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GEORGIA INTERNATIONAL CONFERENCE ON INFORMATION LITERACY

Georgia International Conference on Information Literacy
February 20-22, 2020 • Georgia Tech - Savannah Campus
210 Technology Circle • Savannah, GA 31407

SCHEDULE AT A GLANCE

THURSDAY, FEBRUARY 20

5:30-7:30 p.m.	Reception at Georgia Tech Savannah Campus 210 Technology Circle, Savannah, GA 31407
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FRIDAY, FEBRUARY 21

7:30 - 8:30 a.m.	Registration and Continental Breakfast
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8:30 - 9:45 a.m.	Session One Breakouts
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10:00 - 11:15 a.m.	Session Two Breakouts
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11:15 a.m. - 1:00 p.m.	Luncheon
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1:00 - 1:45 p.m.	Poster Session
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1:45 - 3:00 p.m.	Session Three Breakouts
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3:15 - 4:30 p.m.	Session Four Breakouts
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SATURDAY, FEBRUARY 22

7:00 - 8:00 a.m.	Registration and Continental Breakfast
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8:00 - 8:45 a.m.	Birds of a Feather Roundtable Discussion
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8:45 - 10:00 a.m.	Keynote Address • Alberto Cairo, "How Charts Lie: What You Design Is Not What People See."
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10:15 - 11:30 a.m.	Session Five Breakouts
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11:45 a.m. - 1:00 p.m.	Session Six Breakouts
1:00 - 1:30 p.m.	Break • Prepaid Lunch Pick-Up
1:30 - 4:00 p.m.	Post-Conference Workshop

THURSDAY, FEBRUARY 20

5:30 - 7:30 p.m.	Reception at Georgia Tech Savannah Campus 210 Technology Circle, Savannah, GA 31407
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FRIDAY, FEBRUARY 21

7:30 - 8:30 a.m.	Registration and Continental Breakfast
8:30 - 9:45 a.m.	Session One Breakouts
ELAB 21	<p>The Essential Role of College and University Librarians in Supporting Transfer Student Success <i>Peggy Nuhn, University of Central Florida</i> <i>Karen F. Kaufmann, Seminole State College of Florida</i></p> <p>Nationwide, the numbers of transfer students on college and university campuses are increasing; however, libraries have not fully recognized the unique needs of transfer students with respect to students' attainment of information literacy competencies. In this session, we will explore various transfer student pathways including vertical, reverse, transient, double-dipping and swirling pathways, and the challenges inherent to the transfer experience. A discussion of "transfer shock" and how library support of transfer students can contribute to institutional performance initiatives will prepare librarians to be more proactive regarding our transfer students.</p>
ELAB 38	<p>The Struggle is Real: Helping First-Year and Transfer Students Develop Fundamental Research Skills <i>Renee C. Montgomery, University of Central Florida</i> <i>Christina C. Wray, University of Central Florida</i></p> <p>This workshop will explore how to develop an online research skill building series. The presenters will share how they identified student needs, built campus partnerships and utilized web conferencing software in their Research Tips Tuesdays series. At the completion of this workshop, participants will be able to identify characteristics of first-year and transfer student skill gaps, create a program plan for a research skill building series, and identify campus partnership opportunities to increase visibility of programming.</p>
PARB 126	<p>A Warm Welcome: Restructuring Reference Services with New Library Faculty <i>Sara Whisnant, East Tennessee State University</i> <i>Evan Schmoll, East Tennessee State University</i></p>

	<p>In this presentation, attendees will learn about the services provided, how to engage students and introduce a new service, as well as onboarding suggestions for new faculty. This presentation will include handouts used in reference consultation services.</p>
PARB 127	<p>Developing Communities of Practice: Reference, Instruction and Outreach (RIO) Librarians with the NCICU Library Collaborative <i>Sarah Bonner, Chowan University</i> <i>Heather Smith, Belmont Abbey College</i> <i>Kelsey Chandler, University of Mount Olive</i> <i>Natalie Bishop, Gardner-Webb University</i> <i>Kory Paulus, Wingate University</i></p> <p>This presentation will describe how a group of independent colleges and universities formed a collaborative among the reference, instruction and outreach librarians in North Carolina and worked together on building a scaffolding using the ACRL framework upon which we could all base information literacy lesson plans leading to a lesson plan repository for participating institutions.</p>
PARB 128	<p>Honoring the Information Literacy Frame of Creation in the Honors BA Thesis <i>Amy Harris, Saint Leo University</i> <i>Kathy F. Kempa, Southeastern University</i></p> <p>This session will help fill a gap in instructional practices for the two frames of “Searching as Strategic Exploration” and “Information Creation as a Process.” Research and writing assignments built with these two frames in mind help students understand the importance of the frames on a practical level. The “Source Annotations” and Prospectus are practical and clear assignments that make the frames come to life for Honors students. These writing and research assignments are adaptable to any academic discipline.</p> <p>Making Connections Between General Education Information Literacy Classes and Upper-Level Writing Courses: An Exploration of Faculty and Student Perceptions <i>Lucinda Rush Wittkower, Old Dominion University Libraries</i> <i>Dylan Wittkower, Old Dominion University</i></p> <p>This presentation will describe a collaborative project between university faculty and a librarian that connected faculty who teach general education information literacy courses to those who teach upper-level, writing-intensive courses. The goal of the project was to explore the connections between the two course types and to generate ideas for helping students transfer and apply knowledge between their information literacy and writing courses.</p>
PARB 227	<p>Fixing a Hole Where the Rain Gets In: Building Information Literacy Support for International Students <i>Micki Waldrop, Brenau University</i></p> <p>This poster will illustrate how the Trustee Library leveraged the good reputation and the skeleton of our APA themed library research class, close communication with the English department, and library tools to reach across campus to help our exchange students from Anhui Normal University engage with academic information sources, become aware of plagiarism, and learn how to write in MLA style in accordance with Brenau University standards.</p> <p>Adapting Information Literacy Course Materials for International Students</p>

