitness using apps and devices. This study builds on previous published research into IL and self-tracking, shared at the LILAC conference (McKinney et al. 2019; 2020).

Self tracking has moved from a niche, minority activity, to an everyday information activity for a significant proportion of the population. People who self-track for wellbeing feel a sense of empowerment, and it can support disease management and achievement of health goals (Lupton 2016, Lunde et al. 2018). People who identify as LGBTQ+ can face specific challenges to their physical and mental wellbeing, and therefore have distinctive IL practices regarding self-tracking. This research aims to investigate the motivations for self-tracking, perceptions of the quality, accuracy, and privacy of tracked data, and any links between LGBTQ+ identity and self-tracking.

This study adopted an interpretivist, qualitative methodology: six semi-structured interviews were conducted and transcribed by a student researcher as part of a paid research internship. The research team then carried out coding and thematic analysis.

Key findings are that participants track to manage and monitor their health; experiencing tracking as a way to support mental health was emphasised. While they felt distrust about the way apps used their data, they simply accepted the risk. This was typically because the convenience of the app outweighed their concerns about privacy. Data sharing was nuanced: often restricted because of self-consciousness or fear of being judged, but embraced when there was a feeling of working towards a shared goal. There was some connection between app use and LGBTQ+ identity.

The presentation concludes with some observations about the nature of information literacy in this context, and the implications for the support of IL development in everyday life.

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Audiobooks, Inclusion and Higher Education: a reflection on an Audiobooks trial at Cambridge

Patrick Dowson, Lindsey Jones and Dominic Dixon

The provision for audiobooks in academic libraries is growing, yet remains limited and weighted heavily towards certain subjects. Previous research brought the analysis of audiobooks together with eBooks (see Moyer 2012, Larson 2015), and whilst the provision for the latter has grown significantly, provision for audiobooks has not kept pace. It is recognised that audiobooks with a human narrator can be very useful for disabled and neurodiverse students, as an alternative to print and eBooks, or as a complement (as shown by Rogowsky et al, who challenge assumptions about how audiobook listeners take in information). Barriers to learning create an Education Disability Penalty (Harding, 2022), and this paper will explore the impact of introducing a wider range of resources provided by libraries on reducing these barriers, and what the impact of this could be on the Education Disability Penalty. The findings will be based on a small trial completed by the University of Cambridge's Libraries Accessibility Service, eBooks team and User Experience team, using EBSCOhost audiobooks platform (chosen because its model was the most appropriate for our context when the trial started). A report was produced, which detailed the findings, based on the experience of disabled and neurodiverse students who were recruited through the Accessibility and Disability Resource Centre (ADRC) monthly bulletin. This paper will start by exploring the existing literature on audiobooks, and learning through auditory means (e.g. Mayer 2009), before looking at the range of reasons Cambridge students gave for preferring audiobooks, and how these map to the existing literature on audiobooks and information literacy. Finally,

the paper will explore the benefit of increasing the variety of modalities of resources available, whilst addressing the limitations in the availability of material, and ask: where next for audiobooks in HE?

Parallel sessions 6

Anchoring Information Literacy: co-creation across sectors

Anne-Lise Harding and Kat Halliday

In this workshop, two presenters from the academic and the government sectors will explore how using co-creation to create Information Literacy instruction can better anchor concepts and skills in the day-to-day life of its audience.

Co-creation is defined by Hughes et al. (2019) as “the active participation of students in their learning”. It is a challenging notion for educators as co-creation shifts the power hierarchy of content creator and content consumer to make them partners in developing relevant content.

Co-creation has many benefits such as improving student perception of their own learning experience (Curran & Millard, 2015), enhanced transferable skills (Dickerson, Jarvis, & Stockwell, 2016) and increased motivation (Nygaard, Brand, Bartholomew, & Millard, 2013).

Whilst much has been written about co-creation and curriculum design in Higher Education; co-creation of Information Literacy education has seldom been addressed.

The presenters assert that creating Information Literacy instruction usually relies on a Librarian’s understanding of their audience and their Information Literacy-related issues ultimately resulting in Information Literacy content drawn from second-hand experience. Co-creation allows the intended audience to directly feed in and provide their input, their lived experience and overall help anchor Information Literacy in a concrete setting.

The presenters will delve into what co-creation means and its benefits. Practical experiences of using co-creation with different audiences across sectors; with different expectations, will then be addressed and transferable advice shared.

Attendees will be engaged throughout the session to reflect on how they could

implement co-creation initiatives in their workplace. A template will be shared and worked on during the sessions for attendees to have a concrete plan of action and takeaway by the end of the session.

LILAC attendees should attend this session:

- to learn how to use the experience of their intended audience to enrich their Information Literacy teaching
- to receive practical advice on running their own scheme
- to create a bespoke plan to run their own co-creation initiative

Learning outcomes:

By the end of the session, attendees will:

- Have a grounding in co-creation alongside its benefits and impact
- Reflect on their own practice and the potential for co-creation in their workplace
- Create concrete plans for co-creation initiatives in their workplace

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Think Before you Link, a Fake News Redux: Identifying bias and misinformation within online source evaluation

Jessie Long and Jennifer Hicks

Fake news has been a highlight of social media and mainstream media

conversations for years, with particular focus on health and politics. Three years into a pandemic, it is clear that the spread of misinformation about healthcare and diseases can happen at an alarming rate, with serious consequences. And in the political sphere, bias within reporting has been a highlight for years with current divisions between parties seeming to stretch fact checking sources to their limit, with political violence hanging in the balance.

