



Georgia International Conference on Information Literacy
March 26, 2021 | Virtual

SCHEDULE AT A GLANCE

FRIDAY, MARCH 26

7:30 - 8:15 AM	Technical Assistance
8:15 - 8:30 AM	Welcome and Introductions
8:30 - 9:30 AM	Keynote Address • Dr. Crystal Baird, "SACSCOC Expectations for Library Services: Understanding and Maintaining Compliance During a Global Pandemic"
9:30 - 9:45 AM	Break • Session Change
9:45 - 10:45 AM	Session One Breakouts
10:45 - 11:00 AM	Break • Session Change
11:00 - 11:30 AM	Session Two Breakouts
11:30 - 11:45 AM	Break • Session Change
11:45 AM - 12:15 PM	Session Three Breakouts
12:15 - 1:00 PM	Lunch
1:00 - 2:00 PM	Session Four Breakouts
2:00 - 2:15 PM	Break • Session Change
2:15 - 2:45 PM	Session Five Breakouts
2:45 - 3:00 PM	Break • Session Change
3:00 - 3:30 PM	Session Six Breakouts
3:30 - 3:45 PM	Break • Session Change
3:45 - 4:15 PM	Session Seven Breakouts
4:15 - 5:15 PM	Poster Session and Meet & Greet

FRIDAY, MARCH 26

7:30 - 8:15 AM	Technical Assistance
8:15 - 8:30 AM	Welcome and Introductions
8:30 - 9:30 AM	Keynote Address
	SACSOC Expectations for Library Services: Understanding and Maintaining Compliance During a Global Pandemic <i>Dr. Crystal Baird, Southern Association of Colleges and Schools Commission on Colleges</i> Particularly during this challenging time, as the nation and the world are struggling through the COVID-19 pandemic, library leaders and staff are being called upon to continue to meet student and faculty needs, sometimes in unanticipated ways and with more restricted resources. This session will focus on practical ways to maintain and demonstrate compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards. In 2018, the membership of the SACSCOC approved a new set of standards, including updated standards related to Library and Learning/Information Resources. During this session, Dr. Crystal Baird, SACSCOC vice president and former academic library director, will unbundle SACSCOC expectations for library services at member institutions, focusing on how the standards have changed over time and, more importantly, on strategies library leaders can use to maintain and document ongoing compliance with the standards during this challenging time.
9:30 - 9:45 AM	Break • Session Change
9:45 - 10:45 AM	Session One Breakouts
	Reloading Gen Z <i>Mary Margaret Cornwell, Kennesaw State University</i> With students becoming more and more tech-savvy, how can librarians teach online resources to a generation of digital natives and keep them engaged? By leaning into their love of how-to videos and quick information. This presentation will compare Wired “AutoComplete Interviews” and Vanity Fair’s “... Teaches Slang” videos and similar sites. It will also focus on how using popular online content can make simple information literacy instruction a little more enjoyable.

	Staying Engaged as a Mid-Career Instruction Librarian <i>Alyssa Martin, Troy University</i> <i>Debbie West, Troy University</i> <i>Amy Smith, Trenholm State Community College</i> Often management is mentioned as the only path for the mid-career librarian, but not everyone is interested in or capable of pursuing these positions. This panel will discuss strategies and practical advice for navigating mid-career based on the personal experiences of three librarians with instruction experience at different types of libraries. Suggestions include taking advantage of opportunities such as teaching courses as an adjunct, going back to school to learn new technology, mentoring fellow librarians, making lateral transfers, staying active in professional associations, presenting and writing articles and participating in research and programming grants.
	Virtual Engagement Using Active Learning <i>Kristen Bailey, Mercer University</i> <i>Annierra Matthews, Mercer University</i> <i>Stephanie Miranda, Mercer University</i> <i>Beth Perry, Mercer University</i> <i>Florence Tang, Mercer University</i> Teaching over Zoom is always a trial, but it can be especially hard keeping students interested during one-shot instruction sessions. In 2020, Mercer librarians decided to focus on translating active-learning techniques from the physical classroom to a virtual one. This IRB-approved research studies how applying active learning techniques could increase student engagement in virtual instruction. In this session, the panel will discuss how Mercer's learning ecosystems created the foundation for the study, consider the successes and failures, and give an opportunity for librarians to discuss their experiences in engaging Zoom classrooms.
	Where Does Information Literacy Fit? Mapping the Core <i>Greg Hardin, University of North Texas</i> <i>Carol Hargis, University of North Texas</i> <i>Brea Henson, University of North Texas</i> This session covers a flexible, easy-to-adapt curriculum mapping method used by the University of North Texas Libraries to complete a core curriculum map. The team mapped Student Learning Outcomes (SLOs) on course syllabi to the Association of American Colleges and Universities Information Literacy VALUE Rubric and the ACRL Framework for Information Literacy for Higher Education. We identified key phrases and verbs from the two threshold documents, reviewed a sample of English syllabi to develop a codebook to use in the analysis, and tested the coding methods by running a pilot coding project of Freshman-level, core composition courses. After the pilot was completed, they commenced coding the rest of the core syllabi.

