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Georgia International Conference on Information  
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## Conference Program [2009]

Georgia International Conference on Information Literacy

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**CONFERENCE AT A GLANCE**

**Friday, September 25**

- 7:30 - 8:30 AM Continental Breakfast
- 8:30 - 9:45 AM Concurrent Presentations
- 9:45 - 10:00 AM Break
- 10:00 - 11:15 AM Concurrent Presentations
- 11:15 - 11:30 AM Break
- 11:30 - 12:30 PM Concurrent Presentations
- 12:30 - 1:30 PM Conference Luncheon
- 1:30 - 2:45 PM Concurrent Presentations
- 2:45 - 3:00 PM Break
- 3:00 - 4:00 PM Concurrent Presentations
- 4:00 - 4:30 PM Beverage and Snack Break
- 4:30 - 5:30 PM Concurrent Presentations
- 5:30 PM LILAC Project Meeting

**Saturday, September 26**

- 7:30 - 8:30 AM Continental Breakfast
- 8:30 - 9:30 AM Keynote Presentation  
Kathleen Blake Yancey
- 9:30 - 9:45 AM Break
- 9:45 - 10:45 AM Concurrent Presentations
- 10:45 - 11:00 AM Break
- 11:00 - 12:30 PM Concurrent Presentations

Jointly Hosted By

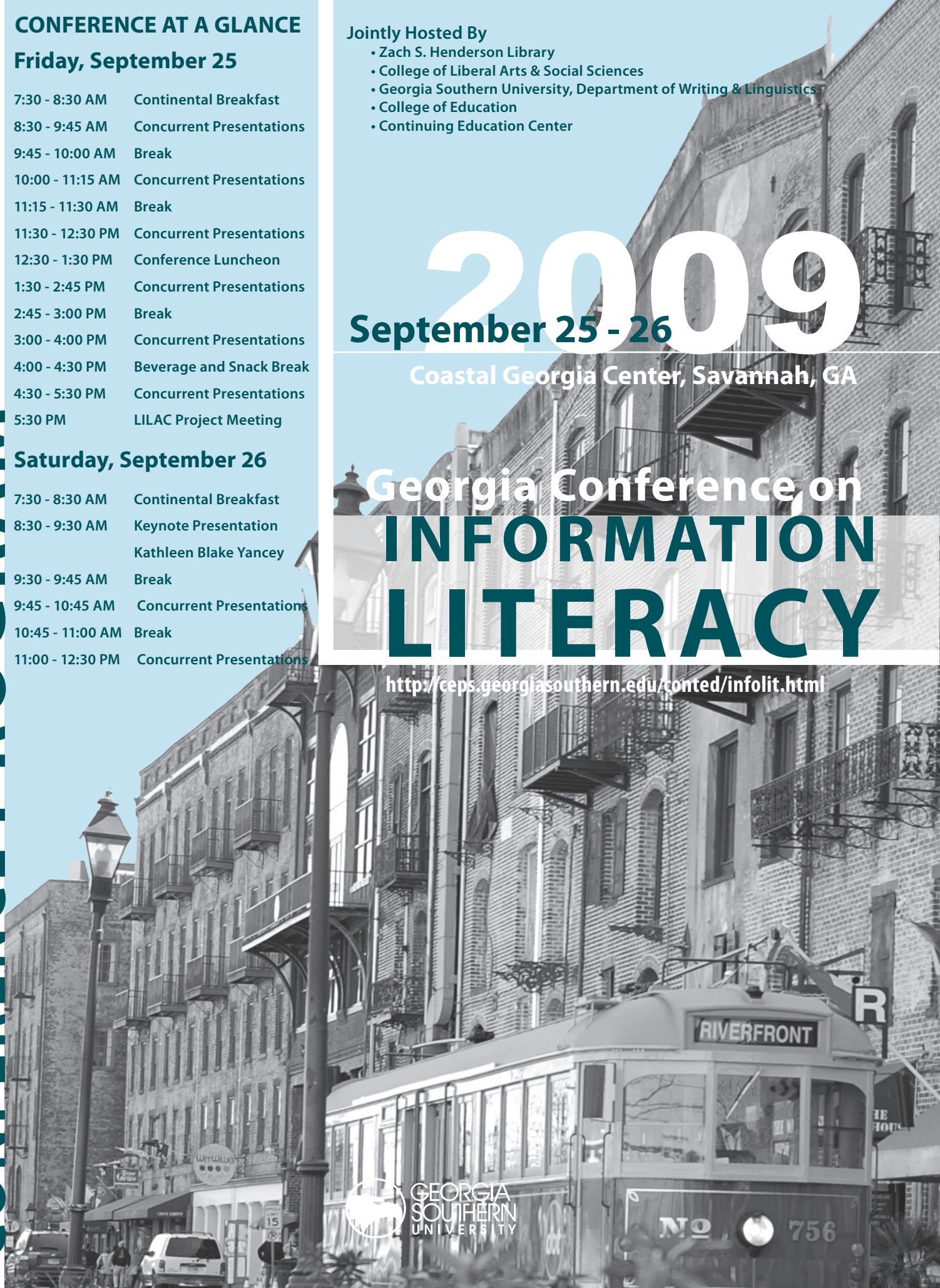
- Zach S. Henderson Library
- College of Liberal Arts & Social Sciences
- Georgia Southern University, Department of Writing & Linguistics
- College of Education
- Continuing Education Center