	<p><i>Janine Carlock, Duquesne University</i> <i>Kelly Sippell, University of Michigan Press</i></p> <p>This session will discuss the content of an information literacy course and the adaptations that have been made after considering the different background knowledge and experiences of international students in addition to their need for more language support. It will discuss the creation of course materials designed for publication. The goals of the session will be to stimulate discussion about best practices for developing the information literacy of international students—undergraduate and graduate—and to discuss lessons learned.</p>
PARB 239	<p>Students' Perspectives on the Teaching and Learning of Information Literacy and Library Skills (ILS) <i>Annah Sephene Macha, University of New Mexico</i></p> <p>Information literacy is one of the key factors to succeeding at any university. This session will highlight a study, whose purpose was to investigate students' perceptions towards the teaching and learning of ILS at a regionally accredited university of science and technology in central Botswana. The outcomes of the study illustrated that this relationship is very beneficial to students as they learn how to use the library and access its resources while, at the same time, learning academic literacy skills. The challenges encountered were that the library and TWAL staff members need to improve their working relationship for the good of the students.</p> <p>Shifting Gears: Observations and Perspectives from Former Graduate Librarians on Providing Instruction and Reference to Undergraduates <i>Stephen Michaels, University of North Georgia</i> <i>Louise Lowe, University of Arkansas Little Rock</i></p> <p>How do teaching librarians approach the challenge of teaching broader information literacy concepts while still needing to tie in one-shot instruction to a given assignment? First-year students may be cognitively receptive to the simple dualism of right way versus the wrong way, but part of the job of teaching librarians is to help them grow beyond this black and white outlook on information and use the tenets of critical information literacy to help guide them in their progression to higher levels of cognitive development and critical thinking. In this session, two teaching librarians who transitioned from graduate to undergraduate academic libraries, discuss their expectations and assumptions in making this transition compared to the realities of being settled in with their new student populations. They will also share their efforts to adapt to a different approach to teaching information literacy.</p>
PARB 255	<p>An Engaging, Hands-On Activity for Evaluating Sources Through Problem-Based Learning <i>Brooke Taxakis, Campbell University</i> <i>Elizabeth Dobbins, Campbell University</i></p> <p>In this session, we will introduce an engaging learning activity designed to teach source evaluation in a 50-minute, one-shot class. The activity, which incorporates elements of problem-based learning and uses a flipped-classroom approach, was added to our institution's first-year experience course. Students, motivated by the challenge and relevance of the scenario, work cooperatively to evaluate resources and consider key framework questions such as: How does authority determine the credibility of sources? How do we evaluate information in the context of the information needed? What strategies can we use to determine the scope of an investigation?</p>

9:45 - 10:00 a.m.	Break • Visit Exhibitors
10:00 - 11:15 a.m.	Session Two Breakouts
ELAB 21	<p>Did It Help?: The Effects of Research Consultations on the Quality of Sources Used in an Undergraduate Class <i>Jennifer Maddox, University of North Alabama</i> <i>Leigh Stanfield, University of North Alabama</i></p> <p>Do individual research consultations with a librarian affect the quality of sources undergraduates cite in research papers? This presentation will examine the results of a study conducted to assess that very question. The study compared the quality of citations used by two sections of an upper-level education class. The same instructor taught both sections during two different semesters with the same assignment criteria. Students in one section participated in research consultations with a librarian. Members of the other class did not meet with a librarian. This research provided data for librarians to show their value to both teaching faculty and administrators.</p> <p>Greeters Become Greater: Empowering Front Desk Student Employees as Peer Information Literacy Consultants <i>Jonathan Cornforth, California State University, Fullerton</i> <i>Donna Rader, California State University, Fullerton</i></p> <p>Librarians at a university retooled the duties of front desk student employees in order to better integrate information literacy within the framework of peer-to-peer learning. As a result, students with information needs beyond simple directions are provided more in-depth help, inclusive of the front desk, in various contexts with their peers. This includes efforts as outreach ambassadors at orientation events and facilitators of both drop-in library workshops and instruction for students enrolled in first-year experience courses. This session will detail this process.</p>
ELAB 38	<p>Improving Information Literacy Through Embedding <i>Kelly Wilson, Troy University</i> <i>Rachel Hooper, Troy University</i></p> <p>This presentation and conversation will demonstrate how one university used embedding to reach the “unreachable,” expanded to reach online domestic students—and eventually those on the home campus. What began as a project between two librarians on five online courses has now grown to include additional librarians and tripled the number of classes over a few months. We will discuss the reasoning behind embedding, the steps we took, what worked well, what issues or limitations we faced, lessons learned, and the overall evolution of our embedding.</p> <p>Bring Yourself and Relevant Resources to Them: Becoming Embedded Online to Support Students in Your Liaison Area <i>Josette Kubicki, Augusta University</i></p> <p>In this presentation, participants will learn a marketable strategy to become embedded online in relevant courses in their liaison areas with The Library Lounge. Sitting within the learning management system of particular courses, the Library Lounge is a one-stop-shop of select research and information literacy aids and ready access to the liaison/subject librarian. Discussed will be the process, the roadblocks faced, and the strategies used to</p>

