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Georgia International Conference on Information Literacy

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GEORGIA INTERNATIONAL CONFERENCE ON

Jointly Hosted By
• Zach S. Henderson Library
• College of Liberal Arts & Social Sciences
• Department of Writing & Linguistics
• College of Education
• The Division of Continuing Education

Our Mission: *The mission of the Georgia Conference on Information Literacy is to provide the opportunity to share research and best methods related to teaching, learning, and assessing essential lifelong learning skills.*

http://ceps.georgiasouthern.edu/conted/infolit.html

2011 KEYNOTE SPEAKER

Mike Palmquist
Associate Vice Provost for Learning and Teaching, Institute for Learning and Teaching, Colorado State University Fort Collins, CO

Conference Program

September 23-24, 2011

GEORGIA SOUTHERN UNIVERSITY

INFORMATION LITERACY

Coastal Georgia Center, Savannah, GA

Thursday, September 22

5:30 – 6:30 PM	Conference Registration
6:00 – 7:30 PM	Conference Reception

Friday, September 23

7:30 – 8:30 AM	Continental Breakfast/Registration
8:30 – 10:00 AM	Concurrent Presentations
10:00 – 10:15 AM	Break
10:15 – 11:45 AM	Concurrent Presentations
11:45 – 12:45 PM	Luncheon
12:45 – 1:45 PM	Concurrent Presentations
1:45 – 2:00 PM	Break
2:00 – 3:30 PM	Concurrent Presentations
3:30 – 4:00 PM	Beverage and Snack Break
4:00 – 5:30 PM	Concurrent Presentations

Saturday, September 24

7:30 – 8:30 AM	Continental Breakfast/Registration
8:30 – 9:30 AM	Keynote Presentation
9:30 – 9:45 AM	Break
9:45 – 10:45 AM	Concurrent Presentations
10:45 AM – 11:00 AM	Break
11:00 AM – 12:30 PM	Concurrent Presentations
12:30 PM	Distribution of Box Lunches
1:00 – 4:00 PM	Citation Project Workshop

GEORGIA INTERNATIONAL CONFERENCE ON INFORMATION LITERACY

Coastal Georgia Center, Savannah, GA

Friday, September 23, 2011

7:30 – 8:30 A.M. - LOBBY   CONTINENTAL BREAKFAST & CONFERENCE REGISTRATION

2011 Planning Committee

Kelly Rhodes McBride
Lead Information Literacy Librarian/Associate Professor
Learning& Research Services / Belk Library & Information Commons
Appalachian State University

Esther Grassian
Information Literacy Librarian
UCLA College Library

Thomas Case
Professor and Chair
Department of Information Systems
College of Information Technology

Timothy Giles
Associate Professor
Department of Writing and Linguistics
College of Liberal Arts and Social Sciences

Stephanie Jones
Assistant Professor
Department of Leadership, Technology, and Human Development
College of Education

W. Bede Mitchell
Dean of the Library and University Librarian
Zach S. Henderson Library

Judith L. Repman
Professor
Department of Leadership, Technology and Human Development
College of Education

Janice Walker
Professor
Department of Writing and Linguistics
College of Liberal Arts and Social Sciences

Rebecca Ziegler
Information Services Librarian
Zach S. Henderson Library

Conference Staff at the Division of Continuing Education
• Marie Alston Williams, Program Development Specialist
• Silke Ledlow, Assistant Program Development Specialist
• Barbara Weiss, Web and Graphic Design

Friday • 8:30 – 10:00 a.m. — Concurrent Presentations

ROOM 1220A
CHAIR: Ellen Hendrix, Georgia Southern University, Statesboro, Georgia

8:30 – 10:00 AM

PANEL: STEAL THIS IDEA: HOW WE REDESIGNED OUR INSTRUCTION PROGRAM BY ADAPTING OTHERS' IDEAS
Anne Barnhart, Andrea Stanfield and Dean Sullivan, University of West Georgia, Carrollton, Georgia

Redesigning and updating a library instruction program can be daunting, but librarians at University of West Georgia realized they didn't have to reinvent the wheel. Instead, they borrowed ideas from the wide variety of conferences they were able to attend throughout the year. They modified ideas others shared to meet the needs of their particular student population. They will present on the ideas they "stole" and give examples of some of their results.

ROOM 1002
CHAIR: Judith Repman, Georgia Southern University, Statesboro, Georgia

8:30 – 9:00 AM

INTRODUCING THE ASE PROCESS MODEL: IL INSTRUCTION FOR STUDENTS WITH BELOW- PROFICIENT SKILLS
Don Latham and Melissa Gross, Florida State University, Tallahassee, Florida

This presentation will describe an innovative approach to information literacy instruction developed through a National Leadership Research Grant funded by the Institute of Museum and Library Services. Attendees will be introduced to the ASE Process Model. ASE is an acronym for the process itself (Analyze, Search, and Evaluate) as well as the means by which the process was developed (Asking Students about their Experiences).

9:00 – 9:30 AM

TEACHING A CREDIT INFORMATION LITERACY COURSE DESIGNATED FOR AT-RISK STUDENTS
Shirley Lankford, University of West Georgia, Carrollton, Georgia

A credit information literacy course, especially one that is part of the core curriculum, is not common among colleges and universities. Such a class, LIBR1101 Academic Research and the Library, has been offered at the University of West Georgia for over fifteen years, with the class being part of the Core Curriculum for twelve years. During the 2010-2011 academic years, two sections of the course were reserved for at-risk students. This presentation addresses the development, teaching, experiences, and future plans for at-risk sections.

9:30 – 10:00 AM

EFFECTIVE MEANS OF DEVELOPING INFORMATION LITERACY SKILLS IN EXCEPTIONAL CHILDREN
James W Edmonds, The Office of Georgia Advocacy - Advocate for Special Education Children, Montezuma, Georgia

The participant will be placed in a role playing situation of either a provider or recipient as a demonstration of various ways to deliver informational literacy to individuals with disabilities. The workshop process will be facilitated by having the workshop leader have the participant being placed in a situation with a simulated disability therefore leading the participant being required through personal experience to demonstrate techniques to show effective ways of overcoming impairments to achieving informational literacy.

ROOM 1005

CHAIR: Barbara Blummer, Center for Computing Sciences & Towson University, Bowie, Maryland

8:30 – 9:00 AM
WORKSHOP CONTENT DESIGN 101: DEVELOPING SUCCESSFUL INFORMATION LITERACY COURSES FOR COMMUNITY USERS
Liya Deng, University of South Carolina, Columbia, South Carolina

The success of any information literacy initiative depends on the quality of instructional content. This presentation will introduce step-by step the basic elements that constitute an effective training content. Discover how to design a package of Course Description, Outline, Handout, Hands-on Exercises, and Evaluation Form to ensure a successful information literacy course applicable in a real-life classroom setting.

9:00 – 9:30 AM
CROSSING THE BOUNDARIES: THE ROLE OF ACADEMIC LIBRARIES IN IMPROVING IL IN HEALTH CARE COMMUNITY
Stan Trembach, University of South Carolina, Columbia, South Carolina

The presentation will focus on an outreach initiative run by Jack Tarver Library Mercer University to highlight the benefits of building sustainable partnerships between academic libraries and non-profit community organizations. The participants may expect to learn innovative strategies to design outreach projects, understand the importance of working together with health care providers to increase information literacy in the non-conventional segment of library users, and identify funding opportunities from various government agencies to ensure further dissemination of essential information resources.

ROOM 2011

CHAIR: Sonya Shepherd, Georgia Southern University, Statesboro, Georgia

8:30 – 10:00 AM
PANEL: TRADE-IN LIBRARY ORIENTATIONS FOR STUDENT LEARNING OUTCOMES AND ASSESSMENT
Bob Fernekes and Daniel Rivera, Georgia Southern University, Statesboro, Georgia

The presentation will demonstrate the results of collaborating with an instructional designer and technology specialist. It will identify lessons learned in an FYE course with information literacy learning outcomes and how you can apply instruction design principles to 50-minute library instruction sessions. To learn more, email the presenters at drivera@georgiasouthern.edu and fernekes@georgiasouthern.edu.

ROOM 212

CHAIR: Jean Cook, University of West Georgia, Carrollton, Georgia

8:30 – 9:00 AM
RESEARCH WITH DIGITAL NATIVES: ANNOTATED BIBLIOGRAPHIES AND COLLABORATIVE WRITING
Amanda Wall, University of North Carolina, Greensboro, North Carolina

How can we draw on our students ' ease with technology as we guide them to be better and more thoughtful researchers? We will look at two sample projects (an annotated bibliography and a collaboratively authored essay) as starting points for a discussion on collaboration, evaluation, and critical thinking related to middle-school research and writing. Participants will read excerpts from student writing and reflection on their research skills. Additionally, we will consider new research projects that draw on students ' proficiency with technology and challenge them to engage with 21st-century information literacy skills.

9:00 – 9:30 AM
BUILDING A LITERACY OF THE SOUTH
Susanna Coleman, Auburn University Montgomery, Greenville, Alabama

This presentation will discuss building information literacy skills focused on topics related to the Southern United States. Such skills include library research, critical analysis of new media, and critique of stereotypes frequently associated with the South.

