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

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

ischool.illinois.edu

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

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

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

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

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

Stephen Bajjaly
2019-2020 ALISE President

Thank You Message From Conference Co-Chairs

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

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

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

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

We are looking forward to connecting with you virtually in October 2020!
ALISE is committed to providing a safe, productive, and welcoming environment for all conference/meeting participants and ALISE staff. All participants, including, but not limited to, attendees, speakers, volunteers, exhibitors, ALISE staff members, service providers, and all others are expected to abide by this Virtual Programs Code of Conduct. This Policy applies to all ALISE meeting and conference-related events, including those sponsored by organizations other than ALISE but held in conjunction with ALISE events, on public or private platforms.

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

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

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

Unacceptable Behavior is defined as:

- Harassment, intimidation, or discrimination in any form.
- Verbal abuse of any attendee, speaker, volunteer, exhibitor, ALISE staff member, service provider, or other meeting guest.
- Examples of verbal abuse include, but are not limited to, verbal comments that reinforce social structures of domination related to gender, sexual orientation, disability, physical appearance, body size, race, religion, national origin, inappropriate use of nudity and/or sexual images in public spaces, presentations, or on online environments (e.g., text, email, social media, etc.), threatening, deliberate intimidation or stalking any attendee, speaker, volunteer, exhibitor, ALISE staff member, service provider, or other meeting guest in online environments.
- Harassing photography or recording that might be posted or distributed.
- Disruption of presentations during sessions, or at other events organized by ALISE throughout the virtual meeting. All participants must comply with the instructions of the moderator and any ALISE virtual event staff.
- Advocating for, or encouraging, any of the above behavior.
- Presentations, postings, and messages should not contain promotional materials, special offers, job offers, product announcements, or solicitation for services. ALISE reserves the right to remove such messages and potentially ban sources of those solicitations.
- Participants should not copy or take screen shots of Q&A or any chat room activity that takes place in the virtual space.

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

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

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

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

**PROCEEDINGS**
The proceedings for the 2020 ALISE Annual Conference have been published online at [https://www.ideals.illinois.edu/handle/2142/107822](https://www.ideals.illinois.edu/handle/2142/107822)
NOTES:
- All times are ET. Events and times are subject to change.
- Location for all events will be online.
- Speaker information is available in the virtual conference platform, Home Base.
- Breakout Session Key:
  - Track A Sessions = Juried Papers and Awards
  - Track B Sessions = Juried Panels
  - Track C Sessions = SIGs

### Time Event

#### Tuesday, October 13

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12:30 pm - 1:30 pm</td>
<td>School Library Media SIG Meeting</td>
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<tr>
<td>1:00 pm - 2:00 pm</td>
<td>Equity and Social Justice SIG Meeting</td>
</tr>
<tr>
<td>2:00 pm - 3:00 pm</td>
<td>Technical Services Education SIG Meeting</td>
</tr>
<tr>
<td>2:00 pm - 3:30 pm</td>
<td>Information Ethics SIG and Information Policy SIG Meeting</td>
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#### Wednesday, October 14

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 am - 10:00 am</td>
<td>Youth Services SIG Meeting</td>
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<tr>
<td>10:00 am - 11:00 am</td>
<td>International Library Education SIG Meeting</td>
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<tr>
<td>10:30 am - 11:30 am</td>
<td>ALISE/Norman Horrocks Leadership Award Committee Meeting</td>
</tr>
<tr>
<td>11:30 am - 12:30 pm</td>
<td>Gender Issues SIG Meeting</td>
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<tr>
<td>11:30 am - 12:30 pm</td>
<td>Archival/Preservation Education SIG Meeting</td>
</tr>
<tr>
<td>12:30 pm - 2:00 pm</td>
<td>Leadership Orientation 2020-2021 committee leaders strongly encouraged to attend</td>
</tr>
<tr>
<td>2:00 pm - 3:00 pm</td>
<td>ALISE/Eugene Garfield Doctoral Dissertation Competition Committee Meeting</td>
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#### Thursday, October 15

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12:00 pm - 1:30 pm</td>
<td>School Representative’s Meeting Designated School Representative for each ALISE institutional member invited to attend</td>
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#### Monday, October 19

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>11:00 am - 12:30 pm</td>
<td>Breakout Session B.1. - Panel LIS Education in a Pandemic Era: Innovative Teaching Methods, Strategies, &amp; Technologies</td>
</tr>
<tr>
<td>2:40 pm - 4:10 pm</td>
<td>Breakout Session B.3. - Panel Submission Withdraw</td>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>11:00 am - 1:00 pm</td>
<td>Breakout Session C.1. - SIG Information Policy The Intersection of Information Ethics and Policy: Challenges and Opportunities for LIS Educators</td>
</tr>
<tr>
<td>12:00 pm - 1:30 pm</td>
<td>First Timers Meeting All first time ALISE annual conference attendees are invited to attend</td>
</tr>
<tr>
<td>12:50 pm - 2:20 pm</td>
<td>Breakout Session B.2. - Panel Preparing Librarians to Research in an Interdisciplinary and Interconnected World: Perspectives on Teaching Research Methods, Evaluation, and Assessment</td>
</tr>
<tr>
<td>2:00 pm - 3:20 pm</td>
<td>Breakout Session C.2. - SIG Gender Issues Gender Issues SIG: Seeking Information Between and Beyond Binaries: Exploring How Queer Theory Can Inform LIS Theories</td>
</tr>
<tr>
<td>2:40 pm - 4:10 pm</td>
<td>Breakout Session B.3. - Panel Submission Withdraw</td>
</tr>
<tr>
<td>4:30 pm - 6:00 pm</td>
<td>Breakout Session B.4. - Panel Submission Withdraw</td>
</tr>
<tr>
<td>3:40 pm - 5:40 pm</td>
<td>Breakout Session B.1. - Panel LIS Education in a Pandemic Era: Innovative Teaching Methods, Strategies, &amp; Technologies</td>
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<td>Time</td>
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<tr>
<td>Tuesday, October 20</td>
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</tr>
<tr>
<td>11:00 am - 11:30 am</td>
<td>President’s Welcome and Award Announcements</td>
</tr>
<tr>
<td>11:30 am - 1:00 pm</td>
<td>Plenary Session with Keynote and Q&amp;A</td>
</tr>
<tr>
<td>Dr. William Alba</td>
<td>“Truth and Trust in 2020”</td>
</tr>
<tr>
<td>12:30 pm - 2:00 pm</td>
<td>Breakout Session B.5. - Panel connecting Rural Public Libraries to LIS Education and Research: The Case of Health Services, Programs, and Partnerships</td>
</tr>
<tr>
<td>12:30 pm - 2:30 pm</td>
<td>Breakout Session C.4. - SIG. Equity and Social Justice racism and bias in student evaluations of teaching</td>
</tr>
<tr>
<td>2:00 pm - 3:00 pm</td>
<td>Breakout Session A.4. - DEI in Education a. New Ways of Teaching Library Service to Immigrant Communities</td>
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<tr>
<td></td>
<td>b. Navigating the Cultural Landscape: A Strategy for Enhancing Self-Awareness in Information Professionals</td>
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<tr>
<td></td>
<td>c. Research-Practice Partnerships: Reaching Underserved Students in the School Library</td>
</tr>
<tr>
<td>2:50 pm - 4:50 pm</td>
<td>Breakout Session C.5. - SIG. Disabilities in LIS Transforming LIS Education through Disability Inclusion</td>
</tr>
<tr>
<td>3:20 pm - 4:40 pm</td>
<td>Breakout Session A.5. - Research &amp; Innovation a. Library as Research Lab: New Research Engagement Model for LIS Students and Professionals</td>
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<tr>
<td></td>
<td>b. Expanding Scholarly Research from Print to Video</td>
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<td>c. Simulated Person Method for Teaching Soft Skills in the Information Professions: A Pilot Qualitative Study</td>
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<td>d. Student Contributions to Research on Rural and Small Public Libraries</td>
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<tr>
<td>4:10 pm - 5:40 pm</td>
<td>Breakout Session B.7. - Panel Preparing Emerging Professionals: Whether and How LIS Faculty Teach “Soft Skills”</td>
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<td>5:00 pm - 6:00 pm</td>
<td>Virtual Speed Networking</td>
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<td>6:00 pm - 7:00 pm</td>
<td>WIP Poster Session &amp; Virtual Networking</td>
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<tr>
<td>11:30 am - 1:00 pm</td>
<td>Breakout Session B.8. - Panel Poetry and the “Voice” of LIS Educators: Transforming the Fabric of Lives and More</td>
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<tr>
<td>1:10 pm - 2:30 pm</td>
<td>Breakout Session A.7. - Innovative Pedagogies</td>
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<tr>
<td>11:00 am - 11:30 am</td>
<td>President’s Welcome and Award Announcements</td>
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<tr>
<td>11:30 am - 12:50 pm</td>
<td>Breakout Session A.6. - Instructional Practices and Design a. Digital Humanities Among LIS Programs: An Analysis of Courses</td>
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<td>b. Skill-Building in Online Graduate-Level Metadata Instruction through the Prism of Quality Evaluation of Student-Created Metadata Records</td>
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<td>c. In the Shadow of the ACRL Framework: Current Instructional Practices of Community College Librarians</td>
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<td>d. School Librarian’s Questions About Remote Instruction: Opportunities for LIS Educators</td>
</tr>
<tr>
<td>11:30 am - 1:00 pm</td>
<td>Breakout Session B.9. - Panel Library and Information Science across disciplines</td>
</tr>
<tr>
<td>12:20 pm - 2:50 pm</td>
<td>Breakout Session C.6. - SIG. Information Ethics Where do we stand? Working toward an ALISE position statement on learning analytics in higher education</td>
</tr>
<tr>
<td>1:50 pm - 3:50 pm</td>
<td>Breakout Session C.7. - SIG. Technical Services Education Technical Services Education: Transformation and Advocacy</td>
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### Program-at-a-Glance