**2009**  
**September 25 - 26**

Coastal Georgia Center, Savannah, GA

Georgia Conference on  
**INFORMATION  
LITERACY**

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





7:30 – 8:30 AM  
Join us for the  
Continental  
Breakfast in the  
Lobby

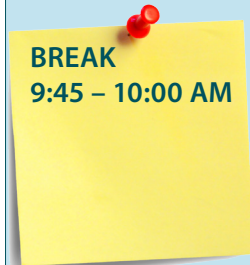
# SEPTEMBER 25

<b>PANEL 1</b>	<b>Concurrent Session One — Friday 8:30 – 9:45 a.m.</b>
<b>ROOM 1002</b>	<p><b>Target Audience: Higher Education</b> <b>Chair: Judi Repman, Georgia Southern University</b></p>
	<p><b>CONNECTING THE DOTS, A YEAR-LONG LESSON IN LEARNING: USING ONLINE INSTRUCTION TO CONNECT STUDENT INFORMATION LITERACY SKILLS WITH THOSE REQUIRED TO COMPLETE ASSIGNMENTS</b> <i>Steve Borrelli, Holland Library, Washington State University, Pullman, WI</i></p> <p>Students are often faced with assignments that require demonstration of information literacy (IL) skills that haven't been taught in the classroom leaving them unprepared to address the assignment. At Washington State University the Libraries are taking this challenge head on by collaborating in the assignment design process and utilizing the homegrown Information Literacy Education (ILE) online learning space. This session will feature a discussion of how ILE connects students with the skills necessary to complete assignments, as well as a brief demonstration of ILE and, the utilization and effect of instruction across four colleges in its first year.</p>
	<p><b>LEARNING STYLE AND THE INFORMATION SEARCH PROCESS</b> <i>Mary Jane Rootes, Ingram Library, University of West Georgia, Carrollton, GA</i></p> <p>An examination of how a student's learning style influences the research experience and what methods can be employed to make the learning experience more productive.</p>
<p><b>WHAT CAN A WIKI DO? EXPLORING HISTORY, IDENTITY AND LITERACY IN A DIGITAL WORLD</b> <i>John Venecek, University of Central Florida, University Libraries, Orlando, FL</i></p> <p>This presentation will discuss the outcomes of a two-year project conducted in upper-level Shakespeare courses at the University of Central Florida. The project was designed to determine the effectiveness of employing wikis to enhance the information literacy skills of undergraduate English majors. This presentation will focus on the unique challenges we faced, especially regarding assessment and the need to construct a skills test that is both course-specific and that takes into account the changing nature of conducting research in a digital environment.</p>	
<b>PANEL 2</b>	<b>Concurrent Session One — Friday 8:30 – 9:45 a.m.</b>
<b>ROOM 217</b>	<p><b>Target Audience: K-12 / Higher Education</b></p> <p><b>MONKEY BARS AND NEW MEDIA ASSESSMENT: YOU CAN'T MOVE FORWARD WITHOUT LETTING GO</b> <i>Barbara Ramirez, Pearce Center For Communication; and Gail Ring, ePortfolio Program, Clemson University, Clemson, SC</i></p> <p>Taking steps that lead away from traditional print texts and toward electronic and digital literacy can be dismaying, exhilarating, or sometimes both at the same time. As the title suggests, it is difficult to make that transition without letting go of some the assumptions and preconceptions that informed our work when we were all "on the same [printed] page." This panel looks at how genuine learning and academic integrity can be enhanced when digital information literacy replaces traditional print literacy as a telos of pedagogy, course design, and institutional practice.</p>
<b>PANEL 3</b>	<b>Concurrent Session One — Friday 8:30 – 9:45 a.m.</b>
<b>ROOM 218</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>CAN THIS MARRIAGE BE SAVED? LIBRARIAN-FACULTY PARTNERSHIPS AND INFORMATION LITERACY</b> <i>Kelly Diamond, JoAnn Dadisman, Alyssa Wright, and Gregg Thumm, West Virginia University, Morgantown, WV</i></p> <p>This panel of librarians and faculty members will discuss strategies librarians can use to find faculty interested in information literacy collaborations. Attendees will learn how to work with faculty members to incorporate information literacy assignments and assessments into a course. Panel members will conclude by sharing experiences and suggestions for congenially sharing instructional space (physical and virtual) and duties.</p>

