ALISE 2019
ANNUAL CONFERENCE

ALiSE 2019

EXPLORING LEARNING IN A GLOBAL INFORMATION CONTEXT

KNOXVILLE, TN
SEPTEMBER 24-26

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PRESIDENT'S WELCOME

Welcome to the 2019 ALISE conference in friendly Knoxville! Our theme, Exploring Learning in a Global Information Context, signals our focus on education for the information professions, as well as our interest in maintaining a global perspective on educational issues. Education for the information professions occurs around the world, and as an organization we are moving towards a more international perspective, with greater inclusivity of colleagues outside of North America.

Those of us who prepare information professionals must encourage students to think and engage beyond regional or national boundaries when considering issues that face our global information community. Our connections and conversations with global colleagues will inevitably internationalize our curricula, open new opportunities for our graduates beyond national borders, and bring global perspectives and innovative approaches to local information services. The benefits are clear – access to new and diverse ideas to improve information services, and more globally aware information professionals, who will more effectively meet the needs of the diverse range of clients they serve. We can make this happen by embracing a global perspective on the information world, by reading professional and research literature produced outside of our own countries, and by engaging with colleagues around the world through international conferences and travel to libraries far from home. Our responses to our own local challenges should incorporate the wisdom and experience of the wider, the global, information community. There is much to be learned from one another, and we're all in this together!

We hope that your conference experience embraces the many opportunities we offer, including networking, intellectual engagement with speakers and panelists, placement services, etc. We encourage you to introduce yourself to someone new, and to especially welcome our student and international attendees. Our keynote speaker, Dr. Jaya Raju, is a dynamic presenter who brings very significant international expertise and profile to our community. We are fortunate to host her at ALISE 2019.

I offer my deep and sincere thanks to the conference organizing committee, particularly co-chairs Diane Kelly and Gary Burnett, who worked tirelessly for 18 months to bring this event to life. Their dedication to ALISE, along with their good humor and attention to detail, is an incredible gift to us all. Thanks to Hannah Gunderman for editing the conference proceedings, and to the awards committee chairs and members who devoted their energies and expertise to select worthy recipients of this year's awards. To all the ALISE volunteers, thank you for sharing your talents and time to move the organization forward! I am also grateful to our new Executive Director, Cambria Happ, who has experienced a tremendous learning curve with us these past 11 months, and who has provided steady, responsive, and expert support.

We wish all conference attendees an engaging, stimulating, and enjoyable conference experience.

Heidi Julien
2018-19 ALISE President

CONFERENCE CO-CHAIRS' LETTER

Welcome to the Association for Library and Information Science Education's annual conference (ALISE 2019)! ALISE 2019 provides an opportunity for academics, researchers, educators, professionals, and students to present research and share best practices in pedagogy. While the field of information and library science has many professional organizations and conferences, ALISE is the only organization whose conference is primarily focused on educational practice, which is central to the advancement and development of the field.

This year, we received a high-quality set of submissions and want to express our gratitude to each author who allowed us the opportunity to consider their work for inclusion in the program. We received 53 juried paper submissions and accepted 40. We received 21 panel submissions and accepted 12. For the ALISE Academy, we received five submissions and accepted one. With respect to the Jean Tague-Sutcliffe Doctoral Poster Competition, Works in Progress Showcase, and SIG Sessions, we received 19, 45 and 11 submissions respectively, and were able to accept all submissions that met the basic inclusion criteria. In the proceedings, you will find 19 Jean Tague-Sutcliffe Doctoral Poster Competition abstracts, 39 Works in Progress abstracts, and 10 SIG Session abstracts.

We are grateful to all the program chairs who managed submissions: Juried Papers (John Budd and Annie Kim); Juried Panels (Kyle Jones and Linda Lillard); SIG Sessions (Nicole Cooke); Works in Progress (Matthew Griffis and Beth St. Jean); Jean Tague-Sutcliffe Doctoral Poster Competition (Paulette Kerr and Eric Meyers); and ALISE Academy (Mary Cavanagh and Marie Radford). We wish to express a warm thanks to Heidi Julien, ALISE President, for all her support and advice throughout the process, and to Cambria Happ from the ALISE Headquarters, for her efforts managing and organizing the conference. Finally, we thank the 76 reviewers who provided feedback on submissions.

We are excited to again partner with the Illinois Digital Environment for Access to Learning and Scholarship (IDEALS) to provide an online proceeding for the conference, which is open access and provides a DOI for each scholarly work. We invite you to use the proceeding in real-time as you attend sessions and network at ALISE 2019. Our gratitude goes to Hannah Gunderman, ALISE Proceedings Chair, who did a masterful job producing the proceedings.

We hope you enjoy ALISE 2019 and take the opportunity to catch-up with old friends and make new ones in the fun and relaxed surroundings of Knoxville, Tennessee.

Gary Burnett and Diane Kelly
Conference Co-Chairs, ALISE 2019

CODE OF CONDUCT

The Association of Library and Information Science Education (ALISE) is dedicated to providing a positive and harassment-free conference experience for everyone. We invite you to help us make our conference a place that is welcoming and respectful to all participants, regardless of race, gender, gender identity and expression, age, sexual orientation, disability, physical appearance, national origin, ethnicity, or religion. So that everyone can focus on the conference itself, and the great networking and community richness that happens when we get together in person, we will not tolerate harassment of conference participants in any form—in person or in online environments. We value ideas, thoughts and expression, and we appreciate new pedagogy when delivering workshops and sessions. Discriminatory language and imagery are not appropriate for any event venue, including talks, workshops, sessions or any community event online or in a face to face environment.

Harassment includes, but is not limited to:

- Verbal comments that reinforce social structures of domination related to gender, gender identity and expression, sexual orientation, disability, physical appearance, body size, race, age, or religion
- Sexual images in public spaces on online environments (e.g., text, email, social media, etc.)
- Deliberate intimidation, stalking, or following, in person, or in online environments
- Harassing photography or recording that might be posted or distributed
- Sustained disruption of talks or other events
- Inappropriate physical contact
- Unwelcome sexual attention
- Advocating for, or encouraging, any of the above behavior
- Participants asked to stop any harassing behavior are expected to comply immediately. If a participant engages in harassing behavior, event organizers retain the right to take any actions necessary to keep the event a welcoming and safe environment for all participants. Event organizers may take action to redress anything designed to, or with the clear impact of, disrupting the event or making the environment unsafe or hostile for any participants. We expect participants to follow these rules at all event venues and event-related social activities.

Reporting

If at any time, a presenter, guest, delegate or visitor feels that they have been harassed or that this code of conduct has been breached, it is important that this person report it as soon as possible. You can make a report either personally or anonymously.

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.

GENERAL INFORMATION

REGISTRATION

Registration will be open throughout the conference in the Cumberland Concourse on level three of the Knoxville Convention Center.

Registration Hours:

- Monday, September 23: 12:00 pm – 5:30 pm
- Tuesday, September 24: 7:00 am – 6:30 pm
- Wednesday, September 25: 7:00 am – 5:30 pm
- Thursday, September 26: 7:00 am – 12:00 pm

NOTE: Attendees must wear name badges for entrance to all conference events, including receptions.

CONFERENCE HOTEL

Hilton Knoxville
501 West Church Avenue
Knoxville, TN 37902
(865) 523-2300

CONFERENCE LOCATION

Knoxville Convention Center
701 Henley Street
Knoxville, TN 37902
(865) 522-5669
https://www.kccsmg.com/

EXHIBITS

Exhibits are located in the Cumberland Concourse on level three.

Exhibit Hours:

- Tuesday, September 24: 7:30 am – 5:30 pm
- Wednesday, September 25: 7:30 am – 5:30 pm
- Thursday, September 26: 7:30 am – 12:00 pm

ALISE BUSINESS MEETING RESOLUTIONS

Written copies of all resolutions, including resolutions contained in committee reports, must be given to the membership prior to presentation to that body for action. To permit this, text must be submitted to the Governance Committee 24 hours in advance of presentation. A resolution that has fiscal implications must be submitted to the President, as well as the Governance Committee, 24 hours before it is to be voted on, so that the Board of Directors can provide information on fiscal implications. Resolution approved January 13, 1979, limits resolutions to statements on substantive matters relating to library education and the profession of librarianship to be voted on by membership.

Governance Committee

Chair: Dietmar Wolfram, University of Wisconsin-Milwaukee

Members:
- Clara Chu, University of Illinois
- Louise Spiteri, Dalhousie

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.

CONFERENCE MOBILE APP

Download the ALISE Events mobile app for the detailed agenda and the latest updates for the 2019 ALISE Annual Conference. Search for ALISE Events in the App Store or Google Play.

Download on the App Store | GET IT ON Google Play

Thank you to Emporia State University for sponsoring the mobile app.

LOST & FOUND

Lost and found items will be brought to the Registration Desk and turned in to the Knoxville Convention Center Security Office at the end of each day. The Security Office is located on the loading dock on the first floor accessible from Cumberland Avenue. ALISE is not responsible for lost or misplaced items.

PLACEMENT SERVICES

Placement Services are located in the Conference and Henley Rooms at the Knoxville Convention Center. Resumes/CVs and job postings are available online and in binders located in the unCommons (Rotunda Room), along with a message board and schedule of interview room assignments. Arrangements for interviews should be made directly between candidates and recruiters in advance of the conference or using the message board. Please check the board often.

Thank you to our Placement Center sponsor: *Simmons University School of Library and Information Science*

GENERAL INFORMATION

PROCEEDINGS

The proceedings for the 2019 ALISE Annual Conference have been published online at https://www.ideals.illinois.edu/handle/2142/104592.

UNCOMMONS

Visit the unCommons to connect with fellow attendees, hold an impromptu meeting, or review job postings and resumes. The unCommons is a space open to all attendees.

Thank you to Louisiana State University for sponsoring the unCommons.

LSU School of Library & Information Science

VISIT KNOXVILLE

Be sure to stop by the Visit Knoxville information table in the Cumberland Concourse on level three. Browse their notebook with area downtown menus, get answers to your questions and directions. Pick up maps, visitors guides, and an Experience Knoxville card which contains dining and shopping/attraction discounts.

For more information visit: www.visitknoxville.com.

visit knoxville
VisitKnoxville.com | TENNESSEE

WI-FI

To connect to complimentary Wi-Fi at the Knoxville Convention Center, select "Convention Center Free Wi-Fi" from the available networks. Agree to the terms and then connect. No password is required.

RESEARCH THAT MATTERS:

YOUTH SERVICES

At Kent State University, the School of Information (iSchool) thrives on research. For youth services, our interdisciplinary teams use the principles of information science to create meaningful outcomes.

We are proud to announce that we have secured a $4 million USAID grant to work with the American University of Nigeria and its partners with a goal to improve educational outcomes while addressing the psychosocial well-being of students — especially girls — in Northeast Nigeria. Our team will create educational materials that draw on our extensive research to provide gender-sensitive, culturally and educationally appropriate materials that are portable and replicable.

OUR GOAL:

to impact 200,000 students in Northeast Nigeria and support 5,000 teachers.

Closer to home, our Reinberger Children's Library Center attracts national and international scholars through its biennial Marantz Picturebook Research Symposium, The Virginia Hamilton Conference on Multicultural Literature for Youth and related research fellowships. Here scholars can study how picturebooks and visual storytelling impact educational outcomes, psychological development and more.

To learn how our research is shaping the field of information, visit: iSchool.kent.edu/research.

THE iSCHOOL AT KENT STATE UNIVERSITY — WHERE RESEARCH MATTERS.

KENT STATE UNIVERSITY | School of Information

iSchool@kent.edu
330-672-2782
@iSchoolKSU
@iSchoolKSU

PROGRAM-AT-A-GLANCE

All rooms located at the Knoxville Convention Center unless otherwise noted. See map on page 45.

