

2024
LEEDS



LILAC: THE INFORMATION LITERACY CONFERENCE

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Chair's Welcome



Dear Delegate,

Welcome to LILAC 2024 at Leeds Beckett University. This is our 18th conference and I'm delighted to return to the city of Leeds which last hosted LILAC in 2006. On behalf of the CILIP Information Literacy Group and the LILAC Committee we are really pleased you are joining us at the conference. And 2024 is a special year for information literacy as it is 50 years since the term was first coined by Paul Zurkowski.

Whether you are new to LILAC or an old timer like me I know the next few days will be wonderful and inspiring and we are so looking forward to our time together.

I hope you enjoy the thought-provoking presentations, workshops and symposiums, inspiring keynotes and panel discussions. The LILAC Committee have worked hard to put together a great programme and I'm really grateful to all our committees, working groups and members for their hard work and ongoing support. Everyone involved in LILAC gives up their time for free and we're really grateful to the team for their efforts. And I know for many people LILAC remains a highlight in our professional calendar.

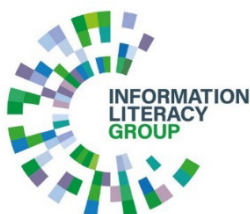
LILAC is an opportunity to meet like-minded people and develop your information literacy practices. However, it's not just about the programme, so there are lots of opportunities for taking some time out and letting your hair down at the social events. It's a chance to make new connections and catch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

We hope you enjoy the warm hospitality in Leeds, and I would like to thank the local team for all their efforts over the past year. It's wonderful to bring LILAC back to such a vibrant city. Enjoy these three days and I hope you are inspired and challenged as we discuss and debate information literacy in all its forms.

Jane Secker
Chair, CILIP Information Literacy Group

Our Sponsors

We are grateful to our sponsors for supporting LILAC in 2024.



The Information Literacy Award

iLA

INFORMATION
LITERACY AWARD

2024

CILIP IL Group Award Winner 2024

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

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

This award is judged by:

Ella Wharton (University of Nottingham)

Elizabeth Newell (JISC)

Dr. Konstantina Martzoukou (Robert Gordon University)

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



Keynote Speakers

Panel discussing Artificial Intelligence (AI) and information literacy

The panel will be made up of:

- Erin Nephin (chair)
- Sam Thomas
- Josh Rodda
- Masud Khokhar
- Martin Wheatley

Erin Nephin

Erin Nephin (pronounced “knee-fin”) currently works as a Library Academic Support Team Manager at Leeds Beckett University. As a result of her role supporting academic integrity, she has been heavily involved in the development of student guidance around the responsible and ethical use of generative artificial intelligence tools across the university.

She is particularly interested in how current discussions around the use of artificial intelligence in learning might be harnessed to strengthen information and digital literacy skills for all members of an institution and provide opportunities for wider collaboration, including those who may not be directly involved in teaching.

Sam Thomas

Sam Thomas is the Knowledge and Library Services Manager at University Hospitals Dorset NHS Foundation Trust. He has previously worked for the UK Health Security Agency and Bournemouth University. Sam has a clinical healthcare background, having trained and worked as an Orthoptist in the NHS prior to moving into a career in librarianship in 2017.

His professional interests include the exploration and implementation of AI and associated technologies in the health libraries sector. He is a committee member of the IFLA Artificial Intelligence Special Interest Group.

Josh Rodda

Josh Rodda is a Learning Development Librarian at the University of Nottingham. Having spent 10 years as an early career historian, he turned to academic librarianship during the pandemic, and he is now a member of the ILG New Professionals Sub-committee and one of the hosts of the Chatting Info Lit podcast.

Josh co-created Nottingham's student-facing guide to AI in Higher Education, and he has since designed and led sessions on AI for postgraduate Arts and PGCHE students.

Masud Khokhar

Masud is the University Librarian and Keeper of the Brotherton Collection at the University of Leeds. A computer scientist by education, and with libraries in his DNA, Masud is passionate about digital leadership and innovation in the changing library and archive environments.

His core interests include strategic development, digital transformation, open research, and inclusive leadership. Masud is also Chair of Research Libraries UK (RLUK) and a firm supporter of diversity embedded in our thinking and practice within libraries and collections.

Martin Whatley

Martin is a passionate educator with nearly 20 years of experience in Further Education. His career has taken him from a Subject Librarian to Deputy Head for Digital Innovation and Independent Learning. Across these roles Martin has delivered Information Literacy support whilst also experiencing and overseeing significant digital transformation within his team and organisation.

Martin is particularly interested in the impact and opportunities presented by AI. His current role is focused on investigating, implementing and supporting the application of AI within Luminate Education Group. Currently, he is collaborating on the development of various pilot programmes that support the AI initiatives within Luminate Education Group, aiming for beneficial integration across the organization.

Artificial intelligence and information literacy: seismic shift or passing fad

Since the launch of ChatGPT in late 2022, it feels like artificial intelligence (particularly, generative artificial intelligence) finds its way into every discussion. With the speed that these technologies are developing, how do we ensure that our

communities are equipped with the information literacy skills to understand and harness the opportunities that these tools offer?

In this keynote, colleagues in a variety of roles will discuss how the sudden swell in interest around artificial intelligence is providing opportunities and challenges for teaching, learning, and research. With a focus on information literacy, panellists will consider what the future might look like alongside these emerging technologies. Will these technologies change the landscape permanently or are they only another internet fad?

Maha Bali

Biography

Maha Bali is Professor of Practice at the Center for Learning and Teaching at the American University in Cairo. She has a PhD in Education from the University of Sheffield, UK. She is co-founder of virtuallyconnecting.org (a grassroots movement that challenges academic gatekeeping at conferences) and co-facilitator of Equity Unbound (an equity-focused, open, connected intercultural learning curriculum, which has also branched into academic community activities Continuity with Care, Socially Just Academia, a collaboration with OneHE: Community-building Resources and MYFest, an innovative 3-month professional learning journey). She writes and speaks frequently about social justice, critical pedagogy, and open and online education. She blogs regularly at <http://blog.mahabali.me> and tweets @bali_maha.

Teaching Critical AI Literacy

In this interactive session, participants will explore ways of teaching various dimensions of Critical AI Literacy in a fast-changing landscape. Participants will be encouraged to reflect on appropriate metaphors that help educators and learners better understand discuss AI, and experience some activities on how metaphors may be used in the classroom to help develop critical AI literacy. We will suggest a compassionate approach to discussing AI with students. We will also explore various activities to help learners understand how AI works, uncover the inequalities within AI development and use, and support learners in distinguishing why, when, where and how AI may be useful versus detrimental to them. Participants will be encouraged to benefit from and share existing resources on teaching with and about AI.

Andy Walsh

Biography

Andrew is a Neurodivergent National Teaching Fellow, librarian, and trainer. He is currently Development Manager for Academic Libraries North, in addition to running freelance workshops and training on topics such as teaching, leadership, and neurodiversity, normally with a focus on playfulness or play. He's written and edited many things on information literacy, play, teaching, leadership, neurodiversity and fairy tales including books and journal articles; together with setting up and running the diamond open access Journal of Play in Adulthood. Amongst other awards, he was winner of LILAC's own IL award in 2012! Currently trying to help build supportive networks for neurodiverse library workers alongside editing a book of their experiences. He can be found occasionally blogging, but mainly on Bluesky (as Playbrarian) or Mastodon.

Playful and compassionate approaches for inclusive information literacy instruction

Playful approaches to teaching, especially for one-shot teaching of information literacy sessions, are often thought of being primarily about fun, engagement, and making a session more memorable. There are however, often other, deeper layers behind playful approaches to teaching IL and these approaches can also be about compassion, or love. The point of Information Literacy instruction in Higher Education itself can be seen in different ways, perhaps along a spectrum including "do what the lecturer asked" (obeying authority), and "supporting students to meet their information needs in the best way for them" (contextual support given with love). Some of us may tend more towards one end of that spectrum than the other, especially people like myself who both embrace the shifting power dynamic inherent in playful approaches, and have a typical neurodivergent, especially autistic, tendency to resist blindly bowing to authority figures. This talk will outline one neurodivergent librarian's view of playful learning, compassionate pedagogies, and how these link to information literacy instruction.

Parallels Abstracts

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

Parallel sessions 1

Humans are still needed: developing Newcastle University's approach to AI literacy

Emily Dott and Terry Charlton

Artificial Intelligence (AI) is transforming the world of education, offering new opportunities and challenges to both staff and students (QAA, 2023). In this presentation, we will share how Newcastle University's Library and Learning and Teaching Development Service (LTDS) collaborated to deliver our institutional response to AI. We will focus on how we jointly responded to the emergence of AI, how we developed guidance, and how we empowered staff and students to use AI effectively and ethically.

The presentation will describe the AI journey Newcastle University has been on so far, from our immediate principles-led response in early 2023 to our evolving approach to embracing AI with input and alignment to Russell Group guidelines (Newcastle University Learning and Teaching, 2023). We will discuss how we have placed equal emphasis on the development of AI Literacy (AIL) competencies for staff and students, recognising the importance for academics' personal development and practice and their vital role in student IL (Prasetyawan, Heriyanto and Shuhidan, 2021). We will explain our focus on criticality as the binding element at the intersection of AI, Digital, and Information Literacies (SCONUL, 2016; Long and Magerko, 2020; Ng et al., 2021). We will also outline our approach to student engagement which has built on the commonalities across IL and AIL (Hervieux and Wheatley, 2022) to embed AI within our existing student information and digital literacies framework (Newcastle University Library, 2023).

We will share our collaborative and cross-institutional approach to supporting staff and students' critical use of AI. This includes the development of a range of staff engagement activities and resources to raise awareness of AI tools, from introductory webinars and practical assessment workshops to podcasts, case studies and large-scale AI themed events. We will also showcase our student-facing Canvas module - AI for Learning - which helps students get to grips with AI in their learning and assessment, and begins to address the challenges set by the Russell Group's

five principles for the use of generative AI in education (Russell Group, 2003). In all cases, we will demonstrate how we have helped integrate AI into teaching and assessment best-practice, whilst always ensuring academic rigour is upheld. We will use Vevox to gather feedback from attendees on whether you agree with the line we have drawn for acceptable use of these technologies and the clarity of our communication with our student and staff community.

Finally, we will reflect on the challenges and opportunities that we have encountered and learned from our collaboration and delivery of guidance, sharing the results of our mid-year evaluation. We will also discuss some of the future directions and plans we have for enhancing and expanding our support for staff and student AI Literacy as we move towards a new academic year.

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Research refresh: from the sparks of creative practice to a future vision for IL?

Rosie Enys

Students studying creative subjects are often reticent about the role of the library in their practice, often not recognising its relevancy (Smyth et al., 2022). At Falmouth University we observe many of our students from the creative disciplines overlook the role of the library in supporting their practice. The library and 'research' are often seen as requirements for their written assignments alone.

There is seems to be a dichotomy between the nature of practice and its organic creation, and the processes and systems involved in the organisation of the library's (and wider) information landscape. Cowan (2004) explored this and called for an expanded view of information-seeking in the creative process, recognising that it "begins and ends outside the walls of [my] the library" (p.19).

The act, or process, of researching may be seen as something entirely different from activities the students are primarily engaged with during their studies. In my experience, the students can feel that exploration of the physical and digital spaces of the library is at odds with the immersive creativity of their studio practice.

Through information literacy (IL) sessions I have developed ways of exploring these observations and I have heard clearly the dissonance between the established frameworks for IL and the needs of creative practitioners.

My colleagues have had similar reflections from their teaching, and the team's shared experiences of supporting these students fuelled us to develop a standalone 'bitesized' session focussed entirely on research for creative practice. This optional sign-up session is in its second year and has been popular with students and academic staff alike.

This presentation will review our attempts to reframe core information literacy skills through this session to help connect practice-based students with the value of research. It will draw on student feedback as well as my own reflections on the session and my wider teaching experiences and will include opportunities I see for enhancing engagement and expanding on research support for students of creative practice courses.

In conclusion, the process of adapting information literacy support for creative practice students can serve as a model for navigating complex information landscapes in various disciplines. By exploring how information literacy can be tailored to the specific needs of creative practice students, we can gain insights into how to better navigate the increasing complexity of information for ourselves and our students across all disciplines.

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“Never have I ever used Google Scholar”: hypocrisy and authenticity in library and academic skills teaching

Rachel Davies and Joe Larkin

Discussions of authenticity in academic librarianship have focused on many areas such as EDI work (Brown & Leung, 2018), personal branding (Ahmad et al, 2016), and leadership (McAuliffe et al, 2019). This paper aims to expand the discussion of authenticity to discuss truthfulness and hypocrisy in library and academic skills teaching, as limited research has been done in this area to date.

Vocational awe (Ettarh, 2018) can lead librarians to view ourselves as perfect searchers, transmitting our infallible methods to students. This can lead to an authenticity gap, for example, promoting resources and techniques which we know are flawed and may not be using ourselves. Kiliçoglu et al (2019) note that such organizational hypocrisy can create mistrust and cynicism in students and staff. Conversely, greater authenticity in library and skills teaching can improve student engagement (Klipfel, 2014).

Fritch (2018) highlights the need for critical library instruction, and the need to

dismantle the view of librarians as authority figures and students as passive recipients of knowledge (see hooks, 1994). Yet librarians and academic skills tutors are often in the tricky position of having to promote specific library resources and methods, while also helping students to solve practical problems and ultimately get their work done.

This session asks attendees to reflect on their own truthfulness and authenticity in teaching using a “never have I ever” activity, and to open up a dialogue about how we might do better.

LEARNING OUTCOMES

After attending this workshop, attendees will:

Have a better understanding of how and why hypocrisy might occur in library and academic skills teaching

Reflect on their own teaching practice in a non-judgemental environment

Consider and discuss how we can engage better with students through more authentic teaching methods

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‘Selling’ information literacy to the business school through alignment with the employability agenda in higher education

Laura Broadbent

“Never before has there been more focus on the role that universities have in getting students into graduate jobs” (Hewitt, 2020, p. 7). Universities across the world are facing this pressure (Cheng et al., 2022; Marginson, 2023). In the UK, after the Augar review positioned workforce development as higher education’s core purpose (Department for Education, 2019), rhetoric against “rip-off degrees” (those that do not lead to professional employment) has recently been stepped up (Sunak, cited in Morgan, 2023). Furthermore, for business students themselves, employability is a key motivator (Bennett, 2022; Buglear, 2014). Regardless of academics’ own views on HE’s purpose, courses are now increasingly designed around employability (Sin et al., 2017). In my own university, my teaching practice was disrupted when academic skills teaching time within business courses was lost to employability skills.