<b>ROOM 211</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>“LIBRARY AS PLACE” ACADEMIC LIBRARY/MEDIA CENTER DESIGN</b>  <i>Barbara Joslin and Peter Lippman, JCJ Architecture, Hartford, CT &amp; New York City Offices and Mary Ann Miller, Suffolk County Community College, Riverhead, NY</i></p> <p>The goal of this session is to evaluate how the design of college libraries have evolved. Case studies will examine current design trends that support the library's / media center's role in the academic and social life of the campus. Furthermore, design guidelines grounded in education theory and the concept of personalization will be provided for creating this building typology.</p>
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<b>ROOM 210</b>	<p><b>Target Audience: Higher Education</b>  <b>Chair: Bede Mitchell, Georgia Southern University</b></p> <p><b>COMMUNICATION RENAISSANCE: ENVIRONMENTAL SCANNING AND FUTURING IN THE COMPOSITION CLASSROOM</b>  <i>David Bailey, Georgia Southern University, Statesboro, GA</i></p> <p>Environmental Scanning and Futuring take data gathering to mind boggling new levels. Students must track real time information and communicate any findings in powerful ways to keep up with this revolutionary paradigm shift in research. By spearheading this trend, instructors can help students prepare for a world exploding with new ideas.</p> <hr/> <p><b>INTERFACE LITERACY: SCREENCASTS, GUIs, AND COMPUTER-MEDIATED AUTHORSHIP</b>  <i>Michael J. Cripps, York College, The City University of New York</i></p> <p>Interface literacy refers to the ability to read, navigate, and act upon the graphical user interfaces (GUIs) through which our work on computers is mediated. With almost all typical user interaction with computers occurring through GUIs, interface literacy is an important component of or gateway to information literacy. This presentation reports results from ongoing research into the utility of screencasts and engagement with multiple software tools in a specific college course context for the cultivation of interface literacy.</p> <hr/> <p><b>NEITHER HERE NOR THERE: LOCATING INFORMATION LITERACY IN THE LIBRARY AND WRITING CENTER</b>  <i>Caleb Puckett, Emporia State University, Emporia, KS</i></p> <p>This paper maintains that one of the best ways for librarians to confidently establish their identities as educators and regularly achieve effective information literacy instruction is to bring their work into the university writing center - a setting primed for bridging essential research and writing processes so that they are mutually supportive components of learning.</p>
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<b>ROOM 212</b>	<p><b>Target Audience: Higher Education</b>  <b>Chair: Janice Walker, Georgia Southern University</b></p> <p><b>TEACHING OF INTELLECTUAL PROPERTY AS PART OF INFORMATION LITERACY: STILL A CHALLENGE</b>  <i>Jeannette Cox, Florida A&amp;M University Libraries, Tallahassee, FL</i></p> <p>User-generated content in the Internet provides a wealth of subject matter to those seeking information. In Universities many college students are unaware of the consequences of not verifying the credibility of sources found on the Internet. Information Literacy classes in libraries need to place greater emphasis on the teaching about intellectual property.</p> <hr/> <p><b>TIPS FOR WRITING INFORMATION LITERACY BEST PRACTICES FOR PUBLICATION IN A PUBLISH OR PERISH WORLD!</b>  <i>Betty J. Morris, Library Media Program Chair, Jacksonville State University, Jacksonville, AL</i></p> <p>What do publishers want and how do they judge your work? Finding the right journal is crucial to getting published. Where do you find this information? Behind the scenes scenarios for getting published are highlighted. Advice on things to avoid when dealing with editors is discussed.</p> <hr/> <p><b>REARRANGING THE HORSE AND THE CART: USING CITATION ANALYSIS FOR PEDAGOGICAL AND CURRICULAR REFORM OF WRITING PROGRAMS</b>  <i>Sandra Jamieson, Drew University, Madison, NJ</i></p> <p>Culture-wide anxieties about students' (and perhaps faculty's) information literacy are coded in the contemporary panic about plagiarism. That panic results in the implementation of honor codes, seeking to develop students' sense of moral responsibilities; and in the subscription to plagiarism-detecting software, seeking to persuade students that if they cheat, they will be caught. But how much of what is defined as plagiarism is actually based in moral choices that students make? The Citation Project studies students' use of researched sources as a way of answering that question, and the findings of the first study in the project suggest that we need to make significant changes in how composition students are assigned research papers.</p>
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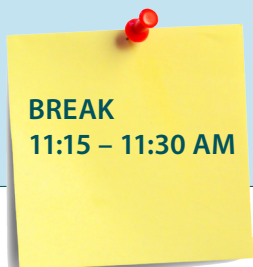


<b>PANEL 7</b>	<b>Concurrent Session Two — Friday • 10:00 – 11:15 a.m.</b>	
<b>ROOM 217</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>EMBEDDED LIBRARIANS: PARTNERING WITH FACULTY IN THE VIRTUAL CLASSROOM</b>  <i>Dee Bozeman, University of Central Florida, Daytona Beach, FL; Rachel Owens, Daytona State College, Daytona Beach, FL; Min Tong, University of Central Florida, Clermont, FL; Andrew D. Todd and Barbara Alderman, University</i></p> <p>Learn about the embedded librarian programs at the University of Central Florida Regional Campuses and Daytona State College. A panel of librarians will talk about collaboration with faculty in an online environment. Join the discussion after the presentation and share your ideas.</p>	
<b>PANEL 8</b>	<b>Concurrent Session Two — Friday • 10:00 – 11:15 a.m.</b>	
<b>ROOM 218</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>INCORPORATING INFORMATION LITERACY INTO INTRODUCTORY LEVEL CURRICULUM</b>  <i>Melissa Chesanko, Arnita Sitasari and Laura Trent, West Virginia University, Department of Women's Studies, Morgantown, WV</i></p> <p>This is a panel of instructors in the field of Women's Studies who will discuss how we have integrated information literacy into our curriculum in a way that is specific to our subject matter. We will discuss our collaboration with a university librarian that includes hands-on workshops and the subsequent assignments used to assess students' understanding. We will discuss the challenges and opportunities in introductory level classrooms of students with different majors, interests and class levels. The ideas presented in this panel can be utilized by higher education librarians and by students and instructors in any department, especially in fostering collaborations.</p>	
<b>PANEL 9</b>	<b>Concurrent Session Two — Friday • 10:00 – 11:15 a.m.</b>	
<b>ROOM 210</b>	<p><b>Target Audience: K-12 / Higher Education</b>  <b>Chair: Judi Repman, Georgia Southern University</b></p> <p><b>GOOGLE IS NOT A 4-LETTER WORD AND WIKIPEDIA IS NOT AN OBSCENITY</b>  <i>Suellen Adams, University of Rhode Island, Kingston, RI</i></p> <p>This presentation strives to explore the who, what, when, where, why and how of appropriate uses of social networks and freely available information sources and technologies in academe. Ideas will be offered on how to teach the student to locate and evaluate information from these resources.</p> <p><b>BLOGGING A RESEARCH PAPER? HOW GENRE JUXTAPOSITION IMPROVES STUDENT ACADEMIC RESEARCH AND WRITING</b>  <i>Lisa A. Costello, Georgia Southern University, Statesboro, GA</i></p> <p>This presentation discusses the juxtaposition of digital genres with traditional academic genres. In discussing the method of pairing an academic research essay with a blog, and showcasing the resulting student writing, this presentation suggests that the conjunction of the two genres increases student learning and motivation, and results in better student writing and research.</p> <p><b>BLOGGING YOUR RESEARCH: TEACHING STUDENTS TO CRITICALLY ASSESS AND PARTICIPATE IN THE CULTURE OF ELECTRONIC RESEARCH AND WRITING</b>  <i>Amy Ratto Parks, University of Montana, Missoula, MT</i></p> <p>The seemingly simple nature of online access to information requires that we give students concrete tools to critically assess the information they find there. The fact that many students consider Wikipedia as a credible resource is evidence of this. It looks credible (they say) so why isn't it? This presentation will outline a unit designed to teach students to academically engage with electronic writing environments that they usually consider social mechanisms in order to create a critical awareness of the kinds of information they find online.</p>	
<b>PANEL 10</b>	<b>Concurrent Session Two — Friday • 10:00 – 11:15 a.m.</b>	
<b>ROOM 212</b>	<p><b>Target Audience: Higher Education</b>  <b>Chair: Rebecca Ziegler, Georgia Southern University</b></p> <p><b>RHETORIC AND THE RESEARCH GUIDE</b>  <i>Reba Leiding, James Madison University, Harrisonburg, VA</i></p> <p>The presentation traces the rationale for and development of a research guide for the introductory writing course, and for other courses in Writing, Rhetoric and Technical Communication. The writing research guide uses the traditional rhetorical canons (invention, arrangement, style, memory, and delivery) as a framework. Its aim is to show how to integrate library research into the writing process rather than view it as a separate, fact-seeking exercise. The guide is intended as a resource for students, instructors, and writing center tutors.</p> <p><b>ASSESSING THE EVALUATION OF LIBRARY INSTRUCTION USING A BUSINESS MODEL</b>  <i>Barbara Petersohn, Georgia State University, Atlanta, GA</i></p> <p>How do libraries evaluate their instruction and what evaluation methods are used most frequently? This paper describes evaluation methods by libraries as they are grouped based on a rubric for the evaluation of training and instruction used in business and explores how frequently the different types of evaluation are used. The results are also compared with how the business sector evaluates its training and instruction programs.</p> <p><b>DEFINING INFORMATION LITERACY IN A DIGITAL AGE</b>  <i>Randall McClure, Florida Gulf Coast University, Fort Myers, FL</i></p> <p>In this presentation, I explore two trends in student research behavior in the digital age. First, I examine the changing nature of advocacy on the Web and discuss how digital advocacy is influencing students' researching and writing practices. Second, I discuss the practice of power browsing for information on today's Web and how this information gathering strategy limits student research and writing. I conclude by inviting discussion from attendees on ways to address these two trends in information literacy in the digital age.</p>	

