

The logo for 'FestivIL by LILAC' is centered on a yellow background. The word 'FestivIL' is written in a playful, multi-colored font. 'F' is blue, 'e' is pink, 's' is purple, 't' is yellow, 'i' is brown, 'v' is green, and 'L' is dark blue. Below 'FestivIL' is the text 'by LILAC' in a dark blue, sans-serif font. The entire logo is surrounded by a circular arrangement of colorful, teardrop-shaped confetti in various colors like blue, pink, yellow, purple, and green.

# FestivIL

by LILAC

**6th - 8th July 2021**

Bringing the information literacy  
community together online



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# Welcome to FestivIL by LILAC

We are very excited to welcome you to FestivIL by LILAC!

LILAC is a key event in many diaries but due to the global pandemic we've had to postpone our face-to-face conference until April 2022. However, there is still so much to be said & shared and that's where FestivIL by LILAC comes in.

We want to bring the information literacy community together and offer a space where the IL community could share knowledge & experiences, as we continue to work in what is a very different professional environment for many of us.

The online event will feature masterclasses, lightning talks, IL talks (our version of TED Talks) and poster presentations, alongside opportunities to connect with IL professionals from around the world.

We see FestivIL as an opportunity to support the IL community and we hope delegates will participate — be that sharing your experiences, posting a comment or just having a chat.

If you have any questions during the event, please contact us: [help@lilacconference.com](mailto:help@lilacconference.com) or [@LILAC\\_conf](https://twitter.com/LILAC_conf).

Enjoy!

## Committee

Claire Packham	City, University of London
Sam Aston	The University of Manchester
Martina Xenia Baldi	City, University of London
Nicola Beck	Manchester Metropolitan University
Mark Burgess	Manchester Metropolitan University
Emma Cawley	University of Chester
Emma Etteridge	University of Cambridge
Jess Haigh	Leeds Beckett University
Jonas Herriot	Henley Business School, University of Reading
Heather Lincoln	Imperial College London
Louise Makin	Liverpool John Moores University
Elizabeth Newall	University of Nottingham

## FestivIL thanks the generous support of its sponsors

With running this online event in 2021, FestivIL has thought differently about how best to engage sponsors this year. We are therefore absolutely thrilled, and immensely grateful, to have the following sponsorship, and would like to most sincerely thank:

- **UCL Department of Information Studies** for being our **Strategic Sponsor**, who are kindly hosting our online event.
- **University of Sheffield Information School** for being our **Award Sponsor**, giving us the opportunity to offer a unique, Leading Light Award in 2021.
- **EBSCO** and **Adam Matthew Digital** for being our **Session Sponsors**, for investing in our exciting and innovative online programme.

# Programme

This is a draft programme and subject to change. The most up to date version will always be [on our website](#).

All pre-recorded content can be found on our website:

- [Main Stage speakers videos](#)
- [Parallel sessions videos](#)

## How to join our sessions

The links to join all the sessions are available on the [FestivIL website](#).

We ask that you do not share the link to this page with anyone.

## Tuesday 6th July

**AM** Adam Matthew  
Primary sources for teaching and research

Tuesday is sponsored by [Adam Matthew Digital](#).

Read our [Sponsor page](#) for more information.

- 13:00–13:15 Welcome
- 13:20–13:40 [Campfire conversations](#)
- 13:45–14:45 Main Stage: [Emily Drabinski, Teaching the Radical Catalog](#)
- 14:45–15:00 Break
- 15:00–16:00 [Parallel sessions 1](#)

Masterclass	Lightning Talks	Journal Club	Lightning Talks	Posters
<a href="#">Making online Information Literacy teaching engaging, interactive and accessible.</a> Hossam Kassem, Benjamin Williamson and Greg Leurs	<a href="#">Wait a Secondment! Some reflections on information literacy, inclusivity, and invisible barriers.</a> Sara Hafeez	<a href="#">Step Up to Masters: Supporting the academic skills transition for taught postgraduate students.</a> Dan Pullinger, Jiani Liu and Alison Hicks	<a href="#">Developing Digital Health Information Literacy: Training Digital Health Champions.</a> Catherine Jenkins	<a href="#">Accessible Digital Libraries: Information Literacy for inclusion.</a> Alicia Costoff-Diaz and Virginia Rodés

Masterclass	Lightning Talks	Journal Club	Lightning Talks	Posters
	<a href="#">The Information literacy of food and activity tracking in 3 communities: parkrunners, people with type 2 diabetes and people with Irritable Bowel Syndrome.</a> Pam McKinney		<a href="#">Approaching student confidence using a “traffic light” tool.</a> David Bedford	<a href="#">Harnessing the power of peer support to enhance professional practice.</a> Catherine Parkin and Karen Carney
			<a href="#">Witchy Wikidata - In which/witch Wikidata brings magic to information literacy for a spell.</a> Ewan McAndrew	<a href="#">Striving for impact: can contextualised e-learning successfully develop students information literacy?</a> Joe Nicholls

16:05–16:50 [Parallel sessions 2](#)

IL Talk	IL Talk	IL Talk
<a href="#">Object-based learning without the objects? Special Collections teaching in the COVID-19 era.</a> Siobhan Britton	<a href="#">Make it real: effective news literacy in primary settings.</a> Elli Narewska	<a href="#">Killer cats and flying penguins: developing bespoke and engaging Fake News workshops and webinars that remain relevant.</a> Louise Frith and Sarah Webb

16:55 [Campfire conversations](#)

17:30 End

17:30– 18:30 [FestivIL by LILAC quiz](#)

## Wednesday 7th July

**EBSCO** Wednesday is sponsored by [EBSCO](#). Read our [Sponsor page](#) for more information.

- 09:00–09:15 Welcome
- 09:20–09:40 [Campfire conversations](#)
- 09:45–10:45 Main Stage: [Alison Hicks, Maud Cooper, Liz Fleetwood, Sae Matsuno, Eva Pickersgill, David Smith, Grace Troth, Black Lives Matter, Brexit and Covid-19: Information literacy in a post-2020 world](#)
- 10:45–11:00 Break
- 11:00–12:00 [Parallel sessions 3](#)

Masterclass	Panel Discussion	Wildcard	Lightning Talks
<a href="#">Learning to become an online editor: Wikipedia as a teaching &amp; learning environment.</a> Ewan McAndrew	<a href="#">Developing a research agenda for Information Literacy.</a> Sheila Webber	<a href="#">Cutting the CRAAP: Revising our teaching to ensure effective critical engagement with information sources.</a> Anna Richards and Neil Skinner	<a href="#">Reflections on collaborative working across boundaries: innovative approaches to information and digital fluency.</a> Amy Haworth
			<a href="#">Embedding Digital Capabilities in the Curriculum of a New Medical School.</a> Manfred Gschwandtner
			<a href="#">Using active learning and playfulness to address threshold concepts in online and face to face information literacy teaching: improving student learning and understanding.</a> Sally Dalton and Deidre Andre

12:05–12:50 Parallel sessions 4

IL Talk	IL Talk	IL Talk	IL Talk
<u>Speaking the same language: Teachers' perceptions of information literacy.</u>  Charlotte Dormer	<u>Can You Teach Research in 10 Minutes?</u>  Rachael Hunter	<u>Unsettling information literacy: an investigation of academic researchers' responses to critical information literacy in the context of decolonising the curriculum.</u>  Frances Marsh	<u>Information Literacy Skills Development from Student to Healthcare Professional: Results From a Longitudinal Survey.</u>  Hal Loewen and Janet Rothney

12:55 Campfire conversations

13:30 End



## Thursday 8th July

13:00–13:15	Welcome
13:20–13:40	<a href="#">Campfire conversations</a>
13:45–14:45	Main Stage: <a href="#">Barbara Fister, Information Literacy in the QAnon Era</a>
14:45–15:00	Break
15:00–16:00	<a href="#">Parallel sessions 5</a>

Masterclass	Masterclass	Panel Discussion	IL Talk	IL Talk
<a href="#">Helping students “un-learn” search in order to learn it: teaching algorithmic bias to university students in an information literacy session.</a>	<a href="#">Copyright Dough: An interactive workshop based around a new Copyright game.</a>	<a href="#">Hindsight 2020.</a>	<a href="#">Information Literacy and Gen Z.</a>	<a href="#">Enhancing student engagement in an online teaching environment.</a>
Elizabeth Brookbank	Hannah Pyman	Melissa Highton	Heather Dalal, Art Taylor and Sharon Whitfield	Aine Carey

16:05–16:50 [Parallel sessions 6](#)

Lightning Talk	Panel Discussion	IL Talk	IL Talk	IL Talk
<a href="#">Lost in paradise: reviewing students level of information literacy at an organisational level.</a>	<a href="#">Copyright, information literacy and criticality.</a>	<a href="#">Emotional labor among information literacy librarians during the COVID-19 pandemic.</a>	<a href="#">Using Wikipedia and the ACRL Framework to Jumpstart Students’ Information Literacy Engagement.</a>	<a href="#">A flipped classroom approach to teaching search techniques for systematic reviews to encourage active learning.</a>
Alison Pope and Julie Adams	Jane Secker	Karen Sobel and Lorrie Evans	Bethany Mickel and Meredith Wolnick	Karen Poole

Lightning Talk	Panel Discussion	IL Talk	IL Talk	IL Talk
<a href="#">Are We In-Sync? Students' Virtual Instructional Experience and Perceived Information Literacy Skills in Time of Pandemic.</a>  Joseph Yap and April Manabat				
<a href="#">Deactivating learning: A critique of active learning.</a>  Alison Hicks				

16:55– 17:15

[Campfire conversations](#)

17:15– 17:30

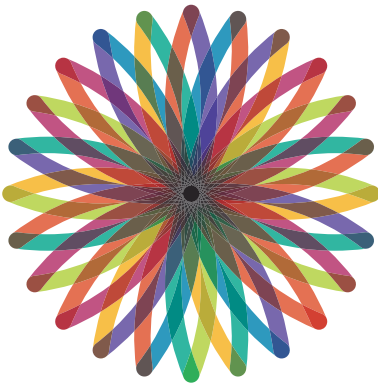
Awards & FestivIL close (Jane Secker)

17:30– 18:30

[FestivIL after party](#)

## The Award

### The Leading Light FestivIL 2021 Award



The Leading Light award, sponsored by the University of Sheffield Information School, is for a member of the IL community who has been a local hero supporting, leading or inspiring colleagues or library users in information literacy during the last 12 months.

