

Conference Program [2008]

Georgia International Conference on Information Literacy

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Georgia International Conference on Information Literacy, "Conference Program [2008]" (2008). *Georgia International Conference on Information Literacy*. 1.

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SCHEDULE AT A GLANCE

Friday, October 3, 2008

7:30 a.m.
Registration – Lobby
(Registration Area will be open throughout the conference)

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

8:30 – 9:45 a.m.
Concurrent Sessions

9:45 – 10:00 a.m.
Break - Lobby

10:00 – 11:15 a.m.
Concurrent Sessions

11:15 – 11:30 a.m.
Break - Lobby

11:30 – 12:30 p.m.
Concurrent Sessions

12:30 – 1:30 p.m.
Conference Luncheon
Rooms 113-115

1:30 - 2:45 p.m.
Concurrent Sessions

2:45 – 3:00 p.m.
Break - Lobby

3:00 – 4:00 p.m.
Concurrent Sessions

4:00 – 4:15 p.m.
Break - Lobby

4:15 – 5:15 p.m.
Concurrent Sessions

Saturday, October 4, 2008

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

8:30 – 9:30 a.m.
Keynote Speaker
Carol Simpson – Auditorium

9:30 – 9:45 a.m.
Break - Lobby

9:45 – 10:45 a.m.
Concurrent Sessions

10:45 – 11:00 a.m.
Break - Lobby

11:00 – 12:30 p.m.
Concurrent Sessions

12:35 p.m.
BOX LUNCHEON (advance purchase only)
Turn in Conference Evaluation
in the Lobby

Jointly Hosted By

- Zach S. Henderson Library
- Department of Writing and Linguistics
College of Liberal Arts and Social Sciences
- College of Education
- Continuing Education Center
Georgia Southern University

OCTOBER 3 & 4

PROGRAM 2008

Georgia Conference on Information Literacy

Coastal Georgia Center, Savannah, GA

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



Keynote Speaker



**Carol
Simpson
Ed.D., JD**

**SATURDAY
8:30 - 9:30 a.m.**

Can You? Should You?

Dr. Simpson will discuss the current fair use climate and the raging battle between those who think educators should force educational fair use to the wall, and others who advocate a more conservative approach.



Welcome to Savannah!

Georgia Conference on Information Literacy 2008

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Concurrent Sessions – Friday **8:30 – 9:45 a.m.**

PANEL 1	Concurrent Sessions – Friday 8:30 – 9:45 a.m.
ROOM 218	<p>DIGGING UP THE PAST: HOW A LIBRARIAN - HISTORY FACULTY COLLABORATION BRINGS HISTORY TO LIFE <i>Target Audience: Higher Education</i> Lisa Nichols, MLIS (Camden-Carroll Library), Kris DuRocher, Ph.D (Dept. of Geography, Government, and History) - Morehead State University, KY</p> <p>Inspired by an article called "Engaging Students in the Game of Research", a librarian and history faculty member got together to create and co-teach their own unit on researching with primary sources. The goals were simple: engage students in the research process and help students connect with the past in a meaningful way. This presentation will focus on their collaborative project and include information about its evolution. The presenters hope to inspire participants to begin a library-faculty collaboration project (or two) on their own campuses.</p> <p>LIBRARY AND NURSING FACULTY PARTNERSHIP <i>Target Audience: Higher Education</i> Mangala Krishnamurthy, MLIS - University Libraries, The University of Alabama, AL</p> <p>This presentation describes one example of how librarians and nursing faculty collaborated in creating a web-based library tutorial to help the nursing students, in particular the RN mobility track students, in a fully distance education program.</p>

PANEL 2	Concurrent Sessions – Friday 8:30 – 9:45 a.m.
ROOM 210	<p>PROMOTING GOVERNMENT DOCUMENTS WHILE INSTILLING INFORMATION LITERACY <i>Target Audience: Higher Education</i> Lori Lester, MLIS – Information Services Department, Henderson Library, Georgia Southern University, GA</p> <p>This presentation examines the role government publications and Government Documents Librarians can play in information literacy instruction. Government documents librarians and other government information enthusiasts can promote government documents in the research process while teaching students to critically evaluate sources.</p> <p>ONLINE DISCUSSIONS TO BUILD STUDENTS' INFORMATION LITERACY SKILLS <i>Target Audience: Higher Education</i> Ludwika A. Goodson - Embry-Riddle Aeronautical University, FL</p> <p>This presentation's theme is "Practicing information literacy in online learning forums." The usual development process for online courses focuses on aligning discussion forums with course objectives. This presentation will show how the forums can be designed to integrate development of student information literacy skills, and will include examples from several courses.</p>

PANEL 3	Concurrent Sessions – Friday 8:30 – 9:45 a.m.
	CHAIR: Toni Carter
ROOM 1005	<p>GO ASK THE FRESHMEN: HOW MILLENIALS DEFINE INFORMATION LITERACY AND THEIR OWN SKILL LEVELS <i>Target Audience: Higher Education</i> Don Latham, PhD & Melissa Gross, PhD - College of Information, Florida State University, FL</p> <p>What is information literacy? Academic librarians have defined the concept through the criteria set forth in the Association of College and Research Libraries' Information Literacy Competency Standards for Higher Education (2000). But what do college students think, and why should it matter to instructional/user services librarians? This presentation will describe the results of a study in which in-depth, semi-structured interviews were conducted with college freshmen who were then given a standardized information literacy test.</p> <p>LIBRARY INSTRUCTION FOR FRESHMEN: AVOIDING REPETITION OR THE INEVITABLE "WE'VE DONE THIS BEFORE." <i>Target Audience: Higher Education</i> Toni M. Carter, MLIS, MA – Instruction/Reference Department, University of Tennessee at Chattanooga, TN</p> <p>Do your students complain of repetition in library instruction classes? This presentation will show how the Instruction/Reference librarians from the University of Tennessee at Chattanooga lessened this problem by creating flexible outlines for freshmen English classes. The outlines not only reduced repetition, but also freed up time for the librarians to work on higher level research classes.</p> <p>CLOSING THE GAP: DEVELOPING AND REFINING INFORMATION LITERACY IN HIGH SCHOOL AND COLLEGE STUDENTS <i>Target Audience: K-12/Higher Education</i> Linda Williams, EdS - Media Specialist, National Board Certified Teacher, Berrien High School, GA; Jennifer T. Peper, MA - Director of the Writing Center, Savannah College of Art and Design, GA</p> <p>The recursive, holistic process of research and writing presented by writing center professionals and teaching librarians builds information literacy and promotes life-long learning in students. This panel will discuss the common information literacy issues both a college writing center director and high school English teacher and media specialist share. The writing center director will discuss how she helps students to bridge the gap, and the media specialist will offer a collaborative solution that will better prepare students to successfully execute the research/writing process in postsecondary assignments.</p>

