# ALISE 2020
## ANNUAL CONFERENCE

ALISE
ASSOCIATION FOR LIBRARY AND
INFORMATION SCIENCE EDUCATION

ALISE

TRANSFORMING LIS EDUCATION    IN AN    INTERCONNECTED WORLD

VIRTUAL EVENT    2020    OCTOBER 2020

# Information changes the world.
## So do our graduates.

The iSchool at Illinois prepares graduates to become innovators, collaborators, and problem-solvers. They are trained to think big. They are encouraged to take bold action. They are prepared to advance knowledge about information science and technology—and ready to change the world.

BS in Information Sciences • MS in Library and Information Science • MS in Information Management
MS in Bioinformatics (Information Sciences Concentration) • PhD in Information Sciences
School Librarian Licensure • Certificate of Advanced Study

**School of Information Sciences**
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

**ischool.illinois.edu**

Welcome to the first-ever ALISE Virtual Conference! Even though the worldwide COVID-19 pandemic forced our conference online after its planning was well underway, this unexpected change presents ALISE 2020 with many opportunities for engagement that are simply not possible at a place-based conference. Who knew when the conference co-chairs and I began strategizing eighteen months ago that this year's theme, "Transforming LIS Education in an Interconnected World," would prove so prescient? Without such interconnectedness afforded by the internet, high-speed bandwidth, and cloud-based multimedia presentation platforms, "meeting" this year would not be at all possible.

This year's conference recognizes that library and information science education continues to be transformed by technological advances, international trends, and expanded interconnectedness, both local and global. "Change" has become a buzzword but also a constant reality. Our field is affected by growing diversity, the pervasive culture of metrics and performance indicators, widespread misinformation campaigns, the need to project clear institutional images, the imperative of the public good and sustainability, and the need to prove the value of higher education and professional activities to community stakeholders, professional collaborators, and funding agencies. Our social settings, educational environments, and workplaces are fluid and fast-paced.

In an era shaped by the continuing evolution of the information landscape, these trends present an auspicious field of activity for LIS educators, students, and researchers but also challenge us to stay relevant, creative, up-to-date, responsive to change, and proactive for the future. ALISE 2020 focuses on the challenges and opportunities these transformations present to LIS educators in terms of institutional narratives, sustainability, and our positioning as an increasingly interdisciplinary field.

Our keynote speaker, Dr. William Alba, Assistant Dean for Diversity in the Carnegie Mellon University College of Science, will address one of today's most important information challenges. Dr. Alba's keynote speech, "Truth and Trust in 2020," focuses on the myriad obstacles we must overcome when trust in experts is eroded and opinion is conflated with truth.

My deepest appreciation goes to the conference planning committee, especially to co-chairs Suliman Hawamdeh and Keren Dali, who have really stepped up and devoted so much creative energy, in addition to careful planning, to deliver an uncompromised conference experience in our virtual environment. Thanks to Hannah Gunderman once again for preparing the conference proceedings, and to the awards committee chairs and members who devoted their energies and expertise to select worthy recipients for this year's awards. I am also grateful to my colleagues on the ALISE Board of Directors and to our Executive Director, Cambria Happ, and her staff at McKenna Management who have ably guided us into the world of virtual conferencing. We wish all conference attendees a robust, stimulating, and engaging virtual conference experience.

*Stephen Bajjaly*
*2019-2020 ALISE President*

## Thank You Message From Conference Co-Chairs

As conference co-chairs, we would like to welcome you to the first-ever virtual ALISE 2020 Annual Conference! Transitioning to the online mode due to COVID-19 has not been an easy task, but the success of this transition is secured by the incredible conference program committee and steadfast support from ALISE members. We received an impressive number of strong submissions. Accepted submissions will be delivered during the conference through consecutive and concurrent tracks: 12 paper sessions (45 papers), 15 panels, 11 SIG sessions, 47 work-in-progress posters, and 22 Doctoral posters. Building a high-quality conference program has been made possible through the dedicated efforts of over 100 peer-reviewers, who invested their time and expertise amid very challenging circumstances.

We would like to take this opportunity to thank Juried Papers Co-chairs Nora Bird and Kyle M. L. Jones; Juried Panels and SIG Panels Co-chairs Don Latham and Michele Villagran; Director for SIGs Lilia Pavlovsky; ALISE Academy Co-chairs Kendra Albright and Bharat Mehra; Works-in-Progress Posters Co-chairs Amelia Anderson and Jenny Bossaller; ALISE/Jean Tague-Sutcliffe Doctoral Student Poster Competition Co-chairs Dan Albertson and Rachel Ivy Clarke, and ALISE Proceedings Chair Hannah C. Gunderman. We wish to express our gratitude to the ALISE leadership, President Stephen Bajjaly, Executive Director Cambria Happ, and ALISE staff Linda Bailey and Ana Mattson for their support, encouragement, and guidance in the process.

This year, we are excited once again to partner with the Illinois Digital Environment for Access to Learning and Scholarship (IDEALS) for the publication of our conference proceedings online open-access and for making them discoverable.

We hope you enjoy the 2020 ALISE Virtual Annual Conference and the many sessions and events now included in the full conference schedule.

We are looking forward to connecting with you virtually in October 2020!
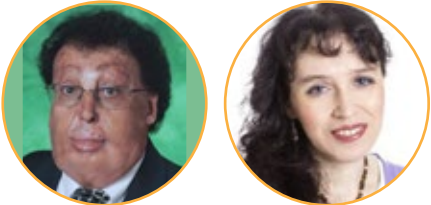
*Suliman Hawamdeh and Keren Dali,*
*ALISE 2020 Conference Co-chairs*

ALISE is committed to providing a safe, productive, and welcoming environment for all conference/meeting participants and ALISE staff. All participants, including, but not limited to, attendees, speakers, volunteers, exhibitors, ALISE staff members, service providers, and all others are expected to abide by this Virtual Programs Code of Conduct. This Policy applies to all ALISE meeting and conference-related events, including those sponsored by organizations other than ALISE but held in conjunction with ALISE events, on public or private platforms.

ALISE has zero-tolerance for any form of discrimination or harassment, including but not limited to sexual harassment by participants or our staff at our meetings. If you experience harassment or hear of any incidents of unacceptable behavior, ALISE asks that you either make an anonymous report or a personal report as follows:

## Anonymous Report

You can make an anonymous report on the ALISE website at https://ali.memberclicks.net/harassment_incident#/. Although we cannot follow up on an anonymous report with you directly, we will fully investigate it and take whatever action is necessary to prevent a recurrence.

## Personal Report

You can make a personal report by contacting the ALISE office (office@alise.org), who will pass on your report to the president of ALISE.

Unacceptable Behavior is defined as:

- Harassment, intimidation, or discrimination in any form.
- Verbal abuse of any attendee, speaker, volunteer, exhibitor, ALISE staff member, service provider, or other meeting guest.
- Examples of verbal abuse include, but are not limited to, verbal comments that reinforce social structures of domination related to gender, sexual orientation, disability, physical appearance, body size, race, religion, national origin, inappropriate use of nudity and/or sexual images in public spaces, presentations, or on online environments (e.g., text, email, social media, etc.), threatening, deliberate intimidation or stalking any attendee, speaker, volunteer, exhibitor, ALISE staff member, service provider, or other meeting guest in online environments.

- Harassing photography or recording that might be posted or distributed.
- Disruption of presentations during sessions, or at other events organized by ALISE throughout the virtual meeting. All participants must comply with the instructions of the moderator and any ALISE virtual event staff.
- Advocating for, or encouraging, any of the above behavior.
- Presentations, postings, and messages should not contain promotional materials, special offers, job offers, product announcements, or solicitation for services. ALISE reserves the right to remove such messages and potentially ban sources of those solicitations.
- Participants should not copy or take screen shots of Q&A or any chat room activity that takes place in the virtual space.

ALISE reserves the right to take any action deemed necessary and appropriate, including immediate removal from the meeting without warning or refund, in response to any incident of unacceptable behavior, and ALISE reserves the right to prohibit attendance at any future meeting, virtually or in person.

## VIRTUAL CONFERENCE PLATFORM

The ALISE '20 virtual conference platform is "Event Home Base" (Home Base). Through Home Base registered attendees are able to access all live and recorded sessions, learn more about conference presenters, meet sponsors and exhibitors, participate in discussions, and more. Log in using the credentials sent to you to access the recorded and live breakout sessions via the "Schedule" tab. Questions regarding the ALISE 2020 Virtual Annual Conference can be sent to office@alise.org.

## GOVERNANCE COMMITTEE

**Chair:** Heidi Julien
**Members:** Dietmar Wolfram, Louise Spiteri

## CONFERENCE EVALUATION

The feedback attendees provide on the conference evaluations are critical to improvements for future conferences. ALISE will issue an online evaluation after the conference concludes. Please watch your email for an invitation to participate in the conference evaluation.

## PROCEEDINGS

The proceedings for the 2020 ALISE Annual Conference have been published online at https://www.ideals.illinois.edu/handle/2142/107822



UNC GREENSBORO
Department of Library & Information Science
http://lis.uncg.edu

**Cora Paul Bomar Virtual Summit**

Friday, March 19th 2021

**Featuring ALA Immediate Past-President**

**Wanda Brown**

*"Leading from the Heart!"*

More info at go.uncg.edu/corapaul

## NOTES:

- All times are ET. Events and times are subject to change.
- Location for all events will be online.
- Speaker information is available in the virtual conference platform, Home Base.
- Breakout Session Key:
  - Track A Sessions = Juried Papers and Awards
  - Track B Sessions = Juried Panels
  - Track C Sessions = SIGs

## Tuesday, October 13

| Time | Event |
|------|-------|
| 12:30 pm - 1:30 pm | School Library Media SIG Meeting |
| 1:00 pm - 2:00 pm | Equity and Social Justice SIG Meeting |
| 2:00 pm - 3:00 pm | Technical Services Education SIG Meeting |
| 2:00 pm - 3:00 pm | Curriculum SIG Meeting |
| 2:00 pm - 3:30 pm | Information Ethics SIG and Information Policy SIG Meeting |

## Wednesday, October 14

| Time | Event |
|------|-------|
| 9:00 am - 10:00 am | Youth Services SIG Meeting |
| 10:00 am- 11:00 am | International Library Education SIG Meeting |
| 10:30 am - 11:30 am | ALISE/Norman Horrocks Leadership Award Committee Meeting |
| 11:30 am - 12:30 pm | Gender Issues SIG Meeting |
| 11:30 am - 12:30 pm | Archival/Preservation Education SIG Meeting |
| 12:30 pm - 2:00 pm | Leadership Orientation *2020-2021 committee leaders strongly encouraged to attend* |
| 2:00 pm - 3:00 pm | ALISE/Eugene Garfield Doctoral Dissertation Competition Committee Meeting |

| Time | Event |
|------|-------|
| 2:00 pm - 3:00 pm | ALISE/ProQuest Methodology Paper Competition Committee Meeting |
| 2:00 pm - 3:00 pm | ALISE Excellence in Teaching Award Committee Meeting |
| 2:30 pm - 3:30 pm | ALISE/Connie Van Fleet Award Committee Meeting |
| 3:00 pm - 4:00 pm | Service to ALISE Award Committee Meeting |
| 4:00 pm - 5:00 pm | Health SIG Meeting |
| 5:00 pm - 6:00 pm | ALISE/Pratt-Severn Faculty Innovation Award Committee Meeting |
| 5:00 pm - 6:00 pm | Nominating Committee Meeting |

## Thursday, October 15

| Time | Event |
|------|-------|
| 12:00 pm - 1:30 pm | **School Representative's Meeting** Designated School Representative for each ALISE institutional member invited to attend |

## Monday, October 19

| Time | Event |
|------|-------|
| 11:00 am - 12:30 pm | **Breakout Session B.1. - Panel** LIS Education in a Pandemic Era: Innovative Teaching Methods, Strategies, & Technologies |

## Monday, October 19 Cont.

| Time | Event |
|------|-------|
| 11:00 am - 1:00 pm | **Breakout Session C.1. - SIG Information Policy** The Intersection of Information Ethics and Policy: Challenges and Opportunities for LIS Educators |
| 12:00 pm - 1:30 pm | **First Timers Meeting** *All first time ALISE annual conference attendees are invited to attend* |
| 12:50 pm - 2:20 pm | **Breakout Session B.2. - Panel** Preparing Librarians to Research in an Interdisciplinary and Interconnected World: Perspectives on Teaching Research Methods, Evaluation, and Assessment |
| 1:20 pm - 3:20 pm | **Breakout Session C.2. - SIG Gender Issues** Gender Issues SIG: Seeking Information Between and Beyond Binaries: Exploring How Queer Theory Can Inform LIS Theories |
| 2:00 pm - 3:20 pm | **Breakout Session A.1. - Theory to Practice** a. Ensuring that Library Faculty Know What it's Like to Work in a Library b. Bridging the Gap: Employer, Librarian, and Educator Perspectives on Instructional Librarianship c. Submission Withdrawn d. The Potential to Transform: Information Behavior Theory and Reference Service Professional Education |
| 2:40 pm - 4:10 pm | **Breakout Session B.3. - Panel** Submission Withdrawn |

| Time | Event |
|------|-------|
| 3:40 pm - 4:40 pm | **Breakout Session A.2. - Health & Equity in LIS** a. Alzheimer's, Dementia, and LIS: Educating for Service to the Forgotten Patrons b. Barriers to the adoption of EHR in GCC Countries: Exploratory Study c. Chat Reference in the Time of COVID-19: Transforming Essential User Services |
| 3:40 pm - 5:40 pm | **Breakout Session C.3. - SIG Innovative Pedagogies** Innovative Teaching Strategies and Conventional Approaches for Enhanced Learning in a Global Information Environment |
| 4:30 pm - 6:00 pm | **Breakout Session B.4. - Panel** Submission Withdrawn |
| 5:00 pm - 6:20 pm | **Breakout Session A.3. - LIS in an Interconnected World** a. A Decolonial Curricular Approach to LIS Education b. Indigenous Digital Inclusion: Interconnections and Comparisons c. Instructional Design in LIS Education: Preparing for New Educational Roles in an Interconnected World d. Asian Informatics: Integrating Cultural Perspective in the iField |

## Tuesday, October 20

| Time | Event |
|------|-------|
| 11:00 am - 11:30 am | **President's Welcome and Award Announcements** |
| 11:30 am - 1:00 pm | **Plenary Session with Keynote and Q&A** Dr. William Alba "Truth and Trust in 2020" |
| 12:30 pm - 2:00 pm | **Breakout Session B.5. - Panel** Connecting Rural Public Libraries to LIS Education and Research: The Case of Health Services, Programs, and Partnerships |
| 12:30 pm - 2:30 pm | **Breakout Session C.4. - SIG. Equity and Social Justice** Racism and Bias in Student Evaluations of Teaching |
| 2:00 pm - 3:00 pm | **Breakout Session A.4. - DEI in Education** a. New Ways of Teaching Library Service to Immigrant Communities b. Navigating the Cultural Landscape: A Strategy for Enhancing Self-Awareness in Information Professionals c. Research-Practice Partnerships: Reaching Underserved Students in the School Library |
| 2:20 pm - 3:50 pm | **Breakout Session B.6. - Panel** Crisis Management, COVID-19, and Libraries: Implications for LIS Education |
| 2:50 pm - 4:50 pm | **Breakout Session C.5. - SIG. Disabilities in LIS** Transforming LIS Education through Disability Inclusion |

| Time | Event |
|------|-------|
| 3:20 pm - 4:40 pm | **Breakout Session A.5. - Research & Innovation** a. Library as Research Lab: New Research Engagement Model for LIS Students and Professionals b. Expanding Scholarly Research from Print to Video c. Simulated Person Method for Teaching Soft Skills in the Information Professions: A Pilot Qualitative Study d. Student Contributions to Research on Rural and Small Public Libraries |
| 4:10 pm - 5:40 pm | **Breakout Session B.7. - Panel** Preparing Emerging Professionals: Whether and How LIS Faculty Teach "Soft Skills" |
| 5:00 pm - 6:00 pm | **Virtual Speed Networking** |
| 6:00 pm - 7:00 pm | **WIP Poster Session & Virtual Networking** |

## Wednesday, October 21

| Time | Event |
|------|-------|
| 11:00 am - 11:30 am | **President's Welcome and Award Announcements** |
| 11:30 am - 12:50 pm | **Breakout Session A.6. - Instructional Practices and Design** a. Digital Humanities Among LIS Programs: An Analysis of Courses b. Skill-Building in Online Graduate-Level Metadata Instruction through the Prism of Quality Evaluation of Student-Created Metadata Records c. In the Shadow of the ACRL Framework: Current Instructional Practices of Community College Librarians d. School Librarian's Questions About Remote Instruction: Opportunities for LIS Educators |
| 11:30 am - 1:00 pm | **Breakout Session B.8. - Panel** Poetry and the "Voice" of LIS Educators: Transforming the Fabric of Lives and More |
| 11:30 am - 1:30 pm | **Breakout Session C.6. - SIG. Information Ethics** Where do we stand? Working toward an ALISE position statement on learning analytics in higher education |

| Time | Event |
|------|-------|
| 1:10 pm - 2:30 pm | **Breakout Session A.7. - Innovative Pedagogies** a. Metaphors, Critical Incidents, and Librarian Professional Identity in LIS Pedagogy: Research Methodology as Pedagogical Tool Embedded in Reflexive Practice b. Collaborative Authorship in an LIS Setting: Plugging into Best Practices for Doctoral Students c. Transforming Reference Education through Improv Comedy d. Interdisciplinarity in Students' Research Papers: The Impact of Assignment Requirements on Students' Use of Interdisciplinary Sources in an LIS Research Methods Course |
| 1:20 pm - 2:50 pm | **Breakout Session B.9. - Panel** Library and Information Science across disciplines |
| 1:50 pm - 3:50 pm | **Breakout Session C.7. - SIG. Technical Services Education** Technical Services Education: Transformation and Advocacy |

## Wednesday, October 21 Cont.

| Time | Event |
|---|---|
| 2:50 pm - 4:10 pm | **Breakout Session A.8. - Creative Approaches in LIS Education** **a.** Exploring Data Science Learning Objectives in LIS Education **b.** Designing the MLIS: How Design Thinking Can Prepare Information Professionals **c.** Connecting for Successful Transition: Postgraduate Distance Library and Information Studies Students' Transition Experiences **d.** Using Investigative Video Games to Teach Reference Transaction Skills in Interconnected Classrooms |
| 3:10 pm - 4:40 pm | **Breakout Session B.10. - Panel** Podcasts and Partnerships:  Learning Through Listening and Content Creation |
| 4:10 pm - 6:10 pm | **Breakout Session C.8. - SIG. Curriculum** What About Librarianship in LIS Curricula? |
| 4:30 pm - 5:50 pm | **Breakout Session A.9. - Accessibility & Inclusion** **a.** Using Universal Instructional Design to Teach Fundamentals of Library and Information Science **b.** Withdrawn **c.** Graduate Student Use of and Preference for Unlimited-Use e-Books as Textbooks in a Library Science Master's Degree Program **d.** Neurodiversity in Higher Education: Library and Information Science Educators Address the Learning Needs of Students with Intellectual Disabilities |

| Time | Event |
|---|---|
| 5:00 pm - 6:30 pm | **Breakout Session B.11. - Panel** Critical Data Approaches to the Interconnected Library |
| 6:00 pm - 7:30 pm | Doctoral Poster Session & Virtual Networking |

## Thursday, October 22

| Time | Event |
|---|---|
| 11:00 am - 12:30 pm | Virtual Breakfast with a Vendor |
| 11:00 am - 12:30 pm | **Breakout Session B.12. - Panel** Introducing The Tree of Contemplative Practices |
| 11:00 am - 1:00 pm | **Breakout Session C.9. - SIG. School Library Media** Transforming Learning: Challenges and Opportunities through School Libraries |
| 12:50 pm - 2:20 pm | **Breakout Session B.13. - Panel** Wait, What College Are You From? The Innovative, Interdisciplinary Approach to LIS Education Through the Lens of Emergency Preparedness, Homeland Security, and Cybersecurity |
| 1:00 pm - 2:00 pm | **Annual Business Meeting** |
| 1:20 pm - 3:20 pm | **Breakout Session C.10. - SIG. Archival/ Preservation Education** Transforming the Archival Classroom for a Connected Reality |

## Thursday, October 22 Cont.

| Time | Event |
|---|---|
| 2:00 pm - 3:20 pm | **Breakout Session A.10. - Educating for the Future** **a.** (Before COVID): Roles and Services of Libraries throughout Disasters **b.** Community-Led Librarianship Demands Community Asset-Building: One Step Towards a Re-Envisioned MLIS **c.** New Methods, New Needs: Preparing Academic Library Practitioners to Address Ethical Issues Associated with Learning Analytics (ALISE Best Conference Paper Award) **d.** Librarians as Natural Disaster Stress Response Facilitators: Building Evidence for Trauma-Informed Library Education and Practice (ALISE Best Conference Paper Award) |
| 2:40 pm - 4:10 pm | **Breakout Session B.14. - Panel** Informing First Generation MLIS Experience: Challenges & Resources |
| 3:40 pm - 5:00 pm | **Breakout Session A.11. - ALISE Research Award Winners** **a.** ALISE/Bohdan S. Wynar Research Paper Competition **b.** ALISE/ProQuest Methodology Paper Competition **c.** ALISE/Eugene Garfield Doctoral Dissertation Competition **d.** The ALISE Connie Van Fleet Award |

| Time | Event |
|---|---|
| 3:40 pm - 5:40 pm | **Breakout Session C.11. - SIG. Youth Services** What Do Youth Service Librarians Need? Reassessing Goals and Curricula in the Context of Changing Information Needs and Behaviors of Youth |
| 4:30 pm - 6:00 pm | **Breakout Session B.15. - Panel** Mentoring Go 'Round: Interconnected Mentoring to Advance the LIS Research |
| 5:20 pm - 6:20 pm | **Breakout Session A.12. - Information Literacy** **a.** Overconfident and Underprepared?: Assessment of First-Year Undergraduate Students' Information Literacy Skills **b.** Information Literacy in Transition: Self-perceptions of Community College Students **c.** Transforming Information Literacy Education: Information Literacy Landscapes |

## Friday, October 23

| Time | Event |
|---|---|
| 11:00 am - 12:30 pm | **iFederation Panel Session** The panel session is available complimentary, however registration is required. Register Here |
| 1:00 pm - 3:00 pm | **ALISE Academy** Separate registration fees apply, visit ALISE Academy for details |
| 1:00 pm - 3:00 pm | Council of Deans, Directors, Chairs Meeting |

## In Memoriam

Lorene B. Brown - Clark-Atlanta University

Barbara Burns Moran - University of North Carolina at Chapel Hill

Allyson Carlyle - University of Washington

Yvonne Chandler - University of North Texas

Robert Cox - Simmons University

Evelyn Daniel - University of North Carolina at Chapel Hill

Julie Hallmark - University of Texas at Austin

Billie Grace Herring - University of Texas at Austin

Susan Lazinger

Willis "Bill" Lukenbill - University of Texas at Austin

Mary Jo Lynch - University of Michigan, Director of the ALA Office for Research and Statistics.