Previous work has explored how librarians might market information literacy (IL) by articulating its aims in language used by faculty, students and employers (Coveney et al., 2019; Saunders, 2013). IL is relevant to employability as well as academic skills (Stebbing et al., 2018), and thus might be articulated either way. By “constructively aligning” (Biggs & Tang, 2011, p. 97) the objectives and activities in my teaching sessions with those of employability-focused modules, I was able to ‘sell’ IL to the business school and regain teaching time within core modules. Hewitt (2020) noted the distinction between employability (as a skill), and “employment outcomes” as a metric, on which universities are ranked (p. 17). In these sessions, students learned to use information both to inform business decisions (employability) and for job-seeking (employment outcomes). Students explored the threshold concepts of “authority is constructed and contextual” and “information has value” (ACRL, 2016), rather than searching business databases. This opened opportunities to promote IL’s importance in multiple contexts besides education – particularly the workplace and everyday life – as set out in CILIP’s (2018) definition of IL.

This workshop offers attendees the opportunity to try out some of these teaching activities and reflect on how they might be adapted to use with their own students.

Attendees will be encouraged to discuss the impact of the employability agenda in higher education on their own practice and share their own experiences and tips. We will consider how to design IL teaching objectives and activities to align with an employability-focused curriculum and the strategic aims of the organisation, whilst also creating opportunities to advocate for IL as an essential life and business skill for all. .

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Parallel sessions 2

Faculty development and the future of information literacy: a panel discussion

Jane Hammons, Amanda Folk, Michael Flierl

Faculty development can potentially provide librarians with a path for creating significant change related to the teaching of information literacy on our campuses, as well as a chance to impact teaching and learning more broadly. Some librarians have even argued for a faculty development model of information literacy instruction, in which librarians limit direct instruction to students to concentrate on teaching faculty how to teach information literacy (Miller & Bell, 2005; Smith, 1997). Faculty development has not traditionally been recognized as a major role for librarians, although there is evidence within the literature of growing interest in librarians adopting the faculty developer role in support of their information literacy goals (Bowles-Terry & Sobel; 2022; Handler & Hays, 2019). However, for a variety of reasons, some librarians may hesitate to implement or engage in faculty development. Librarians may lack the time, have concerns about their ability to act in the faculty developer role, or worry that their efforts will not be welcomed by disciplinary faculty (Fribley et al., 2021).

In this panel discussion, three librarians with significant experience engaging with faculty development will share their perspectives on librarians acting in the faculty developer role and the potential for this approach to support the integration of information literacy into the curriculum. The three panelists have experience working at a variety of higher education institutions in the United States, ranging from a small private college to large research universities. They have also been involved in different types of faculty development initiatives, including broader campus-wide initiatives, library-led programs, and multi-institutional programming. Such experiences have informed their varying approaches and perspectives on this topic.

Panelists will be prepared to discuss several key themes related to librarians, information literacy, and faculty development:

- Role of faculty development in supporting educational goals of librarians
- The relationship between faculty development and the one-shot session
- Theoretical or pedagogical perspectives informing faculty development approaches
- Challenges associated with librarians and faculty development
- Librarian competencies related to faculty development
- Faculty development and librarian identity and expertise
- Recommendations for getting involved in faculty development

The goal of the panel is to encourage thoughtful discussion among the audience about the potential for faculty development to transform the teaching of information literacy and the way in which librarians are viewed on campus. To engage the participants, the panelists will provide a list of potential discussion questions based on the themes above and allow the audience to vote on which questions they would most like the panelists to address. In addition, participants will have the opportunity to add their own questions.

The audience should leave the discussion with a better understanding of the potential for librarians to use faculty development in order to achieve their goals as well as practical tips for how they can start or expand their own involvement in faculty development.

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Plagiarism and AI tools: an example of linking information- and digital literacy in your teaching

Anna-Lena Hoh

In May 2022, I started as scientific information specialist for student's digital literacy at the library of Maastricht University (UM). At UM Library, we understand digital literacy as not only knowing the technical aspects, but also having a critical and conscious attitude towards them (Becker, 2018). Although I am aware of theoretical debates whether one literacy is part of the other (Tuominen et al., 2005), or the other way around (JISC, 2022; Vuorikari et al., 2022), I will leave this discussion for elsewhere and will focus on the complementary (Cordell, 2013) and practical aspects that I combine in my teaching.

Even before the hype of ChatGPT and the rise of AI tools, has there been a link between information literacy and digital literacy (see for example: Becker, 2018; Cordell, 2013). Probably like many of you, at Maastricht University Library, we have been looking with great interest on how AI tools develop and how our institutions deal with these. Generative AI is developing fast and affects (higher) education; especially the assessment of written papers is considered a challenge. However, dealing with AI in a responsible way is an important aspect where academic libraries can play a role (Michalak, 2023).

At the library in Maastricht, we also realised that the development of AI tools requires linking information literacy and digital literacy. In this presentation, I will share my wider experiences and the challenges I encountered in my position as digital literacy expert in a University Library over the past year, and how I dealt with these in my teaching. As a specific case, I will share one of my teaching examples, where I took an information literacy session on plagiarism and included digital literacy elements: the use of AI tools. I started with an existing frame of an information literacy workshop on plagiarism, where students first get to guess whether a certain case is plagiarism and later they get to see what plagiarism entails and how to prevent it, and included the use of AI tools, mainly ChatGPT. Here the complementary aspects were leading, such as scientific integrity, transparency, and referencing of AI tools.

By providing this example, I want to stimulate your thinking on how you can go beyond the theoretical debate and give some tips on how to connect information- and digital literacy in your teaching material and sessions. I will also provide a quick glimpse into our future plans, where we will also combine digital and information literacy, by experimenting with the use of AI tools for other aspects of our information literacy programme, such as resource discovery. At the end of the presentation, I would like to invite the audience to share their experiences and provide feedback.

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Information LGBTQIA+ disinformation: information literacy for allyship

Anne-Lise Harding, Beth Montague-Hellen

Throughout history, sexuality and gender issues have been used to polarise and divide and this is now reflected in our online lives too. In the media, including on social media platforms; ‘culture’ wars are in full swing. The case of Elon Musk using his own platform X to spread false anti-gay rumours (NBC News, 2023) and decry the “woke mind virus” (The Street, 2023) is a perfect example of this conflict between two extremes.

This online conflict has very concrete consequences in our society: hate crimes against trans-people have risen by 168% in the last five years in the UK (Stonewall, 2023) is only one of those shocking statistics.

In this war, disinformation, a type of misinformation, aiming to deliberately hurt people (Oxford Reference, 2023), often to reinforce discrimination, is a key weapon. Information Literacy education, as well as an awareness of misinformation tactics are key to tackle this challenge.

For those not working on the frontlines of the debate it can be very difficult to understand. Reconciling what is true ie. what can be evidenced, what is exaggeration or supposition, and what is a signal to others within an in-group, often referred to as a 'dogwhistle' is an ever-evolving challenge.

Much has been written on the strong information literacy competencies of LGBTQIA+ community and how these strongly tie with filling the gaps in understanding themselves and the wider world (Ottonicar et al, 2019). However, little has been written on the intersection of allyship and information literacy and doing collective and individual work as librarians to understand how to support the LGBTQIA+ community better (Kitzie, 2019).

In this presentation, experts from the CILIP LGBTQ+ Network and Information Literacy Group will combine their knowledge and lived experience to present concrete examples of disinformation and discuss how librarians can build help raise awareness of those and on their existing information literacy programmes and training to support library users struggling to understand the debates and opinions aired.

Attendees will come away with a greater understanding of how to assess information about LGBTQ+ issues, particularly around identifying possible bias and motives. Existing resources will be discussed and shared alongside future plans and ideas for resources.

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‘Decoding Doctorspeak’: introduction to medical terminology

Kathryn Aylward

Clinical support staff and administrative staff in the NHS work closely with professional staff and handle substantial amounts of complex medical information daily, but these roles do not require a clinical background or any professional healthcare qualifications. Staff in these positions are therefore not necessarily familiar with the clinical language used routinely in healthcare settings. Without the ability to understand the wording of the information they are processing, healthcare staff are locked out of being able to engage fully with it, and therefore to be truly information literate in their workplaces (CILIP ILG, 2018). This unfamiliarity with medical terminology can provoke anxiety when dealing with both patients and clinicians (Bowie, Halley & McKay, 2014).

An Introduction to Medical Terminology course was developed to provide these staff groups with a way to improve their understanding of medical terminology in a relaxed, informal environment. The underpinning of the course is based on an andragogical approach which prioritises autonomy and self-direction (Knowles, Holton & Swanson, 2015). The rationale behind the design of the workshop and the logistics of facilitating it will be explored, as will the author’s personal journey to designing and delivering the course. Participants will also be invited to take part in two different activities to experience the workshop for themselves.

Though this course was originally developed for use with NHS staff, it will be of interest to those working in further and higher education with students of healthcare disciplines, including nursing/midwifery, allied health professions, pharmacy, and physician associates. It may also be of interest to anyone with experience of healthcare as a patient or carer who would like to know more about how medical language is used.

Summary of Learning Outcomes

- Identify the four components of medical terminology (prefixes, roots/stems,

combining vowels, and suffixes).

- Recognise common medical roots/stems (e.g. cardi-/coron- = heart).
- Demonstrate how to ‘translate’ medical terminology into plain English using the four components.
- Analyse if and how this session (or one like it) would work in their own workplace.

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Intersections of information literacy work and faculty development

Melissa Bowles-Terry and Karen Sobel

Librarians who do information literacy work have, for years, bemoaned the inadequacy of the one-shot instruction session. I co-wrote an article about it (Bowles-Terry & Donovan, 2016), and *College & Research Libraries* published a whole special issue on the topic (Pagowsky, 2022). One effective way to get away from one-shot instruction sessions and embed information literacy in courses and curriculum is librarian-led faculty development, where librarians work with faculty to revise assignments and courses with information literacy at the forefront (Bowles-Terry et al., 2017). For some, including myself, this has led to an identification as a faculty developer.

In higher education, the term “faculty development” is generally used to describe activities and programs designed to improve teaching (Amundsen et al., 2005). The work generally takes place in a center for teaching and learning or center for teaching excellence. Katelyn Handler and Lauren Hays wrote a piece for the ACRL “Keeping Up With . . .” series about faculty development that highlights trends in the field (educational technology, mentoring programs, universal design for learning) as well as reasons for librarians to engage with faculty development: “Librarians benefit from an understanding of faculty affairs, specifically faculty development trends, as these trends impact both the expectations of faculty and students in regard to programming, teaching, and a host of related librarian responsibilities” (2019).

Drawing on my experience as an academic librarian who moved into a faculty developer role, I'll share my perspective on how library training and experience can translate to effective collaborations that support faculty development. Collaborations between libraries, librarians, and faculty development centers result in meaningful faculty development offerings that reach more faculty than offerings provided by libraries alone. In this short presentation, I will discuss potential roles that academic librarians and faculty development centers can play together, with a goal of higher faculty impact in mind.

In this presentation, I will describe and explore four faculty development roles defined by Flierl, Maybee, and Fundator (2019). I'll explain how my library work helped me develop skills in this area, and how I saw this role at work as a faculty developer.

- Facilitator – guides instructors through course design.
- Colleague – nurtures mutually beneficial relationship with instructors.
- Developer – develops instructors to transform their approach to teaching.
- Connector – connects instructors to pedagogic or technology experts.

I see faculty development as an avenue for librarians to move into campus leadership, and a concrete way for librarians to be involved in teaching and pedagogical practice university-wide. I look forward to discussing the value of partnered programming between academic libraries and faculty development centers. These mutually beneficial collaborations greatly benefit the faculty who learn from them. They also expand the breadth of the audiences that choose to participate in them, often connecting with faculty who may not previously have chosen to attend programming hosted in the academic library.

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Generating understanding: opportunities for institution-wide development of information literacy in an age of AI

Erin Nephin

In an age where generative artificial intelligence (AI) tools seem to dominate every discussion, how do you ensure that everyone across a university has the information and digital literacy skills they need to understand the mechanics of these tools and the opportunities, limitations, and ethical issues associated with their use?

The Library Academic Support Team at Leeds Beckett University were asked to lead on the development of student and researcher guidance in supporting the use of generative AI due to our involvement in supporting and developing good academic integrity practice across the institution. Using this work of as an example, we will explore how the educational shake-up caused by the launch of ChatGPT benefited our work as information literacy practitioners and created opportunities for collaboration, particularly with those who had been traditionally harder to reach. Our experience suggests that the opportunities created by this disruptive technology is facilitating a culture of collaboration with colleagues beyond the Library to strengthen information and digital literacy skills for all members of our university, including colleagues not involved directly in teaching. Through our combination of information and digital literacy knowledge, understanding of research, teaching and learning, and our role as relationship managers, we were able to use this opportunity not only to enable collaboration across the university (particularly with professional services colleagues) but also to shape and influence policy and decision making in this area.

In this session, we will discuss how we navigated the challenges raised by generative AI with a focus on our collaborations with colleagues across Library and Student Services, Quality Assurance Services, the Centre for Teaching and Learning, and our Students' Union Advice Service. We will outline how our knowledge of information and digital literacy allowed us to be active players in the shaping of the university's guiding principles and guidelines around the use of generative AI and has allowed colleagues to understand the importance of information literacy as a necessary workplace skill and not just as an abstract concept required for study. We will discuss the benefits and lessons learned from the process, including how we developed

flexible learning materials and created opportunities for co-delivery of sessions with colleagues in the Students' Union and our wider service. Finally, we will talk about some of the ways we are assessing the effectiveness and impact of our work so far, including the collection of feedback.

Attendees will leave with some potential ideas for collaborations, including suggested approaches for identifying opportunities, creating teaching materials for colleagues not normally directly involved in teaching, determining effectiveness and impact of these activities, and sources of support and collaboration beyond your own institution.

