Georgia International Conference on
Information Literacy

2016 Program and Presentations

Georgia International Conference on Information Literacy Program [2016]

Georgia International Conference on Information Literacy

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GEORGIA INTERNATIONAL CONFERENCE ON INFORMATION LITERACY

CONFERENCE PROGRAM

Coastal Georgia Center, Savannah, GA

September 30 - October 1, 2016

SCHEDULE AT A GLANCE

Thursday, September 29	
5:00 - 8:00 p.m.	Keynote Reception
Friday, September 30	
7:30 - 8:30 a.m.	Continental Breakfast (Exhibits open 7:30 a.m.)
8:30 - 9:45 a.m.	Session 1
9:45 - 10:00 a.m.	Break/Visit Exhibitors
10:00 - 11:30 a.m.	Session 2
11:45 a.m. - 1:15 p.m.	Luncheon - Room 111/113/115
12:00 - 5:30 p.m.	Poster Session
1:15 - 2:30 p.m.	Session 3
2:30 - 2:45 p.m.	Break/Visit Exhibitors
2:45 - 4:00 p.m.	Session 4
4:00 - 4:15 p.m.	Break/Visit Exhibitors
4:15 - 5:30 p.m.	Session 5
Saturday, October 1	
7:30 - 8:30 a.m.	Continental Breakfast (Exhibits open 7:30 a.m.) **Breakfast Sponsored by: Credo**
	Birds of a Feather Round Table Discussions - Room 111
8:30 - 9:30 a.m.	Keynote Presentation - Room 111/113/115
9:45 - 11:00 a.m.	Session 1
11:00 - 11:15 a.m.	Break/Visit Exhibitors
11:15 a.m. - 12:45 p.m.	Session 2
12:45 p.m.	Boxed Lunch Distribution
1:00 - 4:00 p.m.	Post Conference Workshop - Room 111

THANK YOU TO OUR PROPOSAL REVIEWERS

Katt Blackwell-Starnes, Lamar University
Doug Frazier, Armstrong State University
Judith Garrison, Armstrong State University
Lori Gwinett, Georgia Southern University
Lizah Ismail, Limestone College
Jeanne Larsen, Seminole State College of Florida
Jinrong Li, Georgia Southern University
Barry Maid, Arizona State University
Kelly McBride, Appalachian State University
Amee Odom, Wingate University
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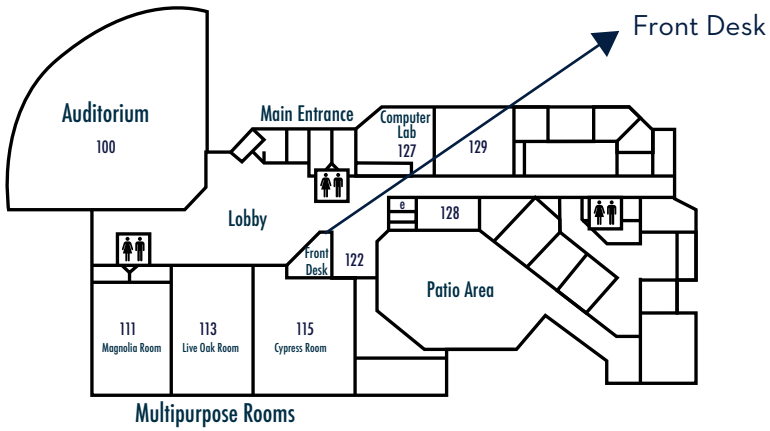
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e 128

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Patio Area

111 Magnolia Room

113 Live Oak Room

115 Cypress Room

Multipurpose Rooms

East Wing 2nd Level

211 217 221

208 210 212 218 e

West Wing 1st Level

1002

1019

e

1005

1220 B 1220 A

West Wing 2nd Level

2011 Computer Lab

2002 Distance Learning Room

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2010 Computer Lab

2005 Meeting Room
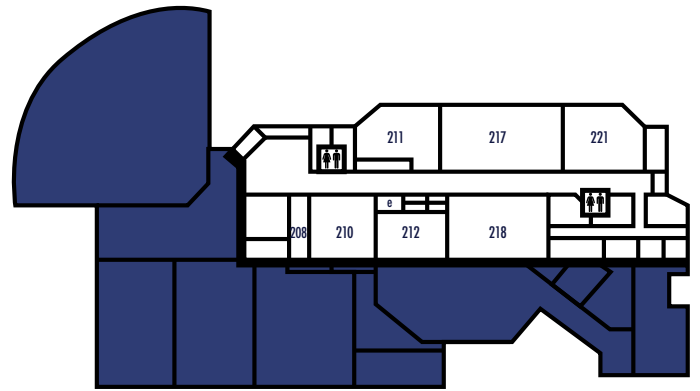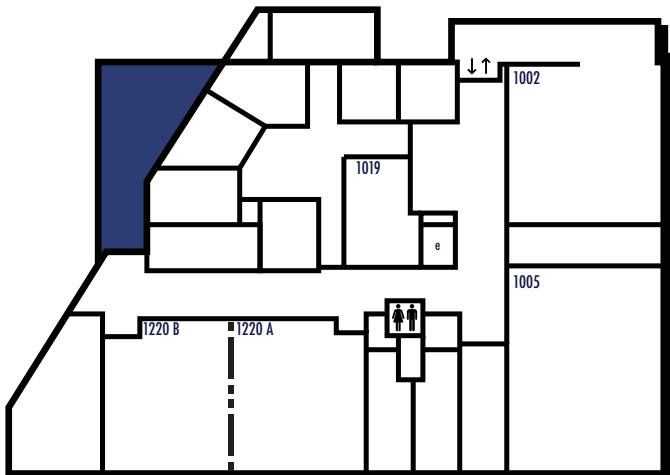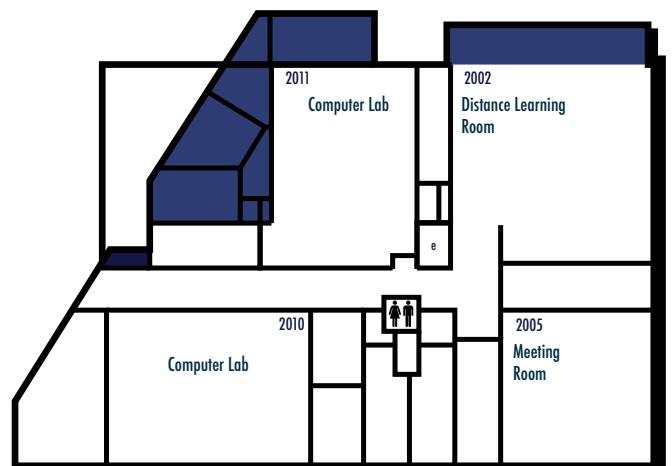
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Dan Anderson

Biography:

Daniel Anderson is a Professor of English, Director of the Carolina Digital Humanities Initiative, and Director of the Studio for Instructional Technology and English Studies at The University of North Carolina at Chapel Hill. He studies digital rhetoric, teaching with technology, and alternative approaches to scholarship. His books on teaching include *Connections: A Guide to Online Writing, Writing About Literature in the Media Age, and Beyond Words: Reading and Writing in a Digital Age*. He also creates new media performance art and scholarship using the computer screen as a composing space. And he studies and develops resources for the digital humanities. His latest projects include the PeerPress Online Conference Platform and the forthcoming electronic book, *Screen Rhetoric and the Material World*. He recently received the Technology Innovator award from the National Council of Teachers of English. A full biography and more information can be found at http://iamdananderson.net/.