Timothy Sineath - University of Kentucky

Peggy Sullivan - University of Chicago, Dominican University (formerly Rosary College), Northern Illinois University, and the American Library Association

Ernie Ingles - University of Alberta

Charles Davis - University of Illinois

# CONFERENCE RAFFLE

## ALISE > 2021
### CRAFTING A RESILIENT FUTURE
#### LEADERSHIP, EDUCATION, & INSPIRATION
##### MILWAUKEE, WI - SEPTEMBER 21-23

Did you purchase a raffle ticket when registering online for the conference? If so, you might be the lucky winner who will receive a 3-night stay at the Hyatt Regency Milwaukee for the ALISE 2021 Annual Conference. The prize is valued at more than $600! The virtual drawing will take place at the conclusion of the conference and the winner will be notified.

## TUESDAY, OCTOBER 13

### SIG Business Meetings

12:30 pm – 1:30 pm
School Library Media SIG

1:00 pm – 2:00 pm
Equity and Social Justice SIG

2:00 pm – 3:00 pm
Technical Services Education SIG

2:00 pm – 3:00 pm
Curriculum SIG

2:00 pm – 3:30 pm
Information Ethics SIG and Information Policy SIG

## WEDNESDAY, OCTOBER 14

### SIG Meetings

9:00 am - 10:00 am
Youth Services SIG

10:00 am – 11:00 am
International Library Education SIG

11:30 am – 12:30 pm
Gender Issues SIG

11:30 am – 12:30 pm
Archival/Preservation Education SIG

4:00 pm – 5:00 pm
Health SIG

## Committee Meetings

10:30 am – 11:30 am
ALISE/Norman Horrocks Leadership Award Committee

2:00 pm – 3:00 pm
ALISE/Eugene Garfield Doctoral Dissertation Competition Committee

2:00 pm – 3:00 pm
ALISE/ProQuest Methodology Paper Competition Committee

2:00 pm – 3:00 pm
ALISE Excellence in Teaching Award Committee

2:30 pm – 3:30 pm
ALISE/ Connie Van Fleet Award Committee

3:00 pm – 4:00 pm
Service to ALISE Award Committee

5:00 pm – 6:00 pm
Nominating Committee

5:00 pm – 6:00 pm
ALISE/Pratt-Severn Faculty Innovation Award Committee

## Leadership Orientation

12:30 pm – 2:00 pm
*2020-2021 committee leaders strongly encouraged to attend*

# THURSDAY, OCTOBER 15

## 12:00 pm – 1:30 pm

### School Representative's Meeting

Designated School Representative for each ALISE institutional member invited to attend

Sponsored By

**School of Information Sciences**
UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

# MONDAY, OCTOBER 19

Breakout Session Key:
- Track A Sessions = Juried Papers and Awards
- Track B Sessions = Juried Panels
- Track C Sessions = SIGs
- All times are in ET. Events and times are subject to change.

## 11:00 am – 12:30 pm

### B.1. - LIS Education in a Pandemic Era:  Innovative Teaching Methods, Strategies, & Technologies

Abebe Rorissa, Hemalata Iyer, Shimelis Assefa, Kendra Albright, Nadia Caidi

At the ALISE 2019 conference, the five panelists facilitated an interactive and lively discussion on Innovative Teaching Methods & Strategies that Work for LIS Education around the Globe. The panel discussion generated several critical issues. There was much interest on the part of the attendees about continuous engagement with, and deeper discussions about the topic at venues like ASIS&T and other conferences. Hence, we are delivering a follow up interactive panel discussion that focusses on lessons learnt and novel approaches  to innovative teaching methods, strategies, & technologies for a shifting landscape in LIS education.

## 11:00 am – 1:00 pm

### C.1. - The Intersection of Information Ethics and Policy: Challenges and Opportunities for LIS Educators (Information Policy SIG)

Nicole Alemanne, Lesley Farmer, Suliman Hawamdeh, Melissa Johnston, Jenna Kammer, A.J. Million, Lucy Santos Green, Michele Villagran, Dian Walster, Margaret Zimmerman

The Information Policy SIG proposes a panel focusing on the intersection of information ethics and policy. The purpose of this session is to 1) present actual strategies and/or resources for addressing ethics and policy in LIS courses, and 2) engage the audience in discussions about the implications of ethics and policy in LIS instruction and research. The presentations in this peer-reviewed panel present diverse perspectives on the nature of information policy and ethics, and the relationship between them. These presentations highlight the role of ethics in policy and include real-world examples highly relevant to LIS education.

## 12:00 pm – 1:30 pm

### First Timer's Meeting

*All first time ALISE annual conference attendees are invited to attend*

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## 12:50 pm – 2:20 pm

### B.2. - Preparing Librarians to Research in an Interdisciplinary and Interconnected World: Perspectives on Teaching Research Methods, Evaluation, and Assessment

Kawanna Bright, Krystyna Matusiak, Mõnica Colõn-Aguirre, Rajesh Singh, Jenny S. Bossaller

This panel will discuss the importance of preparing future Library and Information Science (LIS) practitioner/researchers to address issues affecting LIS in an increasingly interconnected and interdisciplinary landscape. Panelists will discuss the role of interdisciplinary and comparative research in LIS, as well as approaches to teaching research methods, both nationally and internationally.

## 1:20 pm – 3:20 pm

### C.2. - Gender Issues SIG: Seeking Information Between and Beyond Binaries: Exploring How Queer Theory Can Inform LIS Theories (Gender Issues SIG)

Diana Floegel, Vanessa Kitzie, Travis Wagner

This panel explores the potential ways in which queer theory can inform, expand, and alter theories of information within LIS scholarship. In particular, the discussed research focuses on how queer identity, embodiment, and experience alter more rigid ways of understanding information and its use on both individual and societal levels.

## 2:00 pm – 3:20 pm

### A.1. - Theory to Practice

## 2:00 pm – 3:20 pm

### A.1.a. - Ensuring That Library Faculty Know What Its Like to Work in a Library

Darin Freeburg

In this study, practicing librarians gathered in focus groups (FGs) to talk about their perceptions of the library degree (MLIS). Analysis showed that significant components of the degree are considered outdated and irrelevant to current practice. Additional analysis revealed that faculty development (FD) could help to address this perceived irrelevancy by exposing faculty to the current work of librarians, so long as it is developed and delivered by practicing librarians. This analysis also revealed several topics that should be addressed. This study contributes to LIS education by not only identifying a problem but suggesting a way to overcome it.

## 2:00 pm – 3:20 pm

### A.1.b. - Bridging the Gap: Employer, Librarian, and Educator Perspectives on Instructional Librarianship

Brendan Fay, Brady Lund, Ting Wang, Michael Widdersheim

This study compares the perspectives of academic library administrators, library school educators, and academic librarians with respect to academic instructional librarianship.

A 9-item questionnaire was administered to N=14 educators, N=10 library administrators, and N=13 instructional librarians. The survey asked about the character of instructional librarians, their job preparation, library school training, job duties, and assessment. Responses indicate a general agreement among the 3 populations regarding desirable skills and traits, but some disagreement exists between administrators and others regarding assessment. Results suggest that further consideration is needed about the nature and necessity of instructional librarian training in graduate library schools. information literacy; pedagogy; curriculum; education; reference transactions; academic libraries; teaching faculty

### A.1.c. Submission withdrawn

## 2:00 pm – 3:20 pm

### A.1.d. - The Potential to Transform: Information Behavior Theory and Reference Service Professional Education

Amy Vanscoy, Heidi Julien, Alison Harding

Information behavior is a critical research area for informing research and information services. The growth of information behavior research over the past few decades has resulted in theories, models, and concepts that can transform thinking about reference and information service. This study explores the extent to which these theories, models, and concepts have been integrated into reference professional education through a syllabus study and interviews with instructors. Preliminary results indicate that inclusion of information behavior theories, models, and concepts remains limited and suggests that a transformation in reference professional education is yet to come.

## 2:40 pm – 4:10 pm

### B.3. - Submission Withdrawn

## 3:40 pm – 4:40 pm

**A.2. - Health & Equity in LIS**

## 3:40 pm – 4:40 pm

### A.2.a. - Alzheimers, Dementia, and LIS:  Educating for Service to the Forgotten Patrons

Timothy J. Dickey

LIS education has not prepared students to serve those living with Alzheimers and related dementias, a marginalized population of nearly 6 million in the United States alone. Healthy lifestyle choices such as mental and social stimulation are known to promote brain health and resilience, and these non-pharmacological interventions against dementia are already mission-critical within library services. Learn how LIS education for this underserved community can improve in key areas of practice  customer service, information services, collection development, and adult programming  and can prepare library professionals to meet the needs of those living with dementia and their caregivers.

## 3:40 pm – 4:40 pm

### A.2.b. - Barriers to the Adoption of EHR in GCC Countries: Exploratory Study

Reem Alkhaledi, Maram Alkhaledi, Suliman Hawamdeh

This study examines to the challenges and barriers affecting the use and adoption of EHR by GCC countries. Investigation and analysis are based on research studies, health reports, and published data by GCC countries in the last ten years. The results revealed repeating patterns and themes with regard to the challenges and barriers to the implementation of EHR systems in the GCC countries. We hope the findings from the study would benefit healthcare institutions in GCC countries in their efforts of overcoming the challenges and barriers to the use and adoption of EHR systems.

## 3:40 pm – 4:40 pm

### A.2.c. - Chat

### Reference in the Time of COVID-19: Transforming Essential User Services

Marie Radford, Laura Costello

Reference is an essential service for academic libraries, whether or not face-to-face communication is possible. This research explores the impact of the COVID-19 pandemic on academic library virtual reference services, especially live chat. Through analysis of interviews and a national survey of librarians responsible for adapting their institution's response to physical service closures and reductions, this investigation aims to understand how COVID-19 transformed chat reference, and how users responded to new and evolving services.

## 3:40 pm – 5:40 pm

### C.3. - Innovative Teaching Strategies and Conventional Approaches for Enhanced Learning in a Global Information Environment

Denice Adkins, Denise Agosto, Sue Alman, Jenny S. Bossaller, Renate Chancellor, Debbie Faires, Africa Hands, Jamie Kleinsorge, Shari Lee, Bharat Mehra, Alex Poole, Virginia Tucker

Innovative Pedagogies SIG

## 5:00 pm – 6:20 pm

**A.3. - LIS in an Interconnected World**

## 5:00 pm – 6:20 pm

### A.3.a. - A Decolonial Curricular Approach to LIS Education

Alejandra Mendez

In the last decade, Puerto Rican librarians and educators have developed curricula through a decolonial and critical lens.  The developed projects respond to the needs of educators and students to address the emerging crisis that Puerto Rico has undergone.  School and academic librarians have partnered with schoolteachers and Education scholars to develop educational materials and projects to meet the needs of students.  Recent history has led to the demand for new types of information literacy sessions.  These needs are supported by U.S. led LIS scholarship on critical pedagogy and critical-inclusive education.

## 5:00 pm – 6:20 pm

### A.3.b. - Indigenous Digital Inclusion: Interconnections and Comparisons

Jennifer Campbell-Meier, Allan Sylvester, Anne Goulding

This paper explores published research on Indigenous digital inclusion, starting from the premise that Indigenous peoples adopt and use digital technologies in ways that fit their specific social contexts. Analysis of search results from Scopus and Web of Science aimed to identify common themes and approaches, and to explore differences and interconnections between research from disparate academic disciplines. The findings indicate that research from Australasia features prominently and that the Social and Computer Sciences produce the bulk of the work in this area. Conclusions comment on the interdisciplinarity of research into Indigenous digital inclusion.

## 5:00 pm – 6:20 pm

### A.3.c. - Instructional Design in LIS Education: Preparing for New Educational Roles in an Interconnected World

Marcia Rapchak, Emily Ahlin

As information professionals connect with and educate their patrons in new ways, instructional design takes a more prominent role in the careers of those working in library

and information sciences. Despite this growing need, some MLIS programs do not have courses that emphasize instructional design competencies. This paper describes the development of an Instructional Design course in an MLIS program, and details how the course content is aligned with instructional design competencies. Preliminary feedback from students is also shared. This paper provides a justification and model for the development of an instructional design course in other MLIS programs.

## 5:00 pm – 6:20 pm

### A.3.d. - Asian Informatics: Integrating Cultural Perspective in the iField

Rongqian Ma, Ning Zou

This research study justifies Asian informatics as an emerging and rewarding area of research and practices in the information field (iField) and demonstrates its potential to facilitate diversity and multiculturalism of library and information science (LIS) education in the U.S. Traditionally an important component of the iField, LIS programs have yet established a curriculum cultivating the awareness of cultural and social contexts of information among students. Providing a critical overview of the iField doctoral education in the U.S., this paper demonstrates the needs and benefits of integrating Asian informatics into the LIS curriculum, urging LIS education to pay more attention to the significance of cultural contexts in information studies.

# TUESDAY, OCTOBER 20

## 11:00 am – 11:30 am

**President's Welcome and Award Announcements**

## 11:30 am – 1:00 pm

**Plenary Session with Keynote and Q&A**

William Alba , PhD., Assistant Dean for Diversity, Mellon College of Science; Director, Science and Humanities Scholars Program; Associate Teaching Professor, Department of Chemistry; Carnegie Mellon University

### *Truth and Trust in 2020*

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Professionals in library and information science (LIS) education are experts at archiving, organizing, and providing access to knowledge. However, we live during a time when trust in experts is eroded and opinion is conflated with truth.

Dr. Alba will examine these challenges from multiple disciplinary and historical angles. First, other human enterprises, from the everyday to the lofty, endure similar concerns with truth and trust. These include scientific research on numerous topics of public interest, such as climate change, dietary guidelines, and pandemic risks; political discourse with those holding opposing views; and the decision about whether to broadcast our presence to the stars & Second, while the rise of the Internet has complicated judgments of trust and truth, these issues have also concerned prior civilizations, including Greek and Roman societies. Third, recent students from behavioral economics and the history of science can help us understand how contemporary technologies can careen us towards mistrust and confusion, as well as provide some

direction on ways to move forward. There is no silver bullet to resolve problems of truth and trust. Nevertheless, this symphonic review of how others in different areas and over the centuries have handled these matters can assist LIS professionals in taking the fore to navigate these straits.

## 12:30 pm – 2:00 pm

### *B.5. - Connecting Rural Public Libraries to LIS Education and Research: The Case of Health Services, Programs, and Partnerships*

Denice Adkins, Jenny S. Bossaller, Susan K. Burke, Christine D'Arpa, Noah Lenstra, Bharat Mehra, Ellen L. Rubenstein

This interactive panel discussion will draw interconnections around the themes of public libraries, rural health, and community engagement. Many rural libraries have invested in health initiatives as other public spaces close. How do librarians and library staff receive the education, training, and support to foster and sustain such initiatives Panelists will briefly discuss their IMLS-funded projects addressing rural health and then will turn to questions from both the audience and those gathered prior to the session. public libraries; community and civic organizations; community-led services; social justice

## 12:30 pm – 2:30 pm

### *C.4. - Racism and Bias in Student Evaluations of Teaching (Equity and Social Justice SIG)*

Monica Colon-Aguirre, Nicole A. Cooke, Amelia Gibson

Student evaluations of teaching are widely used in higher education as the main performance indicator of teaching excellence and influence hiring, retention and compensation decisions. However, research shows these are highly flawed and marred with biases. Some of these biases include sexism and racism, judging racial minorities more harshly than whites, and expressing more negative performance evaluations of faculty when diversity and inclusion topics are the focus of the courses being evaluated. This panel will present the perspectives of four library and information science faculty members regarding their experiences with student evaluations of teaching and bias.

## 2:00 pm – 3:00 pm
**A.4. - DEI in Education**

## 2:00 pm – 3:00 pm

### *A.4.a. - New Ways of Teaching Library Service to Immigrant Communities*

Ana Ndumu, Michele Villagran

Outreach to immigrant communities is a long-standing aspect of U.S. library service. This area of library and information science (LIS) practice is vital given that immigration continues to dominate policy and public discourse. There is a need to advance U.S.-based LIS education so that new library professionals are aware of the sociopolitical implications of engagement with immigrant communities. This paper offers a framework for instructing on best practices for outreach to immigrant communities within LIS courses. By calling for deeper, humanizing pedagogy, this critical essay aligns with the 2020 ALISE Conference theme of "Transforming LIS Education in an Interconnected World." Though based on the U.S. context, the framework is applicable to other countries.

## 2:00 pm – 3:00 pm

### *A.4.b. - Navigating the Cultural Landscape: A Strategy for Enhancing Self-Awareness in Information Professionals*

Rajesh Singh

Preparing culturally competent information professionals requires experiential approaches that would challenge them to navigate their own cultural landscape though introspective lenses. However, for information professionals, the tricky business of investigating oneself remains largely unacknowledged and unstudied. This study demonstrates how information professionals discover and come to understand the meaning of race, privilege, and intersectionality between them by navigating their own cultural identity. Initial qualitative analysis of fourteen personal identity exploration narratives reveals the importance of self-awareness in cultivating a culturally responsive mindset. This study addresses an approach to LIS education that calls for intentional efforts in cultivating self-reflexive information professionals for bringing sustainable change in a culturally diverse society.

## 2:00 pm – 3:00 pm

### *A.4.c. - Research-Practice Partnerships: Reaching Underserved Students in the School Library*

Rita Soulen

The school librarians in one district undertook a year-long action research project to increase diversity of materials in their library collections and the use of these diverse materials. This study will document and describe their efforts, while also providing an analysis of the change in practice over time from pre- to post-intervention. Content analysis will be used to evaluate purchase orders made prior to the interventions. Interventions to increase diverse collections and programming will be instituted by the lead media coordinator. During the action research project, the librarians will use diversity tools to analyze their collections. Content analysis will be used again to evaluate purchase orders made after the interventions were implemented. Interviews of school librarians and the lead media coordinator will provide thick description of change in materials purchasing and use due to professional development interventions.

## 2:20 pm – 3:50 pm

### *B.6. - Crisis Management, COVID-19, and Libraries: Implications for LIS Education*

Deborah Charbonneau, Lisa Hussey, Noah Lenstra, Laura Saunders, Rachel Williams

In light of the COVID-19 pandemic, this panel explores emergency planning, crisis management, and implications for LIS Education.

## 2:50 pm – 4:50 pm

### C.5. - Transforming LIS Education Through Disability Inclusion (Disabilities in LIS SIG)

Sue Alman, Amelia M. Anderson, Maddi Brenner, Jennifer Campbell-Meier, Keren Dali, Mirah J. Dow, Debbie Faires, Anne Goulding, Baheya S. Jaber, Bharat Mehra, Rebecca Muir, Abigail L. Phillips, Asim Qayyum, Andrew J. M. Smith, Sarah Sutton, Kim M. Thompson, Melissa Wong

Combining perspectives from Australia, Canada, New Zealand, and the US, this international panel will develop an honest dialog on disability inclusion in LIS education, drawing on empirical research, discursive analysis, and practical experience. All introductory talks will be followed by nuanced and carefully developed experiential activities prepared by each group of presenters and delivered at the two thematically arranged round tables. Jointly, seven interconnected presentations will address LIS pedagogy, educational policy, and educational content from the standpoint of disability inclusion and its potential to transform LIS education.

## 3:20 pm – 4:40 pm

**A.5. - Research & Innovation**

## 3:20 pm – 4:40 pm

### A.5.a. - Library as Research Lab: New Research Engagement Model for LIS Students and Professionals

Soo Young Rieh, Elizabeth Yakel, Laurie Alexander

We present a research engagement model called Library as Research Lab designed to foster research on library practice while enabling LIS students to hone research skills and librarians to adopt evidence-based practices. By creating three research labs through collaboration between one iSchool and university library on campus, the Library as Research Lab program provides unique learning opportunities for masters students, academic librarians, and faculty to engage in research activities over a full academic year. This paper introduces a research engagement model along with program activities. The results of program evaluation data collected from participants are also reported.

## 3:20 pm – 4:40 pm

### A.5.b. - Expanding Scholarly Research From Print to Video

GoUn Kim

Student research papers are microcosms of print journal articles, yet the trajectory of todays journal literature includes refereed video journals. This research addresses a new horizon where video replaces text in academic work by faculty and students. Data collected from a research university survey of 148 faculty, librarians, and teaching assistants were augmented by 16 in-depth interviews, including publication in video journals. The results suggest that this transition to dynamic multimedia presentations may challenge what it means for a researcher to be a productive scholar and for a student to be a career-ready; informed individual in the digital age.

