

Thursday, July 15, 2021 (Central Daylight Savings Time)	Title/Author	Abstract
10:00AM – 10:55AM (Central Daylight Savings Time)	<p><b>10:00AM – 10:25AM</b></p> <p><b>Research Paper:</b></p> <p><i>Paradigm Shift from Books to Graphic Novels: The Coherence and Aesthetics of Graphic Narratives</i></p> <p><b>Sreevidya Devanand</b></p> <p><b>United Arab Emirates Dubai</b></p> 	<p>This paper focuses on the important aspects of graphic novels line thematic representation and visual and narrative style, that makes it a remarkable literary genre. The aesthetics and the power of illustration are taken into consideration in detail in the study. 'Maus' by Art Spiegelman and 'Persepolis' by Marjane Satrapi are taken as case studies. The radically different style used in Persepolis challenged the popular convictions on storytelling and its success as a graphic novel has profoundly influenced many Middle Eastern writers. To determine the efficacy of graphic novels, a survey is conducted among school students. Analysis is drawn from the survey and demonstrated with the help of graph and pie charts.</p>
	<p><b>10:00PM – 10:25PM</b></p> <p><b>Professional Paper:</b></p> <p><i>Efforts and changes around school libraries in Sweden today – When great things are happening... how do we communicate with authorities and decision makers?</i></p> <p><b>Fredrik Ernerot</b></p> <p><b>Sweden</b></p> 	<p>As the IASL conference themes in: Long Beach (2017), Istanbul (2018) and Dubrovnik (2019) has been circulating around - progression, impact and innovation around school libraries, it is interesting to focus on how ordinary school librarians best adopt fields where communication on a higher level marks the spot! The theme for this paper will work as a useful contribution to different methods, practically applied in Sweden for over ten years. Methods of communication that function as an inspiration to the higher governmental work and processes for school libraries, both on a national and international level. A wider scale on the following topics will be presented - mainly to create a developed knowledge adapted for school libraries. Knowledge ready to be transformed when participants return to their homes, communicating with their own contacts responsible for school libraries.</p>
	<p><b>10:30AM – 10:55AM</b></p> <p><b>Research Paper:</b></p> <p><i>Implementing STEM-related Activities for School Aged Users</i></p> <p><b>Virgilio Medina Jr Ross Todd</b></p> <p><b>Qatar</b></p>  <p><b>United States</b></p> 	<p>Published literature acknowledge the importance of Science, Technology, Engineering, and Mathematics (STEM) education in various educational institutions and its contributions to future nation's economy. This paper focuses on successful library STEM-based programs that were undertaken from August to September 2019 for school-aged users in a public library. This paper also explores users' perceptions in attending STEM-based activities in the library as well as their feedback on how future library programs on STEM could further be improved. These findings seek to provide new perspectives for librarians, educators, teachers, and staff in creating opportunities for STEM-based initiatives in an informal learning environment.</p> <p>Keywords: <i>Public libraries, STEM, young adults, school libraries</i></p>

	<p><b>10:30AM – 10:55AM</b></p> <p><b>Professional Paper:</b></p> <p><i>Reading Promotion Programme on Literature Appreciation Among the Young Adults in Sri Lankan Schools Conducted by the Ministry of Education</i></p> <p><b>Prasanna Premasiri Ranaweera Ranaweera Pemadasa</b></p> <p><b>Sri Lanka</b></p> 	<p>A pilot reading program as an action research was introduced by The National Institute of Library &amp; Information Sciences (NILIS), in order to inculcate reading appreciation among young adults in the Sri Lankan schools. A sample of 25 school libraries from the Maho Educational Zone was selected for the research study. Each grade nine student studying in the above selected twenty-five schools was given a young adult literature book to be read within fourteen days; after which the student was required to prepare a portfolio based on the above book. The school librarians marked the students' portfolio pieces, and this practice was continued up to the beginning of the third semester, using various literary genres. The students completed the given task within the specified period. According to the students' final portfolio evaluation, it was seen that they had gradually developed their competencies under the affective domain based on the above curriculum. Eventually, the Ministry of Education implemented the above program among all the junior and senior secondary schools in Sri Lanka as "Books are the best Friends" with the assistance of NILIS.</p> <p><b>Keywords:</b> Young adults' literature, Reading promotion, Left and Right brain, Higher order thinking skills</p>