The Prize for the Leading Light FestivIL award will be a certificate of achievement and £150 to go to a charity of the winners choosing.

The nominees are:

- Hazel Glasse
- Anthony Groves and Bethany Logan
- Dawn Grundy
- Paul Kelly
- Robert Laws
- Nick Murgatroyd
- Paul Newnham
- The Open University Library's Learning and Teaching Team
- Hannah Rothmann

To find out more information about the nominees, [read the full nominations on our webpage](#).

This award is judged by the information literacy community, which is invited to vote on the winner. Voting opens on the 8th June and closes on the 30th June 2021. [Cast your vote!](#)

# Main Stage Speakers

## Abstracts

### Emily Drabinski

#### Teaching the Radical Catalog

When we teach students how to retrieve information we are also teaching about structures of power and how to navigate them. What is included and excluded from our collections and who decides? How are materials described and whose language do we use? What system is used to order things and can it ever be changed? Teaching knowledge organization systems alongside essential information skills turns a library class into a lesson about the world as it is and how we might make a new and better one together.

### Alison Hicks, Maud Cooper, Liz Fleetwood, Sae Matsuno, Eva Pickersgill, David Smith, Grace Troth

#### Black Lives Matter, Brexit and Covid-19: Information literacy in a post-2020 world

2020 marked one of the most turbulent years that many of us have ever experienced. Dominated by the Covid-19 pandemic, the year also saw the growth and resurgence of social activism, including demonstrations and protests in support of the Black Lives Matter movement, even as aggressive “anti-woke” agendas continued to try and dictate the terms on which these activities could continue. In the face of swirling accusations of misinformation and ‘post-truth’ societies, numerous commentators have remarked on how these events introduce new opportunities for information literacy. However, we also think it is important to take a step back and interrogate how these happenings impact on the ways in which we understand and position information literacy as well as teaching librarian practice. What does information literacy look like in a post-2020 world? What themes are newly important; how has or should our understanding of information literacy change? What opportunities do these events create for information literacy- but, equally importantly, what constraints do they impose?

These are all questions that Alison Hicks and a group of UCL students have been considering over the past year within the information literacy module that they took as part of their MA degree. In this presentation, each student will present a theme

that they feel is overlooked or newly important within a post-2020 world, before engaging in a broader discussion about the implications for information literacy research and practice within academic, health, workplace and everyday contexts. The panel will end with a series of provocative questions designed to structure a robust discussion amongst all FestivIL participants. Rather than coming up with neat solutions, the ultimate goal is to encourage participants to sit with the tensions and anomalies that characterise this period of our lives, and reflect on what this means for the ongoing sustainability of our field.

## **Barbara Fister**

### **Information Literacy in the QAnon Era**

When the bizarre meta-conspiracy theory QAnon began to be widely reported in the mainstream press, it seemed to be the ultimate culmination of our bifurcated post-truth moment. Many scandalized commentators seemed to blame its rise on a lack of media literacy and critical thinking instruction in schools. But is redoubling our efforts really the solution? Nearly all students encounter media and information literacy instruction as they proceed through their education, but it hasn't prevented baseless conspiracy theories and malicious disinformation from polluting our information ecosystems. Besides, QAnon adherents have shown themselves to be highly media literate, passionate about research, and committed to uncovering and sharing the truth — their truth, at least. Reflecting on lessons learned from a decade of research conducted by Project Information Literacy, we will explore gaps and opportunities to design responses to our current epistemological crisis.

# Parallels Abstracts

## Parallel sessions 1

3.00pm – 4.00pm BST

### **Making online Information Literacy teaching engaging, interactive and accessible (Masterclass)**

*Hossam Kassem, Benjamin Williamson and Greg Leurs*

In collaboration, Librarians at the Open University (OU) Library and Royal Holloway Library will share their expertise and examples on how you can make your online teaching more engaging, interactive and accessible.

Sometimes online teaching can fall into the trap of being didactic and a passive experience for attendees. Evidence shows that deeper learning occurs when students are able to put knowledge into practice. Drawing on established and emerging online pedagogies, this session will focus on ways you can facilitate active learning in online settings, engage your audience and support their development of Information Literacy skills.

The presenters will share tried and tested examples of creative and innovative activities used in live online teaching sessions to engage students with Information literacy skills. These will include the use of Padlet, H5P, live polling software and other technologies to create activities which can be used across a range of webinar platforms.

They will also showcase asynchronous digital resources designed to support students outside of the classroom. These will include examples of resources and activities in a variety of formats designed to develop a student's understanding of a topic and allow them to put this knowledge into practice. They include cross curricular resources and also bespoke digital activities which are embedded in subject specific modules.

A key aspect of effective learning design is accessibility, and this is true when teaching online. Drawing on a wealth of experience the presenters will share ways you can make accessibility a central component of your teaching and learning design. This will include the use of captions and keyboard and screen reader accessible activities.

So, if you're a library or information professional who is looking for ideas on how to take their online teaching to the next level this is the session for you.

## References

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- Bowles-Terry, M., Hensley, M., & Hinchliffe, L. J. (2010) '[Best Practices for Online Video Tutorials: A Study of Student Preferences and Understanding](#)', *Communications in Information Literacy*, 4(1), pp. 17-28.
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- Wood, R., Shirazi, S. (2020) '[A systematic review of audience response systems for teaching and learning in higher education: The student experience](#)', *Computers & Education*, 11(11), pp. 1196-1204.

## Wait a Sec-ondment! Some reflections on information literacy, inclusivity, and invisible barriers (Lightning Talk)

*Sara Hafeez*

This talk will reflect on the project of a secondment in Library Services at University of Westminster. This project was started in 2019, where the use of secondment opportunities was embraced by Library Services at Westminster. Deepa Rathod, full-time in frontline facing Customer Services team, won the 0.5 secondment to Academic Liaison & Learning Development team.

Deepa and Helen, our Head of Library & Archive Services, originally worked together on a piece for LILAC 2020, and a version of Deepa's presentation as delivered to other Customer Services colleagues in University of Westminster, is linked to for you to watch before the session.

What I hope to reflect on, in this session, are observations from my own perspective, as a librarian participant in this process, acknowledging and respecting the experiences of the secondee, the senior managers, and other liaison librarians

in the project.

I hope we can have a nuanced, honest conversation about some of the learnings and unlearnings of this project.

## References

Hauxwell, H. (2008). [Information literacy at the Service Desk: the role of circulations staff in promoting information literacy](#). *Journal of Information Literacy*, 2(2), pp. 86-93.

May, H. & Bridger, K. (2010) [Developing and embedding inclusive policy and practice in Higher Education](#). York: Higher Education Academy (accessed 07/11/2019).

[UoW Learning and Teaching Strategy](#) (accessed 07/11/2019)

## The Information literacy of food and activity tracking in 3 communities: parkrunners, people with type 2 diabetes and people with Irritable Bowel Syndrome (Lightning Talk)

*Pam McKinney*

There is increasing interest in the use of mobile apps and devices to track aspects of diet and health and wellbeing activity, and research has shown that use of apps can motivate people to adopt healthy behaviours, including a healthy diet, increased physical activity and weight loss (Ernsting et al., 2017; Wang et al. 2016). Information literacy is crucial to the safe and effective use of tracked information in this landscape. In this research study, an online questionnaire was distributed to members of 3 distinct communities: members of the parkrun organisation, members of the IBS Network charity and members of the Diabetes.co.uk online community. The aim of the research was to discover the tracking practices of people in these communities and to understand nature of information literacy in this landscape (McKinney et al. 2019).

The survey was distributed in early 2018, and 143 responses were received from parkrunners; 140 from Diabetes.co.uk and 45 from the IBS Network. The data showed that there were clear differences in the tracking practices of the members of the three communities, and differences in motivations for tracking. Developing information literacy in this landscape is centred around four interrelated areas (Cox et al. 2017):

- 1) Understanding the importance of quality in data inputs;
- 2) Ability to interpret tracking information outputs in the context of the limitations of the technology;
- 3) Awareness of data privacy and ownership;
- 4) Appropriate management of information sharing.



These four areas are explored for each of the participant communities, and the distinctive nature of food and activity tracking for each community, and the commonalities across the participant groups are identified. Implications for the support of information literacy development in everyday life are presented.