## 3:20 pm – 4:40 pm

### A.5.c. - Simulated Person Method for Teaching Soft Skills in the Information Professions: A Pilot Qualitative Study

Aviv Shachak, David Remisch, Eva Peisachovich

Simulated Person Methodology (SPM) is a type of experiential learning that provides learners with realistic practice of soft skills such as communication and conflict resolution. SPM utilizes humans, who are trained to portray specific roles and provide feedback to learners. SPM training interventions were implemented in a Museum Studies course and a Library and Information Science skill-building workshop. Standard evaluation forms, interviews and focus group were used to obtain post-intervention feedback from students and instructors. Results suggest that the SPM activity was beneficial to the students learning experience and successfully met educational objectives. Suggestions for improvement are discussed. education of information professionals; reference transactions; pedagogy

## 3:20 pm – 4:40 pm

### A.5.d. - Student Contributions to Research on Rural and Small Public Libraries

Ellen L. Rubenstein, Christine D'Arpa, Susan K. Burke, Noah Lenstra, Abigail Rose, Ginny Schneider, Rebecca R. Floyd

This paper discusses the role and contributions of masters students as members of the research team on an IMLS-funded research project on health and wellness programming in rural and small libraries. On this project, students learn myriad aspects of both research and practice, including how to collaborate on a complex project, how libraries function, particularly in this case, rural and small libraries, how to analyze, plan, and evaluate, and how to develop programming.

## 4:10 pm – 5:40 pm

### B.7. - Preparing Emerging Professionals: Whether and How LIS Faculty Teach Soft Skills

Laura Saunders, Stephen Bajjaly

Studies show that LIS employers seek professional or soft skills such as communication, teamwork, and interpersonal skills, making these skills essential to the employability and success of emerging professionals. This panel shares the results of a national study examining the extent to which LIS faculty are teaching and assessing these skills in their courses. The results of this study provide a baseline of the extent to which LIS faculty are addressing these important skills, as well as insight into the specific instructional strategies they use to these skills. Findings could inform curricular decisions at a course and program level.

## 5:00 pm – 6:00 pm

**Virtual Speed Networking**

## 6:00 pm – 7:00 pm

**WIP Poster Session and Virtual Networking**

# WEDNESDAY, OCTOBER 21

## 11:00 am – 11:30 am
**President's Welcome and Award Announcements**

## 11:30 am – 12:50 pm
**A.6. - Instructional Practices and Design**

## 11:30 am – 12:50 pm

### A.6.a. - Digital Humanities Among LIS Programs: An Analysis of Courses

Chris Alen Sula, Claudia Berger

The digital humanities (DH) remain a growing area of interest among researchers and locus of new positions within libraries, archives, museums, and cultural heritage organizations. In response to this demand, many library and information science (LIS) programs have developed curricula around DH. While previous studies have surveyed DH programs, courses, and instructors generally, none has systematically examined DH courses within the context of LIS. This paper analyzes courses offered within ALA-accredited programs and iSchools, presenting descriptive findings, exploring unique aspects of DH education within LIS, and contextualizing courses offered in the United States and Canada with other courses worldwide.

## 11:30 am – 12:50 pm

### A.6.b. - Skill-Building in Online Graduate-Level Metadata Instruction Through the Prism of Quality Evaluation of Student-Created Metadata Records

Mary Burke, Oksana L. Zavalina

The quality of metadata has a direct effect on the access to information; therefore, teaching students to create high-quality metadata is an important, yet challenging, task for LIS educators. To provide such training in an effective way, the field needs empirical data on how the quality of student-created metadata correlates with the content and methods of instruction. This paper provides an overview of the metadata creation skill-building content of the popular introductory graduate metadata course offered online at X university, presents results of metadata quality analysis, and discusses how the observed common student-created metadata quality issues might affect curriculum development.

## 11:30 am – 12:50 pm

### A.6.c. - In the Shadow of the ACRL Framework: Current Instructional Practices of Community College Librarians

Melissa Gross, Don Latham, Heidi Julien

While much has been written about information literacy instruction in higher education, community colleges and community college librarians have received less attention. A survey of 163 instructional librarians at community colleges in Florida and New York was undertaken to investigate instructional practices in community colleges as college and university librarians are working to incorporate the new ACRL Framework for Information Literacy for Higher Education (2016) into their instruction. Findings from this survey will be of use to librarians in high school, community college, and four-year college/university environments. They will also inform pedagogy in MLS programs preparing librarians for instructional work. information literacy, academic libraries, specific populations

## 11:30 am – 12:50 pm

### A.6.d. - School Librarians Questions

### About Remote Instruction: Opportunities for LIS Educators

Jenna Kammer, Rene Burress

Many school librarians turned to social media during the COVID-19 pandemic as a forum for interacting with other educators who were experiencing remote instruction. These social networks illuminated that many school librarians were prepared to work remotely, though they had many questions related to digitizing learning, digital policy, and digital ethics. This study uses discourse analysis to analyze the questions posed by school librarians related to remote instruction to understand more about areas in which they sought support. The findings were compared with the current LIS curriculum to identify gaps in candidate preparation.

## 11:30 am – 1:00 pm

### B.8. - Poetry and the Voice of LIS Educators: Transforming the Fabric of Lives and More

Jim Elmborg, Jeff Weddle, Bharat Mehra

Three library and information science educators draw on their poetry and that of others to illustrate its role in their personal and professional streams of life journeys. The panel explores the power of poetry as voice in transforming their lives and shaping their motivations, directions, choices, and actions at intertwined personal and professional levels of intersection. The interactive panel provides an opportunity to the audience to discuss the use of poetry in its transformational potential within and beyond the academy. The panel draws on the theoretical construct of voice as an instrument of self-consciousness, narrative development, storytelling, and discourse analysis.

## 11:30 am – 1:30 pm

### C.6. - Where Do We Stand? Working Toward an ALISE Position Statement on Learning Analytics in Higher Education (Information Ethics SIG)

John Burgess, Kyle Jones

In this Special Interest Group (SIG) panel for the Information Ethics SIG, we address the emergence of learning analytics and its ethical implications for teaching and learning. We argue that library and information science (LIS) faculty need to address the issues learning analytics raises, mainly student privacy. The panel will present a catalog of ethical issues, address larger human rights concerns, and then develop strategies for LIS faculty to use in their institution to effect change and student protections. The panel will end with a collaborative effort to develop a position statement on learning analytics for consideration by ALISEs membership.

## 1:10 pm – 2:30 pm
### A.7. - Innovative Pedagogies

## 1:10 pm – 2:30 pm

### A.7.a. - Metaphors, Critical Incidents, and Librarian Professional Identity in LIS Pedagogy: Research Methodology as Pedagogical Tool Embedded in Reflexive Practice

Jennifer Campbell-Meier, Anne Goulding, Cameron Pierson

This paper will outline a pedagogical tool adapted from a research method in a project examining professional identity of public librarians in New Zealand. This tool leverages the elicitation of metaphors and critical incidents, examined with guided questions, to prompt examination of professional identity. This pedagogical tool is underpinned by reflexive practice, creating a framework to understand and engage within increasingly interconnected contexts.

## 1:10 pm – 2:30 pm

### A.7.b. - Collaborative Authorship in an LIS Setting: Plugging into Best Practices for Doctoral Students

Devon Whetstone, Heather Moulaison Sandy

Doctoral students in Library and Information Science are pressured to publish, but how and when do they learn about ethical practices for evaluating authorship contribution when collaborating And what should faculty in their programs be teaching them This paper presents and synthesizes literature and standards on authorship in faculty-student collaborations, and makes recommendations to support authorship education in LIS doctoral programs.

## 1:10 pm – 2:30 pm

### A.7.c. - Transforming Reference Education Through Improv Comedy

Emily Vardell

This study sought to explore how the fundamentals of improv comedy could be used to discuss and practice the soft skills necessary for effective reference services provision. Feedback was collected from a pilot study where students were asked to engage with selected improv comedy activities and then discuss bridges between improv and reference skills. The results presented in this paper support the continued exploration of the efficacy of using the principles of improv comedy to explore effective reference services provision.

## 1:10 pm – 2:30 pm

### A.7.d. - Interdisciplinarity in Students Research Papers: The Impact of Assignment Requirements on Students Use of Interdisciplinary Sources in an LIS Research Methods Course

Monica Colon-Aguirre, Kawanna Bright

Library and information science (LIS) is an interdisciplinary field; however, historical studies of the use of sources and literature outside of library science indicate a lack of use of interdisciplinary sources. Research also shows reliance on a handful of sources. This study will explore the influence of strategic assignment requirements for a final paper on students use of interdisciplinary sources in their work.

## 1:20 pm – 2:50 pm

### B.9. - Library and Information Science Across Disciplines

Lindsay Mattock, George Shaw, Travis Wagner, Hassan Zamir, Margaret Zimmerman

The five members of this panel represent four institutions and five disparate areas of LIS research. What they have in common is their expertise in developing collaborative research partnerships with outside areas. Each panelist will discuss their experiences in employing these productive collaborative relationships and how they see the interdisciplinary nature of LIS impacting their work. The audience will also be polled on their collaborations with outside disciplines with the results displayed using data visualization software. Following the individual presentations, the panelists will solicit crowd participation and open up the floor for a discussion on experiences significant to the theme.

## 1:50 pm – 3:50 pm

### C.7. - Technical Services Education: Transformation and Advocacy (Technical Services Education SIG)

Leah Brochu, Hyerim Cho, Keren Dali, Brian Dobreski, Heather Moulaison Sandy, Karen Snow

Though change has been constant in information settings for some time now, at the start of a new decade we are presented with an opportunity to review transformations in technical services education and how they may prepare professionals to deal with this continuous change. Education must consider not only how best to understand and serve end-users of systems (in order to anticipate their needs), but also how best to advocate for best practices in addressing needs, and how to implement best practices both ethically and with professionalism. cataloging; classification; metadata; education; continuing education; information ethics

## 2:50 pm – 4:10 pm

**A.8. - Creative Approaches in LIS Education**

## 2:50 pm – 4:10 pm

### A.8.a. - Exploring Data Science Learning Objectives in LIS Education

Hammad Khan

The significance of this exploratory research is that it provides educators and curriculum developers an overview of topics, activities, and research data lifecycle stages that are represented in the LIS data science syllabi. The research includes 128 syllabi from United States LIS programs offering data science courses for the year 2019. Syllabi are analyzed for content through the list of weekly topics and expected learning outcomes. Curriculum developers can benefit from this study by focusing on the areas of the research data lifecycle that are least represented in their data science syllabi.

## 2:50 pm – 4:10 pm

### A.8.b. - Designing the MLIS: How Design Thinking Can Prepare Information Professionals

Matt Burton, Marcia Rapchak, Chelsea Gunn, Eleanor Mattern

In recent years, the library profession has embraced the value of design thinking for designing services, serving users, and organizing physical spaces. This paper describes the developments that led to the incorporation of design thinking in a Masters in Library and Information Science program at the University of Pittsburgh. Through a three-course Design Methods Sequence (DMS), students engage in sustained partnerships with organizations in the local community. This paper provides insights from a pilot instructional year, highlighting ways in which the DMS may serve as a model for MLIS programs that aim to build experiential learning opportunities for students.

## 2:50 pm – 4:10 pm

### A.8.c. - Connecting for Successful Transition: Postgraduate Distance Library and Information Studies Students Transition Experiences

Anne Goulding, Guanzheng Li

This paper presents results of a survey exploring the transition experiences of LIS postgraduate distance learners. While transition between educational stages has been considered extensively in previous research, the principal focus has been on students transitioning from school to university with little attention paid to the specific experiences of postgraduate students, nor those learning via distance. This study addresses this research gap and explores factors which support and/or challenge successful transition for postgraduate distance learners. The results suggest that managing expectations and building community interactions and relationships are key priorities to facilitate successful transition for this group of learners.

## 2:50 pm – 4:10 pm

### A.8.d. - Using Investigative Video Games to Teach Reference Transaction Skills in Interconnected Classrooms

John Burgess, Anna Grace Wallace

As online education for the MLIS becomes widespread one challenge for reference and user services instructors is that traditional active learning exercises used to promote internalization and personalization may not translate to online classroom environments where real-time feedback is more difficult to provide equitably. This article proposes to use investigative video games to teach critical reasoning skills essential for competence in conducting reference interviews and searches. It provides examples of how types of reasoning are used in these video games, and how when practiced those and related skills can provide a foundation for further instruction for reference and user services.

## 3:10 pm – 4:40 pm

### B.10. - Podcasts and Partnerships:  Learning Through Listening and Content Creation

Lindsay Mattock, Micah Bateman, Aiden Bettine, Jennifer Burek Pierce

With more than 850,000 podcasts available, these contemporary, serialized recordings are an increasingly popular way of conveying ideas and connecting with audiences. Their role in education, however, is as yet understudied. This panel offers a multifaceted examination of the ways podcasts can support learning: as a means of providing course content, as a way of sharing knowledge outside of course structures, and in community engagement contexts. pedagogy; education of information professionals; community engagement; social media

## 4:10 pm – 6:10 pm

### C.8. - What About Librarianship in LIS Curricula (Curriculum SIG)

Bill Edgar, YooJin Ha, Jessica Jordan, Linda Lillard, Susan Rathbun-Grubb

LIS programs have greatly diversified what they teach beyond librarianship. Many LIS programs have expanded to encompass interconnected topics, re-positioning themselves within universities as I-Schools with explicit teaching and research agendas addressing information broadly. However, this intellectual expansion raises important questions: How important is librarianship to the curricula of a School or Department of LIS or to an I School How important is librarianship to graduates of these schools To what degree is librarianship specific to the curricula of these schools distinct from others such as Computer Science/Communication A mix of LIS educators and information professionals will address these questions.

**4:30 pm – 5:50 pm**

**A.9. - Accessibility & Inclusion**

**4:30 pm – 5:50 pm**

### A.9.a. - Using Universal Instructional Design to Teach Fundamentals of Library and Information Science

Valerie Nesset

As Library and Information Science (LIS) educational programs attract a large diversity of students in terms of demographics and disciplines, the Universal Instructional Design (UID) framework, with its emphasis on developing inclusive instructional methods to accommodate a multiplicity of learning styles, is advocated as a framework for teaching key LIS concepts, especially to new students.

**4:30 pm – 5:50 pm**

### A.9.b. - Submission withdrawn

**4:30 pm – 5:50 pm**

### A.9.c. - Graduate Sudent Use of and Preference for Unlimited-use e-books as Textbooks in a Library Science Masters Degree Program

Andrew J. M. Smith, Sarah Sutton

This study investigates graduate student use of and preferences for or against unlimited-use e-books as textbooks in eight sections of two required courses in a graduate professional library science degree program. Both closed and open-ended survey questions elicited information on student use of required textbooks provided as unlimited-use e-books by the university library: whether and how the e-book was accessed; the role of book cost in this decision; preference for print or e-book textbooks; and advantages/disadvantages of each format. Results suggest a strong preference for print, but with cost governing the format decision for many students.

**4:30 pm – 5:50 pm**

### A.9.d. - Neurodiversity in Higher Education: Library and Information Science Educators Address the Learning Needs of Students with Intellectual Disabilities

Mirah J. Dow, Bobbie Bushman

Many U. S. colleges and universities provide a wide array of college course types, certificates, and degrees for students with intellectual disabilities (ID). This research addresses how library and information science (LIS) educators can prepare future librarians to instruct and support individuals with ID in postsecondary programs.

**5:00 pm – 6:30 pm**

### B.11. - Critical Data Approaches to the Interconnected Library

LaTesha Velez, Melissa Villa-Nicholas, Miriam E. Sweeney

This panel borrows from critical data approaches to explore the library as a site of interconnected information assemblages that incorporate (and consolidate) a range of technological, cultural, political, economic, and social arrangements. Using a presentation/discussion model, the panel will be arranged into two parts. Part one will ground the conversation in empirical research to illustrate the plurality of approaches to critical data projects in the library. Part two of the panel will open up a discussion with the audience about how LIS education can further integrate and support critical data approaches to better prepare library workers to serve diverse communities in the current information landscape.

**6:00 pm – 7:30 pm**

**Doctoral Poster Session and Virtual Networking**

## THURSDAY, OCTOBER 22

**11:00 am – 12:30 pm**

### B.12. - Introducing The Tree of Contemplative Practices

Jenna Hartel, Kiersten Latham, Hugh Samson, Beck Tench

In the spirit of contemplative pedagogy, this panel introduces The Tree of Contemplative Practicesa graphic representation that helps educators and students to understand the main principles and seven major types of contemplative practices. Using the Tree as a framework, enthusiasts can learn contemplative practices in a systematic, secular, and bespoke manner. Seated altogether in a circle and through storytelling, the three presenters will: 1) Encapsulate their commitment to contemplative pedagogy; 2) Recount an application of The Tree of Contemplative Practices in their teaching; and 3) Demonstrate one of the Trees major limbs (e.g. MOVEMENT) and branches (e.g. walking meditation). Pedagogy, Students, Information use

**11:00 am – 1:00 pm**

### C.9. - Transforming Learning: Challenges and Opportunities through School Libraries (School Library Media SIG)

Maria Cahill, Audrey Church, Karla Collins, Lesley Farmer, Pamela Harland, Carl Harvey, Kate Lechtenberg, Jennifer Luetkemeyer, Jenna Spiering, Jen Spisak

Researchers will share papers exploring the SIG theme, Transforming Learning: Challenges and Opportunities through School Libraries. This interactive SIG session includes presentation of each research paper followed by open dialogue and Q&A regarding issues raised by the papers, implications for practice, and future areas for research.

## 11:00 am – 12:30 pm

**Virtual Breakfast with a Vendor**

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## 12:50 pm – 2:20 pm

### B.13. - Wait, What College are You From? The innovative, Interdisciplinary Aapproach to LIS Education Through the Lens of Emergency Preparedness, Homeland Security, and Cybersecurity

Jennifer Goodall, Abebe Rorissa, Tiffany Williams-Hart

The MS in Information Science at UAlbany relocated to the newly created College of Emergency Preparedness, Homeland Security and Cybersecurity in 2018. This new home has provided fertile grounds for innovation, interdisciplinary curriculum initiatives, cutting-edge research, community partnerships, and the resurgence of a dying program to become one of UAlbanys fastest growing graduate programs. Through our story, we demonstrate that thinking about LIS education in the EHC context demonstrates how we remain true to fundamental facets of information science the creation, use, dissemination, retrieval, and security of information while pioneering through new fields of discovery and ground-breaking, cross-disciplinary applications.

## 1:00 pm – 2:00 pm

**Annual Business Meeting**

## 1:20 pm – 3:20 pm

### C.10. - Transforming the Archival Classroom for a Connected Reality (Archival/Preservation Education SIG)

Najim A. Babalola, Sarah A. Buchanan, Shobhana L. Chelliah, Adam Kriesberg, Sarah Pratt, Katherine M. Wisser, Oksana L. Zavalina

The Archival / Preservation Education SIG panel explores current innovations in classroom pedagogy for teaching preservation and archival studies. Panel includes four presentations of 15 minutes each plus moderated Q&A. Presentations address the visual communication of collection data via class activities, digitization work as a cyber-physical system (CPS), partnered processing with learning-collections, and development of a language data archiving course - and presenters bring perspectives from three states and two countries. pedagogy; teaching faculty; archives; archival arrangement and description

## 2:00 pm – 3:20 pm

**A.10. - Educating for the Future**

## 2:00 pm – 3:20 pm

### A.10.a. - B.C. (Before Covid): Roles and Services of Libraries throughout Disasters

Beth Patin

Prevention of disasters is ideal, but not practical. Instead, the emphasis is placed on resilience or a communitys ability to bounce back. This research explored how public libraries, as FEMA-designated essential community organizations, enhanced community resilience before the Coronavirus. This work utilized a content analysis of the Disaster Information Management Research Center Bibliography to determine the roles and services public libraries provided throughout previous disasters. Results demonstrate addressing information needs, providing a sense of community, supplying infrastructure, and acting as a trusted source of information were critical roles and services provided by public libraries throughout disasters.

## 2:00 pm – 3:20 pm

### A.10.b. - Community-led Librarianship Demands Community Asset-building: One Step Towards a Re-envisioned MLIS

Siobhan Stevenson

For the public librarian, archivist, or curator, asset-based community development (ABCD) is many things: a professional practice, a research method, a partnership-building vehicle, and an important tool with which to support the development of healthy, vibrant and sustainable cultural and educational services. ABCD is the opposite of, but complement to, needs assessment studies. In the latter, the emphasis is placed on whats lacking in a community, its deficits, what it needs; rather than what it already has, its assets. ABCD is premised upon the belief that all communities contain a wealth of resources: in the people who live there, in the associations, clubs and institutions to which they belong, as well as the businesses they run and/or frequent. This paper introduces the value of a recently offered graduate course in ABCD for students with interests in the new community-led/ community-embedded approach to service delivery. The phrase our interconnected world is interpreted here as that world beyond the four walls of the library and into which public librarians find themselves embedded in unfamiliar territory. These are communities and neighbourhoods at a far remove from the status quo. At the heart of this work is a commitment to the public good, social equality and social justice through community development that places communities, their members, and their assets at the centre, and the library professional on the sidelines in a capacity-building role and as a useful source of bridging social capital.