Monday, September 23, 2019

Time	Event	Room
12:00 pm – 5:30 pm	Registration	Cumberland Concourse
2:00 pm – 5:00 pm	ALISE Academy	Ballroom G

Tuesday, September 24, 2019

Time	Event	Room
7:00 am – 8:30 am	All Conference Continental Breakfast	Cumberland Concourse
7:00 am – 6:30 pm	Registration	Cumberland Concourse
7:30 am – 8:30 am	First Timers' Breakfast	Ballroom G
8:00 am – 8:00 pm	unCommons	Rotunda
8:00 am – 8:00 pm	Placement Services	Conference Room and Henley
8:30 am – 5:30 pm	Works in Progress Setup	Ballrooms A and B
8:30 am – 10:00 am	Session 1: Programs and Papers	
	1.1 Special Session: OCLC ALISE LIS Grant Recipients Session	301A
	1.2 SIG Session: Historical Perspectives SIG	301B
	1.3 Juried Panel: Innovative Teaching Methods & Strategies that Work for LIS Education Around the Globe	301C
	1.4 Juried Papers: Devices and Information Practices	301D
	1.5 Juried Papers: Information and Under-Represented Communities	301E

PROGRAM-AT-A-GLANCE

Tuesday, September 24, 2019

Time	Event	Room
10:00 am – 10:30 am	Morning Break	Cumberland Concourse
10:30 am – 12:00 pm	Session 2: Programs and Papers	
	2.1 SIG Session: Archival/Preservation SIG	301A
	2.2 Juried Panel: Embracing Diversity: What it Means for New LIS Professionals and the Organizations that Hire Them	301B
	2.3 Juried Panel: Information Literacy in a Global Context: Incorporating the ACRL Framework into Preservice Education for Information Professionals	301C
	2.4 Juried Papers: Technologies in LIS Education	301D
	2.5 ALISE Award Presentations	301E
12:00 pm – 1:00 pm	Lunch On Your Own Attendees who pre-ordered a box lunch may pick up the box lunch in the Henley Concourse between Ballroom C and 301A.	Henley Concourse
1:00 pm – 2:30 pm	Plenary Session:	Ballrooms E and F
	Shaping LIS Education for Blended Professionals in a Pluralistic Information Environment: Global Reflections	
2:30 pm – 3:00 pm	Afternoon Break	Cumberland Concourse
3:00 pm – 4:30 pm	Session 3: Programs and Papers	
	3.1 Special Session: ALISE conn@CT Mini-Grant Session	301A
	3.2 SIG Session: Information Ethics SIG and Information Policy SIG	301B
	3.3 SIG Session: Youth Services SIG	301C
	3.4 Juried Panel: HBCUs and LIS Education: Moving Forward	301D
	3.5 Juried Papers: Exploring International Connections in LIS Education	301E
3:00 pm – 5:00 pm	Council of Deans, Directors, and Chairs Afternoon Tea (By invitation only)	Ballroom G
6:30 pm – 9:00 pm	Works in Progress Poster Session and Reception (hors d'oeuvres and cash bar)	Ballrooms A and B

PROGRAM-AT-A-GLANCE

Wednesday, September 25, 2019

Time	Event	Room
7:00 am – 5:30 pm	Registration	Cumberland Concourse
7:30 am – 8:30 am	All Conference Continental Breakfast	Cumberland Concourse
7:30 am – 8:30 am	ALISE Leadership Orientation	Ballroom G
7:30 am – 8:30 am	School Representative's Breakfast	Ballrooms E and F
8:00 am – 8:00 pm	unCommons	Rotunda
8:00 am – 8:00 pm	Placement Services	Conference Room and Henley
8:30 am – 3:00 pm	Doctoral Poster Competition Set-Up	Ballrooms A and B
8:30 am – 9:30 am	ALISE Committee Meetings	300A and 300B
8:30 am – 5:30 pm	SIG Business Meetings	Ballroom G
8:30 am – 10:00 am	Session 4: Programs and Papers	
	4.1 SIG Session: School Library Media SIG	301A
	4.2 SIG Session: Technical Services SIG	301B
	4.3 Juried Panel: Copyright and LIS in a Global Context: Current Knowledge and Future Trends	301C
	4.4 Juried Panel: Leadership During Organizational Restructuring of LIS Programs	301D
	4.5 Juried Papers: Specialized Settings and LIS Expertise	301E
10:00 am – 10:30 am	Morning Break	Cumberland Concourse
10:30 am – 12:00 pm	Session 5: Programs and Papers	
	5.1 Special iFederation Session: The Future of LIS Education: Exploring Curricular Change in Response to Trends	301A
	5.2 SIG Session: Innovative Pedagogies SIG	301B
	5.3 Juried Panel: The Agony and Ecstasy of Publishing with Master Students: The Importance of Scholarly Publishing for Global Information Professionals	301C
	5.4 Juried Papers: Data Science, Services, and Research Practice	301D

PROGRAM-AT-A-GLANCE

Wednesday, September 25, 2019

Time	Event	Room
	5.5 Juried Papers: Promoting Diversity in LIS Education	301E
10:30 am - 12:00 pm	ALISE Statistics Working Group Meeting	300A
12:00 pm – 1:30 pm	Awards Luncheon	Ballrooms E and F
1:30 pm – 2:30 pm	ALISE Business Meeting	Ballrooms E and F
2:30 pm – 3:00 pm	Afternoon Break	Cumberland Concourse
3:00 pm – 4:00 pm	ALISE Joint Planning Meeting (By invitation only)	300A
3:00 pm – 4:30 pm	Session 6: Programs and Papers	
	6.1 Special Session: New Educator Career Development	301A
	6.2 SIG Session: Multicultural, Ethnic, and Humanistic Concerns SIG	301B
	6.3 Juried Panel: Curricula Models and Resources Along the Data Continuum: Lessons Learned in the Development and Delivery of Research Data Management and Data Science Education	301C
	6.4 Juried Panel: Spilling the Tea: LIS Professionals Speak Out on the Good, the Bad, and the Ugly in LIS Education	301D
	6.5 Juried Papers: Information in a "Post-Truth" Era	301E
3:00 pm - 5:00 pm	Doctoral Student Research Poster Judging	Ballrooms A and B
6:00 pm – 7:30 pm	Past Presidents Reception (By invitation only)	Hilton Knoxville
7:00 pm – 10:30 pm	Doctoral Student Research Poster Session and Reception (hors d'oeuvres and cash bar)	Ballrooms A and B

PROGRAM-AT-A-GLANCE

Thursday, September 26, 2019

Time	Event	Room
7:00 am – 12:00 pm	Registration	Cumberland Concourse
7:30 am – 8:30 am	All Conference Continental Breakfast	Cumberland Concourse
8:00 am – 3:00 pm	unCommons	Rotunda
8:00 am – 12:00 pm	Placement Services	Conference Room and Henley
8:30 am – 10:00 am	Session 7: Programs and Papers	
	7.1 SIG Session: Curriculum SIG	301A
	7.2 Juried Panel: Layers of Advocacy: How Librarians Everywhere Can Make a Difference and Lessons for LIS Education	301B
	7.3 Juried Panel: In the Pursuit of Global Standards for LIS Education: What Does 'Librarian' Mean Around the World?	301C
	7.4 Juried Papers: Leadership and Participation in LIS Education	301D
10:00 am – 10:30 am	Morning Break	Cumberland Concourse
10:30 am – 12:00 pm	Session 8: Programs and Papers	
	8.1 Special Session: ALISE Leadership Academy Follow-up	301A
	8.2 SIG Session: International Library Education SIG	301B
	8.3 Juried Panel: Core Skills Across Information Settings: What Academics, Public, and School Librarians Need to Know	301C
	8.4 Juried Papers: Open Information, Data, and Meta-Literacies	301D
	8.5 Juried Papers: Communities, Connections, and Collaborations	301E
12:30 pm – 3:30 pm	ALISE Board Meeting	Hilton Knoxville, Sequoyah 1

MONDAY, SEPTEMBER 23

12:00 PM – 5:30 PM

Registration

Cumberland Concourse

2:00 PM – 5:00 PM

ALISE ACADEMY

Ballroom G

Sponsored by

RUTGERS School of Communication and Information

Including Disability in LIS Education and Workplaces: From Local Concerns to Global Vision

Presenters: *Keren Dali*, University of Denver; *Kim M. Thompson*, University of South Carolina; *Mirah J. Dow*, Emporia State University; *Brady Lund*, Emporia State University; and *Kevin J. Mallary*, University of Tennessee, Knoxville

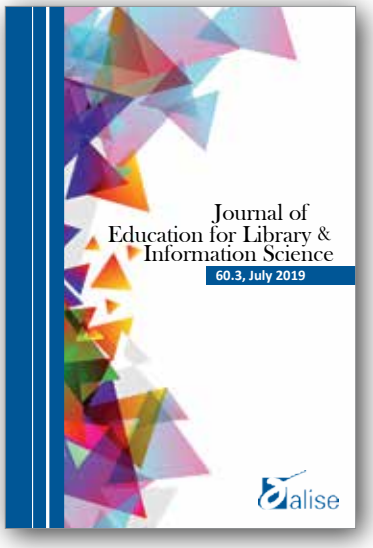
Abstract: Local variations notwithstanding, workplace disability exclusion is a global phenomenon. Despite continuous attempts to increase the participation of disabled LIS faculty and staff in workplaces, both recruitment and retention efforts fall short. Despite tremendous documented successes with regard to including students with disabilities in LIS programs and users with disabilities in libraries, archives, museums, and information organizations, the situation of faculty and staff with disabilities remains neglected. Attempts to quantify workplace exclusion may be misleading since many faculty and staff choose not to disclose their disability, fearing negative consequences for their career prospects. Bullying and discrimination, added to physical and mental health challenges, can be particularly marginalizing. These observations emerge in different countries and regions, including Canada, the Caribbean, Israel, South Africa, UK, and the U.S. The heartening trend of expanding diversity conversations on campus and at LIS workplaces often exclude disabled employees, be they academics or professionals, which results in a serious marginalization of disabilities even in the context of diversity efforts. Similarly, discussing global LIS education and professional practices, we leave employees with disabilities out. As a result, our global vision is regrettably fragmented and excludes an international community of talented and productive individuals who, in some countries, represent the largest minority group. Striving for a truly global and inclusive educational, professional, and information environment, LIS community members could begin by counteracting the view of the world as exclusively able-bodied. This ALISE Academy workshop takes concrete steps in this direction by going beyond politically correct, theoretical, or conceptual discussions, and addresses the existing gaps and deficiencies in the state of disability inclusion. The session is intended for academic and professional administrators of all levels; future leaders, including beginner faculty, and Ph.D. and master's students; and any educator or practitioner interested in disability at the workplace.

IN MEMORIAM

Elizabeth B. Mann, Florida State University
Edwin Cortez, University of Tennessee
James "J.D." Divilbiss, University of Illinois at Urbana-Champaign
Judith J. Field, Wayne State University
Les Gasser, University of Illinois at Urbana-Champaign
Marie Khayesi, Egerton University
Elizabeth B. Mann, Florida State University
James Matarazzo, Simmons University
Charles Meadow
Francis L. Miksa, University of Texas at Austin
Selma Richardson, University of Illinois at Urbana-Champaign
Chen-Ku "C.K." Wang, National Taiwan Normal University

"Being a member of the professoriate is absolutely rewarding and fulfilling, but it can also be difficult. And it can be painful. And it can induce anxiety and feelings of being an imposter. These things are certainly experienced by all instructors, and they can be particularly acute for faculty members of color."

— Nicole A. Cooke and Joe O. Sánchez
"Getting it on the Record: Faculty of Color in Library and Information Science"
JELIS 60.3, July 2019



Read *JELIS* 60.3, July 2019 – *A Critical Dialogue: Faculty of Color in Library and Information Science* at utpjournals.press/jelis

TUESDAY, SEPTEMBER 24

7:00 AM – 8:30 AM

All Conference Continental Breakfast

Cumberland Concourse

All ALISE '19 conference attendees are invited to enjoy the continental breakfast.

