

2014 Annual Conference Abstracts:

## **SIG Programs**

## **International Library Education SIG**

### **“Opportunities for Collaborative Training and Entrepreneurship in the Global Setting”**

**Convener:** Rhonda L. Clark, Clarion University

“Experiential Learning in International Context: Internships as Entrepreneurial Practice”

**Panelists:** Nora J. Bird, Clara M. Chu, and Fatih Oguz, University of North Carolina at Greensboro

The panel provides in-depth information on internships and learning opportunities in global settings. Nora J. Bird, Clara M. Chu and Fatih Oguz will argue that higher education, including library and information studies, is becoming more entrepreneurial. It is leveraging technology to make education more widely available and accessible. At the same time globalization is demanding that students be ready to work and compete internationally. These factors require students be able to take theory and apply it to diverse and dynamic environments. Experiential learning that is international in focus and employs new technologies will offer students expanded opportunities in professional education and development. An international survey of internships, conducted as an IFLA Section on Education project, aims to learn whether they are offered worldwide, what is expected, who engages in them, and where they are held. The presentation will highlight the findings and a case will be made, based upon the comparison of practices, for a re-examination of the structure of LIS experiential learning that promotes an entrepreneurial mindset in a global information society.

“Broadening Students’ Perspectives through Study Tours and Overseas Courses”

**Panelists:** Rejean Savard and Michael Elbaz, University of Montreal

Réjean Savard and Michaël Elbaz will observe that learning from international best practices can play an important role in becoming a well-versed library professional. Three years ago, they launched a program that takes MLIS students and professional librarians abroad to gain a better understanding of library management, innovative practices and architectural developments. Three countries have been visited to date - France, Finland and the Netherlands. They’ve had some 30 participants each year. The program’s particularity is that professionals participate as continuing education students, greatly enriching the pedagogical experience. Two three-credit courses are also offered, for which students engage in pre- and post-travel work, and participation is also evaluated. Results of the initial experience have been most satisfying. The first year in

France, they were especially impressed by the way public and academic libraries are organized. In Finland, participants were pleased to discover how government policy stimulates innovation. In the Netherlands, they noted that innovation is also a factor, notwithstanding the status of public libraries, which typically charge hefty user fees. Plans are underway to continue the experience in 2014, in Lyon, where IFLA will be holding its annual conference, preceded by Paris, to hear from specialists under the theme “The Library and the City.”

“The Map is not the Territory: a Staff Development Travelogue.”

**Panelist:** Amanda B. MacDonald and John D. Martin III, University of North Carolina at Chapel Hill

Amanda MacDonald and John D. Martin III will discuss potential successes and failures in conducting an international library staff development program. They draw on experience gained from staff-development internships over the course of summer 2013 at a small special collections library in Egypt. Staff members were not trained as library and information professionals, a phenomenon common throughout the region. LIS education in this setting requires an entrepreneurial approach in which educators must identify gaps in training and tailor the instructional experience to compensate. They developed a training program as a synthesis of existing institutional values and innovative professional practices. Through this approach they gained the trust of staff members while simultaneously providing them access to new knowledge and techniques. In this paper they attempt to connect their observations to educational theory in LIS. They reflect on discrepancies between taught versus actual theory and practice in order to identify opportunities for LIS professionals to develop international training programming.

## **Historical Perspectives SIG**

### **“Hidden Connections: Surfacing History in the Book Trade, LIS Education, and Library of Congress Collections”**

**Conveners:** C. Sean Burns, University of Kentucky; and Ellen Pozzi, William Paterson University

#### **“Publishers and Price Fixing in Historical Perspective”**

**Panelist:** Trudi Abel, Digital Durham Project

In "Publishers and Price Fixing in Historical Perspective," Dr. Trudi Abel of the Digital Durham Project argues that the 2013 battle between the United States and Apple, Inc. over a conspiracy to set ebook prices is remarkably similar to an early 20th-century legal challenge in the U.S. Supreme Court over the legitimacy of publishers fixing the prices of copyrighted works. Her argument analyzes *Straus v. American Publishers' Association* and *U.S. v. Apple, Inc. et al* and sheds light on the cultural significance of the price fixing strategies.

#### **“Shedding Light on the Historical Record: Libraries in Time and Place”**

**Panelist:** Jenny Bossaller, University of Missouri

In "Shedding Light on the Historical Record: Libraries in Time and Place," Dr. Jenny Bossaller, from the University of Missouri, will describe the evolution of using and incorporating library history stories in an undergraduate program, a Master's ALA accredited program, and a doctoral program. Her presentation will focus on the types of histories her students have conducted and the kinds of interdisciplinary content they have used in their research.