PANEL 4	CHAIR: Bede Mitchell	Concurrent Sessions – Friday 8:30 – 9:45 a.m.
ROOM 212	<p style="text-align: center;">PROVIDING LIBRARY INSTRUCTION TO GRADUATE STUDENTS: A REVIEW OF THE LITERATURE <i>Target Audience: Higher Education</i> Barbara A. Blummer - Center for Computing Sciences, Towson University, MD</p> <p>Library instructional programs available to graduate students in academic institutions in North America are reviewed through three chronological perspectives. This presentation will discuss these three perspectives. The first includes programs from the late 1950's to 1988 that offered traditional bibliographic instruction of print resources as well as CD-ROMs and online databases prior to the widespread availability of the Internet. The second perspective considers information literacy instructional efforts from 1989 to 1999 that paralleled the rise of the Internet. Finally, current initiatives, beginning in 2000, that aim to produce lifelong learners among graduate students through innovative instructional techniques.</p>	
	<p style="text-align: center;">INFORMATION LITERACY IN LIBRARY SPACES AND INTERFACES: EXPLORING THE LIBRARIES OF SEATTLE <i>Target Audience: Higher Education</i> Megan J. Kelly, PhD Student – Department of English, University of Washington, WA</p> <p>This presentation analyzes the evolution of libraries and the emergence of information literacy as a result of digital technology. Focusing on the Seattle Public Library (SPL) and on the University of Washington (UW) Library System, this presenter tracks the ways libraries continue to change as built and virtual spaces to accommodate users' shifting relationship to information gathering and literacy. The implications of these changes for composition pedagogy, particularly in the way research is taught in the writing classroom, are also examined.</p>	
	<p style="text-align: center;">PAIRING BRAIN RESEARCH AND INFORMATION LITERACY SKILLS FOR STUDENT LEARNING <i>Target Audience: Library Media Specialists</i> Dr. Betty J. Morris - Houston Cole Library, Jacksonville State University, AL</p> <p>This presentation explores how brain research and information literacy skills can be paired to enhance student learning. Components of brain research will be presented and how they can be used as part of information literacy skills instruction. Participants will come away with brain research strategies to use when teaching information literacy skills.</p>	

PANEL 5		Concurrent Sessions – Friday 8:30 – 9:45 a.m.
ROOM 111	<p style="text-align: center;">EMPLOYING CONTEMPORARY CINEMA TO HELP STUDENTS PROCESS LITERARY CRITICISM <i>Target Audience: Higher Education</i> JoNette LaGamba - University of South Florida, FL</p> <p>Literary criticism may be thought of as an information base that is often difficult for students to fully access, evaluate, and incorporate into their own thinking. They shy from the usual tedious research methods and end up with perfunctory results. This presentation considers the advantages of using contemporary cinema as a medium to teach varied forms of literary criticism: color as rhetorical vehicle, archetypal (Jungian and Campbell), biological and historical, and Marxist. Students will thoroughly enjoy this classroom strategy because of their overwhelming fascination with video formats and pop culture.</p>	
	<p style="text-align: center;">COLLABORATION AMONG FACULTY AND STUDENTS - INNOVATIVE WAYS OF USING WIKI <i>Target Audience: K-12/Higher Education</i> Xin Xu, PhD – School of Science and Technology, Information Technology Program, Georgia Gwinnett College, GA</p> <p>Wiki has attracted tremendous attention in recent years, mainly because of its Web 2.0 feature which allows all users to freely create and edit Web pages. This presentation will briefly introduce the general ways of using wiki, the advantages and disadvantages of using wiki. However, the main focus of this presentation is to share the innovative ways of using wiki to improve working efficiency both inside and outside the classroom.</p>	

PANEL 6		Concurrent Sessions – Friday 8:30 – 9:45 a.m.
ROOM 217	<p style="text-align: center;">ZIPUSA: A MULTI-GENRE APPROACH TO TEACHING INFORMATION LITERACY <i>Target Audience: K-12/Higher Education</i> Stefanie Frigo, PhD - Department of Writing and Linguistics, Georgia Southern University, GA</p> <p>Ideal for high school through college instructors, this workshop will demonstrate how a single assignment, based on National Geographic Magazine's ZIP USA series, can address multiple issues in information literacy.</p>	
<p><i>After this Panel</i></p> <p><i>Join Us for a Break in the Lobby</i></p> <p>9:45 to 10:00 a.m.</p>	<p style="text-align: center;">THE NEW SEVEN WONDERS OF THE WORLD: SIGHTS/SITES FOR VISUAL, CULTURAL, TECHNOLOGICAL, AND INFORMATION LITERACY <i>Target Audience: Higher Education</i> Patricia B. Worrall, PhD - English Department, Gainesville State College, GA</p> <p>Recently The New7Wonders Foundation sponsored a global competition to determine the New Seven Wonders of the World. The competition drew more than 100 million votes, and on July 7, 2007, The New Seven Wonders of the World were announced: Chichen Itza (Mexico), Christ Redeemer (Brazil), the Colosseum (Italy), the Taj Mahal (India), Petra (Jordan), Machu Picchu (Peru), and the Great Wall of China. These seven sights are truly remarkable and provide the ideal sites for visual, cultural, technological, and information literacy. This presentation will discuss and provide examples of group research projects that explored the New Seven Wonders and combined all four literacies.</p>	

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10:00 – 11:15 a.m.