## **Step Up to Masters: Supporting the academic skills transition for taught postgraduate students (Workshop)**

*Dan Pullinger, Jiani Liu and Alison Hicks*

This workshop, which is held in conjunction with the Journal of Information Literacy (JIL), is a new and experimental space in which authors will work with peer reviewers in an open and collaborative exchange. Forming part of JIL's drive to engage with inclusive and equitable scholarly practices, this workshop provides an alternative to the traditional peer review format, where feedback is typically both anonymous and written. In this session, reviewers will work directly with authors to provide constructive criticism about a project report that will appear in a future issue of JIL. Goals of this session include: challenging new scholarly processes; creating a more useful peer review process for authors; and providing a more fulfilling peer review experience for reviewers.

Participants will be provided with a draft article submission two weeks ahead of the conference and will be asked to make comments and suggest edits. After the two-week period of reviewing ends, authors and reviewers will then get together at FestivIL to review the comments and discuss any changes, request clarification of points, pose questions and generally engage in dialogue on the document.

Questions during this session might include: tell us more about how this project started; what was most challenging to write; what did you like the most about this article; what are its strengths; what confused you; what was missing? We welcome participation in this session from experienced and inexperienced peer reviewers- we would just ask for a commitment to providing constructive feedback to the authors.

The article in question will focus on research conducted by the Skills@Library service at the University of Leeds on the information literacy and academic skills support needs and expectations of taught postgraduate students, and the subsequent creation of an innovative new online resource, Step Up to Masters. As well as focusing on key topics highlighted by the research, the resource encourages students to reflect on their individual development priorities and to select the most relevant support options for their successful transition to taught postgraduate study. Step Up to Masters features University of Leeds staff and student voices, and is designed to complement departments' own induction and transition programmes. Students also have the opportunity to explore key strategies for Masters study in more detail through an accompanying suite of face-to-face workshops. The resource received the Digital Award for Information Literacy 2020 and was central

to the online PGT induction programme initiated at Leeds for 2020/21 in response to the coronavirus pandemic.

## **Developing Digital Health Information Literacy: Training Digital Health Champions (Lightning Talks)**

*Catherine Jenkins*

Library and Knowledge Services at North East London Foundation Trust (NELFT) and Barts Health NHS Trust have joined forces to roll out a funded programme in partnership with Digital Unite to train volunteers as Digital Health Champions.

The first tranche of volunteers, recruited November 2020-March 2021, were drawn from existing NHS volunteers (members of the public), teachers and students at a partner secondary school, and parents at a partner primary school (which hosts an intergenerational programme with its local community). In the case of NELFT, additional training licenses are earmarked for young people seeking work experience and young carers, and these will be supplemented by digital devices and data bundles for those who need them.

The second tranche of volunteers, recruited from April 2021 onwards, includes NHS staff and participants in a Kickstarter employment scheme designed to promote careers in health and social care.

The Digital Health Champions project aims to provide training to empower people and support others navigating the transition to online healthcare. It is informed by Digital Unite's wider work in this area and contributes to other initiatives, e.g. a project with UCL to roll-out a Long COVID app.

Volunteers are supported to take action on digital exclusion and mentor others to develop digital health information literacy skills. The project offers people the opportunity to educate others to manage their health online at a time when this is increasingly becoming the norm.

The online training includes a range of courses that volunteers can complete to enhance their personal and professional development. Each training license provides access to online learning resources, supporting materials, webinars and a Champions forum. This presentation will report on the progress of the programme to-date (we are currently collecting data on how Champions are applying their training in practice), including the contributions of participants to the project design, impact evaluation and future sustainability.

## Approaching student confidence using a traffic light tool (Lightning Talk)

*David Bedford*

The Traffic Light Toolkit is designed to “allow students to self-assess against competency criteria” (Canterbury Christ Church University, 2018) and was initially developed to help students reflect on and plan progression in skills relating to healthcare placements. Library staff recognised its potential to help healthcare students reflect on information literacy. Due to limited contact time with the students, a simplified version of the toolkit was used, asking students to rate their confidence before and after a series of activities designed to allow practice and reflection. Although simple, the approach opened opportunities for meaningful thought and dialogue.

Using the tool, the students respond to a series of skills statements, rating their confidence levels as green, amber or red. Although students reflected on their own confidence, the librarian analysed the combined responses to gauge how the class as a whole was feeling, to adapt teaching content and to design follow-up intervention where necessary. Although the responses were simple, they provided useful insight.

A key purpose for using the tool is to engage with library and information anxieties, which may be higher in healthcare students, a discipline which attracts high numbers of adult learners and where students often have to use multiple, very different libraries (Still, 2015; UCAS, 2018). Students are encouraged to reflect on anxiety around information use in a non-threatening manner. In addition, the teaching which accompanies the tool is intended to address library and information anxieties – for example by highlighting ways to reduce information overload, a common feature of information anxiety (Eklof, 2013).

The tool is used twice, before and after teaching which deliberately includes opportunities to practice and assess skills more objectively, encouraging deeper thought intended to minimise any mismatch between confidence and competence.

Using the tool can provide reflection for students along with useful information for librarians and academic staff. This facilitates the planning of further teaching or information provision as well as forming part of an evaluation of the impact of teaching. In conjunction with carefully planned teaching, the traffic lights tool can be a valuable part of a teaching librarian’s toolkit.

Note: an article based on the original proposal for this presentation was published in *Journal of Information Literacy* (Bedford, 2021).

## References

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- Eklof, A. (2013) 'Understanding information anxiety and how academic librarians can minimize its effects', *Public Services Quarterly*, 9(3), pp.246-258.
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## Witchy Wikidata - In which/witch Wikidata brings magic to information literacy for a spell (Lightning Talks)

*Ewan McAndrew*

Who'd have thought there would be such interest in data about historic witches?

When the University of Edinburgh Wikimedian in Residence decided to breathe new life into an old dataset, it caught the public's attention and helped to change the way the stories of these women and men were being told.

Our project was co-designed with students on our 'Data Science for Design Masters' our Centre for Research Collections, information literacy librarians, academic historians in our School of History, Classics and Archeology, ancient mapping and place name experts, learning technologists and graphic designers to create an interactive online map resource of accused witches in Scotland, which gained media coverage across Scotland and the world.

A common critique of data science classes is that examples are static and student group work is embedded in an 'artificial' and 'academic' context. We look at how we can make teaching data science classes more relevant to real-world problems. Student engagement with real problems—and not just 'real-world data sets'—has the potential to stimulate learning, exchange, and serendipity on all sides." (Corneli, Murray-Rust & Bach, 2018)

This presentation will outline the methodology employed, the challenges experienced and the end of project website. All with a view to help shed new light on a little understood period of Scottish history. This project has proved a successful one, highlighting how working practically with real-world datasets can aid the teaching of data literacy and lead to further research and insights from sharing information as linked open data in Wikipedia's sister project, Wikidata.

If people asked you 'What happened to the semantic web?' You say: 'it took point at schema' and point to the linked-open data cloud" - Sir Tim Berners-Lee 2016 ACM

A.M. Turing Lecture, 29 May 2018, 2018).

## References

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Sir Tim Berners-Lee 2016 ACM A.M. [Turing Lecture](#), May 29, 2018. (2018).

## Accessible Digital Libraries: Information Literacy for inclusion (Online Poster)

*Alicia Costoff-Diaz and Virginia Rodés*

This presentation reports results of the information literacy and accessibility project “Digital and Accessible Library: Digitization of libraries within the framework of Marrakesh Treaty” (BIDYA), carried out in Universidad de la República, Uruguay, during the last two years. The project aimed to promote equal educational opportunities for blind or low vision university students, who are already included within the exceptions of the Marrakesh Treaty. This aim was addressed through the development of a digital collection of study materials in accessible formats.

For the INFOLIT component, the approach was based on the perspective of the users and their relationship with the information. In the first stage, interviews were conducted within a group of visually impaired users, in order to determine their competences in information and the technological tools they use to access information [1]. This stage was an important input to define INFOLIT strategies, including accessibility issues. Two open accessible educational resources (OAER) were created: an audio tutorial on the facilities of BIDYA platform [2] and an accessible guide on APA standards [3]. They were generated in HTML with a readable version by Screen Reader (NVDA, JAWS) and an audio version (mp3). For the APA Guide, we choose the examples of books, thesis and papers as users suggested. For the tutorial highlighted the search process, especially by the author and theme. Both OAER, published in BIDYA site, were tested by students with visual impairment to adjust and modify the aspects reported as not accessible.

As a result of the INFOLIT component, a “Methodological Guide on Information Literacy for university students with visual disabilities” [4] was developed, based on lessons learned in the project.

This experience, one of the first implemented within the Marrakesh Treaty, seeks to generate networks with similar libraries and helps to establish a field of study that involves information literacy and accessibility.

## References

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## Harnessing the power of peer support to enhance professional practice (Online Poster)

*Catherine Parkin and Karen Carney*

When Academic Skills and Academic Support Teams converge, how do you ensure that all team members have the information and digital literacy knowledge and skills they need to support the communities they serve and, more importantly, that this knowledge is being kept up to date?

Using the work of the Library Academic Support Team's Professional Development Mini-Group within Libraries and Learning Innovation at Leeds Beckett University as an example, we will explore how the formation of the group has benefited our work as information literacy practitioners. Our experience suggests that the group's work not only provides a mechanism for keeping up to date with developments in the sector, but also facilitates the development of a more robust and proactive culture where librarians and academic skills practitioners are able to inform and develop their own practice and pedagogy through peer support.