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ROOM 210

Social Media Analytics as a Driver of Digital Literacy
Moe Folk, Kutztown University of Pennsylvania
Chair: Karlie Johnson, University of Alabama

This presentation will examine how using social media analytics software allows users to grasp a variety of essential digital literacy concepts. The presentation will demonstrate social media analytics platforms to show how they provide a base for teaching important information literacy concepts such as accessing, identifying, selecting, and incorporating digital content. The presentation will also examine how to work with social media analytics software in the context of teaching and writing.

Embracing the Digital Format in an Online Information Literacy Course
Tammy Ivins, University of North Carolina at Wilmington
Chair: Karlie Johnson, University of Alabama

This presentation will discuss the process of upgrading an existing online three-credit information literacy course into a truly digital, interactive learning experience. Tips for optimizing the online learning experience will be outlined with a focus on using the Blackboard "module" tool to arrange online learning objects into a cohesive experience for students. Attendees will learn how adapting existing course materials into online learning objects can improve teaching efficiency by increasing your ability to make additions/changes, adding increased flexibility in presenting course material, and making it faster to conduct grading.

ROOM 212

Teaching Information Literacy in the Context of Interdisciplinary Problem Solving: Faculty-Librarian Collaborative Instruction for the Literature Review
Kathleen Carmichael and Jeannette Moss, Northwestern University
Chair: Sarah Crest, Towson University

This study assesses the impact of faculty-librarian collaborative instruction on literature discovery and selection methods employed by engineering students in a first-year experience program. The study analyzes pre- and post-course survey data on student knowledge and confidence as well as individual and team reports. Results indicated that students whose class sections included collaborative instruction consulted a greater number and variety of sources than those in control sections without it. Those sections, by contrast, showed greater reliance on primary research. Student post-course confidence levels did not clearly correlate with performance.

What Do You Want Me to Do with This?: Teaching Students How to Work with Information Sources
Juliet Rumble and Lindsay Doukopoulos, Auburn University
Chair: Sarah Crest, Towson University

For today's college students, finding information is often the easiest part of the research and writing process. What is far more challenging is developing the requisite skills needed to use information sources effectively. The presenters (a librarian and composition instructor) share classroom activities they developed to address this learning outcome.

ROOM 217

Copyright, Fair Use, and Social Media Instruction for Undergraduates
Elizabeth Joan Kelly, Loyola University New Orleans
Chair: Fred Rascoe, Georgia Institute of Technology

This session will include a brief overview of current practice in copyright instruction for information literacy as well as tips, tools, and resources for librarians to successfully teach copyright and fair use best practices using three different disciplines—music, music industry, and mass communication—at Loyola University New Orleans as examples. Participants in this presentation will be able to 1) recognize the difference between copyright, fair use, and Creative Commons licenses; 2) develop (with confidence!) instruction sessions on copyright and fair use without formal legal training; and 3) modify social media and copyright instruction to meet the needs of different disciplines.

Integrating Fair Use into Information Literacy: Perspectives from the Georgia State University eReserves and HathiTrust Copyright Infringement Cases
Laura Burtle and Mariann Burright, University of Georgia
Chair: Fred Rascoe, Georgia Institute of Technology

Fair use is essential to information literacy because it empowers the student to use the works of others legally. Fair use in U.S. Copyright Law allows people to use the works of others without asking their permission under certain circumstances. But because fair use is a balancing test rather than bright line rules, it ultimately takes a court to decide its boundaries. The Georgia State University eReserves and the HathiTrust cases offer new decisions on applying fair use in higher education. The presenters will discuss an overview of the cases and provide approaches of how to integrate them into an information literacy framework.

ROOM 218/220

"What's Sputnik?": Experiments with Life History in an Interdisciplinary First-Year Class
Catherine Bowers, Valdosta University
Chair: Peggy Nuhn, University of Central Florida

Introducing a life history assignment to an interdisciplinary class initially filled students with dread. Yet, panic was brief and the students eventually embraced the assignment. This presentation describes the process of modifying life history methods, coaching writing for a class about information and society, and how the process can be essential for information literacy.

Behind the Scenes with Instructional Videos
Carrie Moran, Rachel Mulvihill, Rosalie Flowers and Karli Mair, University of Central Florida
Chair: Peggy Nuhn, University of Central Florida

This presentation will detail the efforts of librarians at a large university to create a cohesive management and development plan for library instructional videos. Topics will include the creation of a library video team, the process for developing a set of video guidelines, and challenges encountered. Presenters will share information and tips on video creation and will detail how library videos are used and marketed throughout the library and campus. Attendees will be able to apply the process of creating a video plan at their institution and will be better prepared to make decisions on video development tools.

ROOM 1002

Forensic Information Literacy: The CSI Approach to Inquiry and Scholarly Communication
Bernadette Lopez-Fitzsimmons, Manhattan College
Chair: Judith Garrison, Armstrong State University

Applying CSI Investigation Methodology to Information Literacy affords students the opportunity to appreciate research as a journey, discovering and uncovering information -- some supportive, some contradictory. Students will understand that researching and critical thinking depend on making inquiries. Like CSIs, students will experience research as inquiry (ACRL No. 4), recognizing the value of their peers' questions, perspectives, and findings. Students will be able to configure a clearly defined investigation, creating a precise thesis statement, problem or question.

ROOM 1005

Collaborating for Success! Building a Digital Learning Object Repository
Shannon Dew, Barbara Markham, Ronald L. Carr and Sharon Uskokovich, Florida State College at Jacksonville
Chair: Melissa Carrion, Georgia Southern University

At the Florida State College at Jacksonville, the Library and the Center for E-Learning collaborated to build a searchable repository of digital learning objects for faculty to easily locate and upload into their courses. In this program, the presenters will address how to create instructional information in a format that is understandable, usable and accessible. Additionally, they will outline the way they developed an authoritative system of tagging and organizing these resources.

Transforming Instructional Design: Using Professional Learning Communities (PLCs) to Invoke Change and to Incorporate the Framework into Instructional Practice
Natalie Edwards Bishop and Pamela Dennis, Gardner-Webb University
Chair: Melissa Carrion, Georgia Southern University

When migrating to LibGuides 2.0, we sought to implement an accessible tool that would improve how we incorporate the Framework into our instructional practice. Creating a PLC allowed us to build collective ownership of instructional design, revolutionize SLOs, create effective LibGuides, and develop a shared philosophy of teaching, learning, and assessment.

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ROOM
1220 A/B

Two Heads are Better than One: Librarian-Faculty Collaboration to Support Student Topic Development
Lindy Scripps-Hoekstra, Grand Valley State University
Chair: Pamela McCreless, Chattahoochee Valley Libraries

Compared to high school assignments where students typically have little choice in a research focus, college freshmen find themselves confronted with an overwhelming number of possible directions. In order to support first-year students in topic development, a librarian and professor developed an asynchronous system of support. Using Google Spreadsheets, students post topics and receive advice and links to suggested resources from both their professor and librarian. This presentation will detail the development of this partnership and attendees will learn how to create formatted Google Spreadsheets and identify the benefits of this technology in supporting students with topic development.

Natural Allies: Teaching Research Skills to Undergraduates Through Faculty-Librarian Collaboration
Laura Sheets, Volunteer State Community College
Chair: Pamela McCreless, Chattahoochee Valley Libraries

During the Fall of 2015, English faculty members and a librarian at Volunteer State Community College in Gallatin, TN, collaborated to redesign the freshman English composition course, embedding information literacy skills into the course curriculum. This presentation will provide an overview of the project, as well as a discussion of successes and pitfalls during the pilot semester, and future plans for the course.

