CARDIFF
CAERDYDD
2025

CELEBRATING 20 YEARS OF THE LILAC CONFERENCE

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Co-Chairs' Welcome

Dear delegate,

A really warm welcome to LILAC 2025 at Cardiff University. Whether it is your first time or a return visit, we are delighted you are joining us in the Welsh capital. Our last visit to Wales was to Swansea in 2017 and Cardiff back in 2009; how time flies!

On this special year for LILAC, we would like you to cast your mind back to 2005… 20 years ago, the first video was uploaded to YouTube, the first iPhone was released, Star Wars Episode III concluded the prequel trilogy, and we were all dancing to Rihanna, Sugababes or Franz Ferdinand. Most importantly, the first-ever LILAC took place at Imperial College London; what a landmark year!

Since 2005, it is undeniable a lot has changed in the way we consume and share information and, at the same time very little. Well-worn battles are still being debated, and threats resurfacing, reminding us that, more than ever, information literacy is paramount to making informed decisions in all aspects of life. As ever, our role as information literacy practitioners remains crucial to ensuring current and future generations can distinguish fact from fiction, narrative from truths, and feelings from facts.

Over the last 20 years, LILAC has been a celebration of all the best practices and successes, individual and as a community, across all sectors. This year, again, we have an exciting programme that showcases the best of our collective endeavours: three fantastic keynote speakers and a range of sessions with themes from creative research skills and visual literacy for designers to incorporating AI in information instruction.

As co-chairs of the Information Literacy Group (ILG) committee, we could not write a welcome message without acknowledging those who make LILAC an amazing event year-on-year: the LILAC team! Their tireless work, time, and effort (and fun!) ensure we all have the greatest time learning, sharing, networking… Make sure you make the most of every opportunity you get to do so! We also want to extend our thanks to the local team for their support and help in making the most of what Cardiff has to offer. For LILAC 2025, we have a lot to look forward to with a networking evening and Information Literacy Award at the National Museum Cardiff and the conference party! Make sure to bring your dancing shoes!

We hope you have a wonderful time at LILAC and take a lot for your own practice and your institution. Enjoy!

Anne-Lise Harding & Laura Woods - ILG co-chairs

Our Sponsors

We are grateful to our sponsors for supporting LILAC in 2025.

The Information Literacy Award

The CILIP Information Literacy Group is 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:

Eva Garcia Grau, Information consultant at Royal Holloway University of London and ILG New Professional representative
Dr Konstantina Martzoukou, Associate Professor at Robert Gordon University
Elizabeth Newell, Senior Sector Specialist (digital transformation) at JISC

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

Keynote Speakers

Stephen Thornton

Biography

Dr Stephen Thornton is Reader in Politics at Cardiff University. Though he mainly teaches and researches on aspects of British political history and public policy, Stephen also has a long-standing interest in the information behaviours of Politics and International Relations students and, over two decades, has written many articles on the topic. His latest piece - co-written with Dr Doug Atkinson - is called 'Everywhere and Nowhere: Information Literacy in the Political Science Classroom' (in the US journal PS: Political Science and Politics). Stephen is also a Senior Fellow of Advance HE (formerly the Higher Education Academy).

Light at the end of the tunnel? Twenty years of Information Literacy in the politics classroom

Looking back over some of my earliest articles in which I described attempts to embed information literacy into a Politics classroom at a UK university, I discovered – with some alarm – that I've been doing this for two decades. One yellowing report outlines a small pilot study conducted back in February 2005, where, for the first time, I knowingly dipped my toe into your world. I did this through organising – in collaboration with a very patient information specialist – a small third-year undergraduate workshop which took the issue of the UK government's response to the foot-and-mouth crisis (remember that?) as the focus around which to explore the reliability of various sources. The hot topic back then was the dependability of Wikipedia. Happy days.

This was just the start of many such adventures, and this talk provides an excellent opportunity to take stock of two decades' worth of attempts to get the discipline of Politics and International Relations to take information literacy seriously. As I will explain, despite the support of some fantastic colleagues along the way, the discipline paid little heed to me, nor the many others making similar points. However, recent developments suggest that may be changing – at last.

Jane Secker

Biography

Jane Secker is Associate Professor in Educational Development at City St George's, University of London where she leads the modules related to digital education and digital literacies and is joint Programme Director of the Masters in Academic Practice. She is the former Chair of the CILIP Information Literacy Group, a co-founder of LILAC and now serving as Deputy Chair of the ILG. She is founder member and a trustee of the Media and Information Literacy Alliance (MILA) and created a framework for information literacy known as a New Curriculum for Information Literacy (ANCIL) in 2011 working with Emma Coonan. Her current research is exploring staff attitudes towards digital literacies and open educational practices, copyright anxiety in higher education and why staff engage in playful learning.

Jane was Copyright and Digital Literacy Advisor at LSE for over 15 years where she advised staff about copyright issues and the online environment. She is a member of the Universities UK Copyright Negotiation and Advisory Committee which negotiates with the Copyright Licensing Agency on the higher education licence. She is co-author of Copyright and E-learning: a guide for practitioners published by Facet in 2016. She has created a number of open educational games for teaching about copyright, collaborating with Chris Morrison for over 10 years. She also runs the podcast Copyright Waffle with Chris and has a PhD from Aberystwyth University. You might think Jane is a very serious person but in fact in her spare time she is a passionate gardener and is learning the guitar. She also enjoys playing with her cats and dressing up in historical costumes..

Reflecting on Information Literacy: lessons from a lifelong advocate

In this keynote, I will reflect on information literacy teaching and research over the past 25 years that I have been working in higher education. I am a passionate advocate for information literacy, as a founding member of the CILIP Information Literacy Group and a co-founder of LILAC over 20 years ago. I'll discuss some of what motivated me to help establish the IL community. I helped to re-write the CILIP (2018) definition of IL, inspired by UNESCO's Alexandria Proclamation of IL that positions it as the cornerstone of lifelong learning and a fundamental human right (IFLA, 2006). Like Paul Zurkowski (1974), I believe in the importance of 'universal information literacy' to empower people in their work and in their daily lives, however achieving this in 2025 sometimes seems harder than ever. In all my work, collaborating and sharing ideas with colleagues has been central though, we can't do it alone, and to paraphrase the words often attributed to Isaac Newton from 1675, it's only by standing on the shoulders of giants that we can see further.

In the keynote I will share a series of lessons about information literacy, each illustrated by a cultural reference which include the words of a great scientist, the titles of songs or films that I love. Making learning engaging is the heart of what I try and do and so using this playful approach I hope to make some serious points. I will also draw on my experiences of running projects, undertaking research and more recently of trying to teach staff about information and digital literacy from both a practical and theoretical perspective. And it wouldn't be a keynote by me without me mentioning the importance of copyright!

The premise that all you need are ten lessons or 'life hacks' to understand how to be a teaching librarian or a researcher in information literacy comes from the likes of BuzzFeed. However, one thing that working in the field of information teaches us is that there are never just ten things you need to know about anything, there are always competing ideas and new research emerging. One must always take a critical approach to identify misinformation, fake news or over generalisations and simplifications of what are often highly complex issues. And as more content is created, increasingly by AI, there has never been a more important need for information literacy for everyone in their daily lives. But how on earth do we instil critical thinking in people at all stages of their life? I'll share some thoughts about what actually works and has impact on people's lives.

Given my origins as a historian, I'll return to the idea that we need to stand on the shoulders of giants in the IL field and use evidence to inform our approach. We also need to reflect on where IL comes from so that we can make progress. If you continue to work in this field, the one thing you need to remember is nothing stands still, you will always need to keep learning, and you will never get to a state of being what Zurkowski called the 'information literati'. But this is work that can make a difference and maybe change lives, as education is supposed to do, so I urge you never to give up trying!

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Elinor Carmi

Biography

Dr. Elinor Carmi is a digital rights advocate, feminist, researcher and journalist who has been working on data politics, data literacies, data feminism, data justice and internet governance. In the past five years she has successfully won grants from UKRI, ESRC, and Nuffield Foundation together with colleagues from academia and NGOs. Dr. Carmi's work contributes to emerging debates in academia, policy, health organizations and digital activism. In February 2020, Elinor was invited to give evidence on digital literacy for the House of Lords Committee on Democracy and Digital Technologies. Her insights were included in the final report: "Digital Technology and the Resurrection of Trust". In July 2020, Dr. Carmi was invited by the World Health Organization as an expert on data literacy and disinformation to the first scientific discussion on infodemiology. Between 2021-2023 Elinor won a Parliamentary Academic Fellowship working with the UK's Digital, Culture, Media & Sport Committee, and from May 2024 she has been selected to be an Expert Member of the UK Information Commissioner's Office Technology Advisory Panel. She has been invited to be an expert advisor for several organisations and digital rights NGOs such as: Amnesty International Tech, International Federation of Library Associations and Institutions (IFLA), UNESCO, Connected by Data, Demos, 5 Rights, Royal Society, and the Norwegian Consumer Ombudsman.

Data Citizenship: learning to take action in the datafied society

This talk explores what literacies people need to challenge Big-Tech companies. People have become more aware of power imbalances, specifically regarding the ways Big Technology companies (referring to organizations such as Facebook/Meta, Amazon, Apple, Google/Alphabet) use and abuse their data. However, while people get glimpses of the harms these companies cause through the media, many feel powerless against them, and therefore the awareness does not always translate into action. In this talk I will examine how awareness can be transformed into meaningful action. I draw on the Data Citizenship framework I developed with colleagues from Liverpool University that looks beyond functional actions and understanding and aims to equip people with civic knowledge about their data rights and participatory practices in the datafied society.

Parallels Abstracts

Ensure you sign up to parallel sessions ahead of the conference – just login to your LILAC account.

Parallel sessions 1

The information hinterland of UK academic librarians

Darren Flynn

Sociocultural perspectives on information literacy (IL) situate IL as a set of beliefs, processes and practices that are inseparable to the social and cultural contexts from which they emerge (Hicks, 2018). In developing a sociocultural approach to information literacy, Lloyd's (2006, 2010) theory of information landscapes describes IL as a series of practices and discourses that are bounded and influenced by a landscape of epistemic, social and physical features. Within this theoretical perspective, the topography of a physical landscape (paths, boundaries, features etc.) are analogous to the sociocultural contexts of an information landscape. The process of becoming information literate, therefore, is building the capacity to read, navigate and understand the landscape.

This paper extends the metaphor of the information landscape to explore an information hinterland. Directly translated, the term hinterland describes the 'behind land'; the physical and human landscape providing the raw materials for social or economic activity. An information hinterland therefore may be used as an analogy to describe the past exposure and experience of information that provides context for how an individual understands their present information landscape. For example, an individual's educational background, the school they attended, the education level of parents/guardians and the social networks they experienced in childhood might be understood as constituting an information hinterland. This in turn enables a comparison of different individual's hinterland to draw conclusion on their information practices.

Drawing on data from a large-scale doctoral study on the social background of UK academic librarians (n=621), this paper will explore the sociocultural information context of academic librarians. Data on the social background and context of UK academic librarians were collected using a questionnaire designed using Bourdieu's concepts of economic, social and cultural capitals (Bourdieu, 1986). The questionnaire included detailed data on respondents' educational and social context during childhood in addition to cultural, media and leisure consumption. Analysis using basic statistics and latent class analysis (a probabilistic analysis method ((McCutcheon, 1987)), produced profiles of information hinterlands present in the data allowing for comparisons of background and context.

The presentation will share findings on their educational, media and social backgrounds of UK academic librarians and discuss how this hinterland may influence dominant discourses and practices in IL. In addition, it will demonstrate a quantitative method novel to IL research. Finally, it will invite attendees to reflect on the extent to which their own information hinterland of their past impacts on their ability to navigate and guide others through information landscapes of the present.

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Supporting AI Literacy in an NHS organisation - first steps into a brave new world?

Beth Tapster

As generative AI continues to impact information use, librarians in the education sector are using an IL lens to support students' AI literacy (Bongiovanni, 2024; Cox, 2021). In healthcare, the potential of AI technologies to revolutionise the NHS receives widespread attention, but is accompanied by complexities and ethical implications (Morley, 2024). Alongside adapting to clinical use of AI, NHS staff, like many other knowledge workers, are beginning to use generative AI tools to support their everyday tasks and information seeking. This offers opportunities for efficiency and productivity but also creates risks, exacerbated by varied levels of digital and information literacy in the workforce. NHS libraries, supporting healthcare staff to 'use the right knowledge and evidence, at the right time, in the right place', with our professional values around information literacy and ethics, have a potentially vital

role in supporting our staff to develop the skills needed to use these technologies responsibly and effectively (Hopkins, Smith and Wood, 2024).

This presentation evaluates ongoing work at Leeds Teaching Hospitals, in collaboration with other Leeds health libraries, to deliver introductory AI literacy training for NHS staff from varied professions. Initial training materials were developed by the national NHS Current and Emerging Technology Community of Practice, which sought to support the Artificial Intelligence (AI) and Digital Healthcare Technologies Capability framework (HEE, 2023). We have extensively adapted these to meet local needs, developing a 'Gentle Introduction to Generative AI' session open to all Leeds healthcare staff. Alongside this, we have delivered tailored sessions for Clinical Support Workers, with a focus on how information literacy skills support professional behaviour, and why this is becoming more important due to AI. As we continue to iterate the training offer, there has already been valuable learning from developing and delivering these sessions. We want to share this with any library services exploring how to support professionals in any sector to develop their AI literacy.