# SEPTEMBER 25

PANEL 11	Concurrent Session Two — Friday • 10:00 – 11:15 a.m.
<p><b>ROOM 1002</b></p>	<p><b>Target Audience: Higher Education</b>  <b>Chair: Janice Walker, Georgia Southern University</b></p> <p><b>WHY DIGITAL DOES NOT EQUAL DAUNTING: THE ROLE OF INFORMATION MANAGEMENT TOOLS IN SUPPORTING FACULTY RESEARCH THROUGH TOPIC-SPECIFIC LIBRARY WORKSHOPS</b>  <i>Liya Deng and Stan Trembach, Jack Tarver Library, Mercer University, Macon, GA</i></p> <p>The presentation will discuss how to design a topic-specific library workshop to increase teaching faculty awareness of the library resources so as to ultimately impact students' use of an academic library. The experience of library and faculty collaboration via developing library workshops to promote key information literacy concepts will be shared. Practical tips on how to design, market, and evaluate a library instructional workshop for faculty will be offered. The teaching methodology and the evaluation findings will also be analyzed.</p>
	<p><b>YOU'VE BEEN POKED: USING FACEBOOK AS A WAY TO ENGAGE STUDENTS WHILE TEACHING BASIC RESEARCHING SKILLS</b>  <i>Alicia Howe, Georgia Southern University, Statesboro, GA</i></p> <p>In an age of Facebook pokes, instant messaging and texting, it can sometimes be difficult to grab the attention of students when it comes to research. This paper shows the ups and downs of using Facebook in the composition classroom to teach preliminary, primary and secondary research and whether students luv'd or h8'd it.</p>
	<p><b>THE EFFECT OF LIBRARY INSTRUCTION ON THE INFORMATION SEEKING BEHAVIOR OF UNDERGRADUATE EDUCATION MAJORS</b>  <i>Jason Martin, University of Central Florida Libraries, Orlando, FL</i></p> <p>This paper presents the findings of a study on the information seeking behavior of undergraduate Education majors at the University of Central Florida. The study examines what sources Education majors use primarily in their research and what affect, if any, library instruction has on their choices.</p>

PANEL 12	Concurrent Session Two — Friday • 10:00 – 11:15 a.m.
<p><b>ROOM 211</b></p>	<p><b>Target Audience: Higher Education</b>  <b>Chair: Bede Mitchell, Georgia Southern University</b></p> <p><b>WAC GOES GREEN: THE UNIQUE INFORMATION LITERACY TASKS OF A SUSTAINABILITY-RELATED COMPOSITION COURSE</b>  <i>Susanna Coleman, Auburn University at Montgomery, AL</i></p> <p>This presentation looks at the information literacy tasks required of students in a WAC-oriented composition course focusing on sustainability, tasks which fall outside the range of a "normal" composition course: searching science-oriented databases such as Science Direct and GreenFile, listening to and evaluating in-class speakers from environmental disciplines, and bringing students' personal experience and local sustainability issues into focus in the final paper assignment. It will discuss how the class approached these tasks, how the students implemented the tasks, and what skills the students developed as a result of the course.</p>
	<p><b>CRACKING THE CASE FOR LIFELONG LEARNING</b>  <i>Lyda Ellis, University of Northern Colorado, Greeley, CO</i></p> <p>Collaboration with faculty members at the University of Northern Colorado is a priority for UNC librarians. This session discusses collaboration with the Criminal Justice Department, which requires undergraduate and graduate students to complete a library research course as part of the curriculum. The session discusses the LIB courses and the benefits of this type of collaboration for students, faculty, and the librarian.</p>
	<p><b>IMPLEMENTING PLAIN LANGUAGE GUIDELINES IN STUDENT DOCUMENTS</b>  <i>Katie Derthick, University of Washington, Seattle, WA</i></p> <p>Research on Plain Language (PL) has shown that readers have improved comprehension and higher preference levels for documents written in PL. The intended purpose of PL guidelines is to eliminate legalese in public policy and governmental documents. Our study will specifically examine the effects of implementing PL guidelines for headings (statement format, question format) and personal pronouns (present, absent) in financial aid documents on students' comprehension and perception. The results will have implications for teachers and instructors who create documents that are used by students, promoting students' ability to access and use relevant information. In addition, this examination of the effects of PL will encourage instructors and other knowledge-workers to focus on using PL guidelines and standards in the documents they design for students, which in turn, may encourage students to do the same in the documents that they create.</p>