Furthermore, she will discuss the use of incorporating library history in a variety of LIS courses.

#### **“The Keeper of the Collections: Regulating Obscenity at the Library of Congress during the Postwar Era”**

**Panelist:** Melissa Adler, University of Kentucky

In "The Keeper of the Collections: Regulating Obscenity at the Library of Congress during the Postwar Era," Dr. Melissa Adler, from the University of Kentucky, will highlight the Library of Congress' Delta Collection, which was a sample of all the material "seized by the Customs Bureau and the Postal Service," that was "composed of erotica and items considered to be pornographic or

obscene," and that intended for use as "evidence during the McCarthy era." Dr. Adler will provide evidence of "an untold piece of the history of sexuality in the U.S. through the lens of the Library of Congress policies and practices."

## **Student Services SIG**

**“Advise the Advisor: Advising Strategies and Best Practices in LIS Education”**

**Convener/Panelist:** Jessica Hutchings, University of Wisconsin-Milwaukee

**Moderator:** Roy Brooks, University of Illinois at Urbana-Champaign

**Panelists:** Meg Edwards, University of Illinois at Urbana-Champaign; Rae-Anne Montague, University of Hawaii; and Kristen Eschenfelder, University of Wisconsin-Madison

This session, sponsored by the newly established Student Services SIG, seeks to draw on the expertise of both faculty and professional advisors to outline strategies and best practices for advising masters level students in Library and Information Science programs. While faculty are especially adept at research and teaching, advising students is often not a skillset that is developed in the PhD program and professional development is not typically provided to improve on this important aspect of graduate education. Panelists will outline how they help students with career exploration, mapping curriculum to functional skills, building an academic program, and professional preparedness. Audience members will have the opportunity to share their own effective strategies but will also present and discuss challenges they encounter when working with students.

A facilitator will present questions to the panelists for the first 45 minutes but will also integrate audience input. The facilitator will then foster a discussion of challenges brought forward by audience members.

## **Youth Services SIG**

### **“A Risky Business: Educational Entrepreneurship in Youth Services”**

**Conveners:** Annette Y. Goldsmith, University of Washington; and Allison G. Kaplan, University of Wisconsin-Madison

Lighting talks by:

- Lynne (E.F.) McKechnie, Sarah McDonald, Amber Milliken, Blessing Olofinlade, Kathleen Schreurs, Robyn Travis, and Keith Willoughby, Western University
- Eliza T. Dresang, University of Washington
- Kyungwon Koh and June Abbas, University of Oklahoma
- Jamie Campbell Naidoo, University of Alabama; and Sarah Park Dahlen, St. Catherine University
- Danielle E. Forest and Sue K. Kimmel, Old Dominion University; and Kasey L. Garrison, Charles Sturt University
- Ellen Pozzi, William Paterson University
- Christopher Stewart, Dominican University
- Valerie Hill, Texas Women’s University
- Natalie Greene Taylor, Amanda Waugh, Mega Subramaniam, Allison Druin, and June Ahn, University of Maryland; and Kenneth R. Fleischmann, University of Texas-Austin
- Sara Chizari, University of South Carolina
- Marianne Martens, Kent State University

## **Part-time and Adjunct Faculty SIG**

### **“Casualties and Collateral Damages: A Critical Look at Educational Entrepreneurship in LIS”**

**Convener/Panelist:** Catherine Closet-Crane, Kent State University

**Panelists:** Timothy Dickey, Kent State University; Wilhelm Peekhaus, University of Wisconsin-Milwaukee; and Zapopan Martin Muela-Meza and Jose Antonio Torres-Reyes, Nuevo Leon Autonomous University

Aiming to initiate critical reflexivity, a panel of international LIS educators examines the unintended consequences of educational entrepreneurship on LIS faculty, students, and practitioners. Discussion with attendees will follow presentations.

## **Gender Issues SIG**

### **“Educational Entrepreneurship in LIS to Further a Discussion of Gender-Based Issues”**

**Convener:** Bharat Mehra, University of Tennessee

“Educational Entrepreneurs: Canaries in the Coalmine and Scholars at Risk”

**Panelist:** Toni Samek, University of Alberta

This presentation contribution will probe how economic and ideological conceptions of “Educational Entrepreneurship” may have negative consequences for women teachers in higher education, with particular attention to the LIS sector and its narrow base for gender (and race) studies. Emphasis is placed on critiquing the relationship between the contingent labour model, distance education, internationalization of the university, and assaults on academic freedom in higher education today. Discussion will be provoked around the following question: To what extent are women teaching in the feminized LIS educational sector “canaries in the coalmine”, signally new cohorts of scholars at risk in the globally competitive educational marketplace?