	Faculty-Librarian Information Literacy Collaboration <i>Kimmarie Lewis, Lord Fairfax Community College</i> <i>Stacy Ellis, Lord Fairfax Community College</i> <i>David Gray, Lord Fairfax Community College</i> <i>Brenda Wiens, Lord Fairfax Community College</i> Faculty and librarian collaboration can have a significant positive impact on student information literacy skills. Participants in this interactive session will be introduced to faculty-driven, collaborative, information literacy initiatives at Lord Fairfax Community College. Participants will discover practical strategies for improving faculty and librarian collaboration, with an emphasis on course redesign and the professional development initiative: "Seeking the Truth: Faculty-Librarian Collaboration Mini-Grant." Participants will leave with materials, which they may adapt for use in their institutions.
	Libraries + WAC/WID + CTL = Impact: Collaborating to Develop Information Literacy Across Campus <i>Susanmarie Harrington, University of Vermont</i> <i>Daisy Benson, University of Vermont</i> <i>Holly Buckland Parker, University of Vermont</i> <i>Jen Garrett-Ostermiller, University of Vermont</i> This session explores how a distributed faculty-driven model for addressing information literacy, is supported by a multifaceted collaborative group from the libraries, Writing-Across-the-Curriculum program, and Center for Teaching and Learning. In examining how collaboration removed barriers to develop collective knowledge and resources within individual units, they identified transferable principles and a process of identifying campus allies that can strengthen information literacy networks both in general education and in situated disciplinary applications.
10:45 - 11:00 AM	Break • Session Change
11:00 - 11:30 AM	Session Two Breakouts
	Uncomfortable Discussions: Diversity and Inclusion in Library Instruction <i>Tim Saka, SUNY OCC College Coulter Library</i> College campuses are more diverse than ever while their libraries remain the least diverse department on U.S. campuses. Often, the lack of diversity among librarians distances the very communities they are committed to serving. This presentation will lead a discussion of strategies and approaches to increase college library media specialists' cultural competence and effectively engage diverse students.

	“Whoops, I Think You're Still Muted”: Exploring Virtual Instruction Lesson and Failures <i>Elena Rodriguez, College of Charleston</i> This presentation will highlight specific examples of how one librarian attempted to provide active learning opportunities for more meaningful virtual information literacy lessons. By discussing what worked and what didn't work, participants will explore ways to alter their own virtual instruction techniques. Additionally, this presentation will touch on the importance of setting boundaries to maintain a healthy balance between wanting to be a super-human instructor and working remotely, and explore how to transition the positives of the current normal to future instruction.
	TL; DW: Creating Information Literacy Instruction Students will Watch from Start to Finish <i>Christina Wray, University of Central Florida</i> <i>Renee Cole Montgomery, University of Central Florida</i> Students have a lot to learn, and a limited amount of time to do it in. This presentation will explore how to pivot from long-format instruction videos to creating weekly skill-building videos under two minutes that will increase viewership and offer multiple ways for students and instructors to incorporate them into the learning experience. Additionally, this session will explore how to develop a holistic program of related skills over multiple videos and best practices for creating and distributing short instructional videos.
	What's in It for Me? Using Science History To Make the Truth Compelling <i>Henrietta Verma, Infobase</i> <i>Heather Darling-Cortes, M.S. 577, Brooklyn, New York</i> In this program, biology teacher Heather Darling-Cortes will look at how the world moved from reliance on familiar beliefs and practices to instead take advice from remote experts—a shift students should make. Librarian Henrietta Verma will look at how steps in the historical acceptance of science can be leveraged to tackle misinformation. Attendees will come away from this program ready to take an advanced step against misinformation. The ultimate goal is to make students care that what they find is true.
	Leveling Up: Differentiating Library Research and APA Instruction for Online Students into Different Levels and Modes <i>Josette Kubicki, Augusta University</i> Before COVID-19, a liaison librarian initiated and evolved virtual instruction to graduate online students by differentiating it into different levels and modes. Find out how the librarian gained buy-in for initiating virtual instruction, what each level looks like, the two instructional modes, and tracking and evaluating progress. Also, learn the challenges of differentiation for asynchronous coursework, the benefits, and lessons learned. Finally, hear current collaboration efforts to expand and finesse the program to be more systematic and motivating.