## 2:00 pm – 3:20 pm

### A.10.c. - New Methods, New Needs: Preparing Academic Library Practitioners to Address Ethical Issues Associated with Learning Analytics

Kyle Jones, Lisa Janicke Hinchliffe

Academic libraries are participating in the collection and analysis of student data. Under the umbrella of learning analytics, these practices are directed toward developing an understanding of how libraries contribute to student learning, the educational experience, and efficient operations of academic institutions. Learning analytics, however, is loaded with ethical issues, which are complicated by privacy-related values espoused by library practitioners. This work-in-progress paper discusses emerging findings from a survey of academic library practitioners. The survey identifies what ethical issues practitioners associate with leaning analytics and the degree to which they are prepared to address such issues. information privacy; big data; education; students; research methods; academic libraries

## 2:00 pm – 3:20 pm

### A.10.d. - Librarians as Natural Disaster Stress Response Facilitators: Building Evidence for Trauma-informed Library Education and Practice

Denise Gomez, Faye R. Jones, Zoe Leonarczyk, Marcia A. Mardis, Samantha Nagy, Scott M. Pickett, Curtis S. Tenney

In this paper, we propose research, education, and practice opportunities centered on a community-based approach for librarians to recognize and assist patrons with mental health symptoms caused by natural disasters. This proposed therapy offers public librarians an opportunity to engage with a framework to meaningfully assist their patrons while benefiting the self-care often overlooked in times of crisis.

## 2:40 pm – 4:10 pm

### B.14. - Informing First Generation MLIS Experience: Challenges and Resources

Anthony Bernier, Rebecca Davis, Africa Hands, Danielle Pollock, Michele Villagran

Can MLIS programs better address the challenging experiences first generation students (FGS) encounter as they prepare to thrive in the profession Professor Gabrielle Foreman, New England Board of Higher Education, characterized a central FGS fact: For first generation students and students of color, asking for help feels like begging. For more privileged students, asking feels like networking. This panel will introduce and explore the concerns and challenges FGS experience that can remain hidden but hamper success not only in school but in professional practice as well. Students; Teaching faculty; Curriculum; Diversity, Equity, & Inclusion (DEI)

## 3:40 pm – 5:40 pm

### C.11. - What Do Youth Service Librarians Need Reassessing Goals and Curricula in the Context of Changing Information Needs and Behaviors of Youth (Youth Services SIG)

Abigail L. Phillips, Natalie Taylor

The ALISE Youth Services Special Interest Group (SIG) presents a panel that explores what youth services means in the context of LIS education today, including novel additions to youth services curricula and how the changing needs of youth impact LIS education. The session will begin with presentations of five papers (15 minutes each), followed by an open discussion and Q&A. The five presentations include topics ranging from discussions of critical youth information needs, methods of incorporating design thinking and interdisciplinary work in LIS youth services courses, investigating dialogue between librarians and youth, and the role of family and community in youth information behavior. The discussion prompted by these scholars are an important contribution to the continued reform and evolution of youth services education.

## 3:40 pm – 5:00 pm

### A.11. - ALISE Research Award Winners

## 3:40 pm – 5:00 pm

### A.11.a. - ALISE/Bohdan S. Wynar Research Paper Competition: Positioning Vulnerability in Youth Digital Information Practices Scholarship: What are We Missing or Exhausting

Mega Subramaniam, S. Nisa Asgarali-Hoffman, Shandra Morehouse, Natalie Pang

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Introduction. We report a study to interrogate how empirical studies have conceptualized at-risk or vulnerable youth digital information practices. Methods. A systematic review study was carried out. A search for empirical studies published between January 2009 and December 2018 was carried out at two institutions of higher learning using keyword search. The results were filtered using a set of selection criteria and 58 articles were selected for analysis. Analysis. Using a coding sheet, each article in the corpus was read independently by two researchers. When there was disagreement, a discussion was carried out to resolve them. Results. Ten areas of vulnerability are identified, together with the geographical and disciplinary origins of these studies. Conclusions. The study contributes a landscape view of key focal interests in studying the vulnerable, paying special attention to where these studies are conducted and also the disciplinary origins of these researchers. This work highlights areas that are overstudied and understudied, paving the way forward for future research agendas involving at-risk or vulnerable populations.

## 3:40 pm – 5:00 pm

### A.11.b. - ALISE/ProQuest Methodology Paper Competition: Using the World Cafe Methodology to Support Community-centric Research and Practice in Library and Information Science

Jocelyn Pettigrew, A. Nick Vera, Travis Wagner

The World Cafe (TWC) methodology is a form of action research that develops collective knowledge among individuals and communities to address shared problems. TWC can complement LIS research and practice that is increasingly participatory and community-centric. The potentials and pitfalls for TWC are illustrated by ongoing research examining public library service to LGBTQIA+ communities for health information. The authors used TWC in a community forum between LGBTQIA+ community leaders and librarians in [name removed for blind review]. Per TWC conventions, participants engaged in day-long rotating caf-style table conversations that encouraged new ideas and collective dialogue. Findings indicate that TWC can advance LIS research and practice in the following ways: refuting deficit frameworks, fostering information communities, and supporting social-justice-oriented praxis. Methodological shortcomings relate to the blind spots TWC affords to social inequality and power. The authors recommend that researchers and practitioners should incorporate intersectional and reflexive methods into TWC to address these shortcomings.

## 3:40 pm – 5:00 pm

### A.11.c. - ALISE/Eugene Garfield Doctoral Dissertation Competition: The Academic Librarian as the Subaltern: An Institutional Ethnography of a Feminized Profession

Eva Revitt

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I locate this study within the context of my own work experience as an academic librarian and the disconnect that I have often felt between what I consider my role and the value of my work to be versus the perception and understanding of that role, the work, and its value by others. Two research questions served as the impetus for this study: How is it that the academic librarians lesser status is the ideal at Canadian universities What are the social processes that shape this ideal This study employs institutional ethnography (IE), a research approach that progresses through layers, in this case the progression is from the academic librarian, to the library, to the institution, and beyond, to reveal how power structures external to the local setting shape and subjugate daily life. In IE the actions and experiences of people are not regarded as representative. Rather, the local experience is regarded as a window into the role of power. This study reveals the social processes and ideologies that construct the value of librarians work such as it is. Ultimately, the findings of this study tie librarians work experiences to the necessary and gendered exploitation of labour that happens within a capitalist mode of production.

## 3:40 pm – 5:00 pm

### A.11.d. - ALISE Connie Van Fleet Award: Public Libraries Respond to the Opioid Crisis with Their Communities

Chris Cyr, Michele Coleman, Kendra Morgan, Mercy Procaccini, Larra Clark, Scott Allen

OCLC worked in partnership with the Public Library Association (PLA) on a 20-month IMLS-funded project to identify how public libraries and their community partners develop effective strategies and community-driven coalitions that work together to address the opioid epidemic in America.

## 4:30 pm – 6:00 pm

### B.15. - Mentoring Go 'Round: Interconnected Mentoring to Advance the LIS Research

Danielle Bertolini, Rachel Ivy Clarke, Laverne Gray, Beth Patin, Melinda Sebastian, Katerina Stanton, Elizabeth L.D. Williamson, Jieun Yeon, Tyler Youngman

Mentorship is heralded as an integral part of the experience in higher education, yet historically the emphasis has focused on a one-to-one relationship of mentor and mentee rather than the role of a group. This work acknowledges the importance of the mentor relationship to research and teaching experience, but highlights what we term Mentoring in the Round, emphasizing benefits of a group or collective composed of peers. These include: 1) the broadening of the network, 2) a more collaborative atmosphere, and 3) closer relationships. This panel discusses our experiences and provides resources to help build your own mentoring circles.

## 5:20 pm – 6:20 pm

**A.12. - Information Literacy**

## 5:20 pm – 6:20 pm

### A.12.a. - Overconfident and Underprepared: Assessment of First-Year Undergraduate Students Information Literacy Skills

Nancy Marksbury, April Higgins

An assessment of first-year students' information literacy skills reveals they are not arriving prepared for the expectations placed on them in college-level courses. Students' over-estimation of skill is often observed, however, behavioral overconfidence may be masking a lack of awareness in skill assessment. Suggestions for how to frame instruction and how to scale quick and easy assessment are provided.

## 5:20 pm – 6:20 pm

### A.12.b. - Information Literacy in Transition: Self-perceptions of Community College Students

Don Latham, Melissa Gross, Heidi Julien

Interviews are being conducted with community college students in two large, demographically diverse states in order to determine their self-perceptions of their information literacy needs. Understanding students own perceptions of their information literacy needs can help colleges more effectively respond to those needs with instruction and support programs. The findings from this study have the potential to inform the way we educate LIS students who are preparing to become instruction librarians, especially in community college settings. The paper thus aligns with the conference theme of transforming LIS education.

## 5:20 pm – 6:20 pm

### A.12.c. - Transforming Information Literacy Education: Information Literacy Landscapes

Logan Rath

Lloyd (2017) proposed a new model of information literacy that positions researchers and practitioners within the same information landscape. In order to fully understand this information landscape, this exploratory study aims to unpack beliefs of practicing academic instruction librarians through the use of a survey and follow up interviews. Findings and implications for transforming information literacy education will be presented.

## FRIDAY, OCTOBER 23

## 11:00 am – 12:30 pm

**iFederation Panel Session**

The panel session is available complimentary, however registration is required. Register Here

### Higher Education and Research Community Responses to the COVID-19 Pandemic

Dr. Heidi Julien, Professor in the Department of Information Science at the University at Buffalo, SUNY

Dr. Sandra Hirsh, Associate Dean for Academics in the College of Professional and Global Education at San José State University

Dr. Clara M. Chu, Director of the Mortenson Center for International Library Programs, and Mortenson Distinguished Professor at the University of Illinois at Urbana-Champaign

Dr. Eric T. Meyer, Dean and Professor at the UT Austin School of Information

The COVID-19 pandemic has led to uncertainties and disruptions, felt locally and globally, from which society has yet to recover. In institutions of higher education, both education and research in the information field have been impacted.

The iFederation, made up of ALISE, ASIS&T and the iSchools, has organized this panel session that will share education and research responses to COVID-19, representative of their respective higher education and research communities. The responses have prioritized the safety of their communities and adhered to public health guidance, which have resulted in the dependence on digital technologies for communication, the delivery of education and the conducting of research. While institutions have been able to pivot, we will address which decisions have led to successes, which activities have been halted due to risk, how has the bottom line been affected, and what are the long-term ramifications for information education and research, among other questions.

## 1:00 pm – 3:00 pm

**ALISE Academy**

Separate registration from the 2020 Virtual ALISE Annual Conference is required. Register Here

### The Diversity Mindset: A Guiding Principle for Leadership in the Information Fields

Dr. Nadia Caidi, Faculty member at the Faculty of Information, University of Toronto, Canada

Dr. Keren Dali, Assistant Professor at the Research Methods & Information Science Dept., University of Denver

### Discussion Leaders

**Teaching and Pedagogy**

Dr. Shimelis Assefa, Associate Professor in the department of Research Methods and Information Science at the University of Denver

Spencer Lilley, Associate Professor in the School of Māori Knowledge - Te Pūtahi a Toi at Massey University, New Zealand

Karen Fisher, Professor at the University of Washington, and a Design Ethnographer for UNHCR Jordan

**Workplace Equity**

Briony Birdi, Senior Lecturer (Associate Professor) in Librarianship at the Information School, University of Sheffield, UK

Clayton A. Copeland, faculty at the iSchool, University of South Carolina

Rhonda McEwen, Canada Research Chair in Tactile Interfaces, Communication and Cognition at the Univ. of Toronto

Kim M. Thompson, Associate Dean for Academic Affairs and Associate Professor at the University of South Carolina, College of Information and Communication

### Scholarly Communication

Brady Lund, PhD student at Emporia State University (Kansas)

Javed Mostafa, Professor at the Information Science & Biomedical Research Imaging Center, University of North Carolina at Chapel Hill

Tonia Sutherland is assistant professor in the Department of Information and Computer Sciences at the University of Hawaii at Mānoa

Diversity, equity, and inclusion (DEI) are an inseparable part of scholarship, professional practice, and education of information professionals. Hence, in the field of information, and in knowledge societies in general, cultivating a diversity mindset is essential. At this ALISE Academy session, we bring together an international team of scholars and practitioners who can lend insights into ways of developing this mindset. They will lead a conversation on contributions of DEI to sustainable change and effective leadership and bring their personal and professional experiences to bear on addressing the following areas 1) Leadership in Scholarly Communication; 2) Leadership in Teaching and Pedagogy; and 3) Leadership in Creating Equitable Workplaces. This will allow Academy participants to engage with DEI questions not as a standalone topic, but as an integral part of professional and scholarly activities that hold interest to both ALISE and ASIST members.

## 1:00 pm – 3:00 pm
### Council of Deans, Directors, Chairs Meeting

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## ALISE Best Conference Paper Award

### New Methods, New Needs: Preparing Academic Library Practitioners to Address Ethical Issues Associated with Learning Analytics
Kyle Jones, Indiana University-Purdue University Indianapolis, and Lisa Janicke Hinchliffe, University of Illinois at Urbana-Champaign

### Librarians as Natural Disaster Stress Response Facilitators: Building Evidence for Trauma-informed Library Education and Practice
Marcia A. Mardis, Florida State University; Faye R. Jones, Florida State University; Scott M. Pickett, Florida State University; Denise Gomez, Florida State University; Curtis S. Tenney, Florida State University; Zoe Leonarczyk, Florida State University; and Samantha Nagy, Florida State University

## ALISE Awards

### ALISE Award for Professional Contribution to Library and Information Science Education
Suliman Hawamdeh, University of North Texas

### ALISE Excellence in Teaching Award
Rachel Fleming-May, University of Tennessee-Knoxville

### ALISE/Pratt-Severn Faculty Innovation Award
Monica Maceli, Pratt Institute

### ALISE Community conn@CT Mini-Grants
*Integrating Immigrants Into the LIS Workforce: A Pilot, Collaborative Project*
Michele Villagran, San Jose State University; Ana Ndumu, University of Maryland, College Park; and the Reforma Education Committee

### ALISE/Norman Horrocks Leadership Award
Sarah Buchanan, University of Missouri

### ALISE/Connie Van Fleet Award for Research Excellence in Public Library Services to Adults
*Public Libraries Respond to the Opioid Crisis With Their Communities*
Lynn Silipigni Connaway, Chris Cyr, Kendra Morgan, Mercy Procaccini, OCLC; Michele Coleman, London School of Hygiene and Tropical Medicine; Larra Clark, Scott Allen, Public Library Association, a Division of the American Library Association

## ANNUAL CONFERENCE AWARDS & GRANTS

**ALISE Diversity Travel Award to the ALISE Annual Conference**
Tae Hee Lee, University of Wisconsin-Milwaukee

**ALISE/Jean Tague Sutcliffe Doctoral Student Research Poster Competition**
Awarded at ALISE '20

**Doctoral Students to ALISE Grant**
Eric Ely, University of Wisconsin-Madison;
Joseph Winberry, University of Tennessee-Knoxville

## RESEARCH COMPETITIONS

**ALISE Research Grant Competition**
JungWon Yoon and James Andrews, University of South Florida: *Exploring Best Practices for Preparing Librarians in Adopting Artificial Intelligence into Libraries*

**ALISE/Bohdan S. Wynar Research Paper Competition**
Mega Subramaniam and Shandra Morehouse, University of Maryland; Natalie Pang, National University of Singapore; and S. Nisa Asgarali-Hoffman, University of Maryland at Baltimore County: *Positioning Vulnerability in Youth Digital Information Practices Scholarship: What are we Missing or Exhausting?*

**ALISE/ProQuest Methodology Paper Competition**
Vanessa Kitzie, Travis Wagner, and A. Nick Vera, University of South Carolina; and Jocelyn Pettigrew, Richland Library: *Using the World Café Methodology to Support Community-centric Research and Practice in Library and Information Science*

**ALISE/Eugene Garfield Doctoral Dissertation Competition**
Eva Revitt, University of Alberta, The Academic Librarian as the Subaltern: *An Institutional Ethnography of a Feminized Profession*

Thank you to the generous sponsors of the 2020 ALISE Awards, Annual Conference Awards & Grants, and the ALISE Research Awards & Grants.

**Diversity Travel Award to the ALISE Annual Conference**

**EBSCO Information Services**

**ALISE/Eugene Garfield Doctoral Dissertation Competition**

Eugene Garfield Foundation

**ALISE Excellence in Teaching Award**

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**ALISE/Pratt-Severn Faculty Innovation Award**

Pratt School of Information

**ALISE/ProQuest Methodology Paper Competition**

ProQuest

**ALISE Award for Professional Contribution to Library and Information Science Education**

USC University of Southern California

USC Marshall
School of Business

Master of Management
in Library and Information Science

**ALISE Community conn@CT Mini-Grants**

The University of Tennessee, Knoxville,
School of Information Sciences

**ALISE/Bohdan S. Wynar Research Paper Competition**

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*Poster #20*
*ALISE/Jean Tague-Sutcliffe Doctoral Student Research Poster Competition*

**Health Information-Seeking Behavior Among Mothers of Healthy Infants and Toddlers: A Comparative Study of U.S.-Born, Korean-Born, and Immigrant Korean Mothers**

Hanseul Stephanie Lee
University of Wisconsin - Madison

Historically, mothers have been noted as active health information seekers, reflecting their roles as health mangers and caregivers for their family members. Previous studies have focused on health-related information behavior among mothers in native populations or mothers of children with specific diagnoses. Using Wilson's (1997) information-seeking model and Sonnenwald's (1999, 2005) theoretical concept of information horizons, this study aimed to uncover patterns in information-seeking behavior and source preferences among U.S.-born, Korean-born, and immigrant Korean mothers of children without a specific diagnosis.

Mixed research methods were used to investigate health information seeking behavioral differences, which may have been affected by individual and source characteristics. Three distinctive groups of mothers were studied: (a) American mothers born in and living in the United States, (b) Korean mothers born in and living in Korea, and (c) Korean mothers born in Korea who immigrated to the United States. Online surveys were completed by 851 mothers, and supplementary in-depth interviews with 24 mothers were conducted and analyzed.

Results revealed that there were noticeable differences among the three groups of mothers' source preferences and frequency of using each source. For instance, although the World Wide Web was the most frequently used health information source among all three groups of mothers, the U.S.-born mothers preferred doctors and nurses the most for their information needs. Furthermore, there were many similarities between immigrant Korean mothers living in the U.S. and Korean mothers who reside in Korea concerning health information-seeking behavior. In addition, the three groups of mothers' health information-seeking pathways differed depending on their child(ren)'s health status (i.e., sick versus healthy).

Findings have several potential contributions. First, to the practice, understanding the unique health information-seeking behavior of specific ethnicities and nationalities is important for information professionals who guide them to trustworthy sources. Second, in the future research, this research may be possibly expanded to examine other ethnicities' health information-seeking behavior in the U.S. and beyond other countries with large immigrant populations.

*Poster #81*
*Works In Progress Posters*

**Hybrid Libraries: An International Comparative Project**

Jenny Bossaller
Programa de Pós-Graduação em Ciência da Informação da Universidade Estadual Paulista (UNESP)

Libraries and other information agencies are adaptive organizations, existing in a state of flux. One term that has been used to describe this state of change, specifically regarding technological infrastructure of the delivery of information, is the hybrid library. The earliest use of the term "hybrid library" appears to be in 1996 by Sutton, who wrote about the inevitable shift along the continuum from traditional to the digital libraries: traditional; automated; hybrid; and digital. Librarians no longer consider digital libraries to be novel experiments, but they do still exist in a state of change. They must respond to continuous evolution in the social, economic, and technological spheres in which they operate. Has the definition of a hybrid library changed, as well? For example, is a living library (Garbutt, 2008) that offers people for check-out also a hybrid library? What other models of hybridity might push the concept of libraries?

This poster presents main themes in the literature that provides a basis for expanding the technological and social aspects of hybridity in order to provide a basis for a cross-national comparative study of hybrid libraries, defined here as an information environment that combines products and services in order to meet the informational, recreational, and educational needs of users. We focus on how hybrid libraries (composed of a variety of digital and non-digital materials) can be responsive to multicultural communities, especially for the purposes of increasing social inclusion and cohesion.

### Poster #23
*ALISE/Jean Tague-Sutcliffe Doctoral Student Research Poster Competition*

**Decision Dynamics and Human-Computer Interaction in Consumer Online Health Information Seeking: A Behavioral Information Research (BIR) Exploration**

Tsangyao Chen
Florida State University

Humans are characterized by their active seeking, gathering, sharing, and consumption of information (Pirolli & Card, 1999). In this era of ubiquitous internet connectivity, seeking health information online has become part of contemporary life. According to a Pew Research Center survey project, about 80% of adult internet users in the United States have sought heath information online (Fox, 2011), and 35% of U.S. adults have tried to diagnose medical conditions online (Fox & Duggan, 2013). Online health information seeking (OHIS) can be seen in three contexts: health-threat coping, medical decision making, and health behavior change (Lambert & Loiselle, 2007). This study focuses on the behavioral change and preventive health behavior of information consumers other than the OHIS of health professionals or patients.

Borrowing theoretical and methodological insights from cognitive psychology, behavioral economists have studied how cognitive biases affect human decision-making and their implications in fields such as economics and health. The heuristics and biases research program of Kahneman and Tversky has suggested that human judgement of probability can be subjective as opposed to the traditional expected utility hypothesis. According to the research program, cognitive biases are defined as deviation from optimal decision-making and may result from applying cognitive shortcuts when making decisions. The research program was successful and influential in the understanding of human decision behavior.

Extant literature suggests that cognitive biases may influence decision-making in OHIS.  This dissertation research examines biases in consumer OHIS to understand the dynamics of decision-making and how health decision-making may be improved through debiasing measures.  Specifically, this dissertation research includes three studies: (a) a systematic review of cognitive biases and debiasing in online health information seeking research literature to gain an analytic overview of the area of research; (b) an experimental study on the detection of selected behavioral cognitive biases (confirmation bias and order effect) and the effectiveness of HCI (human-computer interaction) debiasing

feature based on the principle of cognitive system switching; and (c) an experimental study on the detection of selected social cognitive biases (authority bias and ethnic-name prejudice) and the effectiveness of HCI debiasing feature based on the principle of behavioral nudging.

