

CCLI Lightning Talks 2026

Rebecca Campbell,
Bolt 1, 2, and 3, oil on canvas, 2011.



CCLI Lightning Talks 2026

Daniel Ransom (he/him)

California College of the Arts | CCLI Steering Committee

Kelsey Nordstrom-Sanchez

**“Brainrot” as Pedagogy:
Harnessing Meme Culture
Strategies for First Year Library
Instruction**

California State University Monterey Bay

Kristina Liv Larsen

**Cards for Cartography:
Gamification of Visual Analysis
in the Map Library**

David Rumsey Map Center @ Stanford
University Libraries

Solomon Ameen

**AI Isn't Changing Everything,
Yet.**

University of California, Merced

Michaela Ullmann

**Using a Multi-Modal Approach
to Reach Students with
Information Literacy Instruction**

University of Southern California Libraries

Elizabeth N. Tibbitts

**At the Crossroads of Gen AI
and Info Literacy**

California State University, Chico

Lynda Letona

**From Mayan Murals to Machine
Learning: Reimagining One-
Shot Instruction with AI, UDL,
and Indigenous Perspectives**

Napa Valley College

Cards for Cartography

Gamification of Visual Analysis in the Map Library

May 29, 2026



Kristina Liv Larsen
Associate Curator
David Rumsey Map Center
Stanford University Libraries



California Conference
on Library Instruction



IMPERIAL FEDERATION - MAP OF THE WORLD SHOWING THE EXTENT OF THE BRITISH EMPIRE IN 1886.
STATISTICAL INFORMATION FURNISHED BY CAPTAIN J. C. R. COLONEL, R. F. P. R. M. A. BRITISH TERRITORIES COLOURED RED

Imperial Federation
Map of the World
Showing the Extent of
the British Empire in
1886.

Supplement to "The
Graphic" by Illustrated
London News

Statistical Information:
John Charles Ready Colomb

Illustrator: Walter Crane



IMPERIAL FEDERATION—MAP OF THE WORLD SHOWING THE EXTENT OF THE BRITISH EMPIRE IN 1886.
STATISTICAL INFORMATION FURNISHED BY CAPTAIN J. C. R. COLOMB, R.F.P. BRITISH TERRITORIES COLOURED RED

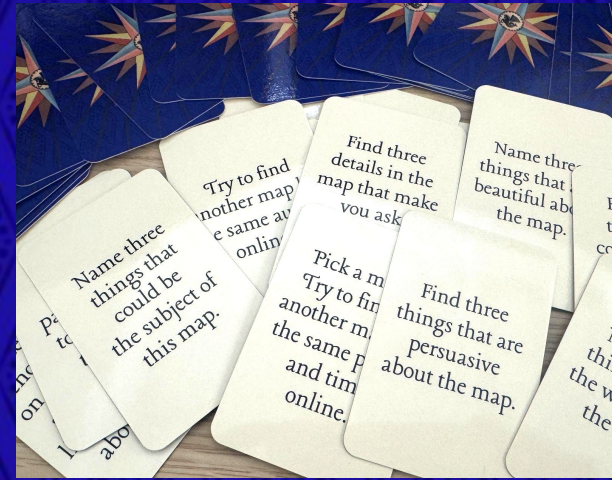
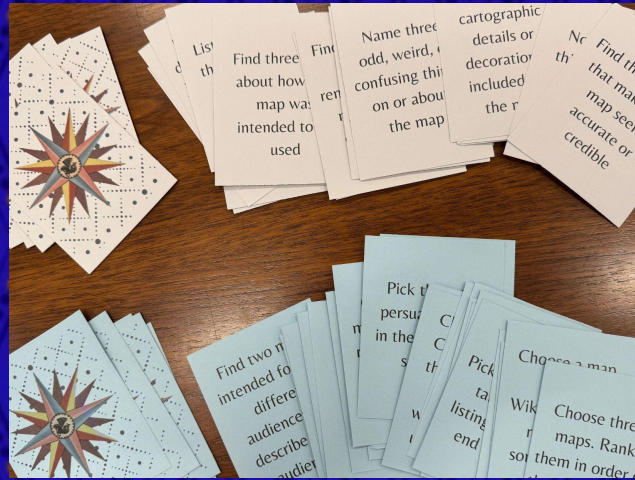
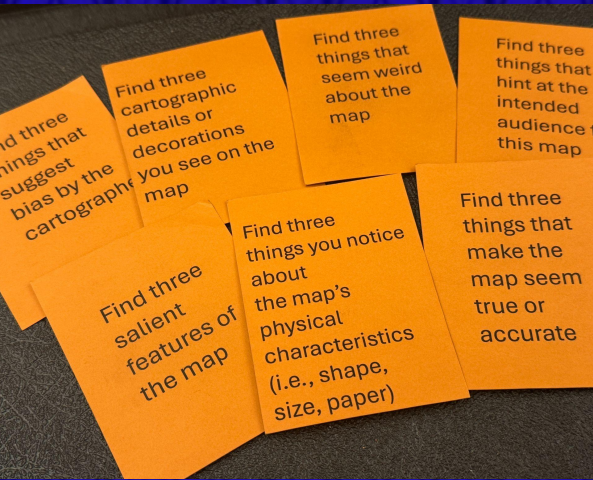
David Rumsey Map Center