This poster illustrates the process of setting up a group; possible structures for meetings and undertaking a training and skills analysis. We share the benefits, opportunities and lessons learned from our process, including ideas for peer support and training (such as a schedule of masterclasses run by team members) and explore how COVID-19 has affected the work of our group, bringing both challenges and opportunities.

We also show how the group has encouraged reflective practice in team members through the creation of a "Bring Back Learning" scheme and outline how we have started evaluating the success of our approach through a variety of formal and informal means.



## Striving for impact: can contextualised e-learning successfully develop students information literacy? (Online Posters)

*Joe Nicholls*

Are the Library's efforts to develop information literacies (IL) worthwhile? How do we know? Managers are asking legitimate questions of librarian educators to evidence the value of IL teaching and justify the resource being allocated. At the same time, whilst librarians recognise the benefits of embedding information literacy into the curriculum, they are often competing for time and opportunity to access students or needing to find ways to deliver effective teaching to ever increasing cohorts.

In an attempt to address these concerns and identify a scalable and sustainable approach, effort at Cardiff University has been directed towards provisioning online learning opportunities with the aim of complementing core curriculum teaching. These resources are mainly generic, intended for lecturers to use as part of their teaching or as standalone resources students to which are referred (see: <http://sites.cardiff.ac.uk/ilrb/>). However, previous evaluation of student use of these resources revealed that they would prefer such 'generic' online learning to be more relevant to their own course and subject matter. The self-help approach is also undermined by students having to seek out these learning opportunities for themselves, since they are being promoted as an optional extra rather than as integral to their programme of study. This has meant uptake of the e-learning resources has proven to be highly inconsistent.

Working closely with School of Bioscience academics, librarian educators acted on the need to better contextualise IL e-learning opportunities in relation to course activities and assignments. To achieve this a pilot intervention was jointly conceived with the academic teachers to increase the salience and meaningfulness of e-learning in the context of a formative first-year assignment: writing an essay. The idea for an '[assignment wrapper](#)' served to combine the information presented to students in their assignment brief with task-specific tutorials addressing key academic skills and practices involved in writing the assignment. In previous years students had only been presented with minimal information and guidance via the virtual learning environment. The pilot intervention served to greatly enhanced the quantity, quality and contextualisation of relevant content and learning activities.

The expectation was that this enhanced approach to enabling IL related learning and that this would result in a demonstrable improvement in student academic performance as evidenced by statistical comparison of assignment marks with the previous cohort (n=480). This poster will report on the design, implementation and outcomes of the intervention and explore the implications for future Library service provision to promote the development of information literacies in ways that are successfully integrated with core academic subject specific learning.

## Parallel sessions 2

4.05pm – 4.50pm BST

### **Object-based learning without the objects? Special Collections teaching in the COVID-19 era (IL Talk)**

*Siobhan Britton*

Chelsea College of Arts Library houses a special collection of artists' books of national importance, used extensively in library teaching, to help art and design students develop their skills at working with primary sources, object literacy, historical and contextual knowledge, and as a source of inspiration for their own creative practice. Sessions range from basic introductions to the collections, to bespoke themed classes that are embedded into course units.

The materiality of the collection has always been central to the sessions, but due to COVID-19 university buildings closed in March, and the collections became inaccessible. Sessions were booked in for the term, but rather than cancel them, a colleague and I considered alternative modes of delivery and new subject areas to explore to support course delivery and student learning. Despite the fact that the physical objects couldn't be accessed, using digital surrogates where they could be found, exploring connections between historical distributed art practices in print and contemporary digital media, and looking at the concept of digital artists' publications were some of the approaches taken. Over the summer term we developed a range of new online seminars for which staff and student feedback was very positive.

COVID-19 is an ongoing issue, and we are still having to limit access to the physical collections and in person contact. How can we find ways to teach online sessions related to artists' books or other special collections, without the physical items? What relevant conceptual questions about special collections and materiality could become a base for online teaching? How could we design these teaching sessions in an online environment and what tools can we use? I am currently studying for a postgraduate certificate (PGCert) in Academic Practice in Art, Design and Communication, and have made this the focus of my final project, which has the working title "object-based learning without the objects? Special Collections teaching in the COVID-19 era" and I will share the outcomes of this project (deadline April 2021) at the conference.



## Make it real: effective news literacy in primary settings (IL Talk)

*Elli Narewska*

The threat of Covid-19 has brought the real-life dangers of misinformation into sharper relief and shown it is more crucial than ever that we equip young people with the critical skills to judge what is trustworthy.

In our work with primary-age children around the UK, NewsWise is helping educators to develop those skills with their classes. Our evaluation report for 2019-20 found that pupils who had taken part in NewsWise improved their news literacy skills and behaviours substantially; twice as many were able to tell whether a news story was real or fake after taking part. This talk will explore the results of our evaluation and share how the unique structure of the NewsWise programme engages young children with news and information literacy. It will include examples of practical activities that work with young pupils and explore how an immersive approach with authentic reading and writing experiences produces great results.

NewsWise is the only UK-wide, free news literacy programme for seven to 11-year-olds. The programme is run in partnership by the Guardian Foundation, National Literacy Trust and PSHE Association, bringing together expertise in journalism, literacy and PSHE education to address concerns raised by the National Literacy Trust's report on fake news and critical literacy: that young people trust the news less as a result of fake news; that only two percent of children have the critical literacy skills they need to identify fake news; and that teachers are concerned about the effect that fake news is having on children's wellbeing.

The NewsWise programme comprises a full unit of work, workshops, interactions with real journalists and opportunities for children to source, investigate, write and share real news stories on subjects that matter to them. Our face-to-face work is focused on primary schools with a free school meal rate above the national average. We aim to reach a geographical range of locations proportional to the number of schools in each region and prioritise schools in target areas as identified by the National Literacy Trust.

Essential to all our work is the use of real-life examples and putting skills in a real-world context to make learning immersive and fun, helping to develop responsible, empowered citizens of the future.

## **Killer cats and flying penguins: developing bespoke and engaging Fake News workshops and webinars that remain relevant (IL Talk)**

*Louise Frith and Sarah Webb*

In 2019, Manchester Met launched a new workshop around evaluating information online to avoid fake news and misinformation (Frith, 2019). This session that could be adapted to meet the needs of a variety of cohorts, from nursing to education to politics, while keeping the learning objectives and activities consistent throughout. With the shift to online delivery due to the pandemic, this session has now been converted into a successful webinar.

We have put a great emphasis on discussion and active learning in the workshop utilising the contextual discussions provided by CILIP (CILIP, 2018). This includes introducing psychological, technological and social factors that lead people to be taken in by fake news through structured scenario discussions where students begin to see a bigger picture and question their own biases. We wanted to move away from issuing students with checklists such as the CRAAP test and instead designed an activity where the students generate their own checklist by thoroughly investigating a complex fake or misleading news story relevant to their studies.

In this presentation, we will discuss how this session has grown and developed; our successes in getting academic buy in and becoming embedded within the curriculum, the feedback we have had and some of the challenges we have faced.

While the landscape of misinformation online is always changing, our workshop continues to respond and evolve and remains relevant within Manchester Met University.

### **References**

CILIP. (2018) [CILIP Definition of Information Literacy 2018](#). (Accessed 25 March 2021)

Frith, L. (2019) [Fake News is a real problem](#). (Accessed 25 March 2021)

# Parallel sessions 3

11.00am – 12.00pm BST

## Learning to become an online editor: Wikipedia as a teaching & learning environment (Masterclass)

*Ewan McAndrew*

Wikipedia ranks among the world's top ten sites for scholarly resource lookups and is extensively used by virtually every platform used on a daily basis, receiving over 500 million views per month, from 1.5 billion unique devices. At this workshop you will learn how to engage student and colleagues as writers and active participants in critical literacies rather than passive consumers.

This 60 minute workshop is aimed at looking at reframing Wikipedia in teaching and learning based on real, successful examples from universities who have embedded Wikipedia activities in the curriculum. Wikipedia in Teaching and Learning is about what digital skills you can contribute as an institution, staff and students and gain as a result. All with a view to supporting developing a more robust critical information literacy and learning good digital research skills; helping support new editors to synthesise information they've researched and then communicate their scholarship accessibly, and impactfully with a worldwide audience of millions.

Through a series of short introductory tasks workshop attendees will gain an understanding about how people create, curate and contest knowledge online; and how we, in turn, can empower ourselves through the agency of sharing open knowledge to Wikipedia, the fifth most visited website in the world. The workshop will also provide pointers to resources and model different learning activities with a view to stimulating greater discussion on how the process of how to edit Wikipedia can be just as free and open as Wikipedia itself.

Summary of the intended learning outcomes

Workshop attendees will be walked through how Wikipedia editing events, or 'editathons', are structured for use inside and outside of the curriculum to support teaching & learning and improving the representation of topics online in terms of:

1. Preparatory work
2. How to format a page
3. Publishing a page/Editing an existing page
4. Introducing different types of editing activity
5. Follow-up work – 'after care' to ensure the edits stick

List of planned activities:

1. Creating an account on Wikipedia (5 mins)
2. Creating an assignment page on the Outreach Dashboard (10 mins)
3. Playing with the Visual Editor to add a link and citation (10 mins)
4. Creating a stub bio article on a notable women missing from Wikipedia and migrating it to Wikipedia's main space. (10 mins)
5. Adding an image to Wikipedia's main space (10 mins)
6. Open discussion/Q&A (10-15 mins)

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2. Wadewitz, Adrienne (21 February 2014). "04. Teaching with Wikipedia: the Why, What, and How". *HASTAC*. Retrieved 2019-11-05.