9:45 - 10:00 a.m. - Break/Visit Exhibitors

ROOM
210

The Assessment Conundrum
Kelly Ansley, Olga Koz, and Chris Sharpe, Kennesaw State University
Chair: Barbara Holland, Brooklyn Public Library

The interactive panel will allow attendees to discuss the role of instruction assessment, learning analytics, and how each assessment techniques can improve students learning and the quality of instructional design and delivery. A series of brief presentations will showcase KSU Library Faculty practical assessment strategies. Chris Sharpe will talk about the development of an undergraduate library instruction program's assessment plan. Dr. Olga Koz will share her experience as a co-teacher on assessing student works & creating assignments. Kelly Ansley will cover in-class assessment, alternative informal assessment, and teacher self-reflection.

ROOM
212

Drinking Coffee with Undergrads: Non-Traditional Approaches to Outreach, Reference Services, and Engagement in an Academic Library Setting
Karlie Johnson, Alex Boucher, and James Gilbreath, The University of Alabama; Kayla Johnson, The University of North Carolina at Greensboro
Chair: Juliet Rumble, Auburn University

In this panel, librarians from The University of Alabama and The University of North Carolina at Greensboro will discuss some non-traditional approaches to student engagement, campus outreach, and reference services. We will provide examples of specific outreach and engagement strategies, while also hopefully promoting a productive discussion about the future of campus outreach!

ROOM
217

More than Butts in the Seats! Outreach Programs Enhance the Metaliteracy and Social Learning Concepts of the New Information Literacy Framework
Nikki Rech, Savannah State University
Chair: Elizabeth J. Weisbrod, Auburn University

Quality outreach enhances an information literacy program and supports the ACRL framework. Come ready to play and learn how programs support your mission, increase visibility of your services, and form collaborative partnerships across your campus! Explore types of assessment, and leave with a solid plan for one outreach program!

ROOM 218/220

Sponsorships of Queer (Information) Literacy: Recovering Past to Improve Our Futures
Mark McBeth, Patrick James and Ellen Sexton, The City University of New York
Chair: Kim L. Ranger, Grand Valley State University

Through archival research at NYPL, Herstory Lesbian Archive, and LGBT Community Center National Archive, two of these three panelists uncover narratives of how queer communities gained and/or provided increased information access through the activist work of organizations that heeded their communities' needs in the 1970s, and 80s. From the American Library Association's Gay Task Force to the work of ACT UP, these panelists illustrate how one minority group shaped the discourses about themselves when previously they had been so controlled and misrepresented by others. The third panelist, a librarian, discusses how contemporary library services support lgbtq researchers. All three presentations open a discussion about the sponsorships of literacy (see Brandt) that foster the queer counter-discourses (see Warner) as well as lawy the groundwork for burgeoning counter-literacies. These panelists propose that by studying the archival past that we should be able to imagine futures that disrupt the inequities and injustices of our present (See Muñoz).

ROOM 1002

Information Literacy Stipends: Innovation Through Collaboration
Amy Harris Houk and Stephanie L. Hudson, University of North Carolina at Greensboro
Chair: Samantha McNeilly, Auburn University at Montgomery

Librarians often struggle to find innovative ways to reach out to faculty. At the University of North Carolina at Greensboro, we offered stipends to faculty to redesign a course to more thoroughly incorporate information literacy. These stipends were awarded at the end of the Fall semester of 2015 for courses to be taught in Spring of 2016. This presentation will discuss the stipend program as well as the experience of course redesign and execution from the perspective of the instructor and the librarian.

ROOM 1005

Shooting Down the Gold Star: Using the Power of Feedback and Assessment to Draw Students Through the Threshold
Natalie Edwards Bishop and Holly Mabry, Gardner-Webb University
Chair: Pamela Dennis, Gardner-Webb University

The Framework seeks to develop deeper learning by encouraging students to go beyond achieving the "gold star". Overcoming the "making the grade" mindset is a challenge for all types of IL instruction. In this workshop, learn how to design three types of assessments, use active learning to challenge students' critical thinking, and practice strategies for providing dynamic feedback.

ROOM 1220 A/B

Bespoke Information Literacy Instruction: Tailoring the Framework to Fit Your Information Literacy Program
Adrienne Button Harmer, David Minchew, and Bethany Havas, Georgia Gwinnett College
Chair: Wendy Doucette, East Tennessee State University

In this workshop, we will introduce participants to the GGC Library method of altering the old pattern and tailoring the new ACRL Framework to fit. Working in small groups, participants will select outcomes that are responsive to an essential question and will work collaboratively to assign each outcome to an appropriate level of student ability and understanding. The presenters will facilitate the participants' efforts and lead the discussion on the possibilities and pitfalls of using this method. Participants will be able to practice our method with their peers and take it home to their own institutions.

11:45 a.m. - 1:00 p.m. - Luncheon

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Presenters will be available on Friday from 12:45 - 1:45 p.m. to answer questions.
Posters Available for viewing Friday afternoon.

12:00 - 5:30 p.m.

Cold Hard Facts - Soft Skills are Important: Integrating Soft Skills Into Information Literacy Instruction
Sarah E. Crest, Towson University; Simmona E. Simmons, University of Maryland Baltimore County

Roles of Librarians in Facilitating the Development of Literacy Skills in Students of Yaba College of Technology Library, Lagos-Nigeria
Dr. Lasisi Bashiru Akande, Yaba College of Technology, Lagos, Nigeria

The Embedded Librarian as Graduate Coach
Pamela Dennis, Gardner-Webb University

From My Work to Our Work: Integrating the New ACRL Framework Into an Information Technology Course
Adrienne Button Harmer and David Minchew, Georgia Gwinnett College

Engaged Student Learning with Action Research: Do You Have a PLAN?
Virginia L. Wallace, University of South Carolina

Freshmen, Information Literacy and Archival Practice
Gregory Schmidt and Tommy Brown, Auburn University

Day 20 - The Librarians Have Finally Accepted Me as One of Their Own: Experiential Learning at The University of Alabama Libraries
Karlie Johnson, Alex Boucher and Erica England, The University of Alabama

Standing on the Shoulders of Giants: How LibGuides Helped Us to Meet Our Information Literacy Goals with Our First-Year Students
Lindsey Lowry, LaGrange College

What about LibQual for Our Vendors? Assessing Vendor Services
Sheila Devaney and Zanda Joyner, University of Georgia

Mixing Information Literacy, Collaborative Technology, and Physical Fitness: A Combination Waiting for Implementation or a Passing Fad?
Jeff Simpson, Christopher Shaffer, and Rachel Hooper, Troy University

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ROOM 210

Teaching Undergraduates to Write Evaluative Annotations Using Information Literacy Skills
Grace M. Jackson-Brown, Missouri State University
Chair: Nikki Rech, Savannah State University

Learning to create annotated bibliographies helps students to develop information literacy skills that are important to writing college research papers at the undergraduate-level and the graduate-level. Instructional steps for teaching and learning are presented along with the underlying "Information Literacy Frames" that are developed by the Association of College and Research Libraries (ACRL). The ACRL is a division of the America Library Association, which is a made up of librarians and other information professionals. The Information Literacy Frames provide a contextual framework that is important to understand when compiling an annotated bibliography for research.

Helping Future Natural Resources Professionals Make Informed Policy Decisions
Patricia Hartman, Auburn University
Chair: Nikki Rech, Savannah State University

This program will describe the success and continuing progress of course-integrated information literacy (IL) instruction into a natural resource policy course. Over three semesters, overall quality of bibliographies increased and, as did their papers and critical thinking skills.

ROOM 212

Meeting Outcomes Assessment: An Opportunity for Partnership
Sheri A Brown and Susan Slavicz, Florida State College at Jacksonville
Chair: Barbara Holland, Brooklyn Public Library

This presentation will cover the discussion and collaboration between faculty and librarians regarding the use of the database Research Companion to improve students' information literacy skills. Specifically, addressing ways to assess student learning outcomes across the college on the topic of plagiarism. Presenters will describe the process used to develop an in-house assessment product to accompany the database and assess learning outcomes.