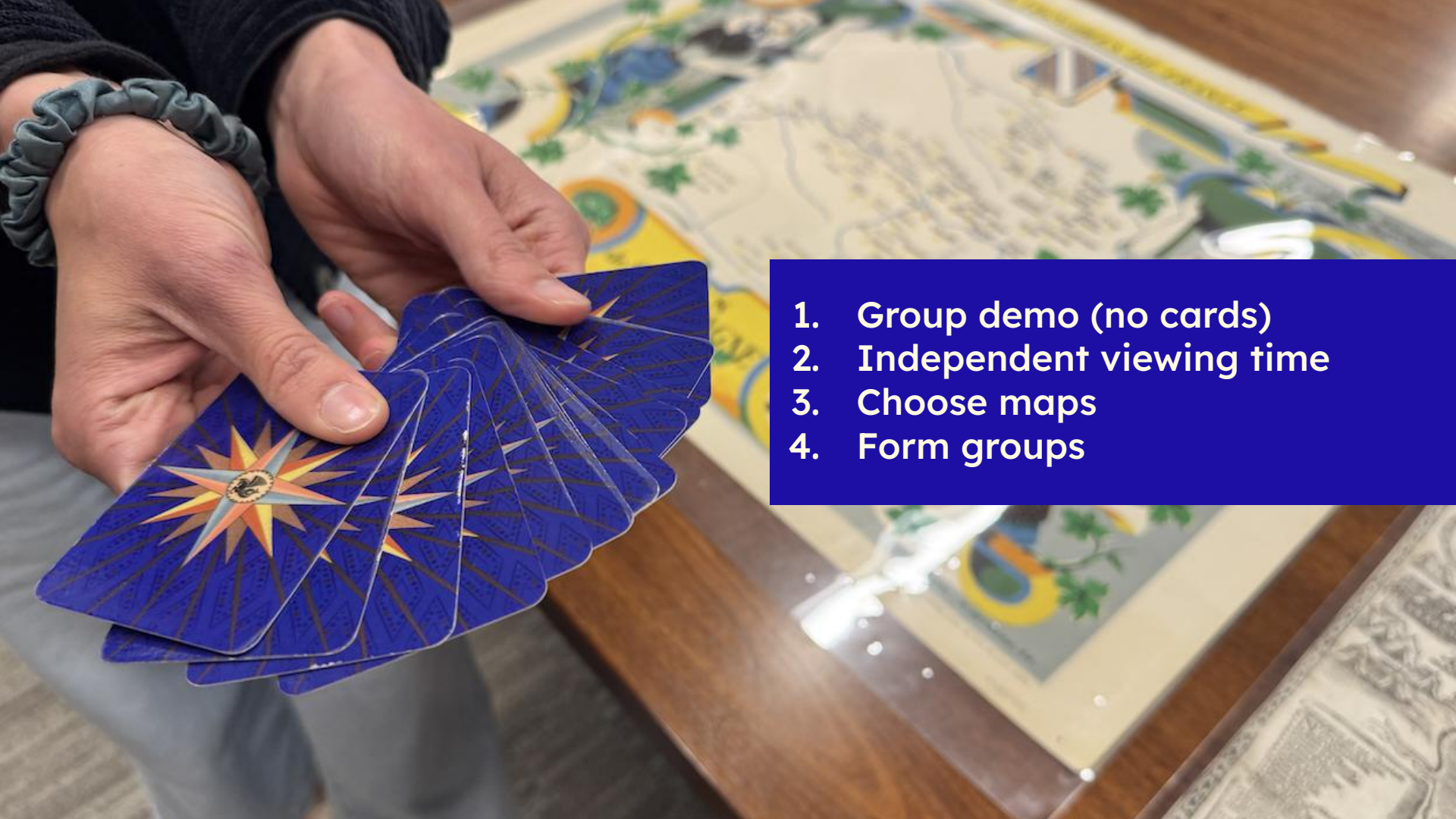


Digital & Archival Material

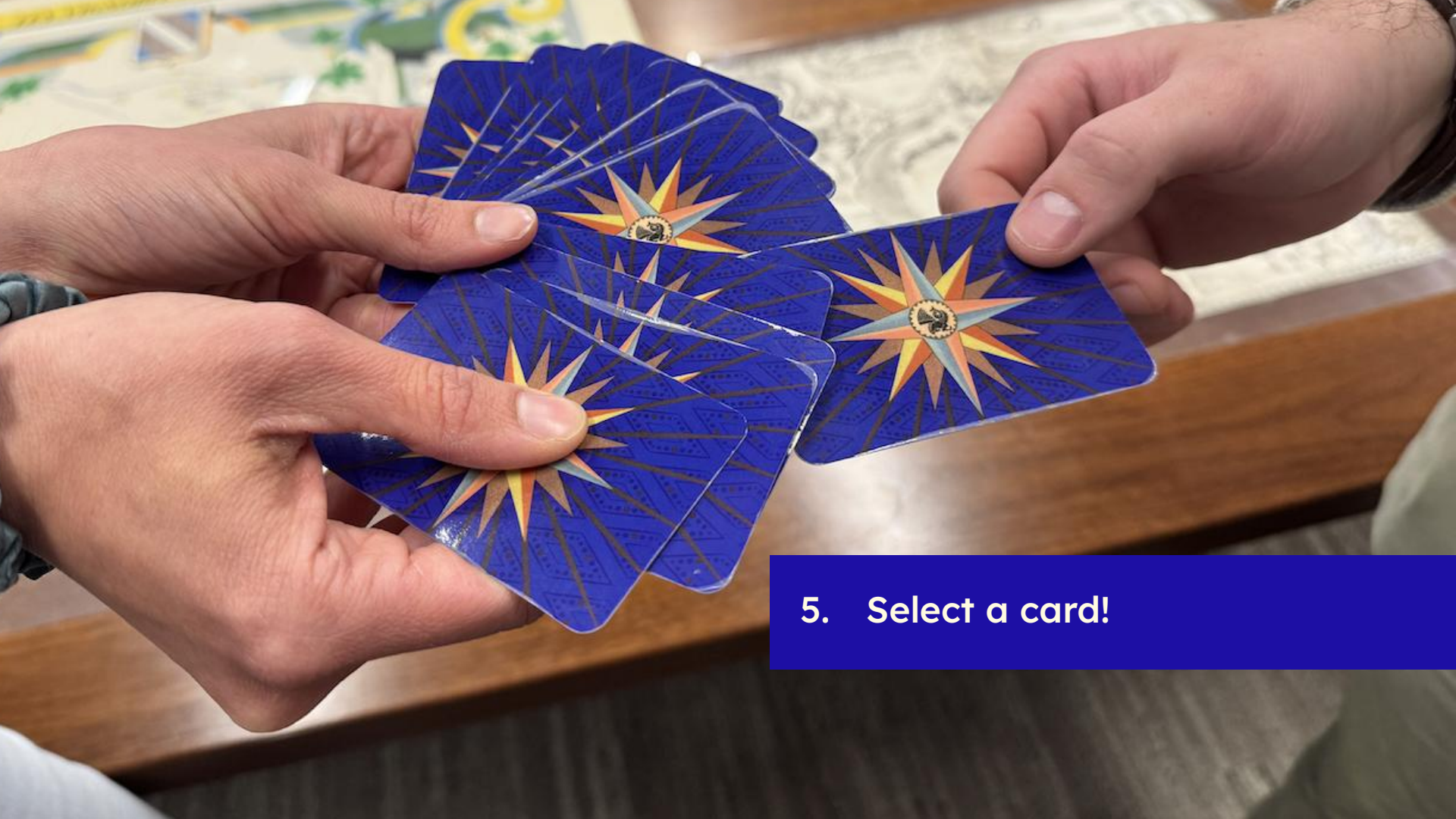


Card Development: Experimentation & Iteration

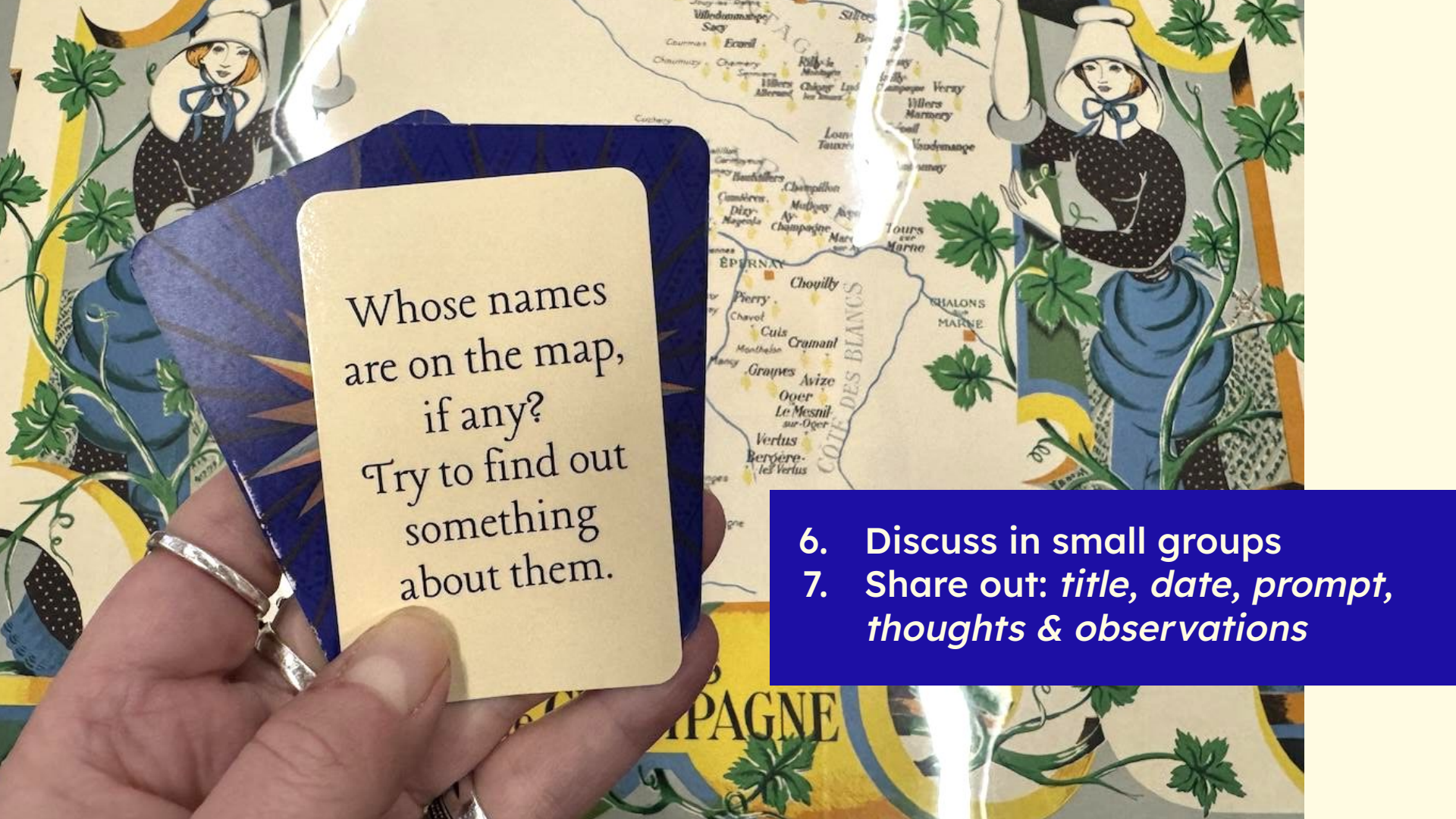




1. Group demo (no cards)
2. Independent viewing time
3. Choose maps
4. Form groups



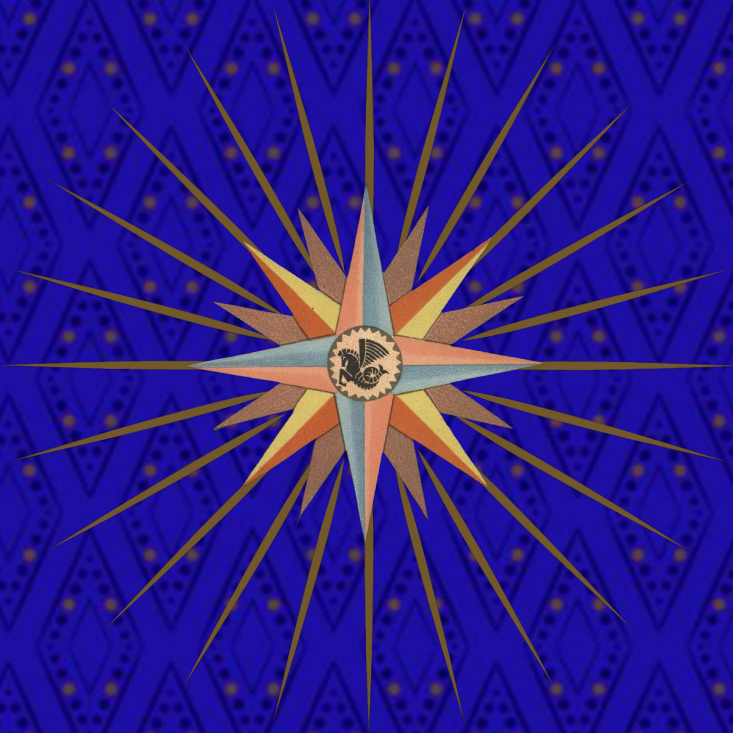
5. Select a card!



Whose names
are on the map,
if any?
Try to find out
something
about them.

6. Discuss in small groups
7. Share out: *title, date, prompt, thoughts & observations*

Takeaways



- Cards are delightful, students are excited to use them, and they set an informal tone
- Game-like prompts absolve hesitant students from pressure to make “perfect” observations