## Developing a research agenda for Information Literacy (Panel Discussion)

*Sheila Webber (University of Sheffield), Alison Hicks (University College London (UCL), Charlie Inskip (UCL), Bill Johnston (Strathclyde University), Annemaree Lloyd (UCL), Pam McKinney (University of Sheffield), Geoff Walton (Manchester Metropolitan University), Drew Whitworth (Manchester University)*

This panel will launch the coproduction of an Information Literacy (IL) research agenda. The aim of the session is to put forward the ideas of the Forum on Information Literacy (FOIL), and to start a dialogue with the IL community. The session will be chaired by Sheila Webber and panel members will be the FOIL coalition: Alison Hicks (University College London (UCL), Charlie Inskip (UCL), Bill Johnston (Strathclyde University), Annemaree Lloyd (UCL), Pam McKinney (University of Sheffield), Geoff Walton (Manchester Metropolitan University), Drew Whitworth (Manchester University).

In the first half of the session each panellist in turn will argue concisely for one part of FOIL's proposed IL research agenda, to get the conversation going. At the same time, the agenda will be published online and the chair will give the link to a public document that participants can immediately contribute to with their own ideas. In the second half of the session, participants will contribute in chat, in voice and on shared documents/boards, to argue for their own proposed contribution to the research agenda, or critique any of the FOIL proposals, to start the lively debate. The session will finish by identifying the way forward to develop the agenda.

The research agenda will address: what IL research problems or questions are a

priority for investigation? What research approaches and methods are appropriate to explore these questions? Where would the research be undertaken and who would be the co-producers of the research? The rationale for undertaking such an exercise includes: to involve different actors in the IL community in debating what needs investigating and why; to produce an agenda for use with funding bodies and international agencies when justifying a focus on IL and as an input to their strategy and policy; to help guide research capacity building.

The most sustained IL research agenda is that articulated by the Association of College and Research Libraries (ACRL 1980, 2003, 2011; 2021), but the focus is unsurprisingly narrowed to information literacy in a Higher Education context. It is also an agenda reactive to specific external forces, notably the changing educational landscape in the USA. The most wide ranging IL research agenda was proposed as an outcome of the landmark UNESCO meeting of experts (Thompson, 2003), which, for example, identified the priority for exploring IL in different professions and community contexts, and on “demonstrating the impact of information literacy on the “bottom line” for businesses”. However, this was not followed up formally, and the challenges identified by Lloyd and Bruce (2011) for the Australian IL research agenda, and Sundin (2011), speaking from his Nordic experience, can still be applied more generally: a landscape of mainly small scale research projects, with no clear funding streams, a focus on educational and library contexts and an uncertain relationship with related research fields. Therefore we feel that this is an urgent exercise, and it is timely to address it at a point when both the value and threat of information is talked about as never before.

## **Cutting the CRAAP: Revising our teaching to ensure effective critical engagement with information sources (Wildcard)**

*Anna Richards and Neil Skinner*

Critical thinking is seen as the bedrock of higher education (Moon, 2007) and a key graduate attribute for many universities (Davies, 2016). Within libraries, this often takes the forms of critical evaluation of information sources, often through the use of checklist systems such as CRAAP. However, the original CRAAP test was devised in 2004 (Blakeslee, 2004) and was based on older evaluation criteria originally applied to collection management decisions (Caulfield, 2018). Considering how drastically the internet landscape has changed since 2004 it’s no wonder that some commentators have criticised the efficacy of the CRAAP test and other similar checklist approaches. The CRAAP test has been criticised for encouraging students to focus on surface features which don’t give true insight into the authority or reliability of sources and for not addressing the complexity of information available in personal and academic contexts (Wineburg and McGrew, 2017; Warner, 2019; Caulfield, 2018). Another issue is that students are often told only to use journal articles and books for assignments and so source evaluation is reduced to website

evaluation only, if it is taught at all. Indeed, McGrew (2019, p. 42-3) believes that this emphasis on only using academic sources of information, however important these are, means that students don't develop the skills they need to effectively assess the reliability of information.

To address this situation and to teach students skills that would benefit them beyond their next assignment we began the Critical Thinking Project within the Learning Support Teams at DMU. We already had material and expertise in critical reading and writing so decided to introduce two new concepts: confirmation bias and critically evaluating the reliability of sources of information. Our research suggested these were two areas of particular importance in regards to issues of misinformation but they also have relevance for students' academic work. Outputs include an online toolkit for students to complete at their own pace and two new workshops delivered online. We also hope to expand the teaching of these critical thinking skills into in-curriculum teaching.

This presentation will outline the discussions we had around our approach to critical thinking. A large part of the project included developing new material on confirmation bias and source evaluation. We will discuss how we did this, including the adaptation of material from the Stanford History Education Group's COR curriculum. We will demonstrate some of the techniques we use to teach critical thinking and also discuss why we need to think critically about how we teach these skills to students.

One hoped for outcome from this session is the creation of a group of practitioners who will work together to identify appropriate resources and material for teaching critical thinking skills across educational levels and subject areas. This could then be shared more widely to provide support for those wishing to develop their teaching of critical thinking skills.

## References

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- Wineburg, S. and McGrew, S. (2017) '[Lateral reading: reading less and learning more when evaluating digital information](#)'. (Accessed: 11 November 2020).



## Using active learning and playfulness to address threshold concepts in online and face to face information literacy teaching: improving student learning and understanding (Lightning Talk)

*Sally Dalton and Deidre Andre*

In this lightning talk we will present findings from our action research project on using active learning and playfulness to address threshold concepts in information literacy. The research project, carried out by the Research Support Team at Leeds University Library between October 2019 and January 2020, also aimed to investigate Postgraduate Researchers' (PGRs) perceptions of using active learning and playfulness in information literacy teaching.

Over the past few years we have found that a number of PGRs struggle with understanding the key principles of literature searching, despite having attended face-to-face information literacy workshops. We identified these areas of common misunderstanding as threshold concepts. Meyer and Land (2003) identified threshold concepts as troublesome knowledge within a topic that, once understood, can help students have a transformed view and mastery of a topic.

To try and improve students' understanding of the threshold concepts within information literacy, we redesigned our face-to-face workshops to focus heavily on these areas, e.g. Boolean, subject headings etc. At the start of lockdown in April 2020 we moved to online delivery and incorporated online active learning activities within live webinars. We decided to focus heavily on using active learning and playfulness to explore these threshold concepts, as it has been found that these techniques can help students to develop a deeper level of understanding within a topic (Walsh, 2018).

In addition to investigating the effect of active learning and playfulness on student learning, we were particularly interested in PGRs' perceptions of these approaches. Whitton (2018) suggests that play as an activity can be seen by adult learners as frivolous or childish, and she argues that these attitudes can limit how much adults engage and accept playful learning. Our research project aimed to delve deeper into PGRs' attitudes and acceptance of playfulness in learning about information literacy.

The findings from our action research project will have implications for those teaching information literacy skills to PGRs (and possibly broader audiences) and will be of interest to those wanting to investigate the use of active learning and playfulness in information literacy teaching (both face to face and online). Delegates will be encouraged to reflect on whether it would be beneficial to implement active learning and playfulness within their own teaching.

## References

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Walsh, A. 2018. The librarians' book on teaching through games and play. Innovative Libraries.

## Reflections on collaborative working across boundaries: innovative approaches to information and digital fluency. (Lightning Talk)

*Amy Haworth*

Collaborative working in higher education combines elements of both social and process aspects of the academy (Walsh and Kahn, 2009). It is well suited to a learning environment which is, by its very nature, a social process. When successful, collaborative teams can navigate and positively disrupt existing (power) structures to achieve a cooperatively constructed and transformative change in practice. In this lightning talk we will focus on the role of dialogue as an enabler of collaborative change in information literacy practice, reflecting on our experiences of collaborative working across boundaries.

Our reflections will draw on practical examples including a student engagement project, a remote offer for postgraduate taught students and an institution-wide collaboration on the refreshing of language and support for graduate attributes. We will demonstrate the development of this approach over time, covering the range of power dynamics and communication styles we have encountered. The session will end with our reflections on the opportunities we have taken and the challenges we have faced and overcome to adopt a collaborative mindset.

## References

Reason, P. & Bradbury, H. (Eds.). (2008). The SAGE handbook of action research: participative inquiry and practice (2nd ed.). Los Angeles: SAGE

Walsh, L. & Kahn, P. (2009). Collaborative working in higher education: the social academy. New York: Routledge



## Embedding Digital Capabilities in the Curriculum of a New Medical School (Lightning Talk)

*Manfred Gschwandtner*

The Kent and Medway Medical School (KMMS) is a new medical school in the UK that opened in September 2020 with its first cohort of 108 students. The establishment of a completely new medical school offered a unique opportunity for a team of academics and professional services staff to embed digital capabilities systematically into the curriculum of the Bachelor of Medicine Bachelor of Surgery (BMBS) programme.