<b>WORKSHOP 1</b>	<b>Concurrent Session Three — Friday 11:30 a.m – 12:30 p.m.</b>
<b>ROOM 210</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>INFORMATION LITERACY IS GOING TO THE DOGS</b>  <i>Kathy Albertson, Georgia Southern University, Statesboro, GA</i></p> <p>In this First Year Experience course at Georgia Southern, students who chose to take the 2-credit course on America's Obsession with Dogs learned about and applied information literacy skills as they researched topics of their choices. This workshop will share the activities used to keep students interested in and recognizing the value of reliable sources.</p>
<b>WORKSHOP 2</b>	<b>Concurrent Session Three — Friday 11:30 a.m – 12:30 p.m.</b>
<b>ROOM 211</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>USING POP CULTURE TO ENGAGE STUDENTS IN MEDIA LITERACY</b>  <i>Kimberley Bugg, Robert W. Woodruff Library- Atlanta University Center, Atlanta, GA</i></p> <p>This presentation will demonstrate a library instruction session conducted for a Mass Media Arts class: Public Relations Research. The objective was to educate students about media literacy through use of pop culture references and show them how to do complete scholarly research on pop culture topics. This 50 minute session is designed to prepare the students to write a paper about product placement. Using YouTube, Yahoo videos, Wikipedia, Biography Resource Center, and Business Source Complete, Hoovers Online students obtained the skills necessary to evaluate and consume simultaneously.</p>
<b>PANEL 13</b>	<b>Concurrent Session Three — Friday 11:30 a.m – 12:30 p.m.</b>
<b>ROOM 217</b>	<p><b>Target Audience: K-12 / Higher Education</b></p> <p><b>HARVESTING THE FRUITS OF RESEARCH</b>  <i>Carol J. Hulse and Linda Moore, University of West Florida, Department of English and Foreign Languages, Pensacola, FL</i></p> <p>In order to advance the level of skills for graduating high school seniors, we have coordinated with our research librarians at the University of West Florida to extend to area high school teachers and high school librarians the opportunity to take database training. From this training and coordination we will present our latest research and its impact on area high school students.</p> <p><b>WRITING ACROSS THE CURRICULUM AND BRIDGING EDUCATIONAL LEVELS: A UNIVERSITY-HIGH SCHOOL COLLABORATION</b>  <i>Christopher Shaffer, Troy University-Dothan, Dothan, AL and Amber Williams, Sparkman Ninth Grade School, Harvest, AL</i></p> <p>Each year Alabama tenth grade English students take the Alabama Direct Assessment of Writing (ADAW). To assist ninth grade students in preparing for the exam, the Troy University-Dothan Library partnered with Sparkman Ninth Grade School in a cross-curricular lesson plan. Students utilized a digital collection of postcards and letters from Troy's archives, then following a lecture on World War I responded to writing prompts in a setting that mimicked the ADAW exam. This project demonstrates the strong symbiotic nature that can be developed between universities and schools at the K-12 level. It also demonstrates the positive impact collaborations across the curriculum can have on students, in this case fostering not only a knowledge of history, but developing writing skills at the same time.</p>
<b>PANEL 14</b>	<b>Concurrent Session Three — Friday 11:30 a.m – 12:30 p.m.</b>
<b>ROOM 218</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>COLLABORATING AT A DISTANCE</b>  <i>Linda E. Kern and Cynthia L. Smith, Brenau University, Gainesville, GA</i></p> <p>What builds a successful model of collaboration at a distance in an asynchronous online environment? Join Linda Kern, Librarian, and Cindy Smith, Professor, to explore the collaborative model developed for an orientation / information literacy course at Brenau University. We will discuss course development and the daily challenges of delivering content using Blackboard and LibGuides as instructional tools, and the successes and implications of the model. Participant input is encouraged, as we grow from collective experience.</p> <p><b>THROW AWAY THE MAP: BLAZING NEW TRAILS BETWEEN INFORMATION LITERACY AND THE DISCIPLINES</b>  <i>Carrie Donovan, Wells Library and Brian Winterman, Life Sciences Library, Indiana University, Bloomington, IN</i></p> <p>Librarians at Indiana University-Bloomington embraced the announcement for information literacy in the General Education requirements as an opportunity to evolve the instruction program from an ad-hoc, decentralized program into one that is based on measurable and achievable learning outcomes for every discipline. When we began asking ourselves what it would take to achieve this on a large scale, questions of sustainability and scalability began to overshadow the accomplishment of ensuring information literacy as a required knowledge base for all undergraduates. With very few guideposts, we decided to establish our own best practices for integrating information literacy into disciplinary ways of thinking, knowing, and researching.</p>