Preliminary findings identified 40 empirical research articles containing 56 studies on cognitive biases in consumer OHIS from 1995 to 2019 with 75% of the articles published in the last decade. Optimistic bias and confirmation bias are the most studied cognitive biases out of the 16 biases identified. Behavioral economist Daniel Kahneman has the most theoretical presence, while more recent behavioral economic insights such as nudge are not present. In terms of health topics, 35% of studies addressed specific diseases and illness, while 17.5% addressed consumer health issues such as food and nutrition.

Note: Study 1 is completed and submitted to a journal under review. The data collection and analysis for study 2 and 3 are currently underway and will be finalized by this coming summer.

### Poster #31
*ALISE/Jean Tague-Sutcliffe Doctoral Student Research Poster Competition*

**"A Library is a Place You Can Lose Your Innocence Without Losing Your Virginity": LGBTQAI+ Young Adults, Young Adult Literature, and Sexuality Health Information Needs**

Kristie Escobar
Florida State University iSchool

Although sexual education programs are staples in the middle and high school curricula, many of these courses are abstinence-based which do not serve the needs of the teen demographic, let alone those who are LGBTQAI+ (Orenstein, 2016). "LGBT teens are often left out of discussions in sex education classrooms in the United States because of discriminatory curricula, ignorance on the part of some teachers and students, or fear of retribution from conservative political and religious activists" (Bittner, 2012, p. 357). LGBTQAI+-focused literature can help fill the gaps in sexuality/sexual health information not addressed in public school curricula.
Content analysis, both quantitative and qualitative, divulge sexuality and sexual health issues examined in LGBTQAI+ marketed young adult literature. Thirty individual interviews of LGTQAI+ young adults add insight into whether the positive and negative aspects of the young adult literature, discovered through content analysis, affect them in their enjoyment of or willingness to read the book, whether the issues in the book are authentic

and pertinent to their everyday life, and if the books fulfill an information need they have about sexuality or sexual health. The mixed methods complement each other as the content analysis explores what is contained in the texts while the interviews with LGBTQAI+ teens will determine the significance of those findings.

### Poster #38
*ALISE/Jean Tague-Sutcliffe Doctoral Student Research Poster Competition*

**Examining Human Information Behavior on Social Media: Introducing the Concept of Social Noise**

Tara Zimmerman
University of North Texas, College of Information Science

Individual news stories or informational articles are often encountered by social media users because they have been posted or commented on by an individual within their social network. This high-speed online method of sharing has introduced a previously unfathomable level of complexity into how people encounter news and information, making it difficult to determine its origin and validity. Implicitly trusting information shared by friends and family members can lead to users believing and sharing incorrect information. In 2017, 23% of Americans admitted to having shared made-up news stories online, whether knowingly or unknowingly (Anderson, 2017).
Social Noise describes the influence of personal and relational factors on social media information behavior. Knowing that others in the social network may observe posts, comments, and, likes, a user may interact differently with information than if they encountered it privately. This social pressure of observation by peers, colleagues, family, and other members of the social network may amplify, confuse, or distort information being communicated. Under the influence of Social Noise, a user may moderate their communication based on external cues regarding what behavior is acceptable or desirable, consciously or unconsciously attempting to present themselves in a more desirable way within the network.
The objective of this study is to investigate how interaction with members of the social network influences social media users and their information behavior.  The Social Noise Model serves as the theoretical framework for this exploratory study. Using Shannon's Mathematical Model of Communication and Alfred Bandura's Social Cognitive Theory as inspiration, the Social Noise Model introduced here is designed to represent and characterize this new facet of human information behavior. The model illustrates information being received by the individual and filtered through personal and environmental factors prior to the

observable information behavior. This exploratory study uses the qualitative methods of user observation and semi-structured interview to investigate the research question: How does Social Noise affect the way information is received, understood, and acted upon via social media? The researcher is collecting data from 20 to 25 participants, using Zoom online meeting software. Each  participant is asked to find and react to three Facebook posts with news articles or informational links attached and react to each as naturally as possible.  The researcher observes and follows up with questions designed to uncover how Social Noise may be impacting the information behavior in terms of how it is received, understood, and acted upon by the participant. The observation notes and interview transcripts are being coded and analyzed with Dedoose web application. This type of content analysis is a proven method for understanding themes from any artifact of communication, including participant interviews. A recursive method of data analysis theoretically grounded in the hypotheses is being used, while also adapting to behaviors observed in the data collected. The results of this study are anticipated to provide insight into how Social Noise affects information behavior on social media, illuminate the factors and influences involved, and indicate possible directions for future research.

### Poster #55
*ALISE/Jean Tague-Sutcliffe Doctoral Student Research Poster Competition*

**An Ethnographic Study of Romanian Vernacular Museums as Spaces of Knowledge-making and Their Institutional Legitimation**

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The primary purpose of this study is to understand Romanian vernacular museums as interactive spaces of embodied knowledge-making for museum makers and visitors at the personal level; and on understanding the contexts of legitimation of this new cultural form as it developed through cultural programs and policies enacted at Romanian state and EU institutional levels.

An ethnographic research approach incorporating autoethnography collected data through in-person visits to four vernacular museums in Romania during which the researcher audio-recorded the museum maker's tour narrative and photographed notable moments that captured self-reflexivity during the experience of the museum tour. Impressions of other visitors were collected in interviews and in guestbook comments at three museum sites. Multi-sited fieldwork was

complemented by textual analysis of documents produced by the national-level cultural program that worked to legitimate the 24 vernacular museums that are a part of this study, their website descriptions, and cultural program and policy documents related to Romania's EU accession in 2007.

Findings suggest that makers present their museums as conceptual journeys that foreground how each maker's idiosyncratic knowledge world entwines with the material arrangement of objects in the museum space. Each museum visit conveyed its maker's distinctive perspective on the past that revealed a response to perceived problems in the present. Visitors recognized vernacular museums as both contiguous-with-yet-distinct-from institutional museum experiences because of the person-to-person connections they made with museum makers and the rich sensory experiences that characterized these often unexpected encounters.

Vernacular museums are a distinctive type of knowledge institution because of how they foreground personal interpretations of the past that contrast with those featured in institutional museums. Museum experts cultivated vernacular museums as a unique yet viable form of culture by adapting and improvising around common museum practices. These experts also capitalized on developments in cultural policy and legislation that emphasized participatory approaches to culture, including the creation of an association of these museums as an example of civil society. A national-level association enhanced the efforts of this group of museum makers, allowing them to reclaim continuity with the past by foregrounding the making of heritage on their own terms. Vernacular museums are hybrid institutions that insert personal, local and individual perspectives on the past beyond the more strict public/private or state/corporate cultural binaries as a complement to and commentary on official institutional representations of heritage in ways that exemplify the participatory and visitor-focused tenets of new museology.

### Public Librarians: Toward a Typology of Professional Identity

Cameron Pierson
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Persistent technological change in recent decades has altered societal information behaviours (Nelson & Irwin, 2014). These altered information behaviours have shifted the traditional place the librarian/-ary have had in the communities they serve. This dynamic is characterised by an undermined professional jurisdiction with various discussions of differing emphases (e.g. Bak, 2002; Bennett, 1988; Harris, 1992). The shift of traditional jurisdiction has called into question the definition and fit of the librarian/-ary for those it serves, calling into question the professional identity of the librarian. Professional identity is the product of the impact the organisational and/or professional life has had on one's understanding of self within its context (Whyte, 1956/2002), influencing discourse and behaviour (Sundin & Hedman, 2009). The influence of professional identity on behaviour underscores the importance of the co-constructed relationship between librarian and those served. Therefore, professional identity is key in discussions concerning the place of the library in a 21st century society and beyond. This research explores the professional identity of public librarians in New Zealand. It offers a theoretical negotiation process of this professional identity. It also reports a typology of perceived relational states between practitioners' pre-existing and professional identities.

This research adopted a mixed methods approach. From the literature review, a model was developed detailing this identity development process (Pierson, Goulding, & Campbell-Meier, 2019). In Phase 1, a questionnaire was designed operationalising elements of the conceptual model. Questionnaire format was chosen for purposeful selection of interview participants based on responses to open-ended questions and to test the feasibility of eliciting metaphors of perception of the profession and the self within it (Lakoff & Johnson, 1980), and the critical incidents influencing professional identity (Flanagan, 1954). In Phase 2, follow-up interviews were conducted with 40 participants. Semi- structured interviews allowed participants to elaborate on responses and reflect on their professional identities. The mixed-methods model adopted emphasises qualitative data, which was analysed with an inductive approach and compared with quantitative data. Results uncovered a novel methodological approach combining elicitation and analysis of a metaphorical approach and the critical incident

technique (Pierson et al, In Press). Critical incidents initiate identity negotiations, beginning with provocation of an affective response. This response leads to discovery of a new or previously unknown aspect of the identity and/or a growth moment, in which the identity is prompted toward individualised development. The outcome either affirms or undermines identity perception. This negotiation process may be repeated over time for the same incident as perception changes. This sample additionally indicated within-group differences on perceived separation between pre-existing and professional identities. Five relational states of identity are described: Separation; No separation; Fluctuating separation; Convergent separation, where a separation was no longer perceived; and Divergent separation, where a separation has developed over time. Finally, respondents often detailed identity perceptions through three broad themes: meaning ascribed to profession; manifest profession, e.g. association bodies; and organisational context. These themes indicate professional identity, and its negotiation processes, as grounded in and influencing perception of all three.

### Comparative Study of Web-based Services and Best Practices Offered by Top University Libraries in the World and "A" Grade Accredited University Libraries in India

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The basic aim of the study is to find web-based services and practices followed by top University libraries at International level and not to evaluate university library websites, their design or usability or the popularity of their contents and services studied earlier. Main objectives of this study are
•To know the current status of Library Services of Universities in the World and India.
•To identify and analyze the web based library services, best practices and technology used by them.
•To promote web presence and web-based services in Indian university libraries
•To correlate the rankings of world university with their library rankings
•To compare the parameters of NAAC and other bodies of accreditation and ranking and identify the areas to improve on in Indian libraries.
•To suggest the best practices to be followed by Indian University libraries to change their profiles into more modern information centers with higher education potential.
The scope of the study is an international group of

selected university libraries from all parts of the world on the one hand and from India on the other hand for their web-based services and best practices.
The study is limited to the top 70 Universities out of 11999 from the world as per Webometric Rankings of Universities 2014 on the one hand, and 39 out of 53 Higher CGPA (above 3.0) ranked NAAC "A" Grade University Libraries in India.
The findings and results are based on the information available on the web, i.e. library websites, blogs, Google and Web 2.0 application accounts/logins only. This research will cover information available on library websites, Google and web 2.0 online service provider's account of those universities only. The services offered on Intranet or within the campus, but if their existence or information is not available on their library website or Google are not covered in this research. The study is limited to, web-based bibliographical services, web-based patron education tools, patron communication tools and web-based publishing platform for patrons.
Survey Method for Indian university libraries and world university libraries by surfing library website will be followed.

This research from a methodological point of view contains the following elements:
•Identification of a proper subset of libraries from the Globe and India
•Creation of a list of web-based services and best practices from what could be found on the library website/blog.
•Producing an inventory of these services by checking them on each of the library websites of selected universities and Google platform.
•Analysis of web-based bibliographic services, patron education practices, patron communication tools, web-based publishing platform for patrons through web.
•Comparing the results for top world university libraries from different areas and Indian university library web-services.
The investigator collected the raw data in the form of the inventory of 64 web based services and best practices offered by the sample libraries.
Different data analysis techniques like cross-tabulating for average scores and Pearson correlation coefficient and tests like Chi-Square Test and T-Test were applied to the raw data collected for final results.

### Using Social Media Tools for Collaborative Learning: A Mixed-Method Investigation on Academic Group Work by iSchool Students Around the World

Wenqing Lu
Simmons University

Collaborative learning helps university students improve their academic achievement, learning persistence and attitudes (Springer et al., 1999). Social media were found to have positive effects on collaborative learning by encouraging positive interactions online (Al-Rahmi et al., 2014; Thalluri & Penman, 2015). This mixed-method dissertation research investigates how social media tools help to facilitate collaborative learning activities of iSchools students around the world. This multi-phased research study included an online survey (Phase I) with over 300 iSchool students from 26 iSchools in 9 countries/regions, followed by 31 in-depth interviews (Phase II). The focal areas of the investigation are: 1) the factors influencing iSchools students' selection of social media tools; 2) the needed features and functions of social media for collaborative learning activities; 3) collaboration and communication strategies of iSchools students; and 4) the impacts of design characteristics, usability, and UX aspects of the social media tools on iSchools students' collaborative learning.

The statistical analysis has been conducted on the Phase I data. The online survey collected the iSchool students' demographic information (gender, age group, location, major, etc.); the used social media features and platforms for collaborating with their teammates; the self-reported proficiency, length and frequency of using social media tools for collaboration; the experienced benefits and drawbacks, as well as the usability issues in using social media tools for group projects and assignments; and the students' feelings as confidence and satisfaction towards the collaboration process. Significant impact of demographic attributes (gender, age group) on students' collaborative learning activities were found. Also, the iSchool students in different locations were found to use significantly different social media features and platforms, thus leading to various user experiences. The qualitative analysis has been conducted on the open-ended questions from the online survey. It was found that social media tools were used mostly for communication (group messaging, one-to-one messaging, etc.) thanks to the instant internet connectivity. However, many iSchool students experienced late responses and technical difficulties,

which lowered the team collaboration performance. The preliminary analysis results revealed that both effective social media functions and students' high proficiency of using social media tools were vital for a successful collaboration, however it was unlikely that both were present to achieve successful collaborative learning.

In Phase II (online interviews), the iSchool students introduced the process of collaboration for course projects and assignments: forming a team, initiating a topic, distributing team roles, making the independent work consistent, developing the final work, and presenting it in front of the class. As the interview data are analyzed, more examples from successful and unsuccessful collaboration experiences will be extracted and analyzed.

This dissertation research fills the gap of the research studies on collaborative learning using social media tools and usability requirements associated with using social media for learning purposes. In the long run, the study results provide evidence for improving the design of group assignments and team-based projects for collaborative learning in iSchools and beyond.

### Generation Examination: A Phenomenological Study of Generation X Women and Mobile Games

Michelle Benedicta
Dominican University

This study explores the experience of Generation X women who play casual video games on mobile devices (e. g., smartphones and tablets), and connections to learning and literacy, particularly in the areas of New Literacies, multiliteracies, and semiotic literacy. This study expands on the earlier work of learning theorist James Paul Gee with children and learning in the realm of what Gee called "good video games" [2003/2007] and extends Gee's work to an unresearched demographic. A mixed-methods qualitative methodology was implemented to explore and document the experiences of five American women born in the midpoint of the Generation X demographic [1968-1971] with video games, casual games, and mobile gaming. Subjects were interviewed in situ, in settings ranging from their living rooms to their work locations to entirely public settings. Semi-structured interviews probed the life histories of these women in relationship to the rise of technology, as seen through the lens of their experiences with video games and technology. Photographic documentation was used to contextualize these women as they

demonstrated their current gameplay on their devices, while in a setting they considered "typical" for their current gameplaying. Think aloud methodology was used to capture their learning process as they attempted to learn and play a downloaded casual game that was wholly unfamiliar to them. Interpretative phenomenological analysis (IPA) is being used to analyze the data gathered about the history and experiences these women share with video games and technology. Gameplay data is analyzed using the first five of James Paul Gee's 36 Learning Principles from his book What Video Games Have to Teach Us About Leaning and Literacy (2007). Results will contribute to our understanding of video gaming using mobile technology, will explore connections to learning, literacy, and leisure activities in an unexamined demographic group, and will contribute to the body of research on how people are using and learning new technologies.

### A Content Analysis of Digital Reading Skills From the Educational Technology Perspective

Kerry Townsend
University of Missouri

There has been much hand-wringing about the benefits and drawbacks of reading online. A book is a book whether print or digital. Or is it? An ebook is defined as "a form of electronic text that contains key features of traditional print books . . .but may also contain digital enhancements that make the reading experience qualitatively different (Zucker 2009, p. 49)." Rather than assume the medium does not change the message, many researchers assume the opposite, treating a print book as a baseline for study. Academic literacy theorists have posited a more nuanced exploration of digital texts. For them, "perspective changes how we define literacy, the skills we consider to be paramount to literacy acquisition, the environmental factors we deem necessary to support literacy development and how we assess literacy abilities (Baker 2010, p.1). After reading literacy theorists approach digital reading from their specific theoretical stances, I wondered how the perspective of technology theorists differed.

This study explores how academic journals focused on technology and learning frame the digital reading conundrum. The Journal of Research on Technology in Education and Educational Technology Research and Development were chosen for content analysis. Articles selected were analyzed with a focus on the following three

areas: research topic, research methodologies and data sources in an attempt to learn how educational technology journals studied the impact of digital reading on learning.

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### From Here To: Directions in the Age of Google Maps

Rebecca Noone
University of Toronto

Introduction: In the early 1960s, artist Stanley Brouwn walked through the streets of Amsterdam asking passers-by for directions, requesting they draw the route with the paper and pen he provided. He titled the project This Way Brouwn (1961). Today, asking for directions is often associated with "asking" a mobile mapping platform. Google Maps is the most popular application for mobile devices with over 1 billion users per month (Russell, 2019). What new forms does everyday wayfinding take on in the age of locative media? My doctoral research is a creative and critical look at the everyday information seeking and sense-making practices of urban wayfinding (Savolainen, 1995, 2008; Dervin, 1983; 1998)  within conditions of mobile mapping platforms.

Methods and Analysis: I used arts-based research (Gauntlett, 2007), specifically drawing- and performance-based methods (Finley, 2008) to explore street-level wayfinding practices in four cities. Like Brouwn, I approached passers-by to ask for directions, requesting the passerby draw their directions using the paper and pen I provided. I selected Toronto, New York, Amsterdam, and London as my urban contexts based on their different topographies. The directions provided were to and from a cross-section of preselected sites such as shopping areas, transit hubs, civic squares, local parks, and public libraries. In total, I received 220 unique route maps of city streets, 55 per city, with corresponding fieldnotes and select interviews.  I analyzed my data based on Visual Grounded Theory (Konecki, 2011, 2019), an iterative analytical process that works across the different

data types and connects to the data's social modalities (Rose, 2016).

Findings: The encounters frame moments of what Annemaree Lloyd calls embodied information practice (Lloyd, 2012; Olsson & Lloyd, 2017) shaped by tacit conditions of information literacy. The mobile digital map factored into 81 of the 220 (37%) encounters across the four cities, often used to "double-check" spoken directions, to "show" me the way, or to determine the "best route." Additionally, the encounters revealed how the city was made legible in moments of impromptu wayfinding based on the city's physical forms and infrastructures such as the tramlines and roadways, as well as the affective sense of place and qualitative relations to locations. The encounters reveal how these embodied information practices are presented, and represented when describing how to get from A to B in a complex, information-rich urban environments that often challenge Google Maps' 'universalizing' value of location-awareness.

Contributions: My doctoral research contributes to the critical studies of everyday information practices, specifically regarding the relationships between local knowledges and privately-owned (but publicly-used) geographic information systems. My research also provides methodological insight into the drawing-based methods in information studies, situating the drawing event at the thresholds of information spaces and civic sites. My analysis and findings result in an empirically-informed theoretical framework by which to critically approach the information practice of urban wayfinding. This framework can be further applied to investigate the spatial and temporal values Google Map's promotes in relation to the information practices of street-level navigation.

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### The Collaborative Commons: Collaboration and Leadership in Academic Library Learning Commons

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My dissertation focuses on the academic library Learning Commons as an organization and the role of collaboration and leadership among departments providing services in these spaces. This arrangement for providing research and academic support services to students in a co-located space, continues to be a prominent model of organizing this work on college and university campuses; but while numerous reports have highlighted the value of partnerships in providing these services, little research exists on the nature of collaboration between Learning Commons service providers.

The modern Learning Commons represents an evolution of the 1990's "information commons", which primarily focused on integrating campus computing resources with library research collections and staff.  As currently configured, the Learning Commons expands on this mission, bringing together library research and computing support, along with access to multimedia production technologies, makerspaces, and services for teaching and learning, such as an academic writing center or campus tutoring service.   The goal of this design is to create a supportive environment in which students can receive a range of services from professional staff, in a space where they can also work collaboratively with both peers and instructors.

As a hallmark of the Learning Commons is the integration of support services for student learning, knowledge of whether and how partners work together in providing these is critical to our understanding of its success.

Often these service partners officially report to different campus departments, rather than to the library administration, and as a result, may have little official connection beyond their mission of providing service to students and their proximity to one another within the Learning Commons

My dissertation employs a case study approach, and a combination of group and individual interviews with librarians and their partners to examine the motivations, challenges, and opportunities of this working arrangement from

the perspective of those involved in leading and providing these services.  In doing so, it seeks to answer questions about how and why partners collaborate with one another and whether they perceive and realize advantages through their collaborative efforts. This study also explores the role of institutional and individual leadership in the success of these organizations, from a variety of different perspectives including that of the Learning Commons Librarian.

The qualitative nature of this research allows us to focus on the human elements that play a critical role in advancing the work of the Learning Commons.  In this regard, the results of this study may impact the planning for current and future Learning Commons spaces, with specific reference to organizational design and may pave the way for future studies on collaboration and leadership between libraries and student support organizations in academic institutions.