**Wednesday, October 21 Cont.**

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<tbody>
<tr>
<td>2:50 pm - 4:10 pm</td>
<td>Breakout Session A.8. - Creative Approaches in LIS Education</td>
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<tr>
<td></td>
<td>a. Exploring Data Science Learning Objectives in LIS Education</td>
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<td>b. Designing the MLIS: How Design Thinking Can Prepare Information Professionals</td>
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<td>c. Connecting for Successful Transition: Postgraduate Distance Library and Information Studies Students’ Transition Experiences</td>
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<td>d. Using Investigative Video Games to Teach Reference Transaction Skills in Interconnected Classrooms</td>
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<tr>
<td>3:10 pm - 4:40 pm</td>
<td>Breakout Session B.10. - Panel</td>
</tr>
<tr>
<td></td>
<td>a. Podcasts and Partnerships: Learning Through Listening and Content Creation</td>
</tr>
<tr>
<td>4:10 pm - 6:10 pm</td>
<td>Breakout Session C.8. - SIG. Curriculum What About Librarianship in LIS Curricula?</td>
</tr>
<tr>
<td>4:30 pm - 5:50 pm</td>
<td>Breakout Session A.9. - Accessibility &amp; Inclusion</td>
</tr>
<tr>
<td></td>
<td>a. Using Universal Instructional Design to Teach Fundamentals of Library and Information Science</td>
</tr>
<tr>
<td></td>
<td>b. Withdrawn</td>
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<tr>
<td></td>
<td>c. Graduate Student Use of and Preference for Unlimited-Use e-Books as Textbooks in a Library Science Master’s Degree Program</td>
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<td></td>
<td>d. Neurodiversity in Higher Education: Library and Information Science Educators Address the Learning Needs of Students with Intellectual Disabilities</td>
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<tr>
<td>5:00 pm - 6:30 pm</td>
<td>Breakout Session B.11. - Critical Data Approaches to the Interconnected Library</td>
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<tr>
<td>6:00 pm - 7:30 pm</td>
<td>Doctoral Poster Session &amp; Virtual Networking</td>
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**Thursday, October 22**

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<th>Time</th>
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<tbody>
<tr>
<td>11:00 am - 12:30 pm</td>
<td>Virtual Breakfast with a Vendor</td>
</tr>
<tr>
<td>11:00 am - 12:30 pm</td>
<td>Breakout Session B.12. - Panel Introducing The Tree of Contemplative Practices</td>
</tr>
<tr>
<td>11:00 am - 1:00 pm</td>
<td>Breakout Session C.9. - SIG. School Library Media Transforming Learning: Challenges and Opportunities through School Libraries</td>
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<tr>
<td>1:00 pm - 2:00 pm</td>
<td>Annual Business Meeting</td>
</tr>
<tr>
<td>1:20 pm - 3:20 pm</td>
<td>Breakout Session C.10. - SIG. Archival/Preservation Education Transforming the Archival Classroom for a Connected Reality</td>
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**Thursday, October 22 Cont.**

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<th>Time</th>
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<tbody>
<tr>
<td>2:00 pm - 3:20 pm</td>
<td>Breakout Session A.10. - Educating for the Future</td>
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<tr>
<td></td>
<td>a. (Before COVID): Roles and Services of Libraries throughout Disasters</td>
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<td>b. Community-Led Librarianship Demands Community Asset-Building: One Step Towards a Re-Envisioned MLIS</td>
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<td>c. New Methods, New Needs: Preparing Academic Library Practitioners to Address Ethical Issues Associated with Learning Analytics (ALISE Best Conference Paper Award)</td>
</tr>
<tr>
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<td>d. Librarians as Natural Disaster Stress Response Facilitators: Building Evidence for Trauma-Informed Library Education and Practice (ALISE Best Conference Paper Award)</td>
</tr>
<tr>
<td>3:40 pm - 5:40 pm</td>
<td>Breakout Session B.14. - Panel Informing First Generation MLIS Experience: Challenges &amp; Resources</td>
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<td>4:30 pm - 6:00 pm</td>
<td>Breakout Session B.15. - Panel Mentoring Go ‘Round: Interconnected Mentoring to Advance the LIS Research</td>
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<tr>
<td>5:20 pm - 6:20 pm</td>
<td>Breakout Session A.12. - Information Literacy</td>
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<tr>
<td></td>
<td>a. Overconfident and Underprepared?: Assessment of First-Year Undergraduate Students’ Information Literacy Skills</td>
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<td>b. Information Literacy in Transition: Self-perceptions of Community College Students</td>
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<td></td>
<td>c. Transforming Information Literacy Education: Information Literacy Landscapes</td>
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**Friday, October 23**

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<th>Time</th>
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<tbody>
<tr>
<td>11:00 am - 12:30 pm</td>
<td>iFederation Panel Session</td>
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<td></td>
<td>The panel session is available complimentary, however registration is required. Register Here</td>
</tr>
<tr>
<td>1:00 pm - 3:00 pm</td>
<td>ALISE Academy</td>
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<tr>
<td></td>
<td>Separate registration fees apply, visit ALISE Academy for details</td>
</tr>
<tr>
<td>1:00 pm - 3:00 pm</td>
<td>Council of Deans, Chairs Meeting</td>
</tr>
</tbody>
</table>
IN MEMORIAM
Lorene B. Brown - Clark-Atlanta University
Barbara Burns Moran - University of North Carolina at Chapel Hill
Allyson Carlyle - University of Washington
Yvonne Chandler - University of North Texas
Robert Cox - Simmons University
Evelyn Daniel - University of North Carolina at Chapel Hill
Julie Hallmark - University of Texas at Austin
Billie Grace Herring - University of Texas at Austin
Susan Lazinger
Willis “Bill” Lukenbill - University of Texas at Austin
Mary Jo Lynch - University of Michigan, Director of the ALA Office for Research and Statistics.
Timothy Sineath - University of Kentucky
Peggy Sullivan - University of Chicago, Dominican University (formerly Rosary College), Northern Illinois University, and the American Library Association
Ernie Ingles - University of Alberta
Charles Davis - University of Illinois

TUESDAY, OCTOBER 13
SIG Business Meetings
12:30 pm – 1:30 pm
School Library Media SIG
1:00 pm – 2:00 pm
Equity and Social Justice SIG
2:00 pm – 3:00 pm
Technical Services Education SIG
2:00 pm – 3:30 pm
Curriculum SIG
2:00 pm – 3:30 pm
Information Ethics SIG and Information Policy SIG

WEDNESDAY, OCTOBER 14
SIG Meetings
9:00 am - 10:00 am
Youth Services SIG
10:00 am - 11:00 am
International Library Education SIG
11:30 am - 12:30 pm
Gender Issues SIG
11:30 am - 12:30 pm
Archival/Preservation Education SIG
4:00 pm - 5:00 pm
Health SIG

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

**MONDAY, OCTOBER 19**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>11:00 am – 12:30 pm</td>
<td><strong>First Timer’s Meeting</strong></td>
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<tr>
<td><strong>Sponsored By</strong>: School of Information SciencesSJU</td>
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<tr>
<td>12:50 pm – 2:20 pm</td>
<td><strong>B.2. - Preparing Librarians to Research in an Interdisciplinary and Interconnected World: Perspectives on Teaching Research Methods, Evaluation, and Assessment</strong></td>
</tr>
<tr>
<td>Kawanna Bright, Kristyna Matusiak, Mónica Colón-Aguirre, Rajesh Singh, Jenny S. Bossaller</td>
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</table>

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

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

Nicole Allemann, Lesley Farmer, Suliman Hawamdeh, Melissa Johnston, Jenna Kammer, A.J. Million, Lucy Santos Green, Michele Villagrán, Dian Walser, Margaret Zimmerman

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

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

Diana Floegel, Vanessa Kitzie, Travis Wagner

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

### THURSDAY, OCTOBER 15

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>12:00 pm – 1:30 pm</td>
<td><strong>School Representative’s Meeting</strong></td>
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<tr>
<td><strong>Sponsored By</strong>: School of Information SciencesSJU</td>
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<tr>
<td>12:00 pm – 1:30 pm</td>
<td><strong>First Time’s Meeting</strong></td>
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<tr>
<td><strong>Sponsored By</strong>: School of Information SciencesSJU</td>
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<tr>
<td>1:20 pm - 3:20 pm</td>
<td><strong>A.1. - Theory to Practice</strong></td>
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<tr>
<td><strong>A.1.a. - Ensuring That Library Faculty Know What Its Like to Work in a Library</strong></td>
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<tr>
<td>Darrin Freeburg</td>
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</tbody>
</table>

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

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

Brendan Fay, Brady Lund, Ting Wang, Michael Widdersham

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

2:40 pm - 4:10 pm  
**B.3. - Submission Withdrawn**

3:40 pm - 4:40 pm  
**A.2. - Health & Equity in LIS**

3:40 pm - 4:40 pm  
**A.2.a. - Alzheimers, Dementia, and LIS: Educating for Service to the Forgotten Patrons**

Timothy J. Dickey  
LIS education has not prepared students to serve those living with Alzheimers and related dementias, a marginalized population of nearly 6 million in the United States alone. Healthy lifestyle choices such as mental and social stimulation are known to promote brain health and resilience, and these non-pharmacological interventions against dementia are already mission-critical within library services. Learn how LIS education for this underserved community can improve brain health and resilience, and how users responded to new and evolving services.

3:40 pm - 5:40 pm  

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

5:00 pm - 6:20 pm  
**A.3. - LIS in an Interconnected World**

5:00 pm - 6:20 pm  
**A.3.a. - A Decolonial Curricular Approach to LIS Education**

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

5:00 pm - 6:20 pm  
**A.3.b. - Indigenous Digital Inclusion: Interconnections and Comparisons**

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

5:00 pm - 6:20 pm  
**A.3.c. - Instructional Design in LIS Education: Preparing for New Educational Roles in an Interconnected World**

Marcia Rapchak, Emily Ahlin  
As information professionals connect with and educate their patrons in new ways, instructional design takes on a more prominent role in the careers of those working in library and information sciences. Despite this growing need, some MLIS programs do not have courses that emphasize instructional design competencies. This paper describes the development of an Instructional Design course in an MLIS program, and details how the course content is aligned with instructional design competencies. Preliminary feedback from students is also shared. This paper provides a justification and model for the development of an instructional design course in other MLIS programs.
DETAILED SCHEDULE

TUESDAY, OCTOBER 20

11:00 am – 11:30 am  President’s Welcome and Award Announcements

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

Truth and Trust in 2020

Sponsored By

WAYNE STATE University School of Information Sciences

Professionals in library and information science (LIS) education are experts at teaching people to find, access, and analyze information. Yet, many LIS professionals have not had the formal education or training in truth and trust. These include scientific research on numerous topics of public interest, such as climate change, dietary guidelines, and the political discourse with those holding opposing views. The rise of the Internet has complicated judgments of trust and truth. Nevertheless, this symposion is a symposium of how others in different areas and over the centuries have handled these matters. These can assist LIS professionals in taking the fore to navigate these straits.