<p>11:00AM – 11:55AM <b>(Central Daylight Savings Time)</b></p>	<p><b>11:00AM – 11:55AM</b></p> <p><b>SIG Presentation:</b></p> <p><i>Their #ownstories: Your School Library's Student Writing Lab: Gigglet, Pizza Boxes, and More</i></p> <p><b>Katy Manck Kasey Garrison</b></p> <p><b>Australia</b></p>  <p><b>United States</b></p> 	<p>With your school library as creative hub, every student can harness the power of their #ownstories to convey feelings, family history, community stories, facts, and inspiration. Author Jason Reynolds said, "Young people don't know their voices have power- that their voices can shift the world off its axis." We can make our school libraries empowering spaces for their voices, using models like 826 Network mentorships and Gigglet Project for global student writing to support personal interests and every school subject. Help your students' #ownstories shine through retold tales, jokes, riddles, poetry, and storytelling with your wider community (and pizza boxes).</p>
	<p><b>11:00AM – 11:25AM</b></p> <p><b>Research Paper:</b></p> <p><i>Bibliotherapy Intervention for Combating Aliteracy in High Schools: School Librarians to the Rescue</i></p> <p><b>Margaret Abimbola:</b></p> <p><b>In honor and memory of Dr. Fadekemi Oyewusi</b></p> <p><b>Nigeria</b></p> 	<p>Aliteracy, the lack of interest in reading by capable readers had been observed to be prevalent among high school students and this has been a source of concern for education stakeholders. This study examined the remedial influence of bibliotherapy in reducing aliteracy among high school students in Ilesa, southwest, Nigeria. The objectives of the study were to discuss the prevalence of aliteracy and examine the importance of reading among the high school students as well as describe the remedial impact of bibliotherapy in combatting aliteracy among the high school students. All the 18 participants who identified as aliterates were exposed to Focus Group Discussion (FGD) which involved bibliotherapy. Content analysis was employed to analyse the responses of the participants to self-designed questions after the bibliotherapy sessions. The participants affirmed that exposure to bibliotherapy sessions helped in reducing aliteracy irrespective of their gender and that they needed the support of their parents to sustain appropriate attitude to reading. Therefore, school librarians with the knowledge of bibliotherapy could be of help in reducing aliteracy among the high school students</p>

	<p><b>11:30AM – 11:55AM</b></p> <p><b>Research Paper:</b></p> <p><i>Healing Through the Pages: The Tri-Dimensional Force of Bibliotherapy</i>  <b>Sophia Adeyeye</b></p> <p><b>Nigeria</b></p> 	<p>The importance of Bibliotherapy to the overall well-being of young adults cannot be overemphasized and its principles, as well as its triad nature, encompassing Practice (systematic reading, role play, activities), Resources (skills and information materials) and Persons (involved in the process) have been well embraced in developing countries. Extant literature has shown that this has transcended to physical, emotional, social and psychological healing of young adults in these climes but the reserve is the case in most African countries of which Nigeria is not an exception where there is a dearth of literature, as well as experts within the space of Bibliotherapy and its essence as an intervention hinged on its tri-dimensional nature, is still not recognised. It is on this premise that this paper intends to explore the role of bibliotherapy as an intervention in helping young adults heal through the systematic reading of books, knowing fully that young adults generally go through emotional, social and psychological issues from the home front, in schools, among friends and within the society. The inability of the significant adult around the young adult to help in solving those issues may negatively affect this set of individuals. When such issues linger for long and unattended, it will affect the young adult, his family and may constitute a nuisance to society. The study will adopt an interpretivist paradigm and a qualitative research approach hinged on a systematic literature review to investigate the Practice (systematic reading, role play and activities); Resources (Skills and information resources) and Persons involved in the process of bibliotherapy. The findings of the study are expected to inform practice; society; inform theory based on conceptual framework that will be developed, and also inform policy within the discourse of bibliotherapy as well as in young adults lives within the Nigerian space.</p>