This session will discuss the link that forms between individual bias and the spread of misinformation, and how addressing those biases is the first step in stopping that spread. Using a multipronged approach of instruction, social media posts, videos, emails, and more, students are engaged in the process of identifying misinformation while confronting their own conscious and unconscious biases. Learning through the ABCs of misinformation including algorithms, bias, and credibility, students follow the life and flow of “fake news” and its consequences. Beginning with algorithms, they learn to address how what you like on social media and the news sources you choose will continue to influence what news you consume. Following with bias, we highlight how comparing articles on the same topic from multiple news sources can result in very different coverage and reinforce what we already believe to be true. Finally, through credibility, students work to evaluate the bias of the authors and websites they frequent, addressing truth vs half-truths.

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Are referencing styles an oppressive information practice?

Caroline Ball, Tom Peach, Diane Pennington and Ludovica Price

In recent years much attention has been rightly brought to bear on the systemic inequities inherent in scholarly communications and publishing: barriers for the Global South, unequal access to scholarship, bias in peer review, the politics of citation, and so on. 'Decolonisation' has become a buzzword in higher education in the wake of campaigns such as 'Rhodes Must Fall' and 'Why is my Curriculum White?' Universities have begun initiatives in diversifying reading lists and library collections, designing more inclusive curricula and working to reduce existing awarding gaps.

However, this focus on outcomes rather than process means there has been much less attention paid to the system that arguably underpins the entire ecosystem of research and scholarship - referencing. Even where issues with existing styles are identified, there seems to be little questioning whether the style should be used at all - see for example, attempts to create templates for indigenous knowledge in APA (MacLeod 2021) or the creation of the indigenous University of Ibadan Manual of Style, which bears much similarity to APA and replicates existing formats and their resultant issues.

Gravett and Kinchin have argued that referencing has become "an area of practice imbued with issues of power, identity and non-belonging" (2020, p.84), Angélil-Carter that understanding referencing is key to "understanding of knowledge as constructed, debated and contested" (2000, p.114) - given how closely intertwined the issue of referencing is with scholarly communication, knowledge production, consumption and dissemination, and academic identity and authority, it is vital that we do not ignore this key element of information practice.

This session will draw upon critical information literacy to position referencing styles as another construct of power, exploring how existing referencing styles, originating almost exclusively in Anglo-American contexts, continue to reinforce Western

cultural dominance, even whilst efforts are made to address systemic bias inherent in other elements of scholarly research. The session will also question and critique referencing styles' reliance on ableist ways of knowing and practising scholarship.

It will cover topics such as:

- The imposition of Western naming formats and how this particularly disadvantages scholars from China, Japan and Korea (Kim 2018; Qui 2008; Cheng 2012)
- Confusions relating to author disambiguation when forcing transliteration of names into English (Strotman and Zhao 2012; Qui 2008)
- Evidence demonstrating an ABC v XYZ citation bias (Huang 2015; Stevens and Duque 2019)
- Difficulties of name changes, particularly impacting cis married women and transmen and transwomen (Tescione 1998; Pellack and Kappmeyer 2011; Lazet and Watson 2022)
- The downgrading of oral or indigenous knowledge by existing practice of referencing under 'personal communication' templates (Lipscombe et al. 2021; MacLeod 2021)
- Existing attempts to create new citation styles - Nsukka Multidisciplinary Style and University of Ibadan Manual of Style

Rather than a solutions-based discussion, this session will bring thoughts and people together to stimulate conversation across the library and academic sectors on this neglected and hugely important topic.

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Information Literacy and podcasting: teaching and learning through conversation

Jane Secker, Chris Morrison, Mark Childs, Mike Collins and Ella Wharton

Podcasting is a widely used medium for communicating with an audience. Librarians are often innovative teachers however, the number of podcasts about aspects of information literacy is relatively small. This panel discussion is hosted by the creators of the new IL podcast “Chatting Info Lit” and will discuss what makes an effective podcast. This session is an opportunity to discuss the role of podcasting for teaching and learning and to compare it to other approaches to teaching information literacy.

Our panel of seasoned podcasters believe that learning how to create a podcast is a great way of developing your own and your student’s digital and information literacy skills to shift them from being consumers to content creators. The medium can also help disrupt exploitative power relations in universities by allowing the “next generation of researchers to think beyond the confines of our current academic structures” (Brehm, 2022). Podcasting is an accessible way of conveying your passion for a subject and can be applied to a wide range of disciplines – it’s not just about media studies or journalism. Not only is it a flexible medium for the listener, it’s also a great way of engaging your audience through conversation and storytelling (Carrigan, 2022).

The panel run the podcasts Copyright Waffle and Pedagodzilla, both focused on making complex subjects accessible and engaging. They will share their approach and some tips and tricks learnt along the way that help make a great podcast. We will also reflect on some of the approaches that have helped make us better teachers. During the workshop you will witness the recording of a podcast episode and get an insight into how the raw material gets turned into gold dust; and after the session the New Professionals will share an edited recording of the session as a podcast.

We will offer also you some ideas about how to get started with your own podcast and share some resources for those looking to teach podcasting to others (e.g. Copeland & McGregor, 2021). We’ll provide guidance on the equipment that you need, the platforms to use and some techniques for recording some high-quality audio.

Panel discussion format:

Recorded conversation to be used as a podcast, to include:

- Introductions from the panel
- Development of a podcast: finding your niche, your format and your audience
- Tips, tricks, pros, cons and random reflections
- Questions and answers from the audience

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Pedagodzilla - <https://www.pedagodzilla.com/>

Parallel sessions 7

Searching for Change: Exploring Historical Silences and Counter Storytelling through Youth-Led Social Justice Movements