11:30 am – 1:00 pm  Plenary Session with Keynote and Q&A

12:30 pm – 2:00 pm  B.S. - Connecting Rural Public Libraries to LIS Education and Research: The Case of Health Services, Programs, and Partnerships

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

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

12:30 pm – 2:30 pm

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

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

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

2:00 pm – 3:00 pm

A.4. - DEI in Education

2:00 pm – 3:00 pm

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

Ana Ndumu, Michele Villagran

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

2:00 pm – 3:00 pm

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

Rajesh Singh

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

2:00 pm – 3:00 pm

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

Rita Soulen

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

2:00 pm – 3:00 pm

B.5. - Crisis Management, COVID-19, and Libraries: Implications for LIS Education

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

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

2:20 pm – 3:50 pm

A.4.d. - Practices Partnerships: Reaching Underserved Students in the School Library

Rita Soulen

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A.5. - Research & Innovation

3:20 pm – 4:40 pm

**A.5. - Expanding Scholarly Research From Print to Video**
Goiún Kim

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

**A.5.a. - Library as Research Lab: New Research Engagement Model for LIS Students and Professionals**
Soo Young Rieh, Elizabeth Yakei, Laurie Alexander

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

**A.5.b. - Expanding Scholarly Research From Print to Video**
Goiún Kim

**A.5.c. - Simulated Person Method for Teaching Soft Skills in the Information Profession: A Pilot Qualitative Study**
Aviv Shachak, David Remisch, Eva Peisachovich

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

**A.5.d. - Student Contributions to Research on Rural and Small Public Libraries**
Ellen L. Rubenstein, Christine D’Arpa, Susan K. Burke, Noah Lenstra, Abigail Rose, Ginny Schneider, Rebecca N. Floyd

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

3:20 pm – 4:40 pm

**A.5.e. - Expanding Scholarly Research From Print to Video**
Goiún Kim

**A.6. - Instructional Practices and Design**

3:20 pm – 4:40 pm

**A.6.a. - Digital Humanities Among LIS Programs: An Analysis of Courses**
Chris Allen Sula, Claudia Berger

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

3:20 pm – 4:40 pm

**A.6.b. - Expanding Scholarly Research From Print to Video**
Goiún Kim

WEDNESDAY, OCTOBER 21

1:00 am – 11:30 am
President's Welcome and Award Announcements

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

11:30 am – 12:50 pm

**A.6.a. - Digital Humanities Among LIS Programs: An Analysis of Courses**
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A.6.b - Skill-Building in Online Graduate-Level Metadata Instruction Through the Prism of Quality Evaluation of Student-Created Metadata Records
Mary Burke, Oksana L. Zavalina
The quality of metadata has a direct effect on the access to information; therefore, teaching students to create high-quality metadata is an important, yet challenging, task for LIS educators. To provide such training in an effective way, the field needs empirical data on how the quality of student-created metadata correlates with the content and methods of instruction. This paper provides an overview of the metadata creation skill-building content of the popular introductory graduate metadata course offered online at X university, presents results of metadata quality analysis, and discusses how the observed common student-created metadata quality issues might affect curriculum development.

A.6.c - In the Shadow of the ACRL Framework: Current Instructional Practices of Community College Librarians
Melissa Gross, Don Latham, Heidi Julien
While much has been written about information literacy instruction in higher education, community colleges, and community college librarians have received less attention. A survey of 163 instructional librarians at community colleges in Florida and New York was undertaken to investigate instructional practices in community colleges as well as university libraries in the early 2010s. The survey results provided insights regarding the effectiveness of instruction in these settings.

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

C.6.a - Where Do We Stand? Working Toward an ALISE Position Statement on Learning Analytics in Higher Education (Information Ethics SIG)
John Burgess, Kyle Jones
In this Special Interest Group (SIG) panel for the Information Ethics SIG, we address the emergence of learning analytics and its ethical implications for teaching and learning. We argue that library and information science (LIS) faculty need to address the issues of intersection. The panel is an effective way to foster a collaborative effort to develop a position statement on learning analytics for consideration by ALISEs membership.

A.6.d - School Librarians Questions
About Remote Instruction: Opportunities for LIS Educators
Jenna Kammer, Rene Burress
Many school librarians turned to social media during the COVID-19 pandemic as a forum for interacting with other educators who were experiencing remote instruction. These social networks illuminated that many school librarians were prepared to work remotely, though they had many questions related to digitizing learning, digital policy, and digital ethics. This study uses discourse analysis to analyze the questions posed by school librarians related to remote instruction to understand more about areas in which they sought support. The findings were compared with the current LIS curriculum to identify gaps in candidate preparation.

A.7.b - Collaborative Authorship in an LIS Setting: Plugging into Best Practices for Doctoral Students
Devon Whetstone, Heather Moulaison
Doctoral students in Library and Information Science are pressed to publish, but how and when do they learn about ethical practices for evaluating authorship contribution when collaborating? What should faculty in their programs be teaching them? This paper presents and synthesizes literature and standards on authorship in faculty-student collaborations, and makes recommendations to support authorship education in LIS doctoral programs.

A.7.c - Transforming Reference Education Through Improv Comedy
Emily Vardell
This study sought to explore how the fundamentals of improv comedy could be used to discuss and practice the soft skills necessary for effective reference services provision. Feedback was collected from a pilot study where students were asked to engage with selected improv comedy activities and then discuss bridges between improv and reference skills. The results presented in this paper support the continued exploration of the efficacy of using the principles of improv comedy to explore effective reference services provision.

A.7.d - Interdisciplinarity in Students Research Papers: The Impact of Assignment Requirements on Students' Use of Interdisciplinary Sources in an LIS Research Methods Course
Monica Colon-Aguirre, Kawanna Bright
Library and information science (LIS) is an interdisciplinary field; however, historical studies of the use of sources and literature outside of library science indicate a lack of use of interdisciplinary sources. Research also shows reliance on a handful of sources. This study will explore the influence of strategic assignment requirements for a final paper on students use of interdisciplinary sources in their work.
The five members of this panel represent four institutions and five disparate areas of LIS research. What they have in common is their expertise in developing collaborative research partnerships with outside areas. Each panelist will discuss their experiences in employing these productive collaborative relationships and how they see the interdisciplinary nature of LIS impacting their work. The audience will also be polled on their collaborations with outside disciplines with the results displayed using data visualization software. Following the individual presentations, the panelists will solicit crowd participation and open up the floor for a discussion on experiences significant to the theme.

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

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

A.B.c. - Connecting for Successful Transition: Postgraduate Distance Library and Information Studies Students Transition Experiences
Anne Goulding, Guanzheng Li
This paper presents results of a survey exploring the transition experiences of LIS postgraduate distance learners. While transition between educational stages has been considered extensively in previous research, the principal focus has been on students transitioning from school to university with little attention paid to the specific experiences of postgraduate students, nor those learning via distance. This study addresses this research gap and explores factors which support and/or challenge successful transition for postgraduate distance learners. The results suggest that managing expectations and building community interactions and relationships are key priorities to facilitate successful transition for this group of learners.

A.B.d. - Using Investigative Video Games to Teach Reference Transaction Skills in Interconnected Classrooms
John Burgess, Anna Grace Wallace
As online education for the MLIS becomes widespread one challenge for reference and user services instructors is that traditional active learning exercises used to promote internalization and personalization may not translate to online classroom environments where real-time feedback is more difficult to provide equitably. This article proposes to use investigative video games to teach critical reasoning skills essential for competence in conducting reference interviews and searches. It provides examples of how types of reasoning are used in these video games, and how practiced these and related skills can provide a foundation for further instruction for reference and user services.

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C.7. - Technical Services Education: Transformation and Advocacy (Technical Services Education SIG)
Leah Brochu, Hyerim Cho, Karen Snow
Though change has been constant in information settings for some time now, at the start of a new decade we are presented with an opportunity to review transformations in technical services education and how they may prepare professionals to deal with this continuous change. Education must consider not only how best to understand and serve end-users of systems (in order to anticipate their needs), but also how best to advocate for best practices in addressing needs, and how to implement best practices both ethically and with professionalism. cataloging; classification; metadata; education; continuing education; information ethics

C.8. - What About Librarianship in LIS Curricula (Curriculum SIG)
Bill Edgar, YooJin Ha, Jessica Jordan, Linda Lillard, Susan Rathbun-Grubb
LIS programs have greatly diversified what they teach beyond librarianship. Many LIS programs have expanded to encompass interconnected topics, re-positioning themselves within universities as i-Schools with explicit teaching and research agendas addressing information broadly. However, this intellectual expansion raises important questions: How important is librarianship to the curricula of a School or Department of LIS or to an i School? How important is librarianship to graduates of these schools? To what degree is librarianship specific to the curricula of these schools distinct from others such as Computer Science/Communication? A mix of LIS educators and information professionals will address these questions.

B.9. - Library and Information Science Across Disciplines
Lindsay Mattock, George Shaw, Travis Wagner, Hassan Zamir, Margaret Zimmerman
The five members of this panel represent four institutions and five disparate areas of LIS research. What they have in common is their expertise in developing collaborative research partnerships with outside areas. Each panelist will discuss their experiences in employing these productive collaborative relationships and how they see the interdisciplinary nature of LIS impacting their work. The audience will also be polled on their collaborations with outside disciplines with the results displayed using data visualization software. Following the individual presentations, the panelists will solicit crowd participation and open up the floor for a discussion on experiences significant to the theme.