Librarians and teachers co-designing for information literacy: creating informed learners in the classroom

Clarence Maybee, Rachel Fundator and Michael Flierl

Academic librarians possess the necessary expertise to teach students disciplinary information practices, but typically have limited access to students in the classroom. To leverage librarian expertise and bring information literacy into the disciplinary classroom, academic libraries have created development programs that prepare classroom teachers to teach about information literacy (Hammonds, 2022; Wishkoski, Lundstrom, & Davis, 2018).

The Creating Informed Learners in the Classroom program takes this idea a step further by bringing librarians and teachers together as partners to co-design information-rich student projects. An educational design model called 'informed learning design' (Maybee, Bruce, Lupton, and Pang, 2019) guided the collaborative design work. Grounded in an approach to information literacy called informed learning (Bruce, 2008), informed learning design guides the creation of learning activities that enable students to use information while simultaneously learning about disciplinary content. Participant materials created during the program were analyzed to examine the capability of informed learning design in supporting librarian and teacher partners in a co-design process.

Partially funded by a grant from the Institute of Museum and Library Service (IMLS), the program was implemented at three research universities in the United States. Of the 15 librarians and 16 teachers who joined the program, 8 librarians and 9 teachers (8 teams) completed the ethics forms consenting to participate in the study. In late 2020, four Zoom sessions were conducted in which the teams applied informed learning design to create student projects in which students engage with information within a disciplinary learning context. Examples of student projects created by the participating teams include creating local public health campaigns to share COVID-

related health information, analyzing forensic data, and extracting information from scholarly articles in chemistry. Data were analyzed by thematic analysis. Data included: 1) worksheets completed during the program, 2) a report summarizing student achievement and experiences completing the projects, and 3) reflections from the librarians.

Initial findings suggest that librarians perceive that informed learning design provides a useful structure and shared language with which to discuss how students use information in disciplinary settings. While challenging to learn, the librarians conveyed that this created a more equitable environment for both librarians and teachers to participate because neither were drawing solely from their own backgrounds. The findings also show that using the informed learning design model made teachers more aware of how students may struggle to use information. Librarians indicated that they felt empowered by applying their expertise to impact important, but often implicit, student learning goals related to using information.

The findings from the study will inform attendees interested in creating educational development opportunities for integrating information literacy into disciplinary learning at their institutions.

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Three men on a podium: employing visual literacy in first-year library instruction classes

Michelle Demeter

Library instruction classes are often the most effective when there is an assigned research project. However, it is possible to teach students the basic skills they need in order to start thinking about the research process, and even get excited about the prospect of undergraduate research, by using images to engage them in

a class that lacks a formal assignment. This presentation will give an overview of how one university library is using photographs and other visual objects to introduce first-year students to the research process by teaching them how asking questions about things they encounter in their everyday lives can lead to formulating research questions and teaching them how research topics develop iteratively. Centered around a famous photograph from the 1968 Olympics that sparked international controversy for protesting racism in sports, this presentation will examine how using a critical lens can inform the selection of significant images that allow students to examine important social and cultural issues while considering their historical context. These contextual impacts connect the photograph to current events and social justice movements that help students associate historical events with their life experiences, offering students an inquiry-based methodology to use what they see and encounter in the world to generate research topics. The presenter will discuss the pedagogical application of the photograph and the overarching library instruction lesson in which it is used. Aspects of the presentation will include an overview of how this idea came about, the selection process of the photograph used (including a brief explanation of why other suggested images were not used), how students reacted to the use of the image based on formal and informal class assessments, how the class developed over four years, how to contextualize the image without an explicit research assignment, and, if time allows, how to manage discussions if the use of selected images prompt inappropriate or challenging comments from students.

Parallel sessions 3

Empowering future-ready students: teaching AI ethics and information literacy through scaffolded assignments

Hanna Primeau and Amanda Larson

While talk of Artificial Intelligence (AI) has entered every sphere of higher education, examples of how to embrace and appropriately teach the distinctly Information Literacy-based skills and knowledge that need to come with using it are sparse (Casal-Otero et al., 2023). Much like information literacy, AI is highly interdisciplinary, and requires many of the same skill and knowledge sets, which includes critical thinking, ethics of information creation and use, and question-asking competencies (Casal-Otero et al., 2023; Tlili et al., 2023). It will be imperative that librarians incorporate AI literacy into their work to help students understand how information is harvested to train generative AI, the ethics and privacy concerns surrounding generative AI, and how they can use AI appropriately in their work. Students are not pausing to learn about the ethics of AI and then waiting to learn how to use it in their day-to-day lives, even though those skills must go hand-in-hand to equip students

for future success within the ever-evolving AI information landscape.

In this presentation, we will share two scaffolded assignments created to teach both the ethics of AI information creation and best practices for use, the latter giving space for participants to explore how to implement similar assignments when teaching information literacy. As noted by Yang Wu, there needs to be an “Emphasis on scaffolding, peer feedback, flipped assignments, connection to critical pedagogy (sic) Train AI as a collaborator in information searching/analysis and improving communication to different audiences” (Bali et al.). Following best practices using Universal Design principles, we wanted to create assignments that not only scaffold into each other so students build skills over time but also show them how different types of AI can be scaffolded within a project, mimicking practical real-world use.

In the first assignment, students explore a branching scenario that explains prompt generation (a skill they will need for their second AI assignment), the results of several prompts we created using generative AI to create images, and then write a reflection to turn in about the nature of those prompts, how they might improve them, and what if any biases seem represented in the prompts. In the second assignment, students will use a scaffolded AI approach to complete their task. First, they’ll use Goblin Tools (goblin.tools) to break down their project into doable tasks, then generate some sort of AI product using a prompt they crafted with a generative AI tool, next they’ll write a reflection about their process, and once they’ve completed their reflection they’ll use Grammarly to check it for grammar issues and its AI tool to change the tone of the piece and generate an AI citation.

Attendees will leave equipped with ideas for how to integrate AI into their information literacy teaching practices, as well as a template for replicating these assignments at their own institutions.

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Co-producing research priorities for health information literacy in marginalised communities

Andrew Cox, Pam Mckinney, Peter Bath and Laura Sbaffi

This presentation reports on a Knowledge Exchange (KE) project that aimed to develop partnerships with marginalised communities in Sheffield to co-produce research priorities for Health Information Literacy (HIL). HIL refers to the capacity people have to obtain, process and understand information related to their health and use it to make informed choices, reduce risks and improve their quality of life (Martzoukou & Abdi, 2017). However, research has shown that barriers such as language and lack of digital skills can prevent marginalised groups from accessing UK NHS information services (Buchanan et al., 2019). Poor engagement with NHS health information contributes to poor engagement with medicines and treatment plans leading to the exacerbation of health inequalities (Cyril et al., 2015).

Our General Practitioner (doctor) partner identified a need to work more closely with the Roma, Somali and Yemeni communities living in the areas surrounding the practice. These communities have low levels of English, many are recent immigrants to the UK and are recognised as marginalised. We worked with community groups to host initial workshops with each community focused on exploring perceptions of valuable and trustworthy health information sources, and the barriers experienced in gathering suitable health information. Follow-up workshops then focused on potential research foci, methods, and how community members could contribute to the design and implementation of research.

Although the focus of the project was on developing partnerships, some interesting findings about HIL practices in these communities emerged from the workshops. The community centre is a trusted source of health information, and staff had a valuable role in interpreting and mediating NHS information and services. There were language barriers to accessing English language NHS information, and people reported using social media and Google searches for obtaining health information: they demonstrated a good level of criticality evaluating this information. The NHS preference for digital information services was experienced as alienating: some lacked the digital literacy or functional English skills to engage with the NHS app, and the digital divide prevented many from accessing online information from home. Health information was sought and shared in on- and offline social networks, and “expert” community members who had lived in the UK longer or who had better English provided support to others in accessing NHS information and services.

The community members expressed a strong desire to be involved in the design and delivery of future HIL research and they helped shape future research priorities.

These focused on improving information exchange between communities and the NHS, community involvement in training medical students and NHS staff, improving understanding of the NHS, and community-led development of health information. There was a preference for qualitative research methods, and for research to provide opportunities for interactions between community members and NHS staff in workshops. They saw great benefits in being trained as community researchers, and in co-creating health information resources, for example, videos and leaflets targeted at their community and their health information needs. In conclusion, this presentation will identify characteristics of health information literacy in this landscape, adopting a socio-cultural perspective that recognises the “ways of knowing” that are valued in these communities (Lloyd, 2017).

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The information literacy behind information literacy: a (wild!) discussion. How do we communicate for maximum impact?

Amy Haworth, Georgie Broad and Helen McNaughton

As we reflect on information literacy at 50, and the continued need to increase engagement with all it can offer, this wildcard session aims to pose questions and facilitate group discussion around the use of the language of information literacy (IL).

At The University of Sheffield, we have seen increased engagement with our information and digital literacy offer following a move away from our professional

language to that of the institutional graduate attributes. The literature backs up a lack of understanding of IL terminology within higher education (Schaub et al, 2017; Orgeron, 2018; O'Neill, 2021) and we are investigating this disconnect with students. In the discussion of IL as a discipline, Webber and Johnstone (2017) noted that within the IL community there is an anxiety about creating IL jargon, and a reticence in using the term information literacy. We would like to take this opportunity to gather the thoughts and approaches of the information literacy community on the language used to engage their audience with the core concepts of IL.

Is the term information literacy, and the language of information literacy frameworks, a barrier or an opening to engagement? If we use different words in different contexts, why? What can we do to limit any need for 'translation'? Do we, as information literacy professionals, want people to understand IL as a concept (or a discipline), or do we want to use the language that has the most instant impact with our audience? Do we use different language to engage and as part of the learning process? Has IL been watered down by the use of other related terms such as digital literacy and media literacy? Attendees will take an active role in considering these questions.

In this hour-long session, we will begin by presenting further detail on the background of this work, provide an outline of our current research, and highlight some relevant literature. We will then invite attendees to take part in activities and structured group discussions. After sharing approaches to communicating about information literacy support, attendees will discuss the pros and cons of using the professional language of information literacy to communicate for maximum engagement. The session will end with a facilitated consideration of the issues raised and what this means for communicating information literacy as a concept.

This inclusive discussion of the ways in which information professionals in all sectors communicate information literacy to their audience, and why, will help us to consider how we can best convey our aim, offer, and meaning to those we work with to maximise engagement and therefore impact. We will share a summary of the discussions on the Information Literacy Group blog after the conference.

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How collaborative reading techniques can develop information literacy: the magic of perspective

Tasha Cooper and Alison McKay

Research demonstrates that reading is a neglected but crucial skill for most university students (Kimberley and Thursby, 2020; Maguire, Reynolds and Delahunt, 2020).

UWE Bristol is a large, post-92 university with a library offer which incorporates teaching librarians, learning developers, EAP professionals and SpLD practitioners. We have a 2-year strategic aim to Develop techniques to enable students to read effectively within their disciplines. Following the model of Academic Reading Circles (ARCs) developed by Seburn (2016), we have run academic reading circles across the university, embedded within disciplines.

Using the CILIP definition of information literacy (CILIP, 2018), our workshop will demonstrate that taking part in an ARC enables the development of critical thinking skills which can be applied in several academic and professional contexts. The magic of perspective allows us to frame our ARC discussions using two ACRL threshold concepts, Research as Inquiry and Scholarship as Conversation.

In this active, participatory workshop, we will run an academic reading circle with attendees using an article on an information literacy theme. Delegates will need to read the chosen article in preparation of the workshop (printed or electronic), but all materials required to take part in the workshop will be provided on the day.

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Parallel sessions 4

The opportunity of narrative inquiry for information literacy research: narrative thinking and storying data

Rebecca Scott

This presentation will discuss narrative thinking, transformational moments, and the art of crafting stories from data, all explored in my journey into narrative inquiry research. My study ‘Once upon a Narrative’ adopts an insider researcher approach. I am a member of the group under study as both an academic librarian and a practitioner-researcher. Through a qualitative longitudinal design, I am exploring the lived experiences of four academic librarians as they undertake their practitioner-research journey. As the Library and Information sector has developed promising routes to fund and support practitioner-research (RIVAL; RLUK-AHRC, 2021), I seek to answer the questions: what are the needs of practitioners in this space? And how best can they be met?

Qualitative research provides a holistic understanding of a phenomena (Taylor et al., 2015). Narrative inquiry more specifically allows experience to be studied whilst “in motion” and explores its relational and social dimensions (Clandinin, 2013). This qualitative method is underused in library and information science research (Ford, 2020). Narrative inquiry offers information literacy researchers an opportunity to explore individuals’ personal narratives, uncovering insights into their information literacy practice. This study utilises narrative unstructured, repeated interviews. This approach will provide insights into the ebb and flow of the practitioners’ experiences over time. Unstructured interviews are uncommon in information literacy research (Lloyd, 2021), yet they allow the complexity of experience to unfold (Kim, 2016).

Narrative analysis can include a multitude of approaches to storying data (Caine et al., 2019; Kim, 2016; McCormack, 2004). Narrative thinking allows the researcher to retell participants stories, temporally, creatively and authentically (Kim, 2016). I will discuss how I journey through the narrative inquiry from interview transcripts to a mindset of thinking narratively and how I hope to find authenticity in the storying of data. I will share the benefits and the challenges of undertaking this research approach. Finally, a key output from my research is an annotated bibliography of

narrative inquiry resources. This bibliography will be designed to support a novice to undertake this storying approach and will be shared with attendees in the session.

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Serendipitous searching: taking art students on a visual research journey

Karen Fisher

Research in creative subject areas isn't always as linear as in others. There isn't always a question that needs answering or a hypothesis that needs evidence; systematic reviews aren't always appropriate and "chaotic methodologies" are embraced (Arnold, 2012, p. 241). Often the research takes a more serendipitous approach instead, resulting in "happy and unexpected discoveries by accident" (OED Online, 2023). Serendipity can also be an important source of artistic stimulation (Cobbledick, 1996), where the literature searching can be for inspiration (Greer, 2015): the end-point is as-yet unknown, so one source can lead to another, then another, then another... It can also lead to hidden connections and links between sources that the researcher can discover and then use to build their own connections or analogies (Cory, 1997).