The presentation will explore the challenges faced in developing this offer, which may resonate beyond the health library sector. These include supporting responsible use of generative AI when local organisations, and the NHS as a whole, still lack governance and policies in this area (Health Foundation, 2024). Alongside this, the difficulties of keeping up to date and developing professional confidence on such a rapidly changing and expansive topic whilst working in a small library team with a varied workload and limited resources. We will also attempt to honestly engage with the challenge of delivering AI and information literacy instruction to a range of professionals at various stages of their careers and with their own varied experiences and knowledge, whilst our own knowledge on the topic is in its early stages.

Despite these challenges, the positive response to this training highlights the importance of health libraries moving into this space early and proactively and demonstrates that there is recognition of the synergy between the Knowledge and Library services skillset and the needs that professionals have as they adapt to the widespread use of generative AI.

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Using artificial intelligence/machine learning's story telling capability to create and information literacy teaching resource

Geoff Walton

Artificial intelligence/machine learning (AI/ML) has been variously hailed as the saviour of human civilisation to its downfall (Garcia-Peñalvo, 2023). This much hyped and derided development (Walsh, 2020) requires sober critical analysis before any credible conclusions can be drawn (Greene et al, 2019)). This paper examines the narrow question - Could generative AI such as ChatGPT be used to create an introductory discussion tool for information literacy teaching and learning?

Method

In this approach ChatGPT was employed to generate an information literacy story used as an icebreaker resource for a more in-depth seminar on learning how to become information literate. A framework for analysing processes in information discernment was employed (Wong et al, 2021).

The conversation with ChatGPT was as follows:

ChatGPT: "What can I help you with?"

Me: “Write a fictional story about information literacy.”

ChatGPT then generated its information literacy story of 537 words.

Content analysis using the information discernment framework was used to analyse the story for information literacy related tropes and story-telling devices.

A pilot study was also carried out with students in higher education who have experience in information literacy. They rated the story for its accuracy in portraying information literacy processes and the level of engagement the story fosters.

Results

Content analysis (extracts)

ChatGPT created a central character ‘Maya’ as a focus and used some well-known concepts to illustrate the process of becoming information literate such as critical analysis and information discernment as follows,

“As Maya delved deeper into her quest, she encountered various challenges that tested her information literacy skills. The first challenge was deciphering the clues left behind by the enigmatic book. It required her to critically analyze (sic) the text, cross-reference different sources, and discern hidden meanings. With each clue deciphered, Maya’s information literacy grew stronger, honing her ability to navigate the sea of information.”

The software also managed to weave in the perils of misinformation,

“As she ventured through the city, Maya discovered that misinformation and deception lurked at every corner. False rumors (sic) spread like wildfire, and misleading information clouded the truth. Recognizing the importance of evaluating sources, she carefully scrutinized every piece of information she encountered. Maya learned to question biases…”

Discussion

Although some of the basic concepts associated with becoming information literacy are included in the story (such as critically analyse and, evaluating sources) the interpretation centres on the erroneous binary of truth and falsehood which fails to capture the nuances of the variable quality of information and that ultimately, all knowledge is provisional. Perhaps this is suitable at entry level but not for more advanced learners?

Workshop activities for delegates

Delegates will be given a copy of the story to read (567 words) and discuss.

Delegates will be given the pilot questionnaire to complete.

Discussion of the results of the pilot study conducted with students.

Discussion of other ways of using ChatGPT to illustrate information literacy to learners.

Discussion on how delegates are using (or planning to use) generative AI in their own teaching.

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Championing student-staff partnerships amidst the turmoil of GenAI

Anna Theis, Pranav Bharadwaj Gangrekalve Manoj and Rachel Cox

Recognised as experts in partnership with students as co-creators (AdvanceHE, 2024) and with a reliable track record for inclusive and accessible support the University of Manchester Library was asked to lead on a project to create a cross-university resource for students on academic integrity. Previous support for academic integrity was spread out across the University and inconsistently addressed changes in pedagogical approach or new technologies (e.g. GenerativeAI).

Following consultations with stakeholders from across the University. The Library Student Team, 20+ student employees who represent the diverse student body at the University of Manchester, wrote the content for the Academic Integrity resource. Seen as co-creators, rather than as consultants, the Student Team incorporated their own expertise and experience into the resource (Blake, Aston and Grayson, 2020). Existing academic integrity policies are more likely to negatively impact first-generation, neurodivergent, international or racialised students (Longstreet,

Ives & Martin, 2024). Recognising the need for the resource to support diverse cohorts of students, and ensure that its approach rejected deficit-model thinking, the development process for the resource combined liberatory practices and longstanding student-staff partnerships present in the Library to ensure the resource acts as a mechanism for students to have equal access to understanding and successfully navigate academic conventions. The Student Team did this by using their first-hand experiences to write interactive case studies on topics such as self-plagiarism and using GenAI to summarise journal articles as well as by translating policy and jargon into a student-accessible format.

Ellis and Murdoch (2024) call for new tactics to address academic malpractice. By having students "own" the academic integrity policy, rather than the oversight of such a resource fall to the Conduct and Discipline team, and by using positive and supportive, rather than legalistic and punitive terminology, the resource rejects existing colonial processes (Longstreet, Ives & Martin, 2024). We are not dictating to students about how something should be, we are discussing integrity and embedding ethics in AI and beyond by being in the space with them.

GenAI poses new challenges and opportunities for information literacy, especially concerning ethical use, critical evaluation, and academic integrity. The resource encourages students to critically reflect on why they are considering using GenAI, whether they are communicating their own original understanding, and what the risks and potential ethical issues could be when using such tools. This approach of using critically reflective questions is mirrored in our workshop support, enabling students to further explore using GenAI tools in their learning with other students in protected space outside of their programme.

This presentation aims to demonstrate success stories of student partnership in the creation of teaching and learning resources. The advent of GenAI poses serious challenges to academic integrity. Combating these challenges by using a diverse Student Team, who champion student voice in their respective courses, is only possible by the means of embedding them within our strategic projects. Explore aspects of student-staff co-creation through the lens of the CATE-award winning Library Student Team who will co-present with Library staff in this presentation.

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Parallel sessions 2

Back to school: a study of healthcare staff's academic challenges.

Katie Smith

Knowledge Specialists based at an NHS mental health and community trust in Berkshire noticed that healthcare staff who were undertaking an academic course often expressed common negative phrases about their own academic capability, especially those who had had a long gap between the last time they were a student. Knowledge Specialists are well placed to help support clinical and non-clinical staff who are studying with training in academic information skills and to help them feel more confident. However, to do this we need to understand fully the attitudes, feelings and motivations that affect them when they come to the library for help.

Previous research, although only focused on nurses rather than all healthcare professionals, shows that students' academic experience is negatively impacted due to either having, or perceiving to have, a lack of skills needed to succeed, specifically computer, information literacy or university level writing skills (Tarrant et al., 2008; Morgenthaler, 2009; Cole and Kelsey, 2004). They need to spend more time than anticipated relearning skills that have not been practiced during their clinical role (Chanchula et al., 2019; Tarrant et al., 2008). University staff also make assumptions about the knowledgebase and skill set of the students including that they can use technology for information literacy, for example searching catalogues and databases (Cole and Kelsey, 2004; Cook et al., 2010). This presentation reports on a service improvement project that builds on previous research and expands it to all healthcare staff roles, specifically focusing on attitudes to key information literacy skills and comparing student experiences to those who have had a long academic gap.

This project used a questionnaire and semi-structured interviews to examine the experiences of twelve healthcare professionals from a variety of roles comparing the data from those who had done back-to-back studying to those who had had a gap, ranging from 4 to 30 years, since their last academic course. The results were then coded and analysed thematically. The main findings demonstrated that those who have had a long academic break feel less confident with information literacy skills than those who haven't. They also experience more negative emotions, including concerns over their academic ability, fear of being too old to manage their learning and anxiety over balancing their multiple commitments. Understanding and managing the technological changes, referencing new types of sources and finding information were key issues and all students reported the lack of devoted time for study being the biggest cause of anxiety and stress.

The presentation will provide an overview of the planned changes for the service and attendees will be able to take improvement ideas back to their own organisations as well as an understanding of some of the issues faced. Those working in the health and academic sector will find it useful for understanding the healthcare student experience as well exploring the relationship between hospital libraries and universities in supporting these students.

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Developing a study skills workshop to address the academic concerns of colleagues about to start an apprenticeship in an NHS Trust

Jessica Waite

Purpose

As a large NHS Trust, Sheffield Teaching Hospitals has many staff who take up apprenticeships within the organisation for professional development, often alongside their existing role. The apprenticeships range from Level 2 (equivalent to GCSE) to Level 7 (equivalent to Masters Degree), and cover administration, healthcare, leadership and more. An interaction between the Knowledge and Library Service (KLS) team and the Apprenticeships team led to a discussion about members of staff who have been accepted onto apprenticeships and feel unprepared for the academic study portion of their programmes, and nervous to begin. Many of these colleagues have not studied since leaving school and are expected to do this alongside their existing work and family commitments. They often need more support than traditional students (Dermentzi, 2024) and lack experience of and key skills needed for studying (Firth, 2023). The Apprenticeships team wanted to put something in place to increase confidence in staff who are undertaking apprenticeships, an underserved group in our area. The KLS Team were ideally placed to deliver this, and a study skills workshop was developed.

Methods

The KLS team researched what would go into a study skills workshop specifically aimed at people who are embarking on apprenticeships without prior academic experience. Other NHS libraries were consulted, and interviews were conducted with current apprentices to see what they would have benefitted from before they started. This information was put together in the form of a two-hour long workshop, with a presentation and interactive tasks designed to get the participants to engage with the session. The session taught skills on evaluating sources, time management, essay planning, reflective practice and referencing. A pilot session was delivered in February 2024 with a cohort of staff about to embark on a Level 3 Team Leader apprenticeship. A survey was sent by email to participants shortly after the session, and feedback was collected from this.

Results

The feedback from the session was positive and provided some development points. Of the 12 session attendees, 8 completed a feedback form. All replying participants who had objectives for attending the course had those objectives met, and all understood the content well. Everyone who responded gained new information, felt more confident, and would recommend the training to others. Constructive feedback

was given about the overreliance on reading in the tasks, which may not be suitable for all needs, the size of the text in handouts, and suggesting more interaction. All of this was taken on board and the session has been adapted.

Conclusions

The study skills session filled a gap in provision for a population that is underserved within the Trust, and within health libraries more broadly. It has proved popular since its launch and given confidence to staff who had worried about their ability to cope with the academic demands in their apprenticeship. This presentation will provide an overview of the process of developing, delivering and adapting the session, showing the importance of working cross-departmentally and consulting stakeholders.

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The role of emotion in access to information on reproductive health, illness and disability: implications for information literacy instruction

Natalia Kapacinskas, Veronica Arellano Douglas, Mea Warren and Erica Lopez

Our own emotions, other's emotional reactions, and the emotions that prevail in society complicate information seeking experiences. This is especially present for topics with potent social narratives like reproductive health, illness, and disability. For each of these topics and their associated life experiences, there are socially accepted and expected emotions. However, there is no single emotional response to any experience, and experiences of these life events vary widely. When people's emotions differ from what is socially expected or acceptable, they may be less willing to share information about their experiences. In turn, this impacts the experiences of those who are seeking essential information capturing the full range of experiences and emotions surrounding reproductive health, illness, and disability.

In prevailing information literacy models and instructional practices, however, there is little discussion about how emotions affect the experiences of information creation and seeking. Academic norms tend to divorce affect from research practices and information literacy, focusing instead on cognitive tasks and elements of information literacy behavior like evaluating credibility and accuracy. When emotions are discussed in information literacy instruction, the focus is on the emotions elicited by the act of research (usually anxiety and stress) or the affective competencies required for effective academic research (persistence, curiosity, self-confidence, etc.) (Hewitt, 2023; Matteson, 2014; Schroeder & Cahoy, 2010). This is in stark contrast to research on information behaviors, which consider emotions as not only motivators and de-motivators of information-seeking but as framing devices for how information is presented, received, and understood (Lee & Hawkins, 2016; Lyons & Sokhey, 2014; Savolainen, 2014, 2015; Sivek 2018). One exception is Alex Hewitt's 2023 article, which examines how emotion is addressed or ignored in existing information literacy models and urges librarians to welcome "the disruptive power" of emotion into how we teach information literacy. We want to build on this work by studying the role that expected emotions play in the cycle of information creation, seeking, and consumption, and emphasize the importance of acknowledging all emotions about our bodies and health.

Our presentation will explore the intersections between emotions and information access, with an emphasis on reproductive health, illness, and disability. We argue that societal expectations of emotion exemplify Gibson and Martin's theory of "information marginalization," a critical approach that "describes the systematic, interactive socio-technical processes that can push and hold certain groups of people at social 'margins,' where their needs are persistently ignored or overlooked" (476). We suggest that power structures, including the control or dismissal of emotion in information literacy models as well as the pressure to express or elicit acceptable feelings about experiences, represent "systemic, contextual barriers to information access" (477) for people seeking information about their health. These barriers exist both for the person seeking the information and for those whose lived experiences qualify them to produce such resources. This contributes to the difficulty of accessing resources on reproductive health, illness, and disability. We encourage our colleagues in information literacy instruction to increase attention toward the complex interplay of emotion, expectation, and information access.