	What Am I Gonna Do With This Huge Map? Critical Thinking, Primary Documents and Old Maps <i>Randi Beem, University of North Carolina at Charlotte</i> This presentation will provide an archivist or librarian with a toolkit of questions about primary documents and learning objectives specifically designed for maps or cartography tools. These skills will give students a collaborative understanding of critical thinking skills and provide some legs to those old huge maps that might be collecting dust.
11:30 - 11:45 AM	Break • Session Change
11:45 AM - 12:15 PM	Session Three Breakouts
	An Unconventional Union: Promoting Information Literacy Through Assessment <i>Talia Nadir, University of St. Thomas</i> <i>Erika Scheurer, University of St. Thomas</i> This year, as a result of a long core curriculum revision process, Information Literacy was finally included in the University of St. Thomas' curriculum. However, faculty and staff had to settle for something different than the typical course-centered approach: the inclusion of information literacy learning objectives in the new curriculum is driven entirely by assessment. In this presentation, the presenters will share their university's unusual approach to information literacy via assessment, including the advantages and challenges of this approach.
	Getting Active during COVID-19: Incorporating Experiential Learning in Online Instruction <i>John Siegel, University of South Carolina Upstate</i> Active learning was a critical component of in-person sessions for psychology research methods and senior seminar courses, which included database searching and an exercise for students to understand primary/empirical and secondary/review literature. The liaison librarian quickly discovered these activities did not easily lend themselves to an online format. This presentation discusses transitioning activities, including lessons learned and instructional technologies used. Feedback from students and faculty will also be included.
	UDL Practices and Information Literacy Courses <i>Breanne Kirsch, Briar Cliff University</i> <i>Katelyn Sabelko, Briar Cliff University</i> In this presentation, librarians from Briar Cliff University will discuss information literacy courses and incorporate the universal design for learning (UDL) framework. With course redesign, the librarians included multiple formats for course materials and students were empowered through multiple options. Attendees will learn about incorporating the UDL framework in order to make courses inclusive and accessible to all students. There will be

	time for attendees to work on updating one assignment or part of a syllabus in a brief activity before Q&A time.
	Digital Research Logs: Free, Easy and Engaging Direct Measures for Assessment of Information Literacy Outcomes <i>Bernadette Mirro, Marymount University</i> <i>Mason Yang, Marymount University</i> Join to learn about how to use Google Sheets to create a research log for use in a synchronous instruction session or paired with digital instructional tutorials in an asynchronous library instruction session. The log is engaging and intuitive, helps students stay focused on the task and goes beyond the function of a traditional handout to serve as a tool they can use throughout the semester. It also serves as a direct assessment measure for evaluating information literacy outcomes.
	“Just the Most Useful Thing Ever”: Community College Students Talk About Their Information Literacy Needs <i>Don Latham, Florida State University</i> <i>Melissa Gross, Florida State University</i> <i>Heidi Julien, University at Buffalo</i> Online interviews conducted with community college students in Florida and New York helped explore their perceptions of their information literacy (IL) needs. The interviews focused on experiences with searching for, evaluating, and using information; experiences with IL instruction; and perceptions of their IL strengths and weaknesses. Findings revealed almost all of the students considered IL important in their schoolwork and personal lives. They also recognize the need to improve their skills.
	Interactive Video Tutorials from Scratch: Experiences and Lessons Learned Six Years On <i>Gina Garber, Austin Peay State University</i> <i>Christina Chester-Fangman, Austin Peay State University</i> <i>Scott Shumate, Austin Peay State University</i> See how Austin Peay State University's library created online video tutorials with interactive assessments. Rather than simply presenting material and quizzing after the fact, these tutorials present the questions to the students while viewing the video. These tutorials can be adapted for any topic, and the university has seen success when compared to basic PowerPoint presentations or traditional screen capture videos. The panel will discuss lessons learned, future plans, and answer questions about how to adopt a similar process using modern tools.
12:15 - 1:00 PM	Lunch
1:00 - 2:00 PM	Session Four Breakouts



Lateral Reading, Critical Thinking: Teaching Students To Evaluate Online Information Like the Pros

Jenny Dale, University of North Carolina at Greensboro

In Web Literacy for Student Fact-Checkers, Mike Caulfield describes lateral reading as reading “across many connected sites instead of digging deep into the site at hand” (2017, ch. 16). Research indicates lateral reading is a powerful tool for fact-checking and online source evaluation. This interactive session will provide a comparison between lateral reading and more traditional vertical reading strategies for evaluating web sources, as well as sample interactive activities for teaching lateral reading skills in a variety of contexts.