This is the Remix!
Vonzell Yeager, University of North Carolina at Wilmington
Chair: Barbara Holland, Brooklyn Public Library

The presentation will discuss the collaboration between the Communication Studies liaison librarian at Randall Library and the COM 200: Research Methods instructor to develop a comprehensive computer based training module and the related library instruction sessions. The presentation will offer insights into the development and integration of the ACRL framework into the existing student learning outcomes. Participants will leave with tips and takeaways to put into practice at their institutions.

ROOM 217

Complexities of Text Recycling in Professional Scientific Discourse and Implications for Plagiarism Prevention in Higher Education
Cary Moskovitz, Duke University
Chair: Pamela McCreless, Chattahoochee Valley Libraries

According to plagiarism guidelines, exact wording from sources must be quoted and cited. Yet text recycling, the unacknowledged reuse of previously published material, is common professional practice in STEM fields. Use of plagiarism detection software by journals has spurred debate about text recycling even within STEM. Because text recycling is rarely discussed in scientific writing textbooks or library research guides, students are left to negotiate this complicated intersection of school and professional norms on their own. This talk covers text recycling conventions and debates; challenges faced by students, teachers and librarians; ideas for addressing text recycling in the academic setting.

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ROOM 217

Scholarly Piracy vs. Scholarly Activism Where Sci-Hub Fits in the Information Literacy Landscape
Mariann Burright, University of Georgia; Laura Burtle, Georgia State University; Melanie T. Kowalski, Emory University; Fred Rascoe, Georgia Institute of Technology
Chair: Pamela McCreless, Chattahoochee Valley Libraries

Sci-Hub has recently gained attention and wide usage for providing free access to millions of scholarly journal articles. Librarians have been quick to recognize that Sci-Hub and other "pirate" sites infringe copyrights usually held by publishers. However, because they provide access to publicly-funded research, it's not clear where the ethical lines are drawn. Join librarians from four Georgia campuses to discuss what sites like Sci-Hub mean for researchers, libraries and their users in understanding how to access and use information legally and ethically.

ROOM 218/220

Flipping for the Framework: Adapting a College Writing Library Instruction Session to the New Framework for IL Using Flipped and Discovery Based Learning
Avril Cunningham, Chicago School of Professional Psychology
Chair: Adelia Grabowsky, Auburn University

This presentation will provide a brief overview of the new Framework for Information Literacy for Higher Education and how one librarian adapted the Framework into a College Writing Library class. The library instruction class employed two different teaching techniques. First, using the flipped classroom approach, students completed online research modules prior to class. Since the lecture was 'flipped', the majority of class time was devoted to the second teaching technique, guided discovery-based searching which addressed the threshold concept "Searching is Strategic". This presentation will also addresses the one setback of discovery-based learning, cognitive overload and provide strategies to overcome the setback.

The Flipped Information Literacy Classroom for English Composition Students
Michael C. Alewine, University of North Carolina at Pembroke
Chair: Adelia Grabowsky, Auburn University

The use of a "flipped classroom" approach can be a very effective instructional strategy for college composition students coming to the library for academic research seminars. This presentation will cover effective instructional design, simple video creation, relevant learner activities, assessment strategies, and ADAAA compliance.

ROOM 1002

21st Century Literacy and the Rhetoric of Science A Re-Evaluation of the Concept of Literacy
Josh M. Beach, University of Texas at San Antonio
Chair: Lindy Scripps-Hoekstra, Grand Valley State University

The traditional "rhetorical analysis" approaches to composition is not appropriate for 21st century education because it lacks intellectual rigor and analytical precision. Rhetoric needs to be de-emphasized. Students need to focus more on creating, evaluating, and communicating knowledge.. A "rhetoric of science" should be the foundation of 21st century literacy. Knowledge is the essential first step to good communication and effective action. Truth has to be actively constructed by critical thinkers through meticulous and rigorous scientific methods. And this truth needs to be effectively communicated to diverse audiences through arguments in order to direct collective action to solve real-world problems.

Information Literacy in the Writing Spotlight
Katt Blackwell-Starnes and Michael Saar, Lamar University
Chair: Lindy Scripps-Hoekstra, Grand Valley State University

This presentation aims to present efforts between a librarian and writing faculty to design and implement a co-taught research unit into a first-year writing course. The unit replaces a one-shot library session with three weeks of IL training during which student teams learn a specific research skill, determine how to teach the skill to peers, and create a 2-5 minute video teaching the skill to a peer audience. We present the original design for the project with discussion about how our own observations, assessment of the project, and student feedback encouraged and guided our revision process. We then present the revised design for the project, comparison of observations, findings, and students' feedback between the two projects, and we discuss upcoming revisions to the project. Finally, we offer information and materials on how librarians and writing faculty might begin, implement, revise, and re-implement a collaborative project at their own university.

ROOM
1005

Sharing an Information Literacy Curriculum: Strategies for Professional Development for Writing Faculty
Caroline Sinkinson and Michelle Albert, University of Colorado-Boulder
Chair: Judith Garrison, Armstrong State University

At the University of Colorado-Boulder, a librarian and a writing instructor have been collaborating on the development of a new first-year writing curriculum designed to transform the conventional "academic research paper" and to infuse information literacy throughout the semester in innovative ways. In this presentation, we'll outline our professional development plan for introducing writing faculty to the new curriculum, including strategies for designing teacher trainings that balance theoretical and pedagogical foundations with practical application. Our approach emerges from professional frameworks and recent scholarship that offer threshold concepts and habits of mind as guiding principles for teaching writing and information literacy.

ROOM
1220 A/B

Re-Inventing First Impressions: Changing the Way First Year Students Interact with the Library
Kaitlyn Parker, Savannah College of Art and Design
Chair: Kelly Ansley, Kennesaw State University

What happens when you have 15 minutes to make a first impression on first year students? In this session we will discuss the process of evaluating, designing, and assessing first year student engagement activities that occur outside of the instruction classroom. With the goal of fostering a continued library-student relationship beyond first impressions, we will look at engagement through the view of a First Year Experience outreach activity re-design conducted by the librarians of the Jen Library at the Savannah College of Art and Design during the 2015-2016 academic year.

Co-Owners in Engaged Learning: Reimagining the Library-First Year Writing Partnership as a Community of Practice
Paula Patch and Patrick Rudd, Elon University
Chair: Kelly Ansley, Kennesaw State University

Presenters will describe the evolution of a model of library instruction for first-year writing students that simultaneously reflects and highlights the changing roles of faculty librarians and their relationship to faculty. Through the process of revising library instruction, faculty librarians and writing faculty moved from collaborators to co-owners of the curriculum, resulting in the development of a community of practice in which neither librarians nor faculty feel adjunct to the instruction taking place. Instead, this robust relationship positions library and writing faculty as co-teachers and co-developers, equally responsible for the success of first-year students.

2:30 - 2:45 p.m. - Break/Visit Exhibitors

Session 4: 2:45 - 4:00 p.m.

ROOM
210

Primary Documents and Academic Collaboration: Partnerships that Lead to Student Information Literacy
Anne Salter and Eli Arnold, Oglethorpe University
Chair: Natalie James, Georgia Southern University

Collaboration between librarians and professors promotes and enhances information literacy skills and results in more applicable instruction and buy-in from students. Oglethorpe faculty and librarians worked together to create an assignment for a new course in Environmental History that focused on providing students with an experience in using primary resources to document the built environment. Librarians designed and implemented a student experience incorporating information literacy skills in selecting, interpreting, and applying material from archives, special collections, and websites. The use of research guides, embedding in the learning management system, hands-on research, and assessment will also be discussed.