B.10. - Podcasts and Partnerships: Learning Through Listening and Content Creation
Lindsay Mattock, Micah Bateman, Aiden Bettine, Jennifer Buresk Pierce
With more than 850,000 podcasts available, these contemporary, serialized recordings are an increasingly popular way of conveying ideas and connecting with audiences. Their role in education, however, is as yet understudied. This panel offers a multifaceted examination of the ways podcasts can support learning: as a means of providing course content, as a way of sharing knowledge outside of course structures, and in community engagement contexts. pedagogy; education of information professionals; community engagement; social media
**DETAILED SCHEDULE**

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

4:30 pm - 5:50 pm

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

Valerie Nesset

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

4:30 pm - 5:50 pm

**A.9.b. - Submission withdrawn**

4:30 pm - 5:50 pm

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

Andrew J. M. Smith, Sarah Sutton

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

4:30 pm - 5:50 pm

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

Mirah J. Dow, Bobbie Bushman

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

5:00 pm - 6:30 pm

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

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

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

6:00 pm - 7:30 pm

**Doctoral Poster Session and Virtual Networking**

**THURSDAY, OCTOBER 22**

11:00 am - 12:30 pm

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

Jenna Hartel, Kiersten Latham, Hugh Samson, Beck Tench

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

11:00 am - 1:00 pm

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

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

Researchers will share papers exploring the SIG theme, Transforming Learning: Challenges and Opportunities through School Libraries. This interactive SIG session includes presentation of each research paper followed by open dialogue and Q&A regarding issues raised by the papers, implications for practice, and future areas for research.
11:00 am – 12:30 pm
Virtual Breakfast with a Vendor
Sponsored By

12:50 pm – 2:20 pm

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

1:00 pm – 2:00 pm
Annual Business Meeting

2:00 pm – 3:20 pm

A.10. - Educating for the Future
2:00 pm – 3:20 pm
A.10.a. - B.C. (Before Covid): Roles and Services of Libraries throughout Disasters
Beth Patin
Prevention of disasters is ideal, but not practical. Instead, the emphasis is placed on resilience or a community’s ability to bounce back. This research explored how public libraries, as FEMA-designated essential community organizations, enhanced community resilience before the Coronavirus. This work utilized a content analysis of the Disaster Information Management Research Center Bibliography to determine the roles and services public libraries provided throughout previous disasters. Results demonstrate addressing information needs, providing a sense of community, supplying infrastructure, and acting as a trusted source of information were critical roles and services provided by public libraries throughout disasters.

2:00 pm – 3:20 pm

A.10.b. - Community-led Librarianship Demands Community Asset-building: One Step Towards a Re-envisioned MLIS
Siobhan Stevenson
For the public librarian, archivist, or curator, asset-based community development (ABCD) is many things: a professional practice, a research method, a partnership-building vehicle, and an important tool with which to support the development of healthy, vibrant and sustainable cultural and educational services. ABCD is the opposite of, but complement to, needs assessment studies. In the latter, the emphasis is placed on what’s lacking in a community, its deficits, what it needs; rather than what it already has, its assets. ABCD is premised upon the belief that all communities contain a wealth of resources: in the people who live there, in the associations, clubs and institutions to which they belong, as well as the businesses they run and/or frequent. This paper introduces the value of a recently offered graduate course in ABCD for students with interests in the new community-led/ community-embedded approach to service delivery. The phrase our interconnected world is interpreted here as that world beyond the four walls of the library and into which public librarians find themselves embedded in unfamiliar territory. These are communities and neighbourhoods at a far remove from the status quo. At the heart of this work is a commitment to the public good, social equality and social justice through community development that places communities, their members, and their assets at the centre, and the library professional on the sidelines in a capacity-building role as well as a useful source of bridging social capital.

2:00 pm – 3:20 pm

A.10.c. - New Methods, New Needs: Preparing Academic Library Practitioners to Address Ethical Issues Associated with Learning Analytics
Kyle Jones, Lisa Janicke Hinchliffe
Academic libraries are participating in the collection and analysis of student data. Under the umbrella of learning analytics, these practices are directed toward developing an understanding of how libraries contribute to student learning, the educational experience, and efficient operations of academic institutions. Learning analytics, however, is loaded with ethical issues, which are complicated by privacy-related values espoused by library practitioners. This work-in-progress paper discusses emerging findings from a survey of academic library practitioners. The survey identifies what ethical issues practitioners associate with learning analytics and the degree to which they are prepared to address such issues: information privacy; big data; education; students; research methods; academic libraries.

2:00 pm – 3:20 pm

A.10.d. - Librarians as Natural Disaster Stress Response Facilitators: Building Evidence for Trauma-informed Library Education and Practice
Denise Gomez, Faye R. Jones, Zoe Leonarczyk, Marcia A. Mardis, Samantha Nagy, Scott M. Pickett, Curtis S. Tenney
In this paper, we propose research, education, and practice opportunities centered on a community-based approach for librarians to recognize and assist patrons with mental health symptoms caused by natural disasters. This proposed therapy offers public librarians an opportunity to engage with a framework to meaningfully assist their patrons while benefiting the self-care often overlooked in times of crisis.
2:40 pm – 4:10 pm

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

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

Can MLIS programs better address the challenging experiences first generation students (FGS) encounter as they prepare to thrive in the profession? This study explores the experiences of New England Board of Higher Education (NEH) students who are FGS. NEH offers resources for first generation students that are not offered in typical academic and professional settings.

2:40 pm – 4:10 pm

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

Abigail L. Phillips, Natalie Taylor

The ALISE Youth Services Special Interest Group (SIG) presents a panel that explores what youth services means in the context of the changing needs of youth. The panel will discuss how to reassess goals and curricula in the context of changing information needs and behaviors of youth.

3:40 pm – 5:00 pm

A.11. - ALISE Research Award Winners

3:40 pm – 5:00 pm

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

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

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

3:40 pm – 5:00 pm

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

Jocelyn Pettigrew, A. Nick Vera, Travis Wagner

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

3:40 pm – 5:00 pm

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

Eva Revitt

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

3:40 pm – 5:00 pm

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

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

OCLC worked in partnership with the Public Library Association (PLA) on a 20-month IMLS-funded project to identify how public libraries and their community partners develop effective strategies and community-driven coalitions that work together to address the opioid epidemic in America.
A.12. - Information Literacy in Transition: Self-perceptions of Community College Students

Don Latham, Melissa Gross, Heidi Julien

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

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

Don Latham, Melissa Gross, Heidi Julien

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

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

Logan Rath

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

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

Don Latham, Melissa Gross, Heidi Julien

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

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

Don Latham, Melissa Gross, Heidi Julien

An assessment of first-year students’ information literacy skills reveals they are not arriving prepared for the expectations placed on them in college-level courses. Students’ over-estimation of skill is often observed, however, behavioral overconfidence may be masking a lack of awareness in skill assessment. Suggestions for how to frame instruction and how to scale quick and easy assessment are provided.
Scholarly Communication
Brady Lund, PhD student at Emporia State University (Kansas)
Javed Mostafa, Professor at the Information Science & Biomedical Research Imaging Center, University of North Carolina at Chapel Hill
Tonia Sutherland is assistant professor in the Department of Information and Computer Sciences at the University of Hawai'i at Mānoa

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

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

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

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

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

ALISE Community conn@CT Mini-Grants
Michele Villagran, San Jose State University; Ana Ndumu, University of Maryland, College Park; and the Reforma Education Committee

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

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

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

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

2020 AWARD WINNERS

2020 AWARD WINNERS
ANNUAL CONFERENCE AWARDS & GRANTS

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

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

RESEARCH COMPETITIONS

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

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

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

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

ALISE Excellence in Teaching Award

ALISE/Pratt-Severn Faculty Innovation Award

Thank you to the generous sponsors of the 2020 ALISE Awards, Annual Conference Awards & Grants, and the ALISE Research Awards & Grants.
ALISE Award for Professional Contribution to Library and Information Science Education

USC University of Southern California

USC Marshall
School of Business

Master of Management in Library and Information Science

ALISE Community conn@CT Mini-Grants

The University of Tennessee, Knoxville, School of Information Sciences

ALISE/Bohdan S. Wynar Research Paper Competition

University of Tennessee Press

ALISE/Jean Tague Sutcliffe Doctoral Student Research Poster Competition

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Poster #20
ALISE/Jean Tague-Sutcliffe Doctoral Student Research Poster Competition
Health Information-Seeking Behavior Among Mothers of Healthy Infants and Toddlers: A Comparative Study of U.S.-Born, Korean-Born, and Immigrant Korean Mothers
Hanseul Stephanie Lee
University of Wisconsin - Madison

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

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

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

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

Poster #81
Works In Progress Posters

Hybrid Libraries: An International Comparative Project
Jenny Bossaller
Programa de Pós-Graduação em Ciência da Informação da Universidade Estadual Paulista (UNESP)

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

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

Poster #24
ALISE/Jan Tague-Sutcliffe Doctoral Student Research Poster Competition

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

Tsangyao Chen
Florida State University

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

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

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

Preliminary findings identified 40 empirical research articles containing 56 studies on cognitive biases in consumer OHIS from 1985 to 2019 with 75% of the articles published in the last decade. Optimistic bias and confirmation bias are the most studied cognitive biases out of the 16 biases identified. Behavioral economist Kohneman has the most theoretical presence, while more recent behavioral economic insights such as nudge are not present. In terms of health topics, 35% of studies addressed specific diseases and illness, while 17.5% addressed consumer health issues such as food and nutrition.