Assessing the One-Shot: Creating a Holistic Assessment Program for Information Literacy

Marla Means, Georgia Highlands College
Susanna Smith, Georgia Highlands College
Melanie Vincent, Georgia Highlands College

Georgia Highlands College Libraries Information Literacy Group set out to develop an integrated set of materials that would allow a holistic assessment for instruction efforts. Last fall, the team developed a set of framework-based "drop-in" student learning outcomes and objectives, along with a flexible assessment tool and resource guide. Join this panel as they discuss their successes and challenges with the iterative development process and learn how they integrated the SLOs and assessment into their teaching.



Bridging the Skills Gap: A Boot Camp for Graduate Students

Juliet Rumble, Auburn University-Main Campus
Timothy Dodge, Auburn University-Main Campus
Adelia Grabowsky, Auburn University-Main Campus
Liza Weisbrod, Auburn University-Main Campus

To be successful, graduate students must acquire competencies often not addressed by their academic programs. These include skills needed to conduct scholarly research, the ability to organize and work with information sources, and learning how to effectively communicate research findings. To help bridge this gap, the library faculty at Auburn University organized a one-day research boot camp. Attendees interested in sponsoring a similar event will receive tips on event programming, promotion, and assessment. The presenters will share survey and interview data they collected on graduate student research needs.

	Scalable and Sustainable: Building a Flexible Library Instruction Team to Handle Whatever the Future May Hold <i>Crystal Goldman, University of California, San Diego</i> <i>Timothy Chu, University of California, San Diego</i> <i>Amanda Roth, University of California, San Diego</i> <i>Dominique Turnbow, University of California, San Diego</i> Innovation, flexibility, and sustainability are attributes that libraries need to continually thrive. Find out how one library put a team in place that exemplifies these attributes. The panel will also discuss how to easily transfer in-person instruction to remote learning unexpectedly and within weeks. This session will help participants meet the challenges of a rapidly changing instructional landscape.
	Navigating the Online Tutorial Frontier: From Design to Deployment and Beyond <i>Samantha Harlow, University of North Carolina at Greensboro</i> <i>Natalie Haber, University of Tennessee at Chattanooga</i> <i>Rachel Olsen, University of North Carolina Greensboro</i> <i>Renae Watson, Colorado State University</i> Join this panel of librarians who specialize in online learning and information literacy to hear what drives their tutorial design, what tools they use, and the accessibility considerations they take into account. Get inspired to create asynchronous, online content as speakers share brief assessment results and ideas for future improvements. This panel will offer practical tips about getting the most out of free and low-cost software to help improve the look and feel of online tutorials.
	Creating Community Engagement in an Information-Literacy, Three-Credit Course: An Experiment at Idaho State University <i>Spencer Jardine, Idaho State University</i> This presentation outlines how a community of student engagement has been fostered by the presenter. It will include ideas on how to create active learning that focuses on information-literacy development and discussion, including formative assessment, classroom assessment techniques, and effective communication with students. Specifically, this presentation will report on the efforts to engage students with knowledge surveys, Quizizz/Kahoot! quizzes, breakout rooms, and interrupted lectures in a hybrid, face-to-face Zoom setting. Come prepared to discuss community engagement in an information-literacy course or workshop, take away three ideas to use in your instruction, and identify how class activities promote information literacy.
2:00 - 2:15 PM	Break • Session Change
2:15 - 2:45 PM	Session Five Breakouts