- Sharing prompts and thoughts with the class exposes everyone to a variety of generative questions

“ The most basic questions we could ask as citizens, as critical thinkers, is, ‘Who wrote it? Should I believe this person? Is it possible that there is an ulterior motive? Where does information come from?’”

Sam Wineburg
Digital Inquiry Group

cor.inquirygroup.org



Developed by



Cards for Cartography

Gamification of Visual Analysis in the Map Library

May 29, 2026

kllarsen@stanford.edu



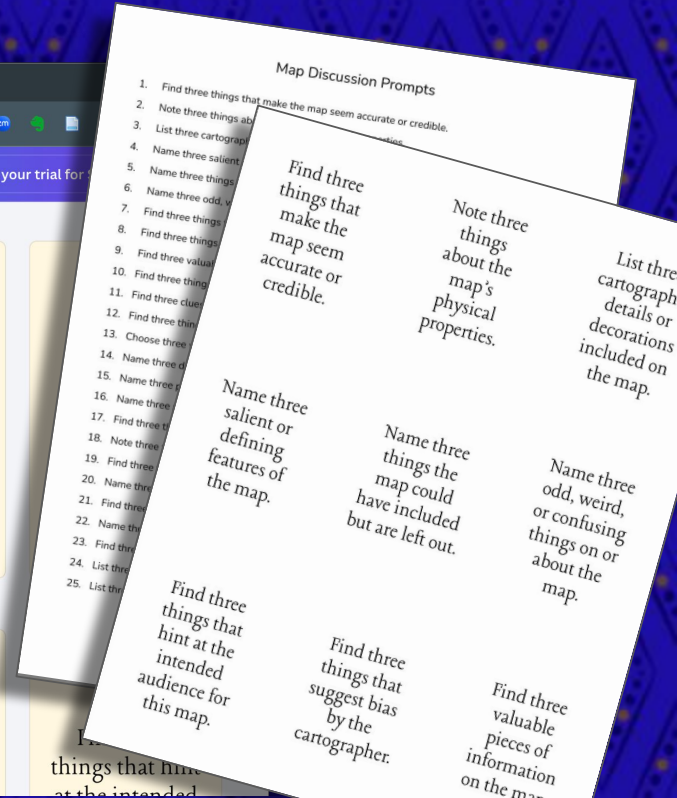
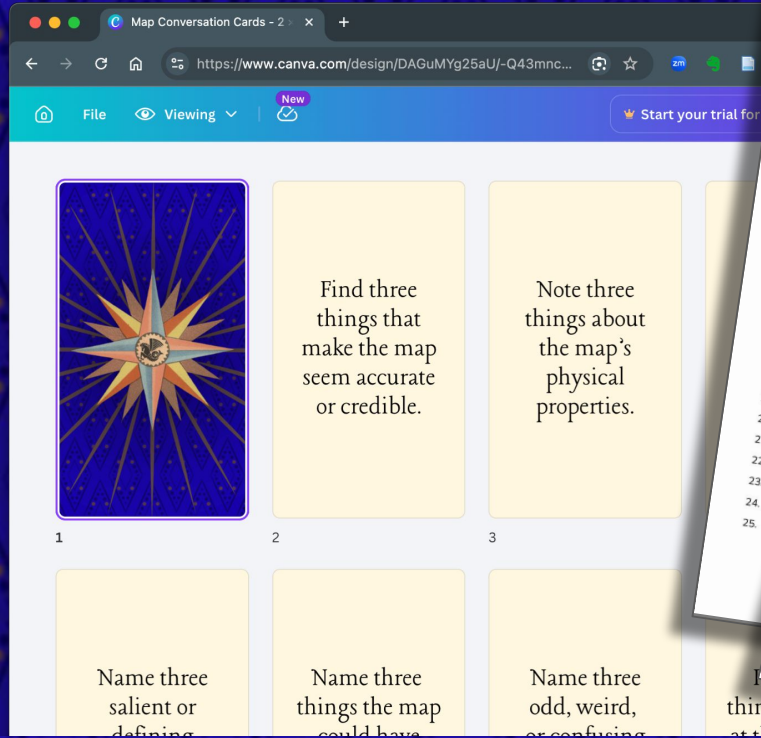
Kristina Liv Larsen
Associate Curator
David Rumsey Map Center
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California Conference
on Library Instruction