This presentation will introduce the KMMS' "Digitally Enabled Doctor of the Future" initiative, an overarching initiative anchored in the fundamental track "Scholarship and Scientific Enquiry" of the General Medical Council's learning outcomes for graduates (2018), and in two corresponding vertical themes established in the KMMS curriculum: "Scholarship and Scientific Enquiry" and "Innovation in Healthcare". A collegial and interdisciplinary approach ensures that academics who are leading on this initiative work closely with the KMMS academic librarian.

As an expert in information and digital literacy, the academic librarian contributed to the project by providing information about different digital capabilities frameworks, by carrying out robust literature reviews on this topic, and by co-developing a list of student-competencies and mapping these across the five year medical curriculum.

In addition, the librarian is co-contributor in a research project that has developed an audit tool which measures the iterative development of students' digital capabilities over 5-years, and allows them to identify potential gaps in their learning. Timetabled workshops on digital information literacy and online learning are also delivered by the librarian.

This presentation will give an overview of the benefits of the interdisciplinary culture of collaboration between academics and professional services which offers a unique opportunity to ensure that digital capabilities is a visible and robust element of the undergraduate medical curriculum. By playing a proactive role in the conceptualisation and implementation of projects and initiatives on digital capabilities, librarians can enrich their practice and improve their support for schools.

### References:

General Medical Council (2018) [Outcomes for Graduates 2018](#). (Accessed: 24 November 2020).

## Parallel sessions 4

12.05pm – 12.50pm BST

### Speaking the same language: Teachers' perceptions of information literacy (IL Talk)

*Charlotte Dormer*

Information literacy should be the cornerstone of every child's school experience, and yet it is a concept that frequently draws blank stares from those often teaching it - school teachers in classrooms.

This session gives an overview of a case study investigating teachers' perceptions of information literacy. The study utilised a mixed methods approach with a combined questionnaire and semi-structured interview format, focusing on teaching staff at a primary school in the south of England. This data was analysed using a mix of quantitative and qualitative analysis to determine teachers' understanding of Information Literacy; knowledge of the key concepts; opinions on importance; and preference for further training.

The study found that the term information literacy is confusing to teachers who have generally not heard of Information Literacy in the past. Teachers often considered 'critical thinking' as a suitable synonym for Information Literacy. Nevertheless, it found that teachers have a basic but limited grasp of concepts involved in Information Literacy and are teaching some of those concepts in their lessons. Teachers wished to teach Information Literacy more, but also displayed a lack of confidence in their knowledge of the subject, requesting training on the subject and how to teach it.

Evidence from the study combined with information found in the initial literature review, drew a picture of Information Literacy as a term lacking clarity for the people who most need to know about it. It also suggested appropriate alternative terms for Information Literacy which may provide clarity for those outside the library profession.

Ultimately, the study concluded that there is a case for considering whether the terminology of Information Literacy is fit for purpose or whether it is time to use terminology which is more intuitive to those outside the library sector to improve understanding in the wider world.

## **Can You Teach Research in 10 Minutes? (IL Talk)**

*Rachael Hunter*

The aim of this IL talk is to discuss the inception and delivery of micro research skills sessions within two entrepreneurship modules at Coventry University London. Starting with how and why the project was developed, its rationale is underpinned by established, current bite-sized learning research from Gutierrez Trejos, 2016; Mella, 2016; Alqurashi, 2017; Melvin, 2017; Chuang 2019; and Buhu and Buhu 2019. It describes how these practices are used in the workplace to promote continuous professional development and disseminate company information for training purposes. Discussing both the delivery and skills content, it will explain the methods used in each ten minute session to engage students and embed database searching skills in to their routine study practices. It will also explain how this practice has been adopted by students and how the skills have been embedded in the final business pitches at the end of their modules. The presentation may be useful for delegates wishing to work with faculties to incorporate and facilitate information literacy practice and its continuous development to students in their own institutions.

## **Unsettling information literacy: an investigation of academic researchers' responses to critical information literacy in the context of decolonising the curriculum (IL Talk)**

*Frances Marsh*

Decolonising the curriculum has secured purchase in UK universities in recent years and academic libraries have recognised the role they might play (Charles, 2019; Crilly, 2019). Western universities are key sites where 'colonial knowledge is consecrated, institutionalised and naturalised' (Bhambra et al., 2018) and libraries are implicated because empire has always drawn power from cultural practice including the production and circulation of texts (Hudson, 2016). Libraries demonstrably have a part to play, but our initiatives have tended to focus on diversifying resources, and neglected to consider the potential of our approaches to and teaching of information literacy for decolonisation.

This talk is based on qualitative research for a Master's dissertation and will cover the key findings from interviews with academic researchers which explored their reactions to and positioning of critical information literacy (CIL) in relation to decolonisation. CIL's deeper reflections on the power structures and socio-political dynamics of information and student learning has particularly valuable features for exposing coloniality and working with students as co-creators of knowledge (Freire, 1996). The findings revealed that IL might facilitate positionality, practice relationality and consider transitionality, three core processes for decolonising the university (Icaza & Vázquez, 2018). These findings are developed into a set of

suggestions for unsettling IL, offering some points of departure for a more powerful and holistic decolonial pedagogy in the university.

The relationship between critical information literacy and decolonising the curriculum is as yet unexplored and academics' engagement with and opinions on CIL have rarely been examined, so this talk will provide some novel contributions for IL practitioners and researchers in relation to both teaching/ learning and research. The discussion time will offer participants the opportunity to consider IL through a decolonial lens: both its colonial attributes and its potential contribution towards academic libraries' decolonisation efforts. The seminar will also provide a chance to explore the recommendations for 'unsettling information literacy'. Faculty are increasingly mindful of their responsibility to address the whiteness of curricula and imperial legacies in academia (Dar et al., 2020) and this session should help librarians feel more confident in working with academic staff on integrating a decolonial, critical information literacy into academic practices and scaffolding a decolonial approach to navigating information environments.

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# Information Literacy Skills Development from Student to Healthcare Professional: Results From a Longitudinal Survey (IL Talk)

*Hal Loewen and Janet Rothney*

In 2015 we began a longitudinal research project tracking two student cohorts through three health profession programs at the University of Manitoba, measuring their development and retention of information literacy skills as they moved from being students to health professionals. The completed survey tested the students prior to them entering the programs, at the end of their studies, and one year after graduation.

Early data analysis from the information literacy skills tests shows that students gained information literacy skills during their program of studies and, although there is a loss of some skills after graduation, overall skills were still higher than when they began their programs. Survey data showed an increased appreciation and belief of the importance of information literacy skills to their success as students and in clinical practice as healthcare professionals.

These findings are being used to show our healthcare programs that students did quantifiably improve their information literacy skills during their programs, that students value these skills, and that the programs are delivering the information literacy skills students need as healthcare professionals, a competency requirement of the national organizations that accredit these programs (1,2,3). Data and survey results are being used to improve and focus information literacy instruction that they need as students and healthcare professionals.

Our presentation will offer attendees:

- Insight in using a longitudinal study to measure information literacy development and impact
- Brief analysis of data collected from study and preliminary outcomes

## References:

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## Parallel sessions 5

3.00pm – 4.00pm BST

### Helping students “un-learn” search in order to learn it: teaching algorithmic bias to university students in an information literacy session (Masterclass)

*Elizabeth Brookbank*

Librarians and other information professionals who subscribe to the philosophy and practice of critical librarianship—that is, librarianship based on critical theory and principles of social justice—know that search algorithms are not neutral (Pagowsky & McElroy, 2016; Noble, 2018). This concept and its ramifications, however, can be difficult and complicated to bring into the information literacy classroom. It takes time to “un-learn” an idea that has been formative to many students: that a search box—be it on the Internet or in a library database—is a blank space that simply brings back whatever one puts into it; that the results it presents are objective and neutral. And time is, quite often, something that librarians simply do not have, rather they are generally limited to a single, short class session.

Even given the time to tease out these issues in a discussion, students internalize lessons about algorithmic bias best when they are also shown how the concepts discussed look in real life, and are engaged in activities wherein they can influence and control their search results using what they have learned. In other words, librarians should not only tell, they should also show—and engage students in discussion.

This online masterclass will outline a lesson plan and sample activities for teaching students about algorithmic bias that does just that. As a group, we will discuss strategies for guiding students in thinking about and discussing these issues, which can sometimes be sensitive and challenging, with care and compassion using feminist pedagogy (Accardi, 2010). If time allows, we will practice our strategies through role-playing with one another. These strategies include encouraging students to consider how confirmation bias affects their reactions, managing student arguments using questioning and empowering other students, and interrupting microaggressions when they arise (Joseph, 2019).

Given the current reliance on remote learning across the world due to the COVID-19 pandemic, we will also discuss strategies for bringing these same methods and pedagogical values into online learning using guided flipped classroom work, small group breakout sessions, and other online practices that encourage student engagement. The goal of this masterclass is to empower librarians to bring this sometimes tricky, but crucially important, social justice and critical information literacy issue into the library classroom—whether an in-person classroom or a remote classroom.



## Copyright Dough: An interactive workshop based around a new Copyright game (Masterclass)

*Hannah Pyman*

Copyright Dough was created in early 2020 as a fun tool for teaching students, researchers, and staff about copyright licences and exceptions.