### Modeling Deception for Identifying and Protecting Against Advanced Email Phishing

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Cheating, beguiling, and misleading information exist all around us; understanding deception and its consequences is crucial in our information environment. This study investigates deception in phishing emails that successfully bypassed Microsoft 365 filtering system. We devised a model that explains why some people are deceived and how the target individuals and organizations can understand the motivation behind deception and how to prevent or counter attacks. The theoretical framework used in this study was Anderson's Functional Ontology Construction (FOC). The methodology of the study involves quantitative and qualitative descriptive design, where the data source for this study is the phishing emails archived from an educational organization. We looked for term frequency-inverse document frequency (Tf-idf) and the distribution of words over documents (topic modeling) and found the subjects of phishing emails that targeted educational organizations are related to banks, jobs, and technologies. Also, our analysis shows the phishing emails in the dataset come under six categories; reward, urgency, curiosity, fear, job, and entertainment. Results indicate that staff and students were primarily targeted, and a list of the most used verbs for deception was compiled. We uncovered the stimuli being used by scammers

and types of reinforcements used to misinform the target to ensure successful trapping via phishing emails. We identified how scammers pick their targets and how they tailor and systematically orchestrate individual attack on targets. The limitations of this study pertain to the sample size and the collection method.  Future work will focus on implementing the derived model into building a software that can perform deception identification, target alerting and protection against advanced email phishing.

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## The Information Behavior of Adults in Independent Game Design

Marziah Karch
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Changes in technology and consumer buying habits created a niche for independent games. Independent game designers have created both informal and formal groups for information seeking, information sharing, and information creation.  One popular activity in the game design community is the game jam, a playful activity where small groups create prototype games within a deadline.
Relatively little is known about independent designers as a new group of information users. Using the Radical Change Theory as a lens, this case study sought to better understand the information behavior of adults participating in an independent design community. The research included a case study of beginners, hobbyists, and professional game designers by examining gender and racially diverse selection of participants in the Portland Independent Game Squad (PIG Squad), a game design organization in Portland, Oregon. Narrative data was collected through individual semi-structured interviews of ten intentionally selected participants and observation at a game jam.

Independent game designers who participated in this study were highly collaborative in information seeking and used play as part of their informal learning system.  While this study focused on adult participants, there are implications for the organized learning experiences of youth and children of all genders. The game design process includes experimentation, playtesting, and incorporating feedback, which are powerful skills  that can be generalized to other subjects.

## A Comprehensive Scientometric Evaluation of the Field of Information Literacy Using Bibliometrics, Lexical Analysis, and Advanced Hybrid Clustering Methods

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Numerous bibliometric analyses have been conducted in the field of information literacy. The majority of these investigations focus on citation metadata, while some incorporate textual analyses based on titles and abstracts. In recent years, hybrid methods that employ advanced techniques such as natural language processing (NLP) have been developed to explore fields of research using full-text analyses in conjunction with traditional bibliometric techniques. Currently, little research has been done to map and analyze the field of information literacy using hybrid clustering or advanced NLP methods.

The purpose of this dissertation work is to contribute to existing scientometrics knowledge of the field of information literacy using novel and advanced hybrid methods. The primary goal is to investigate information literacy scientific literature holistically, using both traditional bibliometric techniques and full-text analyses. The study aims to answer the following research questions: 1) What is the intellectual structural configuration of the field of information literacy?; 2) What is the collaborative structural configuration of the field of information literacy?; 3) To what extent is the structural configuration enhanced by hybrid clustering?; 4) What is the impact of seminal concepts on the field of information literacy?; and 5) How has information literacy vocabulary changed over time?

Citation metadata and full-text documents were collected from databases such as Web of Science (WoS), Scopus, and Google Scholar. Traditional bibliometric techniques with citation metadata are used to answer research questions one and two. The intellectual structure is analyzed using co-word analysis, while the collaboration network is analyzed using co-authorship analysis. Both networks are mapped using VOSViewer software using the visualization of similarities [VOS] approach to network mapping. A combination of bibliometric and full-text analysis techniques is used to answer research questions three through five. Hybrid clustering analyses are used to evaluate the extent the addition of full-text analyses enhances the intellectual structure. The textual analyses use NLP methods to extract text and detect phrases within the titles, abstract, keywords, and full text of a large sample of

information literacy academic literature. Fisher's inverse chi-square method is used to integrate bibliographic coupling data with textual information.

To determine the impact of influential concepts on the field of information literacy over time, citation concept analysis is used to examine citing contexts, or citances, of concepts presented in highly cited papers. Citation context data was collected from sources in which key terms related to seminal concepts appear in the body of the documents. Chi-squared tests are performed to investigate the relationship between the concepts and publication year, as well as information literacy sub-specialties (e.g., library skills, research skills, information ethics, etc.).

The final research question is addressed using nano-level lexical analysis. Information literacy researchers who are both highly cited and have a scholarship record spanning the time frame of 1997 – 2017 were selected for analysis. Linguistic structural consistencies and changes in vocabulary over time are analyzed using NLP methods. This poster will focus on the results and their discussion as they pertain to research questions one through three.

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## "Take the Trouble to Compile a Whole New World:" The Role of Event-Based Participatory Projects in Institutional Archives

Ana Roeschley
University of North Texas

In 1970, Howard Zinn gave an address to the Society of American Archivists (SAA) and called upon the archival profession to discard pretensions of neutrality and "take the trouble to compile a whole new world of documentary material, about the lives, desires, needs, of ordinary people" (Zinn 1977, 25). This marked a turning point and highlighted the movement to push the archival profession away from protecting the status quo and towards an endeavor for a more democratic and pluralized archival record in which the records of ordinary people are as valued as those of powerful groups and individuals. This dissertation, which is at the data collection and analysis stage, is largely an exploration of one type of such effort: participatory archive collection day events.

This dissertation examines how ordinary people and their communities connect to archival records and to archival institutions. The communities represented in these archives are varied and their

members are often referred to as "ordinary people" in the literature on movements to pluralize archival records. While this is a broad term, in this context, "ordinary people" most usually refers to individuals and groups who are not found in traditional archival records— they are often "members of [minority] racial and ethnic communities, women, and the working class" (Keough, 2002, p. 242). While the term "ordinary people" is imprecise, its broadness allows it to represent a wide range of previously underrepresented and misrepresented individuals and communities who are now being served by institutional archives through participatory archive initiatives.

Through a combination of primary source data analysis and ethnographic field data collection and analysis, this project will investigate the ties between archival institutions, communities, records, and memory in participatory archive initiatives. Using Bastian's (2003) community of records framework, I aim to examine how communities of ordinary people in archival institutions use event-based mediated participatory archive projects to create meaning, memory, and relationships based on personal and community records.  Thus, the research questions for this study include the following:
•	Q1: How are communities of records constructed in event-based mediated participatory archive initiatives?
•	Q2: What motivations and intentions do contributors bring to event-based mediated participatory archive initiatives?
•	Q3: How do contributors' intentions for the project correspond to the institution's project goals?

The case chosen for this exploratory study is the Mass. Memories Road Show, an event-based mediated participatory archive project from the University Archives and Special Collections unit at the University of Massachusetts which provides plenty of opportunities to study the phenomenon of event-based mediated participatory archives from multiple angles. In addition to grounded theory analysis of existing archive documents, two ethnographic approaches are being used to gather data that can be analyzed and provide insight into participatory events themselves and into stakeholder motivations, attitudes, opinions, and feelings. First, ethnographic observation methods were used at a Mass. Memories Road Show event. Ethnographic participant observation occurs in the field as the researcher observes subjects in a natural environment. The ethnographic observation informed the creation of questions for semi-structured interviews of event-based mediated

participatory archive stakeholders. The interviews are still being conducted.

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### Searching for Information to Help at a Distance in Disaster Response: A Case Study of "Tutteli to Japan"

Aiko Takazawa
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"Tutteli to Japan" (TTJ) refers to a case study of private relief effort of ordinary people, a group of Japanese mothers living in Finland that emerged online and expanded to on-the-ground coordination for the 2011 Great Tohoku Earthquake and Tsunami disasters in Japan. Unlike commonly seen in citizen response to disasters, this effort did not start as an extension of pre-existing social group activities or an informal group of volunteers under the name of TTJ. Rather, this case emerged from individual responses on the Internet expressing their compassions and aspirations to do something for the disaster victims; some were on Twitter, some were on their blogs. As the devastation escalated, so did the people's eagerness to do something about the inadequate distribution of resources, with a focus on the breastfeeding mothers in Japan who only had access to powder-based baby formula. Having this challenge left untouched by government or aid agencies, these concerned individuals, as novice learners of international aid work without a chain of command, continued seeking and sharing information in order to deliver the liquid baby formula regardless of informational, operational, and situational uncertainties surrounding them. Within the next forty days, these volunteer individuals were able to ship six times, a total of 12,000 cartons of formula, directly delivered and distributed to the hands of breastfeeding mothers in twelve different locations in the disaster-affected communities in Japan.

In this dissertation, I study the entangled, mutually collaborative nature of finding a way to help processes within and between likeminded individuals and the broader context of people and information with emphasis on information needs and learning. Drawing on a dataset that encompasses a range of real-time social media data as well as interviews and documentation, this single-case study traces how ordinary citizens interacting online develop the idea for delivery of baby formula as emergency supplies and how these likeminded strangers collaboratively mobilized resources for the TTJ logistics

and processes of packaging, dispatching and delivering large volumes of relief supply including: the fundraising volunteers in Finland, the drivers and distributors in Japan. This study aims to describe how such ordinary people's information interactions shape spontaneous collaboration in disaster response.

My findings suggest that independent public participation and collaborative efforts for disaster response perform as sources of tensions and various kinds of vagueness, but these are the functions that spontaneous volunteers can offer resourcefully. With learning by doing approaches, these compassionate individuals, both online and on-the-ground, muddled through unknown needs of unfamiliar activities in identifying, managing and processing different kinds of tasks, particularly by asking for information and acting on information received including uses of vague language and uncertain sources of information. This iteration of dual processes – searching for information to help and self-organizing under leaderless management – illuminates underlying processes of spontaneous collaboration. I argue that the TTJ illustrates the power of intention, which is the power of creativity among ordinary people acting on information processed through humane-driven technology use. These iterative information interactions can be best understood through a new concept articulated in this dissertation, shared uncertainty. This concept encompasses our understanding of independent public participation and collaboration and offers an interdisciplinary bridge between research in information behavior, computer-supported cooperative work, crisis informatics and disaster studies.

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### Censorship in Southern Mississippi Prisons

Jennifer Steele
The University of Southern Mississippi

A lack of access to information due to censorship still exists in today's society, one example being within our prison facilities. In 2018, Big House Books, a nonprofit organization that sends free books by request to prisoners in Mississippi correctional facilities, filed a lawsuit against the Mississippi Department of Corrections and the South Mississippi Correctional Institution located near Leakesville, Mississippi, when the institution started returning books to Big House Books and requesting they only send religious books instead. Later that same year, the Human Rights Defense Center, a nonprofit organization working for criminal justice reform, filed a suit on behalf of prisoners of the Forrest County Jail located in

Hattiesburg, Mississippi, stating that all books and periodicals other than the Bible and occasionally other Christian publications, had been banned from the facility.

The proposed study will be an in-depth case study of these two cases of censorship in southern Mississippi correctional facilities. Through a series of qualitative interviews with individuals connected to the cases, the proposed study seeks to better understand the current phenomenon of censorship in prisons. Participants will include prison employees, attorneys, and even prisoners themselves. Whether it be through services such as an actual library or information center provided by the prison facility, or the facility allowing books and other materials to be sent to inmates, incarcerated individuals have the right to access information. This study seeks to enlighten and act as a catalyst for change regarding censorship that is occurring within prisons today.

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### How Do Chinese LIS Schools React to the Outbreak of 2019 Novel Coronavirus?

Changyang Feng, Peiling Zhang, Dailin Xie, Mingkun Wei and Danyang Li
Central China Normal University

School delays caused by the 2019 novel coronavirus are now widespread in China, and long vacation can lead to students' slackness in study. Therefore, access to online courses is more important than ever. Using keywords related to LIS curriculum and conducting search in Chinese MOOC platforms, the authors analyzed the contents of the LIS courses. The authors sorted out and summarized the syllabi, contents, and evaluation of courses provided during the outbreak of 2019 novel coronavirus and tried to answer the following questions: How many Chinese LIS schools provide courses on MOOC platforms? What courses do Chinese LIS schools provide? How do students evaluate LIS MOOCs during the 2019 novel coronavirus period? The analysis results show that the courses at all levels, including fundamental research, design development, and practical courses, play different roles. 58 LIS courses are provided, among which 18 are excellent courses, 14 are provided by iSchools. The students(including some university librarians) think that MOOCs are significant and easy to understand when they face the challenges of the 2019 novel coronavirus. And the courses are highly related to the 2019 novel coronavirus, for example, questions such as "Faced with the 2019 novel coronavirus, what can big data analytics do?", "Regarding the 2019 novel coronavirus, what resources and services do public

libraries provide?" are raised in the discussion sections.

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### Integrating Community Engagement in LIS curriculum

Ling Jeng and Carol Perryman
Texas Woman's University

The IMLS funded project Transforming Libraries into Community Anchors in Rural Texas (TLCART) supports the use of information and communication technology in community engagement in rural Texas. This poster presentation showcases community projects initiated by students of the cohort demonstrating one of the project goals to embed community engagement into student learning.

Students are asked to dream, research and plan for desired changes for sustainable community improvement. Research to support the proposed projects includes understanding demographics, studying community needs, identifying stakeholders and collaborators, planning for budget and timeline, and assessment of intended outcomes. Cohort students will continue their projects with community coalition building activities and develop their design and implementation plans in their coursework in Summer and Fall 2020.

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### The Beginning of a Marriage: Content Analysis of Official Announcements of University Press/Library Partnership

Mei Zhang
Syracuse University

The Wayne State University Press reinstated fired leadership and switched its reporting from the Dean's Office of University Libraries to the Office of the President in February 2020—it has been only several months after it joined the university library in fall 2019. This unsuccessful partnership between university press and library immediately sparked discussions within and outside the scholarly publishing community. People asked questions about the future of similar partnership between university presses and academic libraries, especially when more university presses are moving under libraries.

This work-in-progress research examines the initial agreement between university press and library when the collaboration first started. This study is collecting official announcements of university

press/library partnership in the U.S. in the past 10 years, and plan to conduct a structured content analysis of these announcements to address the following questions: 1). How did both parties define their partnership? 2). How did both parties explain the reasons for establishing partnership? 3). What were the two parties' expectations on their partnership?

This study will inform the academic library and university press communities about their initial purpose and expectations of such partnership, which would help them to reflect on the current status of existing collaborations and prevent the dissolution of such partnership. These reflections would play a critical role in improving the sustainability of scholarly publishing field. The findings will also encourage LIS educators to think about how we should depict and educate future librarians about the relationship between academic libraries and university presses.

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### Poster #62
*Works In Progress Posters*

#### Development, Learning, and Equity in Child- and Youth-Focused Courses in ALA-Accredited Master's Programs

Sarah Barriage, Daniela DiGiacomo and Xiaofeng Li
University of Kentucky

To support and empower the next generation of library and information science (LIS) practitioners, the LIS community must take seriously the opportunities and challenges that come with serving today's children and youth. While LIS educators are uniquely positioned to promote equity-oriented understandings of child development and learning in their courses, the extent to which they currently do so is unknown.

This poster presents in-progress findings of an analysis of child- and youth-focused course syllabi. The website of each ALA-accredited master's program was examined to identify those courses focused on children and youth (including courses in the areas of children and youth services and school libraries). For each course, the syllabi and reading list was obtained by downloading those available online and/or contacting the instructor of record to request these materials. In our analysis, we focus on the extent to which the following are evident in these courses' descriptions, learning objectives, readings, and assignments: 1) theories and concepts related to child development, learning, and equity; 2) emphasis on child- and youth-centered approaches to designing and delivering library programs and services; and 3) inclusion of emerging topics (e.g., library makerspaces)

that reflect ongoing transformations within child and youth services.

An understanding of the current curricula in courses related to children and youth is necessary to help LIS educators identify existing gaps between research, education, and practice. This analysis will yield timely insights into the range of approaches and orientations to child- and youth-centered courses being offered by ALA-accredited master's programs.

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### Poster #72
*Works In Progress Posters*

#### Examining Cultural Competence of Academic Librarians in Practice: A Case Study of an Academic Library

Eric Ely
University of Wisconsin - Madison

As institutions of higher education in the United States become increasingly diverse, academic librarians must continually strive toward cultural competence. Academic libraries, as sites of teaching and learning –considered broadly to include engagement beyond traditional information literacy instruction–provide frequent opportunities for academic librarians to engage with students. While most applicable to traditional library instruction, considering the more frequent and informal interactions between librarians and students puts an increased emphasis on the need for academic librarians to serve students in culturally appropriate ways in all aspects of their work. This conceptualization centers the student experience and more accurately represents their engagement with academic libraries. This poster presents preliminary findings of a qualitative research study exploring cultural competency among academic librarians in one library at a large, public research university in the Midwestern United States. Data collection methods include interviews, observations and document analysis. This work also examines the potential for the application of asset-based educational approaches to teaching and learning in academic libraries to best serve diverse student populations, including international students and domestic students of color.It calls for the development and implementation of training opportunities for academic librarians regarding culturally appropriate teaching and pedagogy, in addition to more general equity, diversity and inclusion training. Additionally, it calls for the need to integrate cultural competency, diversity and pedagogical content into LIS curricula. In short, it advocates for teaching the teachers to best serve diverse students in academic libraries.

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### Poster #74
*Works In Progress Posters*

#### How We Survived and Thrived with Remote Collaboration on a Health and Wellness Grant Research Project

Virginia Schneider, Rebecca Floyd and Abigail Rose
Wayne State University

Technology has enabled many collaborations across the globe, allowing people to work together in entirely new ways. Some industries have embraced remote interaction whether they are conducting day to day business or teaching courses online. Since 1999 library and information science programs have offered online distance learning courses and now entire graduate programs. With the increase in remote, interactive, and collaborative learning, more graduate students have had a chance for online graduate assistantships. In 2019 three MLIS graduate students located in different states began work on a remote research project on health and wellness headed by several professors also located in various states. Each are pursuing their degrees online and have not worked in a professional capacity in a library setting. This study summarizes the preliminary experiences these students encountered while managing remote course and grant work. The preliminary findings highlight challenges including: asynchronous correspondence, analyzing second hand collected data, finding adequate collaborative software, and synchronizing data coding. What the graduate students learned from this experience suggests that regardless of where students plan to work after graduation, they have transferable skills they can take away from graduate assistantships that compliment their coursework and offer invaluable field experience.

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### Poster #80
*Works In Progress Posters*

#### A Multi-Aspect Topical Analysis of User-Generated Content

Yunseon Choi
Valdosta State University

Libraries have used the book reviews for supporting their decision on book selection and collection building. Traditionally, book reviews have been long used as a selection tool for collection building and book purchase and have been identified as significant determinants in the library acquisition process. Many researchers proved that online reviews are helpful for the decision on product or service purchases. Users' online reviews are crucial sources for the decision before purchasing because users' opinions are

helpful not only for other users make decisions about purchasing a product, but also for the company to know about the positive and negative features of their product. However, there have been no studies done on the usefulness of online book reviews for understanding users' interests in discussing books. This study aims to identify the topical aspects of user-generated content in online reviews by analyzing the frequency of words that users used in their book reviews. This study also examines whether the frequency patterns of the words used in the reviews would reflect the characteristics and features of books. This study analyzes the frequency of words used in online book reviews based on the Latent Dirichlet allocation (LDA) model. This study selected sample books from the recommended reading lists from the American Library Association (ALA). Sample books were randomly selected from the Newbery Medal Winners list from 1922 to present. This study has implications in providing practical insights into the intrinsic values of users' book reviews at the social networking site.

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### Poster #84
*Works In Progress Posters*

#### Research-Based Development of a Health Information Professional Concentration and Certificate

Jinxuan Ma and Emily Vardell
Emporia State University, School of Library and InformationManagement

Health information professional (HIP) refers to "information professionals, librarians, or informaticists who have special knowledge in quality health information resources" (MLA, 2017, para. 2). The diversity of emerging HIP roles indicates daunting challenges unique to LIS students pursuing HIP careers and to LIS programs endeavoring to develop and update specialized LIS curricula for HIPs. This poster explicates action research built upon the findings of a sequential two-phase project, which included a scoping literature review of scholarly publications on the topic of HIP roles and skills and a survey of employers on the competencies and attributes expected of entry-level HIPs (Ma et al., 2018; Ma et al., 2020). This action research project seeks to create a HIP Concentration and Certificate with course learning outcomes developed and adapted from core HIP professional competencies and employer expectations identified in the two-phase project. Students planning to pursue the HIP Concentration or the HIP Certificate may customize their trajectory with courses including health sciences librarianship, consumer health

information, a seminar in current issues for HIP, health informatics, health information systems and management, and health disparities for diverse health communities. Through adapting and consolidating existing courses, LIS faculty and advisors can effectively counsel students early in their studies, inform them of required professional competencies and desirable qualifications, and facilitate work-integrated or pre-professional learning opportunities within and beyond the curriculum. It is hoped that this project will provide an evidence-based approach to developing future specialized HIP programs in LIS education.
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*Poster #90*
*Works In Progress Posters*

### Student Privacy in the Datafied Classroom: Privacy Practices in an Interconnected World

Amy Vanscoy, Kyle Jones and Alison Harding
University at Buffalo

In an interconnected world, student privacy concerns take on increasingly higher stakes. To address the imminent concerns of student privacy, this work-in-progress study investigates faculty perspectives of student privacy and their practices in relation to emerging learning analytics tools and initiatives. The project is motivated by the team's previous research (Jones & VanScoy, 2019) that analyzed more than 8,000 library and information science syllabi and found that there is a need to better understand how faculty perceive student privacy issues and strategize to address them in practice. The current project consists of three phases; during the first phase, reported in the poster, the research team is conducting a survey with faculty from diverse disciplinary backgrounds who have online and face-to-face instructional experience. For the second phase, the team will use phase-one data to pursue interviews

with faculty members who participate in the survey. In the third and final phase, the team will aggregate key findings from the research phases and the extant literature to facilitate discussions between faculty and librarians. Results from the phase one survey will be available to present on the poster. Focusing on instructors' attitudes toward personal privacy and student privacy, their knowledge of privacy policies and learning analytics, and their instructional practices, the findings will deepen our understanding of student privacy in the interconnected educational environment.