Library and Biological Sciences: A Synergistic Partnership
Michael Frye and Stephanie Dance-Barnes, Winston Salem State University
Chair: Natalie James, Georgia Southern University

This paper details the collaboration between Winston Salem State University's librarians and the Department of Biological Sciences faculty in the development and implementation of a general education science information literacy course, entitled Scientific Investigation of Diseases. This course highlights a collaborative teaching approach in which there is a deconstructing and scaffolding of assignments to reinforce skills and create experiential learning opportunities. This course not only establishes a foundation for learning how to learn but also fosters a better understanding of the basic biology behind various disease states, and an approach to applying this knowledge to their personal lives.

ROOM
212

Information Literacy, Psychology, and the Library: A Partnership
Amanda Melcher and Kristen Gilbert, University of Montevallo
Chair: Barbara Holland, Brooklyn Public Library

This presentation will describe an ongoing partnership between a librarian and a psychology professor that infuses information literacy into the psychology curriculum at a public liberal arts university. This successful collaboration has been implemented in two upper level psychology courses, one of which is a senior capstone class.

Seven Things Your Uncle Floyd Never Told You About Teaching Information Literacy and the Law
Jordan Camenker and Jeanne Larsen, Seminole State College of Florida
Chair: Barbara Holland, Brooklyn Public Library

How a law professor and librarian taught students to incorporate non-legal research to support legal claims, defenses, and transactional activities, including framing issues, finding appropriate databases, and evaluating both the quality of the sources found and the accuracy of the conclusions reached. Included in the presentation will be a sample assignment and grading rubric.

ROOM
217

Chinese Students in KSU Libraries Their Information Needs and Seeking Behaviors
Xueying Chen, Li Chen and Yongli Ma, Kennesaw State University
Chair: Pamela McCreless, Chattahoochee Valley Libraries

We, the librarians, are facing the challenges of how to serve the ever increasing Chinese student population on campus and how to provide the most effective services to satisfy their information needs. The purpose of our study is to gain deep insight of the Chinese students' experience in Kennesaw State University (KSU) libraries and understand their information seeking behaviors. Our study surveys 42 Chinese students and scholars in KSU. By reviewing and analyzing the data collected, we can identify the characteristics of these users and develop new initiatives or services to better serve them.

Connecting, Assessing and Working with ESL One-Shot Students
Marissa Mozek, Savannah College of Art and Design
Chair: Pamela McCreless, Chattahoochee Valley Libraries

This presentation examines how to connect with ESL students and faculty in one-shot sessions and make a meaningful impact in a class that can be the start of the journey in research. The barriers many people encounter while working with this department include not just instruction but building relationships. Using a mixture of approaches, this presentation will be covering the best practices in interacting and assessing students and faculty alike in the ESL department.

ROOM
218/220

Information Literacy and the Interface
Carrie Moran, University of Central Florida
Chair: Josh M Beach, University of Texas at San Antonio

Librarians are often working to find a balance between instruction that teaches the conceptual information about research skills and the practical information on how to use the myriad library interfaces presented to students during the research process. The first interface a user encounters is often the library's website, but users also navigate catalogs, databases, federated searches, research guides, third party vendor websites, and more as they track down information. This session will discuss the application of user experience design and usability testing to library controlled interfaces, and identify strategies for discussing interface design during a library instruction session.

Human Cognition and Aesthetic Design in Pedagogy and Online Learning
Seth Porter, Georgia Institute of Technology
Chair: Josh M Beach, University of Texas at San Antonio

Human cognition and aesthetic design are an integral part of the atmosphere of education. The key elements of this, colors, spacing, and other aesthetics have a marked impact on behavior and emotion. And this design can be used to connect with emotion and behavior through information literacy instruction and online learning. The presentation will cover relevant literature in human cognition, product design, web design, HCI, instructional design, and E-Learning. The framework on how to fit this theory into sound instructional design and course content will also be incorporated.

ROOM 1002

Guides by the Side: The Role of Technical Services in Information Literacy Instruction
Jeffrey Mortimore and Ruth L Baker, Georgia Southern University
Chair: Monique Bos, Georgia Southern University

This session will explore the role of technical services in library instruction, specifically as this relates to the ACRL's Framework for Information Literacy for Higher Education. Presenters will explore specific areas of overlap between technical and instructional services, especially with regard to selection, organization, and representation of resources to patrons. We will then consider how collaboration across technical and instructional domains supports effective instruction, specifically within the context of the Framework. Presenters will invite participants to share their own experiences, and engage in brainstorming on how technical and instructional services personnel can work together to solve shared instructional challenges.

Frameworking CRAAP: How We're Correlating the ACRL Framework to Content Evaluation with the CRAAP test in Our Instruction Practices
Paul Campbell, Ohio University; Derek Malone, University of North Alabama
Chair: Monique Bos, Georgia Southern University

If you are an instruction librarian or have some instructional responsibilities and you are thinking, "How am I going to adapt the new ACRL Framework into my instruction?" You are not alone. Both presenters examined the Framework, spoke with colleagues inside and outside of their institutions, and worked with various strategies for implementation. Both presenters were already using the CRAAP test for source evaluation and began to see a correlation between the Framework and CRAAP. This presentation will cover the introduction of Framework concepts through continued but modified CRAAP test usage.

ROOM 1005

Re-Engage Your Instruction Team Today
Jolene Cole, Georgia College & State University
Chair: Nikki Rech, Savannah State University

Is your instruction program stuck in a rut? Are one-shots draining your soul? Maybe it is time to re-engage your instruction team by implementing a new training and assessment program designed for reflection and self-improvement. Very few of us enjoy assessment but implementing a program doesn't have to hurt. This session will introduce Georgia College's new reflection program for librarians. The development, implementation, failures and successes of the program will be covered.

"See You at the Library!" Hosting Hybrid Academic and Social Events to Foster Research Paper Success
Maria L. Koshute, Aquinas College Nashville
Chair: Nikki Rech, Savannah State University

What do disco balls, glow sticks, research papers, and writing assistance have in common? They are all part of a new library initiative at the Aquinas College Library called Late Night at the Library. Partnering with the Aquinas College Writing Center, the Aquinas College Library has begun hosting research paper writing clinics which begin with focused academic assistance and end with music, entertainment, and refreshments. Come hear about how these events have provided a unique outreach opportunity to encourage students to utilize library and Writing Center services while simultaneously offering a fun, stress-relieving social event.

ROOM 1220 A/B

Information Literacy Across Disciplines: Applying Problem-Based Learning Principles and the ACRL Framework
John Cruickshank, University of Georgia, Griffin Campus
Chair: Patricia Hartman, Auburn University

Difficulty in identifying and teaching discipline-specific threshold concepts is often a significant barrier to implementing the ACRL Framework for Information Literacy in Higher Education. Solutions may be found in problem-based learning (PBL) pedagogy, which by definition focuses on identifying real-world barriers to assimilating and applying discipline-related information and is based on a constructivist learning model. This session explores key principles of PBL and how they can address many of the difficulties that librarians are reporting in attempting to implement the ACRL Framework in teaching information literacy across disciplines.

ROOM
1220 A/B

The Ecology of Information Literacy: Modes of Inquiry, Location and Assessment in a Biology Department's Writing Class
Harrison Carpenter, Rebecca Kuglitch and Barbara Losoff, University of Colorado-Boulder
Chair: Patricia Hartman, Auburn University

Many universities require science majors' enrollment in writing classes with a disciplinary focus; these offer opportunities to meaningfully integrate information literacy (IL) into science curricula. Working in such a class, we familiarize students with credible, evidence-based, disciplinarily acceptable lines of reasoning, allowing writing instruction and IL instruction to align. Using synergies between the Council of Writing Program Administrators (CWPA), which underscores habits of curiosity, flexibility and metacognition, and the ACRL Framework, we integrate IL into a biology department's writing classes, employing instruction in inquiry, location and assessment of evidence. We explain how our sessions have worked and revealed new challenges.