Copyright Dough is a game to be run as an interactive workshop. It enables participants to put themselves in the position of different stakeholders, termed within the game as 'creators', 'teachers', 'researchers', and 'students'. Once designated one of these roles, participants are given a task to complete. The tasks all involve creating a playdough model, and each participant is then given a copyright licence for their model. Some participants have full creative freedom with their models, whilst others are either 'inspired by' the creators, or are tasked with copying a creator's model.

With the COVID-19 pandemic leading to a shift to online teaching, Copyright Dough had to be reimaged before it had really begun to take off. This session will therefore briefly explain the concepts behind the original Copyright Dough game, before giving participants a chance to play a newly designed virtual version of Copyright Dough. Some discussion as to why this format of teaching works will then be had, with opportunity also given to participants to suggest areas for improvement.

This online version maintains the concept of serious play from the original game, whereby the workshop has been developed with a learning outcome in mind. The benefits of using play for teaching are broad, and thus it was crucial when shifting to online that we kept as many of these aspects as possible. For example, this game includes the concept of 'flow', whereby players become immersed within the game, providing a safe space to fail.

Originally, Copyright Dough was designed with playdough as it is both practical and light-hearted, and thus works as an engagement tool for a topic that does not always see high levels of enthusiasm. While we could not rely on playdough for an online version, we retain this idea through asking participants to instead create drawings. Discussion based on these drawings then follows.

The discussion itself allows for consideration of where copyright law may or may not have been met. In discussing the ways copyright licences affect different stakeholders in different ways, the complexities of copyright become more straightforward. Copyright therefore becomes seen as an enabler of creativity, and not a restriction.

Supplementary information giving details about copyright licences and copyright exceptions are provided with the game, and can be used by the facilitator to prompt discussion, and give factual information to supplement participants' points.

As discussion is a key aspect of this game, participants will gain confidence in speaking about copyright, and will understand that there is always an “it depends” behind copyright decisions.

While in the online version of the game it becomes too difficult to assign each player varying roles, the facilitator ensures different perspectives are considered. Resultantly, participants come to understand that the context of the decision is crucial when considering copyright. By enabling discussion from different perspectives, participants better appreciate how copyright has different effects at different stages of an academic career.

This all takes place within a light-hearted, creative context, providing a memorable experience for participants, and giving facilitators a fun concept to use when promoting copyright sessions.

Delegates at the FestivIL by LILAC should attend this session if they are interested in using a new approach to engage members of their institutions in copyright literacy. The session itself will offer a chance to play this innovative new game, and will also include an explanation as to why this approach was chosen to teach copyright literacy, along with how this game differs to others.

Learning outcomes:

- Become aware of different copyright licences, and the way they affect different stakeholders
- Understand that copyright exceptions can be used by different stakeholders in different ways
- Become more confident in discussing copyright

## **Hindsight 2020 (Panel Discussion)**

*Melissa Highton, Jane Secker and Josie Fraser*

Hindsight bias can be dangerous if it leads us to think we ‘knew it all along’. We all suffer sometimes from memory distortion (“I said it would happen”), inevitability (“It had to happen”), and foreseeability (“I knew it would happen”). Our panel will join you in reflecting on, considering and explaining what has happened and how things that didn’t happen, could have happened. How would things be different if we knew then what we know now?

Each of our panel have more than 10 years as change agents in information and digital literacy and have led high profile initiatives to shift thinking and disrupt traditional ideas in (in)different institutions and sectors. Together they will bring unique perspectives on the topic of ‘2020 hindsight’. Come along to find out if their radical inclinations have been tempered by their time in institutions. The panel will include past LILAC keynoters and information literacy campaigners. Panel members confirmed are Josie Fraser, Jane Secker and Melissa Highton and two more people yet to confirm.



## Information Literacy and Gen Z (IL Talk)

*Heather Dalal, Art Taylor and Sharon Whitfield*

Like the generation that preceded them, Gen Z students grew up with information constantly available. With such a wide variety of resources available, students are not always aware of the quality or accuracy.

While librarians and academic professionals understand that many internet resources lack the quality and focus of curated library collections, it is uncertain how Gen Z students assess the quality variations of internet resources versus information provided in a library collection. Specifically, how do they perceive the blurred distinction between curated, journalistic news sources versus publicly curated sites such as Wikipedia, social media information sources, or the increasingly common 'conspiracy theory' websites and their news content.

Previous studies identified questionable search behavior with the millennial generation (Taylor, 2015), and some gender specific variations in source assessment (Taylor & Dalal, 2017). The purpose of this exploratory, quantitative study is to extend previous research through surveys of Gen Z subjects in a college setting.

Data collection for the study reported here included a survey where student subjects self-reported their search behaviors. The survey population consists of Rider University students. Rider University is a private institution located in Lawrenceville, NJ. The student population of 4,824 consists of 38% minority students, 59% of students are women, 25% of students are out of state, and 1% are foreign. Later stages of the research will examine more specific search behavior and seek to further the generalizability of findings with other student populations. Those attending this session will hear the current results of research concerning student evaluation of information sources with specific comparisons of various internet information sources versus library collections.

## References

- Taylor, A. (2015). A study of the information search behaviour of the millennial generation. *Information Research*, 17(1).
- Taylor, Arthur; Dalal, Heather A. (2017). Gender and Information Literacy: Evaluation of Gender Differences in a Student Survey of Information Sources. *College & Research Libraries*, 78(1), 90-113.

## Enhancing student engagement in an online teaching environment (IL Talk)

*Aine Carey*

In common with all academic libraries, our teaching programme in 2020/21 was delivered online. Our initial planning focused on how to change our activity-based model to work in an online environment, and what pedagogical approaches worked best.

During the course of the academic year, the importance of connecting meaningfully with learners began to become clear.

This was more than just providing opportunities for feedback and questions, and using break-out rooms for activities.

Ultimately, it was clear that from the start of the class, the online environment both depended for its success on forming a human connection with the participants, and also provided the means to establish meaningful connections in unlikely ways.

I would like to share my experiences of leading a teaching team in Maynooth University library during this time period, covering:

- What we did in practical terms: tools, and approaches we used to connect with our students
- The 'human' side of online teaching: how to establish a connection in a way that makes the experience meaningful for all
- The question of whether online delivery, while never the complete solution, may offer a way to democratise the learning experience for students
- What we can take away from online delivery in terms of effective engagement and contributing to achievement of learning outcomes

# Parallel sessions 6

4.05pm – 4.50pm BST

## Lost in paradise: reviewing students' level of information literacy at an organisational level (Lightning Talk)

*Alison Pope and Julie Adams*

A project run in late 2019 and early 2020 at Staffordshire University sought to understand how clear the library's offer is to students and how easily students can negotiate the library's digital presence to access information. We did not look at the discoverability of resources - that is a completely different matter. Instead the project focused on how easy it might be for our students to locate appropriate information in order to get the best from the Library and, therefore, their experience at University. We tried to understand how students interact with our information interfaces to solve their learning questions.

We were interested in assessing whether the concept of 'atomic content structure' (University of Michigan, 2019) helps with content discovery and whether we have sufficiently adopted the principles of content chunking in order to facilitate the ease with which students can scan and locate the appropriate path through the information provided (Moran, 2016).

In the context of the project we worked with Student Ambassadors to find the answers to a range of questions using the University's web pages, the Library's LibGuides, the student app (My Staffs) and our University AI tool, Beacon Bot. Which tool/s did they use, which routes did they prefer, how easily and swiftly did they access the answers they needed? Is there enough clarity and consistency in the language and terminology used when approaching library information from different starting points?

Data obtained from the testing presented us with some interesting results and gave us some challenging directions for development work on the clarification of our offer.

We hope that our exploration has helped us re-design our webpages to help everyone including our own co-workers in Student and Academic Services and Digital Services teams and who use library information to advise students appropriately at initial point of contact.

### References

Moran, K (2016) [How Chunking Helps Content Processing](#). (Accessed 25 October 2019).

University of Michigan (no date) [Atomic Content Structure](#). (Accessed 25 October 2019)."

## **Are We In-Sync? Students' Virtual Instructional Experience and Perceived Information Literacy Skills in Time of Pandemic (Lightning Talk)**

*Joseph Yap and April Manabat*

The COVID-19 outbreak has brought a drastic change in the current educational system. While distance learning and online instruction is not really a new concept in the field of education (Kurzman, 2013), it has been intensified with the aim of minimizing physical interactions without jeopardizing the quality of knowledge transfer. The emergence of technology has also implicated changes in the information-seeking behavior of students over time (Oliveira & Greenidge, 2020). Online library orientations and virtual one-shot information literacy sessions have been in place to supplement virtual classroom instructions by teachers (Lierman & Santiago, 2019). The Nazarbayev University (NU) Library through its Reference Office took action and managed to implement creative ways to conduct online sessions. This presentation documented NU students' virtual library experiences with subject librarians during the pandemic as perceived by students. The 10-item workshop evaluation revealed that students felt very satisfied with the content, coverage, and organization of library sessions. They also highly agreed that the conduct of library sessions was practical, clear, and has an avenue for interaction and development of their Information Literacy (IL) skills. In a follow-up study with workshop evaluation respondents, a stratified sample size of 101 is determined to identify the current information literacy skills of students. Students were given the opportunity to conduct a self-assessment of their IL skills. With a 31.68% response rate, the eight-item IL skillset affirmed that students personally believed they were advanced users in searching and evaluating information sources. This presentation also determined the frequency of follow-up sessions requested by the students even after attending the online library orientations and IL sessions; the kind of reference questions they ask; and their preferred mode of virtual communication. Data included in this research was gathered between August 17 - November 27, 2020. To investigate further, an analysis of the reference queries received during the Fall 2020 semester using Reference Analytics was conducted.