ROOM 1220B

CHAIR: Adrienne Blackwell-Starnes, Georgia Southern University, Statesboro, Georgia

8:30 – 9:00 AM
KINDLE IN THE WRITING CLASSROOM
Caroline Barratt, University of Georgia, Athens, Georgia

As students transition to reading academic texts on screens rather than on paper, faculty and librarians prepare to support their digital reading, writing, and research. This presentation will describe the results of a research project at the University of Georgia, where Amazon's Kindle 2.0 was used as an integral part of the classroom experience for students in an upper-level English class. Discussion will include the effects of the Kindle on students' reading and writing processes as well as how it affected pedagogy.

ROOM 218

CHAIR: Ann Grant, Clemson University Libraries, Clemson, South Carolina

8:30 – 9:00 AM
DIGITAL CAMERAS, INFORMATIONLITERACY, AND COLLEGE FRESHMEN
Amanda Melcher and Kathy Lowe, University of Montevallo, Montevallo, Alabama

This presentation will describe an innovative library instruction technique for freshmen in English 101 courses at the University of Montevallo. Beginning in the summer of 2010, digital Flip cameras were used to teach the classes information literacy skills. This active learning experience not only increased the student's information literacy skills and their comfort with finding resources in the library, but they also enjoyed the experience and interpreted the project in creative ways.

9:00 – 9:30 AM
ADVOCATING FOR GREEN WITH VIDEO PRESENCE
Linda Masselink and Anne Merkle, Grand Valley State University, Grand Rapids, Michigan

Explore video presence with two librarians from Grand Valley State University as they share recorded teaching segments and virtual interaction with students using online face-to-face meetings to promote information literacy and the use of library resources with faculty and students. It is green, affordable, and easy to use. Learning techno- etiquette for effective "telepresence" helps prepare students for their future in a global world.

9:30 – 10:00 AM
RESISTING AUTOMATIC ADOPTION AND UNCRITICAL USE OF TECHNOLOGY IN STUDENT RESEARCH
Michelle Trim, Elon University, Elon, North Carolina

This presentation relies on current scholarship and footage from an IRB -approved focus group study to argue that educators have a responsibility to resist enacting a rhetoric of inevitability (Nardi and O'Day 2000) where the use of new electronic technologies are concerned. Teachers must approach the collection, synthesis, and use of information with a skeptical and critical lens if these new electronic tools are to remain options in a researcher's arsenal. Otherwise, they may result in a future in which critical thinking becomes just another obsolete way of engaging with the world.

ROOM 210

CHAIR: Carolyn Radcliff, Kent State University, Kent, Ohio

8:30 – 9:00 AM
SENSATIONAL STATISTICS
Robb Sinn and Sherry Hix, North Georgia College & State University, Dahlonega, Georgia

This presentation describes how two mathematics professors engaged students in introductory statistics courses in order to improve critical reading skills, evaluation of evidence, and analysis of argumentation. Using data generated from current students enrolled in these courses, the professors created sensationalized news articles for the students to read, evaluate, and critique using statistical reasoning. The presentation will include descriptions of how students responded to the articles, how they responded to each other, and how they were graded on the project.

9:00 – 9:30 AM
AUTOMATED DATA MINING IN GALILEO
Keith R. Nelms, Piedmont College, Demorest, Georgia

An automation technique for harvesting bibliometric data about publication trends from GALILEO -based bibliographic databases is presented. A spreadsheet and commonly available scripting languages automate tedious and repetitive keyword searching to reveal publication trends over time, compare trends in peer vs. non-peer publications, and identify clusters of literature found at the intersection of multiple keyword searches. Results of several literature research projects are presented and the potential uses of this technique in instruction and research are discussed.

9:30 AM – 10:00 AM
EMBEDDING PROGRAMMATIC ASSESSMENT INTO LIBGUIDES
Margaret Fain, Coastal Carolina University, Conway, South Carolina

Using LibGuides as part of your instructional toolbox? Why not use LibGuides for assessment? This session will demonstrate how one institution used SNAP surveys embedded in a class LibGuide to assess student learning outcomes and provide feedback for instructors at the programmatic level.

ROOM 217

CHAIR: Lyndsey Brown, Georgia Southern University, Statesboro, Georgia

8:30 – 9:00 AM
ETHICAL ISSUES IN THE INFORMATION AGE: AN ANALYSIS THROUGH VIDEO
Sean Boyle, Gainesville State College, Watkinsville, Georgia

This presentation provides an overview of a grant-funded, multimedia project developed for a research course at Gainesville State College. Topics of discussion will include the project's theoretical foundation, development, implementation, evaluation by the students and my own anecdotal assessment.

9:00 – 9:30 AM
ASSESSING AND PRESERVING INTELLECTUAL PROPERTY IN ONLINE COLLABORATIVE COMPOSITION
Christopher R. Friend, University of Central Florida, Orlando, Florida

When students compose collaboratively using tools like wikis, individual contributions blur with those of other students. Plagiarism is often a problem when ownership and student contributions are clearly defined; collaboration blurs intellectual property lines, as well. This presentation will explore the acute challenges presented by online collaborative composition and suggest perspectives that can bring awareness to intellectual property and make better use of the online medium.

9:30 – 10:00 AM
DIGITALITY AND THE CHALLENGES IT PRESENTS FOR EVOLVING COPYRIGHT LAW
J. Patrick McGrail, Jacksonville State University, Jacksonville, Alabama; and Ewa McGrail, Georgia State University, Atlanta, Georgia

Burgeoning digitality presents unmet challenges to the current copyright law, which was originally enacted before the Digital Age, in 1976. Since then, copying is done in a way that is completely different in concept from analog copying, and librarians, media educators, and preservationists need to be aware of this change and what it means for them.

Friday • 10:15 – 11:45 a.m. — Concurrent Presentations

ROOM 1002
CHAIR: Stewart Brower, University of Oklahoma, Tulsa, Oklahoma

10:15 – 10:45 AM
INTERNATIONAL STUDENTS' INFORMATION LITERACY
Malin Utter, University of Borås, Sweden

All students at the University of Borås will receive instructions in information literacy. To get a better quality teaching, a study was done to examine whether it is feasible to do a diagnostic test to check students' prior knowledge in information literacy and divide them into groups after that.

10:45 – 11:15 AM
WEB SEARCH LITERACY AND ITS PRACTICES IN A JAPANESE HIGHER EDUCATION CONTEXT
Keiso Katsura, Miyagi Gakuin Women's University, Japan

Information literacy should be called as web search literacy. It is not an overemphasized expression. Web search literacy is becoming more important than before especially by the development of search engine services companies in society. This presentation will examine mainly the Japanese issues, and then try to compare them from the international viewpoint.

11:15 – 11:45 AM
INFUSING MEDIA LITERACY IN JAMAICAN SCHOOLS
Clement Lambert, University of the West Indies, Jamaica

The presentation highlights processes in creating and using media education materials for Jamaican schools. It shares lessons learned and makes recommendations for further use and development of materials. The need for a collaborative approach is underscored. Samples of materials developed will also be shared.

ROOM 1220B
CHAIR: Susanna Coleman, Auburn University at Montgomery, Greenville, Alabama

10:15 – 11:45 AM
PANEL: ASSESSING THE INSTRUCTION NEEDS OF GRADUATE STUDENTS IN THE SOCIAL SCIENCES
Beth Roszkowski and Gretchen Reynolds, George Mason University, Arlington, Virginia

How should we tailor research workshops to best meet the needs of graduate students and other specialized user populations who are beyond general information literacy sessions? This presentation will focus on an assessment project at George Mason University focusing on the instruction and research needs of graduate students in the Social Sciences, with an emphasis on those in Public Policy, Peace and Conflict Studies, and Political Science. The presentation includes an analysis of the steps taken in designing and implementing the assessment, in addition to the survey findings. Changes to our instruction program and outreach methods resulting from the survey outcomes will be discussed, and best practices will be shared.

ROOM 212
CHAIR: James W Edmonds, The Office of Georgia Advocacy - Advocate for Special Education Children, Montezuma, Georgia

10:15 – 11:45 AM
PANEL: USING GOOGLE LIKE A LIBRARIAN: A MODEL WORKSHOP FOR TEACHING FACULTY
Mary O'Kelly, Grand Valley State University, Allendale, Michigan

Librarians at Grand Valley State University offered a workshop to faculty called "Using Google Like a Librarian." The deceptively simple idea of teaching faculty how to Google resulted in some of the most popular workshops the library has ever offered. Presenters will share their workshop content, why they did it, what they learned, and why it was so important. Based on an article, workshop, and webinar co-created with Colleen Lyon, University of Texas at Austin.

ROOM 1005

CHAIR: Julie Doublery, Georgia Southern University, Statesboro, Georgia

10:15 – 10:45 AM
DO-IT-YOURSELF INFORMATION LITERACY: USING LIBGUIDES TO FOSTER SELF-DIRECTED LEARNING AT A DISTANCE
Julie LaDell-Thomas, Central Michigan University, Atlanta, Georgia

The growth of distance education and the increasing numbers of nontraditional students now learning in a web-based environment have motivated distance librarians to develop a variety of online tools to help students identify, access, evaluate and use information resources in the online learning environment. This presentation describes the development of a web-based learning module that guides students through the challenging process of researching and writing a graduate level literature review. The presenter discusses the use of LibGuides to create a self-paced instruction tool that is compatible with the theory of self-directed learning, allowing students to diagnose their own learning needs, examine multimedia tools and resources that address a variety of learning styles, select appropriate learning strategies, and evaluate learning outcomes.