Ariana Varela

How can we engage students in critical primary source literacy and information literacy with content that reflects their own identities and experiences? Traditional information literacy instruction fails to address the social impact of information exploration and creation (Tewell, 2018). As information literacy professionals, we should design interactive and engaging lessons that demonstrate critical search and evaluation skills through topics that are relevant to students and encourage students to work with issues that impact their communities. In a two day seminar, students analyzed the impact of historic youth-led social justice movements in Los Angeles on community movements of today to understand the legacy of generations-long struggle. Through a collaborative digital exhibit, students critically analyzed primary sources related to youth movements in the city they are coming to for their

undergraduate experience, undertaken by individuals of their own age group who made lasting change in their local communities. Combining critical primary and information literacies, students explored dominant narratives about youth organizing, produced new research as a counter-story to silenced histories, and traced the impact of historical youth movements on community organizations and needs of today. This instruction practice incorporates feminist pedagogy, critical information literacy, and student-centered pedagogy to challenge dominant narratives and show the impact students have in producing their own scholarly narratives. In *Feminist Pedagogy for Library Instruction* (Accardi, 2013), Accardi demonstrates how information is not neutral, the activities and sample searches we practice in instruction sessions assert value, and students should be active participants in their learning journey. In this short presentation, participants will engage with the concepts of historical silences and counter storytelling as a means of engagement for first-year students. They will learn how to incorporate collaborative exhibits to support students as experts, assess impact, and connect historical movements to present-day issues.

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Information Literacy Lightbulbs: Creating Instructional Resources and Partnerships for Teaching with Primary Sources

Mary Feeney

Student learning can be enhanced through interaction with primary sources, the “raw materials of history” (Library of Congress, 2022). As noted in a recent multi-institutional research study conducted by Ithaka S+R about teaching with primary sources, their use supports “experiential and inquiry-based learning and library initiatives focused on media and information literacy” (Tanaka et al, 2021). Garcia, Lueck, and Yakel (2019) discussed “the pedagogical promise of primary sources” and the information literacy and critical thinking skills associated with students’ engagement with them. Some instructors have commented that “the real ‘Aha!’ moments [of learning] happen with primary sources” (Duncan, Feeney, and Wallace, 2020).

The University of Arizona Libraries (UAL) participated in the Ithaka study and

investigated the experiences and challenges of instructors at our university in teaching with primary sources. Some of the challenges we identified that were echoed in the cross-institutional summary were around course design and planning and the discovery and use of primary sources. Finding primary sources to use in classes was identified as “a significant challenge for instructors” (Tanaka et al, 2021), with the report recommending that libraries “develop guides and/or discovery platforms for digital primary sources.” The benefits of collaboration among librarians and instructors in teaching with primary sources was also emphasized in our local study (Duncan, Feeney, and Wallace, 2020) and the national report (Tanaka et al, 2021).

In seeking ways to address some of these challenges and needs, a team of UAL librarians applied for and were awarded a Library of Congress (LoC) Teaching with Primary Sources (TPS) grant in 2021. The model in our project was to pair librarians and disciplinary faculty to collaborate on creating lessons and assignments that use LoC digital primary sources in a variety of courses. Initially, the partnerships included six instructors in five different disciplines in the humanities, social sciences, education, and fine arts, and in the UA’s Honors College. Now in its second year, the project has expanded to include additional faculty partners and the development of a TPS Portal on the UAL website. Through this instructional resource, librarians and instructors will be able to find the co-created lessons and assignments with associated primary source sets, which can be shared and repurposed for their own courses. As part of the project, we also initiated a TPS-focused faculty learning community for librarians and instructors across disciplines to share practices and approaches. Throughout the project, we have included assessment checkpoints, from gauging the instructors’ experience with using digital primary sources to the students’ reflections on learning with primary sources.

This presentation will provide details about the project and our librarian-instructor partnerships, share examples of lessons and primary sources used in courses, and demonstrate the TPS Portal. It will also delve into what we have learned through this project and how we hope to continue developing instructional resources for integrating primary sources with information literacy instruction.

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What's the point of a reading list?

Michelle Bond

The place of a reading list within the HE pedagogic toolkit no longer seems to be questioned – indeed, increasingly academic libraries are using reading lists as the main, and sometimes only, source for collection development purposes. Focus has shifted from the role and/or value of a reading list to strategies for engagement – of both students and academic staff. However, academic literature suggests that the debate around the role and/or value of a reading list has not reached a definite conclusion and we as a sector should not be so hasty in closing the discussion. Research indicates the existence of an expectation gap between academic staff, libraries, and students. Students are assessment-motivated in their reading (Croft, 2020; Pittaway & Malomo, 2021) whereas staff see lists more as a tool to start exploration of a topic, going beyond lecture content (Stokes & Martin, 2008), rather than a comprehensive list of key texts. Library staff consider reading lists an easy place to access information, whereas students view them as valuable yet difficult to use (McGuinn et al, 2017; Siddall & Rose, 2017; Brewerton, 2014). So perhaps we need to return to the question – what is the point of a reading list? In this short paper I will discuss a case study of my research into this question. The research involved semi-structured interviews with 4 members of teaching staff, exploring how staff approached reading on their courses and how they communicated the purpose and expectations to students. The findings from these interviews were then compared to academic literature, to highlight how much cognitive dissonance appears to exist within the sector on the question of reading lists. The paper will reflect on the implications of my findings for supporting students with information skills and challenge delegates to rethink their assumptions about reading lists and their place as a pedagogical tool to support information skills.

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Are institutional or subject referencing style choices creating a barrier for students with a Specific Learning Disability?

Fiona Watkins

Models and definitions of information literacy (1,2), are explicit that critical thinking and ethical use of information are essential skills within Higher Education (HE). Referencing is key to this, demonstrating how students use, select, and apply information to create new knowledge (3,4). Referencing is one element that distinguishes academic essay writing from other forms of writing (5).

Within HE there has been an increased focus on inclusivity and accessibility (6, 7, 8). Additionally, a growing number of students are declaring a disability (9) and the Office for Students report that they are increasingly dissatisfied with their course(10). Additionally, students with disability are proportionally more likely to achieve lower final grades than students without a disability (11) . Suggesting that the needs and expectations of students with a disability are not being met within current HE provisions.