4:00 - 4:15 p.m. - Break

ROOM
210

Informed Learning, Information Literacy, and Scholarly Communication: Library Pedagogy as a Bridge to the Disciplines
Kim L. Ranger, Grand Valley State University
Chair: Chris Sharpe, Kennesaw State University

The focus of this presentation is to report findings from growing partnerships between faculty whose primary focus is classroom teaching and faculty librarians, revealing connections between our disciplines and co-designing curricula that recognize the commonalities in pedagogy, theories, and professional practice. Information literacy and scholarly communication are combined in teaching and learning lessons, materials, and shared terminology. The presenter will encourage participants to reflect on why and how librarians invite students into the disciplines and to investigate ways of assessing student learning.

Partnerships That Work: Teaching Research Skills Through Successful Faculty-Librarian Collaborations
Lizah Ismail and Janet Ward, Limestone College; Susan Moore, Spartanburg Community College
Chair: Chris Sharpe, Kennesaw State University

Librarians from the A.J. Eastwood Library at Limestone College have successfully partnered with faculty in our efforts to teach students research skills. Through a variety of formats (including online class webinars, and progressive research instruction sessions) as well as faculty outreach initiatives (such as "Tea & Tidbits" and Faculty Recognition Day), librarian-faculty collaboration is now at its highest peak. The presenters will share with attendees the evolution of these successful partnerships and also identify initiatives that worked well and those that did not, resulting in a "best practices" gleaned from lessons learned.

ROOM
212

Future Trends in Information Literacy Instruction: Lessons Learned from 13 Libraries
Kirsten Dean, Clemson University
Chair: John Cruickshank, University of Georgia, Griffin Campus

Trying to show – and increase – your library's pedagogical impact while also facing dwindling statistics? This was the challenge at the Clemson Libraries. We responded by interviewing librarians at thirteen academic libraries, contextualizing the resulting trends with current theories of threshold concepts, transfer, and interdisciplinary (drawn from both library science and writing studies), and extrapolating future directions in information literacy instruction to inform our program design. I will share the concrete action items that we developed in response to this research, and you'll leave with insights about programmatic change and new directions in library instruction.

Collaborative E-portfolio Development: A Librarian and a Faculty Member Join Forces to Strengthen Students' Information and Information Technology Literacies
Clair Deal and Mike Timma, Hampden-Sydney College
Chair: John Cruickshank, University of Georgia, Griffin Campus

In this panel, we describe a semester-long collaboration that culminated in student-produced E-portfolios that showcased both their technological skills and strengths as persuasive speakers. Using instructional handouts and examples of successful E-portfolio projects, we will explore the collaborative process between library technologist and faculty member, including the challenges and successes that ultimately led to the students' successful completion of their E-portfolio projects.

ROOM 217

Information Literacy Across Contexts: Situating Information Practices, Teaching for Transfer, and the ACRL Framework for Information Literacy
Andrea Baer, University of West Georgia
Chair: Pamela McCreless, Chattahoochee Valley Libraries

The context-dependent nature of information practices make clear the importance in information literacy education of teaching that fosters transferrable skills and abilities. Educational research indicates that students are more likely to transfer their learning across contexts when they 1) develop conceptual frameworks through which to recognize patterns and connections between ideas and 2) when they are given opportunities for self-reflection on both their cognitive and their affective processes. In this presentation an academic librarian will review educational research on learning transfer, will explore its connections to the ACRL Framework, and will consider the pedagogical implications of these intersections.

Contextualizing Information Literacy: Why "Why" Makes All the Difference
Wendy Doucette, East Tennessee State University
Chair: Pamela McCreless, Chattahoochee Valley Libraries

Presenting the ACRL Information Literacy Standards and Framework in real-life context and terms creates an immediate increase in student engagement. Understanding where they belong in the academic community allows students to apply these concepts to view themselves as academic creators, with all the rights, responsibilities, and expectations of working scholars.

ROOM 218/220

Do You See What I Hear? Visual Literacy for Music Students
Elizabeth J. Weisbrod, Auburn University; Paula L. Hickner, University of Kentucky
Chair: Pamela Dennis, Gardner-Webb University

Music students, like those in other disciplines, are today required to use visual media in projects and papers. Topics such as locating dependable sources, evaluating the quality of sources, citing images, and copyright concerns all play a role in helping students become critical consumers of visual media. This presentation will discuss approaches to introducing visual literacy concepts to music students along with strategies for finding and using images.

ROOM 221

Success Through Support: The ARCHE Information Literacy Committee
Anne Salter, Oglethorpe University; Adrienne Button Harmer, Georgia Gwinnett College; Caroline Barratt, University of Georgia; Julia Huprich, Georgia Public Libraries; Erin Edmond, Georgia Institute of Technology; Linda Kern, Brenau University
Chair: Adrienne Button Harmer, Georgia Gwinnett College

The new Atlanta Regional Council on Higher Education (ARCHE) Information Literacy Committee has members from universities in the Atlanta area and includes the Georgia Public Library Service. We invite you to our panel to hear about the projects we're working. We will discuss our concerns related to information literacy and research support and how we are working together on collaborative projects. We will describe our work to create a clearinghouse providing our community with a wealth of information about ARCHE institution programs, contacts for interests/initiatives, data to inspire research projects, and a repository of best practices for information literacy instruction.

ROOM 1002

Scaling Up: Active Learning in Information Literacy Classes with More than 50 Students
Adelia Grabowsky, Auburn University
Chair: Judith Garrison, Armstrong State University

Active learning is a concept often employed in information literacy instruction; however, strategies used in a typical class of 20 to 30 students can be difficult to implement in classes with larger enrollments. This presentation includes suggestions for incorporating active learning in instruction for large classes based on experience working with three different classes with more than 50 students.

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@GACoil

ROOM 1002

A Snake Charmer Without the Music: Motivating the Students of Today
Amelia Simmons, East Georgia State College
Chair: Judith Garrison, Armstrong State University

Increased work ethic and communication in the classroom setting were increased by the application of research, social media, and critical thinking within the scope of personable assignments geared toward intrinsic motivation. Too much pressure is placed upon educators to survive the jungle of teaching the students of today, making a good impression, and earning high test scores. I turned off my switch of total control and started welcoming the new light of intrinsic motivation. The identification of the differences between intrinsic and extrinsic motivation created an environment in which the students became more active in their education and enhanced communication between the teacher and the students.

ROOM 1005

Visual Literacy, Knowledge Generation and the Academic Library
Chris J. Miko, Bowling Green State University
Chair: Bernadette Lopez-Fitzsimmons, Manhattan College

The visual representation of knowledge as presented in academic libraries is becoming less relevant to today's university students as they rarely need to retrieve physical journals from library shelves. The publication of research literature into individual journals with sequential volumes is less present and the traditional journal citation is becoming less relevant. Also, as more monographs are published in electronic format, fewer titles are physically and visually available. Without the visual representation of the physical collection, we cannot assume students intuitively understand the traditional organization of published knowledge. This subtle yet profound change must be addressed in the curriculum.

Do You Know What They Don't Know? How Students Conduct Research
Peggy L. Nuhn and Min Tong, University of Central Florida
Chair: Bernadette Lopez-Fitzsimmons, Manhattan College

When developing student research assignments, many faculty may make the assumption that the current generation of computer-savvy students will intuitively determine how to effectively use library resources, and incorporate that information into a thoughtful and properly cited research paper. But is this realistic? This presentation will discuss how students approach research based on information we obtained from students themselves, from current literature, and from the combined real-world experience of two University of Central Florida Regional Campus librarians, including ideas for how librarians and classroom faculty can work collaboratively to ensure that research assignments will help students develop critical thinking skills.