	<p>overcome them. Also covered will be the benefits of being embedded in this way, ongoing challenges, and current plans to expand the program to help address these. Participants will take away a model and best practices to launch their own “Library Lounge.”</p>
PARB 127	<p>The Effectiveness of Library Instruction for Graduate and Professional Students: A Systematic Review and Meta-Analysis <i>Adelia Grabowsky, Auburn University</i> <i>Liza Weisbrod, Auburn University</i></p> <p>Library instruction to improve information literacy (IL) is often considered essential only for undergraduates. However, students in graduate and professional programs do not always have the requisite skills needed for graduate-level study and research, which suggests that they may also benefit from library instruction. This study used a systematic review and meta-analysis to assess the effectiveness of library instruction for increasing IL skills and knowledge among graduate and professional students. Findings indicate that the overall effect of library instruction was positive and significant.</p> <p>Integrating Information Literacy Training into the Curriculum: Librarian Taught Courses and Information Literacy Assessment <i>Justin Davis, Limestone College</i></p> <p>This session will offer insight into designing a credit-bearing, librarian-taught course that contributes to the overall assessment for an academic library’s information literacy and instruction programs. In addition to a credit-bearing course’s potential for informational literacy assessment, this presentation will examine how it can be used to identify “information literacy gaps” within the overall curriculum.</p>
PARB 128	<p>Click Bait, Cancel Culture and the Rhetoric of Civic Discourse <i>Jeannie Beard, University of Tennessee at Chattanooga</i></p> <p>YouTube Creator Culture and the reach of social media has radically changed the public town square. What seems to be an escalation in the culture war and the demise of civic discourse could, in part, be a symptom of big tech's dominance over the modes of communication. In this presentation, we will explore the terms and conditions in this new public square, and examine how Aristotle's ancient art of rhetoric can guide citizens back to a meaningful space of nuanced, critical thinking and civility.</p> <p>Using Mindfulness to Teach Information Literacy Through a Social Justice Lens <i>CJ Ivory, University of West Georgia</i></p> <p>In this session, we will discuss how a credit-bearing information literacy course centered around social justice issues was designed. During the course, students are asked to examine the influence of structural oppression on information production and access. The combination of social justice topics integrated into the information literacy lessons provides some common context for students as they apply the skills taught in the course. This presentation will explore how mindfulness techniques used in information literacy instruction encourages students to critically engage with course content and fellow classmates.</p>
PARB 227	<p>The Common Zine: Responding to the Common Reader as a Community and Building Information Literacy Skills <i>Lauren Kehoe, New York University</i></p> <p>Learn how a collaborative zine program that responds to the university’s common reading can inform information literacy practices. In this workshop, participants will hear about one</p>

	<p>library's program that sponsored the creation of a collaborative zine by soliciting community contributions that were responded to the book <i>Educated</i> by Tara Westover. Furthermore, the workshop will provide time to consider how zines are used to discuss information literacy concepts such as the creation of information, authority and source evaluation.</p> <p>Creative Research Assignments: It Doesn't Always Have to be a Paper <i>Susan Moore, Spartanburg Community College</i> <i>Ellen Long, Limestone College</i></p> <p>To teach and reinforce information literacy concepts, students need varied and repeated practice in applying critical thinking skills with research. The session will introduce alternative and creative research assignment options supporting information literacy concepts, including assignment design best practices. This presentation will attempt to communicate how varied and interesting assignments can reinforce information literacy concepts while engaging students.</p>
PARB 239	<p>We're Both Your Librarian: A Course Collaboration Between an Academic Library and a Health Sciences Library <i>Stephanie Ard, University of South Alabama</i> <i>Clista Clanton, University of South Alabama</i></p> <p>The University of South Alabama recently merged its academic library and health sciences library, a process that led to an unprecedented collaboration between two librarians, one from each library, in response to a request by nursing faculty for an embedded librarian to support a fully-online graduate nursing class in scholarly writing. In this presentation, we will discuss the ways in which this project has underscored the necessity of cross-discipline partnerships in libraries.</p> <p>Stories from the Satellite Library: Lessons Learned from Launching a New Academic Branch Library <i>Heather Koopmans, Savannah State University</i></p> <p>This presentation will discuss the process and results of launching a new satellite library branch facility at Savannah State University. The initiative (supported by a Title III grant) has also enabled the library to increase staffing, expand research services, and provide new outreach programs in residence halls, social spaces and other campus locations. As many universities rethink their library spaces and branch systems, it is timely to investigate the value of the library's footprint and visibility within the campus environment.</p>
PARB 255	<p>The Double Diamond as Metaphor for the Research Process <i>Patricia Gimenez, Savannah College of Art and Design</i> <i>Jennifer Johnson, Savannah College of Art and Design</i></p> <p>This presentation will introduce the U.K. Council of Design's Double Diamond design framework as a metaphor for research and writing. Jennifer Johnson, coordinator of academic writing, and Patricia Gimenez, research and instruction librarian, both work with design students at the Savannah College of Art and Design but see the tool as applicable to all disciplines. Together, they will introduce the theory behind the framework and discuss how it's been used in library instruction and, most recently, a workshop on literature reviews.</p> <p>Getting InfoLIT in the Archives: Teaching Inquiry-Driven Research Practice in a University Archive <i>Natalie Ornat, University of North Carolina at Charlotte</i></p>