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*Poster #95*
*Works In Progress Posters*

### Empirical Studies of Information Seeking Behaviors during Pandemics: A Review of Theoretical, Methodological Issues and Implications

Zhan Hu
Simmons University

This work-in-progress poster aims to report the results of a systematic review of empirical works of information-seeking behaviors during Pandemics, with the focus on the most recent past pandemic, the 2009 H1N1 Influenza. Through the review, the author attempts to extract common themes and present comparative approaches in terms of theoretical frameworks of information-seeking behaviors, research designs, and how and what implications are drawn. The results will help form a better understanding of the information-seeking behaviors during pandemics as closely explored and discussed in these studies, meanwhile, plow the way for looking at how information-seeking has evolved during the current COVID-19 Pandemic.

With the majority of the world population under the shadow of COVID-19 and approximately 90% of the US population under self-quarantine for an extended period of time, the physical restrictions have forced the information-seeking behaviors to be more virtual.  The topics of information sought after have also gone beyond health, symptoms, and vaccines, but online shopping, virtual school, work from home, social distancing, unemployment and etc, a much broader range of issues that are essential for the general public to maintain a normal life with unconventional new norms. With a drastically different development with much more series consequences as compared to H1N1 Pandemic, COVID-19 has presented a unique setting for revisiting information-seeking behaviors during pandemics.   The implications that are drawn from this assessment of post-H1N1 Pandemic information-seeking behavior research will provide guidance for future studies and inspire further discussions of theoretical models and research

methodologies.

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*Poster #98*
*Works In Progress Posters*

### The Battle for History in The Magic City: Historically Generated Contexts and The Rise of Pluralistic Collecting Institutions in Birmingham, Alabama

Jeff Hirschy
University of Alabama

Across the American South, collecting institutions created by city and state governments and private organizations, preserve and communicate complex local, personal, and regional histories. Each of these institutions, for different reasons, influenced by their particular set of historically generated contexts, emerged to preserve and present this information to their communities. In addition to their individual contexts, each institution has various organizational and community elements, for example mission statements or community support and interest, that helps to drive their relationships with their communities. Throughout the South, these historically generated contexts and institutional elements DO inform how memory institutions interact with their communities and researchers.

In Birmingham, Alabama there are many collecting institutions that manage the history, narratives, and stories of that city. Two of the main ones, especially when it comes to the Birmingham Civil Rights Movement, that movement's aftermath, engagement with their community, and Birmingham's relationship with social justice, are the Birmingham Public Library Department of Archives and Manuscripts (BPLDAM) and the Birmingham Civil Rights Institute (BCRI). The goals of each institution revolve around telling the complete story of the history of Birmingham and the Birmingham Civil Rights Movement. This means not falling back on a master narrative like that of Jim Crow and white supremacy but moving towards the goals of a pluralistic historical narrative, pluralistic culture and society, and pluralistic collecting institutions.

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*Poster #101*
*Works In Progress Posters*

### Levels of School Libraries: A Problematic Paradigm

Rita Soulen
East Carolina University

Levels of School Libraries: A Problematic Paradigm

Mary Virginia Gaver (1963) performed groundbreaking research showing that a centralized library collection with a librarian positively correlates to higher student achievement. Her study looked at three levels of libraries: a classroom collection only, a centralized collection managed by a teacher or volunteer, or a school library managed by a full-time, certified school librarian. Since 1992, the work of Keith Curry Lance and associates have consistently demonstrated a positive correlation between high-quality school library programs and student achievement (Lance and Kachel, 2018).
Currently, one university community school aims to build upon students' strengths to provide real world learning experiences with research-based instruction. However, these K-5 students only have access to classroom libraries and a shared repository of books, but not to the local school district's print or library resources. This creates a serendipitous environment for a qualitative study to investigate ways this may impact student achievement.
Development of a research-practice partnership (Penuel and Gallagher, 2017) provides opportunity for a pilot study to define current access and best design for a future causal research endeavor, relating student achievement at the university community school to a matched comparison group. I will use purposive sampling to conduct interviews of university community school librarians, administrators, parents and teachers (N=8). Digitally voice recorded 40-minute interviews will be held privately within the university community school. Transcription data will be imported and analyzed using NVivo software to identify themes and draw conclusions. Findings may be used to inform a future causal research study and prepared for publication.

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## Effectiveness of Shared Mental Models on the Success of Multi-institutional Collaboration to Deliver Online Learning Programs

Zhan Hu and Rong Tang
Simmons University

This work-in-progress poster focuses on employing the construct of shared mental models (SMMs) to measure the effectiveness of collaboration in two projects involving multi-institutional effort to deliver learning programs on two emergent LIS subject matters. Specifically, we examine various teams involved in developing RDMLA (Research Data Management Librarian Academy) and IPI (Interprofessional Informationist) programs. Funded by Elsevier, RDMLA is an online training program for practicing librarians and other information professionals who engage in data-intensive work throughout the world. The curriculum focuses on the essential knowledge and skills needed to collaborate effectively with researchers to offer RDM services. Launched in October 2019, RDMLA is accessed through the Canvas network. RDMLA now has 2522 active learners from more than 115 countries around the world. The IPI program is an IMLS-funded certificate program hosted by Simmons University. IPI aims to provide education and training to bridge the gap between traditional and emergent skills in health sciences librarians. Started in Spring 2020 as the first IPI cohort, eight practicing librarians around the country are enrolled in the IPI courses.

Based on research work on SMMs and teamwork (Converse, Cannon-Bowers & Salas, 1991; Cannon-Bowers, Salas, & Converse, 1993; Klimoski and Mohammed, 1994; Marks, Mathieu & Zaccaro,2001), we developed an empirical framework (see Fig. 1 accessible through https://drive.google.com/file/d/1QqEpb1m3eojfrdMewHe1RsUSaQmg_qTF/view?usp=sharing) to measure the equipment, task, team, team interaction mental models across the leadership, instructional designer, and instructor teams for both RDMLA and IPI projects. Sources of data include team communication and interaction records, relevant instructional products, and learning objects, and interviews with members of various teams. Various components of the SMMs will be extracted to identify the association between the degree of sharedness and the successful delivery of learning programs. The findings of the study will advance both the theoretical and empirical understandings of the SMMs and teamwork effectiveness. In presenting best practices of building SMMs,

the findings will also benefit LIS educators in their efforts of developing community-based collaborative online learning programs.

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## The Interdisciplinarity of Scientific Research Data

Hyoungjoo Park
University of Wisconsin - Milwaukee

Technical advances have lowered some barriers to data sharing and reuse, but it is a socio-technical phenomenon and the impact of the ongoing evolution in scholarly communication practices has yet to be actively quantified. With the open science movement, research data citation for data sharing and reuse is becoming more common than before. Furthermore, there is need for a deeper and more nuanced understanding of the extent of interdisciplinarity of data citation when research data is shared and reused. The interdisciplinary collaboration is closely related to data reuse across disciplines because disciplines influence one another. Collaboration is one way and citation is another. Citation is commonly considered to be closely related to scientific impact because citation measures formal scholarly impact. This study examined the interdisciplinarity of scientific research data, especially how scientific research data are reused in bibliographies. The researcher measured the variety, balance and diversity to examine to what extent scientific research data is reused in other disciplines. This study found that the interdisciplinarity of scientific research data is existent although the prevalence of interdisciplinarity is diverse depending on scientific

disciplines. The findings presented here contribute to the study of interdisciplinarity of scientific research data for data sharing and reuse.

## Social Work and Public Librarianship: Partnering to Support Patrons in Crisis

Rachel Williams and Lydia Ogden
Simmons University School of Library and Information Science

Public libraries grapple with supporting patrons experiencing crises on a daily basis. Patron crises related to mental health (Torrey, Esposito and Geller, 2009; Wahler et al., 2019), and substance use (Whaler et al., 2019) have increased over several decades with changes in policies related to deinstitutionalization, and recently, the U.S. opioid crisis. These changes have resulted in additional workplace challenges for librarians, turning some libraries into social service delivery hubs (Real and Bogel, 2019; Wahler et al., 2019).

Our study explores the results of workshops on mental health, boundary management, and resilience building for public library staff. The authors completed training events with a series of participants via 3 different workshops at a large, urban public library system in the United States. Participants received pre-tests to determine their knowledge and comfort with the topics, received the training, and then completed post-tests. These assessments allowed participants to reflect on the training and the extent to which they felt more comfortable addressing mental health crises and issues related to boundaries and resilience after completing the workshops.

The major implications of conducting these workshops relate to:

· Developing professional development training for public library staff on supporting patrons in crisis while also practicing resilience and health boundary management;
· Understanding how social work and library science can partner together effectively to improve education for library school students;
· Identifying ways in which public libraries can successfully implement simple practices to support the well-being of their staff

## Empathy As A Core Skill in LIS Education: An Exploratory Study

Katerina Stanton
Syracuse University School of Information Studies

Empathy is recognized as an important part of society and the global interconnectivity of the digital era. Empathy is more specifically a useful "soft skill" in providing customer service and problem-solving (Wieseke et al., 2012). Such soft skills are essential to librarianship, connect people and information, and patron satisfaction (Matteson et al., 2016; Saunders, 2019); yet literature has little to say regarding practicing empathy in library professionals.
Research has turned toward empathy only in specific instantiations, such as understanding library anxiety (Shelmerdine, 2018) or visually impaired patrons (Bodaghi et al., 2016), but not broadly. Empathy, as "Affect of Service" in LIbQUAL, is both the most difficult aspect to measure and most important to customer satisfaction (Roy et al., 2012), yet empathy has not been integrated into professional codes of conduct or LIS instruction (see Smith & Wong, 2016).
How do we as information professionals practice empathy, and how can we use empathy to better solve problems and provide service in an ever more connected world? Moreover, should we be teaching empathy as a core skill in LIS education?
Thus this poster will present a Work In Progress mixed methods proposal of LIS practitioners and current students to examine if empathy is a prevalent and/or valued skill to the practicing profession. Seeking to establish a baseline statistical analysis of empathy in practicing librarians alongside extended interviews and narrative analysis will shed light on the existence and value of empathy in librarianship and LIS education.

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*Poster #120*
*Works In Progress Posters*

### Exploring the Effectiveness of Adaptive Technologies to Improve the Quality of Online Library and Information Science Courses

Angela Murillo
Indiana University-Indianapolis (IUPUI)

Adaptive Technologies and Quality Matters© Rubric standards have been created to mitigate the technological challenges for students taking online courses, to improve the overall quality of online courses, and to increase the effectiveness of student learning in online courses. This poster presents preliminary results of a two-year project that is testing the potential usefulness of these online teaching techniques.

The activities for this project include incorporating Adaptive Technologies and the Quality Matters© Rubric into an online LIS course and measuring the impact of these changes to the online course through student focus groups, Technology Acceptance Model (TAM)-based surveys, and formative and summative assessments. The objective of this project is to measure the effectiveness of Adaptive Technologies and the Quality Matters© Rubric in improving the online educational experience of the students impacted.

This project addresses the following research questions:
1. When incorporating Adaptive Technologies into online courses, what is the perceived usefulness and ease of use for students interacting with these technologies?
2. When implementing the Quality Matters© standards into an online course, what is the perceived usefulness and ease of use for students interacting with a course site based on the Quality Matters© standards?
3. Do Adaptive Technologies and Quality Matters standards, by removing technology barriers, assist students' overall outcomes in online courses?

The purpose of this study is two-fold, to test how well these tools improve online education and to develop a framework for incorporating Adaptive Technologies and Quantity Matters© in other online LIS courses.

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*Poster #123*
*Works In Progress Posters*

### LIS Education in a Fully Online World: How to Encourage Students' Participation in Student Organizations?

Xiaofeng Li, Yoojin Ha and Simon Aristeguieta-Trillos
Clarion University of Pennsylvania

In today's interconnected world, fully online LIS programs provide students great flexibility to pursue a master's degree in library and information science while maintaining other work and family responsibilities. Even though these fully online students have the opportunities to initiate and/or join various student organizations such as ALA student chapters, it is challenging for students and faculty to manage and promote students' activities in these organizations because current student organizations follow a model established in colleges and universities with large physical presence on campus. However, successful student organizations can help fully online students create a sense of community and belonging. These student organizations can also foster students to build professional connections in library communities.

Recognizing the value of student organizations, this study seeks to explore what organizations and activities are offered to fully online students in ALA-accredited master's programs in Library and Information Studies. We explore the following research questions: 1) what kinds of student organizations and activities are available among students who take fully online LIS programs? 2) in what ways are these student organizations and activities carried out? 3) what are the enablers and challenges in running student organizations and activities? 4) how are the student organizations and activities addressing the challenges of responding to a diverse student population? 6) what role is expected of faculty in facilitating student activities and organizations? This exploratory study examines the website of each ALA-accredited master's program to identify information about student organizations. The findings of this study will have practical implications for LIS educators and students.

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*Poster #131*
*Works In Progress Posters*

### Cultivating Creative Inquiry in Higher Education

Jennifer Luetkemeyer, Theresa Redmond, Tempestt Adams, Peaches Hash, Jewel Davis and Martha McCaughey
Appalachian State University

This poster reports on the preliminary results of an exploration of visual journaling as a teaching and learning strategy to cultivate creative inquiry in higher education. The authors prompted students to use multiple media to engage with, reflect on, and synthesize course materials. Prompts were provided in conjunction with course materials to facilitate engagement and creative inquiry, and students were asked to articulate their creative choices through a written response.

Incorporating media in our disciplines "entails a form of 'critical framing' that enables learners to take a theoretical distance from what they have learned, to account for its social and cultural location, and to critique and extend it" (Buckingham, 2007, p. 45). However, traditional teaching modes that prioritize print-based literacy continue to dominate (Rhodes & Robnolt, 2009) despite being restrictive and limiting access for diverse learners to engage in meaning making. Visual journaling transforms pedagogy by supporting critical and diverse ways of learning and expressing knowledge.

Students are invited to process knowledge and generate new understandings in reflexive ways that move beyond the uniform experiences of traditional classrooms. Springgay, Irwin, and Kind (2005) describe this process as a "double imaging" because it "includes the creation of art and words that are not separate or illustrative of each other but instead, are interconnected and woven through each other to create additional meanings" (p. 899). Finally, visual journaling as a strategy for inviting creative inquiry and learning may facilitate the development of democratic classrooms that extend pathways for inclusion and equity.

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*Poster #132*
*Works In Progress Posters*

### Revealing the Disciplinary Landscape of Data Science Journals

Lingzi Hong, Xinchen Yu and William Moen
University of North Texas, College of Information, Department of Information Science

The discipline, field, and practice of data science emerged to its current prominence in the past several decades. New disciplines, fields, and practices often involve definitional and scope challenges. This seems to be the case with data science. The research presented in this poster is part of a broader investigation into the disciplinary or interdisciplinary characteristics of data science. This work-in-progress poster reports the results of analyses of data science journals in different subject areas to answer several questions including:
• What is the population of journals that focus on topics of data science?
• What disciplinary landscape of data science is revealed in the aims and scope statements of these journals?
The unit of analysis in this research is at the journal level. Both quantitative and qualitative approaches were used in the analysis of the aim and scope statements.  The quantitative approach used computational methods (e.g., Part-of-Speech Tagging, Word Embedding) to identify keywords representing characteristics of the journal. The qualitative approach used conceptual content analysis to reveal different patterns in terms of research types and the scope of research of the journals.
Data science research and education are part of many library and information science degree programs. The results of this research have the following benefits:
• Researchers can understand disciplinary and research types published in the journals when selecting a venue for submitting papers.
• Educators and students can identify appropriate journal resources to support learning.
• Librarians can use the results to assess collection development decisions regarding data science journals.

*Poster #133*
*Works In Progress Posters*

### Transforming LIS Education by Understanding the Complex Decisions of Public Library Leaders

Deborah Hicks
San Jose State University

Decisions made by librarians in formal leadership roles in public libraries can have a lasting impact on their organizations and communities. For instance, several public libraries across the nation have asked drag queens to host their story time programs. This practice has created controversy and placed library leaders into situations where they have to take the needs of many different stakeholders into account. Understanding how library leaders make decisions, with emphasis on their sensemaking strategies, will shed light on this important aspect of public library leaders' roles and transform LIS management education.

This poster will present the early stages of a research project exploring these questions:

1) When faced with a complex problem, how do public library leaders make decisions?;
2) What information and sensemaking strategies do public library leaders employ when making complex decisions?;
3) What kinds of problems do public library leaders consider to be complex dilemmas?;
4) What values do public library leaders espouse when making complex decisions? And, how do these values inform their decision-making?

Three approaches to data collection will be used: (1) interviews with public library leaders; (2) direct observation of practice; and (3) reviews of organizational policies and professional standards.

A goal of this project is to foster the inclusion of complex decision-making processes in LIS curricula through the development and dissemination of a decision-making framework. This project will LIS-specific, empirical findings that will help emerging leaders develop their own mental models for decision-making and improve LIS management and leadership education.

*Poster #147*
*Works In Progress Posters*

### Health Justice Education in the Time of Coronavirus (COVID-19): A Curriculum Review and Recommendations

Emily Vardell and Deborah Charbonneau
Emporia State University School of Library and Information Management

Phase one of this study sought to investigate the intersections of health and social justice in library and information science (LIS) curriculum. Course offerings from 60 ALA-Accredited LIS programs were extracted and comprised the study sample. Using a thematic content analysis, a total of 220 course descriptions were analyzed to assess the inclusion of health justice topics. Of the 220 courses identified using the health justice search terms, only eight LIS course descriptions closely integrated health and social justice issues. This poster will present four overarching thematic LIS course areas identified from the 212 courses that were not explicitly health justice related but nonetheless presented potential health justice connections: 1) multicultural and diverse populations, 2) health sciences information, 3) literacy concerns, and 4) social justice and libraries. These four thematic areas present conceptual pathways with the potential to further incorporate health justice aspects in LIS coursework. In phase two of the study, the focus of this work has expanded to include health justice issues emerging during the COVID-19 public health crisis. Examples of how LIS educators can make stronger connections in their courses between health justice issues during public health crises, such as the COVID-19 pandemic, will be provided. Additionally, the presenters are seeking feedback and examples from LIS educators to help shape the future of this work and timely line of inquiry. Overall, this research initiative helps to map the curricula and contributes the LIS educator viewpoint for advancing health justice conversations.

*Poster #150*
*Works In Progress Posters*

### Service Learning as a Tool for Student Growth, Community Action, and Information Research Inclusion for Diverse Older Adults

Joseph Winberry
University of Tennessee

The information society is also an aging society. Its members are diverse with complex needs and find themselves more interconnected than ever before. But despite these intersections, the needs of older people are often absent or lagging in information-related job advertisements, coursework, and scholarship. More conversations among scholars, practitioners, educators, students, community

organizations, older adults, and others are needed in order to ensure that the LIS discipline is prepared to support successful aging for the world's growing and diverse elderly population. This poster explores the tentative roadmap of a Ph.D. student who is using a small grant as a catalyst for increasing inclusion of diverse older adults in LIS research, teaching, and community service. These steps include action research in partnership with a community-embedded aging services organization, outreach to LIS masters students, and dissemination of research findings to academic and community audiences. This poster is part of a larger, ongoing study entitled, ""We Serve All Seniors: Creating Information Resources for Diverse Older Adults in Community Context"" which is funded by an ALISE Community Conn@ct mini-grant.

*Poster #151*
*Works In Progress Posters*

### Womens' Lives: Illustrative Information Support Services for Meeting Womens' Health Information Needs in Rural Public Libraries in Texas and Alabama

Carol L. Perryman, Bharat Mehra and Baheya Jaber
School of Library & Information Studies, Texas Womans University

Even now, women's health information needs and health concerns continue to stay unmet in many rural and semi-rural communities around the United States (Gill, Minton, and Myers, 2011; Simmons et al., 2008). This work-in-progress poster visualizes ongoing research regarding women's lives and information support services provided for them in rural public libraries in Texas and Alabama. In Texas, 191 of 254 counties (75.1%), or a population of 3,073,050 are designated as "rural" according to the United States Department of Agriculture's Economic Research Service (2020). Of Alabama's 67 counties, 55 (82%), with a population of 1,138,858 meet the definition of rurality (Alabama Department of Public Health, 2018; Appalachian Regional Commission, n.d.).
In many rural counties, no obstetrical care is available (i.e., 35/55 in Alabama: Alabama Dept. of Public Health, 2018; and 147/191 in Texas: Texas Dept. of Agriculture, 2018). Access to health facilities is far more limited than in urban environments, meaning that for high-risk pregnancies, care is much further away. With added urgency due to hospital closures and lack of availability, rural public libraries contribute to an infrastructure of support for their communities. Understanding of capacities and resources will assist with further research and planning. Rural librarians are positioned as important potential partners in supporting the health information

needs of women living in their communities.
This poster presents a taxonomic representation and thematic analysis based on an empirical assessment of illustrative information support services for women identified in early 2020 on the websites of selected members of the Texas Library Association and the 230 members of the Alabama Public Library Service (n.d.). Site selection in the two states varied due to the larger number of counties (and thus, libraries) in Texas, necessitating a focus on more rural counties and a stratified sampling from less rural counties based upon RUCA scores (Rural Urban Commuting Area) (United States Department of Agriculture Economic Research Service, 2020). The exploratory study applies website content analysis to identify seven examples of information offerings in three categories (Mehra and Davis, 2015): (1) information sources (collections, resources); (2) information policy and planning (assigned women-related roles, strategic representation); and (3) connections (internal, external, news and events). Findings highlight best practices, case examples, paradigmatic models of programmatic and service delivery, and potential collaborative opportunities to better serve women's needs, represent their information needs, and address urgent issues and concerns.