<b>PANEL 15</b>	<b>Concurrent Session Three — Friday</b> 11:30 a.m – 12:30 p.m.
<b>ROOM 1002</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>SUCCESSFULLY COMPLETING COLLEGE: DEVELOPING INTEGRATED INFORMATION LITERACY SKILLS PLANNING PROJECT</b></p> <p><i>Sharon Morrison, Southeastern Oklahoma State University, Durant, OK and Adrianna Lancaster, East Central University, Ada, OK</i></p> <p>With the assistance of an AT&amp;T planning grant, Southeastern Oklahoma State University and East Central University partnered with five other Oklahoma academic libraries to collaboratively develop a framework for the creation of web-based information literacy modules. Web-based information literacy instruction, using a common platform, enables institutions with limited resources to develop and share modules. This program will be integrated throughout each university's curriculum and will be used to facilitate student learning and promote student's ability to be successful in college in Oklahoma.</p>
<b>PANEL 16</b>	<b>Concurrent Session Three — Friday</b> 11:30 a.m – 12:30 p.m.
<b>ROOM 212</b>	<p><b>Target Audience: K-12</b></p> <p><b>BUILDING HEALTH LITERATE, HEALTHY, AND WELL-ROUNDED YOUTH: SEXUAL, EMOTIONAL, MENTAL, AND PHYSICAL HEALTH RESOURCES FOR TEENS</b></p> <p><i>Sheila Snow-Croft, National Network of Libraries of Medicine Southeastern/Atlantic Region, University of Maryland, Health Sciences and Human Services Library, Baltimore, MD</i></p> <p>This presentation will demonstrate the importance of health and information literacy pertaining to teenagers and help teenagers and those who work with them build the skills necessary for finding quality health information online at the appropriate literacy level. This presentation will conclude with project and funding ideas. Since teenagers have unique informational needs, we will learn how to find quality health information on the Internet and will discuss several excellent websites to help teenagers find the answers to questions concerning their sexual, mental, emotional, or physical health. Such websites include <a href="http://www.medlineplus.gov">www.medlineplus.gov</a>, <a href="http://www.teenhealth.org">www.teenhealth.org</a>, and <a href="http://www.teenwire.com">www.teenwire.com</a>.</p>
	<p><b>TIMELINE OF A LIFE AND THE BIG 6</b></p> <p><i>Deidre Jones, Georgia State University and Pamela Kelly, Georgia State University Atlanta, GA</i></p> <p>This presentation combines the literacy model, the Big 6, with an eighth grade Georgia studies unit. The lesson involves an assignment that connects local history with that of Georgia as a whole, as well as the United States and the World. The emphasis of the lesson also encompasses strengthening research skills, including evaluating print and electronic sources. A Google site (<a href="http://sites.google.com/site/johnscreekhistory/">http://sites.google.com/site/johnscreekhistory/</a>) contains all information pertaining to this lesson, and is accessible to the media specialist, teachers, and students.</p>

**12:30 – 1:30 pm Rooms 113 –115**

**Conference Lunch**

**Welcome • Bede Mitchell**  
**Conference Planning Committee**  
**Dean of Library Services**  
**Georgia Southern University**

## 2009 Planning Committee

- 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
- 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, Associate Professor**, Department of Writing and Linguistics, College of Liberal Arts and Social Sciences
- Rebecca Ziegler, Information Services Librarian**, Zach S. Henderson Library

## Conference Staff

- Janice Reynolds, Program Development Specialist**, Continuing Education Center
- Marie Alston Williams, Assistant Program Development Specialist**, Continuing Education Center
- Barbara Weiss, Web and Graphic Design**, Continuing Education Center