	<p><i>Randi Beem, University of North Carolina at Charlotte</i></p> <p>This presentation will describe the continued collaboration between a subject librarian and archivist librarian who designed a library session that engages students with primary source materials and inquiry-based research practices. By bringing a library instruction class into the archives, students had a rich and structured environment to explore a diverse range of religious texts and develop their own set of interesting, manageable, and original research questions.</p>
11:15 a.m. - 1:00 p.m.	Luncheon
1:00 - 1:45 p.m.	Poster Session
	<p>Information Literacy Skills and the Non-Traditional Adult Learner: A Systematic Review</p> <p><i>Tasia Hilton-Betton, Saint Leo University</i></p>
	<p>Promoting and Teaching the ACRL Framework</p> <p><i>Viki Stoupenos, Saint Leo University</i></p>
	<p>Information Literacy On-Demand: How to Create an Online Library Readiness Mini-Course</p> <p><i>Rachel Hooper, Troy University</i> <i>Kelly Wilson, Troy University</i></p>
	<p>Foundations of Health Literacy</p> <p><i>Kiri Burcat, National Network of Libraries of Medicine, Southeastern Atlantic Region</i> <i>Liz Waltman, National Network of Libraries of Medicine, Southeastern Atlantic Region</i></p>
	<p>Looking for RDM Information? We Got a LibGuide for That!</p> <p><i>Bryan A. Briones, Atlanta University Center Robert W. Woodruff Library</i></p>
	<p>Woodi Health Hub: Promoting Health Information Literacy to Students in the Atlanta University Center</p> <p><i>Rosaline Odom, Atlanta University Center Robert W. Woodruff Library</i></p>
	<p>Archives and STEM: The Perfect Formula for Immersive Cross-Disciplinary Instruction</p> <p><i>Dawn Cannon-Rech, Georgia Southern University</i> <i>Autumn Johnson, Georgia Southern University</i></p>
	<p>Mountain or Molehill? Developing Online Tutorials on Web Source Evaluation</p> <p><i>Delaney Bullinger, Auburn University</i></p>
1:45 - 3:00 p.m.	Session Three Breakouts
ELAB 21	<p>Instructional Scaffolding of the ACRL Framework for Information Literacy for Developmental Learners</p> <p><i>Fabio Montella, Suffolk County Community College</i></p> <p>In this detailed presentation of one librarian's teaching methodologies for college research in developmental reading courses, we will discuss the use of scaffolded instruction and constructivist learning for the ACRL Framework for Information Literacy. This approach allowed for the successful comprehension of core concepts while ensuring a harmonious</p>

	<p>collaboration with developmental reading faculty.</p> <p>Improving Information Literacy Outcomes: Does Adding ACRL Assignments Work? <i>Megan Crowley-Watson, Edward Waters College</i></p> <p>Edward Waters College is a SACS/COC-accredited private college in the fifth year of its Quality Enhancement Plan (QEP) to improve student writing. To this end, the QEP uses the WPA outcomes for First Year Composition (FYC): rhetorical KKnowledge, critical thinking, reading and composing, process, and knowledge of conventions. Information literacy is integral to several of these outcomes, making it a priority in the curriculum. ACRL Information Literacy Exercises were added to all Freshman Composition courses in the Fall of 2019. This session will seek to test the concept of “filling the gaps.”</p> <p>Using Curriculum Mapping to Develop an ACRL Framework Centered Information Literacy Instruction Program at Georgetown’s School of Continuing Studies Library <i>Ladislava Khailova, Georgetown University</i></p> <p>Informed by the ACRL Framework, this presentation will focus on a curriculum mapping project conducted at Georgetown’s School of Continuing Studies with the goal to improve the cohesiveness, adequate scaffolding, and goal achievement of the Library’s instructional program. Specific steps of the effort are covered for possible replication, including the development of a school-wide, framework-centered information literacy goal, objectives and outcomes document; drafting a corresponding curriculum mapping grid; and conducting in-depth interviews with faculty directors to map out the graduate degree programs for optimal ways to target agreed-upon knowledge practices and dispositions.</p>
ELAB 38	<p>Help! No Time for Library Instruction, Not Even a One-Shot <i>Sheri Brown, Florida State College at Jacksonville</i></p> <p>This presentation will look at an alternative to teaching information literacy skills when class instruction sessions are not an option. We will examine the use of extra credit to encourage Biomedical Science students to set up research appointments with librarians using Springshare’s LibCal. Presenters will describe material and resources covered during individualized research sessions and improvement in quality of references and citations in course assigned papers.</p>
PARB 127	<p>We Got This: Instruction Training for Four New Librarians with Four Different Backgrounds <i>John Siegel, University of South Carolina Upstate</i> <i>Sara DeSantis, University of South Carolina Upstate</i> <i>Erika Montgomery, University of South Carolina Upstate</i> <i>Allison Read, University of South Carolina Upstate</i></p> <p>A southern regional comprehensive university hired four new Reference and Research Librarians with varied experiences in information literacy instruction. In this panel, the coordinator of information literacy will discuss the development of an instruction training program. The new librarians will discuss their backgrounds, including library school preparation. They will share their perceptions of the training and their reflections as they develop and deliver information literacy sessions in spring 2020. There will be ample time for questions and discussion with panelists.</p>
PARB 128	<p>Intersections of Critical Information Literacy and Open Pedagogy: Zines and Wikipedia in the Classroom <i>Kristina De Voe, Temple University</i></p>

	<p>In this session, the presenter will discuss zine and Wikipedia culture, making connections to the culture of “open” critical information literacy and open pedagogy. The presenter will also offer ideas and strategies for designing assignments involving zine-making and Wikipedia-editing using an undergraduate course focused on LGBTQ representations in media taught over four years as a case study. Finally, the presenter will discuss the role(s) libraries and librarians can play in promoting open pedagogical practices in their information literacy initiatives.</p> <p>Wayfinding the Library: Wading Through Bias, Sponsored Content and Book Reserves <i>Randy Howe, Fitchburg State University</i></p> <p>A professor-librarian partnership that created a wayfinding assignment designed to educate undergraduate students on how to scavenge their campus library for credible information will be discussed. The focus will be on student responses to sponsored content, as well as concepts of lateral thinking and competencies associated with civic online reasoning. This exercise was one part of a larger course, attentive most on the knowledge visualization theories and principles. How this instruction and activity fit into this larger context will be explained.</p>
PARB 227	<p>Come Together: Developing a Successful Cross-Campus Collaboration to Improve the Information Literacy Skills of Novice Researchers <i>Denise Wetzel, Florida State University</i> <i>Liz Dunne, Florida State University</i></p> <p>Through a pilot collaboration between Florida State University’s University Libraries and Undergraduate Research Opportunity Program (UROP), first-year, second-year and new transfer students in the UROP program learned valuable research and information literacy skills and tools to enhance their learning as part of their UROP research assistantships as well as their future academic careers. Currently in its second year, this program requires students to work closely with subject librarians, analyze topics and reflect on their use of library resources during their research year.</p>
PARB 239	<p>I Just Need Two Credits: Looking at Motivation When Redesigning an Online, Credit-Bearing Information Literacy Course <i>Jane Hammons, The Ohio State University</i> <i>Hanna Primeau, The Ohio State University</i> <i>Diana Ramey, The Ohio State University</i> <i>Stacey McKenna, The Ohio State University at Newark</i></p> <p>Although a two-credit hour information literacy course had high enrollment, with multiple sections offered each year across several campuses, course completion rates were not as high as hoped. Originally designed for freshman or sophomores, many upper-level students were enrolling in the course because they needed the credit hours, not because of interest in the course content, and overall engagement with the course material was low. With these concerns in mind, we undertook a team project to redesign the course. In this presentation, we will highlight the significant changes we made to the course’s focus and content that were intended to increase the relevance to students at all levels, make the course more engaging, and improve internal motivation.</p> <p>Sailing the Same Course: Creating a Streamlined Experience in the First-Year English Classes at the United States Naval Academy <i>Maria Koshute, United States Naval Academy</i></p> <p>The challenge to create structure and intentionality within first-year, one shot classes is a</p>

