Georgia International Conference on Information Literacy Program [2015]

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BRINGING LIBRARIANS AND EDUCATORS INTO DIALOG WITH EACH OTHER!

GEORGIA INTERNATIONAL CONFERENCE ON INFORMATION LITERACY

Coastal Georgia Center, Savannah, GA

September 25-26, 2015

Jointly Hosted By
- Zach S. Henderson Library
- Allen E. Paulson College of Engineering and Information Technology
- College of Liberal Arts & Social Sciences, Department of Writing & Linguistics
- College of Education
- The Division of Continuing Education

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Schedule At A Glance

**Thursday, September 24**
5 – 8 p.m.           Early Check In

**Friday, September 25**
7:30 a.m.            Exhibits Open
7:30 – 8:30 a.m.     Continental Breakfast/Registration
8:30 – 9:45 a.m.     Concurrent Presentations
9:45 - 10 a.m.       Break
10 – 11:30 a.m.      Concurrent Presentations
11:45 – 1 p.m.       Luncheon
12:00 – 5:30 p.m.    Poster Presentations
1:15 – 2:30 p.m.     Concurrent Presentations
2:30 – 2:45 p.m.     Break
2:45 – 4 p.m.        Concurrent Presentations
4:15 - 5:30 p.m.     Concurrent Presentations
5:30 p.m.            Exhibits close

**Saturday, September 26**
7:30 a.m.            Exhibits Open
7:30 – 8:30 a.m.     Continental Breakfast/Registration
7:30 – 8:30 a.m.     Birds of a Feather Roundtables
8:30 – 9:30 a.m.     Keynote Presentation
9:45 – 11 a.m.       Concurrent Presentations
11:15 – 12:45 p.m.   Concurrent Presentations
12:30 p.m.           Exhibits Close
12:45 p.m.           Distribution of Box Lunches
1 – 4 p.m.           Free Post-Conference Workshop

Thanks to the Conference Steering Committee

**Kathy Albertson,** Ph.D.
Department of Writing & Linguistics, College of Liberal Arts & Social Sciences, Georgia Southern University

**Thomas Case,** Ph.D.
Department of Information Systems, College of Business Administration, Georgia Southern University

**Stephanie A. Jones,** Ph.D.
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**Kelly Rhodes McBride,** M.S.I.S., Ed.S.
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**Lisa Smith,** M. L. S., M.Ed.
Information Services Department, Zach S. Henderson Library, Georgia Southern University

**Janice R. Walker,** Ph.D.
Department of Writing & Linguistics, College of Liberal Arts & Social Sciences, Georgia Southern University
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THANK YOU TO OUR SPONSORS!
Confident or Not: How Students Explain Their Confidence Regarding Research Abilities
Andrea Brooks, Northern Kentucky University

The affective dimension of learning considers emotions, feelings, and attitudes as a student makes sense of a subject, and this dimension has been incorporated into the new Framework for Information Literacy for Higher Education. Confidence is one trait that has been used to measure affective learning, including learning connected to information literacy. This presentation will share findings from a qualitative research study that involved analysis of more than 500 student comments regarding confidence in their research abilities. The presenter will encourage reflection and discussion as she explores confidence in research abilities, including the causes and constraints, and how librarians should consider these feelings during instruction.

Challenges in the Digital Environment: Assessing Students’ Attitudes about Information Searching
Doris Van Kampen-Breit, Saint Leo University; Rachel Cooke, Florida Gulf Coast University

Do students believe they can access electronic information effectively? Does their confidence grow over time as they progress in their studies? The focus of this presentation is to report findings from a research study, which reveals students’ interesting and surprising attitudes about accessing and utilizing library resources online.

Sustainable Partners: Librarians and Instructors Using Threshold Concepts to Reinforce Information Literacy
I. Moriah McCracken and Britteny Johnson, St. Edward's University

Using the shared vocabulary of research libraries and writing studies, this panel presentation offers a rationale for using threshold concepts as the foundation for library-writing program partnerships. We describe a pilot project designed to teach students about scholarship as a conversation, including a multi-course lecture followed up with individualized instruction and concluding with a student researcher showcase. We include data from faculty and student surveys as well as a collaborative assessment of the pilot project.

Putting the Pieces Together: How Librarians at Campbell University Use the Cephalonian and Jigsaw
William R. Epps and Brooke Taxakis, Campbell University

Teaching freshmen can be a challenge. By the time they come to the library for information literacy instruction many have become jaded to the idea of listening to a librarian talk about how to use the library, and library resources. At Campbell University, the librarians are using the Cephalonian method and the jigsaw method to deliver instruction to these students in ways that are keeping their attention and increasing their involvement in the class.
Composing Information Literacy: A Pedagogical Partnership Between Rhet/Comp and Library Faculty
Michelle A. Albert and Caroline Sinkinson, University of Colorado Boulder
In recent years, the partnership between the Program for Writing and Rhetoric (PWR) and teaching and learning librarians at the University of Colorado Boulder has grown more robust as we have come to recognize that our two fields are making similar pedagogical, theoretical, and practical moves. As we began to redesign the PWR’s information literacy initiatives to adapt to the new literacy needs of students in our current dynamic information and media environment, we asked ourselves this question: If we could design a curriculum that no longer treats Information Literacy and Rhetoric and Composition as separate, and that acknowledges the complex information landscapes in which we reside and the multiple modes in which our students compose, what would it look like? Our presentation will provide an overview of our collaborative process, as well as the outcomes and materials developed.