“De-emphasizing Gender in Talk about Texts: Literature Response, Discussion, and Gender”

**Panelist:** Beth Brendler, University of Missouri

The purpose of this study was to provide a better understanding of gendered response to literature and to shed some light on the complexity of readers. The data demonstrate ways that literature discussions can be affected by group composition, the discussion group community of practice, and sociocultural expectations.

Certainly, in many aspects, the study demonstrated a diversity of response within gender. This indicates that there are other contributing factors to literary practices beyond gender, which calls into question the use of gender as a major consideration for making decisions about literacy.

The results of this study suggest that varied ways to talk about books provide avenues for readers to express themselves in manners that are most comfortable for them. It is important to make sure that reading group facilitators are aware of the significance of group composition in discussion of texts, and to help them see how power relations operate within the group. Experiencing varied options for distancing themselves from underlying social beliefs might provide readers with a powerful impetus for considering the implications of ideology in their own lives. When

ideological assumptions are made visible we can more readily understand their influence on our literacy and life practices.

“Where are the Women in STEM? A Literature Review of Women in the STEM Fields and Building a Developmental Relationship Through the Use of Academic Library Resources and Services”

**Panelist:** Rebecca Davis, University of Tennessee

The academic library should strive to have a developmental relationship with women in STEM by providing necessary resources and services because the academic library is where students go for academic information. Enrollment and retention rates of women in the STEM majors are disproportionately small when compared to men which points to this being a social justice issue, but this is where the academic library should step in and provide more support to women in the STEM majors. This paper will be informed by three in-depth literature reviews of women in the STEM majors, the use of the academic library resources and services and building developmental relationships with students. After reviewing the literature, the researcher will propose two methodological approaches to apply to future research on how to build developmental relationships with women in STEM through the use of academic library resources and services: the small worlds methodology often incorporated in Elfreda Chapman’s research and Brenda Dervin’s sense-making methodology. The goal of this paper is to present an overview of the social justice issue that exists with women in the STEM majors, how to build a developmental relationship through to the use of academic library resources and to propose two possible methodological approaches to apply to future research.

“Enabling Entrepreneurship through Epistemology, Ethics, and Essential Questions”

**Panelist:** Melodie J. Fox, University of Wisconsin-Milwaukee

The recent explosion in epistemic research has the explicit goal of incorporating more diverse perspectives into knowledge organization systems. Researchers take a wide stance, critiquing standards and the responsible vendors and editorial boards for ethical breaches, particularly in how groups of people, such as the genders, are represented in systems. However, discussions on AUTOCAT show that many practitioners consider cataloging errors or serving personal agendas as ethical lapses. To bring together the wide and narrow views in the classroom, essential

questions, based on a rudimentary understanding of epistemology can be an effective frame for learning technical skills.

Essential questions are overarching, debatable questions that provide context and consequences in learning specific concepts. This presentation will demonstrate how formulating essential questions based on epistemology can help students become “ethical entrepreneurs.” Having an epistemic understanding of the dilemmas they will face in the field will assist them in thinking independently. This presentation will use the context of gender representation in knowledge organization systems to demonstrate how essential questions in the classroom can inform ethical and inclusive decision-making.

“LIS Entrepreneurship to Make the Academy Inclusive towards People of Diverse Sexual Orientations and Gender Identities”

**Panelist:** Bharat Mehra, University of Tennessee

This presentation will discuss the creative entrepreneurship efforts the author has been involved in at the University of Tennessee since 2005 in order to make the academy more inclusive towards people of diverse sexual orientations and gender identities. The discussion involves social action and participatory leadership efforts towards developing new collaborations and partnerships, grant development, curricular design, community engagement and service learning, institutional policy formulation, information resource delivery and service provision, and other progressive initiatives that are being made in the conservative buckle of the Bible-belt to create greater representation and visibility for this marginalized population.

“Flourishing Men: What Information do New Zealand Men Need to Increase their Wellbeing, and How can We Provide It?”