7:00 AM – 6:30 PM

Registration

Cumberland Concourse

7:30 AM – 8:30 AM

First Timer's Breakfast

Ballroom G

Sponsored by SJSU SAN JOSÉ STATE UNIVERSITY

8:00 AM – 8:00 PM

unCommons

Rotunda

8:00 AM – 8:00 PM

Placement Services

Conference Room and Henley

8:30 AM – 5:30 PM

Works in Progress Poster Set-Up

Ballrooms A and B

Attendees with posters to be featured during the reception, please set up your poster at your convenience during the time block provided.

8:30 AM – 10:00 AM

Session 1: Programs and Papers

1.1 Special Session:

OCLC ALISE LIS Grant Recipients Session

301A

Presenters and Papers:

Moderator: *Lynn Silipigni Connaway*

Rachel Clarke - The Critical Catalog: Understanding Metadata for Access to and Promotion of Diverse Library Resources.

Violeta Trkulja and Juliane Stiller Understanding the Information Seeking Behavior and Digital Skills of Refugee Migrants during the Job Seeking Process.

Alexander Voss and Anna Clements - Characterizing the Adoption of ORCID IDs in Academic Communities.

1.2 SIG Program:

Historical Perspectives SIG

301B

The Hoax and the President: Historical Perspectives on Politics, Truth, and Academia

Abstract: McQueen recounts the sensational "Great Moon Hoax" of 1835, reported in six daily installments in The Sun in which Sir John Herschel, renowned British astronomer, discovered life on the moon—life so strange and marvelous that it almost defied belief (Copeland, 2007). The story caused a sensation around the country, and around the world. Within a few decades, "sensationalism" became known as a style of journalism meant to excite and entice the public with misleading headlines, faked pictures, faked interviews, and faked stories (Mott, 1950). Elements of the Moon Hoax remain in our current news landscape. This sociocultural history traces instances of fake news throughout history, examines commonalities, delineates major themes, and explores what the long history of fake news has to teach us today, ultimately asking how studying the history of fake news might assist today's librarians. Peterson discusses the changing practices of librarianship in early research institutions in the United States and the role that libraries played in important political decisions of the early 20th century. A new model of inquiry and also library collection development arose in the last decades of the nineteenth century with the establishment of Johns Hopkins University, followed by the Ivy Leagues. Their influential students included Woodrow Wilson, twenty-eighth president of the United States whose administration included politicians, bankers, and academics

whom he met as a history professor and then president of Princeton University. Peterson will discuss how library practices in these early research institutions supported, but also limited, Wilson's most influential ideals and accomplishments, such as the Paris Peace Conference and the League of Nations.

Presenters: *Jenny Bossaller, Anthony Bernier, Sharon McQueen, and Mark Peterson*

1.3 Juried Panel:

Innovative Teaching Methods & Strategies that Work for LIS Education Around the Globe

301C

Abstract: LIS education in North America and the rest of the world come in different forms and shapes. Degrees offered, the names of programs, the academic unit to which programs are attached, the delivery model employed, the types of courses in the curriculum, and the composition of core versus electives, etc., vary greatly. With such profound diversity in LIS curricula, this panel explores innovative methods and strategies around technological, pedagogical, and content knowledge that work across LIS degree offerings around the world. The panel is designed to be more interactive to allow rich engagement with participants.

Presenters: *Abebe Rorissa, Hemalata Iyer, Shimelis Assefa, Kendra Albright and Nadia Caidi*

1.4 Juried Papers:

Devices and Information Practices

301D

Moderator: *Beth St. Jean*

ICT Use Among Rural Child Welfare Workers: Implications for LIS Education in a Global Context

Presenters: *Don Latham, Melissa Gross, Karen Randolph, Chris Constantino, Chance Preshia and Mollie Rooney*

Navigating the Role of Mobile Technologies in Shaping Information Behavior: A Meta-synthesis

Presenters: *Hsia-Ching Chang and Tara Zimmerman*

Framework of Mobile-based Learning (M-Learning): An Exploratory Study on the Use of Mobile Devices for University Students' Academic Learning

Presenters: *Wenqing Lu and Rong Tang*

"Alexa, Where Do Babies Come From?" Investigating Children's Practices with Intelligent Personal Assistants

Presenters: *Marie Radford, Diana Floegel, Sarah Barriage and Daniel Houli*

1.5 Juried Papers:

Information and Under-Represented Communities

301E

Moderator: *Kyle Jones*

LatinXs Finding InformaXion in Boston (LatinXs buscando InformaXion en Boston)

Presenters: *Monica Colon-Aguirre and Janet Ceja Alcalá*

The Information Sharing and Use of Ethnic Minorities with Small Populations

Presenters: *Yunfei Du and Ming Zhu*

A Curricular Model in a "Social Justice and Inclusion Advocacy" Doctoral Concentration: Global Implications for LIS

Presenters: *Bharat Mehra, Jim Elmborg and Miriam Sweeney*

Diversity, Accessing Ability, and LIS Education Practices

Presenters: *Clayton Copeland and Kim Thompson*

10:00 AM – 10:30 AM

Morning Break

Cumberland Concourse

10:30 AM – 12:00 PM

Session 2: Programs and Papers

2.1 SIG Program:

Archival/Preservation SIG

301A

Archival Learning in a Global Context

Abstract: The Archival / Preservation Education SIG panel explores ongoing developments and innovative classroom pedagogy in teaching preservation and archival studies. Presentations address the role and outcomes of original research assignments, teaching preservation online, a networked curriculum survey, and developing digital hands-on learning experiences; presenters bring perspectives from four states.

"Stepping into Original Research in Archival Practice" by Sarah Buchanan discusses application of the SAA GPAS framework to the design of an Archival Studies specialization in concert with programmatic student learning outcomes. The presentation assesses the role, origins, and outcomes of two years of students' original research papers on local/global issues and considers gaps in archival curricular studies and research on the archival profession.

"The Challenges of Teaching Preservation Online: Best Practices and Lessons Learned" by Reem Alkhaledi and Suliman Hawamdeh considers the preservation of three types of materials: physical printed formats, electronic material such as films, videos, and microforms, and digital material stored in databases and digital repositories. Presenters discuss the challenges involved in teaching preservation online and the ability to provide rich content.

"A Networked Survey of Archival Studies Curriculum: A Case Study from Queens College, CUNY" by Johnathan Thayer asks how do we best facilitate and navigate connections between students with global information contexts and work environments? The presenter reviews the results of a two-part GSLIS survey and invites participants' perspectives, ultimately seeking to extend our networks as archival educators beyond the walls of our classrooms (physical or virtual) and into an increasingly competitive and global job market.

"Online Archival Education and the Challenge of Meeting Experiential Learning Expectations" by Ayoung Yoon and Andrea Copeland discusses the process and strategies of developing an online archives management specialization as a part of a 100% online master's program. Our institution has employed strategies used in the online master's program and developed several new strategies while still conveying core archival concepts and theories.

Presenters: *Sarah Buchanan, Reem Alkhaledi, Andrea Copeland, Suliman Hawamdeh, Johnathan Thayer, and Ayoung Yoon*

2.2 Juried Panel:

Embracing Diversity: What it Means for New LIS Professionals and the Organizations that Hire Them

301B

Abstract: Our presentation will bring together a panel of diverse and global views on diversity from a broad set of racial, cultural, and geographic perspectives. While there is a growing body of research that supports the value of more diverse work environments, less is known about the conditions necessary to support the success of new LIS professionals that help diversify their work environments, what challenges library organizations face in inviting this diversity, and what can be done to best support these LIS professionals and their organizations.

Presenters: *Anthony Chow, Wanda Brown, Jaya Raju, Loriene Roy, Theo Bothma, Latesha Valez, Dick Kawooya and Beatriz Guevara*

2.3 Juried Panel:

Information Literacy in a Global Context: Incorporating the ACRL Framework into Preservice Education for Information Professionals

301C

Moderator: *Heidi Julien*

Abstract: This panel presentation will provide a brief overview of the Framework, followed by four presentations that explore theoretical and practical concerns that will be of interest to LIS educators. These presentations will serve as a foundation for a large group discussion of the implications of the Framework for LIS programs and the pedagogical challenges it represents. Heidi Julien will convene the session and lead the large group discussion. The panel presentations include the following:

- An Introduction to the Framework. *Melissa Gross* and *Don Latham*
- Teaching Librarians to Teach with the

Framework, *Yvonne Mery, Nicole Pagowsky*, and *Carla Stoffle*

- Reference Course Redesign Using the Integrated Threshold Concept Knowledge Framework, *Susan Rathbun-Grubb*
- Framing Information Literacy Instruction: Preparing Pre-service Librarians PK-20, *Elizabeth Burns*
- Integrating the Framework into a Diversity Course For the Benefit of Praxis, *Bharat Mehra* and *Keren Dali*.

Presenters: *Melissa Gross, Don Latham, Heidi Julien, Bharat Mehra, Keren Dali, Yvonne Mery, Nicole Pagowsky, Carla Stoffle, Susan Rathbun-Grubb and Elizabeth Burns*

2.4 Juried Papers:

Technologies in LIS Education

301D

Moderator: *Matthew Griffis*

Evaluation of Self-Directed Technology Skills Learning at the iSchool

Presenters: *Richard Arias Hernandez and Can Cui*

Developing LIS Curricula for Information Professionals in Library Makerspaces

Presenter: *Marijel Maggie Melo*

Cybersecurity and Information Assurance in Information Science Curricula

Presenters: *Unal Tatar and Abebe Rorissa*

2.5 ALISE Awards Presentations

301E

Moderator: *Gary Burnett*

Against the Clock: Developing and Testing a Framework for Speed Training in LIS Education.

Presenter: *Lynn Bowker, Winner, 2018 Research Grant Competition*

Mapping Literacies: Comparing Information Horizons Mapping to Measures of Information and Health Literacy.

Presenter: *Margaret Zimmerman, Winner 2019 ALISE/Bodhan S. Wynar Research Paper Competition*

Speaking on the Record: Combining Interviews with Search Log Analysis in User Research.

Presenters: *Lynn Silipigni Connaway, Chris Cyr, Brittany Brannon, Peggy Gallagher, Erin Hood, Winners, 2019 ALISE/ProQuest Methodology Paper Competition*

Understanding Self-Documentation.

Presenter: *Timothy Gorichanaz, 2019 ALISE/ Eugene Garfield Doctoral Dissertation Competition*

Sponsored by

Eugene Garfield Foundation

12:00 PM – 1:00 PM

Lunch On Your Own

Attendees who pre-ordered a box lunch may pick up the box lunch in the Henley Concourse between Ballroom C and 301A.

Reference the downtown dining map in the program for additional dining options.

1:00 PM – 2:30 PM

Plenary Session: Shaping LIS Education for Blended Professionals in a Pluralist Information Environment: Global Reflections

Ballrooms E and F

Sponsored by

WAYNE STATE
School of
Information Sciences

Presenter: *Jaya Raju*, Associate Professor and Head of the Library and Information Studies Centre, University of Cape Town

Abstract: "Disruptive innovations" have increased demand for information technology (IT) skills in contemporary library and information agencies, creating an increased need for pedagogical skills on the part of library and information science (LIS) professionals so they may empower users with knowledge and skills to navigate a

complex digital information terrain. Hence, LIS professionals with both technology and pedagogical skills have become increasingly critical in a digitized information environment. Librarians must now blend traditional skills with the information technologist's hardware/software skills, and the educational designer's ability to apply technology appropriately to teaching and learning.

In a troubling context of a disconnect between the increasing importance of pedagogical skills in public service positions and the global response from LIS schools to this skills demand, LIS professionals have turned to continuing professional development to prepare themselves for the teaching roles increasingly thrust upon them, especially in a technology-driven higher education information environment. Academic libraries are across the world the largest employers of LIS graduates; but, much needs to be done in LIS schools globally to enable graduates to develop a confident teacher identity, and credibility as teachers among students, academics and other university constituencies. LIS schools also have a significant role in repositioning the LIS discipline such that the emerging LIS-related IT knowledge and skill sets are pedagogically and epistemologically embedded in LIS curriculum design and development.