davidrumseymapcenter.github.io/mapcards



**“Brainrot” as
Pedagogy:**

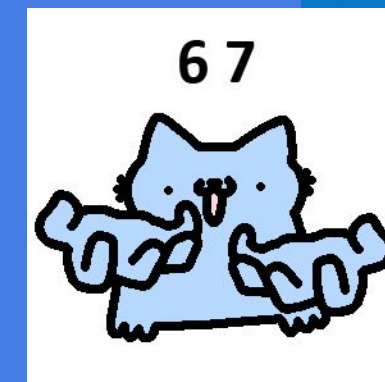


Harnessing Meme Culture Strategies for First Year Library Instruction

Kelsey Nordstrom-Sanchez
Research and Instruction Librarian
Cal State Monterey Bay

What is Brainrot?

- Brainrot refers to mindless, chaotic online content popular on Tiktok, Instagram, Roblox, and group chats.
- It's intentionally overstimulating and absurd.
- It's layered in context, tone, symbolism, irony, and cultural references.



Language of its own

RIZZ

Charisma or charm

SKIBIDI

Gibberish word (good or bad)

ATE DOWN

Did something really well

BUSSIN

Delicious or good

CRINGE

Embarrassing or awkward

STAN

To be a fan of



Why it works



- Lowers library anxiety
- Shifts classroom energy with humor
- Breaks down classroom power dynamic

The librarian after someone makes a noise





Example #1: Meme Hooks



“Me trying to explain
peer review before
students mentally leave
the chat.”





Example #2: Translating Research Skills into Brainrot Language

- Peer-reviewed sources become “verified lore.”
- Keyword searching is “cracking the algorithm.”
- Citations become “tagging or reposting the original creator.”



Student Responses/Outcomes

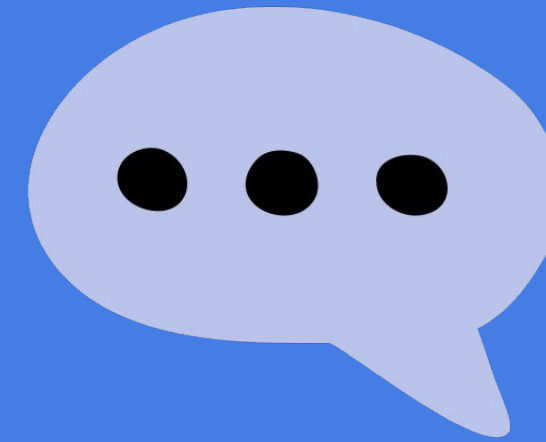


“I really liked the brain rot part of the session where we were able to find keywords from brain rot, I thought it was very engaging and relatable.”

“She was able to convey important information about proper research tactics in a manner that was understandable to students. Not stale. In addition she made learning these strategies in a fun and engaging way.”

Practical Tips

- Explore Tiktok, Instagram, etc for ideas
- Don't crash out! Have fun
- Don't force it
- You don't have to use it perfectly
- Engagement is the goal



Let's Connect



Kelsey Nordstrom-Sanchez
Research and Instruction Librarian

Email: knordstrom@csumb.edu



AI Isn't Changing Everything, Yet.

Solomon Ameen

UC Merced Library

UC Merced

- Recently achieved R1
- 8,243 Undergraduate Students
- About 60% First in Family



I have complicated feelings about AI

- Some people will get a lot of utility out of it.
- AI was a horrible mistake.
- Really wish people would stop talking about it.

Tested Primo VE's AI Research Assistant

- 20 student volunteers
- Comparing ability to find resources using:
 - Primo VE
 - AI Research Assistant

Testing showed

- Similar performance locating materials based on format.
- Users were able to find material more quickly using the AI tool.
- Inability to complete the assigned task was similar across platforms.
- Users did not have a positive view of AI, generally.
- 100% of users expressed that they'd like access to the AI search tool.

Take aways

- Students still require information literacy training
- I believe that it will continue to be a trap students fall into
- AI obfuscates data sources and doesn't replace fundamentals

Michaela Ullmann, USC Libraries

Using a Multi-Modal Approach to reach students with Information Literacy Instruction

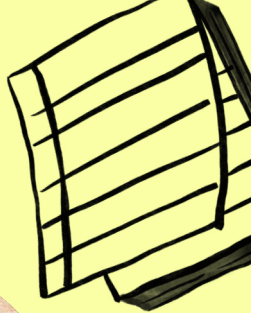
CCLl, Monterey Bay, 2026



Introduction

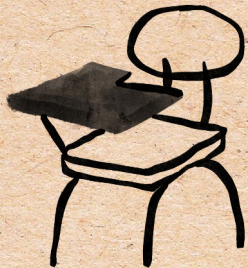
Covid pandemic and recent evolution of AI = increase in digital/remote teaching and digital learning objects.

Soft evidence as well as current research indicate the need for a more nuanced approach to information literacy delivery.



How we currently teach at USC Libraries

Class visits.
Librarians visit classes
and teach one (or more)
sessions in person or via
Zoom.



or

Workshops
Librarians provide
workshops on Zoom.



or
and

Online tutorials &
LibGuides.

Students receive links
to online tutorials or
LibGuides which they
can work through
asynchronously.



or
and

Online reference
help.



The Challenges:

1. Students' Reality



The Challenges:

1. Tech Fatigue



eeee

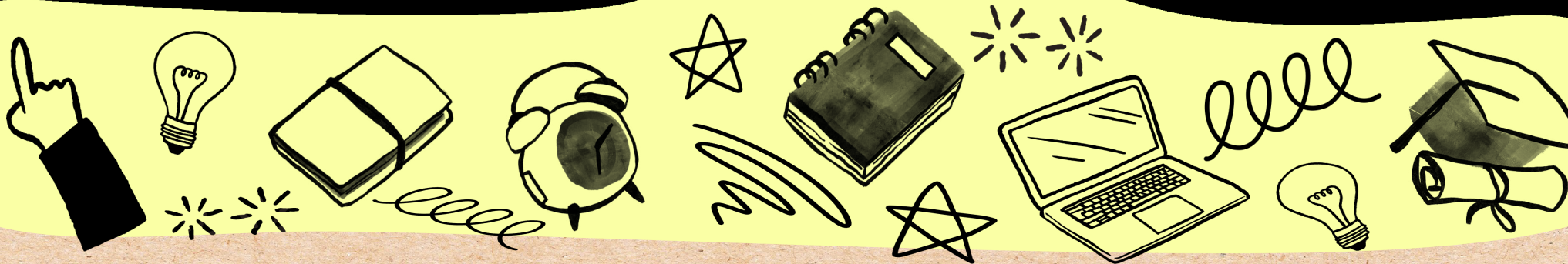
The Multi-Modal Approach:

Students don't just need access to content.