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Riley: introducing a new information literacy chatbot prototype in evidence-based medicine for medical students and healthcare professionals

Rebecca David, Eng Sing Lee, Sreenivasulu Reddy Mogali, Lucy Victoria Everett Wilding and Marie Loh Chiew Shia

The rapid expansion of the healthcare research landscape requires medical students and healthcare professionals to master Information Literacy (IL) skills to effectively access and appraise evidence aligned with Evidence-Based Medicine, to make informed clinical decisions and improve patient care. At the Lee Kong Chian School of Medicine (LKCMedicine), Nanyang Technological University in Singapore, IL skills are embedded into the Years 1-3 Scientific Enquiry & Evidence-Based Medicine curriculum, taught collaboratively by a senior medical librarian and faculty. While traditional resources like PowerPoint slides and pre-recorded lectures provide theoretical knowledge, they lack interactive elements essential for engaging and ensuring IL skill retention needed for research.

By Year 4, students were observed struggling to recall and apply IL skills learnt earlier in the curriculum for their scientific research projects, often requiring IL skill refreshers extending to hour-long library consultations. Similarly, healthcare professionals engaged in medical research lack a flexible, “on-the-go” IL learning tool to accommodate their busy schedules. These challenges highlighted the need to develop an innovative digital learning solution that would complement the traditional resources.

Riley, an innovative ‘rule-based’ prototype chatbot, developed in 2023 for medical students via the Telegram app on smartphones, applied the DISCOVER framework for conversational agents. Riley featured four key IL skill chat modules guiding students on how to:

1. Use the PICO framework to form effective clinical questions.
2. Identify and use Medical Subject Headings (MeSH).
3. Form effective Boolean search strategies
4. Conduct a database search on PubMed to address a case scenario.

Each chat module included interactive elements like PubMed video demonstrations, comic narratives, mini-games, GIFs, and quizzes, with pause-and-check summaries to reinforce key concepts.

Riley was designed as a vibrant 3D avatar with dynamic expressions, using free online tools. Riley greets users by their Telegram usernames and kicks off interactions with ‘knock-knock’ jokes to capture their attention. Throughout the chat, Riley guides students with comic narratives that address research challenges on general health topics, making the learning experience both relatable and meaningful.

A pilot involving 55 students, randomly assigned, using pre-post survey questionnaires, revealed a higher satisfaction rate using Riley (Mean = 24, SD = 3.58) than traditional resources (Mean = 21.74, SD = 2.87). A significant interaction effect between Riley’s usage and time [$F(1, 48) = 6.71$, $p = 0.01$] suggested a positive impact on students’ IL learning. System Usability Test scores showed no significant difference [$t(42.02) = 0.52$, $p = 0.6$], suggesting both platforms were user-friendly, positioning Riley as a useful tool. Focus group interviews provided qualitative insights highlighting Riley as an innovative, engaging, and multimodal tool for IL learning.

Building on Riley’s prototype success, a new library-faculty phase 2 team was formed in 2024 to upgrade Riley to Riley 2.0, incorporating adaptive learning paths, gamifications, and Gen-AI features. The team aims to expand data collection and introduce Riley 2.0 to healthcare professionals and patient advocates, broadening its

impact across Singapore. Future updates will integrate user feedback and curriculum needs, ensuring Riley 2.0 remains both relevant and effective for IL and research.

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Enhancing AI literacy and responsible use: innovative approches for the classroom

Oduronke Eyitayo

In an era where artificial intelligence (AI) and digital technologies are rapidly transforming society, it is imperative for educators to equip students with the necessary skills to navigate and thrive in this digital landscape. The urgency for equipping students with AI skills is not merely a professional development goal but a necessity for their employability, as emphasized by Zhou and Schofield (2024). They argue that AI literacy involves not only the technical understanding of AI tools but also a critical application and comprehension of their ethical, societal, and practical implications. This dual focus ensures that students are not only proficient in using AI technologies but are also aware of the broader consequences of their use.

Hashmi and Bal (2024) further this perspective by acknowledging that the current academic culture must evolve to recognise the role of AI in the future of work and adapt its pedagogical approaches accordingly. They highlight the importance of teaching students how to use AI responsibly, ensuring transparency in AI applications, and equipping them with the skills to discern when to use AI and when not to. This approach is crucial in fostering a generation of students who are not only technologically adept but also ethically conscious and socially responsible.

The significance of this workshop lies in its proactive approach to transforming

teaching methodologies and curricula to reflect the changing realities of an AI-infused world. It aims to provide educators with innovative pedagogical methods and engaging activities to foster AI literacy and the responsible use of technology among students. By focusing on practical strategies to enhance AI literacy, the workshop seeks to empower educators to integrate AI concepts into their teaching effectively.

The objectives of the workshop are grounded in the framework proposed by Ng et al. (2021), which emphasises the integration of technological, pedagogical, and content knowledge to facilitate effective teaching. This framework provides a comprehensive map for understanding how to integrate AI literacy into classrooms. Ng et al. (2023) identify four essential dimensions for understanding AI: 'Know and Understand AI,' 'Use and Apply AI,' 'Evaluate and Create AI,' and 'AI Ethics.' These dimensions form the foundation of the workshop, guiding the development of its content and activities.

By the end of the workshop, participants will be able to define key AI concepts and explain their relevance in everyday life. They will also be able to identify the components of responsible technology use and apply them in educational settings. Furthermore, participants will be equipped to design and implement innovative classroom activities that enhance AI literacy and responsible use. This comprehensive approach ensures that educators are well-prepared to teach AI concepts and foster a responsible and ethical use of technology among their students.

In conclusion, this workshop represents a significant step towards enhancing AI literacy and promoting responsible use of technology in educational settings. By providing educators with the necessary knowledge and tools, it aims to prepare students for a future where AI plays a pivotal role in various aspects of life and work

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Learning from and with each other: developing and sustaining a community of practice for library instructors

Hope Power and Adair Harper

A community of practice (CoP) is a space where practitioners come together to "share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger-Trayner, 2015). As library instructors navigate shifting priorities and emerging trends in higher education, participation in a CoP can provide essential support with addressing shared challenges and enhancing reflective teaching practices. At Simon Fraser University (SFU), the Instruction Interest Group (IIG) was launched in 2016 and continues to run today as an active, engaged and inclusive CoP. In this session, we'll examine the IIG as a case study example for how to structure and sustain a teaching-focused CoP within a library organization to support ongoing collaborative learning for staff from a diverse range of roles and units.

Although many academic library staff have instructional roles and responsibilities, most "still receive limited formal teacher training prior to beginning their librarian careers" (Baer, 2021). At SFU Library, the IIG provides a forum for newer library instructors to connect with more experienced colleagues through regular meetings and events, as well as via more structured peer mentorship initiatives such as Teaching Squares. In addition, the IIG invites participation from instructional staff across SFU Library, including liaison and functional librarians, academic writing and learning specialists, library assistants, co-op students and more. This diverse CoP membership promotes cross-departmental knowledge sharing and collaborations that can help to break down silos in the library workplace; for example, IIG members from the Student Learning Commons (SLC) and Learning & Engagement units at SFU Library have recently partnered to team-teach workshops and collaboratively develop online skill-building modules. A strong "partnership between a library and a writing center (or writing tutoring services area) can be extremely beneficial in terms of information literacy outcomes for students" (Jackson, 2017), and the IIG helps to foster these kinds of broad working relationships and collaborations across Library units that can enhance the student learning experience.

In this presentation, we'll share current participation and engagement metrics as well as qualitative insights gained from a recent survey of IIG members that highlight some key benefits of participating in this CoP. We'll also share some reflections on how this group supports our own work as librarians with instruction coordination responsibilities, as "a key element of a successful community of practice is the full participation of group leaders in the community of practice activities" (Sahn & Riesen,

2024). During this session, attendees will gain practical insights into structuring and sustaining a CoP focused on library and information literacy instruction. They will also be invited to reflect on strategies to further support collaborative learning and knowledge sharing within their own library organizations as well.

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I can show you the (life) world: qualitative techniques to examine women's information experiences

Laura Woods

This presentation will outline qualitative methods being used in a PhD study investigating the information experiences of female engineering undergraduates in the UK. It will give an overview of using diaries and interviews to gain a holistic understanding of information experience, and share some preliminary findings from the research.

Women make up 20% of undergraduate engineering and technology students in the UK (Higher Education Statistics Authority, 2023), and 16.5% of working engineers (Women's Engineering Society, 2022). Being in a numerical minority of any kind may involve negative experiences, and the effect is greater when the numerical minority also has less societal power, for example ethnic minorities in predominantly white spaces, or women in predominantly male spaces (Yoder, 1991). The PhD research from which this presentation is drawn will focus on the information experiences of women engineering undergraduates within their highly masculinised learning environment.

Information experience (IE) has been defined as "the way in which people experience or derive meaning from the way in which they engage with information and their lived worlds" (Bruce et al., 2014, pp. 5-6). Information experiences are highly contextual (Hicks, 2018), and for students may be shaped by factors including norms and expectations of the discipline (Mercer et al., 2019), as well as social and affective needs (Kuhlthau, 1991; Wilson, 1981). This research follows the approach of Gorichanaz (2020) in using IE as a lens to examine both information literacy and information behaviour together (Gorichanaz, 2020).

The lifeworld is a phenomenological concept that refers to "the concrete and lived, but often disregarded, existence in the world" (Dahlberg et al., 2008, p. 35). The study will use a reflective lifeworld approach to uncover female students' taken-for-granted assumptions about their information experiences in their educational context.

The study uses two qualitative methods: participant diaries, and semi-structured interviews. Analysis of the diary entries and interview transcripts will aim to produce a detailed description of how information is experienced in the lifeworlds of the research participants (Dahlberg et al., 2008).

This presentation will share reflections on the methodology and preliminary data from the pilot study, which took place October-December 2024. Attendees of this conference session will gain an understanding of the information challenges of this minority group in engineering education, as well as an insight into the use of qualitative methods to understand women's information experiences.

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Centralised training in a decentralised world: revamping an information skills programme in a complex institution

Helen Bond

Changes in the research landscape significantly impact library services at research institutions, as highlighted in RLUK's landmark report (Aukland, 2012), which identified skills gaps in the library workforce grouped into three themes: 'research & data services', 'funding opportunities & compliance' and 'preservation of research outputs & project records'. Expanding on this, SCONUL's mapping of the future of academic libraries (Pinfield, Cox and Rutter, 2017) plotted researchers' information needs against information specialist roles. Some library services have taken action to address the development of their staff's knowledge and skills to ensure researchers' needs are met. For instance, the creation of the Research Support Ambassadors programme at Cambridge University Library (Sewell and Kingsley, 2017) sought to address the gaps in library staffs' scholarly communication and research support. Further afield, at Griffith University, Brisbane, a digital capability model allowed library staff to "assess the digital capability of the research team [to] tailor their services to specific research teams [and drive] changes to overall services offerings to meets the needs of researchers across the organisation" (Wolski, Krahe and Richardson, 2020).

On this theme, the Bodleian Libraries, dedicated to supporting the research-intensive institution University of Oxford, embarked on the Research England-funded project 'Library support for innovative research practice in the social sciences' (Childs, Clarke and Southall, 2023). The project provided evidence-based insights into the development of library training and support in response to research students' needs

in the Social Sciences Division. The report identified the need to review and develop the centrally coordinated Bodleian iSkills programme. iSkills is the institution's flagship programme, focusing on delivering information skills training to all students at the University of Oxford. 45 staff across the 26 Bodleian Libraries volunteer their time to plan, prepare and deliver online and in-person workshops. Coordinated by the Information Skills Office (1.8 FTE), we operate at scale with 209 workshops and 3,077 delegates in the academic year 2023-24. Making improvements to the iSkills programme based on the outcomes of the social sciences report will benefit all students at the university.

Building on the recommendation from the 2023 report, this presentation will explore how we are rising to the challenge of reviewing and developing our existing central information skills programme to meet the diverse needs of all students and researchers in a complex institution. We will share research findings from focus groups and semi-structured interviews with undergraduate and taught and research postgraduate students across divisions, facilitated by subject specialists, including: recommendations on how to improve navigation of the programme; gaps identified in the training offer; reviewing our web presence and booking system to establish how these tools can support our objectives; and the work undertaken to engage colleagues across the Bodleian Libraries in our shared endeavour to support the University community in their information and research skills development through staff consultation, workshops and incremental improvements to support for iSkills instructors.

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Parallel sessions 3

Generative Artificial intelligence skills in schools: exploration, co-creation and information literacy skills empowerment

Konstantina Martzoukou and Pascal Ezenkwu

Generative Artificial Intelligence (GenAI), the “computational techniques that are capable of generating seemingly new, meaningful content such as text, images, or audio from training data” (Feuerriegel et al., 2023), offers young people many creative and learning opportunities, but also raises risks of misinformation/disinformation, ethical concerns, bias, digital divides and academic integrity issues (Abdelaal et al, 2019; Charisi et al., 2022; European Commission, 2023). The urgent need to explore how GenAI, is changing learning experiences and whether young people possess the learning skills required (Yang, 2022, p.2), such communication, collaboration, critical thinking, creativity (Ng et al., 2023) has been emphasized at an international level (The Council of Europe, 2019a; 2019b; UNICEF, 2021). However, there is a lack of foundational training and sufficient research with younger learners in schools to empower them with information literacy skills for GenAI earlier in life (Ofcom, 2022; Smahel et al., 2020).