**Panelist:** Peta Wellstead, Open Polytechnic New Zealand

New Zealand men have poor health outcomes in a range of domains compared to women. They also report barriers (both personal and structural) in their information seeking to improve health and wellbeing. This presentation reports an entrepreneurial project between the author as lead researcher, The Mental Health Foundation of New Zealand and Movember New Zealand that investigated the information seeking of New Zealand men during episodes of mental and physical ill-health. The research also provides insights into ways that information can be provided to

encourage men to engage in information seeking in a more timely way to improve their health and wellbeing. The research findings present challenges and opportunities to LIS educators who are interested in progressing entrepreneurial projects with groups in the community from outside the ILS disciplines. Ways to engage students in this endeavour will also be discussed.

## **Archival/Preservation Education SIG**

### **“Charting the Archival Enterprise in Doctoral Education through AERI”**

**Conveners:** Mary Edsall Choquette, University of Maryland; and Kenneth Lavender, Syracuse University

**Panelists:** Sarah Buchanan and Katie Pierce Meyer, University of Texas at Austin; and Jonathan Dorey, McGill University

The purpose of this panel is to share results from a research study, “Understanding Diversity in the Archival Studies Doctoral Student Body,” which surveyed the population of students who have attended one or more annual Archival Education and Research Institute (AERI) since 2009. The presenters also intend for the panel to encourage a conversation among the ALISE community about the interdisciplinary backgrounds brought by doctoral students to their research, how such expertise could enrich future library and archival research and teaching, and the roles of AERI in fostering this academic space. A goal of the annual AERI and the broader initiatives and scholarship it supports year-round is to strengthen education and research while supporting academic cohort-building and mentoring. Through this initiative, a diverse population of both student and faculty archival scholar-participants has demonstrated the richness of curricular and pedagogical innovations as practiced in institutions around the globe. Research presentations, workshops, posters, and mentoring sessions have revealed over the past five years that a deep range of approaches continues to be exercised in the course of archival studies research. Such approaches are seen at all stages of the research process, including theoretical frameworks, conceptual underpinnings, methodology, collaboration dynamics, data analysis, and results-sharing. Student participants in AERI continue to reflect this multiplicity of research backgrounds and academic areas of expertise, with new approaches shared each year. The depth and consistency of attendance at annual AERI also spoke to a need to assess its progress, as understood by its student cohorts, in achieving the goals that have been established over the past five years.

As part of the AERI 2013 planning process, student committee members designed a 21-question survey that would gather such academic-oriented information from current and past student attendees. The research study examined disciplinary backgrounds and research directions that current archival doctoral students are pursuing globally. In addition to general demographic information, survey questions were designed to understand the ranges of educational backgrounds,

academic interests, future career interests, preferred research communities, and internationalization aspects related to students' doctoral work in archival studies. Five final questions gathered student perspectives regarding prior attendance and perceived value of AERI and its components towards students' development as future faculty and leaders in archival studies. The survey was distributed online to all students who have attended one or more AERI since 2009, consisting of a sample size of 131 individuals. The survey collected responses over a two-week period prior to AERI 2013 and obtained a 43% response rate. Overall this survey sought to improve our understanding of doctoral students' approaches to the archival enterprise in their education.

Under a theme of "the doctoral archival enterprise," this session and its presenters will advance a conversation among the ALISE community about the research experiences of doctoral students who are focusing in archival studies. As seen in the survey results (Q8), this population includes students who may have prior academic expertise in cultural studies, gender studies, philosophy and ethics, history, copyright, museum informatics, psychology, and visual anthropology, among others, but are currently applying an archival lens toward research questions arising from these areas. The panel format will be structured so that each presenter will be allocated 15-25 minutes to present their portion of the session content, which will include a portion of the survey question results, background, and resulting analysis. Both presenters and the convener will keep firmly to these times so as to maximize the amount of time given to the audience members in the course of an interactive discussion and Q&A. Following the panelists' presentations, the convener and panelists will moderate an interactive discussion with members of the audience who will contribute their questions and inquiries. All members of this session have long-standing experience and participation with the AERI topic, with each of the five years of AERI having been attended by one or more of the panelists or the convener. This rich experience with their topic will enable the panelists to advance current discussions of broader research and pedagogical trends at ALISE.

## **Technical Services Education SIG**

### **“Paid Internships in Library/Information Science Education—The Mitinet Independent Contract Cataloging (ICC) Program Case Study”**

**Convener:** Karen Snow, Dominican University

“Paid Internships in Virtual LIS Education”

**Panelist:** Patricia C. Franks, San Jose State University

While the concept of paid internships has existed for many years in a variety of fields, the development of paid internships in the “virtual” arena is a relatively recent phenomenon. This segment will discuss the data and anecdotal evidence associated with my study of virtual internship and discuss the strategies used to establish / foster relationships with related enterprises as well as details associated with both paid and unpaid virtual internship programs, including curriculum development, organization, communications, and other best practice – program modeling information.