10:45 – 11:15 AM
THE "DYNAMIC" SAMPLE PAPER: TEACHING THE RESEARCH PROCESS WITH PREZI
Ben Bryson, Altamaha Technical College, Brunswick, Georgia

Finding a way to present the research process, in a way that allows students to see multiple connections between the different "stages" of the process without creating too much confusion, is challenging. Prezi, a presentation software alternative to PowerPoint slides, creates an extremely scalable diagram with navigation paths between different objects. The sample research paper, a favorite resource for many students, with its explanations and comments in the margins, is the inspiration for a "dynamic" sample paper created with Prezi. In addition to the resulting Prezi, student feedback regarding this mode of presentation and a critical reflection about the tool from a user's perspective will be discussed.

11:15 – 11:45 AM
"THERE'S AN APP FOR THAT" – CUSTOMIZABLE INFORMATION LITERACY CLASSES & WORKSHOPS
Brenda Almeyda, Johnson C. Smith University, Charlotte, North Carolina

A discussion on how the JCSU Information Literacy & Learning (JILL) team is trying to break away from the standard "cookie cutter" one-shot classes in favor of more personalized, customized IL classes. Use of technology in the classroom will be discussed (for example, hands-on tutorials within a "smart classroom" setting, clickers, etc.) as well as the need for some old fashioned elbow grease from both the librarians and the professors.

ROOM 217

CHAIR: Grace L. Veach, Southeastern University, Lakeland, Florida

10:15 – 10:45 AM
SEEING IS BELIEVING: DATA VISUALIZATION AND INFORMATION LITERACY
Holly Willis, University of Southern California, Los Angeles, California

From the often dazzling information graphics published by The New York Times to complex simulations created by scientists, the visual display of information has expanded exponentially in the last decade, as has the array of software applications designed to facilitate visualization for non-experts. The expanding field brings with it new demands for teaching the critical interpretation of this information, as well as a critical approach to the use of applications for rendering data in visual forms. This presentation offers an overview of specific forms of information visualization within a historical context, as well as very specific tools for teaching information visualization literacy.

10:45 – 11:15 AM
INTERACTIVE MAPPING TECHNOLOGIES, INFORMATION LITERACY, AND THE LITERATURE/ COMPOSITION COURSE
Konni B. Shier, Midlands Technical College and University of South Carolina, Columbia, South Carolina

Interactive mapping technologies can be a fun, free resource to support essential information literacy skills, visual and media literacy skills, literary analysis, composition, and digital story-telling. The mapping technologies also support other disciplines which require narrative and analytical writing. Interactive mapping is suitable for middle school through college level, and with scaffolding, upper elementary grades. Using the mapping technologies, students can create attractive, interactive presentations that analyze primary source materials including alphabetic texts, images and video, and incorporate secondary source materials. They learn to use catalogs, databases and the web to locate relevant materials. They evaluate their sources for relevance and authority, and they extract relevant information to support their ideas or arguments. Students also find or create images and media to support their ideas and arguments, and create HTML documents. Ms. Shier will show several examples.

11:15 – 11:45 AM
THE CROSSROADS: THE INTERSECTION OF VISUAL AND TEXTUAL LITERACY IN THE WRITING CLASS
Susan Smith, Georgia Southern University, Statesboro, Georgia

How do we survive the instructional shift in writing instruction demanded in the 21st Century? It's not as difficult as it seems. This presentation will provide simple, yet powerful, assignments to help begin the process of integrating the visual literacy skills that students need to create documents that more effectively convey meaning.

ROOM 218

CHAIR: Angiah Davis, Atlanta University Center, Atlanta, Georgia

10:15 – 10:45 AM
CHECK THESE OUT: USING GOVERNMENT PUBLICATIONS IN FIRST-YEAR WRITING COURSES
Deborah L. Brown, Southern Oregon University, Ashland, Oregon

This presentation explores the benefits of using Government Publications with first-year writing students. Collaboration between the Government Publications librarian and the University Seminar first-year writing program has enhanced the quality of student research writing. Explore assignments, instructional plans, and assessment tools, and see how teaching the use of Government Publications can improve the quality of research writing in first-year university students.

10:45 – 11:15 AM
TIPS FOR BOOSTING INFORMATION INSTRUCTION
Betty J. Morris, Jacksonville State University, Jacksonville, Alabama

Five tips are provided for this presentation to enhance information literacy instruction by teaching it with new technologies and not just going to the media center and copying from an encyclopedia. Students become more motivated when they are searching the computer for information. Sometimes students can develop a newer product than just a research paper and this excites them into learning information literacy skills that have meaning for them. The five tips will be provided on a handout for this presentation.

11:15 – 11:45 AM
A PARTNERSHIP ACROSS THE PROMENADE: LIBRARY ORIENTATION AT ATLANTA UNIVERSITY CENTER
Angiah Davis, Atlanta University Center, Atlanta, Georgia

The Atlanta University Center (AUC) Robert W. Woodruff Library (RWWL) serves as the only campus library for four distinct institutions: Clark Atlanta University, Interdenominational Theological Center, Morehouse College, and Spelman College. Thus, hosting library orientation has presented several challenges previously for a number of reasons. This presentation will share how RWWL librarians partnered with AUC faculty to turn these challenges into opportunities and co-hosted its most unique library orientation. The presentation will also share best practices for coordinating new student library orientation, partnering with first year seminar for library instruction, and the future implications for RWWL.

ROOM 2005

CHAIR: Michelle Trim, Elon University, Elon, North Carolina

10:15 – 10:45 AM
ONLINE TUTORING ON A BUDGET: SUBSISTENCE TUTORING, VOUCHERS, OR HIGHER TAXES?
Michael A. Pemberton, Georgia Southern University, Statesboro, Georgia

In this presentation, the director of a writing center at a large research-extensive university will discuss some of the issues he has had to address in his efforts to provide high quality online tutoring to students with the most pressing needs, while at the same time not sacrificing the limited time and tutorial resources available to students who take classes on campus.

10:45 – 11:15 AM
VISUAL INFORMATION LITERACY: MAKING SENSE OF THE REPRESENTATIONS OF RESEARCH-WRITING ON YOUTUBE
Randall McClure, Georgia Southern University, Statesboro, Georgia

From expressions of frustration and procrastination of student researcher-writers, to demonstrations of researching and writing techniques offered by teachers, librarians and students themselves, the research project has a significant presence on YouTube. In this presentation, I offer examples of different representations for research-writing on YouTube, and suggest ways in which writing teachers and academic librarians can work with students to make sense of the different representations as well as alter this informal research tool into an alternative research-writing space.

11:15 – 11:45 AM
LIBTUBE TEAM: CREATING TUTORIALS TOGETHER, ON A DIME, AND IN NO TIME
John McConnell, North Georgia College & State University, Dahlonega, Georgia

Online tutorials are an increasingly common method for delivering information literacy instruction; however, maintaining online tutorial programs can be quite time-intensive. One approach for creating a sustainable tutorial program is to keep tutorials short, use no-frills screen cast software, and include library staff and student workers in recording the tutorials. In this session, we will demonstrate how to make a tutorial quickly using Jing Professional, how we have included staff and student workers in the process, and ways we have begun to encourage faculty to use the tutorials to help support information literacy skills in their own face-to-face and online instruction.

Friday, September 23, 2011

Friday • 11:45 a.m. – 12:45 p.m. — Conference Luncheon • Room 113 - 115

Join us in the Coastal Georgia Center Dining Room

ROOM 1002

CHAIR: Susanna Coleman, Auburn University Montgomery, Greenville, Alabama

12:45 – 1:15 PM
"LIBRARY INSTRUCTION LITE: WHEN IS 10-15 MINUTES ENOUGH?"
Jeffrey M. Mortimore, Bennett College, Greensboro, North Carolina

This presentation explores some of the uses and benefits of short, 10-15 minute instruction sessions for information literacy pedagogy; faculty outreach, education, and relationship development; and connecting patrons with library resources and services. Short instruction sessions are a powerful tool for attracting participation among faculty unwilling or unable to sacrifice class time, engaging students without exhausting their attention, and encouraging use of library resources and services. Presenters discuss recent experiences at Bennett College, and present example scaffold research assignments designed to be paired with short instruction sessions.

ROOM 122OA

CHAIR: Amy E. Mark, University of Mississippi, University, Mississippi

12:45 – 1:15 PM
EVALUATING THE EFFECTIVENESS OF METACOGNITIVE TOOL ON GRADUATE STUDENTS INFORMATION SEARCH: A PILOT STUDY
Barbara Blummer, Center for Computing Sciences & Towson University, Bowie, Maryland

This presentation discusses the creation and evaluation of a tutorial designed to enhance participants' information searching in digital libraries. These strategies centered on "idea tactics" or metacognitive strategies that expert searchers employ to improve outcomes. (Bates, 1979). The pilot study targeted education graduate students, an underserved population in library information seeking research (Earp, 2008, 74). Research on the role of metacognition in information retrieval will also be provided.