The GenAISiS project, which is funded by Responsible Ai UK aims to empower young people’s voice and raise public awareness of GenAI across schools, parents and the library profession. We have partnered with the Chartered Institute of Library and Information Professionals in Scotland (CILIPS), Scottish school library partners and young people to empirically explore the responsible use of GenAI in schools and develop co-created educational resources (in the form of cartoon video resources and online openly accessible educational toolkits) for promoting the responsible use of GenAI among young people.

As part of the project, which runs from September 2024 to August 2025, a total of 18 young people (13 years old) from three secondary schools in Scotland will experiment with GenAI to find information and create images on UNESCO Sustainable Goals, such as poverty eradication and gender equality, critically reflecting on the outcomes, via a series of focus groups that will explore GenAI use, information literacy, transparency/trust, bias/inclusion/discrimination and privacy/data safety and security. Drawing from the empirical data collected from schools, a cartoon video story will be co-created, using Plotagon Story, an animation tool that allows to create realistic characters with real voice overs, expressions, scenes, music and effects. After experimenting with GenAI, young people will incorporate their own prompts and responses (textual and visual) into the story. GenAISiS also aims to design and produce with university library science students (as emerging school library professionals) an open educational toolkit on GenAI, aimed at educators, which will complement the cartoon stories with lesson plans, learning activities and curated external resources. Finally, three GenAI openly available online training workshops, will be organised for teachers, school librarians and parents, using the co-created resources to increase awareness of risks, deliver core information literacy skills and help capitalise the positive uses of GenAI.

The project is founded on EDI principles, supporting under-represented groups, following the ‘United Nations Convention of the Rights of the Child (UNCRC)’ (UNICEF, nd.). The presentation will offer an overview of the project innovative co-creation and story-telling design and authentic and insightful empirical data from young people’s experiences that are currently being collected and analysed.

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Bridging the language gap: building a shared understanding of information literacy in school communities

Sarah Pavey

The terminology surrounding information literacy presents a significant challenge in school settings, particularly in the integration of these crucial skills into the curriculum. Research findings from the Erasmus funded BRIDGE Project revealed a fundamental disconnect in how different stakeholders describe and understand information literacy concepts. For example, school librarians use terms like 'information literacy' while teachers prefer 'study skills' or 'digital literacy' or 'media literacy'. This paper considers how a discrepancy in language use can be more than just semantics; it creates substantial barriers to the effective co-design of teaching strategies and impacts on assessment methods. The presentation reveals the dichotomy of terminology and its impact in schools and consequently transition to HE based upon a literature review.

The absence of a controlled vocabulary for information literacy, unlike its closely related field of information technology, has contributed to this terminological divide. This paper examines how Bandura's Social Learning Theory can be applied to develop a more cohesive approach to information literacy instruction across school communities. By focusing on observation, imitation, and modelling, we can create more effective strategies for teaching information literacy skills and advocating their adoption throughout the school curriculum.

The desk research identifies several key areas for developing shared understanding in schools:

- Library Management Systems (LMS) can serve as centralised hubs for resources and terminology standardisation. These systems can host comprehensive resource collections, including lesson plans and terminology guides, while tracking student engagement and usage patterns. The LMS can also reinforce information literacy concepts through features such as citation tools and advanced search capabilities, providing practical applications of theoretical concepts.
- Collaborative vocabulary development between librarians and teachers is essential. This process should involve open dialogue and co-creation of agreed-upon terms that resonate with both parties. Importantly, students should be included in developing this shared vocabulary to ensure its relevance and accessibility. Alignment with established information literacy frameworks can provide structure and universality to these efforts.
- The importance of extending information literacy understanding beyond school walls to include parents and the wider community is key. This aligns with Bandura's emphasis on the social context of learning, recognising that students' understanding and valuation of information literacy competencies are influenced by their entire environment. Regular information sessions and newsletters highlighting success stories can help create a supportive network that reinforces the importance of these skills.

Although viewed through the lens of a school environment, delegates attending this session will gain practical insights into strategies for aligning terminology within information literacy frameworks and developing collaborative dissemination approaches including methods for building student self-efficacy and competency. Through cross-sector collaboration and discussion, we could establish more universal approaches to information literacy instruction while respecting local educational contexts. International delegates are also invited to share their experiences with terminology alignment and community engagement, potentially leading to a global framework for information literacy instruction in schools. Such collaboration could help address the challenges of teaching information literacy in an increasingly interconnected and digital world.

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Defending information literacy: a dialogue for action and advocacy in a politicized landscape

Joel Burkholder

For decades, librarians have taken for granted that information literacy (IL) is a cornerstone of democratic societies and a vital tool for empowering informed, engaged citizens. We have assumed that IL is widely accepted as an unquestionable objective good in education. This belief, however, may soon face challenges. The growing number of book challenges reflects a broader right-wing effort to brand education as a whole—and libraries, in particular—as existential threats to the moral order. Amidst the turbulence of a second Trump presidency, this moral panic, driven by a process of othering that reinforces societal division by stigmatizing a target group, shows the potential to escalate and target new areas.

Information literacy could easily be framed as a "left-wing" agenda, particularly within the so-called "liberal indoctrination centers" of colleges and universities. Teaching students to evaluate sources critically can lead them to question political and social narratives that structure power in favor of right-wing authoritarian identity politics. It can also highlight issues of social injustice, diversity, systemic inequalities, and power dynamics; topics that right-wing groups would rather sanitize than examine. When librarians defend IL on the grounds of intellectual freedom, evidence-based inquiry, and inclusion, they could become scapegoats for broader cultural anxieties. Worse, they may be painted as ideological enemies of "traditional values," as evidenced by accusations of being "groomers."

Are we prepared to effectively communicate IL's value when questioned or challenged?

Instead of scrambling to react when challenges occur, this session aims to spark a proactive dialogue. We will use George Lakoff's research on framing—which explores how political actors shape public perceptions of moral value through narratives, language, and metaphor—to analyze and understand right-wing attacks on education (e.g., Critical Race Theory, Social Emotional Learning, Suicide Prevention) leverage Strict Father Morality. This worldview emphasizes authority figures who enforce rules, establish hierarchies, maintain boundaries, and ensure societal order to build moral character through discipline. IL is often positioned as a reactive measure against the harm of this kind of morality. As a profession, we often overlook the potential of framing it as a process that engages individuals and empowers them to contribute to conversations shaping their communities, society, and any context in which they operate—whether academic, professional, or personal. Through collaborative activities, we will develop new frames that proactively advocate for IL's value. This reframing will be grounded in Nurturant Parent Morality, an egalitarian worldview that values encouragement, community support, and opportunities for personal growth, rather than strict discipline. Finally, we will create a plan to sustain ongoing dialogue and advocacy.

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Inside the artificial pharmakon: observations from a academic librarian engaging with genai through the lens of information literacy

Alberto Garcia

With the advent of Chat GPT and the ensuing plethora of apps and programs powered by generative artificial intelligence (generative AI), visions of how this new technology will affect learning in higher education have ranged from utopian spaces where mundane tasks are offloaded, allowing more time for increased creativity, to dystopian scenarios where the uniquely human elements of knowledge seeking and creation are lost in the race to become more productive and more automated.

In this workshop, the presenter will examine the question of generative AI in higher education through the lens of CILIP's Definition of Information Literacy (Coonan et al., 2018). Drawing from Jacques Derrida's reading of the phármakon, the presenter argues that generative AI presents an unstable tension between offering solutions and creating dilemmas for students, researchers and information professionals in

higher education. Building on the works of Cox (2024b, 2024a), Miltenoff (2024), and Scott-Branch et al. (2023), he contends that librarians are not only uniquely placed but particularly equipped to actively engage in and shape discussions regarding the use of generative AI in higher education.

The presenter will share two aspects of his work as an Academic Librarian engaged with providing support for the use of generative AI in education at Wolfson College, University of Cambridge. First, an overview of the construction of Wolfson's AI for Academic Purposes LibGuide, which provides context not only for general and academic-centred debates regarding the use of generative AI in higher education but also highlights the challenges in using generative AI ethically and signposts tools that may be useful at each stage of the research process. In this way, the work is similar to Fruehauf et al. (2024); however, it builds upon it by focusing on the second aspect of his work, which draws upon a thematic analysis of stakeholders' feedback, which includes students, Directors of Studies, and fellow librarians within the University of Cambridge. This data was collected from a series of workshops that emerged after the construction of the AI for Academic Purposes LibGuide (March-November 2024). The themes emerging from the corpus illustrate where perceived tensions exist among stakeholders regarding using generative AI for research and learning in higher education.

Attendees will have an opportunity to participate in a practical exercise that they can use at their respective institutions to help stakeholders define their approaches to using generative AI in the research process. Attendees will be invited to reflect on the roles they can play in shaping the discussion regarding the opportunities/dilemmas generative AI presents for teaching and learning at their institutions and higher education in general.

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Parallel sessions 4

Reflection as a means to assess information literacy instruction

Veronica Arellano Douglas, Natalia Kapacinskas, Erica Lopez and Mae Warren

Within higher education, assessment is a practice of power, dictating what is valued, resourced, and financed (Accardi, 2010; Reynolds & Trehan, 2000). As Wall, Hursh, and Rodgers write, "what is measured has value, or becomes valued as it is measured" (2014, p. 9). Teaching is integral to the mission and purpose of academic libraries, but the assessment data we report to our professional organizations often reduces this work to numbers: How many classes were taught? How many hours spent teaching? How many students were engaged? Within this framework, quantity is the measure of success. More classes, time, and students means more impact.

However, as academic librarians we know that teaching and learning cannot be adequately summarized by quantitative measures alone. We spend time and expend mental labor planning our classes, facilitating interactions with learners, and determining how to explain information literacy concepts. We meet with faculty to learn more about their students and coursework, develop targeted ways to address student needs, pivot when new needs are revealed, and take time to improve our teaching. Planning, reflecting, and relationship-building are not easily quantified or analyzed and therefore are often left out of traditional library instruction assessment and program evaluation. Student learning of information literacy is equally complex, but has been similarly quantified to connect library instruction to student success measures like GPA or graduation rates, often through loose correlation (Catalano & Phillips, 2016; Grabowsky & Weisbrod, 2020; Harker, Hargis, & Rowe, 2024; Jones & Mastrorilli, 2022; Robertshaw & Asher, 2019; Rowe, Leuzinger, Hargis, & Harker, 2021; Wright, 2021). Rather than thinking about the type of impact we want to have

and how best to assess it, we often use data points that are easily collected to tell an incomplete story about the value of libraries.

In this presentation we propose a re-examination of how we evaluate our teaching, assess student learning, and determine our motivations for assessment. Drawing inspiration from Magnus, Belanger, and Faber's work on critical assessment practices, we created a teaching and learning assessment practice and process rooted in our values as teaching librarians, rather than centering the need to prove library value (2018). This values-informed assessment practice centers critical reflection, self efficacy, professional growth, and authentic student learning assessment. It takes the form of a reflection toolkit and 2 year process cycle focused on reflective teaching practice and student learning that can be replicated at all academic libraries, not just our own. By sharing our toolkit and process we want to provide teaching librarians with an alternative approach to assessment that takes into consideration the labor and time of librarians and the needs of learners. We want to move away from classroom assessment that serves as a numbers game to prove the worth of library instruction and engagement. Instead, we invite attendees to conceive of reflection as a tool for sharing their values, assessing their teaching and student learning, and communicating the impact of their work.

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Librarians without borders: opportunity and hesitancy in cooperative virtual reference

Pamela Martin, Erin Hvizdak and Jen Saulnier Lange

As reference desks have closed and online and distance learning has increased, many university libraries have expanded virtual reference to reach students whenever and wherever they need help. Cooperative chat, staffed by librarians from different English-speaking libraries across the globe, enables universities to leverage librarian expertise 24/7 and offer point-of-need guidance and instruction to students through online instant messaging platforms. While 24/7 library help would seem to create endless opportunities for personalized information literacy instruction, librarians from [UNIVERSITY] perceived that many of their colleagues were hesitant to staff such a service.

To address this perceived hesitancy, the presenters conducted research with US librarians, culminating in 361 survey responses and 11 follow-up interviews with global chat operators. Our findings indicated that librarians grow anxious when referring students back to their home library and often feel intimidated by questions from other countries. While previous research in libraries has focused on teaching anxiety in librarians (Davis, 2007; Lundstrom et al., 2021), and other research has investigated instruction opportunities in chat reference (Dempsey 2017; Hervieux & Tummon 2018), we sought to focus on librarian anxiety in global chat and whether this anxiety impairs chat service and opportunities for student learning. Interviewees and survey respondents brought up differing reference approaches, including

questions about how to incorporate information literacy into chat reference. This workshop will utilize the results of this research to provide attendees with takeaways for providing better information literacy instruction to patrons in this increasingly utilized reference service/tool.

Additionally, the workshop will encourage open conversation between librarians to best serve each other's patrons and infuse information literacy principles into our cooperative chat best practices. As we answer questions from not only different schools but also different countries, how do we build trust with students that have no idea who we are, or how we are connected to their library? Further, AI currently provides fast – but depersonalized, and not always correct – answers. What is the role of virtual reference in this new world, and what can we do to demonstrate the value of this more personalized, yet global, service to our patrons?