Even in more structured research, the early stages of literature searching can often

take a purposive serendipitous approach when the researcher is scoping and finding out what's been written before (Foster and Ford, 2003); and, in a similar way to unlocking creativity, serendipity can unlock new ideas or research questions not thought of before. Browsing, or scrolling, for information online using techniques such as the snowball and citation search methods takes the research journey further, with the researcher playing the role of detective “following trails and clues” (Collins, 2018, p. 115).

Serendipity in more traditional print-based library research was perhaps more common when researchers would browse the shelves and stumble upon useful information. This presentation aims to reignite this ‘old fashioned’ technique for finding information, showing in fact how it is strongly encouraged by academics in the Leeds School of Arts at Leeds Beckett University – many of whom bring their students into the library and give them tasks which enable them to browse and discover sources serendipitously, and often involve the Academic Librarians. Staff across multiple teams in the library are keen to encourage this and have enabled it further by displaying the more creative and visual journals on open shelves, rather than hiding them away in the rolling stacks, which has already seen results in terms of student engagement with the physical space. Plans for further enhancements to the area will be shown in the presentation, explaining how creating an inspirational space can encourage art students to use the library for their subject-specific information literacy needs.

This presentation will explain how serendipitous searching has been used as a method for introducing art students to research and information literacy, and how information literacy has been integrated into the arts curriculum. Attendees will be shown examples of tasks that have been developed to help students browse both online and printed sources, demonstrating how they have helped inspire creative work, as well as literature searching, visual literacy and observation skills therefore creating meta-literacies for the students (Dyki and Glassman, 2017). Attendees will also have the opportunity to discuss ways through which they have explored information literacy with creative students and share good practice.

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Thriving overseas: finding the niche as an instruction librarian in a foreign land

April Manabat

As a practicing Filipino librarian with most professional experience dedicated working at the backend as a cataloger, I find it a bit challenging to be in front of a crowd. After landing a librarian job in Kazakhstan in 2019, I was given the opportunity to work as a Reference Librarian which essentially includes conducting library instruction. Despite the lack of formal training, I braved the challenge of conducting library sessions through learning and continuously learning and improving my skill. With almost four years of doing library instructions with two years of conducting it online, I seriously believe that I am still a work in progress.

Sounds like an inspiring story, right?! But no! Despite doing tons of sessions, even spearheading the revision on our IL program and coordinating open library sessions, I always find myself struggling even experiencing teaching anxiety and imposter syndrome. These struggles seems to be common among librarians who have a teaching role (Hickman, 2019; Lacey & Parlette-Stewart, 2017; Lincoln & Chiu (2023). Considering the lack of professional teaching skills and experience, being a neophyte for the job, not to mention the new organizational culture and language barrier, surprisingly, I found myself being more passionate about teaching and continuously encouraging my colleagues to improve our teaching skills. I firmly believe that teaching is an art and a science, when at times, you need to be a bit theatrical and passionate. I always believe that the role instruction librarians or teaching librarians should be seen as an integral part of the learning process, thus, implementing reflective practice to empower the librarians' professional identity

(Booth, 2011, Reale, 2016).

Taking inspirations from studies of Corral, Delaney & Cleary (2019), Hamdami (2023); Hickman (2019), Lacey & Parlette-Stewart (2017), Lincoln & Chiu (2023) & Maniates (2023), this presentation aims to share the experiences of a struggling instruction librarian in a foreign land. The presentation will highlight the importance, challenges, as well as the need to empower librarians who are called to teach or have decided to take teaching seriously. In addition, this presentation will provide a venue for discussion and sharing experiences on how to cope with teaching anxiety and imposter syndrome, thus gaining the teaching librarian's professional identity even outside of our comfort zones.

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‘Maddie is online’: the ethics of online safety and security. An innovative co-creation cartoon story-telling project with schools

Konstantina Martzoukou

‘Maddie is online’ is an innovative educational project that uses creative storytelling to produce learning and teaching material for everyone involved the education, support and safeguarding of children (aged 9-13 years old). It focuses on the development of online information, digital and media literacy skills through digital cartoon animated stories, drawing attention to critical issues of online connectivity, in a way that is fun and engaging and linking to children’s and young peoples’ own online experiences within everyday life.

At the heart of the project is co-creation, via active learner involvement, working closely with young people and engaging them in critical dialogue. This approach invites learners’ perspectives, motivates dialogue, and enhances learners’ feelings of engagement with the topics explored, as well as creates a sense of ownership and student empowerment (Cook-Sather et al., 2014). It also supports learners’ belongingness (Bovill, 2017) and an inclusive approach to engaging with the student voice, empowering learners’ agency. The participatory design and collective learning approach helps learners to identify digital skills areas of importance to them, based on their own learning trajectories and creates the foundations for fostering the importance of critical reflection.

Currently, there are four series in the project, online resilience misinformation, copyright, and the ethics of online safety and security (Martzoukou et al, 2023). This paper offers an overview of Series 4, funded by the Scottish Government (and supported by Digital Xtra Fund). The project engaged 8 teachers and 49 pupils (12 and 13-year-olds) who produced stories and animated cartoon video teaching resources on the theme, following the Scottish Government (2021; 2022) Ethical Digital Nation strategy. Series four included five themes: ‘Online Behaviours’, ‘The Internet of Things’, ‘Online Terms and Conditions’, ‘Identifying Phishing and Scams’ and ‘Private and Personal Information’.

The project initially sought creative student teams (third level - S1 and S2) from schools across Scotland to write a short story of around 500 words on one of the above themes. Young people who participated in this project examined aspects of users, privacy and choice which are three of the “Pillars of Trust” for the Scottish

Government as part of growing up as a 'Ethical Digital Nation' (Scottish Government, 2022). Online ethics in our project was concerned with behaviour, activities and decisions related to the digital world, when collecting, storing, publishing, communicating, using and sharing information. A total of twenty-five stories were submitted, and five stories were short-listed with the purpose of converting them into cartoon animated educational videos, co-produced with the teams of young people. The animated stories were included into an educational toolkit which addresses the ethics of online safety and security and includes 'Lead in Questions', an 'Activity Plan', 'Ideas for Educators' and 'Did you Know' sections, where learning outcomes, activities, and learning resources are introduced. The final project outcomes are freely available via 'Maddie is Online' bookshelf. The project also offered six online safety and security workshops and two career talks on online gaming and ethical hacking with total engagement of 502 national and international participants.

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Parallel sessions 5

“Typically, i keep looking for a little bit longer”: examining changes in students information behavior and emotional responses to research, pre- and post-covid-19 shutdowns

Katie Blocksidge and Hanna Primeau

While previous research has explored emotional responses to the research, the COVID-19 pandemic and subsequent onset of emergency remote teaching (Hodges et al., 2020) could have altered the emotions experienced by first-year students throughout their research process. The search strategies and information evaluation processes of students were forced to evolve during the pandemic, with students increasingly using their peer-networks as a source of information; students are constructing their information literacy landscape across multiple contexts, and we must understand these contexts to effectively implement information literacy instruction (Howard et al., 2023; Lloyd, 2010).

In this presentation, participants will delve into the post-COVID research challenges students encountered by examining their emotional responses to research. Our pre-COVID-19 findings indicate that students' research frustrations often correlate with heightened levels of persistence. We will investigate student reactions using data gathered from interviews conducted in 2019, prior to the emergence of the Covid-19 virus, and compare it to interviews conducted in 2023. We will share preliminary findings from our post-COVID interview data to see if this trend endures, or if persistence has been affected. Participants will collaboratively examine and explore how the emotions of students are connected to their persistence, how these emotions evolved during the pandemic, and how our roles in libraries can motivate students as they progress through a changed information landscape.

COVID-19 and emergency remote teaching may have changed how students construct their information landscapes, requiring them to build new networks and navigate challenging emotions. By exploring their evolving experiences as researchers, librarians can better understand the practices and behaviors of students as they progress through higher education. We will identify methods that encourage students to build upon their current information behaviors, constructively use their emotional experiences as part of their research process and foster self-regulated learning. Students will continue to encounter new challenges and opportunities as they move through their academic careers; continuously evolving our understanding of how students make sense of their information environment allows us to design and implement information literacy support that is meaningful and relevant.

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Developing metaliteracy skills with art and design students: findings from an action research project

Laura Wood and Leo Appleton

It is quite well documented that art and design students are ‘different’, in that they tend to favour more visual and kinesthetic learning styles, and engage multiple literacies, such as visual, media, object and communication literacies (Appleton, 2017; Wilson & McCarthy, 2010). Traditional approaches to information literacy (IL) instruction are therefore not always appropriate in the art library environment, and creative approaches to IL training need to be developed to meet the learning styles and needs of these students (Appleton, Montero & Jones, 2017).

The concept of metaliteracy, which expands on traditional information skills to unify multiple learning literacy types and include the collaborative production and sharing of information in digital participatory environments (Mackey and Jacobsen, 2014), has also been well established within the art and design context (Appleton, 2017).

Special collections in the art library lend themselves particularly well to the teaching and learning associated with metaliteracy. Often containing artists’ books, zines and other small-press or self-published works, such items blur the boundaries between art, book and object, engaging multiple literacies and forcing readers to interact and think more holistically (Carlin, 2019). However, little has been published to date linking special collections, metaliteracy and library instruction in the art and design environment.

In response to this, a research project was recently undertaken at Leeds Arts University (LAU) to investigate the potential of librarian-led engagement with artists’ books and other special collection items in the development of metaliteracy skills

amongst art and design students. The research explored how these students think about their own literacies and learning styles, with the aim of informing and improving the provision of IL and library instruction at LAU.

With regard to the methodological approach, an action research project was developed, incorporating mixed methods including use of a specific teaching intervention which focused on critical information skills, looking at artists' books and zines, and also incorporating a zine-making workshop. Questionnaires were designed to ascertain students' understanding of and confidence in different literacy types both before and after the intervention, and focus groups were used to gather further information about the students' learning styles, literacy skills, and the success of the intervention.

This presentation will discuss the findings of the project, which provide evidence that engaging with the collections helped the students to think critically about information in different formats and contexts, and following the intervention, they were able to demonstrate an awareness of their own role in the information environment and could recognise the value of metaliteracy for them as both students and artists.

Whilst this project looked specifically at the art and design context, handling the collections and incorporating a creative zine-making element was an effective way of engaging different learning styles and encouraging the students to reflect on participatory information environments, and delegates may find this applicable to other disciplines.

Presenters will also discuss the value of action research as a methodological approach, considering how this project can now be refined and repeated, and how the findings have impacted service provision at LAU.

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Academic libraries and neurodiversity

Emma Finney

We have a developing community of neurodivergent students whose numbers within higher education have been increasing since 2014 (HESA, 2023a). We can see a longitudinal picture within the data. HESA (2023a) presents a year-on-year increase in student numbers with social / communication impairments* or specific learning disabilities.

The increasing number of neurodivergent students should be an expected finding. In relation to autism, Russell et al. (2021) has shown that there has been an exponential increase of 787% in autism diagnosis between 1998-2018.

When we look at figures or percentages, the real-world implications of the data are hidden. The data becomes human when we remember values equate to a student: 228,860 students in 2014/15 rising to 451,580 students in 2021/22 (HESA, 2023a / HESA, 2023b).

Our institutional memories are long and libraries are very well known spaces for most of us. We know the rules about using the space and the services and support students are entitled to.

From our perspective, students time with the university is short especially compared to the time organisations can take to implement change. Within a programme of study, the student needs to learn the rules, navigate the social scene, and deal with the university's processes, systems, and student support structures, as well as complete assignments, all while possibly coping without home support structures. Take a look at Barton (2014) to find out more about a day in the life of a physics student at university.

Beardon (2017, p18) states that "Autism + Environment = Outcome". We need to keep collaborating with students and staff to help ensure support and services from enrolment to Alumni are helping boost outcomes. This paper covers how we can collaborate and shape the environment to boost outcomes.

We will highlight practical ways to support neurodivergent students within libraries and considers actions we can take as a profession within institutions to ensure we are keeping pace with students' requirements. We will draw on a range of ideas and perspectives for academic libraries within neurodivergent specific literature (Beardon, Martin & Woolsey, 2009, Irvine & MacLeod, 2022 / Anderson, 2021 / Oslund, 2014, Spiers, 2016); look at the Autism + Uni toolkit; and investigate how we can incorporate into our work approaches used by specialist services to support students.

We will also bring in the writers lived experience of being neurodivergent and working within academic libraries, HESA (2023d) disability data and existing narratives (Attar, 2021) and discuss how we can boost inclusive working practices that can benefit all neurotypes within the workplace.

This is an opportunity to look holistically at library services across inductions, environments, spaces, resources, academic liaison and specialist services to understand approaches that help provide equity within the academic library. We will cover some of the changes we have made at Sheffield Hallam University Library.

There will be activities to help build up a picture of what support or adjustments are already in place, an identification of barriers to overcome and ways in which support could be improved to benefit all students.

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Moving beyond words – using photovoice to understand international students' information literacy practices

Gillian Siddall

Library research often focuses on dominant white, western voices and rarely includes the views and experiences of those from diverse backgrounds (Roberts, 2021; Tewell, 2019). Increasing numbers of international students are entering UK postgraduate (PG) education. There is little research exploring their information literacy practice or transition into UK PG study (Murphy & Tilley, 2019). However,

literature recognises that PG students are a diverse group (Murphy & Tilley, 2019) that bring various cultural and social practices into the classroom (Hicks & Lloyd, 2016).

As the research into information literacy moves from a measurement of competency to a recognition of contextual practices (Hicks & Lloyd, 2016), the way we research and disseminate our findings is changing. Those working with international students in Higher Education (HE) have the opportunity to collaborate and co-create information that can enhance both the 'academic' staff and student experience (Mittelmeier, Lomer, Al Furqani, & Huang, 2022).

Researchers are increasingly turning to participatory research methods to help address perceived power dynamics in libraries and HE research (Hicks & Lloyd, 2018; Tewell, 2019). Participatory photography, also known as photovoice (Wang & Burris, 1997), combines participant photography with descriptions to showcase their experience. This allows the researcher to work with students to build a community understanding (Tewell, 2019), and holistic picture of the student perspective (Hicks & Lloyd, 2018).