“The Mitinet Independent Contract Cataloging (ICC) Internship Program Case Study: Enterprise Recommendations for LIS Educators and LIS Education Programs”

**Panelist:** Tom Adamich, Mitinet Library Services

In 2012, Mitinet Library Services (a library metadata management and library resources cataloging company) embarked on a paid internship program associated with San Jose State University’s Virtual Internship Program (VIP). The program consists of the following elements:

- Identification of qualified virtual internship candidates via an application / qualifications assessment / interview process
- Candidate interview
- Development of San Jose State VIP learning outcomes and identification of course objectives
- Review of Mitinet ICC production goals and training objectives
- Communications (production-related statistical data and procedural) outcome targets and related details
- Metadata Production and work performance assessments

- Position paper guidelines and content outcomes (discussion and information distribution)

This session segment will include category details and offer recommendations for replication and best practices development.

“Participation in the Mitinet ICC Internship Program – Thoughts and Perspectives”

**Panelists:** Marlena Barber, East Carolina University; and Katherine “Red” Coffey, Mitinet ICC librarian

As members of the first cohort of students in the Mitinet ICC Program, Barber and Coffey will discuss the development, successes, challenges, and outcomes of their participation in the program. Additionally, they will share details of each of their position papers and related details. Finally, Barber and Coffey will share how the program has contributed to their career development as librarians / knowledge managers and discuss details surrounding their continued relationship with Mitinet Library Services as ICCs.

## **Curriculum SIG**

### **“How the Responsibility Center Management Budget Model Drives Entrepreneurial Curriculum Development”**

**Conveners/Panelists:** Linda L. Lillard and Yoojin Ha, Clarion University

**Panelists:** John Groves and Simon Aristeguieta, Clarion University

The RCM Budget model places the authority for operations within the different units of an institution. This means that each unit operates entrepreneurially in a way receiving all of its own revenue such as tuition. While these units may be assigned a portion of the government support received by the institution, each unit is also responsible for its own expenses in addition to a share of the expenses incurred by the general operations of the university, sometimes referred to as a tax (Hanover Research, 2013).

RCM advocates believe that forcing the individual units to fight for their own survival will induce deans to pursue new sources of revenue. On the flip side one of the drawbacks of the RCM model is resentment of the money making units towards supporting the units that do not make money. Boston University President Robert A. Brown claims the competition for students promoted by RCM could cause deans to resort to inefficient measures to prevent students from enrolling in courses in other colleges. He also suggests that the RCM model can “encourage a duplication of efforts across colleges, which are determined to hang on to tuition dollars by teaching courses already offered elsewhere (Stripling, 2010).”

Faculty members in the Library Science Department in the College of Education and Human Services at Clarion University and their Dean will discuss the entrepreneurial impact the university’s adoption of the RCM budget model has had on curriculum changes in their department and within the university overall.

#### References

Hanover Research (2013). Higher Education Blog. Online available:

<http://www.hanoverresearch.com/2012/04/6-alternative-budget-models-forcolleges-and-universities/>

Stripling, J. (2010, December 13). Your tub or mine. *Inside Higher Ed*. Online available:  
<http://www.insidehighered.com/news/2010/12/13/budget>

## **Information Ethics SIG**

### **“Educational Advances and Initiatives in Teaching Information Ethics in Library and Information Studies”**

**Conveners:** Mirah Dow, Emporia State University; and Tonyia Tidline, University of Illinois at Urbana-Champaign

#### **“Service Learning as Pedagogy for Information Ethics”**

**Panelist:** Gayle A. Bogel, Fairfield University

Bogel, Gayle A., Ph.D., Fairfield University, will present *Service Learning as Pedagogy for Information Ethics* wherein she asserts that LIS educators can help to clarify the pedagogical steps that support service learning as an accepted best practice of academic service learning by going beyond typical LIS field experience and internships to engage students in learning about information ethics through service learning projects and opportunities. Dr. Bogel will make a solid case for linking existing LIS educational approaches to service learning as an emerging pedagogy of community engagement that involves community partners as colleagues in teaching and learning, and deep critical reflection leading to reciprocity and balance in promoting deeper transformational learning for sustained community engagement.