They need access at the right time, in the right format, with the right level of energy & engagement.

"Students don't want fully online or fully in-person learning—research shows they want flexibility, choice, and connection. Multi-modal teaching is how we meet that reality."

A majority of students prefer in-person teaching/learning but at the same time want access to digital/remote alternatives.



A multi-modal approach to Information Literacy Instruction

Instead of choosing between different modes of instruction, I aim to offer various modes per topic so that students can choose which approach fits them best at the time of need.

Class visits

Remain as-is

Class visits (in-person and virtual) will remain the same with the idea that in the future, recorded lectures might be added.

Online Tutorials

In Progress

We are currently reviewing our online tutorials to streamline our offerings by relevance, and to rework or delete outdated content.

Handouts

In Progress

We are currently in the process of creating pdf handouts for relevant topics in order to provide an alternative modus of delivery to online tutorials. (Inspired by 2025 CCLI presentation by Victoria Hernandez Doria, CSU Stanislaus)

Workshops

Starting soon

We are planning to extend in-person workshops for students, independent of class or discipline, in addition to our existing online workshops.

Reference Pilot

Starting soon

We are implementing a reference pilot through which librarians will be available in study halls during peak study times to offer reference and light infolit instruction.

A multi-modal approach to Information Literacy Instruction

Related new pilots

Attention Sanctuaries

Starting soon

Thanks to professors from various disciplines who reached out to us, we are in talks to create dedicated no/low tech spaces in the libraries where students turn off digital devices in order to read (physical books), study, relax, communicate, etc.

Physical Library Visits

In Progress

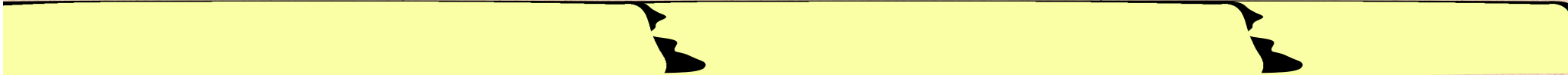
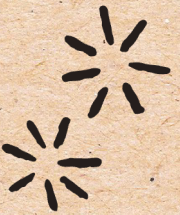
We have seen an increase in demand for physical visits to the libraries and interaction with physical books and library spaces. In the Fall 2025, I collaborated with professors in the USC Writing Program and developed a lesson plan with infolit learning outcomes for physical visits to the library. As the feedback was overwhelmingly positive and the demand is high, I plan on expanding on this idea in the next semester.

Conclusion



Responding to the documented limits of attention, access, and modality preferences, we need to think of designing instruction as an ecosystem:

- Class visits & workshops for depth
- Tutorials for access
- Reference drop-ins/consultations for application
- Hand-outs for reinforcement & ease of access





References

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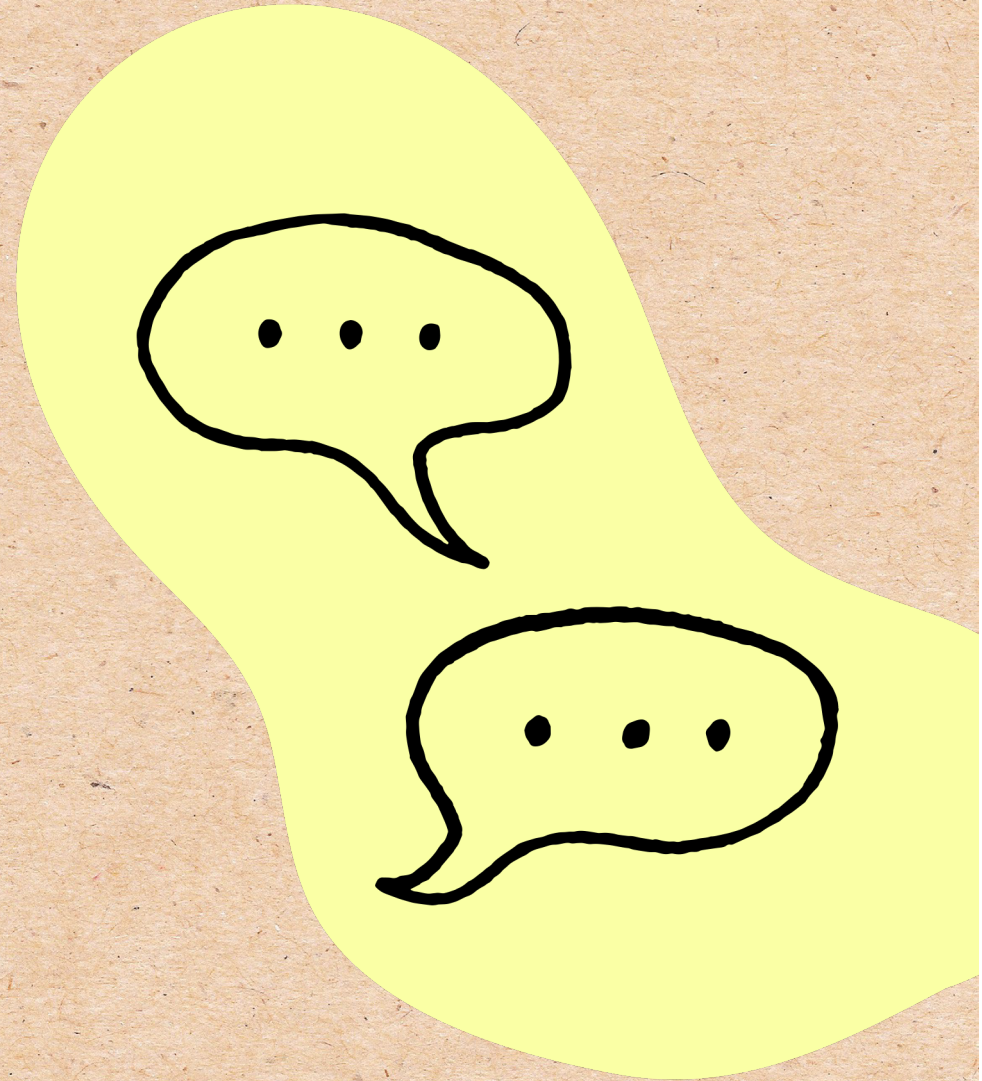
EDUCAUSE. (2025). Students and Technology Report

Questions?

Don't hesitate to reach out - in any mode convenient for you!

Michaela Ullmann
Head, Instruction & Assessment
USC Libraries
email: ullmann@usc.edu
phone: 213-740-8185

or in person during the coffee break.



AT THE CROSSROADS OF

GEN AI



INFO LITERACY



CCLI 2026 - Library Instruction in Changing Times

Elizabeth N. Tibbitts, MLIS - Chico State Meriam Library

ACRL frames:

Authority Is Constructed and Contextual - Positionality & Bias

Searching as Strategic Exploration - Flexibility

Information Creation as a Process - Critical Thinking

Learning Outcomes:

Address student's positionality and identify bias

Construct strategic prompts for library research



CLEAR prompts:

CONCISE - for brevity and clarity

LOGICAL - Structured, and coherent

EXPLICIT - output specifications

Put to use:

CONCISE - "I am researching [Topic]. Act as an expert academic librarian.

LOGICAL - Give me a list of synonyms, broader concepts, narrower concepts, and related medical/technical terms for this topic.

EXPLICIT - formatted in a clean table."



ADAPTIVE

flexibility, customize, and experiment.

What is too general?

What is generic?

What is too much information?

Boolean: [Synonym A] OR [Synonym B] AND [Narrow Concept/Term A]

REFLECTIVE

Evaluate, and improve.