1:15 – 1:45 PM
PREPARING A TWO-DAY RESEARCH & WRITING WORKSHOP FOR GRADUATE STUDENTS
Kim Murray, University of Central Florida, Winter Park, Florida

Rather than offer separate one- to two-hour workshops to help graduate students with database searching, RefWorks, EndNote, academic writing, and ETD formatting, our campus sought to combine all of these services into one two-day workshop offered between terms. This presentation will discuss the workshop design, offer helpful resources, and discuss how each separate piece of the workshop works together to support graduate students as they finish their thesis or dissertations.

ROOM 1220B

CHAIR: Ellen Hendrix, Georgia Southern University, Statesboro, Georgia

12:45 – 1:45 PM
PANEL: REFRAMING INFORMATION LITERACY: A LOOK THROUGH THE MANY LENSES OF AN INFORMATION LITERACY PROGRAM
Carl Leak, Michael Frye, Melinda Livas and Vonzell Yeager, Winston-Salem State University/C.G. O'Kelly Library, Winston-Salem, North Carolina

What makes an information literacy/library instruction program effective? Four panelists will provide an interactive session consisting of oral synopses and short video clips that will give the participants a snapshot of what is working at C.G. O'Kelly Library instruction program at Winston-Salem State University. The implementation of the O'K Scholars Institute (2008), the Master Teacher Program (2008), and web-based tools such as LibGuides (2007) are the cornerstones of the information literacy program. Through the use of Think-Pair -Share, participants will have the opportunity to provide feedback and suggestions to the panelist as well as discuss how they can enhance their library instruction program.

ROOM 212

CHAIR: Angela Pashia, University of West Georgia, Carrollton, Georgia

12:45 – 1:45 PM
PANEL: NO MORE ZOMBIES: A GAME PLAN FOR STOPPING THE ONE-SHOT INSTRUCTION STUPOR
Amee Odom, Kevin Winchester, Wingate University, Wingate, North Carolina and Greta Wood, Mississippi State University Libraries, Mississippi State, Mississippi

Students often see the research process as a mindless activity of finding random source material and then writing from one quote to the next. Adopting a layered approach to information literacy reinforced in both teaching and library classrooms and through LibGuides provides an opportunity for stopping the stupor of one-shot library instruction and reanimating boring bibliographies. Come hear how Librarian and Instructor collaboration on specific assignments fostered active learning, critical thinking, and research skills.

ROOM 1005

CHAIR: Sonya Shepherd, Georgia Southern University, Statesboro, Georgia

12:45 – 1:45 PM
PANEL: FACULTY AND LIBRARIAN COLLABORATION IN ONLINE INSTRUCTION: HARNESSING THE LEARNING MANAGEMENT SYSTEM
Shannon Fay Johnson and Tammy Toscos, Purdue University Fort Wayne, Fort Wayne, Indiana

Tammy Toscos, Nursing Informatics Professor, and Shannon Johnson, Health Sciences Librarian, will share their experiences harnessing the Learning Management System for information literacy instruction and how this has revolutionized IL instruction delivery at IPFW. They will discuss their use of online technology to expand the traditional bibliographic instruction into new realms, increasing the number of students they reach and allowing for more in-depth instruction to take place.

ROOM 210

CHAIR: James W. Edmonds, The Office of Georgia Advocacy - Advocate for Special Education Children, Montezuma, Georgia

12:45 – 1:45 PM
PANEL: LEARNING FROM LIBGUIDES: ASSESSING PEDAGOGGICAL EFFECTIVENESS
Whitney Kemble, Lola Rudin and Sarah Fedko, University of Toronto Scarborough Library, Toronto, Ontario, Canada

Our presentation will be a report of our use of pre and post testing as well as surveys to determine the effectiveness of LibGuides as a teaching tool for undergraduates' students. We will also discuss our future plans for applying this data in our information literacy practice.

ROOM 217

CHAIR: Noel Kopriva, West Virginia University, Morgantown, West Virginia

12:45 – 1:15 PM
INFORMATION LITERACY AND ACCESS FOR THE BLIND/VISUALLY IMPAIRED
Melissa Whitesell and Andrea Roberson, Dalton State College, Dalton, Georgia

In this presentation, attendees can expect to gain knowledge of the needs and accommodations required by the blind/visually impaired, learn methods for teaching in a universal design manner enhancing the experience for students with all types of learning styles, and observe demonstrations of technologies for the blind/visually impaired. Participants will also learn techniques for program evaluation leading to an increased level of accessibility.

1:15 – 1:45 PM
ACROSS THE UNDERGRADUATE CURRICULA: IMMIGRANT STUDENTS" DIFFICULTIES WITH INFORMATION LITERACY
Cate Crosby, West Chester University of Pennsylvania, Media, Pennsylvania

Little research has investigated the various types of academic literacy's, including information literacy, and contexts in which these literacy's are situated across the curriculum, that immigrant students encounter at the university. To understand how immigrant students negotiated information literacy across the undergraduate curriculum, the types of information literacy genres and tasks that were included in the academic contexts students negotiated, the challenges students faced in completing the information literacy tasks they encountered across the undergraduate curriculum, and the strategies they utilized to overcome these challenges, a multiple case study was carried out. This presentation showcases the results of this multiple cross-case study of the information literacy of three immigrant student participants and the information literacy they negotiated in contexts such as business, freshman composition, and biology. In addition, the presentation will include a discussion of the difficulties the participants faced with information literacy, the strategies they utilized to overcome the difficulties, and the contexts they negotiated across the curriculum.

ROOM 218

CHAIR: Amy Burger, North Georgia College & State University, Dahlonega, Georgia

12:45 – 1:15 PM
PARTICIPATORY INFORMATION PRODUCTION IN AN ERA OF INFORMATION OVERLOAD
Barbara Rau Kyle, University of Central Florida, Cocoa, Florida

Although the sense of information overload is relatively new to the public, it is a problem long grappled with by scholars and educators. A look at the history of information production and consumption reveals persistent public needs for information content and struggles with information authorities. Recognition of the need, especially, for public participation in production can help us close the gap between available information and public knowledge.

1:15 – 1:45 PM
VIRTUAL RIP-OFF COMMUNITY: GROUP LEARNING FOR RESEARCH, COMPOSITION, AND ONLINE SECURITY
Neil Patten, University of Central Florida, Altamonte Springs, Florida

Connections to scams and identity theft are not hard to find. Students deal with potential threats every day in electronic communications. This is a collaborative effort to get students involved with research, writing, security awareness, and networking while sharing their own ideas and savvy gained from life on the electronic streets.

Friday • 1:45 – 2:00 p.m. — Break

ALL POSTER PRESENTATIONS WILL BE LOCATED IN THE LOBBY
(Please set up before 1:00 PM)

READING MATHMATICS: LITERACY MAKES MATH MEANINGFUL
Paulette P. Harris, Augusta State University, Augusta, Georgia and Audie Holmes, Paine College, Augusta, Georgia

1. Reading mathematics and math literacy go hand-in-hand. 2. College students who tutor in math and reading need specific training for each and then training as to how the two mesh. 3. The "I hate mathematics" fever goes way down when an understanding of reading mathematics is approached in-depth.

ENGAGING STUDENTS THROUGH AN INFORMATION LITERACY PROGRAM
David Salinero and Joi Phillips, Delta State University, Cleveland, Mississippi

During this presentation, attendees will discover how the presenters incorporated student engagement principles at their campus through long-standing information literacy practices and cooperative efforts with academic departments. Through these efforts, librarians were able to reach as many students as possible while also collaborating with faculty on wide-ranging university initiatives.

THREE MINUTES TO SAVE THE WORLD: PREVENTING PLAGIARISM THROUGH SCREEN CASTING
Deborah Tritt and Kaetrena Davis Kendrick, University of South Carolina Aiken, Aiken, South Carolina

Creating an appropriate menu of screen casts can greatly enhance libraries' abilities to respond to patrons through a focus on just-in-time services. Stop by to see how a small academic library implemented screen casting to support citation style instruction.

NO MORE SHELF READING? REALLY…..
Lisa Vardaman, Troy University, Troy, Alabama

We have heard of e-books. Most of us have even used an e-book at one time or another. A majority of our patrons received e-book readers this past Christmas. So how can we use them in our libraries, wither they are Academic, public, or even Special.

INFORMATION LITERACY ONLINE: THE CASE OF FRESHMAN SEMINAR
Ellen K. Wilson, University of South Alabama, Mobile, Alabama

This poster presents an online information literacy assignment for first-year experience students at the University of South Alabama. The evolution of the assignment, the technologies used to create the assignment, and the benefits and challenges of online instruction are discussed.

DON'T DEBATE: DATABASES AND GOOGLE SCHOLAR AS RESEARCH TOOLS
Emily Bell and Cynthia Beardsley, Delta State University, Cleveland, Mississippi

Today's college students are largely familiar with the World Wide Web and often initiate school research on one of the various search engines. During library instruction, students are trained to utilized databases for research. Our poster session will address the similarities and differences between databases and Google's answer to scholarly information – Google Scholar.

LOGGING ON TO THE WIRELESS NETWORK HERE AT THE COASTAL GEORGIA CENTER

. Select the gsuguest network in your list of wireless networks.

. Double click Internet Explorer (or whatever browser you are using).

. The page shown at left will appear.

. In the Guest Username field, type cgcguest

. In the Password field, type CGC2009!

. Click the drop-down menu at the User Type field and select Special Login.

. Click the Login button.