The presenter has received a fellowship from the AHRC and RLUK to fund their research exploring the transition of international students to UK Higher Education (HE) and how their existing information literacy practices adapt to studying on a masters programme. The project is seeking to move from the idealised librarian 'expert' to a recognition of the importance of the community in creating knowledge (Hicks & Lloyd, 2016; Roberts, 2021). Using participatory photography to explore the information literacy practices of international students allows them to showcase their experience. This project will help contribute to the research demonstrating the value international students bring to UK HE (Mittelmeier et al., 2022).

In this 60-minute workshop the concept of photovoice or participatory photography will be presented to attendees. It will contextualise the project in the literature relating to information literacy and international postgraduate students. The workshop will present the progress, findings, and lessons learnt from the research so far. Attendees will have the opportunity to test the photovoice methodology and see what insights it can give them into the experience of their library users. Using their own device, attendees will be invited to photograph and caption their experience at LILAC. Showcasing how photovoice can be used to highlight personal experience, giving attendees the chance to experience the methodology first hand.

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

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View from the BRIDGE: information and digital literacy for primary schools

Stephane Goldstein, Sarah Pavey and Konstantina Martzoukou

This presentation will report on BRIDGE (<https://bridgeinfoliteracy.eu/>), a transnational project funded by the European Union's Erasmus+ programme and covering six countries: Finland, Greece, Italy, Spain, Turkey and England. BRIDGE aims to promote information and digital literacy (IDL) as a way of underpinning equality, diversity and inclusiveness and global citizenship values in primary school education, particularly for children aged 8-11. It provides a door to information and digital literacy activities that help to encourage enquiry-based learning and critical thinking.

There is a powerful socio-educational need to promote IDL in schools (Chu, Tse & Chow, 2011), but there is also variation internationally about how this is addressed institutionally in the school curriculum and in national legislation (del Mar Grandío,

Dilli & O'Neill, 2017; Frau-Meigs, Velez & Michel (Eds.), 2017). Previous research has identified significant gaps that need to be urgently addressed, including the lack of a sound educational approach, an updated and transferable curricular design and substantial support, particularly for school libraries (PISA Programme (2018; Martínez-Piñero, Gewerc & Rodríguez-Groba, 2019).

BRIDGE includes four broad outputs:

1. A free interactive, multilingual portal available for at least 10 years (going live in Feb 2024). It will consist of a fully searchable and illustrated database containing two elements:
 - A selection of children's literature (picture books) to support educational activities for IDL in the context of learning about equality values.
 - A collection of open access educational guidance material and good practice information for use in the classroom.
2. A report on the national situation with regards to IDL, covering: (i) relevant policies, guidance and initiatives; (ii) a description of the relevant parts of the school curriculum; (iii) how school libraries support (or not) information and digital literacy in primary schools; (iv) lessons learned from Covid; and (v) a SWOT analysis and proposals for future strategies to support information and digital literacy learning. The report will underline the international variability mentioned above.
3. A survey of IDL practices in primary schools, with quantitative (Likert scale) and qualitative questions on information competencies, digital competencies, critical thinking/equalities values and the school environment.
4. An online training workshop and material for educators, to be made available as an online resource (also from Feb 2024).

The presentation will provide an overview of the project results and outputs (in progress as of Nov 2023), drawing on comparative findings from the six countries, but focusing more specifically on the elements of the study relating to England. It will also be an opportunity to discuss the project's outcomes and how these relate to the place of IDL learning in primary schools; and to the particular role of school libraries.

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Information literacy and society: a systematic literature review

Bruce Ryan

Background and session-preparation

This presentation is a great way to get up to date with current information literacy (IL) research. We will explore the results of a large-scale systematic literature review of socially impactful information literacy (IL) research.

To enable this, we ask attendees to read the report at <https://mila.org.uk/information-literacy-and-society> in advance.

This review addresses two research-gaps: (1) past reviews have tended to be small-scale or scoping studies (e.g. Nzomo & Fehrmann, 2020); (2) while IL research may have a significant effect on society (Khan & Idris, 2019), it may have been overlooked at policy level (Grizzle & Calvo, 2013). This contrasts with the attention given to media literacy (DCMS, 2021; Jeong et al., 2012). Yet it is known that IL research may investigate have social impacts such as skills enhancement (e.g. Sanches et al., 2022), or just baseline current skill-levels (e.g. Fuzhi et al., 2019).

Method

Two publication databases were searched for relevant post-2005 research. A filtered list of 3492 items was classified using CILIP's IL (2018) definition: everyday life, citizenship, education (using tertiary, secondary, primary and 'other' subclasses), workplace and health. Around 25 of the most recent items in each class were selected. This longlist was allocated 'significance, quality, rigour' scores, and the top-scoring items in each class (35 total) were shortlisted for evaluation.

Findings

We will explore agenda-setting material and potential changes to practice that emerged across four main areas.

Enablers of information literate societies include national IL frameworks; improvements to teaching, teacher-librarian collaboration; overcoming cultural and demographic barriers; relevant government and school leadership action; 'good' parenting, advocacy; and workplace training.

In contrast, barriers to information literate societies include government inaction/underfunding; inappropriate teaching, along with lack of support and lack of early-education IL teaching; overwhelming other work-aspects; poor information-presentation; and socio-cultural barriers faced by immigrants.

Issues with the balance of IL research. Firstly, most IL research relates to education, while IL for citizenship has minimal coverage. Also, IL research focuses on the first world, although geographical diversity is increasing. Almost all research covers textual information, and little work on dis/misinformation was found. Much is snapshots of IL skills, with little evidence of longitudinal studies.

Key themes emerging from the research include IL assessment, developing IL frameworks, and IL teaching. The main research topics found were policy and government, education, digital and IT, health, professions and personal. Research into individual occupations focuses on healthcare, education and librarianship. Interestingly, public libraries receive very little research.

Conclusions

This work highlights future research directions, provides a basis for evaluating CILIP's IL definition, and provides evidence to support policy formation, e.g. IL education starting sooner rather than being left to tertiary phases. It should also extend to everyday life and work- arenas. IL communities of practice may be beneficial in professions.

Future work

Based on the findings, this could include: longitudinal research; understanding the role of governments in IL directing research (cf Streatfield et al., 2011), considering whether/how socially impactful IL research engages with theory; and understanding why public libraries are under-researched.

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How do we support students on their reading journey through school, college and university?

Zoe Johnson

Research suggests students are aware of the importance of reading, but still avoid or struggle to read academically (Andrianatos, 2019; Gorzycki et al., 2020). I've been inspired through information literacy sessions with chemical engineering, pharmacy and drama students at HE level, where we discuss approaches and attitudes to reading. This workshop would act as provocation to other HE librarians, and to school and FE staff who support students on their reading journey through education. My emphasis has been to engage students to be curious and learn more through reading in creative ways. The multi-faceted influences of Covid (Secker & Tilley, 2022), electronic vs print habits (Mackey, 2023), ICT and attention span on reading literacies (Lodge & Harrison, 1999; Luyten, 2022) makes this a fascinating topic to explore. challenges around student expectations of academic reading and those

of their lecturers/ teachers. This workshop will be relevant to librarians working in secondary school, FE and HE libraries. The participants will benefit from a safe place to share ideas and best practice about the role of academic reading in information literacy. The presenter will act as a facilitator for discussion, providing prompts and materials to encourage reflection and ideation. The conversations could hopefully nurture future collaborative research around this topic.

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Parallel sessions 6

Demystifying research

Laura Woods, Pam McKinney, Alison Hicks

This interactive, audience-led panel will provide an opportunity for attendees to learn about the various options, opportunities and challenges related to carrying out information literacy research as a practising librarian. Attendees will hear from a panel of researchers, including current part-time PhD students, librarians who research within their workplaces, and academics from LIS departments.

Topics of discussion will be led by the questions asked by participants, but could include:

- Organising your time to balance research and work.

- Choosing a topic and supervisor for postgraduate research routes.
- Gaining buy-in for workplace research.
- Negotiating research time with your employer.
- Creating impactful research outputs.

The session will open with a 10-minute think-pair-share activity, where attendees will chat with each other in pairs or small groups about their current situation and emerging plans for research, and discuss the kinds of questions they would like to ask the panel. The panel discussion will then open with a short introduction from each panel member, including a brief description of their experience and/or research interests. The rest of the session will be facilitated question and answer. Questions will be invited in advance, using a Google form. Questions can also be asked live in the session, either verbally or using an online polling tool such as WooClap if participants prefer to ask questions anonymously.

Learning outcomes:

- Gain an understanding of the various possibilities for being research-active as a librarian.
- Discuss ideas on potential research topics and routes.
- Network with other librarians interested in becoming research active.

Widening participation, information literacy and the transition to university: reflections and initial findings from Lancaster University's Library Schools Engagement Project

Paul Newnham and Clare Shaikh

This presentation will reflect upon the initial findings drawn from an empirical research project which sought to provide a programme of support for sixth form school and/or college students studying for an Extended Project Qualification (EPQ). It had two key strands of focus: Information Literacy and Widening Participation. The information literacy element focused on the academic transition to HE and enhancing the research skills and knowledge of school and/or college students. The widening participation element sought to raise aspirations and increase awareness of HE as a progression route for schools and/or college students. It also endeavoured to enhance the employability skills for Lancaster University students, also from a widening participation background, employed as Ambassadors as well as to foster a sense of belonging for them whilst at university. The project employed a variety of qualitative research methods including surveys, interviews, focus groups, field work

and observations.

The evidence gathered offers insights into the value of supporting school and/or college students to develop their information literacy skills as part of their EPQ project. It also highlights the importance of metacognitive skills, the learning process, and how these relate to transition through all stages and aspects of education. Other important findings revolve around widening participation; these include observations about post A-Level pathways for school and/or college students; the relevance of a peer support network; challenging perceptions of an academic library and demystifying its environment; as well as the importance of fostering a sense of belonging and building the confidence of university students.

This presentation positions itself in the wider literature around information literacy and university outreach work (Wagg and McKinney, 2020), widening participation (Reading, 2016) and metacognition (Denke, Jarson and Sinno, 2020). It would be of interest to practitioners and researchers participating or interested in any of these areas. This original paper adds to the literature in this field by linking information literacy specifically to widening participation and access to university – a key priority for the Office for Students, Universities and libraries pursuing progressive EDI agendas.

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Libraries facilitating creativity and knowledge among students through podcasting

Annette Bochenek and Sarah Huber

All across campus, Purdue University students are making tangible works that are creative and innovative. Behind their creativity and innovation lies a story. During

the ideation process, research is consistently demonstrated in students' stories of making, as showcased in Purdue University's MakeYourStory podcast. Created by two academic librarians, Purdue University's MakeYourStory podcast is in its third season. The podcast highlights students' stories of making in a broad sense. Students' stories include making physical objects, e-content, and entrepreneurial endeavors, among other exciting and original works. The podcast's initial season offered interviews from experts on the different elements used in creating engaging stories of making. The intent behind this was to support students in discussing their innovations and sharing the stories behind them in order to build connections with an audience. The season also directed students to online resources to record as well as edit stories and detailed what resources Purdue Libraries offered for creating podcasts, such as microphones for checkout in addition to the podcast booth offered through the Libraries' makerspace. The following two seasons have been dedicated to highlighting a rich array of students telling their own stories of making. These stories run the gamut from soybean-based innovations to culinary journeys documented and followed heavily on TikTok, among others.

To better understand how libraries not only support access to information and knowledge but can better support the creation of new information and knowledge, this project will host focus groups with students who have used the Libraries' makerspace podcast booth. The research team will explore how libraries offering technology resources and instruction can support the creative process that leads to new ideas and innovation. In this case, the focus will be on how podcast resources have supported original student content. It highlights the value of considering non-traditional forms of scholarship that students can be creating, such as a podcast episode instead of an essay or PowerPoint presentation. This focus will look at how student-created content is being generated and used. Does the development of these podcasts help facilitate ideas, community, scholarship, and course assignments? Where is this content being used in the academic information and knowledge landscape? It will also explore the gaps in resources that libraries could fill to support students' processes of developing new ideas and bringing them to fruition. This presentation will share the initial findings of these focus groups.

Accessibility 101: small steps, big rewards

Eva Garcia Grau

When we are preparing teaching materials, it is important that they are accessible for all our students (Pionke and Rutledge, 2021). This does not only benefit students who might need materials in a particular format; many accessible features benefit all students (Wray, 2013).

Nonetheless, there are challenges to embedding accessibility by default. The

literature on accessibility of teaching materials in Higher Education predominantly delves into the experiences of academics within their respective disciplines (Fairfax and Brown, 2019; Kendall, 2018; Marquis et al., 2016).

However, my personal experience is that, whereas librarians are mostly proactive in following accessible practices (Small, Myhill and Herring-Harrington, 2015), some of them are put off by the barriers also experienced by academics, such as lack of time, lack of guidance, and the perception that incorporating accessible practices is cumbersome and time-consuming (Hills, Overend and Hildebrandt, 2022).

To dispel this myth, I have produced training in my institution which has been adopted by our Equality, Diversity and Inclusion team as part of their University-wide Accessibility and Inclusion Hub.

In this session, I will share some tips to easily improve the accessibility of PowerPoint presentations and online teaching sessions. I will provide practical examples and there will be an opportunity for the audience to share their own accessibility tips.

The session is designed for those who are eager to make their teaching more inclusive and are seeking quick and effective strategies to kickstart their journey.

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Parallel sessions 7

Information literacy : social class perspectives

Andrew Preater, Darren Flynn, Teresa Crow and Rosie Hare

In this panel discussion we present a critical reflection on how our socially-classed lived experience and knowledge relates to our understanding of academic information literacy (IL), its limitations and social class biases. Our discussion is developed from collaborative autoethnography data (Chang et al., 2013) created for our article published in *Journal of Information Literacy* (Flynn et al., 2023), with additional reflection on our work following discussion with peers in the profession about the role of social class within IL.

For LILAC2024, we expand on these Bourdieusian analyses of personal and collaborative memory data to explore academic IL and our wider libraries and institutions as particular sites of class-based marginalization and exclusion, and for this panel welcome additional voices drawn from peers of working-class heritage. We will draw on different positions and perspectives regarding IL including IL's pedagogy and practice, theoretical foundations and the broader professional discourses that we experience. We unapologetically celebrate the value of working-class cultural and social capital as valid, socially-constructed knowledge, employing Tara Yosso's (2005) community cultural wealth model.