In the context of this confluence of knowledge and skills requirements for the LIS professional, and responding to the conference theme, this keynote address draws on early findings from a global phenomenological probe into curriculum development directed at the hybrid LIS professional located in a pluralist information environment, and requiring cross-disciplinary competencies spanning LIS, IT, Teaching and Learning, and perhaps other cognate areas. It explores challenges, ideas, and thinking in LIS education from preliminary empirical findings from Africa, Asia, and South America (representing the global south), and Europe and North America (representing the global north), to stimulate debate and discourse on the repositioning of LIS as it broadens its disciplinary space in response to a technology-driven information environment.

2:30 PM – 3:00 PM

Afternoon Break

Cumberland Concourse

3:00 PM – 4:30 PM

Session 3: Programs and Papers

3.1 Special Session:

ALISE conn@CT Mini-Grant Session

301A

Concepts & Pitches: Have Your Community conn@CT Idea Funded

Moderator: *Clara M. Chu*

Presenters: *Kendra Albright, Bharat Mehra, and a Surprise Juror*

Abstract: The Community conn@CT Mini-Grant Pitch Session will showcase individuals (or teams) pitching to a jury their concepts and ideas on addressing a library and information need of a social justice organization through community engagement (in a collaborative manner). The format/structure of the three-minute presentation will include: topic, purpose/objective(s), method/approach, implications/impact, budget, and social justice organization collaboration. Three mini-grants of $750 each will be awarded at the end of the session in the categories of graduate student, practitioner, educator, or mixed group. At least one award per category will be made at the discretion of the jury.

For more information and selection criteria, go to the Community conn@CT Mini-Grant webpage at URL: https://www.alise.org/alise-community-conn-ct-mini-grants

3.2 SIG Program:

Information Ethics SIG and Information Policy SIG

301B

More Data, More Problems: Strategically Addressing Data Ethics and Policy Issues in LIS Curricula and Courses

Abstract: Library and information science (LIS) schools are revising undergraduate and graduate curricula and individual courses to prepare students for data-centric careers, as well as to participate in a data-driven society. To meet these new challenges, programs are developing courses on, among other things, data curation, analytics, visualization, algorithm design, and artificial intelligence. While such changes reflect new workforce and society needs, it remains to be seen whether or not such efforts adequately address

the very real and serious ethics and policy issues associated with related data practices (e.g., privacy, bias, fairness, and justice). The Information Ethics SIG and the Information Policy SIG have merged to present a panel on data ethics and policy issues in LIS education. In this session, two recent books on information ethics and information policy will be discussed to bring context to the panel, three papers will be presented, and the audience will have an opportunity to participate in a structured discussion. The papers will address three topics that explore the implications and concerns of living in a data-driven society: collaborative strategies for contributing to the data ethics education landscape, young adult information privacy concerns when using mobile devices, and artificial intelligence and social responsibility. The structured discussion will invite participation on issues raised by the papers, as well as implications for practice in LIS education.

Presenters: *Kyle Jones, Nicole Alemanne, Jenna Kammer, Yasmeen Shorish, Grace Barth, Natalie Greene Taylor, Loni Hagen, Toni Samek, Ali Shiri, Carolin Huang, John Burgess, Emily Knox*

3.3 SIG Program:

Youth Services SIG

301C

Youth Services in the Global Learning Community

Abstract: The Youth Services SIG proposes a panel of six presentations focusing on youth, learning, and information in a global context. The purpose of the SIG session is (a) to present a diversity of current research that investigates youth learning in a global context, and (b) to engage the audience in discussing to what extent our teaching, research, service efforts account for the global context and exploring future directions for youth services in equipping contemporary young people for this diverse and global world. The peer-reviewed projects featured in the panel demonstrate youth services librarianship plays a critical role in youth learning in a global context, whether through public library story time, new literacy and fake news curriculums, community engagement and informal learning programs, graphic novels, or young adult literature on or for LGBTQAI+ (an inclusive term that refers to most all sexual and gender identities). Each presentation addresses this year's conference theme, "Exploring Learning in a Global Information Context", in a different, yet significant manner. These projects highlight how youth-centered librarianship promotes learning, global citizenship, global literacy, and cultural understandings and diversity—key competencies in the global information context. The panel will begin with a brief introduction by the moderators (5 minutes). A presentation on each project will follow (maximum 10 minutes per project—total 60 minutes). Finally, the panelists will engage the audience, opening the floor to questions and discussions on the implications for LIS educators and researchers (25 minutes).

Presenters: *Kyungwon Koh, Abigail Phillips, Maria Cahill, Kristie Escobar, Lesley Farmer, Kasey Garrison, Karen Gavigan, Mary Howard, Soohyung Joo and Rachel Magee*

3.4 Juried Panel:

HBCUs and LIS Education: Moving Forward

301D

Abstract: For nearly 100 years, historically Black colleges and universities (HBCUs) have been instrumental in educating Black librarians. Besides providing LIS pedagogy, HBCUs foster many of the college graduates who chose librarianship. HBCU-based LIS programs include Hampton University (1925-1954), Alabama A&M University (1969-1982), the University of the District of Columbia (1969-1979), Clark Atlanta University (1939-2005), and North Carolina Central University (est. 1941). After the closing of all but one of these programs (at North Carolina Central University), there is a need to revitalize HBCU-LIS pathways. This interactive discussion will center the contributions of HBCUs in LIS and provide new directions for educating and empowering Black librarians. Joining the panel via Skype will be Dr. Shaundra Walker and Tina Rollins, two HBCU-affiliated library directors. Attendees will learn about the HBCU Pathways Project, an effort that has resulted in evidence-based reports on ways to increase the matriculation of HBCU students into LIS programs. The ultimate goal of this project is to actuate racial diversity in the LIS field by providing insight for sustainable, reciprocal, and culturally responsive HBCU-LIS partnerships. In keeping with the conference theme of "Exploring Learning in a Global Information Context," this panel will delve into Black librarianship in the globalized, 21st-century context.

Presenters: *Ana Ndumu, Renate Chancellor, Ismail Abdullahi and Aisha Johnson-Jones*

3.5 Juried Papers:

Exploring International Connections in LIS Education

301E

Moderator: *Jeonghyun (Annie) Kim*

Toward a Framework for Preparing Leaders in a Global Information Context

Presenters: *Rajesh Singh and Gunilla Widén*

Effective Short-Term International Learning Experiences: Promoting Global Understanding and International Cooperation.

Presenter: *Andrew J. M. Smith*

Spreading Our Wings: ECU MLS Program in the Global Arena

Presenters: *Barbara Marson and Kaye Dotson*

(Re) Shaping and Expanding LIS Education in the Caribbean: An examination of Strategic and Transformational Responses of the DLIS, University of the West Indies, Mona.

Presenters: *Paulette Kerr and Paulette Stewart*

3:00 PM – 5:00 PM

Council of Deans, Directors, and Chairs Afternoon Tea *(By Invitation Only)*

Ballroom G

Sponsored by ILLINOIS School of Information Sciences

6:30 PM – 9:00 PM

Works in Progress Poster Session and Reception

Ballrooms A and B

(hors d'oeuvres and cash bar)

Showcase Sponsor

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Posters and Presenters:

Infusing Diversity, Cultural Competence, and Social Justice into an LIS Curriculum

Nicole D. Alemanne, Colette Drouillard and Xiaoai Ren

"I asked my mom a hundred times to put it on YouTube": Unboxing Videos in Early Childhood

Sarah Barriage

The Use of Investigation Video Games to Teach Reasoning Skills in the LIS Classroom

John Burgess and Anna Wallace

The Latinx Literacy in Libraries and Archives, Boston Project

Janet Ceja Alcala, Rebecca Davis, Monica Colon-Aguirre and Danna Leal Cisneros

Academic Freedom, Self-Censorship, and the Construction of an Alternative Chinese Narrative: A Preliminary Analysis of China Quarterly

Pei-Ying Chen and Kai Li

Users' Hidden Needs: An Investigation of Information Sharing Behaviors on Online Participatory Platforms

Yunseon Choi

Building a Culture-Rich Environment in the Organization and Selection of Books: An Analysis of GoodReads Reader Reviews on Multicultural Books for Children

Yunseon Choi and Colette Drouillard

To Share or Not to Share?: A Comparative Analysis of Data Sharing Factors by Different Academic Positions

Yunseon Choi, Changwoo Yang and Youngseek Kim

Heritage Monitoring Scouts: Assessing Citizen Science Programs Utilizing Outcome-based Evaluation and Self Determination Theory

Laura Clark and Sarah Miller

Caregivers' Perceptions of Children's Programming at the Destination Archaeology Resource Center

Laura Clark and Mike Thomin

Scientists, Institutional Repositories and Data Management Practices

Devan Ray Donaldson

Integrating Orientation Content into a Required First Semester Online Course to Support New Online Graduate Student Success

Colette Drouillard and Linda Most

"What I Wish I Had Seen": Slash Fanfiction Writing as Queer World-Building

Diana Floegel

"They don't even see us"/"I'm afraid all the time": Intersectional Approaches to Understanding Disability in LIS

Amelia Gibson and Kristen Bowen

Usability as a Method to Analyze a Library Search Box and Interfaces

Kenneth Haggerty

Towards Quality: A Project to Systematically Develop Quality Matters Skills and Capacities for an Online Department

Kyle Jones, Angela Murillo and Ayoung Yoon

The Three P's: Public Libraries, Partnerships, and (Health and Wellness) Programs

Noah Lenstra and Ellen Rubenstein

Small and Rural Public Libraries: Supporting Community Health and Wellness

Noah Lenstra, Ellen Rubenstein, Christine D'Arpa and Susan K. Burke

Investigating Users' Learning and Decision-Making Processes in Search Interactions: A Behavioral Economics Approach

Jiqun Liu and Yiwei Wang

Impact of a Study Abroad Course on Cultural Sensitivity

Jennifer Luetkemeyer and Rebecca Jordan

The Use of STEM Programming to Create Global Citizens

Thura Mack and Savanna Draper

First Gen, PhD: Understanding the Information Horizons of First-Generation Graduate Students Pursuing Research-Intensive Careers

Michelle Parker and Danielle Pollock

Transforming Libraries into Community Anchors in Rural Texas (TLCART)

Carol Perryman and Ling Hwey Jeng

Public Librarians: Toward a Typology of Professional Identity

Cameron Pierson

Examining Disciplinary Cooperation in Grant-Funded Human Health Research: A Text Mining Approach

Danielle Pollock

Bridging the Digital Divide: Understanding Public Library Users' Technology Needs and Purposes Through Critical Race Theory

Raymond Pun

Evaluating the Effectiveness of Collaborative Learning in Online Asynchronous Courses

Xiaoai Ren

Exploring Influences of the Social Context of Task on Information Seeking Behavior

Eun Youp Rha and Nicholas Belkin

What do Global Researchers Mean When They Say "Online Learning?"

Vandana Singh

The Role of the Academic Librarian in Online Courses

Jennifer Steele

LIS Education in the UAE: Exploring School Librarian Qualifications and Opportunities

Kristine Stewart, Mireille El Najjar and Suhaila Al Mansoori

Try It Before You Buy It: Residencies as Experiential Learning

Laura Tadena and Natalie Hill

#Metoo: People's Concerns, Emotions, and Information Sharing Behavior on Twitter

Iman Tahamtan

Exploring Reference and Information Service in a Global Information Context

Amy VanScoy

Information Seeking Behaviors in Different Study Settings

Yiwei Wang, Jiqun Liu and Chirag Shah

The Implementation Plan of E-learning to Fulfill New Demands of Librarians' Continuing Education in City Library Network Building

Jing Zhang, Siyu Li, Qianli Lin and Liqiong Tan

The Portrait of Global Cultural Leaders & the Framework of Cultural Leadership in the 21st Century: and Their Influence on Preparing Cultural Human Resources in China

Jing Zhang and Jiaqi Liao

Improving the Health Literacy of Refugee Women: A Pilot Project

Margaret Zimmerman

WEDNESDAY, SEPTEMBER 25

7:00 AM – 5:30 PM

Registration

Cumberland Concourse

7:30 AM – 8:30 AM

All Conference Continental Breakfast

Cumberland Concourse

All ALISE '19 conference attendees are invited to enjoy the continental breakfast.