Getting WILD: Writing and Information Literacy in the Disciplines
Susanmarie Harrington, Dan DeSanto; and Charlotte J. Mehrtens, University of Vermont
This presentation examines the opportunities and challenges involved in creating discipline-based writing and information literacy outcomes within these partnerships. We report experiences from a campus initiative that pairs research and practice in writing across the curriculum with our campus’ liaison-based approach to information literacy. This presentation asks questions that will help other campuses assess the possibilities of discipline-based writing and information literacy work.

Non-Library Library Instruction: Finding New Ways to Meet Student and Faculty Needs
Holly Mills, Tennessee Technological University and Amy Y. Sexton, Kaplan University
What do you do when you discover a need for instruction that isn’t being met on campus, even though it doesn’t fall within the library’s “normal” instruction plan? You figure out a way to meet the need and broaden the scope of how your library defines information literacy and library instruction. Find out how one academic library’s foray into teaching non-traditional topics has invigorated its instruction program and interest on campus.

Strategies for Engaging Students and Faculty - The Solution is Near!
Susan N. Moore, Limestone College and Amy Y. Sexton, Kaplan University
Simplify your life and transform library instruction! Learn how an easy to use application that works across all platforms allows you to create engaging lessons. This application is perfect for one-shot sessions, synchronous and asynchronous delivery, and flipped classrooms, while also allowing for appealing assessment opportunities. Attendees will have an opportunity to interact with the presenter.

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I Have Reservations: The Design and Implementation of an Online Library Instruction Form for University Faculty
Ame H. Odom and Isaac C. Meadows, Wingate University
An interactive, online reservation request form (created by librarians using free software) equips faculty with the knowledge of the developing array of tools and techniques available for library instruction options at the university level. Outlining topics and specific information literacy skill sets, paired with time allocations, assists faculty in articulating those skill sets and the order of delivery to students. These options foster the components of information literacy and thereby give faculty (and ultimately students) an ever-developing skill set which they can incorporate into the research process.

Stale to Stellar: How a Community of Practice Ignited a Sea Change
Shannon R. Simpson, Liz Johns, Sara Oestreich, and Hilda Rizzo-Busack; Johns Hopkins University
A Community of Practice was started in the fall of 2014 at Johns Hopkins University that has grown into an enthusiastic group of dynamic thinkers. All share the common goal of improving the understanding of information literacy in the library and campus, while injecting pedagogy and lifelong learning concepts into library instruction. The interactive panel will allow attendees to reflect on their institution’s climate, understand the importance of ongoing conversations surrounding IL and identify key players at their institutions so they can engage in such conversations. Building a community of practice is one key way in which dynamic conversations can convert stale classroom practices into stellar resources in order to strengthen our evolving learning environments.

9:45 – 10 a.m. — Break/Visit Exhibitors
**10 – 11:30 a.m. Concurrent Presentations**

**Room 1002 - Chair: Pamela Harris, University of North Texas at Dallas**

*Revitalize your Research Instruction!: Applying the ENGAGING Constructivist Framework in the Library Instruction Classroom*

Paul J. Vermette, Melissa Langridge, Danyelle Moore; Niagara University

By attending this workshop, participants will: hone their teaching skills in the constructivist framework, explore evidence-based practices that maximize student learning, and leave the session with teaching strategies to incorporate into library instruction and a framework for designing future sessions.

**Room 1005 - Chair, Lynne Rhodes, USC Aiken**

*Designing an Upper-Level Research Course in an Online Environment*

Susan N. Moore, Janet Ward, and Lizah Ismail, Limestone College

Have you considered creating a library research course for credit? Do you want to break away from the 1 credit hour introduction to the library type of course? This participatory workshop will focus on how to develop an online library research course for upper level undergraduate students wanting to improve their research skills or planning to attend graduate school.

**Room 1220 A/B - Chair: Myungjae Kwak, Middle Georgia State College**

*Backward Design for Library Instruction*

Amy Gratz, Mercer University

Many librarians may be familiar with the general concepts of Backward Design, but few resources are available to help apply this method of Instructional Design to typical library instruction sessions. During this workshop, participants will not only learn about Backward Design, but also how to apply this process directly to planning a one-shot instruction session. The workshop is designed to take participants through the process step-by-step, but those who are familiar with Backward Design are welcome to attend and share their ideas in this collaborative session. By the end of the workshop, we will have collaboratively created an outline for a basic one-shot instruction session.