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PANEL 7	Concurrent Sessions – Friday 10:00 – 11:15 a.m.	
ROOM 1005	<p>JUST DIVE RIGHT IN: A PATHFINDER TO ‘GET YOUR FEET WET’ IN THE ‘POOL’ OF DIGITAL PRIMARY SOURCES</p> <p><i>Target Audience: K-12</i> Rebecca Amerson, NBCT, EdS - Instructional Technology Specialist, Cherokee County Schools, Woodstock, GA</p> <p>This presentation will help participants enhance teaching and learning through the use of primary sources available from the digital collections of the Library of Congress, the Digital Library of Georgia, and DiscoveryStreaming.</p>	
	<p>ASSESSING THE STUDENT USE OF THE PRINT COLLECTIONS OF THREE SUBURBAN HIGH SCHOOLS</p> <p><i>Target Audience: K-12</i> Kathryn Bonnell, EdD - Newton High School, GA</p> <p>In order to plan effective literacy lessons and provide access to appropriate print and electronic sources, media specialists need to know exactly what types of sources students are using in their research papers. Through a teacher survey, student and teacher focus groups, and collection of historical budget data, one school district assessed the exact use of the print collection of three high schools. The results of this research could serve as a model for other school districts in assessing student use of print and electronic resources in research papers.</p>	
PANEL 8	Concurrent Sessions – Friday 10:00 – 11:15 a.m.	
ROOM 111	<p>CHAIR: Mark Richardson</p>	
	<p>MODELING CITATION PROTOCOLS FOR FACULTY COURSE DEVELOPERS</p> <p><i>Target Audience: Higher Education</i> Ludwika A. Goodson - Embry-Riddle Aeronautical University, FL</p> <p>This presentation will focus on converting loosely cited and formatted online course lecture notes from a faculty course developer, into a correct citation and reference format, while simultaneously leveraging the citation of “poor sources” as “teachable moments” for student-readers.</p>	
	<p>WEAVE A WEB OF LITERACY: USING TECHNOLOGY TO TEACH INFORMATION LITERACY SKILLS</p> <p><i>Target Audience: K-12/Higher Education</i> James Bradley, MLSIS - People’s Library, Wilmington University, DE</p> <p>Students respond to the use of technology in the classroom. This presentation will demonstrate how to engage students with online sources while teaching them valuable skills. Participants will learn to effectively use the web and other electronic resources to build students’ information literacy and information technology skills in the classroom and will discover methods to: encourage participation, improve collaboration skills, and improve the quality of sources cited.</p>	
	<p>THE WORLD AT THEIR FINGERTIPS: AN INTERDISCIPLINARY APPROACH TO COMPUTER LITERACY</p> <p><i>Target Audience: Higher Education</i> Tamara Shue & Beverly Santillo - Georgia Perimeter College, GA</p> <p>With all the available technology, what knowledge and skills matter the most when it comes to the computer? During this presentation, the two panelists will answer this question as they explain the design, purpose, and content of a one-hour computer literacy course, RSCH 1203- Research Strategies/Technology, at Georgia Perimeter College. RSCH 1203 ensures that all students enrolled at GPC have some basic knowledge of common computer programs and that the students develop research skills. This course also has an interdisciplinary emphasis.</p>	
PANEL 9	Concurrent Sessions – Friday 10:00 – 11:15 a.m.	
ROOM 218	<p>CHAIR: Rebecca Ziegler</p>	
	<p>“YOU CAN DOWNLOAD IT FOR FREE, CAN’T YOU?”: ETHICS IN PROFESSIONAL COMMUNICATION</p> <p><i>Target Audience: Higher Education</i> Christy Mroczek, MA – Department of Language, Literature, & Philosophy, Armstrong Atlantic State University, GA</p> <p>Professional communication and business writing classes offer the perfect opportunity to enhance how students use and manage information in digital environments because class assignments merge academic writing with practical, real world applications. Students should understand the fair use doctrine and develop reasonable criteria for ethical decision making on the job. Students should make the connection between academic research and responsibility in their careers.</p>	
	<p>IS WIKIPEDIA REALLY WICKED? ACADEMIC LIBRARIANS AND HISTORY PROFESSORS WEIGH IN</p> <p><i>Target Audience: Higher Education</i> Joan E. Broome, MLIS, MA - Zach S. Henderson Library, Georgia Southern University, GA</p> <p>An Academic Librarian surveyed the History Department on her campus and her own Information Services colleagues to find out if Wikipedia, the popular online encyclopedia, is really wicked. Some institutions of higher learning have actually BANNED its use on their campuses. This presentation will reveal the results of her informal campus surveys. Attendees are encouraged to share their own experiences with the controversial electronic reference tool.</p>	
	<p>WEB 2.0 IN UNDERGRADUATE RESEARCH</p> <p><i>Target Audience: Higher Education</i> Anthony, T. Atkins, PhD, Amanda R. Cosgrove, & Sarah E. McKone - Department of English, UNC Wilmington, NC</p> <p>This presentation will describe a student research project that incorporates Web 2.0 technologies. Presenters will share their experiences using wikispaces, facebook, and delicious as collaboration tools for undergraduate research projects. Information sharing, and operating in what Johndan Johnson-Eiola explains as “symbolic analytic” work-spaces requires researchers to meet and work online and from a distance. Both teachers and students of writing find themselves using Web 2.0 technologies; this presentation will describe a research project on multimodal compositions whereby the presenters highlight the communication tools used to work with each other as mentors and students.</p>	

PANEL 10	CHAIR: Thomas Ferstle	Concurrent Sessions – Friday 10:00 – 11:15 a.m.
ROOM 217	INFORMATION ELECTRACY: DEVELOPING A CATEGORY SYSTEM FOR THE IMAGE	
After this Panel	<i>Target Audience: Higher Education</i> Sean Morey, PhD Student – Department of English, University of Florida, FL	
Join Us for a Break in the Lobby	This presentation looks at the need for a new category system that is appropriate for new media. As Gregory L. Ulmer points out, the image disseminated by new media produces affects; they produce intensities in the body. Information literacy as it pertains to Ulmer's concept of electracy, then, requires a category system based not on Aristotelian essences, but on the information stored within the body. Being able to retrieve and make sense of information based on affect helps create a democracy that is feasible within the society of the spectacle.	
11:15 to 11:30 a.m.	IBX: IMAGE BASED XML FOR DIGITAL PROJECTS IN THE HUMANITIES	
	<i>Target Audience: Higher Education</i> Ionut Emil Iacob, Ph.D - Department of Mathematical Sciences, Georgia Southern University, GA & Kevin Kiernan, Ph.D - Department of English, University of Kentucky, KY	
	This presentation introduces Image-Based XML (IBX) tool, a cross-platform software application for helping humanities scholars create XML encoding in a variety of digital projects. The presenters will show how IBX can be used to teach and/or learn XML and will present a set of sample projects from a variety of domains: manuscript studies, archaeology, art, music, etc.	
	TEACHING MEDIA LITERACY: HOW CAN IT FIT INTO TEACHING COMPOSITION?	
	<i>Target Audience: Higher Education</i> Marcia Ribble, Ph.D - Department of Humanities, Media, and Cultural Studies, University of Cincinnati, OH	
	Teaching media literacy in a composition class is not only possible, but also promotes media literacy for students who might never take a course in technological writing or media literacy. This presenter will be reporting the successes and failures of a media literacy course taught in first year writing classes for transitional basic writing and regular composition students in Comp I and Comp II classes. Handouts of the syllabus and assignments will be distributed.	

Concurrent Sessions – Friday 11:30 a.m – 12:30 p.m.

PANEL 11		Concurrent Sessions – Friday 11:30 a.m. – 12:30 p.m.
ROOM 210	RETRO RESEARCH: THE SCOOP ON GOING LOCAL	
	<i>Target Audience: Higher Education</i> Darrell Fike, PhD - Department of English, Valdosta State University, GA	
	For student writers, learning to conduct local research via one-on-one interviews, first-hand observations, and archival investigations provide numerous opportunities for developing information literacy skills. Such research places the students in dialogic interaction with source material and fosters a sense of thoughtful skepticism. This presentation will offer an overview of tried and true journalistic information gathering techniques and strategies, and will suggest ways that instructors can incorporate local research into academic assignments effectively.	

PANEL 12		Concurrent Sessions – Friday 11:30 a.m. – 12:30 p.m.
ROOM 111	WHEN DOES INFORMATION BECOME PROPRIETARY? THE LINK BETWEEN QUOTATION AND ATTRIBUTION	
	Carol Simpson, J.D., Ed.D., School of Library and Information Sciences, University of Texas	
	This session will address the reasons for ethical information use, and how to assure – as a technical matter – that attribution and quotation are appropriately handled. Few educators know the rules for the many varieties of quotation types, so an understanding of ethical attribution is key to how students will also learn to attribute.	