<p>1:00PM – 1:55PM  <b>(Central Daylight Savings Time)</b></p>	<p><b>1:00PM – 1:55PM</b></p> <p><b>Professional Workshop:</b></p> <p><i>Fostering Engagement: Designing Lessons and Programs that Motivate Students</i>  <b>Sherry Crow</b>  <b>Judy Henning</b></p> <p><b>United States</b></p> 	<p>Participants will join in a presentation of best practices to foster motivation for information seeking and use extrinsic motivators effectively based on current motivation theory. Using that information, they will then engage in evaluating and “reworking” their own or a colleague’s lesson plan or reading motivation plan with guidance from the workshop leaders. Emphasis will be on patterns of motivation that emerged from recent studies of students from various cultures. Participants are urged to bring cell phones for the presentation polls and a lesson plan or a reading promotion plan (can be simple descriptions or outlines, either print or on devices) from their own context.</p>
	<p><b>1:00PM – 1:55PM</b></p> <p><b>Professional Workshop:</b></p> <p><i>Exploring the new ALA/AASL/CAEP School Librarian Preparation Standards</i>  <b>April Dawkins</b>  <b>Janice Newsum</b></p> <p><b>United States</b></p> 	<p>Come join two leaders of the AASL-CAEP Coordinating Committee in an exploration of the new ALA/AASL/CAEP School Librarian Preparation Standards which were first introduced at IASL during the 2019 conference in Dubrovnik. This working session provides the opportunity for participants to explore each standard in more depth. Begin your plan for implementation of the new standards and discuss potential assessments during this interactive session.</p> <ol style="list-style-type: none"> <li>1. Participants will develop a list of potential assessments for the new preparation standards</li> <li>2. Participants will develop a timeline for implementation of the new preparation standards and new assessments</li> </ol>
<p>2:00PM - 2:55PM  <b>(Central Daylight Savings Time)</b></p>	<p><b>2:00PM – 2:25PM</b></p> <p><b>Research Paper:</b></p> <p><i>After CLASS: What's Next for School Library Research</i>  <b>Barbara Schultz-Jones,</b>  <b>Marcia Mardis</b>  <b>Sue Kimmel</b></p> <p><b>United States</b></p> 	<p>The research process of the CLASS II research agenda is detailed, and findings presented from the formal final report of the project. A discussion of innovative future directions for school library research builds on the CLASS II research findings.</p>

	<p><b>2:00PM – 2:25PM</b></p> <p><b>Professional Paper:</b></p> <p><i>Supporting STEM Education in the School Library With Digital Tools</i>  <b>Melissa Johnston</b>  <b>Lucy Green</b>  <b>Amanda Jones</b>  <b>Erica Thompson</b></p> <p><b>United States</b></p> 	<p>The prominence of technology in STEM education provides opportunities for teacher librarians to collaborate with teachers across multiple disciplines and embrace leadership roles through integrating digital tools for teaching and learning.</p> <p>This presentation will discuss work from the federally funded REALISD project which is providing profession development for K-12 teacher librarians for designing and facilitating STEM learning in their schools. Participants will learn about locating, accessing, and evaluating digital resources, along with strategies for utilizing resources to provide learning experiences in the STEM areas through both formal and informal instruction.</p>
	<p><b>2:30PM – 2:55PM</b></p> <p><b>Research Paper:</b></p> <p><i>Placement of Actor-Network Theory in School Library Environment Research</i>  <b>Natalie Parker</b></p> <p><b>United States</b></p> 	<p>Actor-Network Theory (ANT) takes on the position that non-human objects which alter the behavior of people with which they share an environment are actors exerting force into the environment. While ANT has been used in education since the late twentieth century it has not yet seen utilization in school library environments research. As a result, there remains a significant gap in the way school library environments are studied. This literature review seeks to make a case for the importance of including ANT in school library environments research. That by taking a closer look at the design and inclusion of specific objects within the school library environment we can better equip school library spaces for the needs and wants of the students to which the library belongs.</p>