**Room 217 - Chair: Elizabeth Weisbrod, Auburn University**

*The Instructional Consultation: A Model for Fostering Teaching Partnerships beyond the One-Shot*

Andrea Baer, Indiana University – Bloomington

Many librarians currently engage in instructional consulting as a means for supporting information literacy integration (e.g. instruction request, reference desk interactions, faculty workshops) and report significant success with this approach. In light of the traditional service model of librarianship, however, playing a consulting role can feel uncomfortable and often raises concerns about potentially overstepping territorial lines. In this interactive workshop, participants will discuss the concept of an “equal partners” consulting approach and their related experiences; will explore questions, concerns, challenges, and successes related to implementing instructional consulting; and will develop concrete strategies for engaging in instructional consulting in their specific work environments.

**Room 218/220 - Chair: Melissa Whitesell, Dalton State College**

*Syllabus Alchemy: How to Propose Creative Library Instruction from Quick Syllabus Analysis*

Jason Ezell, and Elizabeth Rugan Shepard, University of South Alabama

Getting our hands on a syllabus is often the gold standard for course-integrated library instruction. Too often, though, we simply scan the course schedule to identify the assignment we will support and then zero in on the assignment description to see the sources required. True course integration requires more granular analysis and more mercurial pedagogies. This workshop will guide participants through the process of interpretive syllabus analysis to create more collaborative assignments.

**Thank you to our Luncheon Sponsor**

11:45 a.m. - 1:00 p.m. — Luncheon
A Journey into Inquiry: Repurposing Children’s Books to Teach Science Concepts
Julie Andreacchi, Curriculum Consultant

Examining the Effectiveness of Various Pedagogies on Active Student Participation in the EN102 Information Literacy Classroom
Sara M. Whitver, The University of Alabama and Leo Lo, The University of Alabama

Exploring and Preventing Accidental Plagiarism in a Digital Age
Amy Y. Sexton, Kaplan University

Freshman Lost on Campus – Meeting First Year Needs in One Package
Janet Stroupe Ward, Limestone College

Health Literacy 101: Increasing Literacy Reduces Health Disparities
Nancy Patterson, National Network of Libraries of Medicine

If you build it...You Know the Rest: Personalizing Digital Literacy Based Instruction in Higher Education
Teresa Marie Kelly, Kaplan University

Information Literacy for a Culture with Vanishing Privacy
Jeff Simpson and Rachel Hooper, Troy University

Jargon-Free Librarianing: Speaking the Language of Our Patrons
Ashley Brewer, Lucinda Rush, and Rachel Stott, Old Dominion University

Minding the Gap: Ensuring Transfer Student Success in Information Literacy
Vonzell Yeager, UNC Wilmington and Anne Pemberton, UNC Wilmington

Moving Back Into a Dorm: Tales of a Traveling Librarian
Alex Boucher, Karlie Johnson, and Kayla Johnson, University of Alabama - Tuscaloosa

Operation Library Enlightenment: Library Instruction for ROTC Cadets
Bridget S. Farrell, Auburn University Main Campus

Outside the Box: An Information Literacy Course Web2.0 Project
Ru Story Huffman, Georgia Southwestern State University

Plagiarism issue for international students: What can information literacy do?
Zuochen Zhang, University of Windsor

Reaching Them Where They Are: Information Literacy and the Distance Education Student
Lance Day, Samford University and Jessica Hayes, South University – Montgomery

Think Inside the Blocks: Health Literacy Outreach to Disadvantaged People in Their Own Environment
Nancy Patterson, National Network of Libraries of Medicine

Uncovering Information Literacy Deficiencies in Psychology Students
Katherine Kipp, Holly M. Williams, and Cali Chacon, University of North Georgia

Presenters will be available on Friday, from 12:45 p.m. to 1:45 p.m. to answer questions.

Posters will be available to view the afternoon on Friday.
The impact of an online library skills course on a face-to-face instruction program
Rachel Mulvihill, Corinne Bishop, and Carrie Moran, University of Central Florida

In 2013, an online information literacy skills course was implemented for two core courses at a large research university. The course can be used as a replacement for face-to-face instruction, or as a pre-assignment to “flip” library instruction. Now two years into the project, we will examine our instruction statistics to see how it has impacted the program overall. Results from an instructor survey and a librarian survey will also be reviewed. Attendees will gain insight into implementing an online information literacy course or tutorial and be able to identify ways in which their existing instruction program may be impacted.

Where is the Library?: Info Lit Outreach to Students with an Online-Only Collection
Rebecca Rose, University of North Georgia

Digital libraries have begun to appear in universities across the higher learning landscape with virtual-only holdings. Ramifications of how this new library model affects user perceptions have yet to be explored in the scholarly literature all while digital libraries are bringing about changes to the way library services are promoted, viewed, and used. This phenomenon will be discussed along with recommended strategies found effective to promote the library and library services to students and faculty to bring about the realization that this space is where they can come for the full range of traditional library services.

Making a First-Year Experience Course iPad Intensive: A cautionary tale
Ruth Baker, Georgia Southern University

This presentation tells the story of a collaboration between a librarian and course instructor to make a First-Year Experience (FYE) course more engaging and enjoyable through the integration of iPads into the curriculum and the infusion of information-literacy throughout the course. Students analyzed 4 films from classic horror cinema and created cultural-historical documentaries about them. Students worked in groups of 4 or 5 on iPads using the Adobe Voice app. An example will be screened for the audience.