#### **“Beyond the Term Paper—Capstone Experiences in Information Ethics Courses”**

**Panelists:** Kay Mathiesen, Laura Lenhart, and Don Fallis, University of Arizona

In this presentation, the three presenters will discuss their experiences with using non-traditional final project assignment in their information ethics courses. Three different capstone experience assignments will be presented along with a discussion of the underlying pedagogical principles that motivated the assignments. To illustrate each approach, samples of students work will be presented and the pros and cons of each type of assignment will be discussed.

#### **“Incorporating Information Ethics across the Curriculum and the University”**

**Panelist:** Kristene Unsworth, Drexel University

Dr. Unsworth’s presentation will present ongoing work to weave information ethics into diverse university courses including freshman honors courses on Surveillance and Society, undergraduate courses in Information Policy and Urban Space, and graduate courses in Government Information

and Information Policy. She will discuss ways to use interdisciplinary content, specifically in an LIS elective course, Government Information, drawing on historical and contemporary cases and by highlighting issues in information ethics.

This session responds to interest expressed by participants who attended recent information ethics roundtable discussions at ALISE. There has been a great deal of expressed interest in learning how information ethics as a topic or class is presented in LIS schools. The innovation and originality captured in these sessions will contribute to learning about Educational Entrepreneurship through presentation of initiatives and new educational enterprises related to the teaching of information ethics.

## **Distance Education SIG**

### **“Beyond Traditional Online Education: Using All of the Tools in the Social Media Toolbox”**

**Conveners:** Nora Bird, University of North Carolina at Greensboro; and Suellen Adams, Independent Faculty Member

“Connected Learning in Participatory Culture”

**Panelist:** Valerie Hill, Texas Woman’s University

Educators cannot possibly utilize the thousands of apps, content creation and content curation sites now available for students to create digital products. It is imperative, however, that we understand the overall potential of various types of Web 2.0 and Web 3.0 applications emerging. The talk will share examples of how online learning platforms can utilize Web 2.0 and Web 3.0 user-generated and user-curated content for meaningful learning and information literacy. The fast-paced session is intended to provide a quick overview of current online technology trends useful for distance education.

“Busting Out of the LMS Using LibGuides as a Parking Lot”

**Panelist:** Joyce Kasman Valenza, Springfield Township HS Library

Using [LibGuides](#) as an alternate, authentic, and interactive space--a collaborative parking lot -- for embedding course modules and for sharing student student work for a InfoLit in Digital Landscapes course will be demonstrated. LibGuides serves as a space to present the course, interactive schedules and polls, collaborative documents and presentations, activities, conversations, reading/viewing playlists, and for hosting a variety of class streams and updates-- Twitter and Pinterest, for example.

“Wikis for Supporting Curriculum Design and Content Development Online”

**Panelist:** Danilo M. Baylen, University of Alabama

One of the challenges that led to the conceptualization of using Wikis in online courses started with work space needs in the contexts of curriculum design and content development including mapping curriculum components, developing course content, hosting accessible course content with minimal technical issues, sharing examples of student work publicly outside of the course management system. The use of a Wiki to answer these needs will be demonstrated.

“Using Edmodo for Library and Information Science (LIS) Graduate Courses”

**Panelist:** Sung Un Kim, The Catholic University of America

In this presentation, the use of Edmodo will be demonstrated and reflections on its use in higher education from the perspectives of both the instructor and the students will be shared. Guidelines on how to utilize this tool in the context of LIS graduate education will be discussed. The presentation will help the audience understand what features of Edmodo enable graduate students to collaboratively learn and how educators can best serve their learning needs.

“Beyond Traditional Online Education: Using All of the Tools in the Social Media Toolbox”

**Panelists:** Judi Moreillon and Ruth Nicole Hall, Texas Woman’s University

In LS5633: The Art of Storytelling graduate student candidates use digital tools to create and disseminate advocacy stories. They base their stories on ALA and other competences. They also increase their expertise in communicating library values to stakeholders and use social networking venues to seek feedback from authentic audiences. Presenters will discuss the tool choices for digital storytelling and how they are used in this class.