ROOM 1220 A/B

The Evolution of a Successful Graduate Student Outreach Program
Diana Hartle, University of Georgia
Chair: Sheila Devaney, University of Georgia

For three years, the librarians at University of Georgia's Science Library have planned and executed a successful program designed for graduate students in the scientific disciplines. Each year, we have reflected and adapted programming to better fit the needs and desires of our graduate student population. Learn what has and hasn't worked, including best practices for advertising the event, most popular sessions, plans for the future, and more.

Science Librarian and Faculty Collaboration to Enhance Information Literacy and Critical Thinking Skills in Undergraduate and Graduate Students in the STEM Fields
Innocent Awasom, Texas Tech University
Chair: Sheila Devaney, University of Georgia

Research is an art/science that can be taught and learned and how students develop into budding scientists is a function of so many variables working together. Students generally find access to, and use of scholarly resources challenging coupled with the fact that professors place emphasis on training them with the skills necessary to conduct experiments in the lab. The embedded librarian model partnership with faculty and research groups supports curriculum development, one-shot database demos, for credit literacy classes etc. isn't the norm across board. Results show improved information literacy competencies and collegiality as a results of faculty-librarian collaboration.

SATURDAY, OCTOBER 1

BIRDS OF A FEATHER
Round Table Discussions - Room 111

CRAZY 101: How Do Instruction Librarians in Small Libraries Balance Goals and Realities to Get Everything Done?
Linda Kern, Brenau University

Creating Listservs for Conference Attendees
Kelly McBride, Appalachian State University

Best Practices for Searching and Citing Images
Dr. Cate Blouke, Wofford College

Marketing Instruction & Information Literacy Programs to Faculty
Kelly Ansley, Kennesaw State University

Collaborative and Inquiry-Based Learning Through Sharing and Listening
Kimberly V. Moore, Perfection Learning

Gamification
Tom Case, Georgia Southern University

Email Reference & Effective Writing to Promote Information Literacy
Karen Bronshteyn, Embry Riddle Aeronautical University

The Social Media and Technological Age and Its Effects on Information Literacy in Education
Angela Wilson, Savannah State University

The Information Literacy Needs of Graduate Students
Wendy Doucette, East Tennessee State University

KEYNOTE PRESENTATION
*Please refer to pg. 5 for Keynote Biography and Background

Session 1: 9:45 - 11:00 a.m.

ROOM 210

Collaboration: University Literacy Center and Public Library
Paulette P. Harris, Augusta University; Stephen Ruby, Russell Liner, and S Erin Parks, Augusta Richmond County Public Library System
Chair: Kathleen Baldwin, Georgia Southern University

This presentation will highlight the collaborations that have occurred over the last year between the Augusta University Literacy Center and the Augusta Richmond County Public Library. Details will be provided as to how the collaborations took place and grew. A discussion of the benefits to both institutions will be described. The advantages to patrons at the library and students at the Literacy Center will be enumerated and explained.

ROOM 212

Developing Blended Learning in Library Instruction to Cultivate Research and Critical Thinking Skills in the Undergraduate Student Population
Bernadette Lopez-Fitzsimmons, Manhattan College
Chair: John Cruickshank, University of Georgia - Griffin Campus

Blended learning pedagogies in a library's one-shot and for-credit courses facilitate the development of students' researching and critical thinking skills. This presentation will speak to the importance of applying blended learning methodologies in teaching diverse undergraduate populations who have a complex history of multiple learning styles and varying literacy levels. Using blended learning teaching strategies activates prior knowledge, building new knowledge organically. Such strategies include a flipped classroom, collaborations, turn and talk, think pair share, scholarly communication, peer evaluation, embedded librarian, anticipatory slips, and others.

Green, Gold, Uncle Sam, and Information Literacy
Seth Porter, Georgia Institute of Technology
Chair: John Cruickshank, University of Georgia - Griffin Campus

Information literacy is often trumpeted as a "'lifelong learning' but in practice most people fall back onto point and click bibliographic instruction where differentiating in between scholarly and non-scholarly information is as easy as clicking a filter option. And once these students graduate they no longer have access to these resource; this is not lifelong learning. Throughout this presentation I will present on how to effectively embed, teach and inform students on how to access, use, and analyze quality information through the open web, open access, think-tanks, and government information in information literacy instruction.

ROOM
217

Revisit Your Welcome Mat: Successes & Challenges in Library Orientation at the Atlanta University Center
Jordan Moore, Jacquelyn Daniel, Justin de la Cruz and Monya Tomlinson, Atlanta University Center Robert W Woodruff Library
Chair: Michael Alewine, University of North Carolina at Pembroke

A team of four current Atlanta University Center librarians will revisit a 2011 presentation about coordinating library orientation for four separate institutions by reporting on their successes and offering best practices. The presentation will focus on one-shot instruction, orientation collateral (i.e. handouts or giveaways), and the nature of campus collaboration – both precarious and rewarding – in a complicated environment.

I Learned It By Watching You! Librarians Teaching Librarians
Jordan Moore, Atlanta University Center Robert W. Woodruff Library; Jennifer Townes, Georgia College and State University
Chair: Michael Alewine, University of North Carolina at Pembroke

This session will detail the ways in which a peer-teaching program called the Instruction Academy has impacted library instruction at Woodruff Library, how the program has grown and changed since its inception, and how this program can be replicated in any library.

ROOM
218/220

Galileo: Staying Afloat in the Digital Age
Pamela McCreless, Chattahoochee Valley Libraries
Chair: Pamela McCreless, Chattahoochee Valley Libraries

Educators agree that students are drowning in online information. Teachers and librarians alike have the mission to teach information literacy skills to empower students to stay afloat in the ever-expanding sea of information. Not all search engines are equal. GALILEO - Georgia Library Learning Online provides access to scholarly databases, journals, articles, ebooks, images, charts, and videos. The challenge for educators is to make GALILEO the natural "go-to" website for students. Placing a link to GALILEO on your school's website is a great way to make the site accessible. Remember: When you absolutely, positively need credible, authoritative information, "GALILEO it!"

The Ultimate Partnership for Student Achievement: Library Media Specialist Contributions
Phyllis R Snipes and Dawn Putney, University of West Georgia
Chair: Pamela McCreless, Chattahoochee Valley Libraries

The partnership of teacher and library media specialist is the ideal team for providing the most powerful instruction for school students. Come hear about the contributions a strong library media program can provide and learn about increased student achievement as a result of strong collaboration between these professional educators.

ROOM
1002

Developing Media Literacy Skills Using a Threshold Concept: A Case Study for a Large Enrollment Course
Amy Hughes, Northern Arizona University
Chair: Kevin Psonak, Georgia Southern University

This session describes the use of ACRL's Framework as a way to develop media literacy skills in an entry-level Humanities course. A Framework concept was used to begin collaborating on shared student learning outcomes, as a guide to develop a lesson plan, and as a way to assess student understanding.

Exploring Threshold Concepts in One-Shot Information Literacy Instruction
Thomas Weeks, Augusta University
Chair: Kevin Psonak, Georgia Southern University

The project explores the effectiveness of using threshold concepts in one-shot information literacy instruction. The presentation gives background and results from a mixed-methods research project conducted by the presenter. A discussion of how the threshold concepts were incorporated and an analysis of the results will be included.

ROOM
1005

Evidence-Based Practice across the Disciplines: An Information Literacy Instructional Approach
April J Schweikhard, University of Oklahoma-Tulsa
Chair: Jessica Egan, Georgia Southern University

Evidence-based practice is considered the gold standard of clinical decision-making. Information literacy is a strong component of evidence-based practice, and so the librarian is a natural partner. This presentation will describe an academic librarian's experience at the University of Oklahoma-Tulsa delivering information literacy instruction to support evidence-based practice within the curriculum of three different academic departments – Allied Health, Nursing, and Social Work. An overview of evidence-based practice and examples of how information literacy instruction can support a variety of different disciplines in the teaching of evidence-based practice will be discussed.