7:30 AM – 8:30 AM

ALISE Leadership Orientation

Ballroom G

7:30 AM – 8:30 AM

School Representative's Breakfast

Ballrooms E and F

Sponsored by ILLINOIS School of Information Sciences

8:00 AM – 8:00 PM

Placement Services

Conference Room and Henley

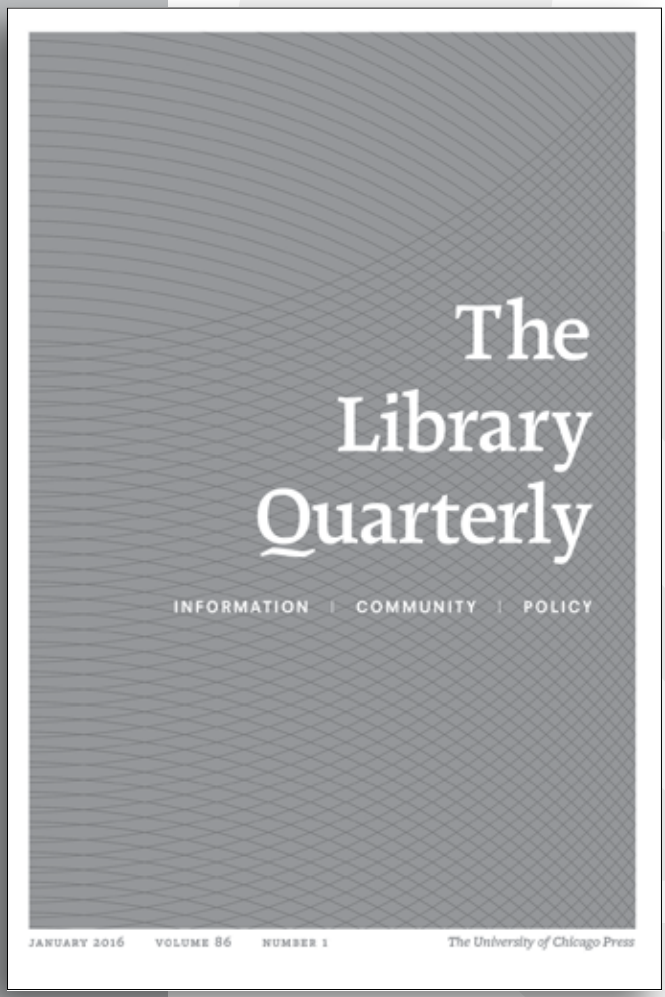
8:30 AM – 3:00 PM

Doctoral Poster Competition Set-Up

Ballrooms A and B

Attendees with posters to be featured during the reception, please set up your poster at your convenience during the time block provided.

A leading interdisciplinary journal of library research



The Library Quarterly

EDITORS:
Ursula Gorham, Paul T. Jaeger, and Natalie Greene Taylor

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8:30 AM – 9:30 AM

ALISE Committee Meetings

300A and 300B

8:30 AM – 5:30 PM

SIG Business Meetings

Ballroom G

8:30 AM – 10:00 AM

Gender Issues SIG

Innovative Pedagogies SIG

International Library Education SIG

Youth Services SIG

10:30 AM – 12:00 PM

Archival/Preservation Education SIG

Curriculum SIG

Information Ethics SIG

Information Policy SIG

Part-Time and Adjunct Faculty SIG

Technical Services Education SIG

3:00 PM – 4:30 PM

School Library Media SIG

Historical Perspectives SIG

4:00 PM – 5:00 PM

Disabilities in LIS SIG

4:30 PM – 5:30 PM

Multicultural, Ethnic, and Humanistic Concerns SIG

8:30 AM – 10:00 AM

Session 4: Programs and Papers

4.1: SIG Program:

School Library Media SIG

301A

School Library SIG-Global Learning: The School Library as an Exploration Hub

Abstract: Researchers will share papers exploring the SIG theme, The School Library as an Exploration Hub. 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. The following papers were selected for presentation:

School Librarians Making Global Connections: Conjecture Mappings and Researcher-Practitioner Partnerships, Kimmel, Mardis, Schulz-Jones, & Wine

How do school libraries impact learning outcomes? Conjecture mapping combined with Research Practitioner Partnerships (RPP) provides a design-based means to identify, explore, and document effective practices. Researchers share conjecture maps developed from compiled educational research to theorize school-based malleable factors to impact student learning.

Thinking Globally to Explore Dissemination of a Model of Mentoring and Collaboration for New Teachers, Soulen

The AASL Standards identify collaboration as best practice and recommend building a trusting relationship with colleagues. As a causal model, A Continuum of Care: School Librarian Interventions for New Teacher Resilience provided targeted interventions for first year teachers as a special population. This study explored the effect of mentoring toward collaboration by school librarians for new teachers to increase resilience, decrease burnout, and increase retention.

Transformative Learning for Pre-Service School Librarians: Understanding Experiences that Enhance Self-Awareness and Global Consciousness, Kammer

Transformative learning, an adult education theory, describes how a "disorienting dilemma" can significantly change one's perspective. In this study, students in a school library program

were asked to identify learning experiences that helped them transform or expand their self-awareness. Findings imply that students are impacted by the aesthetic dimension, where they actually saw different ways of doing things in the library they could connect to their own practice.

Presenters: *Elizabeth Burns, Rita Soulen, Sue Kimmel, Marcia Mardis, Barbara Schultz-Jones, Lois Wine, Jenna Kammer*

4.2: SIG Program:

Technical Services SIG

301B

Resources for Teaching Technical Services in a Rapidly Changing Global Environment

Abstract: The global information context is changing rapidly, and resources to support instruction relating to the evolving standards and practices in technical services are in high demand. What do we need and how robust are the resources that are available? What can and should Technical Services educators do to best prepare information professionals in the face of this evolving context, world-wide? This panel will address these and other questions related to materials used for teaching technical services courses, while also considering the audience for the materials, from three complementary perspectives. Drawing from an analysis of existing courses offered by Master's programs in LIS, competencies developed by professional organizations, job descriptions, relevant literature, and feedback from students and instructors, the first panel presentation will take a look at the current state of information organization education, including resources used, topics covered, and training gaps. The second panel presentation will reflect on technical services instruction for school and public librarians in particular, exploring the relationship between theory and practice for cataloging instruction. The third panel presentation will address the topic of providing Open Educational Resources (OERs), highlighting the panelist's experiences on a university's OER task force and as a grant recipient. The results shared will consist of a perspective of graduate LIS faculty on institutional OER initiatives, which are usually focused on undergraduate education, particularly in the sciences, as well as a view of creating OERs for a graduate level LIS course on a technical services topic. The session will be co-moderated by the SIG sponsors. The moderators will introduce the topic, providing initial background and insight on the problem of the rapidly-changing field of technical services and the educational needs. Time at the end will be reserved for interaction with the audience.

Presenters: *Karen Snow, Heather Moulaison Sandy, Sarah Sutton, Gretchen Hoffman, Athena Salaba, Daniel Joudrey*

4.3 Juried Panel:

Copyright and LIS in a Global Context: Current Knowledge and Future Trends

301C

Abstract: Copyright impacts nearly every aspect of an information professional's job, across all settings. The centrality of copyright to the information professions suggests that LIS professionals need a strong grounding in this topic, and indeed the American Library Association considers knowledge of copyright to be a core competency. This interactive session will bring together four panelists who have each studied copyright knowledge and expectations in LIS from different perspectives. Together, they will share the results of five separate studies to provide a broad overview of the need for copyright knowledge in the field, and discuss the current preparedness of LIS professionals and students. The first panelist will report the results of a study on self-perceived copyright awareness and training needs of academic librarians highlighting copyright, fair use, and intellectual property. The second panelist will discuss the results of a content analysis of job postings for librarians, to examine trends in expectations for copyright knowledge. Finally, two panelists will discuss a series of surveys that put copyright knowledge and literacy in a global context. The first survey gathered current practitioners' self-reported knowledge of copyright issues in the United States. Data from this study was pooled with data from the same survey distributed across 13 countries for a cross-country analysis. The second survey tested American LIS students' copyright knowledge and gathered their feedback on actual copyright instruction within their LIS programs. The survey of LIS students has been replicated in 14 countries and while data is still being analyzed, the researchers will share preliminary comparative data. After sharing the results of each of these above-mentioned studies, the panelists will discuss implications for LIS education. In an interactive portion, the panelists will share the copyright literacy survey so participants can test their own copyright knowledge. Panelists will also poll

participants on their own experiences with copyright issues within the field and in the classroom, and time will also be allocated for open discussion.

Presenters: *Laura Saunders, Allison Estell, Deborah Charbonneau and Dick Kawooya*

4.4 Juried Panel:

Leadership During Organizational Restructuring of LIS Programs

301D

Abstract: This panel session features LIS program leaders sharing information about their leadership experiences during organizational restructuring either at their school/department level or at the university/institutional level. They will describe their past or current experiences with reorganization, and discuss the approaches/strategies they used to ensure successful organizational transitions while also maintaining or boosting faculty/staff/student morale. Panelists will present how they handle respective program changes, how they communicate the proposed changes to their communities, and what specific obstacles and challenges they encounter during the restructuring process. The panel session will end with a discussion with the audience about the specific set of leadership skills and strategies that would be useful during organizational changes. The objectives of this panel session are: (1) Through sharing experiences on the history and process of the organizational restructuring, identify common environmental factors that trigger the organizational change; (2) Identify a common set of challenges and opportunities for LIS program restructuring; (3) Identify successful leadership strategies, communication processes, and problem-solving approaches pertinent to organizational restructuring; and (4) Engage with the audience to exchange ideas and experiences related to effective leadership during organizational restructuring of LIS programs. The topics that the panelists will address include: (1) History and background of organizational restructuring; (2) The extent to which the organizational restructuring has an impact on different constituents of the program; (3) Challenges, obstacles, and gaps in the restructuring process; (4) Successful leadership strategies and communication approaches; and (5) Lessons learned. Presentations from the panelists will take 60 minutes. Interaction with the audience will follow after the presentation. The audience will be involved in a discussion during which they will share their experiences and thoughts about the topic of leadership through organizational restructuring.

Presenters: *Rong Tang, Sandra Hirsh, Xia Lin, Kate Marek and Howard Rosenbaum*

4.5 Juried Papers

Specialized Settings and LIS Expertise

301E

Moderator: *Don Latham*

How International Are We? Mapping of "Global" Intersections in the LIS Curriculum

Presenters: *Bharat Mehra and Lisa Curtin*

Academic Library Trends in Conflict Zones

Presenter: *Baheya Jaber*

The True Meaning of "Meta": Contributions of LIS to Social Work Education in a Globalized Learning Environment

Presenter: *Keren Dali*

The Government Needs More Librarians: The Applicability of an MLIS Education in a Public Sector Setting

Presenters: *Cheryl Trepanier and Toni Samek*

10:00 AM – 10:30 AM

Morning Break

Cumberland Concourse

10:30 AM - 12:00 PM

ALISE Statistical Working Group Meeting

300A

10:30 AM – 12:00 PM

Session 5: Programs and Papers

5.1. Special iFederation Session:

The Future of LIS Education: Exploring Curricular Change in Response to Trends

301A

Abstract: Trends in technology, demographics, culture, politics, and a wide range of other areas affect LIS curricula. This interactive panel session will explore current trends, and the ways in which LIS programs can respond, to ensure that tomorrow's information professionals are prepared to thrive in a changing world. This session will provide significant opportunities for audience participation, and is led by representatives of ALISE, ASIS&T, and the iSchools, as part of their ongoing cooperative efforts.