## **Deactivating learning: A critique of active learning (Lightning Talk)**

*Alison Hicks*

Active learning plays a key role within librarian teaching practices. Referring to "an educational approach in which teachers ask students to apply classroom content during instructional activities and to reflect on the actions they have taken" (Thomas, 2009, p.13), active learning emerges from constructivist educational

theory to move the focus of learning from assimilation to discovery. Credited with boosting achievement and motivation as well as retention of material, active learning has since become embedded within both face-to-face and online information literacy instruction as well as in professional information literacy documents (e.g. Secker & Coonan, 2011; ALA, 2008). At the same time, the complexity of online information environments as well as growing understanding of the sociocultural pressures that constrain and enable the enactment of information literacy practices means that the decision to employ active learning techniques raises a number of questions. Beyond exposing students to technologies that may track and surveil them, the employment of active learning techniques could also be understood as sidelining the pedagogical benefits of lurking, non-participation and resistance as well as contributing to narratives that problematically position participation as a panacea for structural inequality. Drawing upon traditions of critical pedagogy, this paper problematises active learning by critically examining the ways in which these techniques are employed within information literacy instruction. While the paper ultimately stands behind the need for student-centred and reflective pedagogy, its interrogation of an increasingly taken-for-granted core professional concept will be of interest to any library educator interested in critical and radical information literacy as well as the design of thoughtful and responsive pedagogical interventions.

## References

- ALA (2008). [Standards for Proficiencies for Instruction Librarians and Coordinators](#).  
Secker, J. & Coonan, E. (2011). [A New Curriculum for Information Literacy](#).  
Thomas, T. (2009). Active learning. In: Provenzo, E. (ed.) *Encyclopedia of the Social and Cultural Foundations of Education* (pp.13-14). Thousand Oaks, CA: Sage.

## Copyright, information literacy and criticality (Panel Discussion)

*Jane Secker, Chris Morrison, Michelle Dalton, Caroline Ball, Padma Inala and John Hynes*

In this panel discussion we explore the range of issues that have arisen during the pandemic related to copyright and broader issues of information and digital literacy. The authors have argued that understanding copyright is a fundamental aspect of information literacy and this has been brought sharply into focus during the pandemic. Copyright is also a key intersection between information literacy activities and scholarly communication (ACRL, 2013).

Since March 2020 panel conveners Chris and Jane have run regular webinars on copyright and online learning, with around 100 participants joining most sessions.

The topics covered each week highlight the library and education community's concern that copyright should not be a barrier to learning. Guest speakers joining the webinars included legal experts, librarians and representatives of rights holder and other international organisations. Many of the sessions highlighted the relationship between copyright and broader information literacy issues by exploring topics such as:

- How academics and students get access to information for their studies (whether published as books, in audiovisual format or available openly on the internet) and whether the licences we have for this content are fit for purpose
- How teachers and students can find and share content online legitimately, and the legal and ethical implications of showing copyright content in a virtual classroom
- How to make decisions about relying on copyright exceptions and who within an organisation makes those decisions
- The difference between 'commercial' and 'non-commercial' education and research activities
- The use of Creative Commons and open educational resources
- How to teach others about copyright in a creative way, and how to shift that teaching online

These questions have traditionally been seen as the responsibility of institutional copyright specialists who are usually based in academic libraries. However, the pandemic has highlighted the importance of collaboration between different education communities to address copyright issues. We'll share findings from research into copyright specialists that highlights the opportunity to create policies and strategies that support a collective and broad interpretation of copyright exceptions (Morrison, 2018). The panel will also include a discussion on the need for librarians to act as advocates for copyright reform at a higher level in their organisation and through professional bodies (Secker et al, 2019). We will conclude by considering the notion of critical copyright literacy (IFLA 2018), the wider relationship between IL and information privilege (Booth, 2016) and discuss the extent to which this should be a fundamental part of the teaching that librarians offer to others and receive themselves.

## References

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- Booth, Char., 2016. [For the Greater \(Not\) Good Enough: Open Access and Information Privilege](#) (transcript, OCLC Distinguished Seminar Series)
- IFLA (2018) [Accelerating Access: IFLA Statement on Copyright Education and Copyright Literacy](#).



Morrison, C (2018) [Illustration for Instruction and the UK Higher Education Sector: Perceptions of risk and sources of authority](#). Masters dissertation, King's College London.

Secker, Jane , Morrison, Chris and Nilsson, Inga-Lill (2019). [Copyright Literacy and the Role of Librarians as Educators and Advocates](#). Journal of Copyright in Education & Librarianship, 3(2), doi:

## **Emotional labor among information literacy librarians during the COVID-19 pandemic (IL Talk)**

*Karen Sobel and Lorrie Evans*

During the COVID-19 pandemic, information literacy librarians did an impressive job of turning on a proverbial dime. Many of us shifted from providing in-person instruction to online instruction overnight. We've supported stressed-out students as they've struggled to continue working toward their goals. We've collaborated with stressed-out faculty as we both work to identify new practices in an ever-changing environment. Layers of change, emotion, and exhaustion overlay our work and our successes.

The research surrounding the concept of emotional labor can provide some understanding of workplace stress but misses the real nuance of what we call emotional labor in our work as librarians. In a normal environment there are multiple variables contributing to the emotional labor that may come in the teaching we do. The environment has not been normal for some time now, but we continue our work.

In this presentation, we will define the concept of emotional labor as it relates to our work and how it can contribute to stress. We will discuss this in context of additional pressures and unknowns as experienced during the pandemic, and as we seek normalcy. We will then host a conversation about the emotional labor in our working lives and how these concepts can help bolster our professional practice, and to support ourselves.

Plan and outline:

1. Emotional labor in teaching information literacy.
2. Our practice during the pandemic, impact and support.
3. Discussion: Your observations, comments and questions.



## **Using Wikipedia and the ACRL Framework to Jumpstart Students' Information Literacy Engagement (IL Talk)**

*Bethany Mickel and Meredith Wolnick*

Situated as the culminating project within a University Seminar course titled, "A Diversity of Voices: Seeking Truth in Research," our class of undergraduate students contributed to incomplete and under-represented Wikipedia articles as a means to explore their roles in the scholarly conversation. We identified under-developed topics relevant to the course's themes of social justice and inclusivity of marginalized voices. Throughout the term, the Wikipedia research and editing component served as a hands-on application of the concepts of inquiry, source evaluation, bias and partisan examination, and scholarly composition upon which the course was framed.

In this presentation, our aim is to relate our experience with reimagining a traditional research paper and challenge participants to reinvent their own research assignments. We plan to explore the ways in which we leveraged expertise within our own Library in the form of guest speakers on topics ranging from community-engaged research to copyright. In addition, as the COVID-19 pandemic impacted a portion of the term and necessitated a rapid shift to online instruction, we intend to relate critical lessons learned and share how, even in challenging and distanced times, connecting students and showcasing their work both synchronous and asynchronous methods is possible.

While our Wikipedia editing component was integrated into a full semester course, we will provide ideas for one-shot instruction session use as well as guide participants to resources for inspiration as well as case studies of use.

## **A flipped classroom approach to teaching search techniques for systematic reviews to encourage active learning (IL Talk)**

*Karen Poole*

There is high demand at King's College London for support around searching for systematic reviews. In July 2019 Libraries & Collections made e-learning compulsory ahead of attending our sign-up search techniques for systematic reviews course. We aimed to increase time to focus on challenging elements like subject headings, which could be considered threshold concepts (Meyer et al, 2010).

The flipped classroom approach which has been used successfully in one-shot information literacy teaching (Brooks, 2014) requires some learning done ahead of a session, with class time used for discussion and checking learning. Benefits can include a positive impact on learning motivation and/or engagement and academic performance (Zainuddin et al., 2019).

Our session now includes more active learning including cooperative/collaborative

and peer feedback activities. Learners apply knowledge from e-learning to real-life activities creating and evaluating their search strategy, and teachers can address common elements of troublesome knowledge.

We encourage learners to reflect and evaluate on their learning. All respondents would recommend this session. Common feedback themes identified: increase in confidence; better understanding of subject headings and grey literature; appreciation of time to work on search strategies and receive feedback. These reflections fed into further developments including more coverage of adapting a search strategy to different databases.

Early responses from an impact questionnaire sent to attendees in the weeks following their session indicate it was valuable and increased confidence.

Paused in 2020 the session has relaunched in 2021 as a 2-hour webinar, which aims to retain active learning elements.

Attendees will gain an insight into the benefits and weaknesses when using a flipped classroom approach, and how this can encourage active learning. They will have a chance to reflect and share on where/how they might use a flipped classroom, consider active learning strategies, and what threshold concepts could then be prioritised in teaching.

## References:

Brooks, A. W. (2018). [Information Literacy and the Flipped Classroom: Examining the Impact of a One-Shot Flipped Class on Student Learning and Perceptions.](#) *Communications in Information Literacy*, 8(2), 225-235.

Meyer, J., Land, R., & Baillie, C. (2010). *Threshold concepts and transformational learning*. Rotterdam: Sense Publishers.

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# Thank you for coming!

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