	<p><b>2:30PM – 2:55PM</b></p> <p><b>Professional Paper:</b></p> <p><i>Achieving Transformational Change in the School Library Program</i>  <b>Lucy Green</b></p> <p><b>United States</b></p> 	<p>Much of our professional conversations revolve around the concept of change—changing the way books are organized in a library or changing policy on checkouts and fines. These changes are exciting and oftentimes come with quick recognition and praise. But when we discuss changes in the way we collaborate with teachers or the way the school library program situates itself in the daily life of a school, frustrations mount, and our desire for silver-bullet solutions becomes evident. Differentiating the types of change we seek may help us understand how to frame our expectations and set our professional goals.</p>
<p>3:00PM – 3:55PM  <b>(Central Daylight Savings Time)</b></p>	<p><b>3:00PM – 3:25PM</b></p> <p><b>Research Paper:</b></p> <p><i>Weaving Diversity into LIS Instruction: Equity Behaviors to Create the Tapestry of Inclusive Library Practice</i>  <b>Elizabeth Burns</b></p> <p><b>United States</b></p> 	<p>Libraries should be inclusive spaces for all patrons. It is imperative today's librarians are equipped to infuse diversity, equity, and inclusion (DEI) theory with best practice when establishing policy and procedure. Library preparation programs must prepare the next generation of librarians to meet the needs of a diverse population, however there are no established protocols in LIS education for training pre-service librarians in DEI. This exploratory study examines how one class used a culturally responsive pedagogy (CRP) framework to study issues of diversity, equity, and inclusion in library services. Findings suggest LIS students who interrogate their own bias and integrate thoughtful equity behaviors adopt greater empathy and DEI strategies.</p> <p>Key Words: Culturally Relevant Pedagogy, DEI, Library Education, Social Justice</p>

	<p><b>3:00PM – 3:25PM</b></p> <p><b>Professional Paper:</b></p> <p><i>Remembrance in Action: Educating and Responding to the Holocaust in Today's World</i></p> <p><b>Margaret Lincoln</b></p> <p><b>United States</b></p> 	<p>A school librarian and United States Holocaust Memorial Museum Teacher Fellow addresses the challenge of teaching 21st century learners about the Holocaust, demonstrating how to enrich collaborative instruction and library programming through innovative Museum resources. This paper highlights "History Unfolded," the Museum's growing database of WWII era newspapers promoting historical thinking and media literacy; "Experiencing History," a primary source digital learning tool; the availability of Museum exhibitions and supplemental Holocaust projects that can be successfully implemented by school library practitioners worldwide. As we face a resurgence of neo-Nazism and increased Anti-Semitism, school librarians can be transformational leaders in Holocaust education initiatives, encouraging an equitable and inclusive environment in the greater community.</p>
	<p><b>3:30PM – 3:55PM</b></p> <p><b>Research Paper:</b></p> <p><i>Capturing the Information-seeking of Students Employing a Wearable Camera: Discussions of Applications in School Libraries</i></p> <p><b>Nancy Everhart</b></p> <p><b>United States</b></p> 	<p>Utilizing wayfinding, think-aloud protocol (TAP), retrospective think-aloud protocol (RTAP), and a wearable camera, the actions, thoughts and feelings of an autistic college freshman and a neurotypical peer are recorded as they navigate their campus library in search of materials. The library website, virtual maps to resource locations, and library workers served equally as enablers and barriers to both students in their information seeking. This proof of concept study demonstrates that participant viewpoint ethnography is a viable research methodology that could be applied in school libraries for both neurotypical and autistic students.</p>
	<p><b>3:30PM – 3:55PM</b></p> <p><b>Professional Paper:</b></p> <p><i>Weaving a Storytelling Tapestry using Computational Thinking</i></p> <p><b>Jennifer Moore</b> <b>Joe Sanchez</b> <b>Alissa Tudor</b></p> <p><b>United States</b></p> 	<p>Computational thinking is a way of formulating a problem so that a computer can find a solution. It involves looking for patterns within multiple sets of data and using algorithmic thinking to find solutions. In this way, it becomes a critical literacy for future-ready youth. In this presentation the authors share partial results from a National Forum on Computational Thinking funded by the Institute of Museum and Library Services, explaining computational thinking, exploring cross-cultural connections of the story sequence, and sharing how computational thinking can be used to create and analyze a story within the context of this story sequence.</p>