PANEL 13		Concurrent Sessions – Friday 11:30 a.m. – 12:30 p.m.
ROOM 1005	IT TAKES TWO: PARTNERING FOR FRESHMAN ACHIEVEMENT	
	<i>Target Audience: Higher Education</i> Linda K. Colding, PhD, & Stephen O'Connell, MA – Department of First Year Advising & Exploration, University of Central Florida, FL	
	This presentation will focus on the University of Central Florida's first-year experience course and its long-standing partnership with the library. The discussion, presented by a librarian and an SLS instructor, will address the intended student learning outcomes, the library instruction, and assessment of research skills through the use of library pre- and post-tests and the final research paper.	

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PANEL 14		Concurrent Sessions – Friday 11:30 a.m. – 12:30 p.m.
ROOM 212	<p>USING LIBGUIDES TO PROMOTE FACULTY/LIBRARIAN INTERACTION</p> <p><i>Target Audience: Higher Education</i> Betsy Whitley (NGCSU Library), Ross C. Alexander (Department of Political Science and Criminal Justice), Jonathan S. Miner (Department of Political Science and Criminal Justice) - North Georgia College & State University, GA</p> <p>LibGuides was adopted by the North Georgia College & State University (NGCSU) Library to create guides to promote library resources. During this panel presentation, a librarian will provide an overview of the LibGuides system and how it is being used on campus. Three faculty members will then discuss how and why they are using LibGuides in their classes.</p>	

PANEL 15		Concurrent Sessions – Friday 11:30 a.m. – 12:30 p.m.
ROOM 217	<p>A DAY IN THE LIFE OF JANE GOODALL: BRINGING INFORMATION LITERACY INTO THE SCIENCE/ENGINEERING PROBLEM-BASED LEARNING (PBL) CLASSROOM</p> <p><i>Target Audience: Higher Education</i> Lori Critz, MLIS & Jon Bodnar, MLS – Library Information Center, Georgia Institute of Technology, GA</p> <p>This presentation will review examples of the problem-based learning design in Information Literacy, and will show how this concept can be utilized to blend with faculty course content to teach information fluency within the science & engineering curricula. Use of this approach, in partnership with teaching faculty in the College of Engineering and the College of Science, in entry level Biomedical Engineering and upper division Ecology classes at the Georgia Institute of Technology, will be discussed. The Georgia Tech Library is a vital part of the process as students learn while addressing non-structured problems drawn from the medical and environmental issues of the day.</p>	

PANEL 16		Concurrent Sessions – Friday 11:30 a.m. – 12:30 p.m.
ROOM 218	<p>REINFORCING INFORMATION LITERACY IN FRESHMAN LEARNING COMMUNITIES: TAKING THEM THROUGH THE ROPES</p> <p><i>Target Audience: Higher Education</i> Joel Glogowski, MSIS, & Kaetrena D. Davis, MSLS – Library, Georgia State University, GA</p> <p>At Georgia State University, Learning Commons librarians are responsible for teaching one unit of the school's Freshman Orientation course as a part of the Information and the Internet Age Freshman Learning Community. In this session, participants will find out how to reinforce basic research skills using creative assignments. The presenters will also share teaching pointers that worked for them.</p>	

12:30 – 1:30 PM LUNCH IS SERVED! ROOMS 113 – 115 (LOBBY AREA)

Concurrent Sessions – Friday **1:30 – 2:45 p.m.**

PANEL 17	CHAIR: Bede Mitchell	Concurrent Sessions – Friday 1:30 – 2:45 p.m.
ROOM 111	<p>INFORMATION LITERACY AND THE FOREIGN STUDENT: HELPING LIMITED-ENGLISH USERS IN THE AMERICAN LIBRARY</p> <p><i>Target Audience: Higher Education</i> Patrick M. Valentine - East Carolina University, NC</p> <p>Persons with limited-English proficiency (LEP) often have problems in accessing, evaluating and using the abundant information needed for classroom and research located in American libraries. Beyond the language barriers, LEP and ESL people often face special interactive challenges that preclude their incorporating libraries in their use of information. American educators and librarians need to know multilingual and cross-lingual limitations as well as how to provide access to such robust information tools. The presenter will address library and database structures that hinder non-English and multilingual success in information literacy while discussing specific behaviors and strategies that can help American college and public librarians and educators reach out to their LEP and ESL clientele.</p>	
	<p>LEARNING ENGLISH AS A SECOND LANGUAGE OUTSIDE THE BOX (CLASSROOM): CREATING “HELLO!” A PROFESSIONAL STUDENT NEWSLETTER</p> <p><i>Target Audience: Higher Education</i> Bozena Apolonia Warchol - ESL Dept., The Savannah College of Art and Design, GA</p> <p>Traditionally, international students learn English as a Second Language in a classroom “equipped” with an instructor (and a blackboard) or, if they are lucky, impersonally in a lab with a line of, hopefully, updated computer programs and access to the internet. However, it is learning outside the confines of the classroom (outside the box) that proves equally beneficial in acquiring higher level of mastery of the language. This presentation is designed to share the experiences, proving the benefits of creating a professional student newsletter. The example is “hello!”, Savannah College of Art and Design ESL Department’s official newsletter, published quarterly in “District” (The Student Voice of SCAD).</p>	

PANEL 18		Concurrent Sessions – Friday 1:30 – 2:45 p.m.
ROOM 217	<p>MAKING POETRY MAKE SENSE <i>Target Audience: K-12</i> Gwendolyn Russell Green & Jessica Simpson - DeKalb County School System, GA</p> <p>Sometimes experiencing poetry by reviewing it in a variety of available school resources can make it come alive for young people, and stick. Teachers and library media specialists come together to collaborate and to allow their students to collaborate and help them understand techniques as well.</p>	

PANEL 19		Concurrent Sessions – Friday 1:30 – 2:45 p.m.
ROOM 218	<p>ACCESS AND COMPETITION: PROFILE OF A DIGITAL INFORMATION LITERACY BUSINESS <i>Target Audience: Higher Education</i> Lars Soderlund - PhD Student, English, Purdue University, IN</p> <p>This presentation considers who is excluded from and included in information literacy practices. To do this, the presenter profiles a digital information literacy business startup as it forms its institutional practices. This presentation examines how the business plans to mix public information literacy education with private monetary gain in an effort to answer the question, "How should we feel about information literacy businesses?"</p>	
	<p>CONFESSIONS OF A NEO-LUDDITE, OR HOW CHANGES IN ACCESS HAVE CHANGED MY ATTITUDES TOWARD TECHNOLOGY <i>Target Audience: Higher Education</i> Amy England - University of Cincinnati, OH</p> <p>Efficient and effective access to information means more than having the ability to reach technology; enfolded within the definition of access are a myriad of other issues such as finances, equipment, support, and knowledge. In addition, once access to information has been restricted or denied, a techno-knowledge gap opens between the haves and the have-nots, exponentially increasing as new applications and systems are introduced and accepted. This presentation will discuss the complicated social and economic aspects of changing access and its effects on former advocates of technology.</p>	