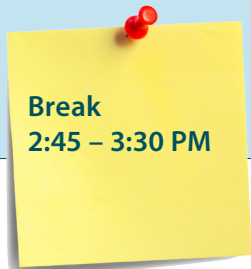


<b>PANEL 17</b>	<b>Concurrent Session Four — Friday 1:30 – 2:45 p.m.</b>	
<b>ROOM 217</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>ACTIVE SCHOLARSHIP: INTEGRATING RESEARCH AND WRITING IN THE EXTENSIBLE CLASSROOM</b></p> <p><i>Sara Steger, Robin Wharton, Laura Adams Weaver, Department of English, and Caroline Cason Barratt, University Libraries, Miller Learning Center, University of Georgia, Athens, GA</i></p> <p>The Active Scholarship Project describes an experiment in which we create an “eXtensible” university classroom that integrates a number of institutional resources in order to incorporate information literacy into the core curriculum. The project begins with an organizational and technological infrastructure to facilitate customized research workshops, process work, and peer review. In this panel, we describe how students, the instructor, an embedded research librarian, and writing center experts all work together, both virtually and in class, to form a collaborate classroom centered on research.</p>	
<b>PANEL 18</b>	<b>Concurrent Session Four — Friday 1:30 – 2:45 p.m.</b>	
<b>ROOM 1002</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>USING ISKILLS AND SAILS TO ASSESS INFORMATION LITERACY: WHAT DO WE KNOW AND WHAT DO WE DO NOW?</b></p> <p><i>Shawn Tonner, Marina Slemmons and Jennifer Campbell Meier, North Georgia College &amp; State University, Dahlonega, GA</i></p> <p>Assessing information literacy using standardized tests such as iSkills and SAILS provides both opportunity and challenge. The panel will present on their experience over the last 2 years using these tools as part of the campus-wide information literacy effort. The mechanics and challenges will be discussed, results and interpretations presented. The panel and participants will explore how to use results to develop and re-focus information literacy instruction goals.</p>	
<b>PANEL 19</b>	<b>Concurrent Session Four — Friday 1:30 – 2:45 p.m.</b>	
<b>ROOM 211</b>	<p><b>Target Audience: Higher Education</b> <b>Chair: Bede Mitchell, Georgia Southern University</b></p> <p><b>THE DYNAMIC DUO--LIBRARIAN AND ENGLISH INSTRUCTOR--TEAM UP TO ENSURE A SUCCESSFUL RESEARCH PAPER</b></p> <p><i>Teresa K. Galloway and Kristin Heathcock, Hillsborough Community College, Plant City, FL</i></p> <p>No more dreaded Research Paper! The presenters will demonstrate proven methods of engaging students to use library resources to their advantage in the composing of the Research Paper. Online resources and literary criticism volumes are featured. Actual student research material will be presented on Ernest Hemingway’s “Soldier’s Home”. In addition, the student’s accountability is easily monitored to ensure completion of the project.</p> <p><b>COLLABORATING WITH FACULTY: GIVE THEM WHAT THEY WANT OR GIVE THEM WHAT THEY NEED?</b></p> <p><i>Michele Santamaria, Delaware County Community College, Media, PA</i></p> <p>By analyzing how the pedagogical models of librarians and professors differ, this presentation will explore how collaboration between professors and librarians must go beyond simply discussing the parameters of an assignment. Communication must go deeper, addressing the educational priorities of both professor and librarian, so that fundamentals of information literacy instruction are not put aside in favor of content-driven instruction. While this problem manifests itself at all academic institutions, this paper proposes that the issue may be exacerbated when community college librarians, who are “generalists,” rather than “specialists,” may feel less empowered to challenge what the professor “wants,” as opposed to insisting upon the information literacy skills which “need” to be emphasized. By analyzing qualitative data gathered from faculty and librarians, the paper will begin to propose some possible solutions to this multilayered dilemma.</p> <p><b>THE DIGITAL LITERACY CONTEST: EVALUATING HIGHER LEVEL INFORMATION LITERACY SKILLS</b></p> <p><i>Helga B. Visscher, McLure Education Library, The University of Alabama, Tuscaloosa, AL &amp; Karen S. Croneis, McLure Education Library, The University of Alabama</i></p> <p>In April 2009 the University of Alabama (UA) Libraries in conjunction with Global Networked-Intelligence Contests (GNIC) sponsored the Digital Literacy Contest (DLC) <a href="http://DigitalLiteracyContest.org">http://DigitalLiteracyContest.org</a>. DLC is a web-based game in which students compete to find and document answers to questions using only information they find online. Participants have called this competition “awesome” and “lots of fun” while agreeing that “it was fun and frustrating which means I KNOW I learned something.” Join us as we talk about the Digital Literacy Contest, discuss the role of GNIC, report contest results and participant feedback, explain data analysis conclusions, and share recommendations and next steps. We will also reflect on our experiences working with GNIC as a contracted contest partner.</p>	

<b>PANEL 20</b>	<b>Concurrent Session Four — Friday</b> 1:30 – 2:45 p.m.
<b>ROOM 212</b>	<p><b>Target Audience: K-12 / Higher Education</b> <b>Chair: Judi Repman, Georgia Southern University</b></p> <p><b>APPLYING THE BIG 6 TO STUDENT FOREIGN LANGUAGE RESEARCH ASSIGNMENTS</b> <i>David Alley and Lisa P. Smith, Georgia Southern University, Statesboro, GA</i></p> <p>The presenters will share the results of their collaboration which focused on information literacy instruction for intermediate level Spanish students. A librarian instructed a class employing the Big 6 skills as a framework. A comparison class with the same research assignment received no information literacy instruction. Results of the two sets of research assignments were evaluated using rubrics to determine if the students who had received the additional instruction demonstrated superior information literacy skills.</p> <p><b>WIGWAM RESEARCH</b> <i>Lynne A. Rhodes, University of South Carolina Aiken</i></p> <p>This presentation will address the transfer of knowledge about information sources as demonstrated by USCA junior writing portfolios. Given actual student research behaviors, how can faculty members in the content areas design library projects that address pedagogical principles for discovering and evaluating sources?</p> <p><b>EMBEDDING WITH A PURPOSE</b> <i>Harold Goss, Jr., Samford University, Birmingham, AL</i></p> <p>Introducing students to information resources and research tools is the easy part. Building on that initial opportunity can be challenging if not impossible in some cases. In collaboration with Communication Arts faculty, Samford University Library has used Blackboard and Blogspot to move into the classroom through an entire semester. This discussion will provide lessons learned, present assessment findings, and offer points to consider.</p>

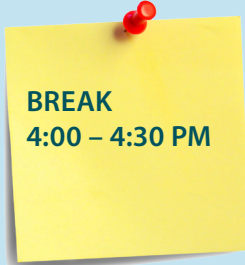
<b>PANEL 21</b>	<b>Concurrent Session Four — Friday</b> 1:30 – 2:45 p.m.
<b>ROOM 218</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>INFORMATION SEEKING BEHAVIOR OF COMMUNITY COLLEGE STUDENTS</b> <i>Glen Phillips, Georgia Military College Library, Milledgeville, GA</i></p> <p>How do underprepared community college students find information? Are their information seeking behaviors different from students at four-year institutions? The findings of this ethnographic study may or may not surprise you; but you will have a better insight into today's community college student and their relationship with libraries.</p> <p><b>SELECTING A RESEARCH MODEL FOR TEACHING INFORMATION LITERACY SKILLS</b> <i>Betty J. Morris, Houston Cole Library, Jacksonville State University, Jacksonville, AL</i></p> <p>This thought-provoking presentation will answer questions about teaching information literacy skills using a research model throughout the school. Teachers and media specialists can be on the same page when they teach research/information literacy skills collaboratively.</p>