Presenters: *Heidi Julien, Lynn Silipigni Connaway, and Michael Seadle*

5.2 SIG Program:

Innovative Pedagogies SIG

301B

Exploring Innovative Pedagogies in a Global Information Context

Abstract: SIG Innovative Pedagogies offers a panel that includes four sets of speakers who examine innovative pedagogies for LIS education in a global information context. Each presentation features a different innovative pedagogical approach. Presentations are followed by an interactive discussion period, and attendees are invited to continue the conversation after the program via Twitter. Kyungwon Koh and Alaine Martaus discuss Design thinking for teaching the foundations of librarianship, showing how design thinking can be a tool of innovation for teaching core courses in LIS graduate programs. Their talk also features examples of how they applied design thinking in their course designs, and includes details about course assignments, student projects, and reflections. Denice Adkins and Nina Exner show how Using Library Carpentry methods and resources in the LIS classroom can be used for technology training in LIS education programs. This presentation provides an overview of the Library Carpentry instructional approach and shows how it is different from traditional LIS classroom instruction. Adkins and Exner conclude with an overview of Library Carpentry lesson design principles and standards that can be used for LIS classrooms and LIS practitioner training. Vandana Singh discusses Integrating professional librarians into open source software (OSS) communities. Singh notes that professional librarians are increasingly integrated into OSS communities, and she shows how this integration has inspired an innovative participatory action model for OSS that can be used to guide curricula for current LIS students as well as continuing education programs for working practitioners. In Gender, community and narrative: Exploring the social aspects of fanfiction, Kristen Schuster and Brittany Kelley show how creative aspects of fanfiction contributes to the development and maintenance of social networks, which in turn facilitates deeper and transferrable forms of learning and literacy. In this talk, Schuster and Kelley combine learning theory and information behavior models into a framework for teaching literacy and information-seeking practices.

Presenters: *Kevin Rioux, Rajesh Singh, Vandana Singh, Kyungwon Koh, Alaine Martaus, Kristen Schuster, Brittany Kelley, Denice Adkins, Nina Exner*

5.3 Juried Panel:

The Agony and the Ecstasy of Publishing with Master Students: The Importance of Scholarly Publishing for Global Information Professionals

301C

Abstract: With the view of scholarly and professional publishing as a staple of educating global information professionals, this interactive engagement session (IES) will bring together an international team of five educators/former and current LIS journal editors to reflect on the highs and lows of engaging Master's students in the process of scholarly communication. Presenting both positive experiences and failed attempts, they will discuss the practical aspects, psychological struggles, and ethical implications involved in different publishing scenarios and types of collaboration. Former Master's students from three universities who have had positive publishing experiences will also participate via teleconferencing.

Presenters: *Keren Dali, Jenny Bossaller, Nadia Caidi, Bharat Mehra and Kim M. Thompson*

5.4 Juried Papers:

Data Science, Services, and Research Practice

301D

Moderator: *Ana Ndumu*

Codifying Discrepancies Among MEDLINE Platforms to Advance Instruction and Practice

Presenters: *C. Sean Burns, Tyler Nix, Robert M. Shapiro, II and Jeffrey T. Huber*

Exploring LIS Research Education as Preparation for Practitioner Research

Presenters: *Nicole Alemanne, Changwoo Yang and Xiaoai Ren*

Needs Assessment of Library Data Services: Establishing a Curriculum Framework for RDMLA

Presenters: *Rong Tang and Zhan Hu*

Employer's Perspective on Data Science; An Analysis on Job Requirements- Learning Objectives

Presenters: *Sahar Behpour, Deepti Shrirang Vispute, Abbas Goudarzi and Suliman Hawamdeh*

5.5 Juried Papers:

Promoting Diversity in LIS Education

301E

Moderator: *Paulette Kerr*

Interrogating How Information (Re)Produces Systemic Barriers Within LGBTQ+ Communities to Inform Global LIS Education

Presenters: *Vanessa Kitzie, Travis Wagner, A. Nick Vera and Valerie Lookingbill*

We Need Them, But What Are They?: A Conceptual Analysis of Diverse Books

Presenter: *E.E. Lawrence*

12:00 PM – 1:30 PM

Awards Luncheon

Ballrooms E and F

Sponsored by University at Buffalo Department of Information Science Graduate School of Education

1:30 PM – 2:30 PM

ALISE Business Meeting

Ballrooms E and F

2:30 PM – 3:00 PM

Afternoon Break

Cumberland Concourse

3:00 PM – 4:30 PM

Session 6: Programs and Papers

6.1 Special Program:

New Educator Career Development

301A

Moderators: *Kendra Albright and Dick Kawooya*

Abstract: Join us for a session of lively discussion on new educator career development. We will have two sets of panelists: 1) junior faculty from different programs, and 2) past ALISE Teaching Award winners. This discussion will focus on understanding the experiences of junior faculty in the kinds of support they need from other faculty and ALISE Teaching Awardees will respond with ideas of how to provide that support. Audience participation is encouraged in the discussion.

ALISE Teaching Award Attendees: *Dania Bilal and Renate Chancellor*

Junior Faculty Members: *Vanessa Kitzie, Heather Soyka, and Ana Ndumu*

6.2: SIG Program: Multicultural, Ethnic, and Humanistic Concerns

301B

Chatman Revisited: A Panel Re-examining and Resituating Social Theories of Identity, Access, and Marginalization in LIS

Abstract: Elfreda Chatman's work was among the first in information science to thoroughly and explicitly address information access and marginalization as social processes. In defining her theories of Information Poverty, Life in the Round, and Normative Behavior, Chatman introduced a number of important concepts to the discussion around information poverty and access, including social norms, small worlds, and defensive information behaviors. While Chatman's work began to describe the form and implications of power and social influence for information seeking and access, it was limited by many of the same commitments to colorblindness and the assumption of neutrality as other contemporaneous works

of the time. Often sidestepping examination of race, sexuality, and gender identity, it more commonly cited other factors, such as stigma, income, and specific social norms and values as contributing to information access and poverty. This perspective made sense in light of the epistemic LIS culture that emphasized colorblindness and individuality and demonstrated a tenuous relationship with race, or "demographic" categories and concerns. Issue contributors are exploring the question, "How do identity and social structures (such as power, privilege, and policy) combine to enact systems of information access and marginalization?" Panelists and contributors to this special issue are LIS faculty from around the United States, with an abundance of teaching, research, and service contributions. Among their commonalities is their gravitation to the work of Dr. Elfreda Chatman. Some knew Chatman as graduate students, others have been drawn to her work because they saw themselves represented in the groups Chatman chose to study. Whether they agree or disagree with Chatman, there is no question that they have been inspired and/or influenced in some way by her work.

Presenters: *Nicole A. Cooke, Shawne D. Miksa, Bharat Mehra, Laverne Gray*

6.3 Juried Panel:

Curricula Models and Resources Along the Data Continuum: Lessons Learned in the Development and Delivery of Research Data Management and Data Science Education

301C

Abstract: There continues to be a critical demand for data managers, data curators, and data scientists. This panel addresses the education that needs to be delivered to help students and practicing professionals fill these roles, explores the existing resources available to educators, and provides an interactive environment to discuss the issues. The Institute of Museum and Library Services recognized the need for LIS educators to create the conduit to advance the entire research enterprise by building capacity in data management and data science. They funded projects to develop curricular models and related materials to educate the next generation of information professionals including: LIS Education and Data Science for the National Digital Platform (1); Development of an Enhanced and Expanded Data Management Training Clearinghouse for Earth Science Information Partners (ESIP) (2); User Experience and Assessment (3), Data Curation Education in Research Centers (4), and Geographic Information Librarianship (5). Attendees will learn about existing training materials and will be encouraged to brainstorm how to infuse and integrate research data management and data science into existing LIS programs and courses. A group discussion will consider the following questions: What research data management and data science education exists in other programs? How do we get LIS students more engaged in these data careers? Do other materials exist that could be included in the ESIP Clearinghouse? What can be learned from the ESIP example? (1) RE-70-17-0094-17; (2) LG-70-18-0092-18; (3) RE-20-16-0036-16; (4) RE-02-10-0004-10; (5) RE-05-12-0052-12

Presenters: *Bradley Bishop, Suzie Allard, Karl Benedict, Jane Greenberg, Nancy Hoebelheinrich, Xia Lin and Bruce Wilson*

6.4 Juried Panel:

Spilling the Tea: LIS Professionals Speak Out on the Good, the Bad, and the Ugly in LIS Education

301D

Abstract: For LIS faculty, a fundamental goal in teaching is to engage, challenge, and inspire students to become diligent and dynamic information professionals. As a result, faculty often strive to create learning environments that engender critical thinkers and ethical decision makers in the hope that they will become competent, service oriented, information professionals. In facilitating this agenda, we frequently evaluate course content in an effort to provide the clearest possible instruction and positive course experience. Faculty therefore rely heavily on feedback from students. Not only do we scrutinize course evaluations, but many of us also solicit additional feedback from students. As appropriate, revisions are made to the syllabus, course content, and the curriculum. We also bring practitioner expertise into the classroom, as practitioners have their own unique impact on students. According to Ramasamy (2017), students get engaged with a teacher who is currently working/specializing in the topic being discussed in the classroom. However, while we bring professionals to the classroom, their perspective is often missing from the feedback and data we gather from course evaluations. We contend that this perspective is of value to the teaching and learning environment,

and one that can provide crucial information to improve the learning experience as well as the curriculum. Students provide a familiar perspective; professionals would provide a new perspective. Specifically, they can discuss what happened after they graduated; went through the job seeking process; entered the field; and began working. How prepared were they for what they encountered on the job? In what ways did their library program prepare them? In what ways did it fail them? What was their experience a year later? Two years later? We have gathered a panel of six recent LIS alumni that represent a global view of the field and LIS education, who will not only answer these questions, but also share their ideas about LIS education.

Presenters: *Shari Lee, Renate Chancellor, Selina Sharmin, Heather Wiggins, and Anastasia Chiu*

6.5 Juried Papers:

Information in a "Post-Truth" Era

301E

Moderator: John Budd

How the Presentation and Metadata of a News Article Influences Perceptions of Fake News

Presenters: C. Sean Burns and Renee Kaufmann

Attuning the Information Literacy Classroom: A Theoretical Framework for Promoting Critical Thinking in a Post-Truth Era

Presenters: Iulian Vamanu, Kathryn Heffner and Katie Hassman

Serving the Community with Trustworthy Government Information and Data: What Can We Learn from the Public Librarians?

Presenters: Xiaohua Zhu, Ellen Cowell, Kristen McBee, Jonathan Stewart Headrick and Joseph Winberry

3:00 PM – 4:00 PM

ALISE Joint Planning Meeting

300A

The ALISE 2019 and 2020 Annual Conference Committees are invited to attend this meeting.

3:00 PM – 5:00 PM

Doctoral Student Research Poster Judging

Ballrooms A and B

All judges shall report to Ballrooms A and B to review and judge all posters.