PANEL 20		Concurrent Sessions – Friday 1:30 – 2:45 p.m.
ROOM 212	<p>PREVENTING PLAGIARISM: WORKING WITH WHAT WORKS <i>Target Audience: Higher Education</i> Tammy Linder & Dr. Mark Richardson, Georgia Southern University, GA</p> <p>With new electronic media enabling the wholesale use of others' writing as one's own, and other electronic media rising to combat the scourge, the subject of plagiarism is achieving a new prominence in discourse about teaching writing. The general trend of ideas seems to favor new ways to catch and punish violators of intellectual property rights. While many may agree with such policies for professional writers, this presentation offers a different theoretical and practical context for working with plagiarism with writing students.</p>	
	<p>INFORMATION LITERACY AND EMERGING TECHNOLOGIES IN ACADEMIC LEARNING ENVIRONMENTS <i>Target Audience: Higher Education</i> LiLi Li, MLIS - Zach S. Henderson Library, Georgia Southern University, GA</p> <p>This presentation introduces how emerging technologies are impacting our existing teaching and learning activities in interactive academic learning environments. This presentation focuses on opportunities and challenges faced by academic administrators, executives, faculty, librarians, and other professionals who deal with information literacy in the digital age.</p>	

PANEL 20 A		Concurrent Sessions – Friday 1:30 – 2:45 p.m.
ROOM 1005	<p>SUSTAINED SILENT READING WITH READER RESPONSE BLOGS <i>Target Audience: K-12</i> Rebecca Fleming - Charles Ellis Montessori Academy, GA</p> <p>With today's use of Google, instant messaging, blogs, and wikis, the definition of reading and literacy seems to be changing. Currently, many educators who teach adolescents literacy and technology are suggesting ways in which teachers can address these "new literacies," close the gap between adolescents' on-line life at home and school, and help teens become more literate. This presentation will discuss the findings of a study that asks the question: With time provided for reading through SSR, does the use of a personal blog as a response to self-selected text help motivate middle school students to read?</p>	

After this Panel Join Us for a Cookie and Beverage Break in the Lobby at 2:45 to 3:00 p.m.

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Concurrent Sessions – Friday **3:00 – 4:00 p.m.**

WORKSHOP 1		Workshop 1 – Friday 3:00 – 4:00 p.m.
ROOM 1005	<p>PLAGIARISM: THE CONSTRUCT, THE RESEARCH, AND THE RESPONSE <i>Target Audience: Higher Education</i> Donna Gunter, MA, MLIS - J. Murrey Atkins Library, UNC Charlotte, NC</p> <p>This workshop will explore the academy's dilemma in dealing with plagiarism in student writing by looking at the research on plagiarism and on Turnitin, a plagiarism detection device. Participants will likely find that plagiarism does not appear in the literature as a rigid construct; however, plagiarism detection devices, such as Turnitin, do imply a singular notion of plagiarism. Workshop participants will probably find themselves in lively discussions about plagiarism, faculty fears, student ethics, and the obligations of the academy to respond to what the literature suggests is a rising degree of plagiarism in student writing.</p>	
WORKSHOP 2		Workshop 2 – Friday 3:00 – 4:00 p.m.
ROOM 111	<p>USING LIBGUIDES TO SUPPORT LIBRARY INSTRUCTION <i>Target Audience: Higher Education</i> Leecy Barnett, MA; Charles Kuhn, MLS; Susan Montgomery MA - Lynn University Library, Lynn University, FL</p> <p>LibGuides is a Web 2.0 information management and knowledge sharing system. Lynn University has been using LibGuides to promote library use, highlight special collections and completely revamp research guides. During this workshop, participants will get an overview of Lynn's efforts, learn the advantages and limitations of LibGuides, get an idea of how to develop a basic LibGuide and see how to add Web 2.0 components such as del.icio.us tags, RSS feeds, embedded video and interactive polls. Participants will also explore how Libguides can be integrated into course management systems and social networks, particularly Facebook.</p>	
WORKSHOP 3		Workshop 3 – Friday 3:00 – 4:00 p.m.
ROOM 217	<p>USING WEB 2.0 TOOLS TO TEACH INFORMATION LITERACY IN THE SCHOOL LIBRARY MEDIA CENTER <i>Target Audience: K-12</i> Judi Repman, PhD – Dept. of Leadership, Technology, & Human Development, Georgia Southern University, GA</p> <p>How do we define literacy in the 21st century? How can Web 2.0 tools transform K-12 information literacy instruction? This presentation will demonstrate examples of how to use 21st century tools to teach 21st century literacies in media centers.</p>	
WORKSHOP 4		Workshop 4 – Friday 3:00 – 4:00 p.m.
ROOM 218	<p>CULTIVATING A MODEL OF COLLABORATION <i>Target Audience: Higher Education</i> Alessia Zanin-Yost, MA, MLIS (Hunter Library), Candace Roberts, MS (School of Art and Design) & Jane Nichols - Western Carolina University, NC</p> <p>This presentation will investigate learning outcomes associated with the integration of information literacy (IL) in the Interior Design curriculum and how students utilize IL skills in the evidence-based design process. The presentation will focus on the importance of employing an interdisciplinary pedagogy to advance teaching and learning. Through discussion and activities participants will actively engage in exploring projects designed to foster collaboration.</p>	
WORKSHOP 5		Workshop 5 – Friday 3:00 – 4:00 p.m.
ROOM 210	<p>THE BIG6 GOES TO COLLEGE <i>Target Audience: Higher Education</i> Ru Story-Huffman, MLS – James Earl Carter Library, Georgia Southwestern State University, GA</p> <p>The Big6 is an information literacy model developed by Mike Eisenberg and Bob Berkowitz to address the information literacy needs of students. Because of its flexibility, each component of the Big6 can be used individually or together as a unit, making the Big6 a complement to the information literacy initiative on the college or university campus. This workshop will introduce and outline the use of the Big6 in higher education, its correlation to the ACRL Information Literacy Competency Standards, and provide examples of use of the Big6 in curriculum mapping, course design, assignment development, assessment, and related issues. Although the focus of this presentation is higher education, K-12 conference participants may glean useful information from the workshop contents.</p>	

PANEL 21	Concurrent Sessions – Friday 3:00 – 4:00 p.m
ROOM 212	<p>GLOBAL DISSEMINATION OF SCHOLARLY RESEARCH THROUGH OPEN SOURCE SYSTEM <i>Target Audience: Higher Education</i> Guili Zhang, PhD; Diane D. Kester, PhD; Elizabeth Swaggerty, PhD; & William Grobe, PhD – Department of Educational Leadership, East Carolina University, NC</p> <p>You've conducted the research and written your article. What is next? Open source software may provide an answer as scholarly journals are moving towards electronic submissions, reviews, editing, and publication of research dissemination. This presentation will describe the success of Open Journal Systems, the software that supports the Journal of Curriculum and Instruction (JoCI), an online, peer-reviewed, open-access journal, which was launched in July 2007 by the Department of Curriculum and Instruction in the College of Education at East Carolina University.</p>

After this Panel Join Us for time with the Exhibitors in the Lobby at 4:00 to 4:15 p.m.