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The Great Wellbeing Puzzle Quest: transforming the library space for neurodivergent teens through playful learning

Charity Dove

This interactive workshop delves into the intersection between Information Literacy, Media Literacy and Wellbeing, all delivered in the context of creating and delivering playful learning Outreach sessions to Neurodivergent pupils. Workshop participants will be able to solve example puzzles from the highlighted sessions, discuss the various themes presented, and use a proforma to explore creating their own sessions on one or more of these themes. The workshop will conclude with lessons learned during the evolution of these sessions, and the next steps after the Wellbeing Puzzle Quest took place.

Background: In 2022, the Cardiff University Library Service launched a formalised Sixth Form and Further Education (6FFE) Outreach programme. The programme aims to support 16-18 year old students with developing their information literacy, both to support their current school work and to support their transition to University.

Prospective students have grown up in an age of 'Fake News' and considering the types of sources to which pupils have ready access to at school, the Library's 6FFE Outreach began using media literacy as a contemporary example to increase engagement and immediacy for the participants.

6FFE Outreach works with local schools, and other University departments such as the Widening Participation (WP) Team. Through this partnership, in 2023, the Library was invited to revive a previous iteration of an Escape Room activity for visiting pupils with Autism.

Responding to previous feedback , the Library prioritised increasing the difficulty of the puzzles, and, in light of the intended audience, removing any 'escape' elements. Whilst the improvements received positive feedback, the event itself fell slightly short of the mark. Although there was a wide range of abilities represented amongst attendees, outspoken and confident pupils in each small group quickly assumed leadership roles resulting in the completion of the activity in half the allotted time. It was additionally noted that some students didn't want to participate in the activity and opted instead to use the jigsaw puzzles laid out in the library.

When invited to repeat the activity in 2024, a more pedagogical approach to the activity was adopted. What were the students' needs? What Learning Outcomes should be worked towards? One priority was to maintain the playful learning approach but better align with the requirements of the participants. Drawing from this priority, and observations made in 2023, the location of the activity was changed to a Wellbeing space in a smaller University library. With a new location and more defined priorities, the LOs followed, and the Wellbeing Puzzle Quest was born.

The evolution from 'Escape Room' to 'Puzzle Quest focused on Wellbeing through Media Literacy' required adaptability, reflection, and regular evidence-based enhancements. It is a process that can be employed with any Information Literacy session. Additionally, there is so much benefit to providing pre-university Transition support through Library Outreach, and through building internal partnerships to create these opportunities. Lastly, the value of creating bespoke sessions for pupils with specific needs can't be overstated, nor indeed how very rewarding it is to offer Inclusive support.

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Parallel sessions 5

Informing bodies: embodied information literacy for conservatoire student singers

Richard Douglas

This paper reports empirical research on an underexplored concept within information literacy (IL): embodied information. The body and IL have previously been examined in the work of Annemaree Lloyd and some others (Bonner and Lloyd, 2011; Lloyd and Olsson, 2019; Agyemang and Wessels, 2022; Lloyd, 2023), recognising the significance of modalities of information beyond the textual in workplace and leisure environments. For example, Lloyd (2005) describes how firefighters use sensory information to interpret a fire, how other firefighters’ bodies can act as information sources, and how information becomes stored in their bodies. Despite some recent studies in embodied information behaviour (Gorichanaz, 2015; Ocepek, 2018; Munro, Ruthven and Innocenti, 2023; Williams, Cox and Jimenez, 2024), there is still much to be explored from an IL perspective. This study thus provides novel understanding by examining embodied information literacy in a new, learning-centred context.

The study examines the embodied IL practices of singing students studying at a UK conservatoire. The centrality of singers’ bodies to their practice, being the site of their technical development, along with the academic, progression- and learning-based environment of the conservatoire, makes this a particularly rich context for embodied IL. Taking a constructivist grounded theory approach, qualitative interviews with three singing students and a singing teacher explored how students use the body while learning; find and engage with information about the body; recognise and act on information produced by and stored in the body; and develop skills in working with embodied information.

Various types and sub-types of embodied information emerged from interviews, with a particular contrast between information about bodies in general (from books, for example), and information about particular bodies. Information about the body during practice comes in various forms, including internal sensations, visual information, and aural information. Participants’ activities demonstrated a complex negotiation of these embodied information types requiring context-specific information literacy practices which are actively developed by teachers. When developing technique, singers rely on a cycle of information activities: generating information through practice, recognising that information and interpreting it, and altering technique to produce new information. Participants’ IL practices were also found to be determined by their social context, and become encoded in their body as signs available to others, such as how as different schools of singing teaching develop their own ways of working with information, which other singers observe in their practice.

This study contributes novel analysis and evidence of embodied information literacy, and will thus be of interest to those researching related concepts. More practically, the paper will be of particular interest to librarians working in the performing arts, and other vocational contexts, who may be able to apply this understanding to how their students or users engage with information. Attending may also be useful for academic librarians, who can consider the ways the body and embodied information can be valued in HE environments, questioning cognitivist privilege and mind-body dualism, even in more traditionally cognitive disciplines.

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Endorsement deals and information literacy: meeting student athletes on their own ground

Annah Hackett

In 2021, the National Collegiate Athletics Association (NCAA) suspended all Name, Image, Likeness (NIL) policies for current and incoming university athletes, thus enabling student athletes to accept compensation for promoting goods and/or services (The University of Texas at Austin Athletics, 2021). As the Information Literacy Librarian at the University of Texas at Austin (UT), I saw this as a key opportunity to work with student athletes on their information literacy skills in a context directly relevant to their interests outside the classroom. In partnership with UT Athletics Student Services, I created an optional workshop for incoming freshman student athletes on finding and assessing information about prospective NIL deals.

Attendees will learn how working with undergraduate students in a non-classroom setting can enable students to see information literacy as an essential life skill, rather than simply a requirement to get a good grade. This builds on previous research indicating that when students believe that library instruction is directly relevant to their own interests, they are more likely to embrace information literacy skills (Waelchli, 2008; Frank, 2016). The NIL workshop also incorporated several tenets of the ACRL Information Literacy Framework, including that Information has Value (ACRL, 2016; Ellenwood, 2020). As a result of my presentation, I hope attendees will feel inspired to think of innovative ways to meet students on their own ground.

Based on my research and personal experience teaching undergraduates, I created an exercise that took the students step-by-step through an NIL deal with an imaginary footwear company. I hypothesized that student athletes would seek to align themselves with companies that offer quality products and reflect their values. Though professional athletes have made waves taking public stances on social justice issues, student athletes have overall been less likely to engage publicly with these movements (Turgeon et al., 2024). However, there is evidence that student athletes will engage with values-driven movements when they are personally affected (Kluch, 2020).

As they researched the NIL deal, the students had the opportunity to use information literacy skills like lateral reading (Wineburg & McGrew, 2019) to question the company's claims that their shoes enhance athletic performance and investigate the company's reputation and leadership. In each of the workshops, the students completed the activity and engaged with the class discussion. One male student stated a preference for Black-owned businesses, and two female students preferred to represent businesses led by women. This indicates that the students saw relevance in the activity to their own lives and values.

After piloting the workshop in 2023 (9 female attendees), I taught it twice more in 2024 (9 female attendees, 8 male attendees) at the request of UT Athletics Student Services. By tying this exercise to a situation unconnected to schoolwork, the students were able to recognize the importance of information literacy to their daily lives. It is my hope that attendees will be inspired to find other innovative ways to engage students in information literacy outside of the traditional research setting.

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Shaping practice and identity exploring the interplay between workplace and the information literacy practitioner

Lucy Dodge

This presentation reports on a research project that investigated how and in what ways the professional workplace shapes Information Literacy (IL) practitioners’ activities and identities. Situated within the sphere of Workplace Information Literacy (WPIL), the session presents findings from MA dissertation research undertaken at University College London, involving interviews with multiple IL practitioners employed in different professional workplaces (government, legal, not-for-profit, and health sectors).

WPIL practitioners support their professional patron groups’ engagement with information environments and achievement of competent and meaningful practice. Despite this important work, research into the roles and responsibilities of WPIL practitioners remains limited. In the main, research has looked at the information behaviours of workers, rather than focusing on those who deliver IL to these groups (Bruce, 1999; Cheuk, 2000; Lloyd, 2007a; Hepworth and Smith, 2008; Forster, 2015). When they have been considered, it is often tangentially – in relation to the working groups they serve, rather than in their own right (Kirk, 2004; Kirton and Barham, 2005). Moreover, whilst teaching librarians working in Higher Education have been interviewed about their aims and practices (Julien and Pecoskie, 2009; Hicks, 2014; Walter, 2008; Wheeler and McKinney, 2015; Davis, 2007), this same level of attention has not been afforded to those employed in professional workplace contexts. The research project aimed at addressing these gaps by engaging directly with WPIL practitioners. Such research is important, because how people conceive of and experience their roles influences how they operate. Examining the challenges, opportunities, and variation within WPIL practitioners’ practice is also critical to formulating new instructional strategies and enhancing IL provision.

The study employed a qualitative research design to centre the voices of WPIL practitioners. Descriptive and in vivo coding were used to analyse transcripts from semi-structured interviews; codes were then grouped into thematic categories to structure the study’s main results. Key findings included the centrality of context in shaping the content and style of activities, as well as the prevalence of practitioner agency in moulding output and adopting flexible behaviours. Subject positions of WPIL practitioners were influenced primarily by ‘professional to professional’ relationships with their patron groups; moreover, workplace dynamics created space for the fashioning of nuanced and varied professional identities.

This presentation shares learnings from a study that aimed at breaking new ground within the field of WPIL. It is relevant to current WPIL practitioners, encouraging them to reflect on how they perceive and experience their roles, and the way in which this affects their practice. This presentation may also be of interest to those wanting to engage with theoretical understandings of IL, building as it does on sociocultural and holistic approaches to WPIL (Bruce, 1999; Lloyd, 2007b; Lloyd, 2017; Crawford and Irving, 2009). Finally, this session is relevant to those interested in engaging with the underexplored ideas of WPIL practitioners’ agency and conceptions of their own professional identities. Focus is given to the creative strategies devised by the study’s participants in navigating workplace landscapes, as well as the different role types adopted by IL professionals (including ‘matchmaker’, ‘developer’, and ‘questioner’).

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What does it mean to be information literate for an autistic person in the academic library workplace?

Amelia Haire

This presentation will be stemming from the author’s dissertation, which asks the question: what does it mean to be information literate for an autistic person in the academic library workplace? To try and answer this question, the intricacies of information literacy in the workplace, namely the onboarding process and becoming information literate in the workplace were explored. An initial survey was conducted by reaching to autistic librarians who work in the academic library sector and who are also in the Neurodivergent Library and Information Staff Network (NLISN).

This survey was then used to inform the questions for two further interviews. The focus for both the survey and the interviews was to establish the intricacies of the autistic experience of becoming information literate within the academic library workplace for the participants. Content analysis was undertaken on the transcripts of the survey answers and the interviews, and then coding was employed to analyse the transcripts thematically. The findings were congruent with AnneMaree Lloyd’s 2017 model that there are three information modalities that inform an individual’s understanding of the workplace: epistemic, social and physical, and that the autistic librarian may experience and interact with these modalities differently than the previous research suggests. Within these three modalities the findings demonstrated that becoming information literate, and interacting with the information in the workplace, contained multiple “micro-decisions” and actions that require time and labour to process for autistic librarians. Interacting with the environment included interaction with the information from social communication, written communication and the sensory surroundings of the workplace. Managers and colleagues of autistic librarians will find these findings useful in order to understand how an autistic librarian will learn in their job, and how to help facilitate such learning. Moreover, autistic librarians may read this and realise they are not alone in their experiences.

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LILAC Stories: exploring the long-term impact of the LILAC Conference on the information literacy community

Jess Haigh

There is a wealth of scholarship surrounding the motivations and experiences of conference attendance (Cassar et al., 2020; Cavusoglu et al., 2023; Mair et al., 2018; Pavluković et al., 2022; Ram et al., 2023; Yamashita and Oshimi, 2023), and critical studies on the ways in which conferences continue to perpetuate hierarchies within professional discourse and the problematic norms of sectors built on racist, sexist and neoliberal values (Ramirez et al., 2013; Walters et al., 2020), however, there is little research conducted on the impact of conference attendance on delegates themselves and the wider professional communities they belong to, especially within the Library and Information sectors (Dumbell, 2019; Stefansdottir, 2020).

The LILAC Stories' project aim was to investigate the impact of the LILAC conference on the wider Information Literacy community, both for individuals and for institutions. The research objective was to demonstrate the value of conference attendance to employers in all sectors to support future applications for attendance and participation.

This research project gathered qualitative data between April 2023 and June 2024. Data was collected via interviews, submitted long-form reflections and through a literature review of 70 conference reports published between 2007-2024. Twenty-five interviews and reflections were coded using thematic analysis by two investigators independently, identifying common themes and finding conclusions as to the actual impact of conference attendance on individuals within the community.

This presentation will cover the research process, including getting ethical approval for the research and the creation of research data management plans. This may be useful for delegates interested in research but not confident in their understanding of the administrative processes behind conducting research ethically or in managing Open Data.

This presentation will then discuss the findings and recommendations of the LILAC Stories research, including making the professional opportunities of conference participation more explicit to the wider community, finding ways to make conference attendance more accessible to sectors external to HE, and to encourage reflection on conference experiences by delegates to further enhance the impact of attendance.