6:00 PM – 7:30 PM

Past President's Reception

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7:00 PM – 10:30 PM

Doctoral Student Research Poster Session and Reception

Ballrooms A and B

(hors d'oeuvres and cash bar)

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Posters and Presenters:

Examining the Red Thread of Information in Young Children's Interests: A Child-Centered Approach to Understanding Information Practices

Sarah Barriage

Cognitive Authority in Online Social Media During Severe Weather

Carrie Boettcher

Values in Knowledge Organization Standards: A Value Analysis of Resource Description and Access (RDA)

Brian Dobreski

Development of Research Competencies Among Academic Librarians

Nina Exner

In a Collective Voice: Uncovering the Black Feminist Information Community of Activist-Mothers in Chicago Public Housing, 1955-1970

Laverne Gray

Serious Leisure, Information Practices and Embodiment: A Study of Amateur Classical Musicianship

Brian Griffin

Foregrounding Data Curation to Foster Reproducibility of Workflows and Scientific Data Reuse

Michael Gryk

Predicting Scientific Evolution by Understanding its Driving Factors

Jiangen He

Civil Rights Collecting Institutions and the Facilitation of Public Engagement in the American South

Jeff Hirschy

Understanding the Knowledge, Skills, and Abilities (KSAs) of Data Professionals in United States Academic Libraries

Hammad Khan

A Quantitative Examination of Software-Method Packages in Psychological Research Articles

Kai Li

Rising Together: Community Resilience and Public Libraries

Beth Patin

Dark Arts: Artists' Information Practices in the Care of Digital Artworks and Archives

Colin Post

Examining the Notion of the Boundary Object in Information Systems: The Transdisciplinary Oeuvre of Cognitive Science

Laura Ridenour

The Influence of Socio-Technical Environments on the Information Behaviors and HIV Risk Reduction Behaviors of Black Gay Men

Megan Threats

Archives in Libraries: The Impact of a Parent-child Relationship on Corporate Identity and User Perception

Ashley Todd-Diaz

Study Setting and Task Configuration for Task-based Information Seeking Research

Yiwei Wang

School Librarians' Impact on Students' English & Math Achievement

Lois Wine

Cooperative Catalogers' Lived Experience Implementing Resource Description and Access: Developing Best Practices for Creating Global Metadata

Kristine Woods

THURSDAY, SEPTEMBER 26

7:00 AM – 12:00 PM

Registration

Cumberland Concourse

7:30 AM – 8:30 AM

All Conference Continental Breakfast

Cumberland Concourse

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8:00 AM – 3:00 PM

unCommons

Rotunda

8:00 AM – 12:00 PM

Placement Services

Conference Room and Henley

8:30 AM – 10:00 AM

Session 7: Programs and Papers

7.1: SIG Program: Curriculum SIG

301A

Exploring OER Strategies to Enable the Recasting of the Core Graduate Library Management Course

Abstract: At a recent administrative library council meeting of an urban university, a representative from that system's graduate program in library and information science indicated that the library management course could be refreshed. They asked how the campus library leaders could assist in updating that curriculum. Inspired by the vibrant activity of the Open Educational Recourses (OER) maelstrom across that university, it was suggested that the ailing management course could be updated with refreshed, current management concerns and delivered in an up-to-date and flexible OER package. The panel consisting of LIS educators and practitioners will discuss how this could be accomplished.

Presenters: *Michael Miller, Linda Lillard, Yoojin Ha*

7.2 Juried Panel:

Layers of Advocacy: How Librarians Everywhere Can Make A Difference and Lessons for LIS Education

301B

Abstract: Lobbying and advocacy are critical to the success of libraries, because they play a key role in communicating to decision-makers and communities why libraries are essential resources in an information-driven society. However, despite the importance of lobbying and advocacy to the profession, it is not always clear how library schools should teach about this aspect of librarianship. Taking an international, comparative approach, this panel discusses the complexities associated with lobbying and advocacy, as well as some challenges faced by LIS educators when teaching about the topic. To make teaching about lobbying and advocacy in LIS easier, six panelists with experience in a range of political, social, and cultural contexts will talk about issues such as: levels of government where lobbying takes place; varying definitions of advocacy, especially across countries with different traditions of librarianship; and the time frame in which lobbying and advocacy efforts take place. Panelist presentations will emphasize "lessons learned" that can be used to teach LIS students how to cultivate support for libraries. Using panelist presentations as a starting point, this panel will include a follow-up discussion about teaching advocacy in LIS. A primary goal of this panel is to identify powerful content for LIS curricula and instructional approaches that can support more effective advocacy. We will conclude by opening the door to audience participation with the purpose of integrating new ideas into the discussion.

Presenters: *Anthony Million, Kristine Stewart, Kim Thompson, Heather Braum, Travis Wagner, Denice Adkins and Lauren Smith*

7.3 Juried Panel:

In the Pursuit of Global Standards for LIS Education: What Does 'Librarian' Mean Around the World?

301C

Abstract: The IFLA Building Strong Library and Information Science Education (BSLISE) Working Group continues to study what it means to be a librarian around the world. Results from a global survey disseminated in six different languages found that only 27% of participants held a terminal MLIS degree. Other differences in terms of professional qualifications and education will be shared by continent and region. Existing educational standards for LIS professionals were also gathered and global LIS leaders were interviewed about their thoughts on a set of internationally recognized standards for LIS education and potential ways to provide standardized training and education across the profession.

Presenters: *Anthony Chow, Clara Chu, Keren Dali, Jaya Raju, Dick Kawooya, Ekaterina Shibaeva, Chris Cunningham and Margaret Zimmerman*

7.4 Juried Papers:

Leadership and Participation in LIS Education

301D

Moderator: *Nicole Cooke*

Teaching Leadership Lessons through the Camera Lens in a Global Information Context

Presenters: *Rajesh Singh and Gunilla Widén*

Designing Future Library Leaders: Investigating the Incorporation of Design Thinking and Methods in Master's Level Library Education

Presenter: *Rachel Ivy Clarke*

Student-Constructed Classroom Guidelines: How to Involve Students in the Creation of a Tailored Classroom Environment

Presenter: *Emily Vardell*

Going Against the Current of Hegemonic "White-Ism" Discourse: Global Implications of a Doctoral Program Journey from Critical Student+Guide Perspectives

Presenters: *Laverne Gray and Bharat Mehra*

10:00 AM – 10:30 AM

Morning Break

Cumberland Concourse

10:30 AM – 12:00 PM

Session 8: Programs and Papers

8.1 Special Session:

ALISE Leadership Academy Session Follow-up

301A

Presenters: *Sandra Hirsh, Sanda Erdelez*

Abstract: This session focuses on how to maintain a work/life balance and an active research/scholarly agenda while leading a school of library and information science. Designed by and for the participants at the inaugural ALISE Leadership Academy held in February 2019, this session is open to any conference attendee.

8.2: SIG Program: International Library Association SIG

301B

How Effective is Study Abroad as a Pedagogical and Experiential Learning Tool in LIS Education?

Abstract: As the conference theme implies, internationalization of LIS education is a critical part of preparing graduates for the fast-changing environments in which libraries and other cultural institutions operate. This session sponsored by the International Library Education SIG focuses on experiences and impact of study abroad programs on students and program coordinators. The fundamental question is how effective is study abroad as a pedagogical and experiential learning tool? Panelists will address that question through the lens of students and program coordinators that recently completed study abroad experiences. The panel brings together faculty coordinator of study abroad programs in selected LIS schools across the country. Where possible, faculty coordinators will bring students that completed a study abroad program to be part of the session. The panel represents diverse programs ranging from European to South American locations (Costa Rica; Italy, Ireland/United Kingdom; Germany, and South Korea). They also represent different LIS areas from archives to international LIS education. The goal of the session is to reflect on the programs, what has been learned and other lessons gleaned collectively and individually. The session will be chaired by the SIG chair who will do the introductions and provide background information to contextualize the goals of the program. Each panelist will be asked to share their experiences and what has been learned from the program and how it has enriched the learning environment in the LIS program.

Presenters: *Kim Thompson, Dick Kawooya, Jenny Bossaller, Marie Radford, Jennifer Luetkemeyer and Lisa Hussey*

8.3 Juried Panel:

Core Skills Across Information Settings: What Academic, Public, and School Librarians Need to Know

301C

Abstract: The Master of Science in Library and Information Science is a versatile degree, and LIS programs are challenged to offer curricula that support the wide range of

career possibilities in a rapidly changing field. It is incumbent on LIS schools to ensure that their curricula are meeting the needs of the field. But which skills are core—meaning that all students should have a foundation in those skills, regardless of their area of focus or ultimate career path—and which are specialized, meaning that only professionals in specific positions are likely to need those skills? What skills and knowledge areas are common across different information settings, and how can LIS programs create curricula that lay a foundation of core competencies while also providing students the opportunity to develop the depth of knowledge and specialized skills necessary to specific settings? This panel will share the results of a nationwide survey, in which over 2,400 respondents, including LIS faculty, iSchool alums, internship and practicum supervisors, and other employers, ranked 53 skills on a scale of "core" to "specialized." The panelists will compare and contrast the knowledge, skills, and abilities (KSAs) necessary to success across four information settings: public libraries, academic, libraries, and special libraries, focusing on the answers provided by respondents currently working and teaching in those settings. The panel will examine which KSAs are common across settings, and which are specific to each setting. They will also discuss how the survey results align with emerging areas and trends in the field as identified in the literature and core professional documents such as ALA's State of America's Libraries, Pew Research Reports, and Ithaka S+R research reports. The panel will conclude by discussing how the survey findings could influence LIS curriculum. In an interactive portion, the panelists will poll participants in real time about their impressions of what skills and competencies should be core or specialized, and panelists will respond to the poll results and questions. Time will also be allocated for open discussion.

Presenters: *Laura Saunders, Rachel Williams, Rebecca Davis and Melanie Kimball*

8.4 Juried Papers:

Open Information, Data, and Meta-Literacies

301D

Moderator: *Sean Burns*

Understanding Incoming MLS Graduate Student Proficiency and Perceptions of Information Literacy Skills

Presenters: *Holly Hebert and Karen Reed*

Integrating Metaliteracy into Knowledge Organization Curriculum: Designing Inclusive Curriculum for International Classrooms

Presenters: *Kristen Schuster and Kristine Stewart*

Open Educational Resources: Barriers and Benefits in LIS Education

Presenters: *Grace Seo, Heather Moulaison Sandy and Guy Wilson*

Preparing Library Professionals for Data Literacy Leadership: Administrator Perspectives

Presenters: *John Marino, Sarah Evans, Jennifer Moore, Daniella Smith and Barbara Schultz-Jones*

8.5 Juried Papers:

Communities, Connections, and Collaborations

301E

Moderator: *Nicole Alemanne*

Cross-Campus Collaboration in the Digital Humanities: A Pedagogical Perspective

Presenters: *Scott Sikes and Ruth Castillo*

Training Librarians of Tomorrow: Collaborations Between Brooklyn Public Library's Teen Internship Program and Pratt Institute's MSLIS Program

Presenters: *Leanne Bowler and Jennifer Thompson*

A Longitudinal Study of Connectedness and Information Flow

Presenters: *Fatih Oguz and Ethan Lindsay*

Bonded Design in the University: Faculty and Information Technology Professionals Bonding Through Participatory Design

Presenters: *Valerie Nesset and J. Brice Bible*

12:30 PM – 3:30 PM

ALISE Board Meeting

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Kathy Burnett, Florida State University

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Nicole Cooke, University of South Carolina

ALISE/Pratt-Severn Faculty Innovation Award
Nadia Caidi, University of Toronto

ALISE/Norman Horrocks Leadership Award
Keren Dali, University of Denver

ALISE Community conn@CT Mini-Grants
Winners will be announced onsite.