Concurrent Sessions – Friday 4:15 – 5:15 p.m.

PANEL 22	Concurrent Sessions – Friday 4:15 – 5:15 p.m
ROOM 111	<p>PRACTICAL MENTAL MODELS FOR INFORMATION SEEKING: DEVELOPING A TEXTBOOK FOR COLLEGE STUDENTS <i>Target Audience: Higher Education</i> Heidi Lee Hoerman - School of Library & Information Science, University of South Carolina, SC; Dona Sue Straley - Ohio State University Libraries, OH</p> <p>The presenters discuss their development of a textbook for college library and information seeking skills courses which has as its inspiration Thomas Mann's popular mid-1990's book and its use of practical mental models for the information landscape. Along with presenting their work to date, they will ask the audience to give their input as to what would make a practical textbook for librarians teaching these courses.</p>

PANEL 23	Concurrent Sessions – Friday 4:15 – 5:15 p.m
ROOM 210	<p>DONOR WARS: AN EMPIRICAL STUDY OF USER EXPERIENCES ON UNIVERSITY DONOR WEBSITES <i>Target Audience: Higher Education and Professionals</i> Tharon Howard, PhD; Wu Dan, MA; Alicia Hatter, MA; & Randy Nichols, MA - College of Architecture, Arts and Humanities, Clemson University, SC</p> <p>This presentation describes a successful service learning partnership which developed an "interpellation research instrument" which can be used to describe particular literacies of 'giving' websites. The presentation will illustrate how the instrument was used to analyze top ten public universities' donor websites.</p>

PANEL 24	Concurrent Sessions – Friday 4:15 – 5:15 p.m
ROOM 212	<p>BUILDING A TRANSITIONAL BRIDGE BETWEEN K-12 AND POSTSECONDARY INFORMATION ILLITERACY <i>Target Audience: K-12/Higher Education</i> Linda Moore, MA; & Carol Hulse, MAT – Department of English, University of West Florida, FL; Nancy Collins – Pensacola Catholic High School, FL</p> <p>Linda Moore and Carol Hulse of the University of West Florida will discuss ways to build bridges to connect K-12 and postsecondary information literacy challenges in our current educational settings. Nancy Collins of Pensacola Catholic High School will demonstrate new ways to challenge our technological information literacy issues.</p>

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PANEL 25	Concurrent Sessions – Friday 4:15 – 5:15 p.m
ROOM 1005	<p>CINQUAINS, SESTINAS, AND DRABBLES, OH MY!: PROFESSIONAL COLLABORATION AND THE UNFAMILIAR GENRE PROJECT</p> <p><i>Target Audience: Higher Education</i></p> <p>June B. Joyner, MA, Julie Douberly, MA, & Blair Chapman, MA – Dept. of Writing and Linguistics, Georgia Southern University, GA</p> <p>This panel consists of three first-year writing instructors in the Department of Writing and Linguistics at Georgia Southern University charged with teaching students information literacy skills. The panel members will discuss how they began with a common assignment and how, through discussion and collaboration, they adapted the assignment for their own classrooms, what problems they saw, and what they might do differently to help their students, including how they changed and/or plan to change their assignments for subsequent classes. This presentation will include the original assignment, the panel's adaptations, and student samples.</p>

PANEL 26	Concurrent Sessions – Friday 4:15 – 5:15 p.m
ROOM 217	<p>IPODS, INQUIRY AND INFORMATION LITERACY: DEVELOPING A PROGRAM FOR USC UPSTATE'S FIRST-YEAR STUDENTS</p> <p><i>Target Audience: Higher Education</i></p> <p>Louise Ericson, MS (Center for Student Success); Brenda Davenport, MEd, Department of Languages, Literature, and Composition; & Andrew Kearns, PhD, MLIS (Library) - University of South Carolina Upstate, SC</p> <p>What would a comprehensive information literacy program for first-year students look like? At USC Upstate, the library collaborated with three core first-year courses, the University 101 seminar and the English 101/102 composition sequence, to develop a model in which cross-course cooperation, sequenced library instruction, and student-centered activities, such as an iPod (MP3) tour of the library, play key parts. Presenters will share their experiences and lead participants in discussion on how they might develop an appropriate model for their own institutions.</p>

PANEL 27	Concurrent Sessions – Friday 4:15 – 5:15 p.m
ROOM 218	<p>INFORMATION LITERACY ACROSS DISCIPLINES: SOCIOLOGY, NURSING, LIBRARY SCIENCE, AND MODERN LANGUAGES</p> <p><i>Target Audience: Higher Education</i></p> <p>Leo Mundy, PhD (Department of Psychology and Sociology), Elizabeth Combier, PhD (Modern Language Department), Michelle Byrne, PhD (Department of Nursing), Shawn Tonner, PhD (Director of Library Services) - North Georgia College & State University, GA</p> <p>This panel will clearly demonstrate the ways in which faculty may work together to bring information literacy to life across disciplines. Each presentation will address specific interdisciplinary issues and will focus on the importance of partnership, such as working with library services and learning communities as invaluable methods for integrating information literacy standards across the curriculum.</p>

Georgia Conference on Information Literacy
Coastal Georgia Center, Savannah, GA

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- Department of Writing and Linguistics
- College of Education
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2008

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DR. CAROL SIMPSON, ED.D., J.D.
School of Library and Information Sciences, University of North Texas

Keynote Presentation – Saturday
8:30 – 9:30 a.m.

Sponsored in part by Linworth Publishing

AUDITORIUM ROOM 100



“CAN YOU? SHOULD YOU?”

Carol Simpson joined the University of North Texas School of Library and Information Sciences faculty in August 1998 after serving in the public schools for 25 years as a high school teacher, school librarian, district library director, and library technology director. Dr. Simpson received a BS degree in art education from Southwestern University. She also holds an MA degree in Instructional Media and an MLS degree, both from the University of Texas at Austin. Her doctoral studies were completed at Texas A&M University in Commerce, with a major in Curriculum and Instruction concentrating in Educational Technology.

Dr. Simpson will discuss the current fair use climate and the raging battle between those who think educators should force educational fair use to the wall, and their opponents who advocate a more conservative approach.

After the Keynote Presentation...Join Us for a Break in the Lobby...9:30 to 9:45 a.m.

Concurrent Sessions – Saturday 9:45 – 10:45 a.m.

PANEL 28

Concurrent Sessions – Saturday
9:45 – 10:45 a.m.

ROOM 111

FACULTY/LIBRARIAN PARTNERSHIP PANORAMA: USING FLICKR TO TEACH VISUAL LITERACY

Target Audience: Higher Education

Leslie Porter, MS, MA - Robert W. Woodruff Library, Atlanta University Center, GA; Sergio Rizzo PhD – Dept. of English, Morehouse College, GA

Morehouse English professor Dr. Sergio Rizzo and librarian Leslie Porter teamed up to create a unique way of integrating library research skills, technology skills, visual literacy, and copyright concerns into a semester-long project using the social networking image sharing web site Flickr. Dr. Rizzo and Ms. Porter will describe how they used Flickr as a vehicle for students to share images and have a scholarly dialog with each other, their professor, and a librarian. They will demonstrate the Flickr group they created, share student work, discuss future approaches to the technology as well as the faculty-librarian partnership, and entertain questions.