ROOM 1002

CHAIR: Susan Smith, Georgia Southern University, Statesboro, Georgia

2:00 – 2:30 PM
COLLABORATIVE EFFORTS ACROSS CENTAL FLORIDA: LEARNING FROM COLLEAGUES TO HELP STUDENTS SUCCEED
Mary Rickelman, Florida Hospital College of Health Sciences, R. A. Williams Library, Orlando, Florida and Dorothy Mitchell-Danzy, Seminole State College of Florida, Sanford, Florida

Do you collaborate with your peers at other institutions? This presentation will share IL practices at 2 colleges -- one private and one public. Find out what we have learned from collaborating together.

2:30 – 3:00 PM
ASSESSING FACULTY PARTNERSHIPS IN LIBRARY INSTRUCTION
Amy Burger, North Georgia College & State University, Dahlonega, Georgia

Library instruction in higher education often consists of partnerships among librarians and faculty. While students' feedback of instruction can be enlightening, feedback from faculty partners can help improve library instruction. This collaborative improvement process leads to progress in enhancing the quality and effectiveness of library instruction.

3:00 – 3:30 PM
"FROM DOCUMENT TO DOCUMENTARY: INTERGRATING RESEARCH AND INFORMATION LITERACY THROUGH LIBRARIAN-INSTRUCTOR COLLABORATION AND DIGITAL MEDIA PROJECTS"
Jeannie Parker Beard, Chattanooga State Community College, Chattanooga, Tennessee

In this interactive presentation, a freshman composition instructor will demonstrate the exciting outcomes of collaboration with library staff members that began with student research and culminated with student-produced video documentaries. She will explain how to evolve traditional research papers into complex multimedia texts and address copyright and fair use issues in student-produced digital texts.

ROOM 1220A

CHAIR: Ann Grant, Clemson University Libraries, Clemson, South Carolina

2:00 – 3:30 PM
PANEL: PEER OBSERVATION: MOVING BEYOND THE CAMPUS WALLS
Candice Benjes-Small and Lisa J. Vassady, Radford University, Radford, Virginia and Carolyn Meier, Virginia Tech, Blacksburg, Virginia; Luke Vilelle, Hollins University, Roanoke, Virginia

Peer observation, in which a library colleague observes an instruction session taught by another librarian and provides feedback, can be an excellent way to assess teaching skills. In this presentation, you will learn how three neighboring universities broke beyond their individual institutional walls to create a multi-university peer observation program. The process in which talents were combined to use peer observation in new and beneficial ways is described. Whether you are new to peer observation or are looking for ideas to leverage your own peer observation projects, please join us!

ROOM 1220B

CHAIR: Sonya Shepherd, Georgia Southern University, Statesboro, Georgia

2:00 – 3:30 PM
PANEL: RECIPE FOR SUCCESS: FINDING THE RIGHT MIX FOR ACADEMIC DEPARTMENTS
Sheila Devaney and Diana Hartle, University of Georgia Libraries, Athens, Georgia

Two reference librarians from the University of Georgia will discuss various methods they employ on a daily basis to reach a wide array of University departments on the Athens campus. They have found that there is not one set slate of programs that work well across the board with all departments. By providing services to a combined total of thirteen University departments and schools, they are constantly examining the best practices to successfully reach as many students, faculty and staff that they can.

ROOM 212

CHAIR: Randall McClure, Georgia Southern University, Statesboro, Georgia

2:00 – 3:30 PM
PANEL: CROSS-DISCIPLINARY COLLABORATIVE FOR TEACHING RESEARCH WRITING IN THE 21ST CENTURY
Debra Frank Dew, Julie Ann Hoffman and Suzanne Byerley, University of Colorado - Colorado Springs, Colorado Springs, Colorado

This panel offers a cross-disciplinary model for designing, delivering and assessing Information Literacy and Argument and Research Writing curricula within a collaborative that admits the complex nature of research writing in the 21st century.

ROOM 1005

CHAIR: Kelly Diamond, West Virginia University, Morgantown, West Virginia

2:00 – 3:30 PM
PANEL: F2F IN THE AGE OF IM: TERM PAPER CLINIC AT WEST VIRGINIA UNIVERSITY LIBRARIES
Kelly Diamond, Alyssa Wright and Noel Kopriva, West Virginia University, Morgantown, West Virginia

West Virginia University Libraries have offered a successful Term Paper Clinic since 2002. In this session, we will describe how we originally set up the Term Paper Clinic as well as how we currently run and market this service. We will also discuss how we use statistics gathered from students to improve and market our services. The session will conclude with a discussion of best practices for setting up and running a term paper clinic.

ROOM 210

CHAIR: Margaret Fain, Coastal Carolina University, Conway, South Carolina

2:00 – 3:30 PM
PANEL: REIMAGINING, REPURPOSING, REINVENTING: USING LIBGUIDES FOR INSTRUCTION AND OUTREACH
Camilla B. Baker, LouAnn Blocker and Yadira Payne, Augusta State University, Augusta, Georgia

Reese Library at Augusta State is transforming its course pages, class pages, and outreach publications into easily updated LibGuides, allowing instructional and promotional materials to be created by any library faculty or staff. If you have a collection of these types of materials that you like to provide for your students, LibGuides is a fast way to repurpose them into web pages that you can tailor to either a discipline or a specific assignment.

ROOM 217

CHAIR: Adrienne Blackwell-Starnes, Georgia Southern University, Statesboro, Georgia

2:00 – 2:30 PM
SCHOLARLY, ACADEMIC, CREDIBLE: NEW TERMS FOR RESEARCH INSTRUCTION
Stephanie Loomis Pappas, Northeastern University, Department of English, Boston, Massachusetts

Faculty members' requests for one-hour library instruction sessions often force both themselves and librarians to make a sharp distinction between "scholarly" and "popular" with which neither group is satisfied. In their feedback on these sessions, librarians exhibit frustration at having to make a distinction they do not agree with and see as a hindrance to promoting information literacy. In their critique of these same sessions, faculty members often complain that "scholarly" and "popular" were too easily defined, even though it is their very instruction requests that lead to these definitions. Drawing from interviews with first-year writing students, composition instructors, and instructional librarians at a large public university, the speaker explores the potential benefits of exchanging "scholarly" and "popular" for "credible" and "non-credible."

2:30 – 3:00 PM
INFORMATION VISUALIZATION FOR LIBRARY INSTRUCTION IN THE DIGITAL AGE
LiLi Li, Georgia Southern University, Statesboro, Georgia

This presentation intends to Information Visualization methods applicable to academic, public, and school library settings. With real-world samples of Information Visualization, this presentation intends to explore creative and innovative teaching approaches for information literacy instruction in service-oriented and student-centered academic learning environments. This presentation focuses on how to foster skills in critical thinking, problem solving and decision making in the digital age.

3:00 – 3:30 PM
BRICK BY BRICK: ARCHITECTURE, SPACE PLANNING, AND INFORAMTION LITERACY
Stewart Brower, University of Oklahoma, Tulsa, Oklahoma

What happens when you build a new library to follow information literacy guidelines as a mandate of its design? The University of Oklahoma-Tulsa did exactly that when they built the new Schusterman Library in 2011. Learn how this new library put information literacy first in its design and what lessons have been learned.

ROOM 218

CHAIR: Kristi Nourie, St. Thomas Aquinas High School, Overland Park, Kansas

2:00 – 2:30 PM
DISCOVERING A DISCOVERY TOOL
Lan Shen and Sheila Rezak, Purdue University Calumet, Hammond, Indiana

Teaching information literacy using the Primo - one simple search can be challenging for the library instructor, especially when limited to one classroom period by the class instructor. The proposed presentation is addressing the problems that students are facing with the discovery search tool and discussing how to provide question based presentation and group exercises to engage students in their information retrieval, critical thinking, and information evaluation skills in information literacy instruction.

2:30 – 3:00 PM
INFORMATION LITERACY AND THE LIBRARY WEBSITE: BRIDGING THE GAP AND MEETING USER NEEDS
Jeff Gallant and Laura B. Wright, Valdosta State University, Valdosta, Georgia

Academic librarians typically use information literacy standards to inform library instruction, but how can they use these standards when designing library web pages? Two reference librarians from Valdosta State University share their experiences on revising their tutorial and subject guide gateway, "Library Help," by using both usability and information literacy standards. We will also discuss the usability testing that led to this revision, how to put together a usability testing plan, and interesting ideas on how to both evaluate your web pages' usability and your users' needs.

You are invited to submit Conference Materials on Eagle Space. Presenters: Submit your handouts, PowerPoints, or additional conference materials for our online Eagle Space account.

Send your files to Silke Ledlow at silkeledlow@georgiasouthern.edu by October 15 to be uploaded.

To view past conference materials on D Space please visit the following link:

http://dspaceprod.georgiasouthern.edu:8080/jspui/handle/10518/35. In the search box you may browse for the desired presentation by keyword, title or author. There will be a link on the conference website.

Thanks again for your participation and a spectacular conference!

ROOM 2005

CHAIR: Ben Bryson, Altamaha Technical College, Brunswick, Georgia

2:00 – 2:30 PM

BETTER BEGINNINGS: THE LINK BETWEEN A LIBRARY SKILLS CLASS AND STUDENT SUCCESS RATES

Jean Cook, University of West Georgia, Carrollton, Georgia

Librarians at UWG wanted to discover the effects of the library's core curriculum credit-bearing course on student success. Pulling data from seventeen thousand students over ten years, the speaker compared the GPAs, retention, and graduation rates of freshman who did and did not enroll in the course. She will present the exciting results and discuss how to use similar techniques to assess library classes and one-shots.