The largest single group of students declaring a disability within HE is those with

Specific Learning Disability (SpLD) (12) , of which dyslexia is one component (13). Students with SpLD report lower confidence levels with academic writing skills than those with no disability (14) and as academic literacy skills can be intertwined with a sense of legitimacy and belonging (15) it is important to consider ways of improving inclusion for a group who are already showing their dissatisfaction with HE studies (16).

In a previous role, as an academic librarian supporting students in Arts and Science, the presenter observed that students with SpLD spent more time and energy on referencing than their non-disabled peers. This perception is corroborated by others (17). This combined with often slower reading speeds (18, 19, 20) reducing the time students had to critically engage with their subject area (21).

The presentation will discuss the findings of a small-scale mixed methods research study carried out in partial fulfilment of an MA in Special Educational Needs and Inclusion. The research investigated student perceptions of referencing, whether adherence to specific referencing styles is a barrier for students with dyslexia and began investigating the impact of referencing styles on reading fluency and comprehension . Most existing research looking at referencing focuses on plagiarism, the complexity and variety of referencing styles, or anxiety caused by the mechanics of referencing. As such this is an original research area, and the recommendations of the project included the need for dissemination of the findings and further research to be carried out

Attendees will have the opportunity to experience one element of the research project, a reading comprehension test. This gives a taster of the on-going research for which the presenter is looking for potential partners to collaborate with.

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Parallel sessions 8

TILting Research Assignments: Supporting Instructors to Develop Transparent and Equitable Assignments

Hanna Primeau, Jane Hammons, Amanda Folk, Katie Blocksidge

Research assignments are common across disciplines in higher education and often require students to demonstrate their information literacy development. However, instructors often take for granted that students have developed their information literacy to meet performance expectations or feel constrained to teach core academic skills like information literacy at the expense of disciplinary content. Because of this, the ways of thinking and knowing related to information literacy can form a hidden curriculum for some students, resulting in lower grades, frustration, and decreasing motivation (e.g. Collier & Morgan, 2008). In this workshop, we will introduce an assignment design approach called Transparency in Learning and Teaching (TILT) and model activities that a team of library and writing staff use to help instructors develop transparent and equitable assignments. The TILT approach requires instructors to think carefully about the purpose of any research assignment, identify the kinds of information-literacy related tasks students will need to do to be successful, and to intentionally articulate the criteria by which student work will be evaluated. Research has indicated that the use of TILT has positive results for students' academic confidence, sense of belonging, and awareness of skills mastery (Winkelmes et al., 2016).

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Less is more - designing effective information literacy micro-learning materials

Marieke Schor and Gonneke van Luttikhuisen

There is a clear need for a flexible offer of information literacy learning materials, which can easily be adapted to the needs and preferences of individual curricula and learners (Information-Wise 2019). One way to provide this is through micro-learning. Micro-learning offers focused training material in easily digestible chunks

and diverse formats (AllenComm 2019). As this enables just-in-time learning with a great degree of personalization and autonomy for learners, micro-learning is popular for workplace skills learning (AllenComm 2019). Micro-learning is also increasingly recognized as a promising strategy for online teaching of information literacy skills (Krüger 2012, Stark & Peacock 2019, Stark & Stoeckel 2019). It is, however, not trivial to design effective micro-learning material. For example, as specialists, we are easily tempted to try to cover too much in a single micro-learning unit. However, less is more in order to avoid information overload and increase student learning (Cook & Klipfel 2015). This workshop aims to give you insights into and hands-on experience with designing effective micro-learning material for information literacy skills. After this workshop, participants will have 1) a better understanding of how students learn and why micro-learning suits their needs, and 2) tools to help them design effective and engaging online micro-learning materials. To this end, an information specialist and an education specialist will explain the process the information literacy team at the UM Library followed in redesigning our information literacy curriculum: from a mapping of student needs to the development of our new information literacy framework (Information-Wise 2019), and the design of our micro-learning materials. Furthermore, participants will engage in activities aimed at raising awareness of which information students need to know (and should therefore be covered in a module) versus which information is merely nice to know (and could therefore be covered elsewhere) and how to present the essential information effectively. Finally, we will wrap up with a brief outline of our plans for further implementation of our micro-learning information literacy material in the faculty curricula at Maastricht University as well as a discussion of take-home messages and tips for implementations in participants' own context. Note that participants should bring their own laptop or similar device to this workshop.

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The information practices of the homeless

Andy Lacey

This paper reports on a qualitative research project that examines the Spires Homeless Centre (London, UK), as a site of homeless information practice and information literacy education. Drawing on MA dissertation research carried out at University College London, this study traces the role of Spires staff in building service users' confidence and bridging trust gaps - to enable pedagogical practices to be employed. This study also examined how homeless users themselves are seeking and using information independently of Spires - including information accessibility barriers encountered, and practices employed.

There remains an absence of research considering the information practices of the homeless. Previous research has focused on how public libraries understand and meet the information needs of the homeless (Hersberger, 1998, 2005), or the information accessibility barriers that being homeless presents (Burton, 2015 and Harris, 2020) – and there is currently a lack of research considering the application of information literacy practices in a social support setting. This study uses a grounded theoretical methodology, comprising of field observation and in-depth qualitative interviews with homeless service users and service staff. Interview transcripts were open coded and grouped into thematic categories to build a narrative of the information practices taking place at the Spires homeless centre.

The study found that the homeless participants information practices are interlinked with trust (in services, peers, and other homeless people) – and that Spires approach to relationship building forms the bedrock of their ability to extend information services. Significantly, this study demonstrated how the rough sleeper homeless subgroup are employing embodied information practices to manage their own personal safety and obtain information unavailable via services. The study also examines the information literacy education taking place at Spires, including active learning, social exchange, and mentorship - and the barriers to learning that are experienced.