Using Technology as a Hook for Information Literacy in the Digital Age: GO TECH
Rebecca B. Engsberg, Monroe F. Swilley, Jr., Library, Mercer University-Atlanta

Under the category of “DEFINING INFORMATION LITERACY in a digital age,” I will share with conference attendees some ways of using technology as a hook to snare student interest and involvement with information literacy outreach efforts. This also includes incorporating technology into actual information literacy instruction.

Fictional Story-Telling for Teaching Research & Ethics? A discussion on the permissibility of fiction and its potential as an exploration of cultural and moral biases.
Laura Valeri, Georgia Southern University

Is there such a thing as the ethics of fiction? Should creative writers be mindful of research methods and ethics? This presentation will showcase how fiction assignments may be modeled to elicit discussion on the ethics and methodology of research, and how story telling may, conversely, engage students in deeper questions about history and culture.

Incorporating Mindfulness and Reflection into Information Literacy Instruction
Deborah Poole and Malia Willey, Loyola University New Orleans

Mindfulness and reflective practice can be incorporated into information literacy instruction to create a more present, inclusive, and flexible learning experience. Rooted in the Buddhist tradition of meditation, mindfulness is non-judgmental moment-to-moment awareness. Information literacy instructors can adopt these practices to enrich their experiences as teachers and the experiences of their learners. This presentation will provide an introduction to the concept mindfulness and reflective practice, an example of an exercise in mindfulness, and practical techniques of how mindfulness can be adapted to information literacy instruction.

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Motivating Students in an Online Credit-Bearing Information Literacy Course—A Mixed Bag Approach
Michael C. Alewine, University of North Carolina at Pembroke

This presentation will cover various strategies for motivating students in an online credit-bearing information literacy course. Topics will include classroom management, humor, individualized instruction, instructional design, social presence, student communication, student interaction, student motivation, and the use of multimedia (including the creation of on-the-fly videos). Useful handouts will be provided.
Assessing the Effectiveness of a Pre-Class Intervention in Establishing an Information Literacy Baseline
Adelia B. Grabowsky, Auburn University Main Campus
It is expected that undergraduates entering a BSN clinical program as juniors will possess basic information literacy skills. The reality is that skills vary widely, complicating efforts to provide more advanced, discipline-specific instruction. The purpose of this study is to evaluate the effectiveness of a pre-class intervention intended to establish an information literacy baseline in newly admitted nursing students.

Flipping Library Information Literacy Sessions to Maximize Student Learning: Towards Best Practices for Design and Implementation
Ladislava Khailova, Northern Illinois University
While the flipped classroom method, which directly upholds the threshold concepts of the new ACRL Framework, has been receiving increased attention in library literature, concentrated efforts to articulate the most effective instructional design and implementation principles have been virtually absent. This presentation attempts to fill this gap. Based on her personal experience with flipping a one-credit undergraduate library information literacy class as well as extensive research, the presenter offers practical, easy-to-follow suggestions for educators. Special emphasis is on developing and/or locating high quality digital learning objects, securing student and faculty buy-in, designing feedback mechanism(s) for pre- and in-class work, offering well defined guidance for students, and fostering a sense of a learning community. Brief background information concerning the flipped classroom as a pedagogical method, its history, and applicability to diverse types of IL library instruction settings is also provided.

Beyond Mr. Bungle: Information Literacy and the Quality of Discussion in Online Classes
Neil Patten PhD and Jane Moody PhD, University of Central Florida
The first presenter will talk about the context of communication in electronic discussion. The second presenter will discuss preliminary results from survey research assessing information literacy in her Summer 2015 Technical Collaboration course. Following the research presentations, the audience will be invited to participate in the development of a collaborative, interactive discussion and evaluation. This presentation is ideal for instructors interested in exploring ways students’ interactions online affect their success with incorporating information literacy strategies in their assignments.

Partnersing with Teaching Faculty to incorporate the Framework for Information Literacy for Higher Education
Tami Robinson, Whitworth University
How one university library is transitioning library research instruction from the ACRL Information Literacy Competency Standards for Higher Education to the new ACRL Framework for Information Literacy for Higher Education. In so doing the library and teaching faculty become more collaborative and understanding of each other’s information fluency objectives for students.
Room 1002 - Chair: Bernadette Fitzsimmons, Manhattan College

The Core 4 Assessment Test Bank: One stop shopping for Information Literacy Assessment!
Rachel Cooke, Rachel Tait-Ripperdan, Kim Reycraft, Steve Rokusek a; Florida Gulf Coast University

In Fall 2013, academic librarians at Florida Gulf Coast University (FGCU) set out to develop their own instructional assessment test bank to evaluate library program effectiveness, improve the student learning experience and determine if library services were effectively developing information literacy skills in learners. This panel presentation provides an overview of the challenges and successes they experienced in creating and implementing this instructional assessment. The presentation will end with practical tips on how other academic and school libraries can start their own test banks—which to do and what not to do in order to improve their chance of obtaining a successful assessment.