	<p>common challenge that information literacy librarians face. How do you create consistency when assignments, instructor expectations and requests vary so widely? This presentation will discuss how a haphazard, a la carte, one shot approach was transformed into a more intentionally sequenced and standardized method within first and second semester English composition and literature courses at the United States Naval Academy.</p> <p>Coming Together: How Librarians in the University System of Georgia are Coordinating Efforts and Professional Development Across the State <i>Jolene Cole, Georgia College and State University</i> <i>Julius Fleschner, Georgia Highlands College</i> <i>Dawn Cannon-Rech, Georgia Southern University</i></p> <p>The University System of Georgia is a large and robust system that includes 26 institutions of higher education. Each institution has its own unique culture, faculty, students and library. Seeing the need for closer collaboration and professional development, the library deans formed a group consisting of instruction librarians from various campuses to explore these issues. In this session, participants will learn how that fearless group is working to incorporate and promote best practices for information literacy across the state, as well as furthering library interests in an upcoming general education revision.</p>
PARB 255	<p>Embed Yourself: Reaching Students Where They Are <i>Mary Aquila, Athens State University</i> <i>Gail Kouame, Augusta University</i> <i>Victoria Dawkins, University of Alabama at Birmingham</i> <i>Katherine Quinnell, Athens State University</i> <i>Clista Clanton, University of South Alabama</i></p> <p>Providing embedded librarian services is crucial to student success, particularly for online and distance education students. This panel will discuss embedded librarian aspects of various learning management systems, specifically how and what information is presented as well as the benefits for students and faculty. Panelists will also discuss their own experiences as embedded librarians and posit student and faculty engagement practices that would help other librarians develop a successful embedded librarian program.</p>
3:00 - 3:15 p.m.	Break • Visit Exhibitors
3:15 - 4:30 p.m.	Session Four Breakouts
ELAB 21	<p>An Improved Way of Information Literacy Instruction: Remodeling the Library Curriculum with Scaffolding and Standardization <i>Jessica Swaringen, Wingate University</i> <i>Kory Paulus, Wingate University</i></p> <p>This session will build on last year's "Library Instruction, Learning Outcomes and Assessment: A Compliance Strategy for SACS Assessments." The librarians will share strategies for marketing their information literacy curriculum project, experiences standardizing curriculum in classes that frequently schedule library instruction, efforts to scaffold these classes to maximize both the number of students reached, and the quality of instruction as well as their future expansion of the project.</p>
ELAB 38	Everyone Loves Gummi Bears!: Removing the Intimidation Factor from Research Data Management with Yummy Fun

	<p><i>Dawn Cannon-Rech, Georgia Southern University</i> <i>Jeffrey Mortimore, Georgia Southern University</i></p> <p>How do you get students excited about research data management? How do you get librarians excited about teaching a research data management workshop to undergraduates? With the promise of Gummi Bears and hands-on fun! Presenters will walk participants through their design process from inception to delivery, highlighting how Gummi Bears lessened students' intimidation with this complex topic. Participants will be provided access to workshop materials and a best practices handout for running the workshop at their own institutions.</p>
PARB 127	<p>“Everything Has Built Up to This Point Where I Kinda Know What I’m Doing”: Trajectories of Writing and Information Literacy Learning <i>Grace Kaletski-Maisel, Stetson University</i> <i>Megan O'Neill, Stetson University</i></p> <p>This presentation will share initial findings from a four-year cohort study that examines the degree to which a group of 12 undergraduate students at a small, liberal arts university acquire, develop and retain information literacy and writing skills over the course of four years in a writing-intensive, general education core curriculum. A writing program administrator and information literacy librarian joined forces on this project to conduct interviews with and gather writing samples from a cohort of students from fall 2015 to spring 2019.</p> <p>Writing for Search Algorithms: Changing Students' Composing Literacies for Online Findability <i>Laura Palmer, Kennesaw State University</i></p> <p>This presentation will discuss how students learned to develop and analyze writing at the intersection of algorithmic functions, rhetorical constructs in digital spaces, and engagement as measured through basic analytics on their personal capstone websites. Specifically, the presentation makes explicit how students developed competencies situating writing as a digital business asset that could be measured through the data generated by analytics. This presentation will discuss the methods students used to write, analyze and measure the success of their content; additionally, this presentation will discuss best practices and outcomes of writing, SEO, analytics and measurement.</p>
PARB 128	<p>Engaging in Undergraduate Research: Can Librarians Play a More Significant Role? <i>Sarah Hernandez, Xavier University of Louisiana</i></p> <p>This presentation will describe the importance of undergraduate research and the implications it holds for pursuing an advanced degree. As librarians, we are in a unique position to offer support to these offices in a variety of ways. This presentation will highlight how library-sponsored research allows students to engage in a high-impact, educational practice and with the Association of College and Research Libraries' Information Literacy Framework. In discussing these topics, the presentation will highlight the unique experiences of minority and underrepresented students in the humanities and the various barriers they may face in preparation for graduate school.</p> <p>Small Teaching: Effective Techniques to Scaffold Student Learning in Information Literacy Instruction Sessions <i>Omer Farooq, University of Nebraska at Omaha</i></p> <p>This presentation will highlight ways to incorporate specific questioning prompts as a</p>