We explore our potential and capacity to challenge our workplaces and learning environments, in which the classroom and library settings of IL practices mirror how higher education proselytizes the normative values, assumptions and cultural capital of the middle-class. We problematize the values and assumptions that inform and underpin much of academic librarians' understanding of academic practices, literacies and skills development, including the types of reasoning that we value and promote, the unreflexive development and application of deficit models to working-

class students and communities, and how the values and behaviours of imagined ideal middle-class students are promoted as correct student behaviour.

Using a social class lens, we term this prevailing liberal IL approach 'hegemonic IL', in contrast to critical information literacy (CIL) which we argue offers the only current theoretically well-developed IL framework and professional body of knowledge that seriously contests and problematizes power in IL work. We share reflections on our education and work experience as part of this discussion, blending additional data gathered from our autoethnography with narrative accounts of experience, and link these to develop a critique of professional practices of academic and workplace digital and information literacies in which CIL provides a way to understand social class marginalization as one of the "systems of oppression" (Tewell, 2018) we participate in.

We know accounts of working-class experience are rare in the literature, especially those presented by those of working-class heritage ourselves rather than middle-class education practitioners and researchers; additionally social class remains underdeveloped within CIL as well as the wider critical librarianship movement. As one counter to this we aim to present new, actionable insights to LILAC delegates, regardless of their own class positionality: recognising that middle-class accomplices are essential to destabilizing social class marginalization and raising working-class representation within librarianship.

For the discussion and Q&A, we will engage and facilitate delegates in sharing reflections and experiences, particularly those of working-class heritage. To facilitate open discussion, we will include an anonymous route for input and questions.

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Understanding the impact of teaching digital literacies and open practices

Jane Secker and Luis Pereira

Since 2018 City, University of London have offered a 15 credit level 7 course as part of the Masters in Academic Practice, which is a teaching qualification in higher education offered to staff. The programme is accredited by Advance HE and this module is mapped to the UK Professional Standards Framework. It was approved by the university's Board of Studies in February 2018 and first launched in October 2018.

Typically there are 100 students on the programme overall each year and around 15 students take this module. The module EDM122 Digital Literacies and Open Practice explores digital and information literacies of staff and students, including dispelling the myth of the 'digital native' and how to embed various literacies into academic programmes. The module also helps develop staff understanding of Open Educational Practices (OEP) (Cronin and MacLaren, 2018) and how these relate to copyright literacy (Morrison and Secker, 2022). In addition to being offered to academic staff, it is an elective module for students in the Library and Information Science (LIS) department and has been completed by several members of professional services staff. The module webinar series is available to anyone to join and recordings and resources are shared on the module blog: <https://blogs.city.ac.uk/dilop/>

In this session we reflect on the experience of teaching this module for the past 6 years and the impact it has had on staff practices. We also consider the role of the open access board game *The Publishing Trap* (Morrison and Secker, 2017) which is played on the final teaching day of the module. To illustrate the session we will share feedback and assessments created by students on the module that highlight their own understanding and experiences of digital, information and copyright literacy and its relationship to open educational practices (OEP). The students come from a wide variety of disciplines, but there has been a high number of health sciences lecturers and nurse educators. Feedback through module evaluations suggests these staff find the module particularly transformative.

The impact of the module will also be considered from wider perspective and we will report on findings from an ongoing research project on staff attitudes towards technology enabled teaching and its relationship to open practices (Secker, 2020). We collected data in 2019 from 6 interviews with academic staff and these have been followed up with an additional 13 interviews undertaken in Summer 2023. The research used phenomenography to explore their variation in experiences and in the most recent research we also asked staff to take part in a reflective writing exercise. We will share our findings from this research and discuss the impact of the pandemic on staff attitudes to their own and students' digital literacies and to

their understanding of the value of OEP. Finally, we will consider how best to provide training and support to staff and the role of a formal module in contributing to staff understanding of these issues.

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“I have no idea who I’d even ask”: information literacy and dissemination amongst young recently arrived adult immigrants in Montreal, Canada

Marianne Chiu-Lezeau, Marie Jeanne

This presentation explores the information literacy practices of young recently arrived adult immigrants in Montreal (Canada), alongside the information dissemination practices of the social services that aim to inform and help them with their socio-professional choices, based on the results of a recently finished ethnographic research project.

Montreal is a multicultural urban hub, with high levels of immigration and a vibrant student population. It is also a city where, though the population is highly multilingual, social services are for the vast majority given in French. Within this context, the research project focused on the career- and studies-related information gathered by young adult immigrants, aged 18 to 25 years old, recently arrived in the province (ie. less than 5 years) at the time of the project. These young adult immigrants are an underserved and, crucially, an underinformed segment of society. Indeed, social services in Montreal tend to focus on either young adults or immigrant people and families, largely disregarding the specific challenges faced by individuals

who are both. Young adult immigrants, particularly recent immigrants, face barriers such as a range of (often temporary) immigration statuses that social services are unfamiliar with, a disorienting new reality, potential language barriers and mental health challenges (Cun & Kfour, 2021; Motti-Stefanidi et al., 2021; Leurs et al., 2018; Bronstein, 2019). The 18 to 25 age-bracket was chosen as a crucial time for individuals to be making their career, studies, and more broadly life choices, in an informed way (Hicks, 2022; Duggan, 2019; Tse & Waters, 2013). This is made more difficult within a migration context where familiar structures have been uprooted. Another important factor is the peer-to-peer information dissemination of many young adults, notably online (Mullan Harris et al., 2003; Thomas et al., 2020; Szymkowiak et al., 2021).

This project -and this presentation- explore the following themes. How do young adult immigrants seek information to make their socio-professional choices, and how do they evaluate it? Where do they go for advice, and is the information provided helpful and accurate? How can social services disseminate information in a way that reaches and helps young adult immigrants?

The research project ran from 2021 to 2023, over the course of which 29 young adults, and 15 social workers/local government and community organisation stakeholders were interviewed. Findings were based on inductive content analysis of in-depth interviews, discussion groups, and participant observation (Blain et al., 2023).

This presentation will discuss the information seeking behaviours of young adult immigrants, how they evaluate the information they find, and how they, themselves, disseminate it to other young adults. We will also discuss the information dissemination strategies of advisors, and how they adapt to a constantly changing institutional and political context. Finally, we will discuss the recommendations that emerged from our research. These aim to help institutional and community actors to disseminate accurate, timely, and helpful information for recently arrived young adult immigrants to make their socio-professional, and more broadly, life choices.

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Using memes in information literacy instruction

Kat Halliday and Anne-Lise Harding

A conundrum often faced by information professionals across sectors is how to make information literacy instruction engaging and relatable to learners; in a limited timeframe. Information Literacy entails complex notions (Tewell, 2015) and it is the role of information professionals to demystify and bring colour to nebulous topics.

Through a wide variety of user-centered pedagogies, information professionals have strived to make information literacy instruction engaging and memorable (Pinto and Sales, 2007). In this workshop, the presenters will position memes as a powerful tool to support impactful information literacy instruction (Boyle, 2022).

Memes emerged in the early 2010s and soon became a staple of internet and popular culture. Memes are defined as cultural inside jokes; connecting people across the internet through unique photos that become instantly recognisable (Rogers, 2023). Memes collect emotions, ideas and actions into a visual language. Visual languages have long been a way to communicate and transcend multiple barriers such as cultural, physical or ideological. Arthur Brisbane said it best “Use a picture. It’s worth a thousand words.” (Brisbane, 1911).

In this session the presenters will outline the history of memes and their benefits for the delivery of Information Literacy instruction. They will discuss how to use them in a variety of settings, whilst highlighting some of the issues surrounding appropriate usage and cultural sensitivity.

There will be a critical discussion of source attribution and ethical information-sharing practices whilst addressing the suitability of the medium. There will finally be an opportunity to practice using memes in information literacy instruction. No previous knowledge of the memes is required and there will be time to share with other professionals experiences of using the medium. The presenters aim to create a safe environment for experimenting and there will be plenty of opportunities for questions and support will be given throughout the workshop.

Attendees can expect to gain a deeper understanding of how to harness the power of memes and visual languages to illustrate information literacy and make their teaching more impactful. They will be given the opportunity to discuss how to use this medium appropriately and have fun in practicing in a safe setting.

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Parallel sessions 8

Talk that talk: creating a research support program for faculty members

Sandy Hervieux, Ana Rogers-Butterworth

While faculty members are very well-versed in the subject areas related to their research, they are not always aware of the tools and requirements related to it. At a large Canadian university, two librarians at the Law Library encountered several misconceptions with regard to the research that professors in their faculty conduct. Previously held beliefs that faculty members exclusively engage in critical analysis of the Law proved to no longer be true as new professors joined the faculty and employed newer research methods such as qualitative and quantitative analysis, and digital scholarship. In addition to newer research approaches, faculty have also expressed concerns with the requirements of granting agencies, such as mandatory open access publishing and research data management plans. To gain a better understanding of faculty needs and provide a higher level of support, two librarians designed a survey to measure the level of comfort of Law professors with these topics.

In order to address the growing needs for research support, the librarians partnered with the library's experts on scholarly publishing, research data management, and copyright. They also established a close working

relationship with the research office at the Faculty of Law, which is a small office that provides support to faculty for their grant applications. These collaborations lead to the creation of three information literacy sessions targeting faculty needs: a Plan S information session, an RDM workshop, and a presentation on AI tools that can be used for research (Hervieux & Wheatley, 2022; Mackenzie & Martin, 2016; Xu et al., 2022). The Plan S session, which aimed to teach faculty members about new governmental

requirements for open access publishing, was very well attended and resulted in a high level of participation (Plan S Principles, n.d.). In addition to instructional sessions, the librarians also created additional avenues for support such as offering individual consultations and providing access to specific research software.

This presentation will report on the findings of the survey, the actions taken to address them including creating partnerships with experts and the faculty, learning new skills, and creating programming. Special attention will also be given to how librarians can advocate for themselves and demonstrate their expertise with research methods and tools. Participants will have the opportunity to build their own research support program by participating in brainstorming activities using online polling software. They will also be able to exchange with other participants on this topic and record their progress on a handout provided by the presenters.

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Encouraging disposition of help-seeking with information-based transition challenges

Elizabeth Black

In our welcome materials, libraries regularly emphasize the help they can provide and encourage students to use our services. Yet, studies show that this is not enough; students are not asking for help from librarians.

The academic help-seeking literature provides insights. Help-seeking is a self-regulated learning strategy, an essential element of mature learners' "tool kit", correlated with better academic performance, and demonstrated to contribute to student success. Yet, help-seeking can imply inadequacy and threaten self-worth; furthermore, it is a social interaction that can expose one to scrutiny by authority figures. (Karabenick, 2006). This is compounded for minoritized and first-generation students (Chang, et. al. 2020)

The disposition of metacognition, the "ability to know what we know and what we don't know" (Costa and Kallick, 2014, p55) provides a conscious awareness of self in relation to the task and environment and is a critical element of self-regulation. Metacognition as a learning tool allows students to observe, assess, and value the content of their own thinking, emotions, and behaviors, deepening their capacity to learn.

We designed an instructional intervention that encouraged information literacy and metacognition around common first-year challenges. Informed by the Information Search Process theory, our goal was to make the invisible, but common, thinking and feeling parts of the research process (Kuhlthau, 2004) visible to first-year students so they are prepared when they experience these things themselves. The online, asynchronous assignment was broken into three modules. In the first, students were presented with short videos of undergraduates sharing advice from their own transitions to college. In the second and third modules, students encountered common transition challenge scenarios, including research assignment ones, and were asked to select appropriate choices for facing the challenge. After each module, students were asked open-ended reflective questions meant to encourage metacognition.

When students are invited to consider their own transition related to common information problems through open-ended questions, what do they tell us? The author completed a qualitative content analysis of 4090 student responses. Findings show that students do consider their own learning, find gaps, and make plans for next steps when given models and the opportunity to reflect.

This study suggests that explicitly sharing the thinking and feeling aspects of information challenges common to the transition to college followed by invitations to metacognitive thinking result in signs of metacognition and openness to help-seeking. When libraries teach help-seeking, both libraries and students benefit. This presentation will include ideas for application to practice and time for participants to discuss applications in their home contexts.

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Liberating the library through information creation: a 'messy' workshop

Vicky Grant, Tomas Rocha-Lawrence, Rhian Whitehead-Wright and Courtney Wood

Information creation is increasingly featured in information and digital literacy (IDL) frameworks (for example: ACRL, 2015; Coonan & Secker, 2011; Open University Library, 2012; University of Cape Town Library, 2020; University of Sheffield Library, 2019). Positioning students as information creators not only enables an active learning experience but also aligns with calls for knowledge justice. Knowledge justice seeks to include a wider range of perspectives in information creation and a broadening of epistemological positions (Ewing, 2022) to disrupt knowledge hierarchies (Donovan & O'Donnell, 2013) and form cooperative inquiries (Heron & Reason, 2008). Broadening information creation to include first person narratives, when students are from backgrounds where their voices, experiences and knowledge has been systematically side-lined, undervalued or even silenced is at the heart of a liberated library. Approaches that disrupt and transgress academic boundaries are required (hooks, 1994).

“Information creation as a process” (ACRL, 2015) encompasses a call for students to

reflect on their own choices as they produce information. But what if the process of information creation is not primarily for the purpose of an information product? What if the creative process itself has intrinsic value, distinct from an information product? And what if this is where the potential for transformative change for learners and a decolonised (Crilly & Everitt, 2022) and liberated library service is situated?

This session will showcase a creative IDL workshop offer focussed on information creation as a process, which is positioning students from marginalised groups as information creators. The workshops have been established as part of an AHRC-RLUK Professional Practice Fellowship Project named the Creative Library (Liberate the Library). Project reflections are exploring the relationship between information creation and library liberation. The project is taking an intersectional approach (Crenshaw, 2018), recognising the ability for individuals and groups to simultaneously experience multiple forms of marginalisation (Carastathis 2014). Aligned with the liberation priorities of our students, workshops coincide with Black History Month, Disability History Month, LGBT+ History Month and Reclaim the Night events. The workshops embody the ethos of collaboration, with students and librarians working together to plan and facilitate activities within our Digital Commons. The Digital Commons is a library makerspace style offer, blending creativity and collaboration with digital skills and tools.