This presentation will be of interest to the wider Information Literacy community, anyone who has been involved in LILAC over its twenty-year history, and anyone looking to show those in charge of their CPD budget why conference attendance and participation in the wider Information Literacy community is vital to the continued growth of the profession.

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Punk pedagogy and information literacy

Maria King

Punk pedagogy is routed in social constructivist and critical pedagogies, and underpinned by principles of DIY, student ownership, teacher/learner reciprocity, and questioning and critiquing hegemonic systems (Coles, 2014; Torrez, 2012). It can therefore be beneficial to incorporate this pedagogical approach to increase student ownership in learning, increase flexibility for learners, and increase levels of criticality in learners. Punk pedagogy can seem paradoxical in itself, (Dines, 2015) as well as the potential struggle between reconciling both 'punk' and 'academic' identities when working in higher education (Parkinson, 2017).

Another benefit of utilising this pedagogical approach is that it also aligns with a number of elements of the framework for Universal Design for Learning (UDL, CAST, 2024), particularly around learner agency, which has always resonated with me as a neurodivergent educator. However, it is important to address that the principle of DIY which operates on the premise of anyone being able to do something/take part can be incongruent with disability, and how this principle could be incorporated pedagogically to ensure it does not perpetuate ableism, as well as other forms of discrimination (Stewart & Way, 2023).

Punk pedagogy has influenced my personal approach to information literacy in a number of ways including: how I question and critique knowledge creation, how this then influences how I teach/share knowledge with others on information literacy, how I design my teaching, and how I work with students more broadly.

This workshop will explain the key principles and theory underpinning punk pedagogy, give examples of how this has influenced my personal practice with explicit links to information literacy practice, then give you the opportunity to apply the principles and ideas you have generated from the theory and my examples through a learning design activity.

The workshop activity will itself be designed around the principles of punk pedagogy; building in flexibility of engagement, communication, and student ownership.
This will allow participants to experience a learning session underpinned by punk pedagogy as a participant themselves as well. These design choices will also be explicitly explained to participants in order to break down a practical example of implementation.

Note – Punk pedagogy and involvement in this session is not directly connected to or reliant on enjoying punk music, however as the presenter does happen to like punk music this workshop will also come with a playlist showcasing current artists across a wide range of punk genres to access after the session.

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UX for information literacy: the use of diaries to explore information seeking behaviours

Lowri Williams, Jose Lopez Blanco and Jill Edwardes

The practical session will provide a comprehensive overview of the research design and process of user experience (UX) methodologies, emphasising the role of UX in information literacy.

In the last few years, there has been a noticeable change in the patterns of information-seeking behaviour amongst students, for example, with more focus on new sources of information, such as TikTok, YouTube and Gen AI. In order to implement new library services, and information literacy practice, it was felt that a greater understanding of how USW students seek and use information for their studies was needed.

Studies that focus on information-seeking behaviour have normally gauged a narrow range of activity: for example, questionnaires that capture a single point in time or pre- or post- test that test users' knowledge, as seen in the systematic review by Catalano (2013). Some studies have lacked an overall and longitudinal insight into

users' whole experience, with the exceptions of the projects by Barry (1997) and Colosimo and Badia (2021). Studies aiming to gather longitudinal information tend to offer a richer set of data, as the long-term relationship between participants and researchers allows for a more candid discussion on information needs and barriers.

User Experience (UX) methods aim to capture how users experience a product or service from a holistic point of view, which includes contextual information that is not directly related to the service or product. Therefore ethnographic-research methods are well used in this field as they help researchers understand users' whole experience. The study coordinated by Foster and Gibbons (2007) is an excellent example of how to use ethnographic techniques to gather students' research behaviours, from borrowing books to searching databases. More recently, the British Library and Jisc (2012) have also resorted to UX methods to understand doctoral students' perceptions and expectations of technology and information in the wide-ranging study Researchers of Tomorrow.

At the University of South Wales (USW) a small group of postgraduate students were recruited and asked to fill in diaries describing their searching experiences once a month for a period of five months (during the academic year 2022-2023). Diary Studies were chosen within the UX family as an optimal way of ensuring that participants were free to share their thoughts without intervention from researchers (Nezlek, 2012). To this aim, this presentation will introduce delegates to a variety of methods available to UX research and offer a summary of an information-seeking behaviour project undertaken by the library team at the University of South Wales.

Attendees will gain insights into the implementation and outcomes of obtrusive, unobtrusive, and participant-driven methods, with a focus on how these approaches inform can inform information literacy. The workshop will equip participants with the knowledge and confidence to implement UX methods effectively in their own setting.

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Parallel sessions 6

Decentering whiteness in information literacy through critical theories and methods

Amanda Folk and Tracey Overbey

In both the United States and the United Kingdom, librarianship is an overwhelmingly white profession whose racial and ethnic demographics do not mirror those of the nation (Kendrick & Hulbert, 2023; Reddington, 2023). Despite differences in histories and legacies, both countries have a history of racialized marginalization, discrimination, and violence. While the library profession has prioritized values such as equity, diversity, and inclusion (EDI), "discourses of racelessness" still dominate (Hudson, 2017, p. 17), allowing for a "feel-good definition of difference" for EDI-related matters. This tactic will not lead to equity or justice within the profession or for the communities we serve. Some of this is likely rooted in the fact that white people

typically do not go through a process of racial identity formation, and, therefore, see themselves and the systems in which they participate as raceless (Tatum, 2017). For others, they believe that being “colorblind” (Bonilla-Silva, 2018) or “color evasive” (Annamma et al., 2017) is a virtue, that ignoring race will lead to the elimination of racism. Instead, this leads to the erasure of the very real ways in which systemic, structural, and institutional racism influence the lives of those who have been marginalized and oppressed based on racial and ethnic identity (Bonilla-Silva, 2018). Furthermore, many of our library colleagues of color are in precarious and vulnerable positions and the threat of unemployment for provocation, resistance or disruption, or challenging false and harmful narratives is quite real.

Historically there has been an absence of a consideration of race in information literacy, and several scholars have critiqued the ACRL Framework for Information Literacy for Higher Education for its racelessness and lack of a justice orientation (Battista et al., 2015; Leung, 2022; Pashia, 2022; Rapchak, 2019; Saunders, 2017). Over the past decade interest in adopting inclusive, antiracist, and liberatory pedagogies in information literacy instruction, along with calls for an increasing focus on critical information literacy (Elmborg, 2006; Tewell, 2015) has increased. In information literacy scholarship, there has been as increasing turn to the sociocultural nature of information literacy, recognition that it is enacted in epistemic communities, which are not race or identity neutral (Tuominen et al., 2005; Lloyd, 2010). Despite this, there is scant scholarship that seeks to center the voices and experiences of people of color related to information literacy conceptualisations and practices.

In this presentation, we review previous scholarship highlighting the racelessness of information literacy as a concept and a practice and discuss how we are using critical methodologies and theories, such as critical race theory and critical whiteness theory, to center the experiences and voices of Black and African American students through an exploration of research assignment experiences in secondary and postsecondary education. Research assignments are “literacy events,” which require students to know “the codes used by the community and the customs and conventions in play” (Elmborg, 2006, p. 195). In other words, they are opportunities in which students demonstrate their understanding of information literacy (Folk. 2021). We will also share some preliminary themes from the data we have collected through semi-structured interviews with students enrolled at The Ohio State University. Through this exploration, we hope to uncover if a common academic practice that is tightly coupled with information literacy reifies white normativity, as well as highlighting counterstories that can be used to begin to dismantle whiteness in academic practices and information literacy.

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The Good Information Toolkit: challenging disinformation in the UK Parliament

Anne-Lise Harding

In this session, Anne-Lise Harding, Strategic Training Lead at the House of Commons Library will introduce the Good Information Toolkit, an information literacy campaign for the UK Parliament as a democratic institution and a workplace. She will cover different types of misinformation affecting politicians and provide examples. She will discuss the effect of misinformation on society and democracy and discuss the theories and intentions behind the toolkit.

Is plagiarism theft? exploring and developing alternative metaphors for plagiarism

Jane Hammons

Teaching students to understand and avoid plagiarism is a key focus area for many librarians, and concerns about plagiarism have only heightened with the availability of generative AI tools.

In describing plagiarism, many educational institutions use the metaphor of "theft." Students are told that plagiarism is "stealing" or a "crime." For example, the website of one institution indicates that "just as stealing money or a car is a crime, presenting ideas or words as if they were your own is a crime" (University of Akron Tutoring, n.d.). Investigations into suspected plagiarism often mimic the format of legal proceedings (Senders, 2008).

The "plagiarism as theft" metaphor has not gone without criticism. Scholars have explored the accuracy and potential harm of this metaphor (Senders, 2008; Robillard, 2009; Fishman, 2009; Frye, 2020). Is plagiarism actually theft in a legal sense? Does depicting plagiarism as theft make sense to students? If a student uses an AI tool to plagiarize, is it really theft, since an AI tool is not a person? How might the depiction of plagiarism as theft impact student-instructor relationship?

While scholars in other fields have engaged with these questions, there is little indication that a critical discussion of the "plagiarism as theft" metaphor has taken place within the LIS literature. In this workshop, participants will learn about the concerns raised by the theft metaphor. Participants will brainstorm alternative metaphors to help students to recognize plagiarism as a serious concern while avoiding reference to theft. Groups will share and discuss the benefits of the proposed alternative metaphors. Participants will consider how these new understandings of plagiarism could inform their teaching practices related to plagiarism.

Learning Outcomes:

- Critically explore the validity of the "plagiarism as theft" metaphor
- Develop alternative metaphors that librarians can use to describe plagiarism
- Explore how alternative metaphors for plagiarism could impact teaching practices and activities

Workshop Outline:

- Opening Activity: Participants will be provided with two different scenarios and asked to vote (using polling software) on whether they consider the scenario to represent plagiarism. This will set the stage for the discussion of whether the "plagiarism as theft" metaphor is accurate. (5 minutes)
- Brief Lecture: The presenter will outline the key concerns that some scholars have raised about describing "plagiarism as theft." (10 minutes)
- Small Group Activity: Participants will brainstorm to develop alternative metaphors for plagiarism. Guided discussion questions and examples will be provided to help participants generate their ideas. (20 minutes)
- Group Discussion: Groups will share their alternative metaphors. Participants will discuss benefits or concerns of the proposed metaphors and consider how the alternative metaphors could impact teaching practices and activities related to plagiarism. (20 minutes)
- Closing Activity: Participants will be asked to share a key takeaway related to the workshop. (5 minutes)

Participants should leave the workshop with a new understanding of the concerns that have been raised about teaching plagiarism as theft as well as ideas for new ways they can frame plagiarism in their teaching practices.

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Parallel sessions 7

Nurturing the next generation of professionals: transformative peer-based student mentoring for career development

Michael Courtney and Meredith Knoff

One-on-one research consultations are a cornerstone of library research services and are repeatedly shown to significantly impact student learning. Employing students to provide research support for peer students, along with traditional reference services, is now commonplace and well-established in academic libraries. Within the context of information literacy instruction outside of classroom settings, such peer tutoring has been found to have a wide range of benefits for both the student tutor and the student peers seeking research help. Peer tutors are often seen as more approachable and relatable and frequently have more direct knowledge from recent student experiences. Moreover, studies have repeatedly shown that peers prefer to consult with peers over librarians (Thomas et al., 2017). Such peer-based learning and research support have similarly enabled academic libraries to effectively engage critically in information literacy instruction with students in ways not possible through traditional programming and outreach efforts.

The university library Research Desk offers one-on-one research consultations to students from all levels as well as faculty and instructors. Following a peer-to-peer learning model (Rinto, Watts, & Mitola, 2017), the desk is staffed by students from different disciplines at different stages of their programs. These student tutors undergo specialized training that includes advanced discipline-specific research methods, information literacy skills, and pedagogical approaches to teaching students. The service model is designed around a dialogic approach to learning that situates the research assistant and student on the same level, highlighting that they actively learn from each other in order to construct a better understanding of the topic. Often, students find those dialogic spaces predominantly in classroom-based settings; however, providing interstices between curricular and co-curricular settings, and within peer-based contexts, students collectively endeavour into a co-construction of shared knowledge through reflective dialogue and shared conversation.

Over the past year, research assistants began completing self-reflection documents at the end of consultations in order to evaluate both their developing research skills and their research assistance and dialogic skills. Critical self-reflection (Dahlen & Hanson, 2023) applies a humanist lens (Freire, 1970) through which to assess peer-based learning in libraries. This reflective tool instructed the research assistants to reiterate the discussion that took place during the consultation and list examples of questions they used to connect with the student. It also asked the assistants to reflect on how a specific consultation compared to previous ones and how the skills developed in the cumulative appointments would impact future consultations. By instilling a contemplative approach to research assistance, not only do research assistants build their dialogic practice but also practice the specialized research skills they learn in training. This session will introduce attendees to the training model peer research assistants undergo and will review student-created self-reflective documents to understand the importance of peer-to-peer collaboration in the research and information-seeking process; it will also discuss how these types of service models develop research skills in co-curricular environments that become transferable to post-graduation careers as well as how peer-based information literacy instructional efforts move libraries toward relational models and away from long-established transactional ones.