	<p>pedagogical tool, including examples of prompts in deconstructing a topic, identifying resources, platforms and knowledge gaps, and synthesizing ideas from multiple sources. The focus of this presentation is to illustrate and develop a praxis on how to integrate these examples of question prompts in information literacy instruction sessions for both undergraduate and graduate level courses.</p>
PARB 227	<p>Mixing up the Menu: Info Lit as an Appetizer and Not the Main Course <i>Wendy McLallen, Eastern Florida State College</i> <i>Carol Harvest, Eastern Florida State College</i> <i>Lisa Yarnell, Eastern Florida State College</i> <i>Christie McBride, Eastern Florida State College</i></p> <p>This panel will discuss strategies to help students develop research skills in college classes where information literacy is an afterthought. How do instructors squeeze in information literacy when the course is already stacked full of subject-based competencies? Our panel will include four instructors who each teach a different developmental or humanities course. We will share methods that promote information literacy skills to students who have perhaps never before completed college-level research.</p>
PARB 255	<p>Citations as Expressions of Fairness, Helpfulness and Decorum <i>Drew Keane, Georgia Southern University</i></p> <p>Teaching on academic integrity tends to focus on avoiding misconduct more than ethical practices. Though we know concepts of originality, textual ownership and citation are complex and differ across contexts, media and cultures, many still treat plagiarism as a black-and-white moral issue. Teaching ethical use of sources in terms of fairness, helpfulness and decorum expressed in context-specific ways allows us to distinguish between serious moral issues and cultural literacy issues. In this session, the presenter will investigate a number of examples to show how each of these values is necessary to make sense out of academic citation practice.</p> <p>Fair Use and Films in Academic Forums <i>Jessica Garner, Georgia Southern University</i> <i>Amber J. Culpepper, Georgia Southern University</i></p> <p>A library's course reserves department often fields questions about copyright and fair use. Most recently, the Georgia Southern University Libraries have been asked several questions concerning fair use and movies. This short presentation will outline how the course reserves department at the Henderson Library complies with fair use and copyright laws. We will briefly review our process when professors have copyright questions, including when we legal affairs may be consulted.</p>

SATURDAY, FEBRUARY 22

7:00 - 8:00 a.m.	Registration and Continental Breakfast
8:00 - 8:45 a.m. PARB 126	Birds of a Feather Roundtable Discussion
8:45 - 10:00 a.m.	Keynote Address
PARB 114/114	<p>How Charts Lie: What You Design Is Not What People See <i>Alberto Cairo, University of Miami</i></p> <p>Visualizations such as charts, maps and infographics are ubiquitous nowadays. They are useful because they can reveal patterns and trends in data. Good visualizations make us smarter—if we know how to read them. However, visualizations can also deceive us by displaying incomplete or inaccurate data, suggesting misleading patterns, and concealing uncertainty. They are also frequently misunderstood. Many of us are ill-equipped to interpret the visuals that politicians, journalists, advertisers and even our employers present each day. We are in need of expanding the notion of literacy to include numeracy (numerical literacy) and graphicacy (graphical literacy).</p>
10:00 - 10:15 a.m.	Break • Visit Exhibitors
10:15 - 11:30 a.m.	Session Five Breakouts
ELAB 21	<p>Seeking Symbiosis: Designing LibGuides that Bring User-Centered Design and Learner-Centered Practice into Harmony <i>Vanessa Garofalo, Oxford College of Emory University</i> <i>Adrienne Button, Oxford College, Emory University</i> <i>Anne Le-Huu Pineault, Oxford College of Emory University</i> <i>Paige Crowl, Oxford College of Emory University</i></p> <p>Libraries around the world use LibGuides to create research guides for students. But is the user-centered approach often employed when creating these guides enough to meet the needs of today's learners? This workshop will begin with a short presentation illustrating the efforts of librarians at Oxford College of Emory University to bring user-centered design and learner-centered practice into symbiosis when creating course LibGuides. Attendees will then form groups to brainstorm ideas for LibGuides design at their own institutions. Ideas from each group will be documented and made available along with the presentation materials.</p>
ELAB 38	<p>Refresh Student-Library Relationships with Innovative Applications of GooseChase <i>Natalie Bishop, Gardner-Webb University</i> <i>Jessica Xiong, Gardner-Webb University</i></p> <p>This session will show participants how to transform library-student interactions and library building use by utilizing technology that conforms to students' expectations for documenting experiences. Refresh student-library relationships through the innovative application of the GooseChase scavenger hunt app. Learn how our library found creative, outside-the-box applications for our GooseChase subscription to generate positive, measurable student learning experiences tied to the Frame Searching as</p>