PANEL 29

Concurrent Sessions – Saturday
9:45 – 10:45 a.m.

ROOM 212

CREATIVE RIGHTS MANAGEMENT FOR INTELLECTUAL PROPERTY IN K-12 EDUCATION

Target Audience: K-12

Dave Yates, PhD – College of Information Studies, University of Maryland, MD

This research investigates approaches for educating youth on copyright and its alternatives, and proposes a framework educators may use for the dual purpose of managing this education process and simultaneously applying creative approaches for protecting students' intellectual property. Recent attempts to educate have focused on compliance with copyright law, and yet other rights management approaches may be better suited for promoting student's creative works. Providing strategies for managing intellectual property rights, even for students of very young ages, serves a three-fold purpose of educating students about creating and using copyrighted works; helping students create and license their own creative expressions; and protecting educators trying to 'do the right thing' with respect to their students' creative works.

PANEL 30

Concurrent Sessions – Saturday
9:45 – 10:45 a.m.

ROOM 217

THE LITTLE LIBRARY STAFF THAT COULD: 10 WAYS TO PROMOTE INFORMATION LITERACY AND LIFELONG LEARNING WHILE KEEPING UP WITH YOUR DAY JOB

Target Audience: Higher Education

Holly Nisco, MLIS & Kira Appel, MLIS – Library, The Art Institute of Washington, VA

Presented by a Reference Librarian and a Director of Library Services, this presentation will address ways, both instructional and administrative, to reach students and faculty/staff when library staff is limited. Suggestions include collaborating with faculty for in-library workshops on topics of interest to students, seeking out industry-related databases in addition to traditional research databases, utilizing and introducing students to resources like Pachyderm, Zotero and Google documents, getting involved in other departments' strategic planning, and more.

PANEL 31

Concurrent Sessions – Saturday
9:45 – 10:45 a.m.

ROOM 218

TEACHING THE TEACHER: HOW TO INTEGRATE INFORMATION LITERACY INTO THE CURRICULUM

Target Audience: K-12/Higher Education

Robert Fernekes & Sonya Shepherd, MSLS, EdD - Georgia Southern University, GA

This presentation will explain the results of a study that examined how Information Literacy is taught in teacher education programs within the 16 Southern Regional Education Board (SREB) states. The methodology consisted of an extensive review of the literature, and NCATE standards and accreditation reports, coupled with interviews of teacher education coordinators. The presenters will highlight best practices and essential characteristics that may be included in making a program more successful. In addition, researchers will report on the use of online tutorials, helplets, and other innovative actions characterized as best practices to promote their use by other courses in the curriculum.

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PANEL 32		Concurrent Sessions – Saturday 9:45 – 10:45 a.m.
ROOM 210	<p>CAN LIBRARY SLAM-DUNK COMEDY CENTRAL? <i>Target Audience: Higher Education</i> Laura Valeri & Mark Richardson – Dept. of Writing and Linguistics, Georgia Southern University, GA</p> <p>This panel will examine the efficacy of traditional information literacy instructions versus the cultural environment affecting today's students. Presenters will provide some compelling reasons to redirect teaching practices towards learner-oriented pedagogies that embrace less traditional sources of research.</p>	

PANEL 33		Concurrent Sessions – Saturday 9:45 – 10:45 a.m.
ROOM 100 <i>After this Panel</i> <i>Join Us for a Break in the Lobby</i> 10:45 to 11:00 a.m.	<p>A LIBRARIAN'S DREAM: TWO SOLID WEEKS OF INFORMATION LITERACY INSTRUCTION <i>Target Audience: K-12</i> Steven Yates & Marnie Utz - Spain Park High School, AL</p> <p>Steven Yates and Marnie Utz, Spain Park High School (Hoover, AL) librarians, will discuss "High School 101: Library Edition" that they implemented in the 2007-2008 school year. This program was designed to orient freshmen to topics including website evaluation, database usage, the Dewey Decimal classification, and other important aspects of 21st century information literacy. Participants should come prepared to receive succinct, usable resources for information literacy instruction.</p>	

Concurrent Sessions – Saturday 11:00 a.m. – 12:45 p.m.

WORKSHOP 6		Workshop 6 – Saturday 11:00 a.m. – 12:45 p.m.
ROOM 111	<p>STUDENTS IN TRANSITION: THE LIBRARY OF CONGRESS CLASSIFICATION SYSTEM AS INITIATION <i>Target Audience: K-12/Higher Education</i> June B. Joyner, MA - Department of Writing and Linguistics, Georgia Southern University, GA</p> <p>Even high-achieving high school students can be intimidated by classic academic systems that have been seemingly designed by the educated for the (already) educated. This Library of Congress Classification System Workshop explains how to look at a new system and initiates students into the next stage of education, eliminating anxiety and promoting critical thinking about how to do academic research in college. The secondary purpose of the workshop is to prepare students to complete a hands-on activity in the library, learning about resources beyond books and the internet, where those resources are located in the library, and how they are organized.</p>	

PANEL 34		Concurrent Sessions – Saturday 11:00 a.m. – 12:45 p.m.
ROOM 218	<p>AN INFORMATION LITERACY PARTNERSHIP: WRITING ACROSS THE CURRICULUM, FRESHMAN WRITING, & THE WRITING CENTER <i>Target Audience: Higher Education</i> Paula Rosinski & Michael Strickland, Elon University, Elon, NC</p> <p>These speakers will first give a brief review of university programs that address and teach, in a broad sense, information literacy, either through writing across the curriculum, freshman writing, the writing center, or some combination of these three academic units. After explaining the academic and cultural context of their own medium-sized liberal arts university, they will describe their proposal for introducing an information literacy initiative that would span across their institution's writing across the curriculum program, freshman writing program, and writing center. These speakers are particularly interested in designing an interrelated agenda of study that would emphasize accessing, evaluating, and incorporating information into ongoing intellectual discussions. While these speakers recognize that any such information literacy initiative must be tailored to a specific university's student population, mission statement, and cultural context, their proposal can serve as an example for other types of institutions by highlighting the objectives of their initiative and by showing how they negotiated the responsibilities and resources across the three different academic units.</p>	