Annual Conference Awards & Grants

ALISE/University of Washington Information School Youth Services Graduate Student Travel Award
Kristie Escobar, Florida State University

Doctoral Students to ALISE Grant
Cynthia Orozco, University of California, Los Angeles

Diversity Travel Award to the ALISE Annual Conference
Raymond Pun, California State University

ALISE Research Awards/Grants

ALISE Research Grant Competition
Anthony Bernier, San Jose State University

Recasting First Generation Student Experience for LIS Success

ALISE/Bohdan S. Wynar Research Paper Competition
Margaret Zimmerman, The University of Iowa

Mapping Literacies: Comparing Information Horizons Mapping to Measures of Information and Health Literacy

ALISE/Proquest Methodology Paper Competition
Lynn Silipigni Connaway, OCLC; Chris Cyr, OCLC; Brittany Brannon, OCLC; Peggy Gallagher, OCLC; Erin Hood, OCLC

Speaking on the Record: Combining Interviews with Search Log Analysis in User Research

ALISE/Eugene Garfield Doctoral Dissertation Competition
Timothy Gorichanaz, Drexel University

Understanding Self-Documentation

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University of South Carolina School of Library and Information Science
College of Information and Communications

The University of Alabama College of Communication & Information Sciences
School of Library and Information Studies

The University of Tennessee Knoxville
School of Information Sciences

ALISE/Pratt-Severn Faculty Innovation Award

Pratt School of Information

Annual Conference Awards & Grants

ALISE/University of Washington Information School Youth Services Graduate Student Travel Award

Information School
University of Washington

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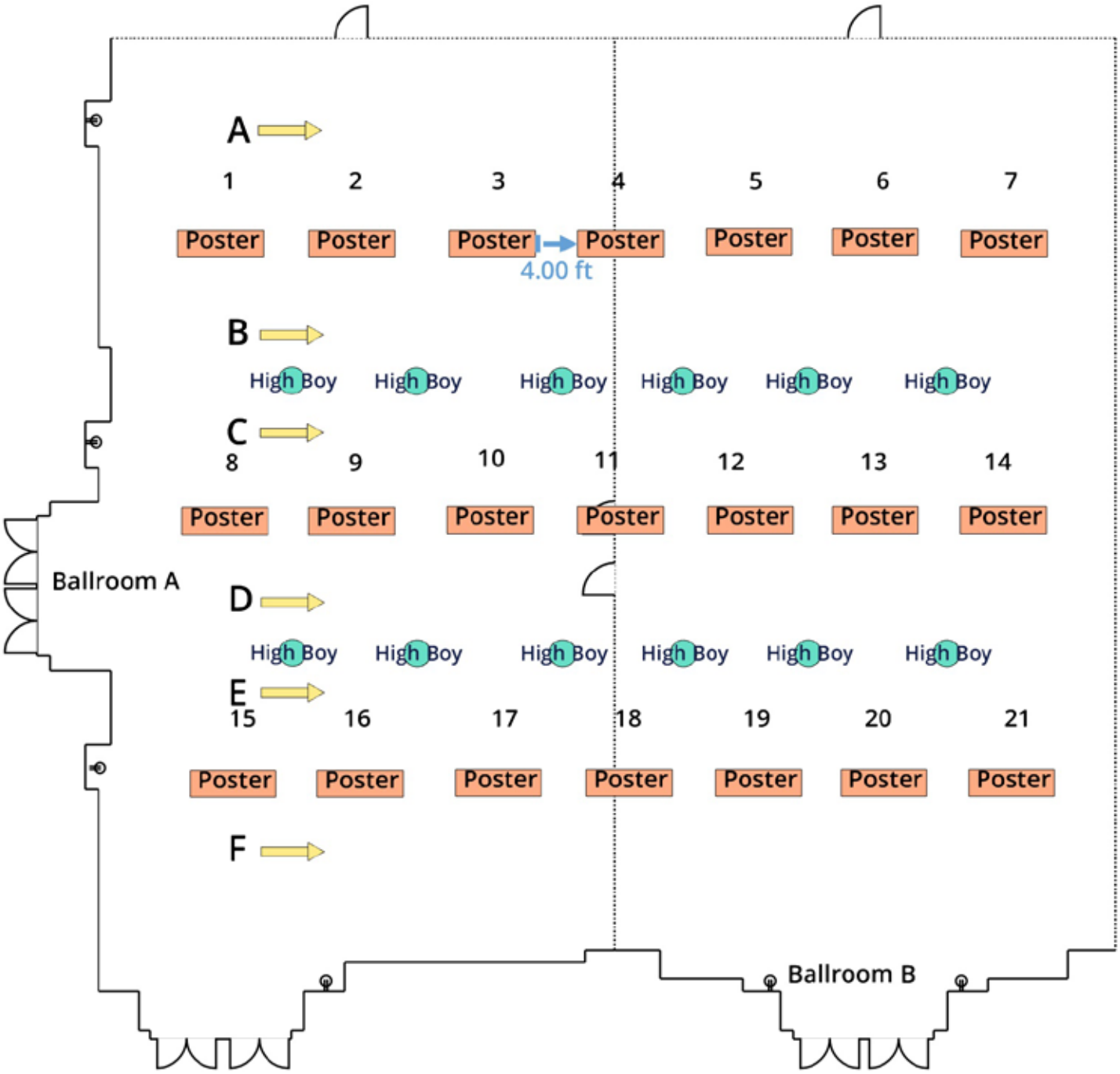

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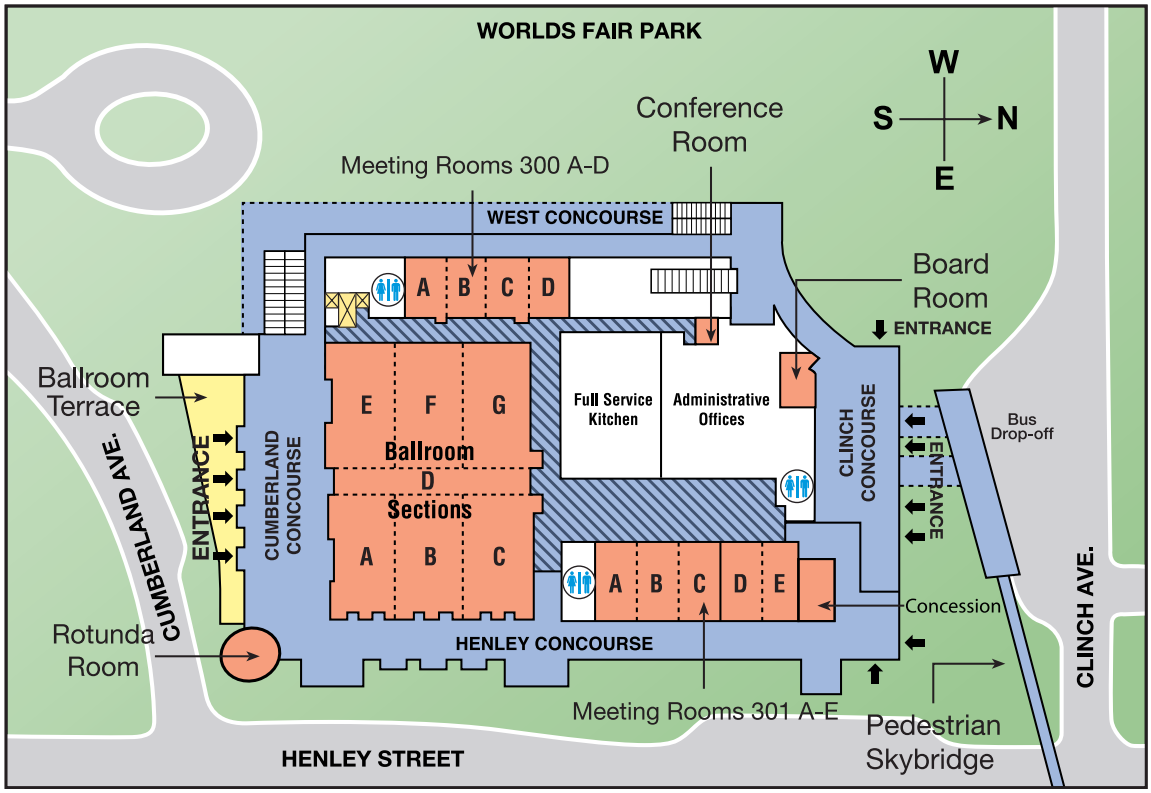

EMERGENCY INFORMATION

The fire alarm signal at the Knoxville Convention Center (KCC) is a combination of an alarm, flashing lights and an announcement to leave the building. If the signal sounds attendees should evacuate the building and gather in either the Poplar parking lot located across Cumberland Avenue, or in front of the Holiday Inn.

If there is an emergency, contact the KCC Security Office at 865-251-6040, or Alphonse Stalliard, Senior Event Manager, at 865-640-4582. Security or Alphonse Stalliard will call 911 and direct emergency responders to the location of the incident.

The nearest hospital to the KCC is:
Fort Sanders Regional Medical Center
1901 W. Clinch Avenue
Knoxville, TN 37916
865-541-1111

KNOXVILLE CONVENTION CENTER WEATHER-RELATED EMERGENCIES

Thunder Storms: (High Winds and Lightening)

1. Any activities that are being held outside will be brought inside
2. KCC will encourage patrons to vacate the concourses away from the windows and enter the Ballroom, Meeting Rooms, or Exhibit Halls

Tornado:

1. If system develops and warnings are issued, then KCC will monitor the weather reports.
2. If determined that the KCC is in danger, then building wide announcement will be made over the fire alarm with instructions.
   a. Everyone is to evacuate the concourses
   b. It is preferred to move everyone to the Exhibit Halls if there is time and crowd will fit.
   c. If there is no time, everyone stays in the room they are already in. Rooms such as Ballroom, Meeting Rooms, and Board room. (People in Conference Room and Rotunda need to move to a room without windows.)
   d. Receptionist will move inside administrative office.

HOTEL FACILITY

The Hilton Knoxville is within 5 minutes walking distance from the Knoxville Convention Center. A portion of the walk is via a pedestrian skybridge.

Directions from the Hilton Knoxville to the Knoxville Convention Center:

- From the Hilton Knoxville, exit the front of the hotel and turn right down the driveway.
- Turn right onto Locust Street.
- At the light, cross the street towards the UT Conference Center and enter the pedestrian skybridge.
- Enter the Knoxville Convention Center via the Clinch Avenue entrance. ALISE events take place on floor three. Refer to the Map above and on page 46.
- An elevator is available for those who wish to not utilize the stairs.

DOWNTOWN KNOXVILLE & DINING

Price Structure

$ = $7 or less
$$ = $8-$12
$$$ = $13-$20
$$$$ = $20+

Nearby Dining Options

- Brew Burger – Holiday Inn World's Fair Park, 525 Henley Street, $$$
- Chesapeake's Seafood House, 600 Union Avenue, $$$$
- The Drawing Room – The Tennessean, 531 Henley Street, $$$
- Fairgrounds Coffee Bistro- Holiday Inn World's Fair Park, 525 Henley Street, $
- The French Market Creperie, 412 Clinch Avenue, $
- J.C. Holdway, 501 Union Avenue, $$$$
- Kaizen, 416 Clinch Avenue, $$
- Marble City Kitchen – Firefly – Hilton, 501 Church Avenue, $$
- McEwan's Kitchen – Four Points by Sheraton, 1109 White Avenue, $$
- Pearl on Union, 513 Union Avenue, $
- Pete's Coffee Shop & Restaurant, 540 Union Avenue, $$
- Starbucks – Hilton, 501 Church Avenue, $
- Yassin's Falafel House, 706 Walnut Street, $

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SAVE THE DATE

ALISE
TRANSFORMING LIS EDUCATION IN AN INTERCONNECTED WORLD
PITTSBURGH, PA
OCTOBER 20-23, 2020
2020

Library and information science (LIS) 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 social settings, educational environments, and workplaces are fluid and fast-paced. In an era shaped by the continuing evolution of the information landscape, ALISE ‘20 will focus on the challenges and opportunities these transformations present to LIS educators in terms of institutional narratives, sustainability, and the positioning of LIS as an increasingly interdisciplinary field.

LIS education 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. These trends present an auspicious field of activity to LIS educators, students, and researchers but also challenge them to stay relevant, creative, up-to-date, responsive to change, and proactive for the future. The ALISE 2020 Annual Conference invites participants to engage with these notions of change and all aspects of the transformation of LIS education.

The ALISE 2020 Annual Conference theme is intended to encourage engagement from community members in library and information science and cognate fields, including archives, knowledge management, information management, media studies, informatics, data science, computer science, and communication, who wish to share their vision for education, teaching and learning, pedagogy, and research. We welcome educators, practitioners, scholars, administrators, and policy makers to join our conference conversations by sharing ideas, completed research, and research in progress related to the theme of “transforming LIS education in an interconnected world.”

ALISE ‘20 will be held in Pittsburgh, Pennsylvania at the Wyndham Grand Pittsburgh Downtown. Once home to smokestacks and steel mills, Pittsburgh has transformed beautifully into a high-technology hub for finance, communications, health care, and education. To learn more about our host city visit www.visitpittsburgh.com. See you in Pittsburgh!

VisitPITTSBURGH

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

ALISE 2019

2020 ALISE CONFERENCE

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Keren Dali, University of Denver

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Bharat Mehra, University of Alabama

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Nora Bird, University of North Carolina-Greensboro

Kyle Jones, Indiana University-Purdue University Indianapolis

NOTES

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NOTES

The Department of Information Science at the University at Buffalo provides online educational opportunities at the undergraduate, master's and doctoral levels.

Our faculty, students and alumni are active in innovative and impactful research projects with a goal of moving the information world forward and improving our communities.

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