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Race across the library; desystifying the library space

Mark Ogden and Becky Whyley-Smith

Race Across the Library was a service wide collaborative event run at the University of Huddersfield. The 8 services across the library each created a unique activity, with teams of students going between them, being timed at each, with the fastest team winning the prize.

Studies show that students feel anxious when it comes to using the library, with factors including “lack of the relevant information literacy skills, absence of previous library experience, ignorance of the capability and extent of the library information retrieval systems and confusion when trying to find their way around the library... the relatively large size of the library, the layout and organization of floors and collection” (McPherson, 2015). The same study identified library anxiety as a contributor to poor academic performance, supporting the well documented fact that library use correlates with academic success (Mayer et al., 2020; Scoulas & De Groot, 2019).

The aim of the event was to combat this anxiety and familiarize students with both the library layout and range of services. We decided to ‘gameify’ it, to make it more appealing to students (Reed & Miller, 2020). The idea originated from a conversation with some American colleagues met at LILAC, regarding an ‘Open house’ event at Penn State. Following the success of the event, it has been adopted by other institutions, including Lancaster University.

Our workshop will include a full run down of the event, including planning, organization and how we gathered and evaluated the data to determine success. We will discuss future challenges, as we plan to run the event again at Huddersfield, and for the first time at the University of Manchester.

We will also get attendees to complete three of the activities themselves with a prize for the winning team, giving them a chance to engage with the innovative new content we created. As for learning outcomes, we want attendees to;

- Understand how the activities helped to demystify the whole library space for students
- Begin to think of how to adapt the content to their own institution.
- Generate some of their own ideas for innovative library induction events.

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Going grey: grey literature instructure in a graduate curriculum

Kathleen Phillips

When peer-reviewed articles are not enough or not appropriate, what should researchers use to add to their research? They should find the grey literature, defined as information “produced on all levels of government, academics, business, and industry in print and electronic formats where publishing is not the primary activity of the producing body, nor is controlled by commercial publishers,” or colloquially know as the other “good stuff” (Farace, 1997; Schöpfel et al., 2005). This body of evidence is made up of resources such as government documents, conference proceedings, white papers, data sets, oral histories, or theses and dissertations. Grey literature inclusion in research is important for a multitude of reasons such as combatting publication bias or shedding light on vulnerable or underrepresented populations. It is a required component of evidence synthesis projects, such as systematic reviews, as well. Librarians play a key role in the understanding, retrieval, and assessment of grey literature. This includes the incorporation of grey literature in evidence-based research, but grey literature understanding is not widely disseminated to learners, leaving research knowledge gaps. With a general increase in scholarly works, and in curriculum specific requirements of evidence-based research, such as systematic reviews, grey literature instruction is becoming more of a necessity than a side-thought. Grey literature instruction can be daunting for both the instructors and the learners, but if it is approached specific goals in mind, it becomes a manageable and constructive learning experience. Librarians and educators have a unique opportunity to develop and incorporate grey literature instruction into curricula, with specific goal-oriented focus on its definition, value, discoverability, evaluation, and synthesis. Goal 1, Define: Understand what “grey literature” is & define specific types (conference proceedings, government documents, etc.). Goal 2, Value: Understand the difference between popular, potentially less credible, information and grey literature. What is the value of each type of grey literature – what is each’s contribution? Goal 3, Discover: Understand where and how to look for grey literature, tying it into the research question, and this process’s challenges. Goal 4, Evaluate: Understand how to assess each type of grey literature. Goals 5, Synthesize: Understand how to incorporate grey literature findings into evidence-based research. Grey literature instruction has the potential to grow student and faculty knowledge bases. It will lead to stronger

researchers capable of locating, analyzing, and absorbing this subset of resources into their spheres, enhancing scholarly conversations. The limited literature about grey literature instruction, as well as current application in a graduate nursing curriculum, has shown it to be beneficial. This approach to grey literature instruction is applicable to a broader medical and allied health education spectrum, as well as other STEM and Social Sciences fields.

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Parallel sessions 8

Show me! Seeing the campus through the eyes of international students and learning from their experiences

Gillian Siddall

Information literacy practice is context specific (Hicks & Lloyd, 2016). As an academic librarian I work with students from a range of backgrounds, that are different from my own. To best support them in my work, I am keen to learn more about their experience and how I can adapt my practice to suit their needs. In this long presentation, I will share the findings from my research exploring the experience of international students coming to study at postgraduate level in a UK university.

This presentation builds on the workshop I delivered at LILAC 2024, in which I outlined the visual research methods I used (Siddall, 2024). The project used participatory photography (Tewell, 2019; Wang, 2003) enabling the student co-researchers to showcase their experience of coming to the UK and studying here. The simplicity of the photographic prompts allowed the student co-researchers to communicate their experiences in more depth. After summarising the research method used, the presentation will reflect on how the project came together, including sharing successes and pitfalls, so attendees can learn from my experience.

Then, focusing on the findings, the presentation will explore the issue of culture shock – how students navigate their new environment and specifically the university. What issues should we anticipate to help ease their transition to study in the UK? I'll also discuss the focus and direction of the international students, how students make conscious choices to improve their way of life and seek to make the most of the opportunities they have.

The student co-researchers shared experiences that went beyond the realm of university libraries. In this presentation, I'll highlight how I have related these wider findings to my work, supporting students with their information literacy practice. I may not be able to change everything, but I can make a difference in my individual interactions with students. The research helps challenge assumptions about international students (Mittelmeier et al., 2022), and highlights the need to focus on clear and targeted communication.

Attendees are welcome to ask questions in relation to the research methods, the findings and how my practice has changed based on the project.

The research project was funded by the AHRC-RLUK Professional Practice Fellowship Scheme for research and academic libraries.

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Teaching information literacy: developing and assessing a professional development certificate for librarians

Jane Hammons and Amanda Folk

There is a significant need for teaching-focused professional development programming for librarians. In this interactive presentation, we will describe the implementation and assessment of an information literacy professional development certificate program being piloted in The Ohio State University Libraries. Our findings should be of interest to librarians who want to better understand the challenges related to preparing librarians for instructional roles and who are interested in exploring the potential for locally developed professional development programs to fill this gap.

Teaching information literacy is a primary responsibility for many librarians. However, concerns have been raised about the mismatch between the preparation that librarians receive for instruction and the expectations to teach. In the United States, many LIS students have limited opportunities to take courses on instruction (Hensley, 2015; Saunders, 2015; Dodson, 2020) and some of these courses "appear to include outdated concepts…" (Valenti & Lund, 2021, p. 543). The lack of attention to instruction in LIS programs "suggests that many LIS educators and professionals expect emerging librarians to develop and hone their pedagogy and teaching skills outside of the LIS classroom" (Vaandering et al., 2024, p. 85).

Opportunities for librarians to participate in instruction and information literacy-focused professional development can be limited by a number of factors, including time, money, and institutional affiliation. Becksford (2022) found that many instruction librarians felt they did not have sufficient time to participate in professional development. For years, the Association of College & Research Libraries' Information Literacy Immersion program offered a valuable professional development option for librarians in the United States, but the program was costly and has not been offered since 2020. The University of Arizona launched a Graduate Certificate in Instruction for librarians in 2019, but the program required tuition and is being discontinued (Stoffle et al., 2022; University of Arizona, n.d.). Some academic libraries have implemented instruction training programs, but these are often available only to LIS students or librarians within those institutions (Gammons et al., 2017; Gammons et al., 2022; Johnson et al., 2023; Vaandering et al., 2024).

To address the gap in available teaching-focused professional development programs for librarians, in the fall of 2024, librarians at Ohio State University began piloting a free teaching information literacy certificate program open to any librarian. More than 130 participants enrolled in the initial cohort. Participants were required to attend eight virtual workshops, including two required and six electives. After completing the program, participants submitted responses to four reflection questions. This presentation will provide an overview of the background and structure of the certificate program. Presenters will then share initial findings from participants' post-program reflections, including their reasons for participating in the program, what they learned through their participation, and how they plan to continue their professional development.

Our findings should help participants to develop a better understanding of the need for ongoing professional development programming for teaching librarians and to consider the role that grassroots programming can play in meeting this need.

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Strengthening our research and teaching practice: a critical examination of information literacy collaborations

Amy Andres and Tatiana Usova

Collaboration has become ubiquitous on university campuses around the world. Librarians consider it a key driver in achieving important outcomes in teaching and learning and use the word extensively in professional practice (Meulemans & Carr, 2013; Pham & Tanner, 2014; Scripps-Hoekstra & Hamilton, 2016). However, questions remain: How does the library profession define collaboration? How is it described in the context of information literacy? What makes it a success or failure?

The presentation will introduce the findings of original research that applied the Pragmatic Utility concept analysis method to conceptualize collaboration in the context of information literacy instruction (Morse, 2016). Pragmatic utility methodology is a research approach that systematically evaluates concepts or practices by assessing their functional relevance, applicability, and effectiveness in addressing practical, real-world challenges. Based on an extensive review of professional literature on collaboration from the past 20 years, this presentation will present the findings as a framework that distinguishes definitions, antecedents, attributes, boundaries, outcomes, and social dynamics. The aim is to provide a coherent understanding of how collaboration is perceived by teaching librarians and guide future inquiry by ensuring that research questions, methods, and analyses align with a theoretical foundation. It will also highlight the interplay of macro, meso, and micro factors that influence collaborative work in university settings. These factors include institutional support, faculty perceptions of librarians' roles, differences in disciplinary epistemologies, and power dynamics between collaborators.

Attendees will be introduced to the research through a critical discussion of the concept of collaboration. They will also hear about the important characteristics of collaboration that impact its success and what this means for librarians' professional practice. The discussion will highlight socio-political dynamics, such as relational hierarchical structures, that can significantly impact collaborators' relationships and results.

The research addresses a significant gap in the professional literature. Collaboration between academic librarians and discipline faculty is essential for advancing information literacy and is a crucial aspect of professional activities. Prior research, though valuable, often lacks standardized conceptualization, definition, and operationalization of collaboration. While providing foundational philosophies for teaching librarians' collaborative roles, the American Library Association and the Association for College and Research Libraries must clearly define collaboration or specify the skills and competencies required for effective collaborative practices with discipline faculty. Terms like collaboration, coordination or liaison, embedded, and partnership' are often used interchangeably in library literature, leading to a loss of conceptual richness and potential ambiguity in practice. The lack of clarity and standard theoretical conceptualization prevents in-depth comparative studies of collaborative work within library instruction and stifles the concept's use as a research variable. Developing a more robust theoretical foundation allows librarians to examine and understand the barriers to successful collaboration, enabling more meaningful and sustainable campus partnerships.

The presenters will lead small peer-to-peer group discussions exploring attendees' collaborative practices against the framework. Participants will be able to critically evaluate their comprehension of collaboration against the characteristics presented in the framework; identify key elements of a successful academic partnership; and, based on their own experiences, analyze socio-political dynamics, such as hierarchical structures and perception, that impact collaborative relationships and outcomes.

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LibFest: critical information literacy and connected relations

Rosa Sadler, Rhian Stephenson, Georgie Broad, Vicky Grant and Tomás Rocha-Lawrence

LibFest is a year-long festival of events focused on liberating the library. Based at the Information Commons, University of Sheffield, the festival builds a new cycle for our participatory action research project: the Creative Library (Liberate the Library!). Participatory action research works through iterative cycles of planning, acting and reflecting (Bradbury, 2015). The Creative Library Project (Grant, 2024; Cruz De Carvalho et al. 2024; Whitehead-Wright et al., 2024) was an AHRC-RLUK Professional Practice Fellowship Project which explored information creation as a process (ACRL, 2015). This critical information literacy project was co-led in partnership with the University's Students' Union Liberation Officers and positioned students from marginalised groups as active knowledge creators, in creative workshops organised in the Digital Commons, the library's newly developed academic makerspace.

LibFest aims to build on this work to celebrate the liberation priorities of our students, include previously missing voices in our university libraries, promote collaborative working, co-creation and interdisciplinary dialogue and enhance access to digital creativity through an ongoing University Library and Students' Union partnership. Along with creative workshops, the festival includes exhibitions, curated collections, reading groups, and a decolonising your literature searching workshop. There is also a complementary library staff development programme.

This presentation highlights how LibFest continues and embeds work to decolonise the library (Crilly & Everitt, 2022) partially through expanding opportunities for students from marginalised backgrounds to be knowledge creators. This promotes knowledge justice as a wider range of perspectives and approaches to information creation are embraced. Traditional academic literacy is revealed as culturally contingent (Ewing, 2022). Our work playfully disrupts the knowledge hierarchies which persist as a part of the coloniality of contemporary academia (Donovan & O'Donnell, 2013). This presentation builds upon previous work by specifically considering the challenges and opportunities of undertaking this work authentically in the context of institutional financial constraint.

LibFest ensures rigour through the reflective and iterative approach of action research methodology. A recruitment pause at the start of the 2024 academic session meant that we were unable to appoint student associates as project partners, and the library team needed to reflect on how to continue to build connected relations for LibFest through more informal networks, including through a commitment to further reach out to student societies, an approach that has been student led in the past.

By working with the Liberation Officers we have been able to build connections with students we may not have otherwise reached. Their engagement with our work highlighted a need for us to reconsider and develop our communications about LibFest. A smaller number of registrations for the first LibFest Creative Workshop compared to the workshops for the Creative Library Project showed the importance of connecting with students through informal networks rather than promoting LibFest to students using posters and social media. This presentation will demonstrate to the audience the importance of adopting and maintaining a proactive 'with us, for us' approach to change (Russell, 2019) as we work to grow and develop our commitment to liberate the library.