2:30 – 3:00 PM

STUDENTS INFORMING STUDENTS: SETTING UP AN INFORMATION LITERACY PEER TUTOR PROGRAM

Jason Ezell and Philip Smith, Lincoln Memorial University, Harrogate, Tennessee

Teaching information literacy: We do instruction sessions, we collaborate with faculty, design course integrations and assessments, we set up workshops, and put up online tutorials. What more can we do? Maybe nothing ourselves, but we can also allow students help each other. In this presentation, we will outline how we went about setting up an information literacy peer tutor service, from generating interest on campus to finding, hiring, paying, and training tutors, and promoting the program. We will share stories from the field and describe a few difficulties and successes.

3:00 – 3:30 PM

CREATING AN ONLINE LIBRARY TUTORIAL BASED ON STUDENT NEEDS ASSESSMENT

Jay Brandes, Troy University - Wallace Hall Library, Troy University, Alabama and Christopher Shaffer - Dothan Library, Troy University, Dothan, Alabama and Amanda Major, University of Phoenix, Montgomery, Alabama

In this presentation teaching and library faculty from the University of Phoenix and Troy University will discuss information literacy needs of online learners and how both universities are working to meet those needs. Results of a needs assessment will be used to reveal students' perceptions of their information literacy needs and an online library tutorial that was designed to meet those needs will be discussed.

Friday • 3:30 – 4:00 p.m. — Beverage and Snack Break

TWEET THE CONFERENCE SESSIONS...

For those who would like to Tweet the conference sessions and keynote, please use the following hashtag: #GAIL2010.
Most often the hashtag appears at the end of a Tweet, but it could be placed in the middle or at the beginning. This would allow Twitter users to search for this hashtag and find Tweets by those attending the conference, live, as they are posted, or at a later time.

For those who are unfamiliar with Twitter, accounts are free at http://twitter.com and Tweets are limited to 140 characters, including spaces and punctuation. This means that the hashtag characters for this conference would also count as 9 characters, limiting the remainder of a single Tweet on this Conference to 131 characters, again, including spaces and punctuation. There is no limit to the number of Tweets you can post, though.

Friday • 4:00 – 5:30 p.m. — Concurrent Presentations

ROOM 1002

CHAIR: Kim Murray, University of Central Florida, Winter Park, Florida

4:00 – 4:30 PM

A KINDER, GENTLER WAR ON PLAGIARISM AT THE UNIVERISTY OF MISSISSIPPI

Amy E. Mark, University of Mississippi, University, Mississippi

This informational presentation shares the benefits of using technology in order to demonstrate student learning on one very important information literacy outcome: the ethical use of information. Come hear about a locally developed video, an outcome-based online quiz, and an assessment process used to increase student learning. Learn about how you can create a similar tool that can be a part of any institution's arsenal on the war against plagiarism.

4:30 – 5:00 PM

"ETHICAL INFORMATION: THE GUIDING CRITERION FOR INFORMATION LITERACY"

Lisa Yount, Savannah State University, Savannah, Georgia

This paper examines the necessity for ethical information, provides a criteria for judging when information is ethical and being used ethically, and how those considerations relate to the goals of information literacy.

5:00 – 5:30 PM

PROMOTING ACADEMIC INTEGRITY BY STUDENT-PRODUCED VIDEO ASSIGNMENTS IN AN ONLINE ENVIROMENT

Judith Szerdahelyi, Western Kentucky University, Bowling Green, Kentucky

This presentation offers some new technology-based strategies to evaluate students' online performance and to make sure that students do not get credit for work they did not do. More specifically, it will discuss some student-produced video assignments that promote academic integrity and active learning.

ROOM 1002A

CHAIR: Randall McClure, Georgia Southern University, Statesboro, Georgia

4:00 – 4:30 PM
RESULTS OF A NATIONAL ASSESSMENT OF INFORMATION LITERACY SKILLS
Carolyn Radcliff, Kent State University, Kent, Ohio

The Project SAILS test of information literacy skills provides quantitative evidence that students develop information literacy skills as they progress through college. This presentation will offer details about the national results of SAILS testing, including how students in various categories perform on eight information literacy subscales or skill sets. Ideas for extending and understanding the results will also be offered.

4:30 – 5:00 PM
ADVENTURES IN ASSESSMENT: LIB 100 @ CLEMSON UNIVERSITY
Anne Grant, Clemson University Libraries, Clemson, South Carolina

This presentation will discuss the results of a rubric based assessment created for a library instruction program that is designed to meet the needs of all incoming students at Clemson University. After attending the ACRL Immersion program Assessment Track, the instruction Coordinator for this institution returned with fresh ideas about assessment and she will share with participants the basic layout of the instruction provided and the thought process behind the creation of the assessment. Finally, results and a critical analysis of the process will be shared.

5:00 – 5:30 PM
AUTHENTIC ASSESSMENT – THE REAL THING
Betsy Whitley, North Georgia College & State University, Dahlonega, Georgia

The purpose of this presentation is to explore the use of authentic assessment to plan and evaluate learning within the 50 - 90 minute library instruction one-shot classroom. The presenter will 1) define authentic assessment 2) compare it to more traditional forms of assessment, 3) share examples that can be adapted for use, and 4) present the advantages and challenges of applying authentic assessment in the library classroom.

ROOM 1220B

CHAIR: Julie Doublery, Georgia Southern University, Statesboro, Georgia

4:00 – 5:30 PM
PANEL: THE FAR SIDE OF THE SPECTRUM: INFORMATION LITERACY IN ONLINE SOCIAL SPACES AND MULTIMEDIA COMPOSITION
Daniel Anderson, Ian Helfrich, Sydney Stegall and Mallory Melton, University of North Carolina, Chapel Hill, North Carolina

Using a presentational mode that incorporates screen cast examples of coursework, presenters will explore information literacy in terms of online social interactions and multimedia modes of composition. Discussion will cover sites of social literacy including online learning spaces. Panelists will also present findings related to the production of podcasts, videos, and hybrid multimedia compositions.

ROOM 212

CHAIR: Mary Marwitz, Georgia Southern University, Statesboro, Georgia

4:00 – 5:30 PM
PROFESSIONAL EDITING TODAY: THE ANALOG KID BECOMES THE DIGITAL MAN
E. Jonathan Arnett, Kennesaw State University, Kennesaw, Georgia and Laura A. Palmer, Southern Polytechnic State University, Marietta, Georgia

Texts are moving from paper-based media to electronic media, and editors must broaden their information literacy skills in order to accommodate this new reality. This presentation will discuss the tools, techniques, and important information literacy skills to be an effective editor in the electronic age and in multiple disciplines.

ROOM 1005

CHAIR: David Salinero, Delta State University, Cleveland, Mississippi

4:00 – 5:30 PM
PANEL: HOOKED ON ONLINE COURSES: TEACHING LIB IN THE REAL WORLD
Emily R. Bell, Cynthia Beardsley and Joi Phillips, Delta State University, Cleveland, Mississippi

Today's classroom environments are largely online and many students actually prefer this delivery method. Numerous traditional students are so tech-savvy that they assume that they will excel in the courses taught in an online format. Panelist will discuss various aspects and issues related to having this course fully online. Discussions will include but not be limited to the effectiveness of the online course in general, instructor-student interactions, and plagiarism.

ROOM 210

CHAIR: Anne Barnhart, University of West Georgia, Carrollton, Georgia

4:00 – 5:30 PM
PANEL: CASTING A WIDER NET IN THE ACADEMIC LIBRARY: COLLABORATING WITH CAMPUS DEPARTMENTS ON MULTIMEDIA RELATED COURSE PROJECTS
Alison Valk and Sherri Brown, Georgia Institute of Technology, Atlanta, Georgia

The needs of college students have changed in the 21st-century. Increasingly, students are assigned class projects that require them to present information using a variety of media. Georgia Tech librarians discuss the challenges, limitations, and opportunities associated with teaching multimedia skills. The presenters share their strategies for collaborating with campus departments to develop a multimedia-themed instructional program within the library.

ROOM 217

CHAIR: Cate Crosby, West Chester University of Pennsylvania, West Chester, Pennsylvania

4:00 – 4:30 PM
SOURCES AS TOPOI: MAKING A PLACE FOR INFORMATION LITERACY
Grace Veach, Southeastern University, Lakeland, Florida

This presentation investigates information literacy as it is positioned at the intersection of librarianship and rhetoric/composition. I explore the metaphor of place as it has been used to explain information literacy by both disciplines. Possibilities for classroom application of this metaphor will then be presented.

4:30 – 5:00 PM
INFORMATION: A LITERATURE REVIEW
Philip Smith, Lincoln Memorial University, Harrogate, Tennessee

We preach information literacy all the time, but what exactly is information? Join me for a review of how information is used in various fields of knowledge: physics, biology, technology, politics, art, and popular culture. We won't try to rigorously define or isolate the essence of information but rather see what emerges from the family of resemblances these uses of information create. I'll try to show how the idea of information works in each of these fields using theories, methods, projects, protests, visualizations, charts and graphs and more as examples. Sound like too much? We'll also talk about information overload. We can then use this to inform our notions of what information literacy is and see how our usual standards, definitions, and practices stand up to it.