The project has followed a plan, act, and reflect cycle of participatory action research as its methodology (Reason & Bradbury, 2008). Cook (2009) maintains that rigorous and serious critique within action research involves 'messy turns' as knowledge and approaches are contested and reframed. We will be sharing some of these messy turns through our co-produced project reflections.

Delegates attending LILAC24 are invited to experience this 'messy' action research project by engaging with our reflections and experiencing creative workshop activities. You are invited to collectively navigate the non-linear, chaotic, and complex nature of a liberated, library-based, creative learning experience. Enjoy the process of making before contributing to the vision through our jar of hope (Freire & Freire, 2014). Let's dream together of a creative future for information and digital literacy. Let's liberate the library.

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“What does research mean to you?”: Unpacking information hierarchies and creating context-specific research plans

Salma Abumeeiz

What kinds of assumptions do mainstream academic definitions make about research, including who is doing it, what it constitutes, and where it can happen? How does power shape credibility, authority, and what constitutes knowledge? How might academic library instruction intervene to challenge information hierarchies and hegemonies and de-center the university as the only legitimate place through which information is produced?

Drawing from principles of critical librarianship, community archives and self-documentation, and structuralist theory, this presentation will highlight a library instruction activity geared towards traditionally underrepresented learners who are embarking in community-engaged research. The activity - slotted within both general and tailored information literacy instruction sessions - utilizes discussion and reflection to encourage learners to develop context-specific research plans that honour their lived experiences, worldviews, and epistemologies, while unpacking the dominance of academia within information landscapes.

Specifically, the highlighted instructional activity invites learners to: 1) be attentive to the ways in which academia both extracts and delegitimizes research, information, and ways of knowing the world that are produced outside of it (particularly among non-Western communities); 2) resist the uncritical praise of peer review while acknowledging expectations around scholarly engagement within the academy; 3) contextualize the university - and, by extension the university library - within broader information ecosystems, landscapes, and hierarchies; and 4) embrace ways of knowing the world that do not necessarily adhere to traditional academic paradigms.

The overarching goal of the featured library instruction activity is not merely to encourage students to utilize and engage diverse source types (though, this outcome is certainly encouraged). Instead, the activity seeks to make space for learners to explore their existing suspicions about the university's historic and contemporary function to extract, benefit, and delegitimize knowledge that is produced outside of it (Reciprocity in Research Records Collaborative, 2021, p. 8). In doing so, the activity encourages students to consider the ways in which power shapes authority, and how universities (and, by extension, university libraries) - as benefactors and defenders of Western hegemony (Grande, 2018, p. 48) - enshrine information hierarchies, and who gets claim to "legitimate" forms of knowledge.

In sum, the featured instructional activity encourages learners to develop research plans that honour their needs throughout the research process, while considering the ways in which their respective fields of study value information and evidence (Lopez, Romero, & Page, 2022). The activity encourages critical discernment and vigilance as learners navigate information landscapes, and contextualizes academic sources and peer review within information hierarchies. In doing so, the activity refutes notions of library and information neutrality, asserting that research and researchers (and who gets claim to those domains) are inextricable from structures of power.

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Cultivating quality: student-driven enhancement of digital learning materials

Rebecca Mogg

At Cardiff University, the Library and Student Life department have an extensive collection of 350+ digital learning resources in English and Welsh, including 229 online tutorials, which are available to support self-directed learning, flipped learning and embedding into course content. The Library also makes many of these resources available via the Information Literacy Resource Bank [<https://sites.cardiff.ac.uk/ilrb/>]. As discussed by Hector (2023) at last year's LILAC, the ongoing challenge is ensuring these resources are proactively managed and kept up to date. To support this requirement, we have developed a Digital Learning Resources Inventory using SharePoint Lists, which itemises each learning object together with key details such as owner, location, date of last update and source files. Owners also receive automated reminders notifying them when their resource needs to be checked.

Whilst this is an effective workflow for ensuring our resources are regularly maintained and updated by staff, it is important that the student voice remains integral to this process of continuous improvement. In line with good practice (see for example Salisbury et al. 2021), we partner with students on projects to co-create new resources or evaluate existing resources. To complement this work, we wanted to establish a scalable and sustainable approach which would enable us to regularly capture and monitor feedback from users of our resources and feed this into our continuous improvement workflow.

After briefly describing the Digital Learning Resources Inventory, this paper will focus on how we capture and monitor qualitative feedback in our Digital Learning Resources on a weekly basis and use this to action immediate and longer-term improvements to our resources. In the academic year 2022/2023 we received and analysed 4594 pieces of feedback via this route. We will also share how this data in combination with Google Analytics reports enables us to monitor trends and plan future developments. We will end the presentation with some future ideas for developing the inventory in conjunction with the Information Literacy Resource Bank.

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Reciprocity in learning. Co-creation with students creating content for ‘a week in the life...’

Elizabeth Tilley and Frankie Kendal

Co-creation with other different partners such as students puts us (library staff) in the position of being the uninformed, the ones lacking a crucial piece of knowledge, the people who need to ask questions about how things work, or to fear asking those questions and who need to really understand student priorities. At the same time if co-creation is a true partnership then we must also bring our knowledge and understanding into the mix – with the aim that we learn together. Cook et al (2014, p.4) talk about co-creation as a reciprocal process (reciprocity), where all participants can contribute to the endeavour. Contribution as equal partners will result in learning for everyone, a reciprocal process which enlightens and informs both students and staff such that all participants come away with a richer understanding of each of our experiences in study and work.

The co-creation week-long activity that took place in June 2023 at the University of Cambridge enabled students to learn new knowledge, critically evaluate that knowledge in the light of their context, problem solve, write and speak reflectively. Library staff, University User Researchers, Student Union members (partners in the activity) all gained huge understanding and respect and knowledge about each other and most of all benefited from the contributions from students.

Lystboek et al (2019) have proposed a model for co-creation which encompasses four key elements: Purpose, Partners, Processes, Product. The co-creation work at the University of Cambridge (2023) is outlined below using this model.

Purpose: recent work with Black students resulted in recommendations to include students more. Co-creation offered an opportunity to engage students in a more meaningful way. The aim to improve our support for students transitioning into HE aligned with wider university access schemes.

Partners: The libraries partnered with the Student Union to manage, organise and run the event; partnership with the University’s Education Section and Information Section, especially relating to user Research activity was also key. Partnering with the collegiate structures and Student Societies for promotion was vital to the success of the activity and ultimately partnering with the students themselves.

Processes: all those involved in the week-long co-creation work were based in one key location which promoted and maintained dialogue between all parties involved in the process.

Product: We created 'a week in the life' guide for the libraries 'CamGuides resource for Undergraduates': a series of posts created by twelve students to provide information for new students about what life is like at the University of Cambridge. The choice of a 'week in the life' reflects the unique educational experience of studying in Cambridge where every week there is a different assignment, changes in topics and activities.

The final product can be seen: https://libguides.cam.ac.uk/ugcamguides/week_in_life

This short paper will highlight the key aspects of the activity undertaken, evaluate the outcomes and use of the resource.

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Posters

Develop with Derby: creating an online platform to support school students' information skills

Hazel Roome and Naomi Bowers-Joseph

Library civic outreach activities play a key role in a university's student recruitment strategy as well as supporting its widening access and participation agenda. According to Graves, et al (2018) outreach events enable libraries to demonstrate their value and impact to the institution, stakeholders and the community. At the

University of Derby (UoD), the Library works in partnership with the Widening Access team and Schools and Colleges Liaison (SCL) to accommodate visits from schools across Derby and surrounding areas. The visits provide the opportunity to experience a HE library and offer access to our print resources and study spaces. From a marketing and recruitment point of view, they showcase the library facilities that are available to prospective students.

Crucially, in addition to access to facilities, the Library also provides information skills development sessions. A national survey into school library provision (BMG Research, 2022, p. 36) found that only 14% of secondary school libraries deliver a taught skills programme. This is corroborated in the recent JISC UK Further Education Learners Digital Experience Insights Survey 2022/23 (JISC, 2023, p. 14) which reported that just 16% of students had received support and training to develop their information literacy skills.

During the past academic year, demand for information skills sessions has increased with the Academic Librarians and Skills team receiving requests to go into schools to deliver workshops or to deliver them virtually into study skills classes. Unfortunately, this has not been feasible from a staff resource perspective. Therefore, library staff met with colleagues in SCL to discuss alternative ways that this need could be met. It was proposed that an online platform of asynchronous content be developed, one which would offer 'follow up' guidance for visiting school students, provide information skills support for schools who were unable to visit and help bridge the gap into university. A brand title of Develop with Derby was chosen.

Develop with Derby is an online web hub which has six categories:

- Writing for School and College
- Referencing Sources of Information
- Student Mindsets for Success
- Exam Revision and Performance
- Finding and Evaluating Information
- Preparing for University Study

The categories were chosen as it was felt these would be the most useful to students completing their A levels, Extended Project Qualification (EPQ) or making the transition to university. Content is mapped to the beginner level of the library's information literacy framework and includes guidance, links to workshops, videos and activities.

Our poster presentation will outline the Develop with Derby project from concept to

launch. LILAC delegates will have the opportunity to discuss and ask questions as well as provide feedback on the resource.

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A collision of two worlds: a case study of the information behaviour of student-prisoners

Isabel Virgo

There is significant research indicating that higher education helps offenders to build better lives upon release, increasing employment opportunities and encouraging desistance from crime (Batiuk et al., 2005; Davis et al., 2013; Clark, 2016), as well as broadening horizons and encouraging new ways of thinking (Evans, 2018; O'Grady and Hamilton, 2019; Gray, Ward and Fogarty, 2019).

However, students completing higher level qualifications from prison face significant barriers, particularly in the realm of access to information and the development of digital information literacy skills (Pike and Adams, 2012; Farley and Pike, 2016; Manger, Eikeland and Asbjørnsen, 2019; Järveläinen and Rantanen, 2020; Windhauser, 2020).

The widening participation agenda in universities has inspired innovative ways to engage non-traditional students. I am an Academic Liaison Librarian at a university which has an arrangement with a local 'open' prison, where a small number of students are funded each semester to study on campus on weekdays. These students still face barriers which affect their studies, such as the need to surrender their laptops on re-entry to the prison, and the prohibition on possessing smartphones. It provides an interesting contrast to the distance learning programmes offered by the Open University (see for example the poster presented at LILAC 2023

entitled 'The Open University Library Students and Secure Environment student volunteers' scheme'.

This poster presents a plan for a qualitative case study which will investigate the information behaviour of this particular cohort using a diary-interview method. Students will be invited to complete a progress log over the course of their first semester of university study, with prompts focused around themes relating to the development of information literacy skills and the broader information behaviours practiced by these individuals. This stage will be followed by semi-structured interviews to further explore the issues raised. Data collection is anticipated to commence in January 2024.

The research aims to generate recommendations for best practice for universities and libraries to support this disadvantaged and frequently overlooked group. It builds on studies by Sorgert (2014) and DeLano Davis (2017), in response to a call by Finlay (2020) that more research is needed on supporting higher education students in prison, particularly in a UK context.

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Information experience in the lifeworlds of female engineering undergraduates

Laura Woods

Women studying engineering in the UK are in a minority on their courses (Higher Education Statistics Authority, 2023). As a discipline, engineering is both majority male, and socially constructed as masculine (Secules, 2019). How does the experience of being a minoritised gender in a masculinised space impact on the information experiences of women undergraduates?

My PhD research will adopt a reflective lifeworld perspective (Dahlberg et al., 2008) to explore how my research participants' life experiences, status as a gender minority, and their dual identities as both women and as novice engineers, impact their information behaviour within the masculinised culture of the engineering classroom. I plan to recruit participants from engineering departments at UK universities to participate in in-depth phenomenological interviews (Denscombe, 2021) for this research.

This poster will outline my objectives and research questions, and present the proposed methodology and key theoretical frameworks in use. It will also include further information for those who may be interested in their institutions participating in the data collection.

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Comic strips as educational tools

Holly Brown

At LILAC 2023 I attended a workshop called *Cartooning the Library: Why and How to use Applied Comics for Information Literacy*, led by Clare Trowell and Clair Castle from University of Cambridge. It lit a fire under my own creative confidence. I had already been experimenting half-heartedly with comic strips in my role as a Learning & Teaching Librarian at King's College London, but my cartoons were more like a placeholder for what I tended to refer to as 'actual content' at the time: I'd go in later and replace them with a paragraph of text. I assumed comics and characters had no place in teaching IL at a Russell Group university.

Teaching information literacy content can be dry. It's so easy to fill slide after slide with bullet points about search strategies and e-resource access instructions. Research shows that delivering learning content using comics and visual storytelling can reach an audience on more levels, because the viewer's imagination is engaged in order to interpret the stories and messages between panels (Kearns & Kearns, 2020). Visuals can capture attention and improve learning recall (Kohen 2023), which in an information-overloaded environment like HE can only be beneficial.

Sometimes we even experience struggle when advocating for IL interventions in the first place, coming up against ambivalence from students in HE (and, sometimes, academics, from personal experience). "Why should I listen to the library? I already know how to find information online..." (then proceeds to Google-and-genAI their way through a university degree). Lambe (2018) explores how turning content into 'an illustrated abstract' can facilitate access to the materials for people outside of the discipline. This suggests that it may help break down the walls, and invite students and academics in.

I am proposing a poster presentation to share some cartooned visuals I've been

embedding into e-learning and workshops this year. Evidence of the impact of these learning materials will be presented through exploring qualitative data gathered through testing and a feedback survey by a focus group of King's students (in progress at time of writing; however, informal feedback so far from users and peers has been positive). The comic strips themselves will be presented (see below for brief descriptions) as well as notes on the creative journey that led to them, exploring decisions around colour, analogy, accessibility, and online art tools.

- A 6-cell comic of two students discussing why relying on Google to research your project at university might not be sensible.
- A longer story about a robot called Boolean Bot, who needs very specific shopping lists written up for them.
- A short comic strip about how a librarian's teaching practice was directly impacted by attending a conference once upon a time, and how she might inspire or encourage her peers in the field to do the same, perhaps by sharing her work at a conference the following year.