REFERENCES AND RESOURCES

REFERENCES

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Google Drive. <https://docs.google.com/document/d/1dAllqVltx3qeD0o-2avGwhw3sfctyWVQHh1m7cmfMkuI/edit?tab=t.r923xvnjjwmk#heading=h.ehjosg6hnjm1>

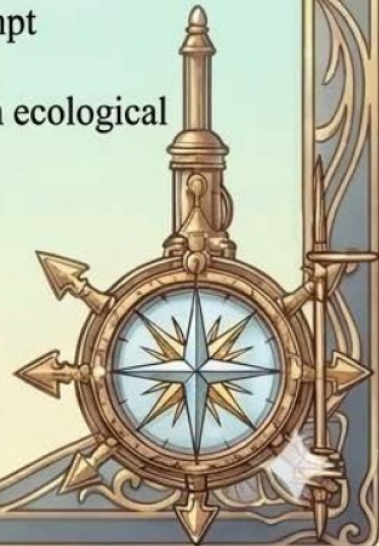
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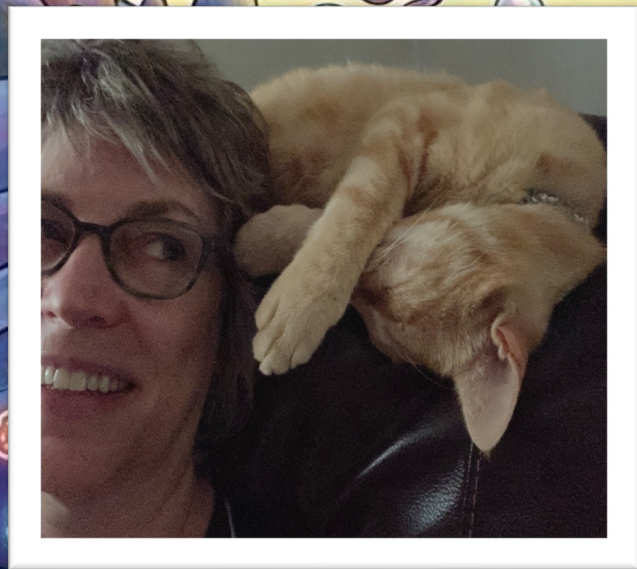
Williamson, K. (1998). Discovered by chance: The role of incidental information acquisition in an ecological model of information use. *Library & information science research*, 20(1), 23-40.

ADDITIONAL RESOURCES

The California State University (2026). Teaching with GenAI: What CSU Faculty Are Learning. [Webinar]. Faculty Lead AI Seminars. <https://genai.calstate.edu/communities/faculty/faculty-led-ai-webinars-spring-2026>

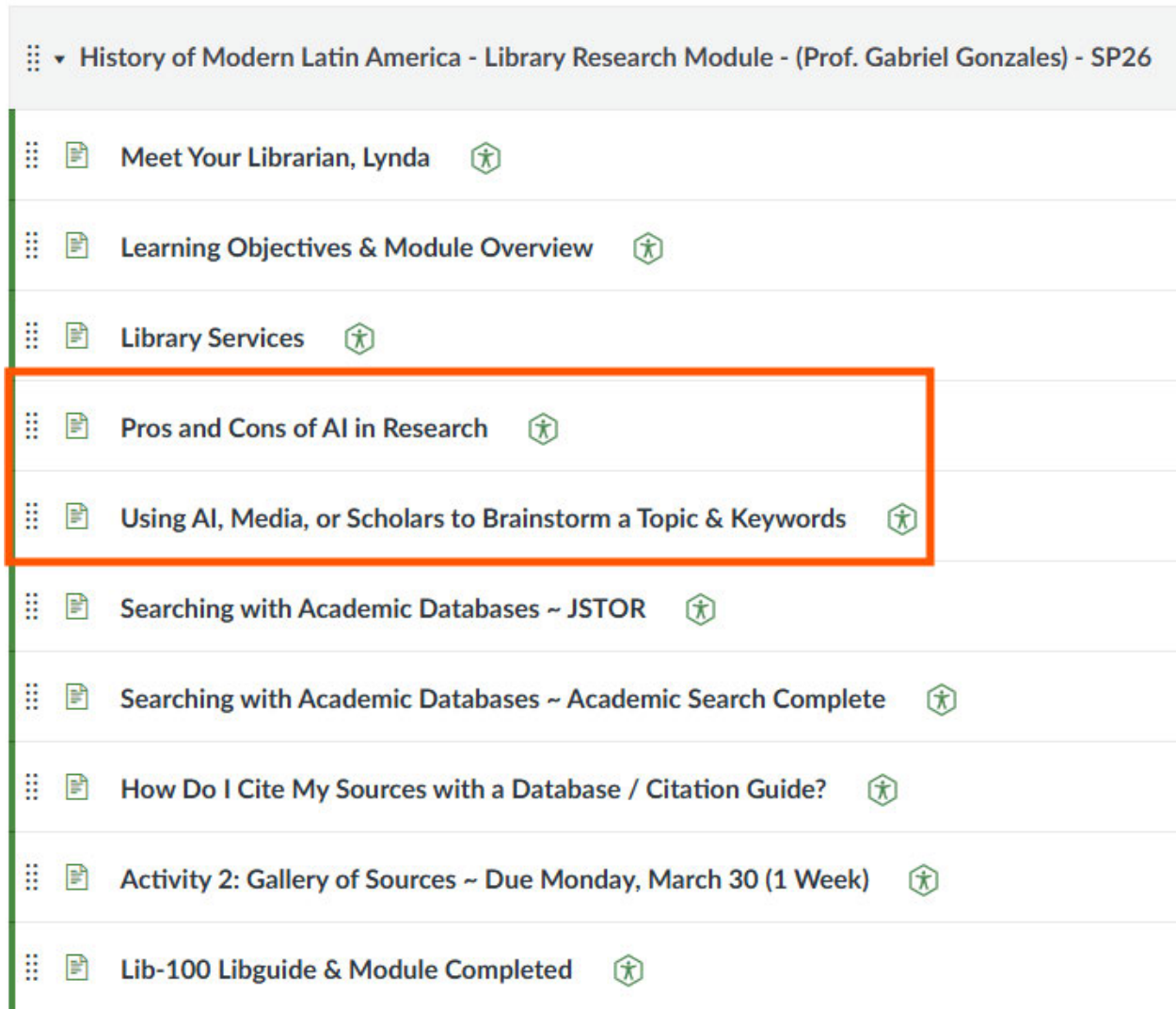


AT THE CROSSROADS OF GEN AI ↔ INFO LITERACY



CCLI 2026 - Library Instruction in Changing Times

Elizabeth N. Tibbitts, MLIS - Chico State Meriam Library



☰ ▾ History of Modern Latin America - Library Research Module - (Prof. Gabriel Gonzales) - SP26

- ☰ 📄 Meet Your Librarian, Lynda 🛡️
- ☰ 📄 Learning Objectives & Module Overview 🛡️
- ☰ 📄 Library Services 🛡️
- ☰ 📄 Pros and Cons of AI in Research 🛡️
- ☰ 📄 Using AI, Media, or Scholars to Brainstorm a Topic & Keywords 🛡️
- ☰ 📄 Searching with Academic Databases ~ JSTOR 🛡️
- ☰ 📄 Searching with Academic Databases ~ Academic Search Complete 🛡️
- ☰ 📄 How Do I Cite My Sources with a Database / Citation Guide? 🛡️
- ☰ 📄 Activity 2: Gallery of Sources ~ Due Monday, March 30 (1 Week) 🛡️
- ☰ 📄 Lib-100 Libguide & Module Completed 🛡️