ROOM 218

CHAIR: Craig Schroer, University of West Georgia, Carrollton, Georgia

4:00 – 4:30 PM
REQUIRED READING OF CREDIT-BEARING INFORMATION LITERACY UNDERGRADUATE CLASSES
Rachael Elrod and Elise Wallace, The Citadel, Charleston, South Carolina

A description of the Required Readings including: formats (ie: book, online article, scholarly article, blogs, etc.), topics (i.e.: plagiarism, Boolean searching, catalog searching, analyzing information, etc.) and how each relate to the ACRL Information Literacy Competency Standards for Higher Education.

4:30 – 5:00 PM
CRITICAL THINKING AS INFORMATION LITERACY: A MODEL FOR THE CORE CURRICULUM?
Lisa P. Smith and Phyllis S. Dallas, Georgia Southern University, Statesboro, Georgia

The presenters will share the history of the new critical thinking requirements adopted by Georgia Southern University, which are based upon information literacy goals. In addition, the presenters will briefly examine models for developing and measuring critical thinking skills from other USG institutions. Finally, an opportunity for input from the participants will be welcomed and facilitated through questions from the presenters that focus on assessment of critical thinking.

ROOM 2005

CHAIR: Timothy Giles, Georgia Southern University, Statesboro, Georgia

4:00 – 4:30 PM
TEACHING WRITING IN THE CONTEXT OF NEWS MEDIA
Gail Munde and Chuck Twardy, East Carolina University, Greenville, North Carolina

The first writing course for undergraduate communication majors in the journalism and public relations concentrations is revised to target specific information literacy competencies. The course instructor and a library science faculty member developed assignments that would develop students' skills in indentifying key concepts, summarizing main ideas, and evaluating information sources.

4:30 – 5:00 PM
HOW TEACHERS REACT TO STUDENTS' RESEARCH: IMPLICATIONS FOR TEACHING INFORMATION LITERACY
Larry Beason, University of South Alabama, Mobile, Alabama

Teachers' reactions to student writing can indicate to a class what our "real" standards and expectations are—more so than lectures or prompts. This presentation focuses on pedagogical implications of a case study that examined how various teachers reacted to effective and ineffective use of research in students' essays.

Friday • 5:30 p.m. — Adjourn for the Day

GEORGIA INTERNATIONAL CONFERENCE ON iNFORMATION LITERACY

Saturday, September 24, 2011
Coastal Georgia Center, Savannah, GA

7:30 – 8:30 A.M. - LOBBY   CONTINENTAL BREAKFAST

8:30 – 9:30 A.M. - AUDITORIUM ROOM 100   KEYNOTE PRESENTATION

2011 Keynote Speaker

Mike Palmquist
Associate Vice Provost for Learning and Teaching, Institute for Learning, Colorado States University, Fort Collins, CO

He directs the University's Institute for Learning and Teaching. His scholarly interests include writing across the curriculum, the effects of computer and network technologies on writing instruction, and new approaches to scholarly publishing.

His work has appeared in journals including Computers and Composition, Written Communication, IEEE Transactions on Professional Communication, Journal of Engineering Education, Kairos, Council of College Teachers of English Studies, and Social Forces, as well as in edited collections. He coordinates the development of Writing@CSU, the University's Online Writing Center, and is the founding editor of Academic. Writing, a refereed journal focusing on interdisciplinary perspectives on communication across the curriculum, and edit the WAC Clearinghouse.

He is co-author, with Kate Kiefer, Jake Hartvigsen, and Barbara Godlew, of Transitions: Teaching Writing in Computer-Supported and Traditional Classrooms, published in 1998 by Ablex, and co-author, with Don Zimmerman, of Writing with a Computer, published in 1999 by Allyn and Bacon. Additionally he is the author of The Bedford Researcher (first edition, August 2002; second edition, October 2005; third edition, October 2008), Designing Writing (2005), the Bedford Bibliographer (a Web-based citation tool published in 2006), the Bedford Research Room (a Web site for students and instructors, first published in 1998 and last updated in 2005), and the software program Research Assistant/HyperFolio for English, all published by Bedford/St. Martin's.

JOINING THE CONVERSATION: THE ROLE OF INFORMATION LITERACY IN PUBLIC AND ACADEMIC DISCOURSE

In this talk, I'll address the role that information literacy plays in our students' ability to engage in public and academic discourse. Focusing on the transformative and generative nature of many information technology tools, I'll consider both the limits they place on dialogue and discussion and the possibilities they create. Working within a conversation metaphor, I'll explore strategies for helping students understand and recognize the relevance of working with information and, by extension, of gaining expertise in new and emerging technologies. I'll also address how some older (and more entrenched) views of information literacy might work against the development of these kinds of understandings and expertise.

Saturday • 8:30 – 9:45 a.m. — Break

Saturday • 9:45 – 10:45 a.m. — Concurrent Presentations

ROOM 1002
CHAIR: Craig Schroer, University of West Georgia, Carrollton, Georgia

9:45 – 10:45 AM
WORKSHOP: THE COMMON READ WORKSHOP
Carol Hulse and Linda Moore, University of West Florida, Pensacola, Florida
An interactive, hands-on-workshop on how to use the common read and Internet materials in high school and college classes. Participants will be actively engaged! Be prepared to challenge your critical thinking skills!

ROOM 1220A
CHAIR: Sonya Shepherd, Georgia Southern University, Statesboro, Georgia

9:45 – 10:45 AM
PANEL: HELPING STUDENTS FIND THEIR WAY WITH PATHFINDERS
Judi Repman, Kathryn Kennedy, Stephanie Jones and Lucy Green, Georgia Southern University, Statesboro, Georgia
Building pathfinders to help students effectively and efficiently focus on appropriate research resources can be a valuable component of information literacy instruction. Today, teachers and library media specialists have a wide range of easy to use pathfinder construction tools at their fingertips. During this session you'll see the tools in action, with examples from different grade levels and content areas.

ROOM 1220B
CHAIR: Amy Burger, North Georgia College & State University, Dahlonega, Georgia

9:45 – 10:45 AM
PANEL: EBSCO DISCOVERY AND LIBRARY INSTRUCTION
Leigh Thompson and Amy Butler, University of North Alabama, Florence, Alabama
This presentation will discuss the University of North Alabama's implementation of the EBSCO Discovery product. As part of the implementation process, the library examined ways in which the available features could be used to develop users' information literacy skills and utilized by faculty to enhance the course experience.

ROOM 212

CHAIR: Karla Lyles, Georgia Southern University, Statesboro, Georgia

9:45 – 10:45 AM
PANEL: CITIZEN HISTORY: COMMUNITIES ACCUMULATING RESEARCH AND DOCUMENTING INFORMATION ON NORTH CAROLINAS AREA LANDMARKS (CARDINAL)
Brian Young, Kate McKinney Maddalena and Shaun Martin, University of North Carolina - Chapel Hill, Chapel Hill, North Carolina

Communities Accumulating Research and Documenting Information on North Carolina Area Landmarks (CARDINAL) is a multidisciplinary online project under development by a small group of graduate students in library science, digital media, and rhetoric at North Carolina State University and University of North Carolina-Chapel Hill. Cardinal uses an existing database of geotagged historical markers to invite users to participate in "citizen history." This panel describes the project's design and pilot tests, and proposes that digital media, as potential tools which enable information literacy, can help facilitate right-minded information production.

ROOM 1005

CHAIR: Lisa J. Vassady, Radford University, Radford, Virginia

9:45 – 10:45 AM
PANEL: LIBRARY VIDEO CREATION FOR CHAT, REFERENCE, AND INSTRUCTION
Rebecca Rose, Georgia Perimeter College - Newton Campus, Covington, Georgia and Pat Leamon, Georgia Perimeter College - Clarkston Campus, Clarkston, Georgia

Have you thought about creating videos to help your students construct a good search or navigate through a database, to reach distance learners, or just to make your library instruction class more entertaining? The presenters will describe and demonstrate ways to improve library services using video tutorials created with Camtasia and Jing. The presentation will cover details of the creation, best practices, and relevant software applications, and will show the possibilities of using videos and screen casts for teaching information literacy skills to students.

Saturday • 10:45 – 11:00 a.m. — Break

Saturday • 11:00 a.m. – 12:30 p.m. — Concurrent Presentations

ROOM 1002

CHAIR: Amy Burger, North Georgia College & State University, Dahlonega, Georgia

11:00 – 11:30 AM
FADE TO BLACK: THE STUDY OF BLACK POPULAR CULTURE FOR INFORAMTION LITERACY INSTRUCTION
Angiah Davis, Atlanta University Center, Atlanta, Georgia

Discover how Robert W. Woodruff Library-Atlanta University Center Librarians obtained a grant to create an electronic annotated index with audible author commentary on black popular culture, how the index may be used in information literacy instruction and also hear about our progress with the grant project.

11:30 AM – Noon
TRAVEL WRITING AND INFORMATION LITERACY
Michael Strickland, Elon University, Elon, North Carolina

This presentation explores the interface between information theory, as examined in James Gleick's latest book, The Information, a History, a Theory, a Flood, and a travel and food writing class I have been teaching for several years. This class focuses not only on the history and theory of Travel Writing as a genre, but also on the research practices and perspective necessary for "deep description." In addition, this course puts students in the field, doing hands-on food and travel writing of their own, in a project I call, "From Murphy to Manteo: The Hwy 64 Project."