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

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

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

Kristie Escobar
Florida State University iSchool

Although sexual education programs are staples in the middle and high school curricula, many of these courses are abstinence-based which do not serve the needs of the teen demographic, let alone those who are LGBTQAI+ (Orenstein, 2016). “LGBTQ teens are often left out of discussions in sex education classes in the United States because of discriminatory curricula, ignorance on the part of some teachers and students, or fear of retribution from conservative political and religious activists” (Fox, 2011). LGBTQAI+ young adults may amplify, confuse, or distort information being communicated. Under the influence of Social Noise, a user may moderate their communication behavior. Knowing that others in the social network may observe posts, comments, and, like, a user may interact differently with information than if they encountered it privately. This social pressure of observation by peers, colleagues, family, and other members of the social network may amplify, confuse, or distort information being communicated. Under the influence of Social Noise, a user may moderate their communication based on external cues regarding what behavior is acceptable or desirable, consciously or unconsciously attempting to present themselves in a more desirable way within the network. The objective of this study is to investigate how interaction with members of the social network influences social media users and their information behavior. The Social Noise Model serves as the theoretical framework for this exploratory study using Shannon’s Mathematical Model of Communication and Alfred Bandura’s Social Learning Theory.

This exploratory study uses the qualitative methods of user observation and semi-structured interview to investigate the research question: How does Social Noise affect the way information is received, understood, and acted upon via social media? The researcher is collecting data from 20 to 25 participants, using Zoom online meeting software. Each participant is asked to find and react to three Facebook posts with news articles or informational links attached and react to each as naturally as possible. The researcher observes and follows up with questions designed to uncover how Social Noise may be impacting the information behavior in terms of how it is received, understood, and acted upon by the participant. The observation notes and interview transcripts are being coded and analyzed with Dedoose web application. This type of content analysis is a proven methodology to not only determine if certain concepts arise from any artifact of communication, including participating in a discussion. A recursive method of data analysis theoretically grounded in the hypotheses is being used, while also adapting to behaviors observed in the data collected. The results of this study are anticipated to provide insight into how Social Noise affects information behavior on social media, illuminate the factors and influences involved, and indicate possible directions for future research.

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

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

Cheryl Klimaszewski
Rutgers, The State University of New Jersey

The primary purpose of this study is to understand Romanian vernacular museums as interactive spaces of emancipatory practices for museum makers and visitors at the personal level; and on understanding the contexts of legitimation of this new cultural form as it developed through cultural processes in Romania, the political transition in Romania, and EU institutional levels. An ethnographic research approach incorporating autoethnography collected data through in-person visits to four vernacular museums in Romania during which the researcher audio-recorded all tour narratives and photographed notable moments that captured self-reflexivity during the experience of the museums. The observation notes and interview transcripts were collected in interviews and in guestbook comments at three museum sites. Multi-sited fieldwork was
complemented by textual analysis of documents produced by the national-level cultural program that worked to legitimize the LA vernacular museums that are a part of this study, their website descriptions, and cultural program and policy documents related to Romania’s EU accession in 2007.

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

Vernacular museums are a distinctive type of knowledge institution because of how they foreground personal interpretations of the past that contrast with those featured in institutional museums. Museum experts in LA vernacular museums as a unique yet viable form of culture by developing in cultural policy and legislation that emphasized participatory approaches to culture, including the creation of an association of these museums as an example of civil society. A national-level association enhanced the efforts of this group of museum makers, allowing them to reclaim museums as an example of civil society. A national-level association enhanced the efforts of this group of museum makers, allowing them to reclaim museums as a unique yet viable form of culture by developing cultural policy and legislation that emphasized participatory approaches to culture, including the creation of an association of these museums as an example of civil society. A national-level association enhanced the efforts of this group of museum makers.

Poster #64
ALISE/Jan Tague-Sutcliffe Doctoral Student Research Poster Competition
Public Librarians: Toward a Typology of Professional Identity
Cameron Pierson
Victoria University of Wellington
Persistent technological change in recent decades has altered societal information behaviours (Nelson & Irwin, 2014). These altered information behaviours have shifted the traditional place the librarian/ary has had in the communities they serve. This dynamic is characterised by an undermined professional jurisdiction with various discussions of differing emphases (e.g. Bak, 2002; Bennett, 1988; Harris, 1992). The shift of the traditional jurisdiction has called into question the definition and fit of the librarian/ary for those it serves, calling into question the professional identity of the librarian. Professional identity is the product of the impact the organisational and/or professional life has had on one’s understanding of self within its context (Whyte, 1956/2002), influencing discourse and behaviour (Sundin & Hedman, 2009). The influence of professional identity on behaviour underscores the importance of the co-constructed relationship between the librarian/ary and those served. Therefore, professional identity is key in discussions concerning the place of the library in a 21st century society and beyond. This research evaluates the professional identity of public librarians in New Zealand. It offers a theoretical negotiation process of this professional identity. It also reports a typology of perceived relational states between practitioners’ pre-existing and professional identities. This research adopted a mixed methods approach. From the literature review, a model was developed detailing this identity development process (Pierson, Goulding, & Campbell-Meier, 2019). In Phase 1, a questionnaire was designed operationalising elements of the conceptual model. Questionnaire format was chosen for the same incident as perception changes. This sample additionally included within-group differences on perceived separation between pre-existing and professional identities. Five relational states of identity were described: Separation; Mixed separation; Fluctuating separation; Convergent separation, where a separation was no longer perceived; and Divergent separation, where a separation has developed over time. Finally, respondents often detailed identity perceptions through three broad themes: meaning ascribed to place of the librarian/ary, e.g. association; bodies; and organisational context. These themes indicate professional identity, and its negotiation processes, as grounded in and influencing perception of all three.

Poster #106
ALISE/Jan Tague-Sutcliffe Doctoral Student Research Poster Competition
Comparative Study of Web-based Services and Best Practices Offered by Top University Libraries in the World and “A” Grade Accredited University Libraries in India
Sangeeta Dhamdhere
Modern College of Arts, Science and Commerce, Ganesh-khind, Pune
The basic aim of the study is to find web-based services and practices followed by top University libraries at international level and not to evaluate university library websites, their design or usability or the popularity of their contents and services studied earlier. Main objectives of this study are •To know the current status of Library Services of Universities in the World and India. •To identify and analyze the web based library services, best practices and technology used by them. •To promote web presence and web-based services in Indian university libraries. •To correlate the rankings of world university with their library rankings. •To compare the parameters of NAAC and other bodies of accreditation and ranking and identify the areas to improve on in Indian libraries. •To suggest the best practices to be followed by Indian University libraries to change their profiles into more modern information centers with higher education potential. The scope of the study is an international group of selected university libraries from all parts of the world on the one hand and from India on the other hand for their web-based services and best practices. The study is limited to the top 70 Universities out of 11999 from the world as per Webometric Rankings of Universities 2014 on the one hand, and 39 out of 53 Higher CGPA (above 3.0) ranked NAAC “A” Grade University Libraries in India. The findings and results are based on the information available on the web, i.e. library websites, blogs, Google and Web 2.0 application accounts/login only. This research will cover information available on library websites, Google and web 2.0 online service provider’s account of those universities only. The services offered on intranet or within the campus, but if their existence or information is not available on their library website or Google, are not covered in this research. The study is limited to web-based bibliographic services, web-based patron education tools, patron communication tools and web-based publishing platform for patrons.

Survey Method for Indian university libraries and world university libraries by surfing library website will be followed.

This research from a methodological point of view contains the following elements:
•Identification of a proper subset of libraries from the Globe and India.
•Creation of a list of web-based services and best practices from what could be found on the library website/blog.
•Producing an inventory of these services by checking them on each of the library websites of selected universities and Google platform.
•Analysis of the content of these services, patron education practices, patron communication tools, web-based publishing platform for patrons through web.
•Comparing the results for top world university libraries from different areas and Indian university library web-services.

The investigator collected the raw data in the form of the inventory of 64 web based services and best practices offered by the sample libraries. Different data analysis techniques like cross-tabulating for average scores and Pearson correlation coefficient and tests like Chi-Square Test and T-Test were applied to the raw data collected for final results.

The study is limited to the top 70 Universities out of 11999 from the world as per Webometric Rankings of Universities 2014 on the one hand, and 39 out of 53 Higher CGPA (above 3.0) ranked NAAC “A” Grade University Libraries in India. The findings and results are based on the information available on the web, i.e. library websites, blogs, Google and Web 2.0 application accounts/login only. This research will cover information available on library websites, Google and web 2.0 online service provider’s account of those universities only. The services offered on intranet or within the campus, but if their existence or information is not available on their library website or Google, are not covered in this research. The study is limited to web-based bibliographic services, web-based patron education tools, patron communication tools and web-based publishing platform for patrons.

Survey Method for Indian university libraries and world university libraries by surfing library website will be followed.
Collaborative learning helps university students improve their academic achievement, learning persistence, and attitude (Springer et al., 1998). Social media were found to have positive effects on collaborative learning by encouraging positive interactions (Al-Rahmi et al., 2014; Thaluri & Perron, 2015). This mixed-method dissertation research investigates how social media tools help to facilitate collaborative learning activities of iSchools students around the world. This multi-phased research study included an online survey (Phase I) with over 300 iSchool students from 26 iSchools in 9 countries/regions, followed by 31 in-depth interviews (Phase II). The focal areas of the investigation are: 1) the factors influencing iSchools students’ selection of social media tools; 2) the needed features and functions of social media for collaborative learning activities; 3) collaboration and communication strategies of iSchools students; and 4) the impacts of design characteristics, usability, and UX aspects of the social media tools on iSchools students’ collaborative learning.

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

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

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

**Poster #206**
ALISE/Jan Tague-Sutcliffe Doctoral Student Research Poster Competition

**Generation Examination: A Phenomenological Study of Generation X Women and Mobile Games**
Michelle Benedicta
Dominican University

This study explores the experience of Generation X women who play casual video games on mobile devices (e.g., smartphones and tablets), and connections to learning and literacy, particularly in the areas of New Literacies, multi-literacies, and semiotic literacy. This study expands on the earlier work of learning theorist James Paul Gee with children and learning in the realm of what Gee called “good video games” (2003/2007) and extends Gee’s work to an unresearched demographic. A mixed-methods qualitative methodology was implemented to explore and document the experiences of five American women born in the midpoint of the Generation X demographically (1964-1979). The research helps to understand the life histories of these women in relation to the rise of technology, as seen through the lens of their experiences with electronic devices and technology. Photographic documentation was used to contextualize these women as they demonstrated their current gameplay on their devices, while in a setting they considered “traditional” for gaming play. Think aloud methodology was used to capture their learning process as they attempted to learn and complete casual games. The data was wholly unfamiliar to them. Interpretive phenomenological analysis (IPA) is being used to analyze the data gathered about the history and experiences these women share with video games and technology. Gameplay data is analyzed using the first five of James Paul Gee’s 36 Learning Principles from his book What Video Games Have to Teach Us About Learning and Literacy (2007). Results will contribute to our understanding of video gaming using mobile technology, will explore connections to learning, literacy, and leisure activities in an unexamined demographic, and will contribute to the body of research on how people are using and learning new technologies.