The aim of this presentation is to share the working process and resulting insights

of the study, which will be especially pertinent to those providing information services under the banner of lifelong learning. The presentation will also discuss the limitations of current community-based information literacy approaches, based on the study's findings - which found that individual empowerment through information literacy becomes an unrealistic goal, when working with users' groups experiencing severe social deprivation. As a result of this presentation, attendees will gain a greater understanding of agents that impact trust when working with the homeless, and the importance of relationship building, and experiential knowledge sharing (to bridge trust gaps). The presentation will also give them an opportunity to reflect on the information literacy practices employed by staff within a social support setting, which will be of practical use to anyone interested in public librarianship, everyday information literacy, social work, criminology and policing librarianship.

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Mis-Information and Dis-Information on Social Media: What are we to do?

Michael Flierl

What are academic librarians, educators in higher education, and information literacy scholars to do about mis- and dis-information on social media? Social media has arguably supplanted traditional news organizations as a place for public information distribution and discussion (BBC News, 2022). Paired with this is the rise of mis- and dis-information on social media platforms (Muhammed and Mathew, 2022). The stakes are high given how misinformation can attack the pillars of the public trust in the democratic process, challenge the ability of public health officials to distribute important information amid a cacophony of healthcare information, and support Russia's brazen invasion of Ukraine. How the weaponization of information and libraries interact is not novel (Cooke, 2018) and demands further study as

the contemporary information landscape evolves. While academic librarians and information professionals cannot solve all of the world's problems—it feels inadequate to focus information literacy instruction efforts on how to help students navigate library resources more effectively. Do we not have something to contribute to this important topic? Could we, as educators, make an impact beyond the traditional boundaries of higher education and instead focus our experience and expertise on an issue particularly relevant and impactful right now? Specifically, this interactive session will have four parts. The first will be a brief, evidence-based framing of the problem at hand. The second part will involve groups creating concept maps to identify where information professionals can make an impact on this issue. The third part will consist of a “snowball” activity where pairs, groups, and eventually all participants will attempt to reconcile different approaches but ultimately agree on one specific action academic librarians and researchers can take in this area. Finally, participants will be given a chance to reflect on the session and discuss what they found to be most impactful or interesting.

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LEAP Online: The wheel keeps on turning

David Howard and Graeme Prescott

Underpinned by the LEAP (Learning Excellence Achievement Pathway) framework and awarded the Digital Literacy Award at LILAC in 2018, LEAP Online continues to evolve and support students with their academic and personal development at the University of Bolton. This presentation will reflect on the journey so far, specifically focusing on how LEAP Online has evolved since its implementation in 2017 and its role in the coordinated approach to blended learning, information literacy and student retention and success at the University of Bolton. The presentation will emphasise on key developments of LEAP Online, namely the newly created Academic Writing Tutorial - an interactive module that incorporates innovative learning technology to support students with all aspects of the academic writing process. Additionally, we will then focus on 'LEAP Live'. Launched in September 2022, following a

successful pilot in the previous academic year, LEAP Live is an extension of LEAP Online and offers University of Bolton and off-campus partner students, the opportunity to attend a series of in-person and/or remote workshops, sessions and events, all of which are designed to complement the work we undertake in the digital world and support students with their academic and personal development. The presentation will consider some of the challenges associated with its launch, including the collaboration between professional and academic services to facilitate the programme. While LEAP Online offers students the opportunity to explore skills and competencies that will help them to develop their academic and personal practices, LEAP Online badges are also awarded to students who complete modules. Quantitative data from badged assessments demonstrates over 121,000 badges have been awarded since 2017. This, together with qualitative feedback from both staff and students indicates that LEAP Online remains firmly embedded in the student journey and the University's learning and teaching strategy. We continue to take pride in its success, and following an initial evaluation, we are also optimistic that LEAP Live will have the same impact.

Building critical thinking skills by fostering inquiry-based and dialogic learning in research consultations

Meredith Knoff and Margaret McLaughlin

Research consultations offer an opportunity to foster research and critical thinking skills in students. However, they do not always incorporate learning theories, which risks rendering the consultation into a transactional one. Introducing pedagogical approaches like inquiry-based learning to one-on-one consultations enables librarians to foster dialogic approaches to reference encounters. By creating documents that mimic these dialogic encounters, librarians obtain artifacts that examine research questions students are asking and document students' knowledge creation process. These documents allow librarians to center the interaction around student needs and transferable skill acquisition.

Inquiry-based learning teaches students to select topics, generate questions, and seek and synthesize information (University of Wisconsin). This approach not only teaches research strategies but develops highly sought-after professional skills like critical thinking and self-directed learning (New York University). Centering the student in an interaction helps foster dialogic learning (Gilles), which promotes collaborative interaction. These pedagogical approaches foster conversations where information literacy is better embedded into consultations. Pulling from the ACRL Information Literacy Framework, inquiry-based learning teaches research as inquiry while dialogic learning embodies scholarship as a conversation.

These pedagogies informed a redesign of a research service that offers both

scheduled and walk-up consultations. Using a document called a “research jumpstart” to capture conversations taking place during consultations, librarians and students collaboratively create a take-away document to help students recall strategies developed in the interaction. The Jumpstart also creates an artifact for librarians to assess interactions and examine student research trends.

This session will discuss the benefits of applying inquiry-based and dialogic learning to research consultations and information literacy development to help revamp the standard research interaction into a transformative experience for both librarians and students. It will also showcase an artifact designed and used to collaboratively record the natural conversation generated by a research consultation and outline the specific service model within which the artifact was used.