Noon – 12:30 PM
INFORMATION LITERACY AND POLITICAL EFFICACY: USING THE WEB FOR ENGAGED CITIZENSHIP
Maria Albo, North Georgia College and State University, Cumming, Georgia

This rise in information availability combined with the political atmosphere surrounding today's college students has placed America on the way toward reversing the downward trends in political participation. The Internet is a crucial tool for politicians who want to secure the millennial vote. The web provides a comprehensive tool for engaged citizenship though numerous, free resources that empower voters to make educated decisions about their leadership in a representative democracy. Information Literacy and Political Efficacy: Using the Web for Engaged Citizenship hopes to identify an increase in political efficacy through increased information literacy.

ROOM 1220A

CHAIR: Judith Repman, Georgia Southern University, Statesboro, Georgia

11:00 – 11:30 AM
WATCHING THEM GROW UP: MEASURING INFORMATION LITERACY FROM THIRD GRADER TO COLLEGE SENIOR

Carolyn Radcliff, Kent State University, Kent, Ohio

TRAILS and SAILS are national, standardized assessments of information literacy skills. TRAILS offers four assessments based on 3rd, 6th, 9th, and 12th grade standards; SAILS test questions are based directly on the ACRL information competency standards. Attendees will develop an understanding of the TRAILS and SAILS tests, how they have been used, and whether they would be useful for their own institutions.

11:30 AM – Noon
USING A MEDIA TECHNOLOGY SHOWCASE TO BRIDGE THE GAP BETWEEN K-12 & HIGHER EDUCATION

Sonya Shepherd, Georgia Southern University, Statesboro, Georgia

The audience will learn how a professional development workshop led by an academic librarian was created and used to show K-12 teachers and media specialists how to embed the "Big 6" in K-12 classes using persistent links to the library catalog and databases as well as other tools to help in the research process.

Noon – 12:30 PM
PAST, PRESENT, FUTURE: BRING LITERACY TO STUDENTS' LIVES
Kristi Nourie, St. Thomas Aquinas High School, Overland Park, Kansas

It's time to update yesterday's literacy skills for today's students. This highly-adaptable lesson blurs the line between how students live and how students learn by utilizing contemporary advertisements from multiple media to teach critical literacy skills. Making students aware of the methods and choices behind a text helps them develop empowering media and literacy skills; asking them to create their own texts for an authentic audience refines those skills and makes the lesson relevant in the present and for the future.

ROOM 212

CHAIR: Adrienne Blackwell-Starnes, Georgia Southern University, Statesboro, Georgia

11:00 – 11:30 AM
TURNING STUDENTS INTO ETHNOGRAPHERS: A LIBRARY DISCOVERY TOUR
Toni Carter, Auburn University, Auburn, Alabama

Realizing traditional, guided library tours are not particularly helpful or interesting for students, librarians at Auburn University developed the "Ethnographers for an Hour" library discovery tour. This library session offers students a hands-on exploration of the physical layout of the library and library services. Students are divided into teams, given a

blank map of the floor they are assigned to investigate, and given time to explore before coming back together to report their findings to the class as a whole. This presentation will describe the "Ethnographers for an Hour" library session, how we present it to students, and what students learn from the activity.

11:30 AM – Noon
THE NOCTURNAL LIBRARIAN: EVOLVING NIGHTLY TO MEET THE NEEDS OF THE INFORMATION SEEKER
Terrence Martin, Bennett College, Greensboro, North Carolina

The presentation will offer ideas and suggestions for how Night Librarians may reevaluate their role during off-peak hours to improve already established competencies and develop a focused curriculum embedded within online tutorials that will foster student-faculty involvement during the semester. Presenters will converse about recent trends and various technology and social medians that aid in improving a Night librarian's role during off-peak hours.

Noon – 12:30 PM
BOOKMAPPING: LIT TRIPS AND BEYOND
Terence W. Cavanaugh, University of North Florida, Jacksonville, Florida

Learn how using Web 2.0 interactive mapping tools, such as Google Maps and Google Earth, to support reading instruction, literacy, standards, and reading in the content areas. These mapping tools provide an additional strategy for analyzing literature content and provide a method for sharing that analysis.

ROOM 1005

CHAIR: Elizabeth Kelly, Georgia Southern University, Statesboro, Georgia

11:00 – 12:30 PM
WORKSHOP: iRESPOND, uRESPOND, weRESPOND: USING CLICKERS TO ASSESS INSTRUCTION IN AN ACADEMIC SETTING
Katherine Ott and Kara Mullen, Clayton State University, Morrow, Georgia

Dazed and Confused seeks Knowledge and Success. Come see how the iRespond system works to help students focus and the librarian assess what happens in instruction. This is an interactive workshop that will cover creation, utilization, and documentation of the Clayton State Library's clicker system and show the participant why we chose this system over other survey methods.

ROOM 210

CHAIR: Stephanie Loomis Pappas, Northeastern University, Department of English, Boston, Massachusetts

11:00 – 11:30 AM

OPEN COMMUNICATION: WORKING WITH FACULTY TO INTEGRATE INFORMATION LITERACY INTO A NEW BSN PROGRAM

Mark Marino, State College of Florida, Manatee-Sarasota, Bradenton, Florida

Building relationships with faculty at the very beginning of a new baccalaureate program creates opportunities to integrate library skills and information literacy into the curriculum. But perhaps more importantly, this collaboration creates the opportunity to build an assessment model for future baccalaureate programs. Librarians at State College of Florida accomplished this through the creation of a discipline-specific rubric, which can be used for accreditation purposes to track the general education requirement for information literacy.

11:30 AM – Noon

ENCOURAGING FACULTY BUY-IN TO THE QEP THROUGH INCENTIVES

Chuck Robertson, North Georgia College & State University, Dahlonega, Georgia

This presentation will highlight successful incentive programs used to encourage and facilitate IL integration among faculty at North Georgia.

Noon – 12:30 PM

EXPLORING HOW STUDENTS, INSTRUCTORS, AND PROFESSORS AT A HIGHER EDUCATION INSTITUTE DEFINE IL

James Rhoades, Florida State University Libraries, Tallahassee, Florida

Librarians have talked about the importance of information literacy standards for years. Little has been said, however, about how students, instructors, and professors actually define the concept? This presentation will highlight, with video snapshots, what students, instructors, and professors actually say they know about information literacy. The program will uncover assumptions to help librarians maximize the success of library sessions.

REMINDER: REPORT TO THE LOBBY AT 12:30 PM FOR THE PLU MASTERY TEST

Saturday • 12:30 p.m. — Distribution of Box Lunches

Saturday • 1:00 – 4:00 p.m. — Citation Project Workshop

ROOM 1005

1:00 – 4:00 PM

STRUGGLING WITH SOURCES: COLLABORATIVE RESEARCH ON USE AND ENGAGEMENT WITH SOURCES: A POST-CONVENTION WORKSHOP

Facilitators: Sandra Jamieson, Drew University and Tricia C. Serviss, Auburn University

Workshop participants will be introduced to methods of citation context analysis developed in the Citation Project {www.citationproject.net/} and will engage in hands-on practice of these methods. This form of textual and source analysis reveals how effectively students are understanding and using the sources they cite; it serves as a valuable means of faculty development; it can be used in library instruction, for course placement, and for program assessment; and most of all, it can be used to develop pedagogy that teaches students how to engage with their research sources rather than plagiarize from them. Participants in this workshop will also have the possibility of participating in ongoing Citation Project research.

The Citation Project is a multi-institution research project whose purpose is to compile an aggregate description of how college students use the research sources that they cite. Studying papers gathered from a variety of colleges, researchers read the papers and their sources as they pursue answers to a variety of questions, such as what types of sources students choose; the location in the source of the cited material; the frequency with which students use quotation, paraphrase, patch writing, and summary; whether this choice correlates with the difficulty level or genre of the source they are citing; and whether any of these four strategies tend to be used in the early or later part of the student's paper.

The data gathered from this research furthers our understanding of underlying issues in students' source-based writing, so that more effective pedagogy can be developed. Currently, writing faculty and librarians introducing students to research and source-based writing focus most of their attention on instruction in finding and evaluating sources, and in understanding and using citation systems. Project Information Literacy content analysis {http://projectinfolit.org/pdfs/PIL_Handout_Study_finalvJuly_2010.pdf} of research assignment handouts from 28 US colleges reveals an overwhelming focus on "how-to procedures and conventions for preparing a final product for submission, [rather] than guidance about conducting research and finding and using information in the digital age." Lead researcher Alison Head observes {http://projectinfolit.org/st/howard-jamieson.asp} that the handouts also "tended to emphasize the disciplinary recourse that instructors would take against students who were caught in acts of academic dishonesty." This research parallels Citation Project conclusions {http://www.insidehighered.com/news/2011/04/11/study_of_first_year_students_research_papers_finds_little_evidence_they_understand_sources} that students' instructional needs are far more complex than we have imagined, calling for fresh, nuanced instruction in critical reading, building arguments from syntheses of sources, and the rhetorical uses of citation. This workshop is designed to give participants a deeper understanding of what happens in student source-based writing that they can use to develop that nuanced instruction.

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next year!

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