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Developing an online module to support the use of AI for student learning and research

Paula Funnell

Artificial intelligence (AI) is a hot topic within higher education and vitally important within the information literacy (IL) field. This poster describes the development of an online module on AI for student learning and research, supporting constructive and ethical use of generative AI in academic work, for medical and dental students at Queen Mary University of London.

As this was such a developing area, there was little existing research or previous practice to go on. It was, however, interesting investigating what other institutions were doing, for example the AI workshops developed by librarians at McGill University, who were clearly ahead of the game when it came to AI literacy (Wheatley and Hervieux, 2022).

When ChatGPT rapidly entered our consciousness in early 2023, universities needed to act quickly, and the initial reaction was mainly negative, with concerns around academic misconduct leading to attempts to ban the use of AI (Wood, 2023). The Library Learning Support and Engagement team (LLSE) and Faculty of Medicine and Dentistry (FMD) at Queen Mary took the more measured approach that, rather than taking a punitive stance, the emphasis should be on responsible and ethical use of AI to enrich student learning and research (Chami, 2023, Rusandi et al., 2023).

The LLSE team wanted to lead on this, as librarians are already at the forefront of promoting information, critical and digital literacies (Scott-Branch et al., 2023), with skills and expertise to help users develop an understanding of AI and its implications for academic research (Wheatley and Hervieux, 2022). Although digital literacy frameworks have been slow to respond to AI's impact on information and media literacy (Tiernan et al., 2023), it is generally acknowledged that there are clear parallels between existing skills required to discover, evaluate and create information, and AI literacy competencies (Scott-Branch et al., 2023, Tiernan et al., 2023). AI literacy therefore must become a key part of IL teaching.

This poster will outline how the module was developed, collaboratively with the Technology Enhanced Learning Team, and academics and students from FMD. Whilst the project team preferred a University-wide resource, some Schools viewed AI much more negatively, so it was decided to create a pilot in FMD. Others within the University have now seen the benefits of the module and used it as a template to create similar resources.

The interest of many students in helping develop the module, and encouraging initial engagement, shows that AI skills are at the forefront of students' attention. The poster will show statistics and feedback, which has so far been generally positive, from students and academics. We will continue to use this, and engage with and collaborate with students, to further develop the resource.

The poster will show some of the structure, content, and activities in the module, and provide some practical ideas. It will discuss challenges experienced, which others engaging in similar projects might want to consider, and explore how this module is being used as a starting point to embed AI literacy more widely into IL teaching.

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Shiny and new? Library professionals stepping into new information literacy teaching roles: perspectives and analysis

Victoria Rees, Kate Schwenk and Ayesha Jamal

In 2023, the University Library Service (ULS) welcomed new staff to the role of Assistant Subject Librarian (ASL) via internal and external recruitment; part of the remit of the ASL role is the delivery of teaching Information Literacy within a library skills context. The 'Shiny and New?' poster will be created by these ASLs, highlighting their experiences and the impact of stepping into instructional positions.

The findings are based on personal reflections alongside a review of the current literature on the topic. Although we discovered a high proportion of literature relating to being new to librarianship, it was difficult to find perspectives from professionals working for new institutions, or being promoted from within the same service but having had experience of different areas of that service. Martinez and Forrey (2019, p.334) argue that library professionals stepping into new roles can encounter confidence and imposter phenomena issues, “regardless of the amount of experience librarians obtain, very few feel as though they are experts in the field”.

ASLs felt the need to ‘fill the shoes’ of our predecessors and to prove ourselves worthy of their track record; the impact of this was felt by ‘hitting the ground running’ at the start of the academic year. Time and economic limitations are experienced with training new librarian teachers during this busy University period. Lewitzky (2020, p. 36) acknowledges that “few institutions have the time or resources to facilitate mentorship programs or team teaching”. However, Farkas (2018, p. 62) emphasises that “instruction librarians are the face of the library, and bad instruction sessions can sour them [faculty] on library instruction—or even on the library itself”. These factors amplify the stress and pressure that ASLs feel in this new role.

This poster will aim to:

- Assess the advantages and challenges of being new to an Information Literacy teaching role.
- Identify the barriers experienced with aiming for a high standard of teaching, including time restrictions, the re-use of previous teaching materials that don't match personal teaching styles and in gathering feedback to further inform our teaching skills.
- Detail how ASLs adapted to the culture of a new organisation which was aided by ULS mechanisms already in place, such as the education team, the teaching peer-support initiative, the ULS Handbook for Information Literacy and access to

mentors.

- Explore how we fulfil the needs of our users, our library service and the wider university.
- Share new skills gained, personal reflections, top tips and lessons learned from our own journeys in academic librarianship.

In conclusion, this poster will not only benefit professionals stepping into new teaching roles but also all attendees who value the importance of supporting new colleagues and putting their users at the heart of their library services. After all, we do not need reminding that “the heart of our job is to help our learners, whoever they are, gain the skills and mindsets they need to succeed in a complex, information-rich world” (Benjes-Small and Miller, 2017, p. 49).

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Taking stock: a scan of AI literacy instruction in academic libraries

Emily Bongiovanni

Academic libraries play a pivotal role in information and digital literacy education and are well-positioned to integrate Artificial Intelligence (AI) literacy instruction across higher education. The scholarly conversation on the role of academic libraries in AI literacy instruction is new and evolving rapidly, however literature in this area remains limited.

This study aims to form an understanding of the current status of AI literacy integration in information literacy instruction across academic libraries in the United States. A survey was designed to measure academic librarians' backgrounds, experiences, approaches, and attitudes related to integrating AI literacy into library instruction sessions.

The survey was conducted between 17 September 2023 and 20 October 2023. It used qualitative and quantitative data points across 19 survey items. It collected 71 responses from across various institution types, library roles, and career statuses. The responses present views and practices of academic librarians across the United States related to integrating AI literacy into library information literacy instruction.

This poster illustrates and describes initial findings from the survey, including the respondents' comfort level and attitude towards AI literacy, current activities in AI literacy instruction, and identified growth opportunities. These findings indicate areas in which academic librarians feel they are prepared, as well as gaps in their knowledge.

This initial scan of the current state of AI literacy provides an understanding of the extent to which AI literacy concepts are incorporated into information literacy instruction. This poster reports on current AI literacy library instruction activities, including specific AI topics, lesson formats, target audiences, and motivation. This research demonstrates a critical juncture in information literacy, where librarians are adapting to the growing impacts of AI in scholarly communication and information ecosystems.

While the survey was targeted at academic librarians working in institutions within the United States, it can provide an interesting comparison to perspectives and current activities at institutions across the UK. In addition to the findings, the study methods, including the entire survey instrument, will be shared so others can replicate this study in their region.

Authors: Emily Bongiovanni, Jimmy McKee, Ashley Werlinich, Lauren Herckis, Lencia Beltran, Chasz Griego, Haoyong Lan, Lynn Kawaratani

How our library has radically and successfully altered the way we teach using curriculum mapping

Anna Hvass and Michael Latham

At the University of Southampton Library, we have substantially changed the way we teach. In 2016, library teaching was mostly part of the student induction with no comprehensive strategy. None of the library teaching staff had teaching qualifications, and staff were struggling with the workload. Students had also reported feeling overloaded with information during induction. To ensure a better and consistent educational experience for our students, we wanted to create a strategy for our teaching that is university wide.

As well as staff development we have carried out benchmarking and desk research to understand evidence-based practice, and to support the creation of a Library Research Skills Framework (LRSF). The LRSF was adapted from the Open University Digital Literacy Framework (The Open University, 2022) and the evidence we have found suggests that embedding teaching of skills within the student's discipline supports learning and retaining of the appropriate skills (Buchanan et al, 2015; De Rodanas Valero, M. et al., 2020; Howard, 2012; Torres & Jansen, 2016; and Willison, 2012). Our benchmarking shows that use of a framework to support embedded teaching in this way is in line with best practice at other Higher Education Institutions (Willison and O' Regan, 2007; Willison, 2019; Torres and Jansen, 2016, Torres, et al., 2021). A significant body of research also discusses curriculum mapping and the benefits of using it to support the development of teaching across degree programmes. A curriculum map is like a road map, showing you the connection between the learning outcomes, teaching and assessment (Buchanan et al., 2015; Castillo and Ho, 2021; Harden, 2001).

Building on the literature and working in collaboration with academics, we have used the LRSF, learning outcomes and assessment to develop curriculum maps of library skills teaching required in the core modules for each degree programme for the entire university. These curriculum maps outline the best journey for students through each programme, supporting the constructive alignment of the content. This allows us to ensure that library skills are embedded at the right point of need, and built on year by year, to support the development of skills required in a programme, and into careers and lifelong learning. Using the evidence from our desk research, and by moving to embedded teaching, we aimed to provide timely, sustainable, consistent, and effective library skills teaching for students.

Over 70% of librarians who teach have completed, or are working towards, a teaching qualification or accreditation. We have reduced the number of teaching sessions by 57%; these were in inductions or optional modules, and 92% of library skills teaching is now embedded in the curriculum. Workloads are more manageable and allow for the creation of new teaching areas, for example on generative artificial intelligence, equality and diversity, and copyright. We are keen to present our data to show how our teaching has changed, share feedback we have from students and staff, outline our learning, and provide an overview of our next steps.

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The new Teaching Librarian certificate course at the University of Vienna

Ariella Sobel

Teaching information literacy is a central task for academic libraries.

Around the turn of the century, libraries in the German-speaking world became professionalized, with “imparting information literacy” or “library pedagogy” as the focal points of librarian training. The translation of the American standards into German in 2002 and the implementation of the Framework for Information Literacy for Higher Education by the Joint Commission on Information Literacy in 2021 were milestones in this process¹. Discussions in professional journals, exchanges of experiences and regional networking have become core curricula, with further training institutions regularly offering courses for librarians to improve their information literacy skills and pedagogy.

Surveys have shown, however, that a discrepancy exists between the requirements for teaching librarians and the actual skills that librarians need in the field. The two “Covid years” ultimately revealed a significant deficit in the area of digital teaching and learning in schools, training institutions and practical professional life.

In 2016, the Joint Commission on Information Literacy of the VDB and dbv2, together with representatives of the library training institutions, created a new qualification profile for teaching librarians. Based on the technical and personal skills set out in this profile, and on similar courses in Germany, the Teaching Librarian certificate was developed. Its goal is to train librarians to actively shape the challenges of this professional field and to design and teach courses that strengthen information literacy at their own institutions.

An updated version of the Teaching Librarian certificate course has been implemented at the Postgraduate Center of the University of Vienna as a joint certificate between three Austrian universities. It will start in March 2024.

The Teaching Librarian certificate is aimed at all librarians at academic and public libraries and information institutions who are entrusted with the planning and implementation of information literacy courses. The certificate programme develops the pedagogical skills needed to design courses on information literacy and to teach them in a practical and organized manner, incorporating information literacy standards and using classic and modern, analogue and digital media formats. Taking internal and external teaching and learning factors into account, Teaching Librarian certificate graduates will be able to formulate educational objectives and select suitable content and designs for their courses, while tailoring the requirements

to their specific target groups. Graduates will be trained in the use of a variety of media, in strategies for teaching in an engaging, participant-oriented manner and in evaluating their courses and reflecting on the results.

In my presentation, I will talk about the process of implementing the Teaching Librarian certificate course at the University of Vienna, outlining its structure and discussing the first module, which will have been completed by the time Lilac 2024 takes place.

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Gemeinsame Kommission Informationskompetenz von dbv und VDB, Schoenbeck, O., Schröter, M., & Werr, N. (2021). Framework Informationskompetenz in der Hochschulbildung. O-Bib. Das Offene Bibliotheksjournal / Herausgeber VDB, 8(2), 1–29. <https://doi.org/10.5282/o-bib/5674>

VDB (Verein Deutscher Bibliothekarinnen und Bibliothekare or the Association of German librarians <https://www.vdb-online.org/verein/info-en.php> and dbv (Der Deutsche Bibliotheksverband e.V. or the German Library Association <https://www.bibliotheksverband.de/english>)

Teaching and information literacy support at the University of Suffolk

Stephanie Gibso Block

Block teaching was piloted at the University of Suffolk in the 2020-2021 academic year and has subsequently been adopted across the institution. Block teaching “is a mode of learning where the course is structured so that students engage with a single module at a time” (Buck and Tyrrell, 2022 p.2). The move from teaching multiple modules over the course of a semester to one at a time for a condensed period (a standard block is 5 weeks including the assessment period) has had an impact on many aspects of library operations, including our information literacy (IL) instruction and support. This presentation will outline the challenges posed by the move to a new mode of teaching and how the library team have addressed them.

One change has been to embedded IL teaching within modules. The team found that block teaching can create a perception of less teaching time in a module, making it harder for the library to advocate for taking time for IL instruction within that. However, with blocks starting continually throughout the year, even where IL instruction may be front loaded within a module, it is spread more evenly throughout the academic year rather than being concentrated at the start of each semester.

The change to block has also had an impact on one-to-one student support for IL, with more concentrated periods of demand for this service. Students have less time, for example to find resources and write up assignments, need is more concentrated around the assessment week of the block.

To address the changes brought about by block the team have been planning embedded teaching more holistically, working with course teams along with the Academic Skills team, taking a year-long view rather than the previous system of more ad hoc requests for sessions.

The team continue to offer one-to-one IL support for students but are also offering a greater amount of asynchronous content for students to access themselves in a new academic skills hub on the library website.

Following the launch of the academic skills hub and the new approach to planning embedded teaching, the team are closely tracking one-to-one appointment data this academic year, to present to course teams for future planning and to track how block teaching continues to affect library IL provision and allow for continued adaptations.

Attendees at this lightning talk will gain an insight into how this mode of teaching, which is relatively new to UK higher education, impacts upon IL work of a library team, and more broadly how IL support can adapt to a changing educational environment.

References

Buck, E. and Tyrrell, K. (2022) 'Block and Blend: a mixed method investigation into the impact of a pilot block teaching and blended learning approach upon student outcomes and experience.', *Journal of Further and Higher Education*, 46 (8). pp. 1078-1091. Available at: <https://doi.org/10.1080/0309877X.2022.2050686>.