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	<p>Strategic Exploration that changed how students utilized our building and engaged with staff. Leave with creative take-aways to implement change in your library.</p> <p>Information Literacy: Generation gAPP <i>Stephanie Miranda, Mercer University</i> <i>Gail Morton, Mercer University</i> <i>Lee Olson, Mercer University</i> <i>Adam Griggs, Mercer University</i></p> <p>Librarians from Mercer University will discuss the creation of a mobile app for their library called Mercer Research 2 Go. The app was created alongside a computer engineering professor in response to the need to address changing learning environments among Mercer University students. Traditional undergraduate students entering college are from Generation Z. Generation Z has had technology at their fingertips for the majority of their lives. This app is an attempt to fill that generation “gAPP” in addition to differences in mobility.</p> <p>LibGuides 2.0 Continued: Implementing Best Practices in Design and Accessibility After Migration <i>Holly Mabry, Gardner-Webb University</i> <i>Jessica Xiong, Gardner-Webb University</i></p> <p>Since migrating LibGuides from version 1.0 to 2.0 in 2015, librarians at Gardner-Webb University have adopted a continuous evaluation approach that addresses best practices in LibGuides design, accessibility, and instruction techniques. This presentation will provide an overview of their experiences during the LibGuides implementation, as well as the challenges that they encountered throughout the migration. Participants will take away ideas and tools to identify and evaluate the design and accessibility of their LibGuides, which will support information literacy instruction.</p>
PARB 126	<p>Using Best Practices of Teaching and Learning to Make Your Meetings More Inclusive and Productive <i>Jessica Kohout-Tailor, Clemson University</i></p> <p>In this workshop, participants will learn how to use best teaching and learning practices to make meetings with students and colleagues more inclusive and productive. Participants will have time to create a plan for an upcoming meeting or revise a past meeting.</p>
PARB 127	<p>Implementing Information Literacy into Community College STEM Courses <i>Christine (Mi-Seon) Kim, Queensborough Community College</i></p> <p>It is difficult to implement information literacy (IL) instruction into STEM courses, especially at the community college level. The presenter will discuss strategies for how to approach STEM faculty to increase awareness of IL, techniques for collaborating with them, and the impacts information literacy has on student learning.</p> <p>Engineering Information Literacy: Online Course Design for STEM Disciplines <i>Michael Saar, Lamar University</i></p> <p>Teaching a credit bearing course is a valuable way to cover information literacy topics in detail. Being able to target such a course for a specific discipline makes the instruction even more meaningful. But what do you do if you are not familiar with the discipline? How can librarians bring the tools of our profession and combine them with</p>

	<p>the expertise of a specific discipline? This session will discuss tips for creating an information literacy STEM course.</p>
PARB 128	<p>Narratives in Charts: Building a Fact Book in Seven Weeks <i>Sara Doan, Kennesaw State University</i></p> <p>Within information literacy, visualizing data requires understanding qualitative and quantitative information as a narrative form. Using visuals, text and numbers, data visualizations convey a story about the parts of a whole, as in pie charts, or about variables over time, as in line graphs (Wainer, 2005). In this session, the presenter will discuss a seven-week unit on building fact books in a course about data visualization. This unit teaches students to analyze, evaluate and create 12 different charts and graphs about a single data set, then assemble them into a fact book about their subject using a compelling narrative. Attendees will learn to scaffold data literacy, the interplay between text and graphics, and singular and overarching narratives to enable students' learning.</p> <p>Information Literacy as Structured Authoring <i>Robert Terry, Georgia Southern University</i></p> <p>In this session, the presenter will discuss the ways in which teaching writing as structured authoring requires students to think about information delivery, information design and communication in significantly different ways, expanding the ways we can talk about information literacy.</p>
PARB 227	<p>How to Make Services Sustainable Without Losing Friends or Making Enemies <i>Jennifer Stout, Virginia Commonwealth University</i></p> <p>What happens if your library finds itself in a position where you have to reduce or change the services you offer in order to make them more scalable or sustainable? How can you say "no" without losing the positive relationships with departments you work with? In this session, the presenter will discuss how the teaching librarians at Virginia Commonwealth Libraries reduced their teaching load without losing the regard of the instructors with whom they work.</p> <p>Animating the Library's Value: Developing an Information Literacy Cartoon <i>Karen Bronshteyn, Embry-Riddle Aeronautical University</i></p> <p>An academic library serving both an online and a residential campus was asked to create a brief, compelling, attention-grabbing marketing tool that convinces students to choose library resources over Google. The result is a one minute, 49-second cartoon that becomes adopted by numerous online instructors and integrated into the residential first year experience course.</p>
PARB 239	<p>Don't Google It! Appeal to Students' Passions to Inspire Information Literacy <i>Ellen Derwin, Brandman University</i></p> <p>Who doesn't love Google? Yet, faculty struggle with assigning work that requires research. Why? Students immediately Google to seek information and often ignore requirements to access information that is relevant, credible, accurate and evidence-based. In this presentation, the facilitator will share strategies to win the "Just google it" battle. Strategies will include partnering with instructors to share consistent messaging throughout a department and/or university; creating engaging assignments that require students to seek unique "un-google-able" information; and designing assignments that enable students to apply information to their own passions. Participants will consider</p>

	<p>how these strategies may work at their home campuses.</p> <p>Beyond the Checklist Approach: Teaching Students to Think About How They Will Use Information <i>Jenny Mills, Belmont University</i></p> <p>Students can generally find relevant information for their topic that checks the boxes for “quality,” but then, what do they do with that source? Using the framework and a backward design planning approach, Belmont University librarians developed a lesson to teach students how to dig deeper when evaluating information. In addition to evaluating for quality (the checklist approach), students must evaluate for usefulness, especially how the source will be used in order to answer a research question or advance a knowledge claim.</p>
PARB 255	<p>Reframing Information Literacy Instruction in Higher Education Environment <i>LiLi Li, Georgia Southern University</i></p> <p>This presentation will seek to clarify the confusion surrounding information literacy instruction in higher education environment. Based on the ACRL’s Framework for Information Literacy for Higher Education, this presentation will discuss key issues for information literacy instruction, such as the definition of information literacy, information literacy framework, information search methods, etc. With an example of Google Knowledge Graph, this presentation will also outline the potential impacts of the coming Artificial Intelligence on scholarly information discovery in the networked academic learning environment.</p> <p>Tweet Like Ethel <i>Amee Odom, Wingate University</i> <i>Jessica Swaringen, Wingate University</i></p> <p>A substantial part of information literacy is navigating information on the web, specifically on social networking channels. In this presentation, we will share Wingate University’s Ethel K. Smith Library’s social media strategy. Following a brief overview of Ethel’s presence on Facebook, Twitter and Instagram, the presentation will also cover the importance of having a social media plan, using analytics tools, and engaging students [in an informationally literate landscape] where they are: online.</p>
11:30 - 11:45 a.m.	Break • Visit Exhibitors
11:45 a.m. - 1:00 p.m.	Session Six Breakouts
ELAB 21	<p>Databases are like Box Stores: Teaching Information Literacy with Analogy <i>Jessica Swaringen, Wingate University</i> <i>Kory Paulus, Wingate University</i></p> <p>An effective way to teach new, abstract concepts to students of any age is by using an analogy. However, it can be difficult to come up with effective analogies on the fly. In this session, we will begin by sharing some of our favorite information literacy analogies. Then, participants will split into groups to identify difficult information literacy concepts and create effective analogies to better reach students.</p>
ELAB 38	<p>From Information Literacy to a Spirit of Inquiry: A Tale of Two Librarians <i>Maura Mandyck, Spring Hill College</i> <i>Bret Heim, Spring Hill College</i></p>