<p>4:00PM – 4:55PM <b>(Central Daylight Savings Time)</b></p>	<p><b>4:00PM – 4:25PM</b></p> <p><b>Research Paper:</b></p> <p><i>Multidimensional Approaches to Illustrate the Digital Divide among K-12 Students</i></p> <p><b>Cary Jim</b> <b>Sarah Evans</b> <b>Alison Grant</b></p> <p><b>United States</b></p>	<p>In this paper, we share the initial findings from a multi-disciplinary project by Team D2IE (Digital Divide and Inclusion in Education), recent first place winner of the Global XPRIZE Education Open Data Challenge, where they investigated how digital infrastructure and internet connectivity varies among K-12 students at the county level across the United States. Two quantitative measures (Student Digital Opportunity and Benefit-Cost Ratio) and three interactive maps were developed from socio-technical and economic perspectives to support decision-making. The three interactive maps allow stakeholders to evaluate digital access, usage, cost and economic benefits at the county level across the country.</p>

		
	<p><b>4:00PM – 4:25PM</b></p> <p><b>Poster Presentation:</b></p> <p><i>Turning Advocacy into Action: Inclusive Makerspace</i>  <b>Stacie Milburn</b></p> <p style="text-align: center;"><b>United States</b></p> <p style="text-align: center;"></p>	<p>Makerspaces are activities that encourage students to engage in exploratory learning through different media formats. The Maker Movement has spread across the nation rapidly through academic libraries, public libraries, school libraries, and museums. Even though makerspaces have become a popular means of educating students, there is not much literature to support inclusive makerspaces in secondary education. This study proposes a plan to incorporate makerspaces into the library that are inclusive and tailored to meet the needs of special education students in the general education setting. Results of this study will be used to develop a methodology for the implementation of an inclusive makerspace program. School librarians and special education teachers can then collaborate to create an inclusive makerspace program that accommodates all abilities.</p>
	<p><b>4:30PM – 4:55PM</b></p> <p><b>Research Paper:</b></p> <p><i>Promoting School Libraries' Support of Investigative Learning in Art Classes: A Case Analysis</i>  <b>Akiko Kuroda</b>  <b>Kanae Suzuki</b></p> <p style="text-align: center;"><b>Japan</b></p> <p style="text-align: center;"></p>	<p>In this study, 25 reports of art classes were surveyed to analyze school libraries' ability to support investigative learning in art classes and to propose methods for doing so. The results suggest that school libraries can support all stages of students' investigative learning in art classes, including those where students learn about ideas or concepts of the work. The most frequently reported activity was utilizing different types and characteristics of media. In collaboration with art teachers, school libraries are required to work to prepare and support students' access to various media, in order to deepen their investigative learning.</p> <p><i>Keywords:</i> art education, collaboration, cooperation, cultural resources, investigative learning</p>
	<p><b>4:30PM – 4:55PM</b></p> <p><b>SIG Presentation:</b></p> <p><i>Blowing Up the Canon</i>  <b>Jeanine Boyett,</b>  <b>Mary Shelton,</b>  <b>Michele Nichols</b></p> <p style="text-align: center;"><b>United States</b></p> <p style="text-align: center;"></p>	<p>Through grand conversations and small group discussions, librarians and educators will reflect on what texts are used in classrooms and why these selections remain popular. Through interactive reflection opportunities, participants will explore the resources available to widen the diverse titles employed in schools. The overarching goal of the session is to increase the volume of perspectives found in classroom literature and give rise to the voices of marginalized groups. Next steps for building inclusive libraries and instructional practices will be included. Participants will leave with resources for selecting appropriate titles to diversify the school and classroom library.</p>
6:00PM – 6:55PM (Central Daylight Savings Time)	<p><b>6:00PM – 6:55PM</b></p> <p><b>Children and Young Adult Literature SIG Meeting</b></p>	