

**Alan Turner & Linda Albin, zplurge /'zplə:dʒ/ Informal Noun 1. An act of creating zine pages freely or extravagantly Verb 1. Create zine pages freely or extravagantly**

Workshop (60 mins)

Zine publishing for Libraries, is an engaging workshop creating zine pages, from a Librarian that creates a zine @pixel\_page for art students based at the Arts University Bournemouth and the previous winner of best name badge award at ic2c 2015. Fuelled by copious amounts of coffee, tea, sugar, cheese...whatever gets you excited. Cut, snip, trace, stick, rip, tear, scrunch. 1 hour of organised chaos as groups charge headlong into creating an A4 Zine page on anything Library/information/knowledge/learning related. After a quick 5 minute inspirational talk to unlock your dormant creativity, groups will be launched onto the webisphere, using free images online, their own doodles, images, beautifully ugly handwriting, printers (supplied), scissors, glue, nails?!, and anything to hand to create a zine page that oozes authenticity in just 45 minutes. 5 minute - inspirational talk 5 minute – ideas and decision of idea 5 minute - allocation of tasks 15 minute – scoping images – creation of text 20 minutes – printing, cutting, writing, pasting, gluing 10 minutes – feedback from each group. Best zine page winner announced at the end of the conference, with the potential to publish the zine after the conference for all attendees.

**Andrew Whitworth, Talking digital and information literacy into being: A workshop using data from the SPIDER project**

Workshop (60 mins)

What is your contribution about? Put a short (200 word max) abstract here.

This workshop will involve attendees interacting with the rich data from the SPIDER (Stewarding and Power In Digital Educational Resources) project. SPIDER is a study of how small groups of learners were taught to make critical judgments about information and technology as they collectively built their own “digital habitat” (Wenger et al 2009) and “information landscape” (Lloyd 2010), directed by the parameters of the learning tasks they were set. The project generated a corpus of over a million words of text, consisting of the multiple dialogues that the learners engage in as they negotiate what it means to be digital and information literate in this setting. Workshop attendees will be able to use the data to explore how their own assumptions about digital and information literacy may or may not be reflected in these actual dialogues. The aim is also to help attendees incorporate these kinds of informed learning activities (cf. Bruce 2008) into their own teaching and learning environments.

**Antony Groves, Creating a makerspace to suit your library**

20 minutes

From arts and craft through to computer hacking, makerspaces give participants the opportunity to

create and learn with like-minded individuals in a supportive environment. Libraries are ideally placed to facilitate this type of inter-disciplinary extra-curricular learning, but with increasing pressure on space, resources and expenditure how can we all manage this? Hear how institutions across the UK are meeting these challenges by creating different types of makerspace to support the hands-on learning of their distinct academic communities. In particular, learn how the University of Sussex Library collaborated with colleagues in Technology Enhanced Learning to successfully run two temporary 'pop-up' makerspaces: the first led by local edtech leaders Makerclub and the second by a Sussex lecturer. This twenty-minute presentation intends to showcase different approaches being taken to create academic makerspaces and will include a case study on the innovative pop-up Library makerspace at Sussex, sharing our observations and lessons learned. The session aims to inspire others to join the maker movement and will show the different paths that can be followed to set up a makerspace. It will finish with a ten-minute craft-based maker project for attendees to undertake; demonstrating how straightforward building a makerspace, and creating within it, can be.

**Claudia McGivney and Dana Haugh, Perfect partners: Collaborating with undergraduate writing programs to help students understand real information in a fake news world**

Short Presentation (20 mins)

Our contribution would focus on our libraries' partnership with the program for "Writing and Rhetoric" to develop workshops for freshmen that go beyond what they learn in the classroom about effectively supporting their writing with credible information. Students in the program generally receive one information literacy session during their courses' normal meeting time. Our collaboration envisions a space for students to critically engage with both the concept and reality of "fake news" through workshops outside the classroom space. Lead jointly by library and "Writing & Rhetoric" faculty the workshops explore how this new information landscape will factor into students' academic careers. The collaboration is also beneficial to both the program in "Information Literacy" and "Writing and Rhetoric." Our contribution would delve into some best practices for partnering with departments outside traditional library spaces. We will go over some of the challenges involved when working with academic departments, as well as some of the benefits. We'll also take a look at how to design a workshop geared towards engaging students through dialog, creative thinking and interactive exercises that all center around situating information literacy skills!

**Emily Thompson, Sound Editing for Librarians**

Workshop (60 mins)

Audio is a finicky beast, and bad sound is the fastest way to ruin a perfectly good tutorial or promo video. This hands-on session will teach the basic vocabulary and skills needed to make sure that voice over sounds right. The session will start with an overview of microphone controls and how external elements can affect recordings. Next, we will take a dive into the editing itself using pre-recorded elements and Audacity. Finally there will be a discussion of where and when to use effects, filters, and music in order to ensure that they are complementary rather than distracting. By the end of this session, participants will know how to start with getting good audio and how to manipulate it into a soundtrack that will make their projects sing.