PANEL 35	CHAIR: Elizabeth Combier	Concurrent Sessions – Saturday 11:00 a.m. – 12:45 p.m.
ROOM 217	<p>JUST GOOGLE IT: BRINGING STUDENTS' INFORMATION LITERACY TO THE COMPOSITION CLASSROOM <i>Target Audience: Higher Education</i> Susanna Coleman, MA – Department of English, Auburn University at Montgomery, AL</p> <p>This presentation examines how instructors might help students apply their existing extracurricular information literacy to college freshman composition courses. This will allow students to transfer the skills they already possess to the classroom, in order to successfully navigate the information they must locate and evaluate in a research-based composition course.</p>	
	<p>INFORMATION LITERACY THE WIKI WAY <i>Target Audience: Higher Education</i> Thomas G. Ferstle, PhD – English Department, Barry University, FL</p> <p>The presentation demonstrates how the use of Wiki software in a research and writing composition class project provides an ideal platform for the learning of information literacy skills and competencies.</p>	
	<p>BLOGGING, INFORMATION LITERACY, AND THE COLLEGE CLASSROOM <i>Target Audience: Higher Education</i> Catherine Ramsdell – The Savannah College of Art and Design, GA</p> <p>Blogs are valuable tools for college educators. Blogging is a great way to teach students not only about writing but also about audience awareness, intellectual property, and copyright issues. Blogging opens up an entire new world to writing teachers, and almost any student from the first year composition student to the graduate professional writing student can learn from blogging.</p>	
PANEL 36		Concurrent Sessions – Saturday 11:00 a.m. – 12:45 p.m.
ROOM 210	<p>DESIGN FOR LEARNING: SUCCESS IN CREATING LIBRARY INSTRUCTION CLASSROOMS <i>Target Audience: Higher Education</i> Paul Glassman, M. Arch., MS – Reference Department, Long Island University, NY</p> <p>The quality and design of classroom space can influence significantly the effectiveness of instruction and the success of students in information literacy instruction sessions. We often inherit spaces designed for other purposes, and those spaces present opportunities for rethinking and repurposing. Attendees will leave this session with a set of theoretical and practical guidelines for managing design and construction projects from basic space planning and reorganization to major renovations.</p>	
	<p>PRINCIPALS WHO SUPPORT INFORMATION LITERACY COLLABORATION BETWEEN CLASSROOM TEACHERS AND MEDIA SPECIALISTS <i>Target Audience: K-12 and Media Specialists</i> Betty J. Morris, PhD - Houston Cole Library, Jacksonville State University, AL</p> <p>This presentation discusses the role of the principal in support of collaboration of media specialists and classroom teachers who teach information skills together. How principal support is perceived by media specialists, classroom teachers and the principal is explored. Principals and other administrators attending this workshop will learn what improvements they can adopt to show better support of partnerships or collaborative efforts of classroom teachers and media specialists.</p>	
PANEL 37		Concurrent Sessions – Saturday 11:00 a.m. – 12:45 p.m.
ROOM 100	<p>INTEGRATING THE INFORMATION SEARCH PROCESS INTO ONE-SHOT COURSE-RELATED INSTRUCTION <i>Target Audience: Higher Education</i> Jeffrey M. Mortimore, MTS, MLIS – Thomas F. Holgate Library, Bennett College for Women, NC</p> <p>One-shot course-related instruction sessions present instructional librarians with the challenge of teaching for information literacy while at the same time “covering the basics.” How can librarians best meet both goals with such little student contact? Drawing upon the work of Carol Kuhlthau and others, this presentation argues for the benefit of making the information search process (ISP) explicit to students during instruction, and organizing and presenting resources accordingly. The presenter will share experiences with this approach at a southern HBCU, and will provide examples of handouts and a research strategies workbook which support ISP integration.</p>	
	<p>LIFE AFTER COMPUTER LITERACY <i>Target Audience: Higher Education</i> LaVon Green - Purdue University Calumet, IN</p> <p>Life after Computer Literacy presents the ubiquitous presence of digital devices embedded with computers. Those devices that we used to picture sitting on a desk are now mobile. In this presentation, the author will suggest various ways to teach concepts and technology in introductory courses of information literacy in post secondary education.</p>	

PANEL 38	Concurrent Sessions – Saturday 11:00 a.m. – 12:45 p.m.
ROOM 212	THE LIBRARIANS OF THE TECHNICAL COLLEGE SYSTEM OF GEORGIA AND THEIR RESPONSE TO INTERNET FILTERING, OR HOW TO WIN FRIENDS AND MAKE PROCEDURAL CHANGES <i>Target Audience: Higher Education</i> Christina Teasley, MLIS – Library, Savannah Technical College, GA Earlier this year the Library Council of the Technical College System of Georgia charged a committee with writing a proposal to ease Internet filtering on their campuses. The proposal aims to create technology committees comprised of IT staff, librarians, students, and other key players that locally determine the parameters of filtering on each campus. This presentation will introduce the committee's work, recent developments, and suggests ways for librarians to effect change at their institution while maintaining cordial relations with their administrators and state officials.

12:35 PM ADJOURN AND TURN IN YOUR EVALUATIONS

The Professional Learning Unit Test will be given at this time for Georgia teachers who have prior approval to earn one PLU at this conference.

OUR THANKS TO THE 2008 PLANNING COMMITTEE AT GEORGIA SOUTHERN UNIVERSITY

W. BEDE MITCHELL

Dean of the Library and University Librarian, Zach S. Henderson Library

JANICE R. WALKER

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

JANICE REYNOLDS

Program Development Specialist, Continuing Education Center

TIMOTHY D. GILES

Assistant Professor, Department of Writing and Linguistics, College of Liberal Arts and Social Sciences

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Notes

OCTOBER 3 & 4

WHAT IS INFORMATION LITERACY?

Information literacy is defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand.

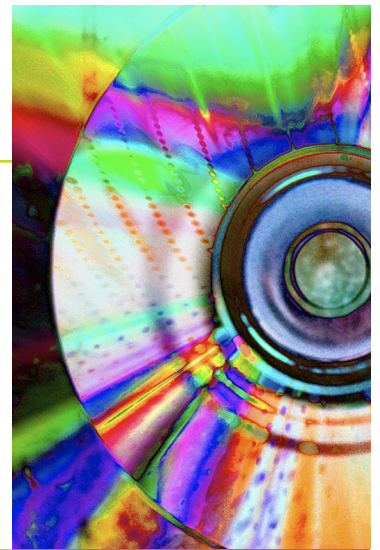
Keynote Speaker. KATHLEEN BLAKE YANCEY

Kellogg W. Hunt Professor of English and

Director of the graduate program in Rhetoric and Composition at Florida State University

Coastal Georgia Center, Savannah

September 25 - 26, 2009



Georgia Conference on Information Literacy

Jointly Hosted By

- Zach S. Henderson Library
- College of Liberal Arts & Social Sciences
- Department of Writing & Linguistics
- College of Education
- Continuing Education Center

Call for Proposals

The Georgia Conference on Information Literacy invites proposals across disciplines for workshops and presentations that will consider, extend, or otherwise address information literacy in K-12 and postsecondary settings:

- **DEFINING INFORMATION LITERACY** in a digital age.
- **EFFECTIVE MEANS** of developing information literacy skills in learners.
- **PARTNERSHIPS** between librarians and classroom teachers to teach students research skills.
- **INFORMATION LITERACY** across the disciplines.
- **ASSESSMENT** of information literacy initiatives.
- **INTELLECTUAL** property, copyright, and plagiarism in the digital age.

Deadline April 15, 2009

For Information Contact

Dr. Bede Mitchell • wbmitch@georgiasouthern.edu

Dr. Janice Walker • jwalker@georgiasouthern.edu



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