**Poster #220**
ALISE/Jan Tague-Sutcliffe Doctoral Student Research Poster Competition

**A Content Analysis of Digital Reading Skills From the Educational Technology Perspective**
Kerry Townsend
University of Missouri

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

This study explores how academic journals focused on technology and learning frame the digital reading conundrum. The Journal of Research on Educational Computing Research and Development were chosen for content analysis. Articles selected were analyzed with a focus on the following three areas: research topic, research methodologies and data sources in an attempt to lay the groundwork as educational technology journals studied the impact of digital reading on learning.


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

References:

Poster #235
ALICE/Jan Tague-Sutcliffe Doctoral Student Research Poster Competition

Modeling Deception for Identifying and Protecting Against Advanced Email Phishing
Abdulrah Almoqbil
University of North Texas

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

Poster #233
ALICE/Jan Tague-Sutcliffe Doctoral Student Research Poster Competition

The Collaborative Commons: Collaboration and Leadership in Academic Library Learning Commons
Leroy Lafleur
Simmons University

My dissertation focuses on the academic library Learning Commons as an organization and the role of collaboration and leadership among departments providing services in these spaces. This arrangement for providing research and academic support services to students in a co-located space, continues to be a prominent model of organizing this work on college and university campuses; but while numerous reports have highlighted the value of partnerships in providing these services, little research exists on the nature of collaboration between Learning Commons service providers. The modern Learning Commons represents an evolution of the 1990’s “information commons”, which primarily focused on integrating campus computing resources with library research collections and staff. As currently configured, the Learning Commons expands on this mission, bringing together library research and computing support, along with access to multimedia production technologies, makerspaces, and services for teaching and learning, such as an academic writing center or campus tutoring service. The goal of this design is to create a supportive environment in which students can receive a range of services from professional staff, in a space where they can also work collaboratively with both peers and instructors.

As a hallmark of the Learning Commons is the integration of support services for student learning, knowledge of whether and how partners collaborate with one another is critical to our understanding of its success. Often these service partners officially report to different campus departments, rather than to the library administration, and as a result, may have little official connection beyond their mission of providing service to students and their proximity to one another within the Learning Commons.

My dissertation employs a case study approach, and a combination of group and individual interviews with librarians and their partners to examine the motivations, challenges, and opportunities of this working arrangement from the perspective of those involved in leading and providing these services. By doing so, it seeks to answer questions about how and why partners collaborate with one another and whether their collaboration has advantages through their collaborative efforts. This study also explores the role of institutional and individual leadership in the success of these organizations, from a variety of different perspectives including that of the Learning Commons Librarian. The qualitative nature of this research allows us to focus on the human elements that play a critical role in advancing the work of the Learning Commons. In this regard, the results of this study may impact the planning for current and future Learning Commons spaces, with specific reference to organizational design and may pave the way for future studies on collaboration and leadership between libraries and student support organizations in academic institutions.
**The Information Behavior of Adults in Independent Game Design**

Marziah Karch
Emory University

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

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

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

Devon Whetstone
University of Missouri

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

The purpose of this dissertation work is to contribute to existing scientometrics knowledge of the field of information literacy using novel and advanced hybrid methods. The primary goal is to investigate information literacy scientific literature holistically, using both traditional bibliometric techniques and full-text analyses. The study aims to answer the following research questions: 1) What is the intellectual structural configuration of the field of information literacy? 2) What is the collaborative structural configuration of the field of information literacy? 3) What is the collaborative structural configuration of the field of information literacy? 4) What is the intellectual structural configuration of the field of information literacy? 5) How has information literacy vocabulary changed over time? Citation metadata and full-text documents were collected from databases such as Web of Science (WoS), Scopus, and Google Scholar. Traditional bibliometric techniques with citation metadata are used to answer research questions one and two. The intellectual structure is analyzed using co-authorship analysis, while the collaboration network is analyzed using co-authorship analysis. Both networks are mapped using VOSviewer software using the visualization of similarities (VOS) approach to network mapping. A combination of bibliometric and full-text analysis techniques is used to answer research questions three through five. Hybrid clustering methods are used to evaluate the extent the addtion of full-text analyses enhances the intellectual structure. The textual analyses use NLP methods to extract text and detect phrases within the titles, abstracts, keywords, and full text of a large sample of information literacy academic literature. Fisher’s inverse chi-square method is used to integrate bibliographic coupling data with textual information.

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

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

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

Ana Roeschley
University of North Texas

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

This dissertation examines how ordinary people and communities connect to archival records and to archival institutions. The communities represented in these archives are varied and their members are often referred to as “ordinary people” in the literature on movement to pluralize archival records. While this is a broad term, in this context, “ordinary people” most usually refers to individuals who are not found in traditional archival records— they are often “members of [minority] racial and ethnic communities, women, and the working class” (Keough, 2000, p. 242). While the term “ordinary people” is imprecise, its broadness allows it to represent a wide range of previously underrepresented and misrepresented individuals and communities who are not served by institutional archives through participatory archive initiatives.

Through a combination of primary source data analysis and ethnographic field data collection and analysis, this project will investigate the relationships between archives and how communities, records, and memory in participatory archive initiatives. Using Bastian’s (2003) community of records framework, I aim to examine how communities of ordinary people in archival institutions use event-based mediated participatory archive projects to create meaning, memory, and relationships based on personal and community records. Thus, the research questions for this study include the following: 1) Q1: How are communities of records constructed in event-based mediated participatory archive initiatives? 2) Q2: What motivations and intentions do contributors bring to event-based mediated participatory archive initiatives? 3) Q3: How do contributors’ intentions for the project correspond to the institution’s project goals?

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

“Tuttell to Japan” (TTJ) refers to a case study of private relief efforts in 2011 by a group of Japanese volunteers who came to Japan to help the damages of the 3/11 Great Tohoku Earthquake and Tsunami. In this dissertation, I study the entangled, cooperative work, crisis informatics and disaster response performed as sources of tension and various kinds of vagueness, but these are the functions that spontaneous volunteers can offer resourcefully. With learning by doing approaches, these compassionate individuals, both online and on-the-ground, mulled through unknown needs of unfamiliar activities in identifying, managing and processing different kinds of tasks, particularly by asking for information and acting on information received including use of vague language and uncertain sources of information. This iteration of dual processes - searching for information to help and self-organizing under leaderless management - illuminates underlying processes of spontaneous collaboration. I argue that the TTJ illustrates the power of intention, which is the power of creativity among ordinary people acting on information processed through human use. These iterative information interactions can be best understood through a new concept articulated in this dissertation, shared uncertainty. This concept encompasses our understanding of independent public participation and collaboration and offers an interdisciplinary bridge between research in information behavior, computer-supported cooperative work, crisis informatics and disaster studies.

Censorship in Southern Mississippi Prisons
Jennifer Steele
The University of Southern Mississippi

A lack of access to information due to censorship still exists in today’s society, one example being within our prison facilities. In 2018, Big House Books, a nonprofit organization, sent free books by request to prisoners in Mississippi correctional facilities, filed a lawsuit against the Mississippi Department of Corrections and the Southern Mississippi Correctional Institutions. This lawsuit resulted in the lawsuit being settled near Leakesville, Mississippi, where the institution started returning books to Big House Books and requested copies of new books instead. Later that same year, the Human Rights Defense Center, a nonprofit organization working for criminal justice reform, filed a suit on behalf of prisoners of the Forrest County Jail located in Hattiesburg, Mississippi, stating that all books and periodicals other than the Bible and occasionally other Christian publications, had been banned from the facility.

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

How Do Chinese LIS Schools React to the Outbreak of 2019 Novel Coronavirus?
Changyang Feng, Peling Zhang, Dalin Xie, Minghui Zhang
Central China Normal University

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

The Beginning of a Marriage: Content Analysis of Official Announcements of University Press/Library Partnership
Mai Zhang
Syracuse University

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

This work-in-progress research examines the initial agreement between university press and library when the collaboration first started. This study is collecting official announcements of university
press/library partnership in the U.S. in the past 10 years, and plan to conduct a structured content analysis of these announcements to address the following questions: 1) How did both parties define their partnership? 2) How did both parties explain the existing gaps in their partnership? 3) What were the two parties’ expectations on their partnership?

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

that reflect ongoing transformations within child and youth services.

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

Poster #72 Works In Progress Posters

Examining Cultural Competence of Academic Librarians in Practice: A Case Study of an Academic Library
Eric Ely
University of Wisconsin - Madison

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

Poster #74 Works In Progress Posters

How We Survived and Thrived with Remote Collaboration on a Health and Wellness Grant Research Project
Virginia Schneider, Rebecca Floyd and Abigail Rose
Wayne State University

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

Poster #80 Works In Progress Posters

A Multi-Aspect Topical Analysis of User-Generated Content
Yunseo Choe
Valdosta State University

Libraries have used the book reviews for supporting their decision on book selection and collection building. Traditionally, book reviews have been located at a book catalog tool for collection building and book purchase and have been identified as significant determinants in the library acquisition process. Many researchers propose that user reviews be helpful for the library decision on product or service purchases. Users’ online reviews are crucial sources for the decision before purchasing because users’ opinions are helpful not only for other users make decisions about purchasing but also for the library community to know about the positive and negative features of their product. However, there have been many studies done on the usefulness of online book reviews for understanding users’ interests in discussing books. This study aims to identify the topical aspects of user-generated content in online reviews by analyzing the frequency of words that users used in their book reviews. This study also examines whether the frequency patterns of the words used in the reviews would be influenced by the characteristics and features of books. This study analyzes the frequency of words used in online book reviews based on the Latent Dirichlet allocation (LDA) model. This study selected sample books from the recommended reading lists from the American Library Association (ALA). Sample books were randomly selected from the Newbery Medal Winners list from 1922 to present. This study has implications in providing practical insights into the intrinsic values of users' book reviews at the social networking site.

