<table>
<thead>
<tr>
<th>Wednesday</th>
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<tr>
<td>08:30 - Continental breakfast</td>
<td>08:00 - Breakfast</td>
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<tr>
<td>09:45 - Opening remarks</td>
<td>09:00 - Sessions E</td>
<td>09:00 - Sessions J</td>
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<td>10:00 - Opening Keynote</td>
<td>10:15 - Sessions F</td>
<td>10:15 - Sessions K</td>
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<td>“Information and digital literacies as foundation of digital strategies”</td>
<td>11:15 - Sessions G</td>
<td>11:15 - Closing Keynote</td>
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<td>Guylaine Beaudry, Concordia University</td>
<td>11:15 - Sessions H</td>
<td>“Information into action? Reflecting on (critical) practice”</td>
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<td>12:00 - Lunch</td>
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<td>Karen Nicholson, University of Guelph</td>
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<td>13:15 - Sessions B</td>
<td>13:15 - Lightning talks</td>
<td>12:00 - Closing remarks</td>
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<td>14:15 - Sessions C</td>
<td>14:30 - Sessions H</td>
<td>12:15 - Lunch</td>
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<td>15:30 - Sessions D</td>
<td>15:45 - Sessions I</td>
<td>13:00 - Activities</td>
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<td>17:00 - Opening reception</td>
<td>18:00 - Dine-arounds</td>
<td>Pet therapy</td>
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<td>&gt;&gt; Sidedoor Restaurant</td>
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<td>Zootherapie</td>
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**CONFERENCE SCHEDULE**  
**WILU 2018**  
**HORAIRE DU CONGRÈS**

**Wednesday**
- 08:30 - Continental breakfast (TBT 112)
- 09:45 - Opening remarks (TBT 112)
- 10:00 - Opening Keynote (TBT 112)
- Guylaine Beaudry, Concordia University
- "Information and digital literacies as foundation of digital strategies"

**Thursday**
- 08:00 - Breakfast (TBT 112)
- 09:00 - Sessions E
  - E1 - Evidence-based IL program proposals (TBT 112)
  - E2 - Active learning through graphical abstractions (DMS 1120)
  - E3 - The process is the outcome (DMS 1150)
  - E4W - The net is not neutral (MRT 248) [Workshop - confirmed participants only]
- 10:15 - Sessions F
  - F1 - Embedded research guides (DMS 1120)
  - F2 - Building on first-year students information seeking strengths (TBT 112)
  - F3 - Critically (re)envisioning graduate research orientations (DMS 1150)
- 11:15 - Sessions G
  - G1 - Real or fake? Helping York University spot fake news (TBT 112)
  - G2 - First experience and cognitive dissonance (DMS 1150)
  - G3 - Academic integrity for graduate students (DMS 1120)
- 12:00 - Lunch (TBT 112)

**Friday**
- 08:00 - Breakfast (FSS 1005)
- 09:00 - Sessions J
  - J1 - Not another fake news lesson plan: inspiring critical info literacy (FSS 1007)
  - J2 - Library support for engineering innovation (FSS 1006)
  - J3 - Where have all the experts gone? An exploration of deliberative pedagogy in library instruction (FSS 1030)
- 10:15 - Sessions K
  - K1 - What shapes how academic librarians think about their teaching (FSS 1007)
  - K2 - Building competencies, connections, and persistence with first-generation students (FSS 1006)
  - K3 - Embedding librarians in the undergraduate research methods classroom (FSS 1030)

**Conference Schedule**

**Sessions D**
- D1 - Social identity and class climate in the information literacy classroom (MRT 251)
- D2 - Anticipatory sets for student engagement (MRT 248)
- D3 - This was actually fun: engaging users in conversations about digital literacy (TBT 323)

**Sessions C**
- C1 - Student attendance at library workshops (TBT 112)
- C2 - Plickers et Aurasma en action (MRT 251)
- C3 - Launching an IL webinar series to health professionals (TBT 323)
- C4W - Anticipatory sets for student engagement (MRT 248) [Workshop - confirmed participants only]

**Sessions B**
- B1 - Triumphs and pitfalls of leading social work students through EBP (TBT 323)
- B2 - Plickers et Aurasma en action (MRT 251)
- B3 - Stories of active teaching (TBT 112)

**Sessions A**
- A1 - Hands-on in the archives (TBT 323)
- A2 - Rôle des bibliothécaires dans le créacollage numérique (MRT 251)
- A3 - Using intrinsic motivation in guided discussions (TBT 112)
- A4 - Black, white and re(a)d: how to tell real news from malarkey (TBT 325)

**Sessions I**
- I1 - Social identity and class climate in the information literacy classroom (MRT 251)
- I2 - Anticipatory sets for student engagement (MRT 248)
- I3 - This was actually fun: engaging users in conversations about digital literacy (TBT 323)

**Sessions H**
- H1 - Lost in the funhouse: reflections on teaching a course about reflections on learning (DMS 1150)
- H2 - Teaching tension: how teaching the tension between objectivity and social construction can enhance IL (DMS 1120)
- H3 - Opening up the library orientation: letting the students lead (TBT 112)
- H4W - Play your cards right (MRT 248) [Full - confirmed participants only]

**Sessions G**
- G1 - Real or fake? Helping York University spot fake news (TBT 112)
- G2 - First experience and cognitive dissonance (DMS 1150)
- G3 - Academic integrity for graduate students (DMS 1120)

**Sessions F**
- F1 - Embedded research guides (DMS 1120)
- F2 - Building on first-year students information seeking strengths (TBT 112)
- F3 - Critically (re)envisioning graduate research orientations (DMS 1150)

**Sessions E**
- E1 - Evidence-based IL program proposals (TBT 112)
- E2 - Active learning through graphical abstractions (DMS 1120)
- E3 - The process is the outcome (DMS 1150)
- E4W - The net is not neutral (MRT 248) [Workshop - confirmed participants only]

**Closing Keynote**

**“Information into action? Reflecting on (critical) practice”**

Karen Nicholson, University of Guelph

**Activities**
- Pet therapy
- Zootherapie
- Library of Parliament
- Bibliothèque du Parlement
- Indigenous walk
- Marche autochtone

**Confirmed participants only**

**Participants confirmés seulement**

**Sidedoor Restaurant**
**Wi-FI Access**

Connect to **guOttawa** (unsecured) or to **eduroam** (for academic institutions participating in this program).

**Code of Conduct**


**Acknowledgement**

The WILU 2018 Organizing Committee acknowledges that the land on which we gather is the traditional unceded territory of the Algonquin Anishnaabeg People.

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**Accès Wi-Fi**

Branchez-vous à **guOttawa** (non sécurisé) ou à **eduroam** (pour les établissements postsecondaires qui participent à ce programme).

**Code de Conduite**


**Reconnaissance**

Le Comité organisateur de WILU 2018 tient à souligner que les terres sur lesquelles nous sommes rassemblés font partie du territoire traditionnel non cédé du peuple anishinabé algonquin.