Room 1005 - Chair: I. Moriah McCracken, St. Edward’s University

Go Research! Building an Information Literacy Tool that Bridges the Gap
Julie LaDell-Thomas and Jennifer J. Rundels, Central Michigan University

Because distance students are typically expected to explore resources and manage assignments independently, Central Michigan University’s Global Campus Library Services (GCLS) librarians developed a self-paced, interactive tutorial to help them develop the basic research skills needed to be successful in their coursework. This presentation describes the collaborative planning, design, implementation and evaluation of this information literacy tutorial, and discusses how its content and use have been modified over time to facilitate flipped classroom instruction and better meet the needs of online students and faculty.

Room 1220B - Chair: Rebecca Rose, University of North Georgia

Collaboration on Quantitative Literacy: A Successful Case Study
Christina C. Frasier, University of Texas at San Antonio

A librarian and a faculty member collaborated on a Blackboard module designed to help students research, interpret, and write about data. This collaboration benefited not only the students, but also faculty who might not have felt confident with teaching data searching and interpretation.

Conveying meaning through shapes and lines: What practicing engineers can teach Higher Education (HE) about Information Literacy in g/local worksites
Rosario Durao, New Mexico Institute of Mining and Technology; Yvonne Eriksson, Mälardalen University; Kyle Mattson, University of Central Arkansas; Tatiana Batova, Arizona State University; Yvan Yenda Illunga, Rutgers University; Anastasia Parianou, Ionian University

Visuals are ubiquitous in communication about science and technology (S&T), and the relative uniformity of principles, practices and tools across STEM disciplines might lead us to expect such visuals to be standardized. Worldwide, however, scientists and engineers are influenced by their own personal experiences and by material and cultural contexts, and we previously found significant variations in HE students’ portrayal of S&T concepts for students in globally disparate cultures. This motivated us to conduct a pilot study analyzing the visual representations of engineers in disparate countries and their reasons for those representations. This presentation reports preliminary findings of the study and reveals implications for HE information literacy.

Room 210 - Chair: Michael Alewine, University of North Carolina at Pembroke

Using What They Know to Teach Them What They Need to Know
Lucinda Rush, Old Dominion University

This presentation will discuss elements of SNS consumer training and how they can be used to bridge the gap between what students know and the skills and knowledge that they need to develop. The author will provide practical low-tech examples of how already developed skills can be used in the library classroom and aid in the teaching of the threshold concepts outlined in the ACRL Framework for Information Literacy.

Making it REAL: Teaching Information Literacy Skills through Situated Learning
Jon C. Pope, Kim Becnel and Amanda Finn, Appalachian State University

To gain further insight into the intersections and interferences of students’ research behaviors and research assignments, the researchers studied an undergraduate composition course featuring two parallel research assignments: the traditional research essay and a REAL (Rhetorical Exigence and Active Learning) project. We will share our analysis of these projects, which provide insight into the students’ motivations and engagement, information-seeking behaviors, and evolving understanding of the research process. Finally, we will offer instructors and librarians who teach writing and research suggestions and tips for creating meaningful, effective assignments that help students evolve into information-literate writers.

Room 211 - Chair: Patricia Gimenez, Savannah College of Art and Design

Dilemmas in Teaching Information Search Tools: Discovery Systems, Subject Specific Databases or Google Scholar
Lan Shen, Purdue University - Calumet Campus

This presentation addresses the strengths and weaknesses of library search products and demonstrates the problems that students faced with various tools. This presentation also discusses how to provide project-based practices and discovery learning exercises to help students understand common information navigation techniques that can be applied to all search tools and improve their critical thinking skills to make information search not just efficient but effective.

Scholarly Information Discovery in the Networked Academic Learning Environment
Lili Li, Georgia Southern University

This presentation focuses on how to help undergraduates and graduates, especially those first-year students, access and locate scholarly information resources and services. Also, it discusses information literacy definition, information literacy competencies, and information literacy framework. With innovative approaches, it intends to foster skills in critical thinking, problem solving, and decision making in the networked academic learning environment.
**Room 212 - Chair: Rebecca Ziegler, Georgia Southern University**

**Citation Analysis as a Reflection of Information Literacy Competency: Case study of Life Sciences Graduate Student Thesis of the University of Buea, Cameroon.**

Innocent A. Awasom, Texas Tech University Libraries; Charles W. Kiven, Library, The University of Buea;

Use of citation analysis of graduate thesis, to determine information literacy competencies in the life sciences in a tertiary institution in a Cameroon, West Africa.

**Information literacy and the way of living in deep countryside in China: A case study in Guyuan, Ningxia**

Zuotang Zhang, Georgia Southern University

This presentation discusses how information literacy is developed in Guyuan, Ningxia, China, a once-poverty-driven agricultural region, and proposes more ideal developing methods.

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**Room 217 - Chair: Carrie Moran, University of Central Florida**

**Hyperlocal, Hyperspecific, and Anonymous: Honing Digital Resource Evaluation Criteria**

Moe Folk, Kutztown University of Pennsylvania; Shawn Apostel, Bellarmine University; Samaa Gamie, Lincoln University

This panel examines the usefulness of contemporary digital sources that stretch the boundaries of widely disseminated academic website evaluation advice. What are the gains to students and faculty when a more capacious, more rhetorical conception of credible digital sources is advanced?