	Critical Inquiry via Annotated Bibliographies: Transitioning to University-Level Research <i>Carrie Wastal, University of California San Diego</i> <i>Marion Wilson, University of California San Diego</i> This panel considers how to help students use writing as a means of critical inquiry as they move from “cherry-picking” evidence to engaging more fully with their research sources. The presenters will share their annotated bibliography assignment and model key aspects of their pedagogy in both first-year composition classes and in their upper-division course required of transfer students.
	A Pilot Approach for Integrating Librarians and Learning Objects into a Multi-Section First-Year Seminar <i>Mary Anne Hansen, Montana State University</i> <i>Star Bradley, Montana State University-Bozeman</i> Two librarians at a mid-sized university will discuss their experiences in adapting previously synchronous library instruction for a multi-section first-year seminar into a learning management system approach. This program will include a description of previous efforts with this first-year seminar program and subsequent changes forced by the pandemic. The discussion will include how this pilot project went, including lessons learned and future plans for having a librarian presence in this program, whether synchronous or asynchronous.
	Test-Driving the Pilot: Experiences Creating and Using a Digital Information Literacy Course <i>Anne Barnhart, University of West Georgia</i> <i>Melanie Lewis, University of West Georgia</i> <i>Maurine Parker, University of West Georgia</i> In Fall 2020, a mid-sized university library piloted online information literacy modules in their course management system (CMS). This presentation features the librarian who created the course and a professor whose course participated in the pilot. Session attendees will also hear from a graduate student who participated in the pilot as a requirement for a course in their School Library Media program. Attendees will learn how they can access the content to upload into their own CMS.
	Information Literacy Re-Imagined: Deep Learning Practice <i>Kay Coates, Georgia Southern University</i> <i>Beverly King Miller, Georgia Southern University</i> Promoting information literacy synchronously and asynchronously in traditional classrooms, virtual and hybrid settings is the new norm. As such, instruction librarians in responding to rapid changes occasioned by the pandemic shuffle could intentionally incorporate certain pedagogical approaches to deliver library instruction. One such user-centric approach to consider is deep learning. Applying a deep-learning methodology could engender the ultimate desired outcome to positively impact the

	academic success within a cohort. Through this research-based praxis—intrinsic to learning how to learn and how to think critically—instruction librarians, faculty and students can collaboratively engage in knowledge transfer protocols to yield win-win outcomes.
	Keeping Up with the Research Needs of Students: Librarian-Led Information Literacy Instruction in Pre-Health Writing Courses <i>Beth Nardella, West Virginia University</i> <i>Jennifer Monnin, West Virginia University</i> In this presentation, the panel will discuss a successful collaboration between a health sciences librarian and a faculty member of a 3rd-year writing course in a pre-health major. In addition to the traditional tutorials on databases, citation managers, and library services, the librarian created credit-bearing assignments on building research questions, search terms, and evaluating sources. This collaboration led to greater student writing outcomes, a better understanding of how to connect topics to a research plan, and an increase in library use.
	International Studies Poster Gallery: Sharing Undergraduate Research in the Time of COVID-19 <i>Erin Weber, University of Tennessee, Martin</i> While the COVID-19 pandemic brought many challenges to information literacy instruction, it also provided unique opportunities to showcase student learning. The International Studies Poster Gallery, built on an in-person event from the previous year, displayed student poster presentations in a virtual space. After spending a semester researching their topics, senior international studies majors presented their posters and engaged with audience comments on an asynchronous website, created using the website-builder Wix. The seven students in the class received a combined 766 poster views. Poster galleries allow students to share their completed projects and participate in the full research process, including information creation.
2:45 - 3:00 PM	Break • Session Change
3:00 - 3:30 PM	Session Six Breakouts
	When Google Speaks: Situating Personalizing Algorithms as Speakers in Online Rhetorical Situations <i>Lacy Hope, Dixie State College</i> This presentation will position the personalizing algorithms used on popular search engines like Google as nonhuman speakers in online rhetorical situations, extending upon current scholarship conceptualizing personalizing algorithms as the audience. By understanding the algorithm as “speaker” and the user as “audience,” this presentation will propose a new way to critically assess capital interests undergirding information personalization. The presenter will also discuss how this approach can be used in the academic classroom to push back against the presence of disinformation.



Scaling Up Library Information Literacy Instruction by Developing Learning Management Systems Ready Asynchronous Modules

Ladislava Khailova, Georgetown University

Matthew Bernstein, Georgetown University

Using Georgetown's School of Continuing Studies Library as a case example, this presentation discusses the specific steps involved in academic libraries addressing budgetary and staffing challenges by creating customized information literacy-focused video lecture modules, which can be embedded in Learning Management Systems (LMS) and revised/reused as needed. As such, the modules not only allow librarians to scale up their instructional efforts, but also help them adequately respond to the needs of the increasing number of online learners.



