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Chan, L. et al. 2002. Budapest Open Access Initiative. New York: Open Society Institute. Available at: <http://www.soros.org/openaccess/read.shtml> [Accessed: 18 November 2015].

WILU 2015: Sea change in Newfoundland

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1. A conference on the theme of sea change

The Workshop for Instruction in Library Use (WILU) 2015, an annual conference that brings together instruction and information literacy (IL) librarians throughout Canada and North America, was held in picturesque St. John's, Newfoundland, in June. Approximately 300 delegates descended on St. John's for the 44th WILU conference with its apt theme of sea change. Memorial University of Newfoundland played host to the three-day event and provided the ideal backdrop for our visit. As a first-time WILU attendee, having earmarked this as a conference to watch for a number of years, I was excited to join colleagues focused on IL and library instruction. I was eager to explore if, or how, the conversations differed with a largely Canadian audience.

WILU 2015 kicked off with two workshop offerings and, although I didn't participate in person, the twitter channel ([#WILU2015](https://twitter.com/WILU2015)) suggested they were worthwhile and engaging. Certainly, a session from Andrea Baer of Indiana University on scaffolding to the ACRL *Framework for Information Literacy* was the first of many concurrent sessions that directly addressed or referenced the Framework. It was clear from the off that this Canadian audience was just as invested and interested in ACRL's new Framework as those at most other library instruction conferences of late. Indeed, in conversations with some practitioners in between sessions, the US-based Framework was a topic of interest for many. It became clear very quickly that the change in the conference's sea change theme might have been directly referencing the new Framework.

The opening keynote address came courtesy of Char Booth, Director of Research, Teaching and Learning Services at Claremont Colleges Library. Char's keynote focused on information privilege. In her keynote, she stated clearly that it was our professional duty to help students with social injustice and to expose them to information privilege. Char too referenced the ACRL Framework, and suggested that the document is a challenge to our profession to think critically about our practice of teaching. Char encouraged us to ask ourselves if we are truly creating pedagogy that invites students to inquire and critique. The slidedeck from the session is here: <http://www.slideshare.net/charbooth/information-privilege-narratives-of-challenge-and-change>.

2. Learner choice and opportunity

Like many other similar conferences WILU had plenty of parallel and concurrent sessions to offer throughout the programme. The mix of long papers, lightning talks and discussion-based, participatory fishbowls offered plenty of variety for delegates. A panel on the final day also offered a thoughtful and reflective analysis of the recurring themes of the conference. Margy MacMillan's session on research as a transformation experience offered insight into students' perceptions of research assignments throughout their undergraduate studies. Karen Bordonaro delivered a session on learner autonomy in library instruction, and prompted us to consider offering learner choice and opportunity for reflection in our classrooms. Bordonaro ultimately

asked us to consider how we can shift responsibility for learning onto our students. Meg Raven's lightning talk about academic authority offered a thoughtful critique of the Framework, wondering if we rely so much on IL standards and frameworks at the cost of our own academic freedom and creativity. Michael Courtney's lightning talk session on Zen in the library; applying Japanese aesthetics to transform teaching and learning, was particularly well received. Erin Alcock's and Kathryn Rose's session on mapping IL instruction to syllabi was another strong session. Here Alcock and Rose explored faculty perceptions and assumptions with IL instruction. As always, there were numerous concurrent sessions that I couldn't attend, and judging by tweets and networking conversation, they too were must-sees.

Another highlight of WILU 2015 was the location of the opening reception. The nearby Suncor Energy Fluvarium was an exciting and intriguing venue that kept WILU on-theme from start to finish. WILU's second keynote was delivered by a passionate and inspired Dr. TA Loeffler, a professor in outdoor recreation at Memorial University of Newfoundland, who spoke of her efforts to scale Mount Everest, and the gruelling challenges and roadblocks that led to this feat. Perfectly weaving humour with tales of epic adventures and unfathomable obstacles, TA delivered an engaging session worthy of a closing conference keynote. While change can often feel like it's at the scale of Everest, TA advised to see beyond the mountain, sustain practice, and take those small steps to achievement resonated with delegates. It was a fitting end to a worthwhile three days.

WILU 2015 concluded with just enough time to announce the venue and themes for WILU 2016. The University of British Columbia plays host to the 45th WILU conference from May 30-June 1 2016. With the broad theme of intersections that is likely to focus on innovative, sustainable practices; connections between digital and information literacies; community generated instruction, and collaborative partnerships, Vancouver will prove to be a hot ticket for the 2016 conference circuit.