Canvas module front-end

Pages discussed during presentation in orange square box:

1. Pros and Cons of AI in Research
2. Using AI, Media, or Scholars to Brainstorm a Topic & Keywords

Pros and Cons of AI in Research

Pros and Cons of AI in Research

It's undeniable that AI is becoming a utilized tool in academia, in the workplace and, perhaps, in our personal lives. It's advisable to keep informed about the pros and cons of AI technology as well as consider its limitations. For those who feel comfortable exploring options to integrate AI into the research process at the brainstorming level, we will be learning some tips on this topic in this module. To that end, take into consideration some of the pros/cons of AI in relation to research:

- AI can be a helpful assistant when brainstorming research topics or keywords, especially if you're struggling with thinking of a topic or if you want to think of alternative keywords to find journal articles or eBook Chapters than those you have brainstormed already.
- Don't use AI to write your research paper for you. This is considered plagiarism and it can have negative consequences for your grade and academic standing, in addition to limiting your learning potential. Instead, let's learn about citation tools that can help us give credit to voices we integrate into our own.
- Be aware of AI hallucination. This is when artificial intelligence (AI) system generates false information or fabricates details. This can happen when AI systems misapply learned patterns or make confident predictions based on flawed training data or limited data.
- Use your critical thinking skills. Cross reference information with other scholarly sources and draw from various sources that are not considered typically authoritative in order to have a holistic understanding of your topic while keeping in mind your professor's requirements for a given assignment.



The video below is titled "Rethinking 'The Expert'."



Rethinking "The Expert"

Mrs. Luna



Watch on

This video contains captions. (1 minute 46 seconds)

Reflection Questions: What stood out to you about the video? Why?

Future Question to Consider: Who holds the authority for the information disseminated by AI?

This tutorial will help you achieve the following objective:

- Understand the Pros and Cons of AI in Research

Please click **Next** to continue the orientation.



Using AI, Media, or Scholars to Brainstorm a Topic & Keywords



Activity 1

Brainstorming keywords

Brainstorming a Topic & Keywords with AI, Media, or Scholars

The video below will demo an example of how to brainstorm a research topic using AI, specifically Claude ai. This is only an option you may consider as a starting point as you develop your research topic for an assignment. Let's try it out and see how it compares to brainstorming topics via media or human interactions.

A screenshot of a YouTube video player. At the top left is a circular profile picture of a woman with dark hair, followed by the video title "Claude ai Demo for Speech Class" and the channel name "Mrs. Luna". In the center of the player is a large red play button icon. At the bottom left is a small icon of two interlocking loops. At the bottom right is the text "Watch on". On the right side of the player, there is a circular icon with a white stick figure on a dark purple background, representing accessibility options.

This video contains captions. (2 minutes).

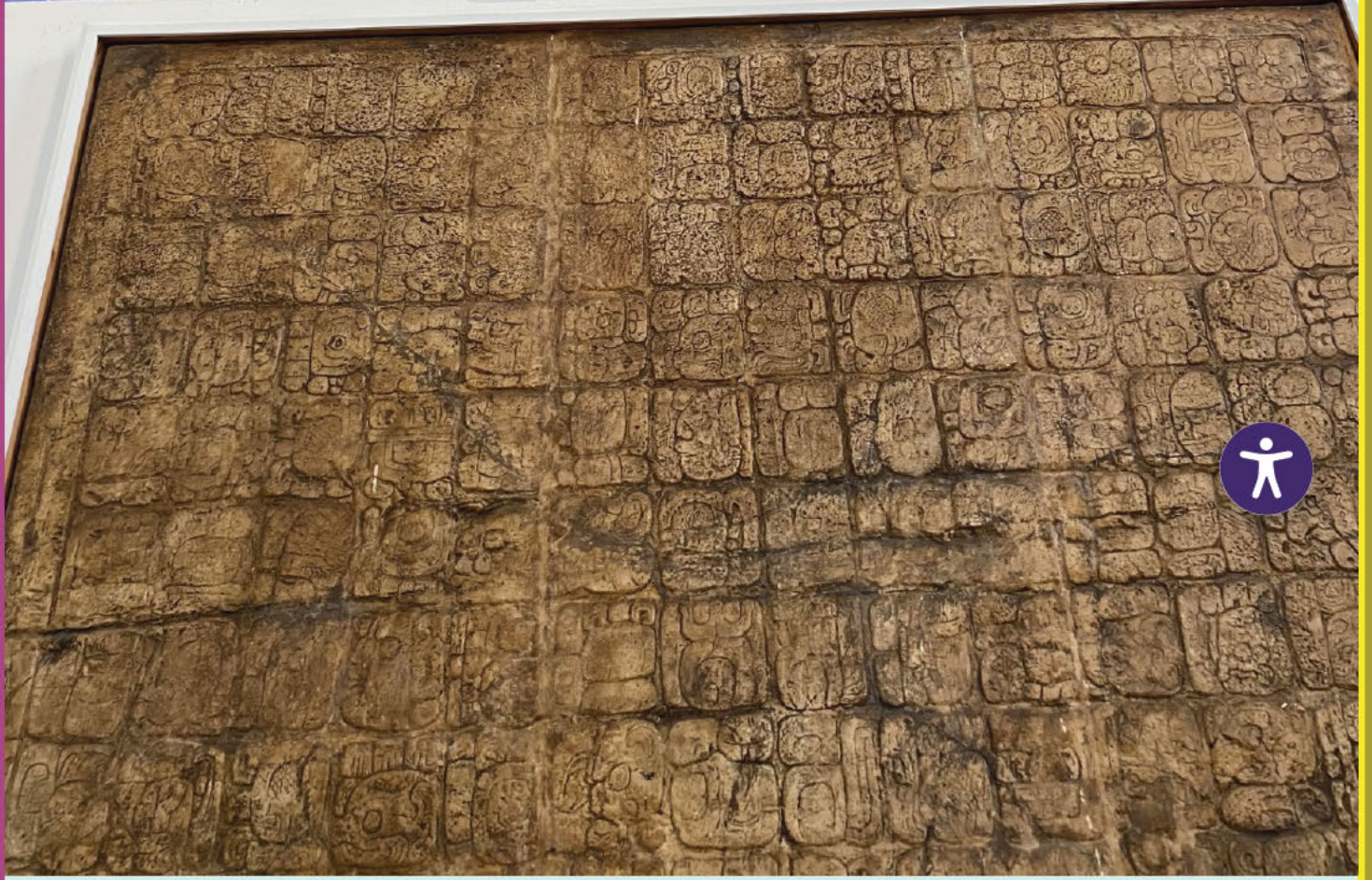
When you search an online search engine like Google or you use AI, you can type an entire sentence, question, or phrase and these tech tools are able to pick out the important words and give you decent search results. This is called a *natural language search*.



Library databases may not always work the same way as Google. They may not respond well to natural language searches, although AI integrations are starting to change this. In any case, **Keyword searches can be good options for library databases.** It's up to you to thoughtfully select keywords to use as search terms in library databases.