Digital Divide: Big Tech, Censorship and the Bridge Back to Civil Discourse

Jeannie Parker Beard, Belhaven University

The enormous power to disseminate and censor information is now in the hands of an elite few tech giants who manipulate the masses to serve their own agendas. This has created a huge gap among different factions of society, a chasm so large it seems impossible to breach with conversations and compromise, the basis of a healthy and functioning democratic process. We the people must learn to navigate the digital information landscape in a way that builds bridges between different factions of society and work toward compassion and cooperation to solve problems faced by a global, connected world.



Three's Company: Collaborative Instructional Design on a Librarian-Instructor Team

Brittany O'Neill, Louisiana State University and Agricultural and Mechanical College

Deirdre Larsen, Louisiana State University and Agricultural and Mechanical College

Allen LeBlanc, Louisiana State University and Agricultural and Mechanical College

This session will describe a unique librarian-instructor collaboration where librarians contribute to research assignment design and the instructor contributes to developing the information literacy sessions. This effectively prepares students for finding, evaluating, and understanding relevant scholarly articles early in their college careers. The panel will provide suggestions for developing similar relationships to support student success and introduce strategies they have found useful in helping students locate and synthesize scholarly articles.

	The Cross-Cultural Learning in Global Read Aloud <i>Xiaoying Wang, University of Missouri - St. Louis</i> The Global Read Aloud (GRA) is a project where classrooms worldwide read and discuss the same book. In the digital age of the 21st century, teachers and students use technological tools to help transcend traditional geography, time, and even national boundaries to communicate and learn across cultures in a meaningful way. The paper mainly depended on the qualitative survey data on the 21 interviews summarized by analyzing code frequencies. The findings showed how teachers help students with cross-cultural learning in the GRA process.
3:30 - 3:45 PM	Break • Session Change
3:45 - 4:15 PM	Session Seven Breakouts
	Teaching Information Literacy by Teaching Students to Write Reviews <i>Henrietta Verma, Infobase</i> Librarian Henrietta Verma of Infobase, former head of Library Journal reviews, will discuss how to teach students about content by helping them write short reviews of books or other items. Attendees will learn what should and should not be included in a review. The session, which will draw on Infobase's support for student writers, will assist attendees in teaching review-related concepts from the ACRL framework and help students quickly discern which materials are reliable for a given task.
	A Tale of Two CUREs: Course-Based Undergraduate Research Experiences and Online Information Literacy Instruction <i>Samantha Harlow, University of North Carolina at Greensboro</i> <i>Jenny Dale, University of North Carolina at Greensboro</i> In 2017, a public university was awarded a grant to provide faculty stipends to develop "course-based undergraduate research experiences" (CURES). These CURES encouraged learning outcomes and activities that facilitate group work and active learning environments to foster undergraduate research. Join two liaison librarians to hear a tale of two very different, successful CURE course partnerships, with specific examples of creating engagement with students online and information literacy instruction in a virtual environment.
	Helping Military and Veteran Students Transition to Academic Life: The Role of the Academic Library <i>Mary Elizabeth Downing-Turner, Fort Hays State University</i> Military and veteran students face unique challenges when coming into an academic environment. Libraries can play a role in easing transition challenges. This presentation outlines the various initiatives Forsyth Library participates in, both in and outside of the library, for the purpose of addressing the needs of military and veteran students at Fort Hays State University.

	How Accessible is Online Information Literacy Instruction? <i>Vincent Larkin, North Carolina Wesleyan College</i> With much information literacy instruction taking place online since the start of the pandemic in March 2020, how has this affected the accessibility of the instruction itself and information literacy resources? How can educators apply the principles of universal design, not just to websites and libguides, but to all online tools and platforms? This presentation will provide a quick overview of universal design principles, evaluate the accessibility of Zoom, Teams, and other online platforms/tools, and look at how to best integrate IL resources into synchronous/asynchronous online instruction.
	Expanding the Scope of the ACRL Framework for Information Literacy in Higher Education: Scholarship Analysis and Practice Recommendations <i>Stan Trembach, Emporia State University</i> This session focuses on the findings of a meta-analysis of contemporary scholarship exploring the socio-cultural dimensions of information literacy education. It explores the ACRL framework for information literacy in higher education as a transformative, interdisciplinary teaching tool applicable to the entire higher education domain. The intersectionality inherent in literacy education is further explained through the practical lens, drawing on the successful experience of blending the six frames and building blocks to cultural competence during library instruction for underrepresented students.
4:15 - 5:15 PM	Poster Session and Meet & Greet