**Room 218/220 - Chair: Ula Gaha, Saint Mary’s College**

**Changing the Way We Teach the First-Year Research Project: Intense Collaboration between Reference Librarians and Composition Instructors**

Carol P. Harvest, Wendy McLallen, and Jill Simser, Eastern Florida State College

What would happen if reference librarians worked intensively with composition instructors to help students better understand scholarly research? We created a pilot program at EFSC to answer that very question. Our panel will present the results of our collaboration (two instructors and two librarians) and will provide conference participants “real-life” examples of research assignments utilizing our collaborative model.

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**4:15 – 5:30 p.m. Concurrent Presentations**

**Room 1002 - Chair, Rachel Cooke, Florida Gulf Coast University**

**Collaborate to Educate: Designing Cross-Discipline Information Literacy Instruction for First-Year Students**

Katt Starnes, Michael Saar, and Salena Parker, Lamar University

This panel describes a collaborative IL unit designed by a writing instructor, librarian, and a writing center tutor. The unit replaces the one-shot library session with a 3 week unit that asks students to learn a research skill and teach this skill to their peers by creating a video tutorial. Presenters discuss effective design and overcoming obstacles in IL collaborations.

**Room 1005 - Chair: I. Moriah McCracken, St. Edward’s University**

**Digital Literacy and Controversial Art**

Pamela Harris and Deborah Scally, University of North Texas at Dallas;

Effective collaborative process involving professors, writing center and library to help students think and write critically and effectively.

**Room 2120 A - Chair: Michael Moghtader, James Madison University**

**If We Require First-Year Writing Students to Read Academic Articles, We Must Teach Them How**

Margaret Fletcher, Clayton State University

This is a PowerPoint presentation in which the presenter welcomes audience questions and comments. Personal experiences as well as theoretical issues surrounding teaching first-year writers to read peer-reviewed, academic articles will be discussed. I will discuss reading strategies dealing with vocabulary, structure, and engaging with the incomprehensible.

**Room 218/220 - Chair: Susanmarie Harrington, University of Vermont**

**Small Library/Big Role: Promoting Information Literacy at a Commuter Campus**

Virginia C. Feher and Rebecca Rose, University of North Georgia

The panelists, will present strategies and techniques for ensuring that their students receive guidance as “consumers and creators of information who can participate successfully in collaborative spaces.” The panelists will discuss the advantages that benefit the promotion of information literacy in a small commuter campus library as well as strategies for overcoming challenges that can hinder promoting information literacy and in particular metaliteracy.

**Loving the Library: Fostering Curiosity Through Hands-on Library Instruction in the First-Year Writing Program**

Deborah L. Brown, Southern Oregon University

This session will provide participants with an overview of a year-long, hands-on library instruction developed for use in Southern Oregon University’s year-long University Seminar program. Participants will take away assignments that can be adapted for use in teaching research skills and developing a healthy curiosity in first-year students.
Room 1220 B - Chair: Lucinda Rush, Old Dominion University

A Holistic Approach to Information and Data Literacy in Finance: Library Instruction in and outside the Classroom at the University of Toronto Scarborough

Stephanie M. Perpick, University of Toronto, Scarborough

The University of Toronto Scarborough liaison librarians for the Department of Management created a holistic library experience for undergraduate students that is both academic and experiential. The librarians help embed information literacy skills into assignments and grading rubrics. This presentation will give a background on these and other library projects within the Department of Management, as well as outline measures for assessment of services and impact.

Meaningful Gamification of Business Writing

Robert Terry, Armstrong Atlantic State University

Gamification has been widely discussed in recent years, but rarely has the use of gamification or simulation as a way to promote and contextualize information literacy been the focus. This presentation discusses a gamified business writing course and how it promotes student comprehension of primary research methodologies and representation as well as the contextualization of that information within secondary research.

Room 210 - Chair: Michael Alewine, University of North Carolina at Pembroke

The Nexus of Information Literacy and Scholarly Communication

Olga Koz and Christina Holm, Kennesaw State University

The presenters, a Librarian for Graduate Programs and a Librarian for Undergraduate Programs, will provide a brief overview of the discussion the relationship between scholarly communication and information literacy. They will present examples of how academic librarians’ efforts to teach information literacy and scholarly communication are interconnected.

Show Me the Way: Examining Paths of Faculty Research Practices

Whitney Kemble and Lola Rudin, University of Toronto, Scarborough

This research project examines how faculty conducts their own research, including an examination of what strategies they use and which resources they choose. Our purpose is to gain a deeper understanding of faculty research processes in order to optimize liaison librarian outreach to faculty in two ways: to improve/tailor librarian research training for faculty; and to create an opportunity for discussion with faculty about how their research processes may be informing their research assignment design.