Poster #84 Works In Progress Posters

Research-Based Development of a Health Information Professional Concentration and Certificate
Jinxuan Ma and Emily Vardell
Emporia State University, School of Library and Information Management

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

To support and empower the next generation of LIS practitioners, the LIS community must take of library and information science (LIS) to support and empower the next generation.

Child- and Youth-Focused Courses in ALA-Accredited Master's Programs
Sarah Barriage, Daniela DiGiacomo and Xiaofing Li
University of Kentucky

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

Supportive relationships between librarians and students encountered while managing remote course and grant work.

Eric Ely
University of Wisconsin - Madison

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

Poster #72 Works In Progress Posters

Poster #74 Works In Progress Posters

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

Virginia Schneider, Rebecca Floyd and Abigail Rose
Wayne State University

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

Poster #80 Works In Progress Posters

A Multi-Aspect Topical Analysis of User-Generated Content

Yunseo Choe
Valdosta State University

Libraries have used the book reviews for supporting their decision on book selection and collection building. Traditionally, book reviews have been located at a book catalog tool for collection building and book purchase and have been identified as significant determinants in the library acquisition process. Many researchers propose that user reviews be helpful for the library decision on product or service purchases. Users’ online reviews are crucial sources for the decision before purchasing because users’ opinions are helpful not only for other users make decisions about purchasing but also for the library community to know about the positive and negative features of their product. However, there have been many studies done on the usefulness of online book reviews for understanding users’ interests in discussing books. This study aims to identify the topical aspects of user-generated content in online reviews by analyzing the frequency of words that users used in their book reviews. This study also examines whether the frequency patterns of the words used in the reviews would be influenced by the characteristics and features of books. This study analyzes the frequency of words used in online book reviews based on the Latent Dirichlet allocation (LDA) model. This study selected sample books from the recommended reading lists from the American Library Association (ALA). Sample books were randomly selected from the Newbery Medal Winners list from 1922 to present. This study has implications in providing practical insights into the intrinsic values of users' book reviews at the social networking site.

Poster #84 Works In Progress Posters

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

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

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

To support and empower the next generation of LIS practitioners, the LIS community must take of library and information science (LIS) to support and empower the next generation.

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

References


Student Privacy in the Datatfied Classroom: Privacy Practices in an Interconnected World
Amy Vanscoy, Kyle Jones and Alison Harding
University at Buffalo

Amy Vanscoy, Kyle Jones and Alison Harding from the Department of Library and Information Science, University at Buffalo, presented their work-in-progress study investigating student privacy issues and strategizing to address the team’s previous research (Jones & VanScoy, 2018). The project is motivated by practices in relation to emerging learning analytics and their instructional implications. The study’s team is aiming to determine how faculty perspectives of student privacy and their knowledge of privacy policies and learning analytics, and their instructional practices, the findings will deepen our understanding of student privacy in the interconnected educational environment.

Empirical Studies of Information Seeking Behaviors during Pandemics: A Review of Theoretical, Methodological Issues and Implications
Zhan Hu
Simmons University

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

With the majority of the world population under the shadow of COVID-19 and approximately 80% of the US population under self-quarantine for an extended period of time, the physical restrictions have forced the information-seeking behaviors to be more virtual. The topics of information sought after have also gone beyond health, symptoms, and vaccines, but online shopping, virtual school, work from home, social distancing, unemployment and vaccines, but online shopping, virtual school, work from home, social distancing, unemployment and etc., a much broader range of subjects that are essential for the general public to maintain a normal life with unconventional new norms. With a drastically different development with much more serious consequences as compared to H1N1 Pandemic, COVID-19 has presented a unique setting for revisiting information-seeking behaviors during pandemics. The implications that are drawn from this assessment of post-H1N1 Pandemic information-seeking behavior research will provide guidance for future studies and inspire further discussions of theoretical models and research methodologies.
Effectiveness of Shared Mental Models on the Success of Multi-institutional Collaboration to Deliver Online Learning Programs

Zhan Hu and Rong Tang
Simmons University

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

Based on research work on SMMs and teamwork (Convers, 1993; Cannon-Bowers, 1991; Cannon-Bowers, Salas, & Convers, 1993; Klimoski and Mohammed, 1994; Marks, Mathieu & Zaccaro, 2001), we developed an empirical framework (see Fig. 1 accessible through https://drive.google.com/file/d/1QapEbbm3SeofrjMwHwRsUaQm_gTF/view?usp=sharing) to measure the equipment, task, team, behavior interaction mental models across the leadership, instructional designer, and instructor teams for both RDMLA and IPI projects. Sources of data include team communication and interaction records, relevant instructional products, and learning objects, and interviews with members of various teams. Various components of the SMMs will be extracted to identify the associated equipment, task, team, and behavior interaction mental models, and the successful delivery of learning programs. The findings of the study will advance both the theoretical and empirical understandings of the SMMs and their effectiveness. In presenting best practices of building SMMs, the findings will also benefit LIS educators in their efforts of developing community-based collaborative online learning programs.

References:

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

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

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

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

The major implications of conducting these workshops relate to:

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

References:
Saunders, L. (2020) and shaft More: Examining Foundational and Specialized Content in Library and Information Science. Journal of Education for...
The purpose of this study is two-fold; to test how well these tools improve online education and to develop a framework for incorporating Adaptive Technologies and Quantity Matters® in other online LIS courses.

Poster #123 Works In Progress Posters
LIS Education in a Fully Online World: How to Encourage Students’ Participation in Student Organizations?
Xiaofeng Li, Yaojin Ha and Simon Aristegueta-Trillos
Clarion University of Pennsylvania
In today’s interconnected world, fully online LIS programs provide students great flexibility to pursue a master’s degree in library and information science while maintaining other work and family responsibilities. Even though these fully online students have the opportunities to initiate and/or join various student organizations such as ALA student chapters, it is challenging for students and faculty to manage and promote students’ activities in these organizations. Hence, current student organizations follow a model established in colleges and universities with large physical presence on campus. However, successful student organizations can help fully online students create a sense of community and belonging. These student organizations can also foster students to build professional connections in library communities.

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

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

Poster #124 Works In Progress Posters
Exploring the Effectiveness of Adaptive Technologies to Improve the Quality of Online Library and Information Science Courses
Angela Murillo
Indiana University-Indianapolis (IUPUI)
Adaptive Technologies and Quantity Matters® Rubric standards have been created to mitigate the technological challenges for students taking online courses. How effective are these technologies in improving the quality of online courses, and to increase the effectiveness of student learning in online courses? This poster presents preliminary results of a two-year project that is testing the potential usefulness of these online teaching techniques.

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

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3. Do Adaptive Technologies and Quality Matters standards, by removing technology barriers, assist students’ overall outcomes in online courses?

Poster #125 Works In Progress Posters
Cultivating Creative Inquiry in Higher Education
Jennifer Luetkemeyer, Theresa Redmond, Tempestt Adams, Peaches Hash, Jewel Davis and Martha McCaughey
Appalachian State University
This poster reports on the preliminary results of an exploration of visual journaling as a teaching and learning strategy to cultivate creative inquiry in higher education. The authors prompted students to use multiple media to engage with, reflect on, and synthesize course materials. Prompts were provided in conjunction with course materials to facilitate engagement and creative inquiry, and students were asked to articulate their creative choices through a written response.

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

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

References
Transforming LIS Education by Understanding the Complex Decisions of Public Library Leaders
Deborah Hicks
San Jose State University

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

This poster will present the early stages of a research project exploring these questions:
1) When faced with a complex problem, how do public library leaders make decisions?;
2) What information and knowledge strategies do public library leaders employ when making complex decisions?;
3) What kinds of problems do public library leaders consider to be complex dilemmas?;
4) What values do public library leaders espouse when making complex decisions? And, how do these values inform their decision-making?

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

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

Service Learning as a Tool for Student Growth, Community Action, and Information Research Inclusion for Diverse Older Adults
Joseph Winberry
University of Tennessee

The information society is also an aging society. Its members are diverse with complex needs and find themselves more interconnected than ever before. But despite these intersections, the needs of older people are often absent or lagging in information-related job advertisements, coursework, and scholarship. More conversations among scholars, practitioners, educators, students, community organizations, older adults, and others are needed in order to ensure that the LIS discipline is prepared to support successful aging for the world's growing and diverse elderly population. This poster explores the tentative roadmap of a Q. D. student who is using a small grant as a catalyst for increasing inclusion of diverse older adults in LIS research, teaching, and community service. These steps include action research in partnership with a community-embedded aging services organization, outreach to LIS masters students, and dissemination of research findings to academic and community audiences. This poster is the result of a class project entitled, "We Serve All Seniors: Creating Information Resources for Diverse Older Adults in Community Context" which is funded by an ALISE Community Connect grant.

Womens' Lives: Illustrative Information Support Services for Meeting Womens' Health Information Needs in Rural Public Libraries in Texas and Alabama
Carol L. Perryman, Bharat Mehra and Bahyee Jaber
School of Library & Information Studies, Texas A&M University

Even now, women's health information needs and health concerns continue to stay unmet in many rural and semi-rural communities around the United States (Gill, 2008; Perryman et al., 2006). This work-in-progress poster visualizes ongoing research regarding women's lives and information support services provided for them in rural public libraries in Texas and Alabama. In Texas, 191 of 254 counties (75.1%), or a population of 3,073,050 are designated as "rural" according to the United States Department of Agriculture’s Economic Research Service (2020). Of Alabama's 67 counties, 55 (82%), with a population of 1,138,858 meet the definition of rural (Alabama Department of Public Health, 2016; Appalachian Regional Commission, n.d.). In many rural counties, no obstetrical care is available (i.e., 55/55 in Alabama; 35/55 in Texas). Access to health facilities is far more limited than in urban environments, meaning that for high-risk pregnancies, care is much further away. With added urgency due to hospital closures and lack of availability, rural public libraries contribute to and address these gaps by supporting their communities. Understanding of capacities and resources will assist with further research and planning. Rural librarians are positioned as important potential partners in supporting the health information needs of women living in their communities. This poster presents a taxonomic representation and thematic analysis based on an empirical assessment of illustrative information support services for women identified in early 2020 on the websites of selected members of the Texas Library Association and the 230 members of the Alabama Library Association (n.d.). Site selection in the two states varied due to the larger number of counties (and thus, libraries) in Texas, necessitating a focus on more rural counties and a stratified sampling from less rural counties based upon RUCA scores (Rural Urban Commuting Area) (United States Department of Agriculture Economic Research Service, 2020). The exploratory study applies website content analysis to identify seven examples of information offerings in three categories (Mehra and Davis, 2015): (1) information services (collections, resources); (2) information policy and planning (assigned women-related roles, strategic representation); and (3) connections (internal, external, and news events). Findings highlight best practices, case examples, paradigmatic models of programmatic and service delivery, and potential collaborative opportunities to better serve women’s needs, represent their information needs, and address urgent issues and concerns.