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Available throughout the conference

Wildcard

Pedagogy Postcards for Practitioners

Andy Walsh

Library conferences are often used to share teaching practices amongst practitioners, but theoretical and pedagogical backgrounds to that work may be only vaguely acknowledged, or missing altogether when these ideas are half remembered and brought into practice elsewhere. This wildcard proposal brings an opportunity for all practitioners to share their teaching practice directly with one other person, while also adding contextual pedagogical theory to be added to a collated collection of teaching tips. Attendees will be encouraged to write their “top teaching tip for developing information literacy” onto a postcard, using the idea of creative constraints (Onarheim & Biskjaer, 2013) to enable ideas to be expressed that may be difficult to do so otherwise. These ideas echo those used by creative practitioners in educational development and information literacy work (e.g. Gröppel-Wegener, 2016), as well as being related to ideas around enabling adult playfulness (Walsh, 2019) and embodied cognition (Foglia & Wilson, 2013), so seemed appropriate for this setting. They will also (optionally) write their own address onto a small sticker. After the conference, address stickers will be added randomly to the postcards and they will be posted out. Addresses will not be retained in any other format and will only be used for postage. Before this, all “tips” will be collated electronically, grouped, and a commentary prepared by the organiser adding pedagogical theory to each group of tips, as well as the theoretical background to using creative approaches such as this. This collated piece of work will be emailed as a PDF to anyone signing up to it at the LILAC conference (email addresses stored securely until then and used only for this purpose). Contributors will be asked to tick a box to permit sharing of practice under a CC-BY licence. There will be the opportunity to add a identifier (name, email address, etc) if contributors wish to be cited in the finished PDF. Note: This proposal doesn’t require a room or set slot – but space for a small postbox, a stash of postcards, and 2 minute opportunity at the start or end of an “all conference” session to outline it. Potentially also space at any poster presentation section to answer questions on the approach, if this is thought desirable.

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Posters

An introduction to the Stop Predatory Practices Initiative

Tereza Šímová

Predatory journals, publishers, and conferences are pressing issues for the academic community. Whether it is low-quality peer review, hijacking the identities of established publishers, providing fake data, or simply spamming invitations to attend conferences, predatory practices are harmful to the basic ideas of Open Access. For this reason, we have created the Stop Predatory Practices initiative.

Our initiative aims to raise awareness of predatory practices throughout the research community. As part of our efforts, we have created an open teaching module designed primarily for Ph.D. candidates, Early and Senior Career Researchers. The module is based on needs identified through discussions among key stakeholders, emphasizing the current requirements of researchers, scientists, and librarians in the Czech Republic. The entire training module was developed with Open Access experts, teaching librarians, Ph.D. candidates, and researchers. The teaching module consists of a presentation, interactive exercises, and instructions for the trainer (methodology for using the module). Our goal was to create a module that would be useful even for people unfamiliar with the topic. Thus, the module is ready to go, i.e., for immediate use without further preparation. At the same time, it is modular, so if the lecturer wants to select only one, two, or more parts, this is easily possible. The module is also ready for self-study (as a form of e-learning). The teaching module is licensed under a Creative Commons, 4.0 (CC-BY-SA) license to ensure easy sharing, and it is ready for online and face-to-face teaching.

We hope that our Stop Predatory Practices initiative will become a tool in combat against predators and an example of good practice for other organizations and libraries, proving that even a small group of teaching librarians can contribute to improving the academic environment.

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The Library's Contribution to the University's Project on the enhancement of Students' Digital Skills

Anne Bagger, Birgitte Munk, Erik Schwägermann, Muhamed Fajkovic

This poster presents a model for enhancing students' digital skills as implemented by the University of Copenhagen. Our focus is on the unique role Copenhagen University Library had in contributing to the birth of the model, particularly in co-creating the content and materials for separate segments of the model.

The University of Copenhagen started this initiative of defining and creating a set of basic digital skills all undergraduate students should have.

It became a flower model, with the following petals: "Data Management", "Digital Scientific Information Search", "Technological Understanding", "Digital Reflection", "Digital Analysis, and Methodology".

The library was involved in the process from the beginning, and our role increased as the project progressed, notably when it came to co-producing specific instructional materials for the petals, especially for the module called "Digital Scientific Information Search".

The process made us reflect on the ever-changing role of libraries and librarians, regarding competencies, tasks, and collaboration partners. When the university started to consider the partners who could deliver to this project, it became clear that the library services were the ones who could contribute in more areas than we first imagined.

The poster depicts a specific e-learning course placed under the "Digital Scientific Information Search" petal called "True or Fake? On the nature of information evaluation within the digital environment". The idea was to create course materials that will make students qualified to find and evaluate digital sources. It will be up and running in February 2023.

We created course materials on filter bubbles, Google's algorithms (Haider & Sundin,

2019), predatory journals, lateral reading (Caulfield, 2017) IF I APPLY method (Phillips, Roles & Thomas, 2019) and it made us reflect and discuss our role as librarians, as well as the needs of students and new ways of evaluating information in an ever-evolving digital landscape.

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Recipe for Success: Delivering bite-size information skills training to support the development of a new journal club

Beth Jackson

The Knowledge and Information Skills training programme delivered by the library at University Hospital Coventry has traditionally been reactive to the needs of its users, primarily offering one-to-one sessions for individual users at the point of need, with occasional group sessions. While this does provide a very personalised service that is well-received by library users, it reduces the opportunities to employ and evaluate other innovative pedagogical methods.

This poster presentation outlines the rationale for developing a series of concise, tailored information skills sessions for a multi-disciplinary emergency medicine team who were looking to establish a new journal club. The team felt the club would be more likely to succeed if they could learn together and ensure that both clinical and non-clinical staff felt able to contribute. However, due to the nature of their role they were unable to commit (as a team), to the library's advertised information skills programme. Instead, a series of 20 minute "bite-size" sessions were developed with the input of the team, covering the essential information they needed to get started with the library, plan and execute basic structured searches and begin critically appraising the information they located. These were delivered via a mixture of presentations in person, group discussions and using flipped classroom methods.

The poster also illustrates the impact the sessions had on the participants and the lessons learned by the author. The shorter format was more effective in helping the participants retain the topics covered in each session and the scaffolded learning approach helped demystify previously “intimidating” topics for those who had no research background. The feedback from the participants helped inform the content of the next session and working in partnership helped to develop a new, enthusiastic group of library users.