Room 211 - Chair: Katherine Kipp, University of North Georgia

The Secrets (and Big Business) of Search Engines: Teaching Information Literacy for the Digital Age in the Semester Long Freshman Seminar

Melissa Gasparotto, Rutgers University - New Brunswick/Piscataway

This presentation discusses the experiences of teaching a semester-long freshman seminar with a thematic focus on critical thinking for the web. The course, The Secrets (and Big Business) of Search Engines, was offered in two consecutive semesters as a way of introducing information literacy in a non-library context that is easily extended outside the classroom. Structuring content, developing assignments and the assessment methods used throughout the class will be discussed, as well as the assessment model planned for the AY 2015-2016 sections.

How Search Results Became ‘The New Black’

Kate Lawrence, and Deirdre Costello, EBSCO Information Services

Today’s student researchers are skimmers, scanners and efficiency-seekers. The research group at EBSCO Information Services has collected a range of insights about these users, and the experiences that matter to them. Students are making split-second decisions about what sites and applications will fit into their personal digital landscapes, and the search results page - once a pass-through page - is now central to that decision-making process. Join us to learn why the search results page is now the cornerstone - ‘the new black’ - of the web user experience.

Room 212 - Chair: Rebecca Ziegler, Georgia Southern University

Information Literacy and the Use of Online Government Resources: A Multidisciplinary Perspective

Steven Wise, Our Lady of the Lake University - San Antonio

This presentation provides suggested resources and strategies in the instruction of government resources to non-political science students conducting policy analysis. Participants will learn to identify and access basic appropriate legislative and executive branch resources as well as strategies for using legislative materials to enhance students’ critical thinking skills.

Counterfeit InfoLit

Ian Thomas and Chandler Christoffel, University of Georgia

In order to engage students in a large-enrollment biology class, we tried an innovative approach: we wrote a fake scientific article and asked students to enumerate its errors. In small group discussions, students drew upon their experiences writing lab reports and conducting experiments to identify and explain the article’s many flaws, a process that encouraged students to develop information literacy skills based on discipline-specific context and reasoning. In our presentation, we will discuss the “fake article” method’s successful impact on student engagement and its value as an assessment tool.
Saturday, September 26, 2015

7:30 – 8:30 a.m. - Continental Breakfast & Conference Registration
Lobby

7:30 – 8:30 a.m. - Birds of a Feather Sessions:
Gamification and Information Literacy Education - Thomas Case, Georgia Southern University
"What Librarians Want Educators to Know" - Jessica Minihan & Katrina Jackson, Georgia Southern University
Teaching First-Year Students the Value of Scholarly Journal Articles - Melissa Abbott, Reinhardt University
"The Future of GICIL: Your Suggestions for Making our Conference Better" - Bede Mitchell, Georgia Southern University
Embedded Leadership: On the Ground and on the Web - Natalie Bishop and Dr. Pam Dennis, Gardner-Webb University

8:30 – 9:30 a.m. Keynote Presentation
Sharon Mader, Ed. D.
Auditorium

Seismic Shifts: The Framework for Information Literacy as an Integrating Force
Sharon Mader, Ed.D. is the ACRL Visiting Program Officer for Information Literacy, whose primary responsibility is to spearhead the launch and implementation of the ACRL Framework for Information Literacy for Higher Education. Dr. Mader retired at the end of January 2015 after fifteen years as Dean of Library Services at the University of New Orleans. She has worked at a variety of public and private academic institutions, including University of Illinois Health Sciences, Lake Forest College, DePaul University, and University of Memphis. Her teaching background includes service as a Peace Corps Volunteer in Tunisia and being a founding faculty member of the ACRL Immersion program. She has served on accreditation teams for SACS and for Air Force academic degree programs.

9:45 – 11:00 a.m. Concurrent Presentations

Room 1002 - Chair: Katherine Kipp, University of North Georgia
Collaborating beyond the Campus: University Librarians in the K-12 Classroom
Lindy Scripps-Hoekstra, Gayle Schaub, and Susan F. Carson, Grand Valley State University
The challenge of developing information literacy college students begins long before freshmen enter the university classroom. This presentation will detail a unique collaboration between academic librarians, an education professor, public librarians, and a middle school teacher to provide foundational information literacy workshops for sixth-grade students. Attendees will be able to identify instructional methods for engaging both middle school and university students with research skills, and discover new ideas about how to move collaborative information literacy initiatives beyond the campus and into the community.

High School to College Transition Initiatives: Making it a Reality
Denise Woetzel, J. Sargeant Reynolds Community College; Anita B. Tarbox, Hermitage High School
High school and college librarians share common goals with teaching faculty in helping students succeed and include improving college students’ first-year experience as well as fostering lifelong learning. One step towards bridging this gap is for librarians to work together with their constituencies in improving students’ information literacy skills. Learn about the various collaborative initiatives between librarians at Reynolds Community College in Richmond, VA and its constituencies to better prepare high school students’ transition to college.

Room 1220A - Chair: Peggy Lindsey, Georgia Southern University
International Students and the ASE Research Process
Kimberly Willson-St. Clair, Portland State University
The ASE research model, Analyze, Search, Evaluate, developed by Don Latham and Melissa Gross with IMLS funding for teaching community college students remedial information literacy and research skills works remarkably well with international students studying English. The ASE research model can be incorporated into LibGuides and used to structure library classroom instruction especially in regards to vocabulary building within the disciplines.