Works Cited:


Poster #153 Works in Progress Posters

Use of Technology and Perception of Technology Competencies Among Librarians
Changwoong Yang
Valdosta State University

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

Poster #176 Works in Progress Poster

Adding to the Public Librarian’s Toolbox: A Guide to Anticipating and Responding to Complex Information Needs
Katrin Montague, Stacy Brody, Kristen Gaiser and Charles Senteio
Rutgers University

The public library must anticipate and address the information needs of their community. Some libraries foresee complex information needs that require external expertise; consequently they establish partnerships with community organizations outside their particular library system. Since the public library’s mission is to support social justice by serving all members of their community, it is imperative that public librarians have tools to help them anticipate and fulfill information needs. Recent social and economic shifts have forced community members to turn to the public library for complex information. We identify and describe patrons’ changing needs, informed by LIS literature and our experiences as librarians and information science scholars. We developed a novel framework designed to help public librarians anticipate and build the capacity to address complex information needs. We focus on three specific categories of complex information needs: health (e.g., diabetes symptoms), legal (e.g., processing a FEMA claim), and social services (e.g., accessing COVID-19 unemployment benefits). We elucidate how public librarians can better anticipate and address complex information needs by first using Warner’s classification model (2001) to determine the degree of complexity, then we describe how to apply Popper’s three world theory (1978) to take specific steps to anticipate and respond to complex information needs. We include a table with selected examples of how public libraries have anticipated and addressed complex needs. Applying both Warner’s classification model and then Popper’s theory provides a unique, creative way to anticipate and respond to complex information needs.

Poster #188 Works in Progress Poster

A Teen-centered Approach to Design Library Services - A Case Study of a Rural Public Library
Xiaofeng Li, Yoojin Ha and Simon Aristeguieta-Trillos
Clarion University of Pennsylvania

To develop and sustain youth programs and services in public libraries, it is inevitably important to understand how teens perceive their libraries and how they would design their library services, programs, and spaces. Current research has mainly focused on teens’ uses of libraries in urban and suburban communities with little attention to teens in rural areas. Meanwhile, makerspaces have gained popularity in libraries within the past decade. While an increasing number of studies show teens’ interests in makerspaces, these studies tend to focus on active library users’ perspectives on makerspaces. It is unclear how teens who do not usually go to libraries perceive makerspaces. This paper reports a work-in-progress study that seeks to explore the opportunities, enablers, and barriers of library uses among teens in a rural area in the US, along with their perspectives on designing a makerspace in their local public library. This selected local library has had challenges in attracting teens to use its resources and to visit other library services and consequently placed a hold on teen events.

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

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

Poster #193 Works in Progress Posters

The Challenges and Opportunities of Interdisciplinary Research: When LIS Meets Genocide Studies
Martin Nord
University of Western Ontario

As ALISE recognizes in this year’s theme, the positioning of LIS as an increasingly interdisciplinary field represents both a challenge and an opportunity. This is true in my own research. The questions I ask are often not apparent by stepping outside the confines of LIS’s usual concerns and yet those same questions can only be answered through the insights developed in LIS. This is the strength of interdisciplinary research.

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

To explore these opportunities and challenges as I have experienced them, I provide background on the key concepts I bring from each field, how they relate to one another, and the questions to which this convergence of concepts has given rise. I concentrate on the critiques of my research from within LIS, the problem of questions that need to be left unanswered, and how I have used each challenge to further my research. Finally, I use this poster to reflect on how interdisciplinary affects LIS approaches to research and pedagogy.
Identifying Health-Related Informatics Education and Partnerships in ALA-Accredited Programs and iSchools
Tina Griffin and Rebecca Raszeski
University of Illinois at Chicago
Health-related Informatics (i.e., Bioinformatics, Clinical Informatics) has been underexplored within the American Library Association (ALA)-accredited programs and iSchools when it comes to how they have developed interdisciplinary relationships for education. The first part of this study explored websites from ALA-accredited and iSchool programs to determine if they were offering health-related informatics.

Currently seventy-seven institutions have ALA and/or iSchool programs. Sixty-nine of these offer health-related informatics education. Three hundred fifty-three total educational offerings exist, 45%, which are courses, followed by Master’s degrees (23%), doctorates (11%), certificates (10%) or bachelors degrees (10%). Unsurprisingly, 57 of those 77 institutions are doctoral granting research institutions. The most common subjects offered are bioinformatics (126/353) and general health informatics (107/353). But there are also opportunities for discipline-specific informatics like pharmacy, nursing, and public health. ALA/iSchools are involved in about 30% of these offerings (111/353).

The second part of this study is underway and will survey faculty in these programs to explore the partnerships in the offerings found above. We will ask which disciplines are involved in the partnerships, who initiated the partnerships(s), and what titles/roles do these educators hold. In addition, we are looking at factors that change these partnerships such as funding, staffing, and alignments with mission, values, or existing competencies. We hope to better define how these partnerships develop so that other institutions seeking to be involved in health-related informatics partnerships develop so that other institutions may better define how these partnerships(s), who initiated the partnership(s), and what are the essential components of collective action aimed at building partnerships such as funding, staffing, and consensus-building, both groups will engage in mutual learning by sharing expertise, in a process that encourages synergy through diversity. The poster will outline the start of the research process, including such concepts as ethics preparation and review and librarians-as-researchers.

Poster #199 Works In Progress Posters

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

Poster #205 Works In Progress Posters

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

Website Security in Public Libraries: The Case Study of Security Applications in Wisconsin Public Libraries
Tao Xue
University of Wisconsin Milwaukee/School of Information Studies
Since the Internet came out, most of the public libraries have been provided their virtual website and it has been provided quicker and more convenient with the use of digital services through the website. The use of digital services such as cloud computing solutions. As a result, this poster will report on a pilot study to help us understand how public libraries apply website security for protecting their digital services and their current weakness and vulnerabilities.

Poster #227 Works In Progress Posters

Demands and Development Strategies for Support Services of Autonomous Learning at Chinese Universities
Faiilang Zhang, Yuqian Xue and Yijun Gao
Nanchang University
In recent years, the development of emerging technologies and the rapidly changing job market significantly change students’ learning behaviors and needs. Autonomous learning has become one of the most popular ways for Chinese university students to obtain new knowledge and skills, and requires more support services from their affiliated institutions.

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

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

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

Poster #24 Works In Progress Posters

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

Poster #23 Works In Progress Posters

Website Security in Public Libraries: The Case Study of Security Applications in Wisconsin Public Libraries
Tao Xue
University of Wisconsin Milwaukee/School of Information Studies
Since the Internet came out, most of the public libraries have been provided their virtual website and it has been provided quicker and more convenient with the use of digital services through the website. The use of digital services such as cloud computing solutions. As a result, this poster will report on a pilot study to help us understand how public libraries apply website security for protecting their digital services and their current weakness and vulnerabilities.

Poster #214 Works In Progress Posters

Demands and Development Strategies for Support Services of Autonomous Learning at Chinese Universities
Faiilang Zhang, Yuqian Xue and Yijun Gao
Nanchang University
In recent years, the development of emerging technologies and the rapidly changing job market significantly change students’ learning behaviors and needs. Autonomous learning has become one of the most popular ways for Chinese university students to obtain new knowledge and skills, and requires more support services from their affiliated institutions.

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

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

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

When Virtual Goes Viral: Sustaining Excellence in Library Services in the COVID-19 Pandemic and Its Implications for LIS Education
Stan Trembach and Liya Deng
University of Northern Colorado

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

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

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

The Role of Librarians in Gray Zone Conflict
Kimberly Black
Chicago State University

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

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

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

COVID-19’s Impacts on Higher Education in China and USA
Yijun Gao, Faliang Zhang, Lulu Xu, Jun Hong and Xu Xia
Dominican University

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

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

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

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

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

This work in progress poster proposal matches the theme of ALISE 2020 Conference, “Transforming LIS Education in an Interconnected World.” It will benefit the global higher education from the perspectives of Information, Technology, and Communications.”
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In the face of a multitude of health, economic, social, and environmental crises, there is an urgent need to cultivate deliberate resilience measures as we reimagine the educational landscape. Library and information science (LIS) educators must pivot quickly as we examine curricula that propel our students into leadership positions. We must also continue in advocacy roles within our institutions to maintain strategic leadership for sustainability of our programs.

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

We ask, what efforts are LIS programs making to evolve so they are ready to tackle these challenges and ensure sustainability? How is the LIS curriculum changing and how is it preparing resilient information professionals with the leadership and practical skills needed for the future? What will the future of LIS education look like and what initiatives, research, and innovations are needed to achieve a sustainable future? The ALISE 2021 Annual Conference invites conference participants to share their ideas, initiatives, and research on teaching and learning, policy, and pedagogy that will help craft a resilient and sustainable future for LIS education and the information professions.

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

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

The ALISE 2021 conference hotel is the Hyatt Regency Milwaukee. The group room block at a discounted rate will open this fall. Visit www.alise.org for updates on the conference, the call for proposals, the awards nomination and application procedures and sponsorship opportunities.

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