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*Poster #153*
*Works In Progress Posters*

### Use of Technology and Perception of Technology Competencies Among Librarians

Changwoo Yang
Valdosta State University

All LIS practitioners use technologies in their daily work in a variety of ways, and the ability to use suitable technology skills to satisfy user needs is essential. This study will examine librarians' technology use at their workplaces and their attitude toward the technology competencies that librarians and library staffs need. The survey invitations will be emailed to the Georgia Library Association (GLA) members through the GLA listserv. The participants will be asked about their current use of technology at work, level of confidence, and their opinions on technology competencies for librarians and library staff. The participants will also be asked about their perceptions of LIS education for technology competencies. Descriptive statistics will be used to analyze and describe the survey data by types of libraries and job titles.

*Poster #176*
*Works In Progress Posters*

### Adding to the Public Librarian's Toolbox: A Guide to Anticipate and Respond to Complex Information Needs

Kaitlin Montague, Stacy Brody, Kristen Gaiser and Charles Senteio
Rutgers University

The public library must anticipate and address the information needs of their community. Some libraries foresee complex information needs which require external expertise; consequently they establish partnerships with community organizations outside their particular library system. Since the public library's mission is to support social justice by serving all members of their community, it is imperative that public librarians have tools to help them anticipate and fulfill information needs. Recent social and economic shifts have forced community members to turn to the public library for complex information. We identify and describe patrons' changing

information needs, informed by LIS literature and our experiences as librarians and information science scholars. We describe a novel framework designed to help public librarians anticipate and build the capacity to address complex information needs. We focus on three specific categories of complex information needs: health (e.g., diabetes symptoms), legal (e.g., processing a FEMA claim), and social services (e.g., accessing COVID-19 unemployment benefits). We elucidate how public librarians can better anticipate and address complex information needs by first using Warner's classification model (2001) to determine the degree of complexity, then we describe how to apply Popper's three world theory (1978) to take specific steps to anticipate and respond to complex information needs. We include a table with selected examples of how public libraries have anticipated and addressed complex needs. Applying both Warner's classification model and then Popper's three world model provides a unique, creative way to anticipate and respond to complex information needs.

*Poster #188*
*Works In Progress Posters*

### A Teen-centered Approach to Design Library Services - A case Study of a Rural Public Library

Xiaofeng Li, Yoojin Ha and Simon Aristeguieta-Trillos
Clarion University of Pennsylvania

To develop and sustain youth programs and services in public libraries, it is inevitably important to understand how teens perceive their libraries and how they would design their library services, programs, and spaces. Current research has mainly focused on teens' uses of libraries in urban and suburban communities with little attention to teens in rural areas. Meanwhile, makerspaces have gained popularity in libraries within the past decade. While an increasing number of studies show teens' interests in makerspaces, these studies tend to focus on active library users' perspectives on makerspaces. It is unclear how teens who do not usually go to libraries perceive makerspaces.

This paper reports a work-in-progress study that seeks to explore the opportunities, enablers, and barriers of library uses among teens in a rural area in the US, along with their perspectives on designing a makerspace in their local public library. This selected local library has had challenges in attracting teens to use the teens' space and other library services and consequently placed a hold on teen events.

With a goal to understand local teens' perspectives

on public libraries and makerspaces, this study employs two-phase data collection. In the first phase, teens between 13 to 18 years old will be recruited through the snowball sampling method to participate in an online survey. In the second phase, the research team will host three makerspace programs in the selected rural library. Additional participants will be recruited to participate in semi-structured interviews. The researchers will also conduct field observations during the makerspace programs.

Implications for the LIS research community, practitioners, and LIS education will also be discussed.

*Poster #193*
*Works In Progress Posters*

### The Challenges and Opportunities of Interdisciplinary Research: When LIS Meets Genocide Studies

Martin Nord
University of Western Ontario

As ALISE recognizes in this year's theme, the positioning of LIS as an increasingly interdisciplinary field represents both a challenge and an opportunity. This is true in my own research. The questions I ask are only apparent by stepping outside of the confines of LIS's usual concerns and yet those same questions can only be answered through the insights developed in LIS. This is the strength of interdisciplinary research.

In my poster, even as I acknowledge this opportunity, I also focus on two challenges I face. Sometimes, as with a discipline like genocide studies, perspectives from outside the field seem jarring and evoke negative reactions. This is true with my research. The second challenge is a chicken-and-egg problem: my work raises questions within genocide studies that few others have addressed. Even as the answers to these questions impact my study, they are outside the scope of my research.

To explore these opportunities and challenges as I have experienced them, I provide background on the key concepts I bring from each field, how they relate to one another, and the questions to which this convergence of concepts has given rise. I concentrate on the critiques of my research from within LIS, the problem of questions that need to be left unanswered, and how I have used each challenge to further my research. Finally, I use this poster to reflect on how interdisciplinarity affects LIS approaches to research and pedagogy.

*Poster #195*
*Works In Progress Posters*

### Community-Based Development of LGBTQ+ Health Information Resources

Daniel Delmonaco, Oliver Haimson and Gabriela Marcu
University of Michigan School of Information

In this research project, we investigate the information practices of lesbian, gay, bisexual, transgender, and queer (LGBTQ+) youth to understand how they attempt to meet their health education information needs through online searching. LGBTQ+ youth identify the internet as a vital resource for finding relevant health information. Many LGBTQ+ youth cannot turn to traditional resources such as healthcare providers, parents, or schools for comprehensive and inclusive health information. This community-based participatory research supports the efforts of the Community Health Access Initiative (CHAI) and other community partners focused on addressing the unique health and educational needs of LGBTQ+ youth. In addition to understanding contextual factors impacting the health information search experience for LGBTQ+ youth, we will encourage youth participants to envision the content and capabilities of their ideal health information resources. Research results will directly inform the development of an LGBTQ+ inclusive web resource to meet this community need expressed by community partners. This is a qualitative study comprised of focus groups and interviews with LGBTQ+ youth. Focus groups will utilize participatory design methods to engage participants and encourage their design of ideal web resources based on past experiences seeking health information. Individual interviews will focus on barriers to health information seeking and prompt participants to think specifically within an online search context. This research will contribute knowledge from LGBTQ+ youth about their online health information practices while including them in the community-based process.

### Identifying Health-Related Informatics Education and Partnerships in ALA-Accredited Programs and iSchools

Tina Griffin and Rebecca Raszewski
University of Illinois at Chicago

Health-related Informatics (i.e. Bioinformatics, Clinical Informatics) has been underexplored within American Library Association (ALA)-accredited programs and iSchools when it comes to how they have developed interdisciplinary relationships for education. The first part of this study explored websites from ALA-accredited and iSchool programs to determine if they were offering health-related informatics.

Currently seventy-seven institutions have ALA and/or iSchool programs. Sixty-nine of those offer health-related informatics education. Three hundred fifty-three total educational offerings exist, 45% of which are courses, followed by Master's degrees (21%), doctorates (11%), certificates (10%) or bachelors degrees (10%). Unsurprisingly, 57 of those 77 institutions are doctoral granting research institutions. The most common subjects offered are bioinformatics (126/353) and general health informatics (107/353). But there are also opportunities for discipline specific informatics like pharmacy, nursing, and public health. ALA/iSchools are involved in about 30% of these offerings (111/353).

The second part of this study is underway and will survey faculty in these programs to explore the partnerships in the offerings found above. We will ask which disciplines are involved in the partnership(s), who initiated the partnership(s), and what titles/roles do these educators hold. In addition, we are looking at factors that change these partnerships such as funding, staffing, and alignments with mission, values, or existing competencies. We hope to better define how these partnerships develop so that other institutions seeking to be involved in health-related informatics education will have ideas of where and how to develop strategic relationships.

### Producing Productive Public Library Programming for Older Adults: A Participatory Design Approach

Valerie Nesset
State University of New York (SUNY) University at Buffalo

In the US, as the Baby Boomer generation, a user group that is widely diverse in terms of culture, interests, and occupations, continues to age, it follows that there is a corresponding need for more public library programs and services to accommodate them. Unfortunately, unlike with children's and young adult services that enjoy a long history of specialized research and education, there is little empirical research or education specific to older populations. This means that practicing librarians may not be sufficiently equipped to determine what programming and services would best meet their older patrons' needs (Angell, 2008; Bennett-Kapusniak, 2013; Clarke, 2018; Clarke & Bell, 2018; Katapol, 2016; Perry, 2014; Piper, Palmer & Xie, 2009; Witteveen, 2017). To deepen understanding as to how to best develop meaningful, targeted programming for older adults, this three-year qualitative study investigates the use of Participatory Design (PD) methods, specifically, those of Bonded Design (Large, et al., 2006; Large & Nesset, 2009; Nesset & Bible, 2018a, 2018b) as it is a PD methodology specifically developed to bring two disparate groups together in the shared experience of the design team. In design teams consisting of librarians and older adults, facilitated by PD techniques such as brainstorming, prototyping, and consensus-building, both groups will engage in mutual learning by sharing expertise, in a process that encourages synergy through diversity. The poster will outline the start of the research process, including such concepts as ethics preparation and review and librarians-as-researchers.

### "Chinese Virus" as Anchor for Engaging with COVID-19 Information: Anchor Bias Leading to Racism and Xenophobia

Juan Muhamad, Jessica Wendorf Muhamad, Meng Tian, Fatih Gunaydin, Patrick Merle, Laura-Kate Huse, Muhamad Prabu Wibowo and Maedeh Agharazi
Florida State University

Information dissemination from official sources coupled with adoption of message by the public during a pandemic crisis (COVID- 19) are essential components of collective action aimed at combating virus spread. During the onset of the COVID-19 crisis in the USA, President Donald Trump referred to the Coronavirus outbreak as a result of a "Chinese virus." The president justified his choice of words given that the virus "originated in China." Although indeed the virus was reported as originating in Wuhan, China, concerns about the use of the term and xenophobic/racist feelings emerged as a result. Considering that individuals are constantly engaging with information about the severe repercussion of the pandemic; social distancing, constant hand washing, disinfecting surfaces, economic consequences of rapid spread, increased death toll, and changes in our modus vivendi, for example, labeling the pandemic might result in anchor bias. Anchor bias is a consequence of random and at times uninformed outset (initial information) influencing perception of subsequent information. Therefore, when individuals attempt to adjust to new information, features of the anchor (initial information) to make judgements of new evidence persist. Thus, "Chinese virus" might inform attitudes towards new information presented on social media. In order to understand repercussions of labeling the pandemic, data is being collected via Tweet stream about COVID-19 to understand emotional content of tweets (emotional content analysis). Terms used to define criteria include "coronavirus," "corona virus," "covid-19," "covid19," and "Chinese," "Chinese-virus." Additionally, by using location-based tweets, scope was limited to tweets within the USA.

### Website Security in Public Libraries: The Case Study of Security Applications in Wisconsin Public Libraries

Tae Hee Lee
University of Wisconsin Milwaukee/School of Information Studies

Since the Internet came out, most of the public libraries have been provided their virtual website for users as their physical front desk and digital services have been penetrated to the public library due to the convenience of access. Therefore, adapted new technologies are essential to enhance digital services for their patrons, along with saving cost and operational efficiency. To acquire the goal, public libraries could develop their website by themselves or contract with third-party vendors who have built robust solutions to help to build digital services, such as cloud computing solutions. The use of digital services through the website has been provided quicker and more convenient services, but there are potential risks to lose data, such as patrons' information. Due to increasing the threat of data hacking, there is a consideration to protect website systems and information on the public library website. Many public libraries have a security policy and applied security features, but there are many vulnerable points in their websites due to saving cost, lack of security policy, awareness of security, or the size of libraries. Therefore, this study will examine some public libraries' websites in Wisconsin and provide a snapshot of security applications, such as website security settings and security policies. As a result, this poster will report on a pilot study to help us understand how public libraries apply website security for protecting their digital services and their current weakness and vulnerabilities.

### Demands and Development Strategies for Support Services of Autonomous Learning at Chinese Universities

Faliang Zhang, Yuqian Xue and Yijun Gao
Nanchang University

In recent years, the development of emerging technologies and the rapidly changing job market significantly change students' learning behaviors and needs. Autonomous learning has become one of the most popular ways for Chinese university students to obtain new knowledge and skills, which requires more support services from their affiliated institutions.

To practice autonomous learning, these students encounter many issues due to the lack of face to face organization and supervision. Therefore, Chinese universities provide various "learning support services" to their students. However, few previous studies have combined their investigation of the students' needs and learning support services.

Our study conducted online survey to analyze the status quo of Chinese students' autonomous learning as well as the much-needed support services from their universities. We sent out the survey in October 2019 and a total of 458 valid responses were retrieved. All participants were undergraduate students from 195 higher education institutions in China.

Our survey collected the following information: 1. School/Grade/Major of the participants; 2. Autonomous learning time/Goals/Methods/Main Concerns of the participants; 3. Existing support services, e.g., spaces, resources, counseling, procedures, activities; 4. The students' degree of

satisfaction with the available support services.

We found that students showed strong and diversified needs of support services to fulfill their autonomous learning tasks, which cannot be met by their universities/colleges. We then tried to propose a development framework and strategies for higher education institutions in China to launch more innovative learning support services.

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### Analysis of Public Perception of Multiple Community Issues through Social Media Mining during a Pandemic

Muhamad Prabu Wibowo, Jessica Wendorf Muhamad, Juan Sebastian Muhamad, Fatih Günaydın, Patrick Merle, Laura-Kate Huse, Meng Tian and Maedeh Aghrazi
Florida State University

The COVID-19 pandemic affected almost every aspect of our lives. It rapidly changed the way we behave in our daily lives, including how we seek and access information. Social media has become pivotal for accessing information about the pandemic, though not all information available is reliable. Therefore, this study uses a social media mining approach to analyze the public's sentiment during COVID-19 pandemic through social media posts (e.g. Twitter). Social media mining is crucial for understanding the information behavior of individuals in a time when collective action is essential. Data is being collected through tweets streaming using terms related to coronavirus ("coronavirus" and "covid19"), and limited to tweets within the USA. Additionally, analysis of the aggregated tweets to understand the emotional content of tweets was conducted alongside visual content (memes) related to the pandemic, which were collected for content analysis. Text mining and sentiment analysis serve as an avenue for understanding implicit meaning in social media posts, thus furthering a more complete understanding of messages transmitted via social media related to COVID-19. The analysis will be correlated with other aspects, such as timeline and pertinent activities. Understanding the process for collecting social media data during a world crisis (pandemic), creates a context where social media data can be analyzed through different perspectives, thus leading to a more in-depth understanding of efforts at communication about COVID-19 (education strategies, preventive behaviors, etc.), and the public's response to the crisis.

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### When Virtual Goes Viral: Sustaining Excellence in Library Services in the COVID-19 Pandemic and Its Implications for LIS Education

Stan Trembach and Liya Deng
University of Northern Colorado

Amidst the coronavirus pandemic, academic libraries have altered their service models and are still gauging the impact of this global health emergency on the entirety of their operations. One of the salient questions to consider is: How do we prepare for a possible protracted siege against COVID-19 while staying connected with learners? More importantly, how do we, as a profession, sustain the level of service necessary to ensure long-term student success in increasingly virtual learning environments?

This poster documents a multi-method study involving a number of academic libraries that have gone virtual in the provision of their major services. Phase I of the project entails content analysis of community college and university library websites to identify measures currently in place to serve library constituencies without interruption. Data from 150 library websites are examined and coded in four major categories: outreach, information, education, and network. The findings reveal a large variation in the degree of library online presence, particularly related to instructional content and social media updates.

Phase II, an electronic survey of library leadership in the sample, identifies the challenges and successful practices that may influence how readily critical library services are accessible online. Finally, phase III explores how LIS education must be conceptually reimagined in response to a reality that calls for information professionals with a set of entirely new, versatile, community-oriented competencies. Those can only be fostered through persistent curricular enhancements in areas ranging from community needs analysis to disaster preparedness, project management, and asynchronous learning, among others.

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### The Role of Librarians in Gray Zone Conflict

Kimberly Black
Chicago State University

This work-in-progress is a conceptual paper about the role that librarians can play in mitigating effects of gray zone conflict through information literacy education. Gray zone conflict is both an old and new form of warfare where conflict is viewed along a continuum of peace-conflict and where struggle exists below the threshold of war and armed combat. Gray zone conflict is frequently enacted through information campaigns and can be seen as a form of information warfare. Gray zone conflict is warfighting at the level of narrative and belief – how political, economic and social reality and interests are created and negotiated through narratives.

The U.S. National Security Strategy of 2017 states that "America's competitors weaponize information to attack the values and institutions that underpin free societies, while shielding themselves from outside information. They exploit marketing techniques to target individuals based upon their activities, interests, opinions, and values. They disseminate misinformation and propaganda." (p. 34). The National Security Strategy promotes a concept that it calls "information statecraft" as central to securing the U.S. in the face of future conflict by aggressive actors.

This conceptual paper argues that key tenets of information literacy and media literacy can be employed to deconstruct the three elements described by Mazar (2015) that characterize gray zone conflict: "rising revisionist intent, a form of strategic gradualism, and unconventional tools." The engagement of intentional information and media literacy strategies can strengthen the capability of civil society to prevail against this new conflict.

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### COVID-19's Impacts on Higher Education in China and USA

Yijun Gao, Faliang Zhang, Lulu Xu, Jun Hong and Xu Xia
Dominican University

The global outbreaks of the COVID-19 significantly changed higher education in China and the United States. Universities and colleges from the two countries had to move their face to face classes fully online, which posed many new challenges to both faculties and students.

From late February 2020 (the beginning of the Chinese spring semester), all colleges and universities in China unprecedentedly moved their traditional face to face classes fully online. From Mid-March, the American schools had to move their face to face classes online.

For Chinese students, the second half of spring semesters were returned to traditional face to face settings due to the ease of new outbreaks. However, for their American counterparts, the second half of spring classes were abruptly moved online till the end of the academic year.

Our study focuses on one MLIS program from the United States, one MLIS program from China, as well as one arts program and one sci-tech program from China. We will collect data over the whole Spring Semesters of the American and Chinese higher education programs.

We will compare the teaching and learning behaviors before and during the outbreaks (in the United States) as well as their changes during and after the outbreaks (in China). Specifically, what are the impacts of technologies on LIS education and other academic programs?

This work in progress poster proposal matches the theme of ALISE 2020 Conference, "Transforming LIS Education in an Interconnected World." It will benefit the global higher education from the perspectives of Information, Technology, and Communications."

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# ALISE > 2021
## CRAFTING A RESILIENT FUTURE
### LEADERSHIP, EDUCATION, & INSPIRATION
#### MILWAUKEE, WI – SEPTEMBER 21-23

In the face of a multitude of health, economic, social, and environmental crises, there is an urgent need to cultivate deliberate resilience measures as we reimagine the educational landscape. Library and information science (LIS) educators must pivot quickly as we examine curricula that propel our students into leadership positions. We must also continue in advocacy roles within our institutions to maintain strategic leadership for sustainability of our programs.

The call to action is clear: LIS educators and professionals are faced with re-engineering our standard operating procedures in order to become viable in our rapidly changing environments. Plans must be made for resilience on all fronts for our own well-being, organizational health, curriculum, and scholarship of teaching. For LIS education to thrive both in the near term and into the future, we need to address the disruptions caused by the 2020 pandemic, shifts in enrollment, institutional reconfigurations and consolidation, demand for more curricular offerings and in online modalities, and the information profession's need for more agile information professionals who are adept at navigating the ever-changing political, social, economic, technological, and environmental landscapes.

We ask, what efforts are LIS programs making to evolve so they are ready to tackle these challenges and ensure sustainability? How is the LIS curriculum changing and how is it preparing resilient information professionals with the leadership and practical skills needed for the future? What will the future of LIS education look like

and what initiatives, research, and innovations are needed to achieve a sustainable future? The ALISE 2021 Annual Conference invites conference participants to share their ideas, initiatives, and research on teaching and learning, policy, and pedagogy that will help craft a resilient and sustainable future for LIS education and the information professions.

The 2021 ALISE conference is intended to encourage engagement across the globe from those in library and information science, as well as those in a wide variety of cognate fields who wish to share their vision for education, for teaching and learning, for pedagogy, and for research through an international lens.

ALISE 2021 will be held in Milwaukee, Wisconsin, located on Lake Michigan's scenic shoreline. The city is home to seven Fortune 500 Companies, as well as nationally-renowned hospitals, medical research facilities, and universities. Learn more about our host city. **See you in Milwaukee!**

The ALISE 2021 conference hotel is the Hyatt Regency Milwaukee. The group room block at a discounted rate will open this fall.

Visit www.alise.org for updates on the conference, the call for proposals, the awards nomination and application procedures and sponsorship opportunities.
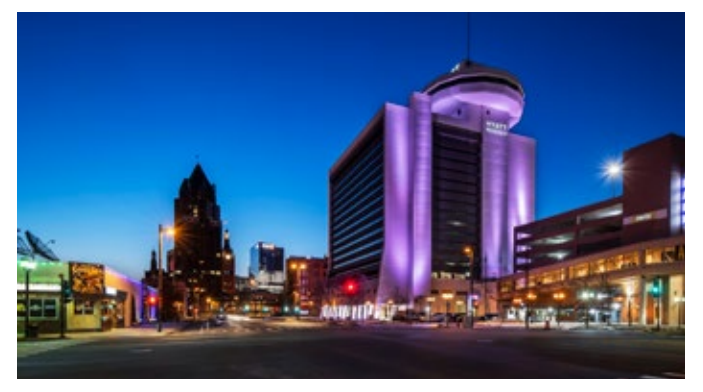
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