	<p>This presentation will outline the essential elements of our program of information literacy, which we call the “spirit of inquiry” and which can also be used as an online or hybrid program, and provide examples of assignments that give students the opportunity and the incentive to develop a spirit of inquiry in their academic work and in their lives outside the classroom. We will also share all the things that went both wrong and right on the way to our current program!</p>
PARB 126	<p>“It [my research] would take place at 11:50PM”: Constructing a Realistic Simulation to Study Online Information Evaluation for School Projects <i>Amy Buhler, University of Florida</i> <i>Brittany Brannon, OCLC Research</i></p> <p>When students explore a search results page for a school-related project, what leads them to select a resource? Learning how and why students select and evaluate resources for research projects in real time can be challenging. In this session, we will discuss how we developed and deployed simulated search engine results pages to overcome methodological challenges and capture rich data on how students fourth grade through graduate school evaluate online resources.</p>
PARB 127	<p>Innovative Education: Information Literacy Planning Reframed as Design Thinking <i>Kay Coates, Georgia Southern University</i> <i>Dylitchrous Thompson, Georgia Southern University</i></p> <p>Innovative education can be conceptualized as the “new” ways and methods of delivering educational content mostly in the realm of civil discourse and academics. Information literacy plays a niche role in content delivery generally, but especially when the discussion centers on tertiary scholarship. Design thinking is one of the many innovative methods of teaching and learning that has taken traction in the field of education. Manifestly, however, librarians have practiced this since the profession became a lettered vocation. It is without adequately acknowledging that by providing information literacy, librarians continue to do their part skillfully and quietly for successful outcomes and user engagement.</p>
PARB 128	<p>The One Where They Redesigned a Course <i>Hanna Primeau, The Ohio State University</i> <i>Jane Hammons, The Ohio State University</i> <i>Diana Ramey, The Ohio State University</i> <i>Stacey McKenna, The Ohio State University at Newark</i></p> <p>Talk to a regional reference and instruction librarian, a teaching and learning engagement librarian, an instructional designer, and a course coordinator to learn the trials and tribulations involved in completely revamping an online, for-credit library course. We will dive into creative revisions led by a need to increase student motivation, bring more clarity to the topics taught, and bring awareness to our students that—regardless of how comfortable they may or may not be with technology—they are digital citizens.</p>

PARB 239	<p>Research About Research: Empowering Undergraduate Writing Fellows Toward Institutional Change Through Inquiry <i>Jasmine Woodson, Lehigh University</i> <i>Gregory Skutches, Lehigh University</i> <i>Sarah Heidebrink-Bruno, Lehigh University</i></p> <p>This panel presentation will describe the collaborative relationship developed between a student-centered Writing Fellows program and the library, as well as the results of an experimental term project in which, with a focus toward application, new writing fellows researched various topics related to their own research experiences. The project yielded rich and reflective explorations that have since provided a foundation for the development of numerous projects and initiatives aimed toward institutional change through enriching the undergraduate experience at Lehigh.</p>
PARB 255	<p>LILAC and Citation Project Workshop <i>Jinrong Li, Georgia Southern University</i> <i>Sandra Jamieson, Drew University</i></p> <p>The Learning Information Literacy Across the Curriculum (LILAC) Project is a multi-institutional study of student information-seeking behaviors. This year we join forces with the Citation Project, a study of how students use the information they find to consider what both studies may have to tell us about students' information literacy "habits of mind" and the role of information literacy in different stages of source-based writing.</p>
1:00 - 1:30 p.m.	Break • Prepaid Lunch Pick-Up
1:30 - 4:00 p.m.	Post-Conference Workshop
PARB 126	<p>Yelp Meets Academia: Teach Your Students to Write Professional Reviews (Satisfying ACRL Frames in the Process) <i>Henrietta Verma, Credo Reference</i></p> <p>It is hard—as you know!—to get students interested in writing, and maybe harder again to convince them that they have expertise worth sharing. An easy start is to ask them to write reviews of materials of interest to their peers. In this workshop, led by librarian Henrietta Verma of Credo, former head of reviews at Library Journal, attendees will learn the ins and outs of what should be included (and not included) in a professional review. Verma will emphasize ideas surrounding today's academic critique, such as who is usually invited to be a critic, what materials are usually covered by professional reviewers, who has access to professional reviews, and more.</p> <p>The session, which will draw on Credo's support for student writers, will help you work with students to practice their writing skills, teach review-related concepts from the ACRL framework such as "authority is constructed and contextual" and "scholarship as conversation," and help students to quickly discern which materials are reliable for a given task. If time allows, the workshop will move on to using reviews to dispel misinformation. Practice review materials will be provided, but attendees may also bring something they'd like to work on. Bonus: Attendees can learn how to use reviewing as a way to boost their CVs and get free materials for their libraries.</p>