The Open University Library Students and Secure Environment student volunteers’ scheme

Hossam Kassem

The Open University (OU) has over 1800 students studying from Secure Environments, Prisons, Secure houses, or secure hospitals, as well as students who were in prisons and released on licence. Those students do not have access to the OU Library electronic content, which meant students could not carry out independent study work

To resolve this and allow SiSE students to access the OU Library, The Library collaborated with the OU Student Association and the SiSE student team in order to create a scheme to allow SiSE students indirect access to our rich electronic content.

The scheme involved training volunteers, from our current student population, and developing their Digital information Literacy skills as well as awareness of copyrights to carry out research on behalf of SiSE students, also how we supported SiSE students on how to identify search terms and evaluate information. The poster will show how the process work from start to end as well as some of our student feedback on how this helped them improve their skills. It will show also, how many students volunteered so far supported the scheme and how many requests we have received to date

Building a community of practice: peer-to-peer mentoring for library instruction

Annie Pho, Ariana Varela

What happens when you are forced to shift your pedagogical practice and you are suddenly working remote, apart from your colleagues? How does one stay in community and also improve upon their teaching in this kind of setting? In the spring of 2020, librarians had to suddenly shift from teaching primarily in-person to teaching exclusively online. The remote setting also meant that library workers who taught library instruction did not necessarily have the same level of support

and community as they did previously when all were working onsite, furthering the “teaching isolation” that prohibits self-reflection and building a community of practice (Sinkinson, 2011). After reading about peer learning in library instruction, two librarians decided to institute a peer mentoring program to help the teaching librarians to build community and seek feedback on their sessions (Farkas, 2015).

For the mentoring program librarians were paired with a go-to person for the semester to bounce ideas off of, solicit feedback on lesson plans, go over learning outcomes, and get feedback on the classroom session itself; then at the end of the semester all of the program participants met to debrief on the program and share their experiences. Many librarians reported learning about different activities and techniques of engaging students from observing another person, as well as building more rapport with colleagues. Many folks mentioned that they wanted to repeat the program again when classes were back in-person to compare their experiences.

This poster presentation will provide audience members with a step by step process on how to implement a similar peer mentoring program in their library to improve library instruction practices and feel supported by colleagues. The presenters will also be available to answer any questions, provide key lessons learned from implementing this program, and provide best practices.

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Collaborating with Students: Reflections on University College Cork Library Co-Creating Learning Experiences

Stephanie Chen

University College Cork Library launched its Library Learning Resources course on Canvas (the University’s VLE) at the start of the 2020 academic year. The course consists of seven, self-directed interdisciplinary modules which offer teaching to all students on information searching and Library resources. The Library’s online course allows for access to knowledge, skills and resources at anytime from anywhere.

This poster outlines the key learnings from a 2021 summer project funded by the

University's Office of the Vice-President for Learning & Teaching. The project involved Library staff collaborating with a diverse and inclusive group of students to

- obtain feedback on the Library's modules
- implement improvements based on feedback
- develop interactive learning objects and content, allowing for the co-creation of learning experiences

The outcome of the project was a refined Library course which was more appealing and engaging. Library staff and students used H5P to co-create new interactive learning objects which help cement knowledge and allow for self-evaluation. An interactive, app-based scavenger hunt was also developed to provide an impactful first experience of UCC Library buildings for new students. The co-creation of interactive learning objects and a scavenger hunt shows how technology can be used to enhance and support learning.

The poster will outline the importance of partnering with students in projects, suggest ways in which technology can be used in enhancing and supporting learning, and summarize the challenges experienced as well as what worked and what didn't work.

An Information Literacy skill tree- a tool for engaging students

Richard Hornshaw

At City, University of London it has been observed that Information literacy is not a priority for students and engagement in voluntary teaching sessions low. The information literacy skill tree attempts to address this by motivating students with a challenge to be conquered.

A skill tree is a common feature of many video games (Spider-Man, 2018; Star Wars Jedi: Fallen Order, 2019). It defines a set of skills that are applicable to playable characters in the game and shows a route the player can take to develop that character which leads to in-game success. According to McGonigal (2012) the real world can learn from video games when engaging and motivating people. By emulating the strategies video game designers use we can improve information literacy teaching.

Wilson (2022) has used a skill tree to help manage the competencies and skills of a data analytics team, showing a successful real world application. Using the tree he was able to identify gaps in knowledge, improve staff development and better allocate

tasks.

Applying a skill tree in a higher education setting is a novel method of presenting information literacy skills training to our students, giving them voluntary obstacles to overcome, providing clearer “missions”, and satisfying hands-on work (McGonigal, 2012, pp. 55-63).

Our poster will show the complete skill tree as designed by Library Services at City. Further information will be available to describe each branch and the teaching activity for that skill. The design of the tree takes its starting point from the Digital Information Literacy Framework currently being developed at City and refers to other IL frameworks (Coonan & Secker, 2011; SCONUL, 2011; JISC, 2018; Open University, 2022).

LILAC delegates will be presented with an opportunity to discuss, critique and develop the skill tree. Delegate feedback will help inform the project beyond this initial design phase and prepare it for full implementation for the next academic year. It is hoped that delegates will use this idea in their own institutions and help build a body of evidence about its effectiveness at engaging students with information literacy skills.

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Effective critical appraisal for excellent healthcare & health improvement: the development of a critical appraisal e-learning package for the NHS workforce

Gil Young, Dominic Gilroy

The Health and Social Care Act 2022 includes a requirement for the NHS to use research evidence in decision making. Understanding how to critically appraise research, including sense checking evidence and reviewing research findings, ensures the NHS workforce makes the best-informed decisions for patients and the wider health system. Critical appraisal skills are essential tools for all healthcare professionals and are invaluable at every step of research evaluation.