Our library can help you! Using multicultural elements from TESOL for non-native speakers of English
Bernadette Maria Lopez-Fitzsimmons, Manhattan College
This presentation will focus on integrating multicultural elements from TESOL in Information and Media Literacies for non-native speakers of English in public and academic libraries.

Room 210 - Chair: Dan Bauer, Georgia Southern University
All about that Bass: Source Evaluation for Music Performance Students
Elizabeth J. Weisbrod and Karen Garrison, Auburn University
Music students need to be able to evaluate music sources in the same way an English composition student evaluates written sources for a paper. What makes an edition of a musical score authoritative? What makes a recording reliable? This presentation by a music faculty member and a music librarian will discuss source evaluation for music students and the collaboration to create classroom activities.

Primary and Secondary Sources in History: Challenges for Librarians.
Steven Scheuler, Valdosta State University
Historiography explores the issues and events of human endeavor through a narrative of eyewitness accounts, memoirs and wide ranges of interpretations. Serious students of history must immerse themselves in all the sources to reach objective outcomes. What constitutes a primary source may not be full explained and this duty often falls upon the librarian. The challenge concerning any source is how they can be classified into any categories at all absent of broader historical inquiry.

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Wikipedia: Information literacy in the digital landscape
Theresa Burress, New College of Florida

Undergraduate students work to master information literacy skills, which encompass concepts such as resource-based learning, effective research, and information use. In addition, these students must also develop the ability to effectively collaborate, produce, and share content across the increasingly complex digital information landscape. Wikipedia is an effective tool that can be used in course-based assignments as well as independent study projects to facilitate information literacy skill development.

The library at the Intersection of Undergraduate Research and Information Literacy
Susan M. Anderson, Indiana University - Purdue University Fort Wayne

One of the “high impact educational practices” at Indiana University-Purdue University Fort Wayne is an annual Student Research and Creative Endeavor Symposium which fulfills aspects of the library and institutional missions and exemplifies AAC&U LEAP and other information literacy initiatives. For the library, the student symposium advances the ACRL Information Literacy Framework for Higher Education in several spheres: research, met literacy, scholarly communication and others. The inclusion of student work in the university’s open-access scholarly repository Opus, provides an opportunity to engage with student participants in an understanding of scholarly communication and open-access.

Information Literacy and Social Media: Teaching Students How to Control Their Online Presence
Ula G. Gaha, Saint Mary’s College, Notre Dame (IN)

Teaching online information literacy skills demonstrates our relevancy and meets a critical, contemporary need. Librarians have unique insight into social networking, and the ability to assist students as they confront the realities of online connectivity. My goal is to empower students to take control of their online presence and create a professional image so they will be successful when they approach graduation and apply for jobs, graduate schools, or internships. In this presentation, I discuss a workshop I developed to help students control their online identities and establish a professional online image.
Invitation to Participate – The LILAC Project

Workshop Facilitators:
Janice R. Walker, Georgia Southern University
Katt Blackwell-Starnes, Lamar University
Jeanne Bohannon, Kennesaw State University
Susan Brown, Kennesaw State University
Kierra Gambrell, Kennesaw State University
Jenna Lancaster, Georgia Southern University
Lilian Mina, Miami University, Ohio
Leigh Ann Williams, Georgia Southern University
Deanne Young, Kennesaw State University
Rebecca Ziegler, Georgia Southern University

In this workshop, participants will gain hands-on experience with the research-aloud protocol (RAP) video captures used as part of this study, followed by whole group discussion of how these videos and the LILAC findings can be used by teachers, librarians, and others. Workshop participants will also be invited to participate in the LILAC Project as partners. The LILAC Project (Learning Information Literacy across the Curriculum) is a multi-institutional study of student information-seeking behaviors. Visit our blog at http://lilac-group.blogspot.com/ for more information.

Post Conference Workshop 1 – 4 p.m. LILAC Project

Inviting Students in their Learning Processes: Practical Strategies for Learner-Centered Information Literacy Instruction
Kerry Creelman, University of Houston - Main

Participants will learn the principles of learner-centered teaching, reflect upon its application and impact on the student learning experience, and collaborate to develop learner-centered approaches to specific instruction scenarios. The workshop will employ learner-centered strategies, encouraging participants to actively engage in their learning experience and demonstrating the education style in action. Participants will leave the workshop with practical strategies for developing and implementing a learner-centered pedagogical approach to IL instruction at their home institutions.

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Application deadline for the Lorraine S. Gilpin SoTL Travel Award: October 15, 2015

KEYNOTE SPEAKERS

DR. TRENT MAURER
Professor of Child & Family Development, Director of the School of Human Ecology Undergraduate Research Program, Georgia Southern University

DR. SARAH LEUPEN
Senior Lecturer, Department of Biological Sciences and Honors College, University of Maryland Baltimore County (UMBC)

DR. LENDOL CALDER
Professor of History, Augustana College

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Conference notes

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