## **Research SIG**

### **“Entrepreneurship: Commercializing Research and Teaching in LIS”**

**Conveners/Panelists:** Howard Rosenbaum and Pnina Fichman, Indiana University

**Panelists:** Elizabeth Liddy, Syracuse University; and Sandy Hirsh, San Jose State University

LIS programs are coming under increasing pressure to be entrepreneurial and innovative, often in environments of increasing competition and decreasing budgets. At the same time commercializing teaching and research is becoming more common. LIS educators are debating the future of the information professions and are engaging in a range of new initiatives. What goes into the decision to create new curricular initiatives? What are the benefits of taking an entrepreneurial approach to research and commercialize it? How can programs take advantage of synergies between research and teaching? Will LIS embrace the new pedagogy of large scale online courses? Flipped classrooms? Hybrid courses? What are the commercial challenges and opportunities in these trends? How does this translate into new program initiatives? How can we learn to move quickly and strategically in a competitive changing environment? The panelists will discuss their entrepreneurial visions, their experiences with the commercialization of LIS research and teaching, and the role that entrepreneurship plays in the research and teaching in their institutions. In addition, the panelists will discuss the trends they see shaping the LIS landscape in the next five years.

## **Innovative Pedagogies SIG**

### **“Innovation in Small Doses: Educational Entrepreneurship Starts with the Small Changes and the Next Steps”**

**Convener:** Jen Pecoski, Wayne State University

**Panelists:** Bernadette Welch and Sue Reynolds, RMIT University; and Mary Carroll, Charles Sturt University

In response to the constant and fundamental changes being experienced in the Library and Information Science (LIS) practice and profession, there is widespread evidence of innovation and entrepreneurship activities (Miller, 2012; Jantz, 2012). Social entrepreneurship, especially, has been embraced by many of the public libraries in response to changing nature of library spaces and budgets. What are not so well documented are the innovative or entrepreneurial activities that are being developed in Higher Education (HE), especially pertaining to activities in physical and digital classrooms.

While the papers at this conference will address this to some extent, there will be many other HE educators and academics who are interested in either how to get started with a ‘great idea’ or who have an idea or a practice that they would like to discuss. The purpose of this SIG session is to offer that place as a workshop. A three-pronged approach is proposed this session. Firstly, the session presenters will situate the idea of pedagogy as innovation, where innovation is defined as ...”creating better or more effective or more efficient processes and services or generating the ideas or culture that will breed this creativity” (Crumpton, 2012, p. 98). Secondly, audience members (as small groups) will be asked to brainstorm and identify their innovative and entrepreneurial teaching method approaches, which suggests a think, discuss and act format. Thirdly, short, creative presentations will be developed with followup discussion facilitated by session presenters and actions will be initiated and recorded.

All participants will be offered a short space to present their ‘great idea’ which could be a physical or digital classroom practice that they are regularly using, an idea considered ‘inprogress’ that needs some development, questions and appeals for more information, a description of an activity that worked well, a request for collaboration on a project, news about a well-established program or practice, or any other query that fits the situated innovative pedagogical and entrepreneurial label.

The idea of the short presentation is based from the two-minute presentation, where presenters are forced to concentrate the idea into the limited time, which can often lead to imaginative presentation approaches (e.g., see PechaKucha methodology at <http://www.pechakucha.org/faq>). While the “tried and true” approach of the traditional conference is still important, a conference theme of educational entrepreneurship needs innovative approaches, in and of itself. When faced with the short or two-minute window, the presentation has to be focussed and every utterance is important.

As mentioned above, following the embedded workshop presentations by participants, there will be an opportunity to engage with the audience as a whole, to follow up any interest in the ideas resulting from the workshop brainstorming. Participants will be encouraged to come up with actions that will be useful to follow up the ‘great idea’. The whole of this session is innovation and entrepreneurial in its conception and theme, as entrepreneurship has been defined as ...”demonstrating the innovation by putting the idea or concept into practical use with the infusion of resources, be it capital or support of institutional leadership” (Crumpton, 2012). The ‘entrepreneurial’ approach to the ideas will be canvassed in the discussion and actions. From this workshop-based session, the ‘great ideas’ will be recorded, the actions noted and the artefacts will be made available through the Teaching Methods SIG

#### References:

Crumpton, Michael A. 2012, ‘Leading Results: Innovation and Entrepreneurship’, *The Bottom Line; Managing Library Finances*, Vol. 25, No. 3, pp.98-101.

Jantz, R.C. 2012, ‘Innovation in academic Libraries: An analysis of university librarian perspectives’, *Library and Information Science Research*, Vol. 34, pp. 3-12.

Miller, R. 2012, ‘Damn the recession, full speed ahead’, *Journal of Library Administration*, Vol. 52, No. 1, pp 3-17.