Many NHS knowledge and library specialists (KLS) in England deliver training in critical appraisal skills and developing their skills in this area is crucial. As critical appraisal skills can be used less frequently than other information searching skills, KLS often require refresher training. Waiting for the next round of critical appraisal skills training courses is problematic, and there is a cost to providing repeated sessions.

Health Education England's solution to this challenge was the development of an e-learning package, available to both NHS KLS and the wider health and care workforce via NHS eLearning. Commissioned by the CILIP accredited NHS Knowledge for Healthcare Learning Academy the package was developed by learning technologists working closely with subject matter experts Michele Maden, John Blenkinsopp, and Ramona Naicker.

The openly available Critically Appraising the Evidence Base eLearning programme aims to guide all health and care staff and learners in using appropriate appraisal skills and techniques when reviewing evidence. The programme consists of 8 modules including a module on equity considerations in critical appraisal which is, to the best of our knowledge, the first training offer of this kind to be made available.

This session will focus on sharing project drivers, learning acquired from working in partnership to deliver and promote the modules, evaluation of the programme and plans to develop further eLearning packages.

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Libraries are not neutral: A pocket sized guide to libraries and their colonial legacy

Rosey Crow

After being invited by a workshop speaker to “interrogate the history and assumptions of [my] discipline,” I began exploring the role of libraries in colonialism. I looked for literature exploring this in a European context, as so often the story of racism and colonialism is explored via an American lens (Eddo-Lodge, 2018) ignoring cultural differences (Inskip, 2022). This poster introduces some findings so far, including:

- The role played in the colonial project by public library systems across Asia (Fitzpatrick, 2008) and Africa (Odi, 1991, Mutonga and Okune, 2022).
- How this is echoed in current academic publishing practices and Open Access (The Right to Research Coalition, 2017, Okune, 2019, Albornoz, Okune and Chan, 2020, Mboa Nkoudou, 2020).
- How vocational awe prevents us from critiquing the systemic failures of our sector (Ettarh, 2018, Chiu, Ettarh and Ferretti, 2021) and how this can be linked to the overwhelming whiteness (Inskip, 2022) of our profession (Hall et al., 2015, Khan, 2020).

This poster is available to download, and once folded forms a zine that can be distributed under the terms of a CC BY license. I hope this visual, bitesize format will communicate some of the systemic issues within libraries to colleagues and users not already engaged with literature on this topic, helping to build a movement equipped to ‘do the work’ (Clarke, 2022). As a subject librarian at a research institution, I have found that providing library users with an insight into these historic factors contextualizes their struggles to find information on certain topics. As Marsh states: “stressing the non-neutrality of libraries is important because there are then a series of implications for working with library information in a decolonial way” (2022, p:20). Once library users are armed with the knowledge of the systemic issues within information management, they can adapt their approach to finding and using

resources.

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Bringing It All Together: an explanation of the teaching framework used by a multi-site academic library team

Emily Bamber

A representation of the teaching framework that the Technology Libraries Team at Cambridge University are using to organise and facilitate their library teaching.

As a six-person teaching team that deliver library skills training to three departments (Engineering, Computer Science and Chemical Engineering & Biotechnology), over two sites, we required a framework to streamline teaching admin and to ensure we were delivering a consistent, high quality and accessible teaching offer team-wide.

The poster will explain the rationale, context, and key objectives for this framework and how it has enabled us to embed the Cambridge Information Literary Framework (CILN), and organisation-wide feedback mechanisms within our team's teaching. It

will mention how the framework acknowledges and brings together concepts such as Backwards Design, Reflective Practice and Universal Design. It will illustrate the team's teaching workflow, from brainstorming ideas to content creation, peer review, admin, delivery and, finally, review and reflection.

We will share how we have standardised teaching content to enable easier delivery of sessions by multiple team members and facilitate better accessibility for students. Each session has a lesson plan formulated around the CILN Framework and includes practical activities to assess learning outcomes. A long form write-up is also available prior to the sessions to enable students, where the session is optional, to make sure a session is right for them.

Although this framework is still in its' first academic year of use, we have already seen how it has increased the flexibility within our teaching team, enabled us to make the best use of individual expertise and save time. We have made the framework work for us, rather than the other way around.

The accessibility and consistency of our teaching offer is at the forefront of our teams' teaching vision and this framework is the foundation from which it stems.

Health Literacy – a Key Life Skill for All

Siobhan Linsey, Lynsey Southern, Lorna Dawson

Information literacy is the ability to access, evaluate, use, share and create information in a variety of formats. It is an essential life skill, applicable across all sectors and necessary in order to address health inequalities in society. Those engaging with health information, whether as a service user or health professional, can often find it difficult to access and understand.

This poster will demonstrate how the collaborative partnership work of the NHS Knowledge & Library Service Community of Practice has helped to transform services via co-production, enabling shared learning and support through knowledge management and mobilisation. A universal precautions approach was adopted, ensuring everyone has the opportunity to be involved in their health and care conversations, regardless of their demographic or literacy abilities.

It will also demonstrate the learning shared on the co-production of an online Health Literacy Schools Toolkit hosted on the NHS Knowledge and Library Services and the National Health Literacy Community of Practice LibGuides platform. The Toolkit responded to the recent changes to PSHE in England and to the need to move forward on holistic approaches for developing schools' organisational health literacy

(Okan et al., 2021) and children's digital, interactive and critical health literacies in this peri-pandemic era (Bray et al., 2021).

It will also outline the impact of health information on society, how cross-sector collaboration and co-production can help to tackle health inequalities, and how health literacy can be used to engage communities in decision making and self-advocacy in health and care conversations.

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Health literacy in the context of health, well-being and learning outcomes – the case of children and adolescents in schools

Health Literacy—Talking the Language of (School) Education Leena Paakkari, PhD; and Orkan Okan