Choosing keywords

Now let's look at an example of brainstorming keywords for a given topic. You could start with brainstorming ideas for a research question or topic. Let me give you an example of a human and media interaction I had while visiting San Diego. I went to an AI Conference there and during some off time before the conference started, I went to visit a museum that had a pretty awesome Mayan exhibit and I took a photo of this beautiful mural:






-

I was texting my friend Julia from Germany, whom I met during my grad studies at the University of Notre Dame in Indiana and I sent her this picture. She was very intrigued by it because she is a political science professor and she knows a lot about leftist political movements. Since she comes at this picture with that frame of reference, one thing that stood out to her about the image is the image of what appears to be Zapatistas at the top. She asked, "Are those Zapatistas at the top?" I did a bit of digging on the internet and found that Zapatistas sometimes communicated or had ties with Guatemalan rebel groups but I wasn't sure what the mural was depicting or thought it may be depicting various uprisings from the mural's write up at the museum.

To begin brainstorming keywords based off of this interaction, I could look up the mural's photo description I took that provides more details on the mural or I could brainstorm some keywords that come to mind. Here's some initial keywords that come to mind:

- Zapatista movement (a broad one to start with)
- Contemporary Zapatista communities, etc.

What else could I add as keywords from the picture below?



K'AJLAY SUUM

(THREAD OF MEMORY/
MEMORY CORD IN MAAYAT'AAN)

The mural on the left is called *K'ajlay Suum* (Thread of Memory or Memory Cord). This mural tells the story of how the lives of Maya ancestors continue to echo into the present and the future.

The two children on the right are drawing the hero twins, *Hunahpu'* and *Ixbalanque'*, characters that represent the sun and the moon in the creation stories from the Popol Wuj. Passages from the Popol Wuj are represented in Maya star knowledge with the movement of the constellations in the sky as observed by current and ancestral communities. An example of star constellations present in this mural are *Wuqub' Kaqix* (Seven Macaw/Big Dipper), *Oxib' Xk'ub'* (Three Hearth Stones/Orion's Belt), and the *Sipakna* (Cosmic Crocodile/Milky Way). Some Maya say that when Maya pass-away they walk across *Sipakna* to travel to the spirit realm. The three stars in *Oxib' Xk'ub'* are also represented in the three legs of the grinding stone that the girl on the left is using to grind corn. The girl in the upper right corner is playing an armadillo ocarina. She is surrounded by "echoes" of Maya peoples fighting for their land, human rights, and environmental justice.

RESISTANCE TO DISPLACEMENT AND GENOCIDE

Maya have actively fought against the ongoing impacts of colonialism and capitalism. Each Maya community has a history of resistance to violence, forced removal, and genocide. Below are some examples of these important historical events.

- 1712, Tzeltal rebellion in Chiapas
- 1761, Canek rebellion in the Yucatan
- 1821, Totonicapan rebellion in Guatemala
- 1847-1901, "Caste War" in the Yucatan
- 1915-1922, Socialist Leagues of Resistance in the Yucatan
- 1932, Matanza in El Salvador
- 1980-1996, Civil War in Guatemala
- 1994, Zapatista Uprising in Chiapas
- 1996, Maya Land Rights movement in Belize
- 1997, Murder of Ch'orti' leaders in Honduras

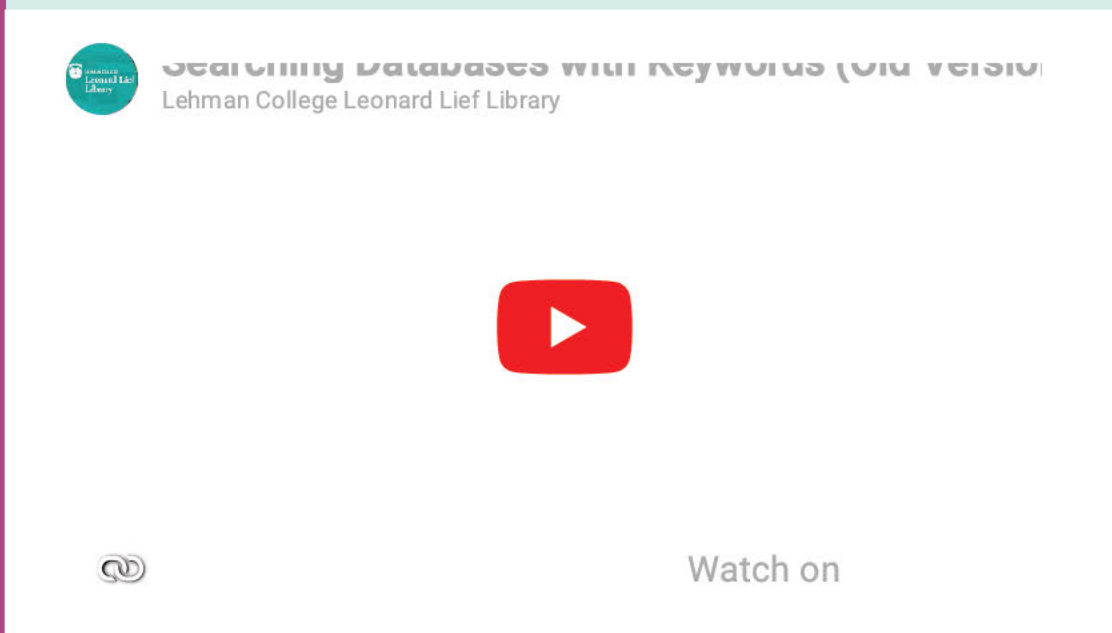


--Zapatista Uprising + Chiapas

--Zapatista + Guatemalan rebel groups

Brainstorming keywords is a great strategy for searching for information on your research topic!

Some questions to ask yourself for reflection: What are the most important keywords or words in my research question? Maybe your research question can even take form or change as you start doing research. You can also mix and match and pick other combinations of the keyword ideas I came up with before and explore when you search databases or the library resources. You may discover that the keywords you thought were most important may not always bring you the most relevant results you were looking for so it's a good idea to experiment. Watch the following video (3 minutes) if you'd like a reminder on searching databases with keywords:



Note: This video contains captions.



Check In!

Option 1: After watching the video, practice brainstorming some keywords for your research topic / question and write them down on paper/index card or a google doc or a notepad on your phone if you're reviewing this module from home. If you need guidance on using google docs, you can schedule a one-on-one [research appointment](#) with me and I can walk you through it at a future date.



Option 2: Use Claude ai to assist you in brainstorming some keywords or research topics that you can use in a future discussion or assignment.

This activity will help you achieve the following outcome:

- Brainstorm keywords.

Please click **Next** to continue the orientation.

To Access: Canvas Commons - Module - Accessible Version

bit.ly/LatinAmericaResearch (web link)

or search my name, Lynda Letona, in Canvas Commons

To Access: Canvas Commons - Library 100: Information & Library Research Skills course) - Accessible Version

bit.ly/Libr100 (web link)

or search my name, Lynda Letona, in Canvas Commons

Module 6: AI

Pages G.5 & G.6



CCLI Lightning Talks 2026

Daniel Ransom (he/him)

California College of the Arts | CCLI Steering Committee

Kelsey Nordstrom-Sanchez

**“Brainrot” as Pedagogy:
Harnessing Meme Culture
Strategies for First Year Library
Instruction**

California State University Monterey Bay

Kristina Liv Larsen

**Cards for Cartography:
Gamification of Visual Analysis
in the Map Library**

David Rumsey Map Center @ Stanford
University Libraries

Solomon Ameen

**AI Isn't Changing Everything,
Yet.**

University of California, Merced

Michaela Ullmann

**Using a Multi-Modal Approach
to Reach Students with
Information Literacy Instruction**

University of Southern California Libraries

Elizabeth N. Tibbitts

**At the Crossroads of Gen AI
and Info Literacy**

California State University, Chico

Lynda Letona

**From Mayan Murals to Machine
Learning: Reimagining One-
Shot Instruction with AI, UDL,
and Indigenous Perspectives**

Napa Valley College