PechaKuch: The art of concise presentations, available at <http://www.pechakucha.org/>

## **Doctoral Students SIG**

### **“Developing Theories and Models in Research: Where to Begin”**

**Conveners:** Terri Summey, Emporia State University; and Maurine McCourry, Dominican University

Panelists: Karen E. Fisher, University of Washington; and Sanda Erdelez, University of Missouri

Central to each discipline or field of research is a theoretical base upon which researchers may utilize to frame future research problems, analyze empirical results, and build a central body of knowledge. New researchers in the field of Library and Information Science may struggle with developing the skills and knowledge needed to develop new theories and models in their own research. (continue adding with help from speakers)

## **Multicultural, Ethic and Humanistic Concerns SIG**

### **“Power, Privilege and Positionality: Applying a Critical Lens to LIS Education”**

**Conveners:** Nicole A. Cooke, University of Illinois at Urbana-Champaign; and Delicia T. Greene, Syracuse University

**Panelists:** Robin Fogle Kurz, Louisiana State University; Safiya U. Noble, University of Illinois at Urbana-Champaign; Bharat Mehra, University of Tennessee; and Vanessa Irvin Morris, Drexel University

In their book *Critical Theory for Library and Information Science* (2010), library and information science (LIS) educators Leckie, Given, and Buschman advocate for the adoption and utilization of critical theory in our classrooms and research. LIS tends to be a very practical field, examining information critically, but only as it pertains to our profession, our organizations, and the technical mechanisms by which we retrieve and use information. However, information and its use are not black and white entities, rather they are colored by the world around us. Critical theory enables us to take an inward look at LIS and align our goals and outcomes with the societal influences that inevitably touch our profession. Critical theory enables us to get out of our own heads. The authors state:

Critical theorists give us an array of perspectives or approaches to the very concerns that we have in LIS and help us to think about/examine those issues in new ways. ... critical---theoretical perspectives help us to understand how large---scale changes in society, such as globalization and the permutations of capitalist production, affect what might seem to be routine and local practices, such as collections development or the purchase of catalog records, thus bringing fresh insights on who we are and what we do, collectively and individually. (p.xiii)

In addition to panelists sharing their personal and professional experiences and discussing how and why they use critical theory (which encompasses critical literacy, critical pedagogy, and social justice) in their research and teaching, panelists will also discuss the importance of making critical theory a natural and ongoing part of LIS discourse.

Panelists will each have 15 minutes to present their talks and experiences, leaving a 30---minute period to interact with the audience and address questions. Among the goals of the session is to

develop a list of strategies and suggestions for incorporating critical theory into LIS classrooms, for those new to the topic.

Reference:

Leckie, G. J., Given, L. M., & Buschman, J. E. (Eds.). (2010). *Critical theory for library and information science: Exploring the social from across the disciplines*. ABC--Clio.

## **School Library Media SIG**

### **“Creating Innovative Partnerships”**

**Conveners:** Patricia Montiel-Overall, University of Arizona; Mega Subramaniam, University of Maryland; and Sue Kimmel, Old Dominion University

“Practitioner Perceptions of School Library Advocacy: A Pilot Study”

**Panelist:** Elizabeth Burns, Old Dominion University

“Innovative Partnerships: Exploring School Librarianship through a Global Lens”

**Panelists:** Melissa P. Johnston, University of Alabama; and Lucy Santos Green, Georgia Southern University

“Influencing Instructional Partnerships in Universities: Schools of Library and Information Science and Colleges of Education”

**Panelist:** Mirah J. Dow, Emporia State University

School librarians are at the forefront of changes sweeping education. Through innovative partnerships and bold leadership, they create entrepreneurial spaces for inquiry, collaboration, and creativity. A panel will share three research papers exploring how school librarians and school library educators create opportunities for real change in pedagogy, curriculum, and practice. In this call, we solicit research papers that explore school librarianship as entrepreneurial partnerships. Examples of potential research topics include:

- School librarians forging entrepreneurial partnerships with teachers, community, or others;
- School librarians as leaders of change & risk takers in curriculum or pedagogy;
- Partnerships that encourage students as entrepreneurs including school libraries as “makerspaces”;
- Innovative practices and partnerships in school library education; and
- Collaborating to harness new technologies.

Papers are not limited to these listed topics. Related topics are encouraged particularly if they involve innovative research practices that demonstrate risk-taking with new methods, participants, or researcher roles. The ALISE School Library SIG panel session will begin with presentations of three research papers (15 minutes each and 5 minutes of Q&A). This will be followed by a panel of discussants, composed of the SIG Chairs, facilitating discussion on holistic responses to the

three papers, focusing on the innovative aspects of each and proposing future areas for research and inquiry (30 minutes).