Ideally, participants will bring a computer with them. They should also download Audacity ([www.audacityteam.org/](http://www.audacityteam.org/)) ahead of time.

### **Frances Reed, Nursing on display**

Short Presentation (20 mins)

The entire events and exhibitions programme at the Royal College of Nursing Libraries is achieved through collaboration. In this talk I'll highlight some key examples of this, from curating nursing history exhibitions in the library to eating Lincolnshire sausages with artists (that's right). We facilitate projects to get people thinking about nursing in different ways. Our small team of 2 works collaboratively with RCN staff and members, to hold exhibitions and events which celebrate nursing practice, past and present. We work with nurses who become our guest curators, speakers and expert advisers, to ensure our programme is well-informed, as well as creative and promotes our amazing library collections. I will present some case studies of working with different groups, from mental health and defence nurses, to researchers and library professionals. I will talk about the outcomes achieved through these collaborations, such as exhibitions on nursing history and our UK wide events programme. I'll touch upon working with artists to create an evening of art, music and (what became infamous) homemade sausages. I'll also admit to my master plan of high jacking some tired bookshelves to freshen them up and create bigger and better exhibitions.

### **Jane Secker, Creative approaches to copyright education**

Workshop (60 mins)

What is your contribution about? Put a short (200 word max) abstract here.

It is increasingly important for students and academics to understand copyright and intellectual property (IP) issues and for this to be taught as part of information and digital literacy (Secker and Morrison, 2015). Copyright is relevant to a number of information professional's responsibilities such as supporting researchers making theses and publications open access; helping teachers to find and re-purpose open education resources or teaching students how to use third party content in presentations, blog posts or videos. In each case it is important the individuals know how to use information ethically, giving credit to people whose work they use and avoid infringing copyright law. However, teaching copyright is often challenging for librarians and dedicated copyright training sessions are rarely popular with staff or students. The workshop provides an opportunity to share current practices and experiences of teaching copyright as part of wider IL. It involves group work to generate ideas for how to teach copyright in new, innovative ways and to embed it into a discipline. Each group is given a scenario to work on during the session. This workshop uses an interactive approach to learning design. Each group selects one of four cards that determines their scenario. They will then be asked to design a teaching intervention.

### **Kirsten Lamb, Co-creating embedded library services with an Engineering Research Group.**

Workshop (60 mins)

In early 2017 the Engineering library at the University of Cambridge piloted a service embedding a

research support librarian in a research group, exploring what such a service could look like. The librarian worked alongside the researchers as a colleague, providing traditional library support and working on projects for the group. Simultaneously, she recorded observations and gathered feedback. Using ethnographic and phenomenographic methods we found that embedded information support was a valued addition to the group and as a result have developed a potential service model for embedding research support. We also gained insights about researchers that will transform our standard services, from the training we offer to the way we develop relationships with our users. All of this was made possible by a collaboration that was unprecedented in STEM libraries at Cambridge. This short presentation will describe the process of developing the services and the embedded librarian's experience of working with researchers in a novel way.

### **Lynne Crook, Using Improvisation Games in Teaching for Students**

Workshop (60 mins)

The basis of this workshop came out of a project at the University of Salford, assessing the success of using improvisational games to improve confidence in students, specifically for public speaking. This has since expanded into joint workshops on self-confidence undertaken with our Wellbeing Service. As well as the practical applications for students in public speaking, it was clear from the outcomes of the project that the students valued the group support and collaborative nature of the session. The use of games and 'play' helped to move students through a potentially nerve-wracking experience in a low stakes environment. The ethos of improvisation is to provide a space in which participants can '...fail cheerfully' (Barker, 2016), in the knowledge that they will be supported by their peers. As such, improvisation can provide a way for students to socialise, build trust with one another and also potentially learn skills. As an adaptable format, it can be incorporated into sessions to highlight skills and build a community. This session will be a very practical and participatory workshop, in which participants will take part in a range of improvisation games and be invited to reflect on how these could be incorporated into practice.

### **Regine Gilbert, The Art of UX & Cx**

Workshop (60 mins)

Are you looking to build a great product? Have you thought about your end users? User experience and customer experience are not the same thing. In this session we will discuss the difference and why the difference matters. With hands on activities, you will get to explore User Experience (UX) and Customer Experience (CX) to build great products.

### **Sam Helmick, Pumpkinpalooza: Power Tools in the Library**

Short Presentation (20 mins)

This presentation is designed to share creative ideas on how to introduce library users to tools, equipment and activities that may be otherwise atypical or unavailable to them. Each activity is

playful in nature and encourages adults to connect, learn and image at their community library. Learn how libraries can apply power tools for a creative pumpkin decorating workshop, add maker elements to regular library programming such as an "upcycled shirt bags" sewing machine klatch during a library's annual Clothing Swap, and "band in a bag" check out with a library's ukulele collection (including a musician in residence.)