Show Us How: Assessing Student Information Seeking Strategies Through Open-Ended Questions
William Dooling, Creighton University
Chair: Jessica Egan, Georgia Southern University

At Creighton University, students are taught Information Literacy skills in co-requisite courses, one of which is delivered online and the other in-person. This approach has numerous advantages, but makes assessment challenging. This semester, we assessed student Information Literacy skills using an online survey delivered at two points in the semester. The survey included open-ended questions challenging students to explain how they would locate sources on anthropogenic climate change. The results have been interesting, revealing considerable variation in what students know, how much they retain, and how they apply their knowledge to a "real-world" situation.

ROOM
1220 A/B

Rethinking Purpose and Audience to Address Information Literacy Frameworks in the First-Year Seminar
Alicia Spence and Chris Caplinger, Georgia Southern University
Chair: Michelle Albert, University of Colorado-Boulder

Georgia Southern's first-year seminar, a required course for all freshmen, has made information literacy a core learning outcome since 2008. In fall 2014, First-Year Experience facilitated a curriculum overhaul of two information literacy modules, Evaluating Information and Academic Research, to address the needs of an ever-changing freshmen population, refresh outdated content, and provide support for over 120 decentralized faculty. This presentation will cover the redesign process of these modules. We'll share information on the frameworks and sources used to revise the curriculum, the campus partnerships utilized to create and assess new content, and the instrument used to gauge faculty response.

Information Literacy as the Link in First-Year Learning Communities
Greg Anderson, Suzy Carpenter and Judith Garrison, Armstrong State University
Chair: Michelle Albert, University of Colorado-Boulder

At Armstrong State University, each first year student enrolls in a learning community which includes a First Year Seminar and a core course. Information literacy connects the two courses even though the core classes range from Biology to Theater. Information literacy skills are taught in the seminar, and then used and assessed by completing a researched project in the core course. As a consequence, librarians and teaching faculty have discovered a new level of collaboration as our understanding of first year students and information literacy has evolved.

11:00 - 11:15 a.m. - Break

Session 2: 11:15 a.m. - 12:45 p.m.

ROOM
210

Creating Bonds across Campus: Integrating Elements of Information Literacy into the Chemistry Curriculum
Adrienne Button Harmer, David Minchew and Bethany Havas, Georgia Gwinnett College
Chair: David Michew, Georgia Gwinnett College

The Chemistry and Library faculty at Georgia Gwinnett College have worked together for eight years to embed information literacy into the introductory chemistry class required for all GGC STEM majors. The ACRL Framework revitalized our cooperative efforts and led to major revisions in our initiative: a flipped instruction model, a web-based in-class activity that explores how to evaluate information through Framework concepts, and future plans to pilot innovative methods of instruction and assessment. The panel will introduce our collaborative pedagogical work, cover our instructional design process, demonstrate our instructional methods, and discuss our assessment efforts.

ROOM 212

We've Got You Covered! Using an Umbrella Approach for Research and BEAM to Build Student Research Papers How Library Instruction and English Composition Classes Lay the Foundation for Information Literacy and Research Skills
Amy Locklear and Samantha McNeilly, Auburn University at Montgomery

Library and English instructors have typically utilized traditional 'one-shot' sessions to introduce students in Composition classes to the library databases and other resources available to them. But what if there was a better way to approach the one-shot that includes a rhetorical approach to research as well as how to effectively use the research materials found? Our Umbrella Approach is used in conjunction with Bizup's acronym BEAM on the writing side.   This interactive panel presentation will blend case study along with audience participation to illustrate the nature of this cooperative rhetorical approach to research writing at the freshman composition level.

ROOM 217

Widen Your Reach: Empowering Future Entrepreneurs
Sheila Devaney and Zanada Joyner, University of Georgia
Chair: Michael Alewine, University of North Carolina at Pembroke

Reference librarians in public and academic settings are routinely asked to assist patrons who are embarking on new business ventures. The patrons' reference needs are varied and require the assistance of tools and resources from many disciplines. We have collaborated to formulate some ideas for best assisting these patrons but there is more work to be done. The many facets of starting a business implicate having working knowledge of resources in legal, social science, business and regulatory collections.

ROOM 218/220

College Ready with 21st Century Research Skills
Barbara Holland, Brooklyn Public Library

Today, college students are majoring in fields that didn't exist 10 years ago. They should at least have some knowledge of searching and evaluation techniques. Librarians can theoretically provide instruction on a variety of aspects of information literacy to prepare them for higher education and the workplace. The objective of this workshop is to provide teachers, librarians, useful techniques and tools so that students k-12 can gain effective information literacy skills. The workshop will consist of a hands on interactive workshop with a power point presentation. Topics range from: Super 3 model and Super six model to Information literacy assessments tests.

ROOM 1002

Teacher Training: Preparing New Librarians for Library Instruction
Ariana Santiago and Mea Warren, University of Houston

Many new librarians face the challenge of having to teach information literacy without prior teaching experience or training. This panel will share how the library instruction program at the University of Houston supports librarians through these challenges by describing a customized training plan for a new librarian. Attendees will gain strategies for supporting new and experienced instruction librarians through collaboration and reflection.

ROOM 1005

Open Range Information Literacy: Redefining Library Spaces
Sheila Bonnand and Mary Anne Hansen, Montana State University

This panel session will explore how one library re-energized its instruction program through innovations to spaces, both physical and online, and created new opportunities for teaching and learning information literacy. Participants will learn strategies for building partnerships as well as ways to enhance physical and online learning environments.

ROOM 1220 A/B

Exploring the Conceptual Framework for Teaching Information Literacy Skills to Graduate Students
Oluwakemi J Elufiede & Janet Walsh, Tennessee State University

This session will explore targeted and strategic information literacy instruction models for graduate students to include individual and customized sessions that direct, motivate, and enhance the searching skills of graduate students. This presentation will also explore various information literacy models as it relates to classroom presentations, one-on-one sessions and online tutorials with library staff.

12:45 p.m.	Boxed Lunch Distribututíon

Lilac and Citation Project Workshop
Saturday, October 1, 2016
1:00 - 4:00 p.m. | Room 111

For More Workshop Information Visit:
academics.georgiasouthern.edu/ce/conferences/infolit/georgia-international-conference-on-information-literacy-post-conference-workshop/

Workshop Facilitators:
Jeanne Bohannon, Kennesaw State University
Sandra Jamieson, Drew University
Jinrong Li, Georgia Southern University
Janice R. Walker, Georgia Southern University
Carrie Wastal, University of California, San Diego

Workshop Description:
The LILAC Project (Learning Information Literacy across the Curriculum) is a multi-institutional study of student information-seeking behaviors (lilac-group.blogspot.com). This year we join forces with the Citation Project, a study of how students use the information they find (CitationProject.net), to consider what both studies may have to tell us about students' information literacy "habits of mind."
Participants will gain hands-on experience with the research-aloud protocol (RAP) video captures used as part of this study and identifying and coding subject behaviors. We will demonstrate coding and analysis of information-seeking behaviors of both native speakers of English and multilingual writers in composition courses, share preliminary findings of a project examining the information literacy of multilingual writers, and discuss its relevance in composition classes, ESL academic writing classes, and content courses in different disciplines. In both large- and small-group discussions, we will consider what we are learning from results of these studies and what we can do with the information, sharing our experience in data analysis and results interpretation, and inviting participants to discuss how to consider the framing of LILAC projects from different disciplinary perspectives. The addition of citation context analysis like that done by the Citation Project allows participants to explore both the research process and the products of that research. The triangulation of data made possible by this combined research provides deeper and more nuanced understanding of information literacy in general and use and misuse of sources in particular.

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