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Clean stoves in India and Bill Gate's chickens: re-imaging information literacy in a first year seminar

Lijuan Xu and Rohan Prabhu

Since its conception fifty years ago, librarians have defined and redefined the term "information literacy," including critical information literacy, and actively promoted the value of information literacy. The emergence of critical information literacy promises to raise students' awareness of issues concerning knowledge creation. In practice, however, information literacy continues to be equated with library- and tool-based research. Moreover, it emphasizes traditional academic sources and Western models of authority such as peer review. Information evaluation remains mechanical and at the surface level. Despite the shared understanding among librarians of the importance of faculty-librarian information literacy partnerships, the evolving curricular and faculty pedagogical approaches and their potential impact on information literacy practices are rarely discussed, even in recent conversations about the future of information literacy.

Recognizing these issues as well as opportunities, librarians at a liberal arts college have made concerted efforts to problematise knowledge production and empower students in their critical engagement with various forms of information, including both academic and non-academic sources. In this presentation, we will describe such an effort in a first-year seminar. Drawing on our collaborative teaching experience, we will demonstrate how librarians can play a more expansive and profound role in teaching and, together with faculty, cultivate a nuanced understanding of information among students. Taught for the first time in the fall of 2024, the seminar, "Looking Within: Understanding Ourselves and Others through Design," explores a range of social identities—such as gender, race, and ability—and their effects on the design of everyday things, from the built environment, to product logos, sports mascots, and research studies. The instructor and the librarian work together to identify and select readings for the class, restructure course units, and co-lead discussions on the assigned readings. Through the readings, in-class discussions, reflective writing assignments, and end-of-semester presentations, students consider the broader context—economic, cultural, political, and social—of various designs. They uncover, as well as challenge, the different forms of power and authority that are inherent in the design of things. Students critically examine the biases embedded within the design, specifically, the misrepresentations and the lack of representations of marginalized groups and how these representations perpetuate stereotypes and reinforce existing norms and hierarchies. They question the assumptions and positionalities of the designers and researchers, interrogate their own beliefs and values, and propose areas for change.

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Transforming academic support for incarcerated students: flipping the approach for a “back to the future” experience

Eleri Kyffin and Aimee Andersen

This paper explores the innovative approaches taken by the Academic Engagement and Learning Development (AELD) team at the University of Westminster to support students studying while serving in prison. The partnership with the Criminology Department has led to the development of unique strategies to deliver academic skills and information literacy in a predominantly asynchronous and analogue format. This paper will discuss the challenges faced, the solutions implemented, and the impact on the student experience.

The AELD team at the University of Westminster has been working to support students studying while serving in prison. This initiative is a funded programme led by the Criminology Department, which delivers five University of Westminster foundation-level courses to over 100 students at secure prisons across the UK. Working with our partner, the prison support charity Do What Really Matters (DWRM), we were made aware of the difficulties students at HE level in prison faced in accessing prison libraries and appropriate scholarly content. The unique setting of a prison presents considerable challenges in providing academic support, requiring the team to adapt and redesign their on-campus delivery methods.

One of the main challenges is the limited access to students. Unlike traditional higher education settings, most support for prison students, such as Open University, is asynchronous (Watts 2010, p. 58). The Westminster modules, support, and resources have been designed to mirror students’ on-campus experience as closely as possible, where the module is delivered synchronously three weeks prior. The AELD team developed a comprehensive study pack with information, examples, and activities on key academic skills such as writing, referencing, and researching to support this. Additionally, one-to-one support is provided over the phone, mediated by DWRM.

In October 2023, the team launched a live-mediated search service to address “digital isolation” (Pike 2019, p.8) to help students access academic resources despite limited access to traditional materials (Watts 2010, p.61). This service involves guided searches over the phone, using prompt questions to replicate the experience of on-campus students conducting their searches. Training was also provided to DWRM staff to assist students with searching for Open Access resources outside of the AELD team’s support hours.

The involvement of the AELD Team in this project has fundamentally changed their approach to delivering academic support. The team has developed new relationships with academic colleagues and other partners, and their innovative solutions have been well-received by students and staff alike.

The AELD Team at the University of Westminster has demonstrated dedication and innovation in supporting incarcerated students. Their initiatives effectively provide academic assistance, predominantly through asynchronous and analogue formats. The team’s positive and proactive approach has significantly enhanced the student experience, and their collaboration with the Criminology Department and DWRM Charity has been highly successful.

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Posters

Developing creative research skills: harnessing the power of practice

Rosie Enys

Our creative practice students at Falmouth University are showing an appetite for research and an appreciation for the associated skills librarians can support them with. Moreover, we have increasing numbers of pracademics (Dickinson, Fowler and Griffiths, 2022) amongst teaching staff who are receptive to this support, in relation to their own practice research as well as for their students.

We have been delivering an online synchronous ‘Bitesized’ session entitled Research for Creative Practice for several years now and, encouraged by high engagement and favourable feedback, have looked at alternative approaches to sharing this content with a wider audience. Another driving factor was to ensure that our population of online students, which constitutes an expanding proportion of Falmouth University’s student body, would have equitable access to this content.

An asynchronous version, developed using the course creation tool Articulate 360, was the outcome of our aim to grow and improve our offer. The process prompted us to revisit and hone our key learning objectives and pedagogical approaches, reflecting on and reshaping information literacy skills for this context. Fueled further by ideas on information creativity (Dahlquist, 2023), and our renewed enthusiasm for the value and relevance of research to creative practice.

We overcame multiple challenges around providing access to this content by using the limited free hosting offered by Omniplex Learning, providers of the authoring tool Articulate 360. Initial engagement was offered through a pilot to online MA Fine Art students during the 2024 autumn term. A cohort of 64 students were invited to participate and provide feedback.

We would like to share our new online module with you, giving you the opportunity to see aspects of the platform and the content. We will reflect on the efficacy of the online space, the approach to supporting research skills for practice, and to consider the potential relevance to students beyond the creative arts.

Our changing information landscape invites us to review research skills in a world of Open Access and Open Research, decolonisation and diversity, and generative AI technologies. Through an exploration of the online module, we will reflect on the content of the session and the framing of the activities in relation to this altered landscape.

We will demonstrate the connection of our design principles and pedagogy with institutional drivers such as providing a ‘creative bridge’ into industry and embedding employability within the curriculum (Falmouth University 2030). As well as our application of threshold concepts to support students conceptually within liminal space and to help them to explore interdisciplinarity (Timmermans and Land, 2020).

We will invite observers to consider the relationship between creativity and research, and the influence this can have on information literacy skills and frameworks. We will share our concepts for further advancements, including the incorporation of these ideas into curriculum-based instruction and how these are influencing the ongoing development of our Information Literacy framework.

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Public Libraries, participative research and the user-led development of digital literacies

Drew Feeney, David Brazier, Frances Ryan and Gemma

Webster

A digital-first world requires digital skillsets adequate to participate in it, meaning that those without such skills risk being left behind in an age of almost-compulsory computing. Deficits in digital literacy competencies thus have detrimental real-world consequences, and at all points within this self-perpetuating cycle it is often the most vulnerable members of society who find themselves disproportionately affected in myriad ways. Larger societal structural issues particular to such demographic groups often seem to exacerbate and even promulgate inequalities, and in the UK there presently exists no formal policy or strategic means to address these critical matters in holistic, skills-diverse and learner-focused ways. Public libraries meanwhile find themselves at the centre of community digital access and skills development provision, despite an overall lack of formality, cohesive outlook or central support for this role. These challenges conversely present public libraries with opportunities to develop new, novel and user-centred ways to tackling the development of effective digital literacies in all areas of society, and this poster will outline much-needed positionality here.

Participative methodologies – here meaning those centred on, by and for their participants themselves – offer compelling theoretical and practical ideas in helping to address all of these growing issues in meaningful and sustainable ways. Public libraries already sit constitutionally at the heart of such an ethos and so are centrally placed to enable and enact it.

This poster is part of a larger PhD project presently being undertaken at Edinburgh Napier University looking at user-led and participatory ways to develop new approaches to digital literacy training in older adults, a demographic group amongst the most digitally-deprived in contemporary society. The poster looks at the relevancy, consistency and applicability of current measures to develop effective digital literacies across the whole of UK society, and argues that by employing more participative means to research and develop new approaches here – in doing so empowering those most directly affected by such issues to tackle them collectively – these challenges may be addressed in innovative, scalable and sustainable ways. The continued proliferation of public libraries in the UK alongside the high levels of trust and influence they maintain within communities means that they are logical places to promote the development of essential digital literacy competencies. Moreover public libraries are temperamentally and practically aligned to operate in participative ways already, suggesting that in bringing this inherent participatory culture to the fore it is possible to imagine new conceptual horizons and new developmental paradigms when considering such critical digital literacy deficits. Under these assumptions notions of engendering increased user participation in digital development activity could be very much part of the civic remit of public libraries, helping both to bridge existing skills gaps and (of equal importance) to address a demonstrable growing need with significant potential practical impact.

This poster will therefore conceptually position public libraries as hubs of participative action and research in the development of effective digital literacies.

Using LibGuides to engage students with reliable information in the run up to the 2024 General Election

Claire Roberts

The 2024 UK General Election was called at short notice on 22 May 2024. Polling took place on 4 July 2024. This poster submission proposes looking at how a Scottish further education library used a LibGuide to help inform their student base on engaging with the democratic process, and signposting reliable sources of information.

Context: young people are increasingly disengaged in the democratic process (Uberoi and Johnston, 2022, citing The Electoral Commission, 2019). The Library team at the City of Glasgow College works with students of all ages, but primarily with those in the post-secondary school phase. This is the age range least likely to be enrolled to vote, despite the lower voting age in Scotland.

The timing of the general election made it more pressing to reach students before they finished their academic year, and to encourage electoral enrolment within a tight time frame. Students who study away from home are less likely to enrol to vote. Additionally, students had to ensure they had valid photo ID – a new requirement in Scotland.

The rise of misinformation and disinformation on many social media channels has been a growing concern (The Electoral Commission, 2024). As a library service, we drafted a Libguide, “Voting and taking part in elections” to offer students a range of unbiased and reliable sources of advice, information and fact checkers. We also worked with our Student Association colleagues to reach as many students as possible.

By using a LibGuide, we could share information quickly and update if needed. It sat alongside our faculty and topic guides and drew on our current awareness resources of newspaper and periodical subscriptions to promote a wide range of viewpoints. This meant we could reach out to students who may no longer be studying on campus as the end of term approached.

Overall, this was a positive experience, helping students learn about the electoral process and engaging with some who had never voted. The LibGuide can be adapted to include a wider range of elections and underpins the college's commitment to encourage our students to be active citizens (City of Glasgow College, 2024).

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Fostering academic skills across intra-institutional boundaries: lessons from the centre for science consultation (ZWIB-PHSG) at the St. Gallen University of Teacher Education

Bastian Offenhauser

As higher education continues to evolve, the need for robust academic skills and information literacy among students and staff becomes increasingly critical and is subject to rapid change (Chen et al., 2022, pp. 45–46). This presentation will highlight my experiences at the Centre for Academic Consulting (CAC, or ZWIB-PHSG) at the St. Gallen University of Teacher Education, where we are committed to supporting all members of our academic community in their academic endeavours. The Centre for Academic Consulting is an inter-departmental initiative, bringing together researchers, lecturers, as well as librarians and legal experts, to improve the overall quality of academic output and comprehension across the whole of the St. Gallen University of Teacher Education.

In this presentation I will outline how the CAC was conceptualised but also give a very practical insight into the library's and my personal participation. By having a "broad" definition of Information Literacy and actively pursuing a strategy of collaboration and service excellence the library was able to give and receive valuable inputs in on a variety of issues. These include the implementation of an institutional repository and research index, developing courses on the usage and best practises of AI assistance in academic work, initiating an OER strategy and support service, and revising the university's referencing guidelines. This close collaboration has enabled us to rapidly respond to new developments and create courses and inputs in short time, thus providing an extremely flexible service to staff and students. I will focus on how the CAC fosters the development of academic skills across institutional boundaries. By facilitating collaboration among institutional departments, we aim to create an environment that encourages knowledge exchange and skill enhancement (Bernstein et al., 2020).

The main points are:

• Interdisciplinary Collaboration: Giving an overview of how different departments are represented in the Centre for Academic Consulting and what they bring to the table. Focusing on the role of the library I will illustrate how our information literacy focused approach enabled us to participate and benefit from different projects and initiatives.

• Skill Development Initiatives: Looking at examples of projects that the library was able to participate in and shape in the CAC's overall service offering, like the creation of an institutional repository, the development of AI courses, and the development of new information literacy courses using new teaching formats and contents.

• Networking Opportunities: One of the key benefits of the CAC is the facilitation of networking opportunities across departments and along lines of interest. will provide examples of the importance of this networking and the new arrangements that have come of it, an encouraging to fellow librarians who experience challenges with networking and collaborating (see Shahzad et al., 2023).

Overall, I hope to inspire colleagues to network across institutional boundaries and foster a culture of cross-departmental collaboration and a culture of mutual appreciation. A library with a clear vision of academic excellence, centred around a good understanding of the importance of information literacy can make a positive impact beyond its perceived boundaries.

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