<b>PANEL 22</b>	<b>Concurrent Session Four — Friday</b> 1:30 – 2:45 p.m.
<b>ROOM 210</b>	<p><b>Target Audience: K-12 / Higher Education</b></p> <p><b>EMBRACING GOOGLE SCHOLAR: INTRODUCING STUDENTS TO BETTER RESEARCH</b> <i>Jean Cook, University of West Georgia, Carrollton, GA and Veronica Cook, Lassiter High School, Marietta, GA</i></p> <p>Help your students conduct academic research in their comfort zone. Google provides a number of powerful web tools to search, analyze, and access information. Learn how students used Google Scholar to access scholarly resources, critique what they found, and develop in-depth research methods.</p> <p><b>INTRODUCING FIRST YEAR STUDENTS TO LIBRARY RESOURCES THROUGH GOOGLE BOOKS AND SCHOLAR</b> <i>Diane Fulkerson, University of West Georgia, Carrollton, GA</i></p> <p>A small group of Instruction Services Librarians at Ingram Library developed a one shot class to introduce first year students in UWG1101 to library resources through Google Books and Scholar. It provided students with an opportunity to learn how to access library resources in Google. Without overwhelming students with the nuances of using a database we were able to meet them where they start most of their research projects in Google. This class showed them it was okay to use Google and they could find scholarly materials for a research project that they could find at Ingram Library.</p>



<b>WORKSHOP 3</b>	<b>Concurrent Session Five — Friday 3:00 – 4:00 p.m.</b>
<b>ROOM 210</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>INFORMATION LITERACY OR INERT KNOWLEDGE? APPLYING KEY PRINCIPLES OF COGNITIVE APPRENTICESHIP TO THE LIBRARY INSTRUCTION SESSION</b>  <i>William H. Weare, Jr., Christopher Center for Library &amp; Information Resources, Valparaiso University, Valparaiso, IN</i></p> <p>Learn how to transform the library instruction session from a chalk-and-talk, sage-on-the-stage approach to a learner-centered strategy that includes inquiry, problem-solving, and critical thinking. Step away from the teaching station; take on the role of coach, facilitator, and guide; apply a variety of methods informed by cognitive apprenticeship—such as modeling, coaching, scaffolding, articulation, reflection, and exploration; and deliver a hands-on session that enables the student to acquire vital information-seeking skills.</p>
<b>WORKSHOP 4</b>	<b>Concurrent Session Five — Friday 3:00 – 4:00 p.m.</b>
<b>ROOM 217</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>ASSESSING STUDENT LEARNING</b>  <i>Julie Housknecht, North Georgia College &amp; State University, Dahlonega, GA; Adrienne Button, Georgia Gwinnett College Library, Lawrenceville, GA; and Pete Bursi, Georgia Perimeter College, Dunwoody Campus, Dunwoody, GA</i></p> <p>Assessment is crucial to knowing if your students are learning the information literacy skills they need. Learn about the experiences of three librarians with evaluating their students' learning using active learning as a method of assessment, in-class exercises in one-time instruction sessions, and collaborating with classroom faculty to embed information literacy skills into course rubrics. Participants can join in an interactive discussion of assessment to identify assessment methods you can incorporate into your teaching. We will cover developing learning outcomes, class activities, and various assessment approaches.</p>
<b>PANEL 23</b>	<b>Concurrent Session Five — Friday 3:00 – 4:00 p.m.</b>
<b>ROOM 218</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>CITATION GENERATORS: HELPMATE OR HINDRANCE IN THE INFORMATION LITERACY CLASSROOM?</b>  <i>Shaunna E. Hunter and Lizabeth A. Rand, Hampden-Sydney College, Hampden-Sydney, VA</i></p> <p>This session, led by a college public services librarian and an associate professor of Rhetoric, both of whom work at a small private liberal arts institution and who collaborate regularly in order to teach students information literacy skills, will examine recent scholarship on citation generators in addition to taking a closer look at several of the current, popular, generators themselves. The panelists will discuss whether citation generators make students more accurate, and therefore, ultimately, more persuasive, more rhetorically-skilled, or, if these programs, counterproductively, increase the burden that students face as researcher-writers.</p> <p><b>YES, VIRGINIA, THERE ARE FULL-TEXT ARTICLES IN THAT BOUND PERIODICAL!: HELPING STUDENTS MAKE CONNECTIONS ABOUT LOCATING JOURNAL ARTICLES</b>  <i>Camille McCutcheon, University of South Carolina Upstate Library, Spartanburg, SC and Michael W. Wilson, Shorter College, Off-Campus Librarian, Atlanta, GA</i></p> <p>During this workshop, the presenters will share their experiences and active learning activities used to introduce journal formats, the elements of journal citations, and journal locator tools, such as EBSCO A to Z and SFX, during library instruction sessions. They will also discuss the results of a survey administered to librarians in the southeast regarding methods used in introducing journals and locating articles in the library and in full-text electronic databases. Program attendees will be encouraged to share their experiences with teaching patrons about journal formats, elements of journal citations, and journal locator tools.</p>

<b>PANEL 24</b>	<b>Concurrent Session Five — Friday 3:00 – 4:00 p.m.</b>
<b>ROOM 211</b>	<p><i>Target Audience: Higher Education</i></p> <p><b>DEVELOPING A TOPIC-CENTERED FIRST YEAR SEMINAR WITH A RENEWED FOCUS ON INFORMATION LITERACY: CHALLENGES AND ACCOMPLISHMENTS</b>  <i>Lisa P. Smith and Wendy Chambers, Georgia Southern University, Statesboro, GA</i></p> <p>This presentation shares the accomplishments and challenges of revamping a longstanding FYE orientation course at Georgia Southern University. The new academic, theme-based seminar course varies according to the interests of the instructor, but information literacy skills provide unifying learning outcomes for all seminars offered. Information literacy learning modules have been developed and implemented in a number of sections of the new course. Presenters will share recent faculty and student feedback on the learning modules and more.</p>
	<p><b>THE PROFESSIONAL EPISTEMOLOGY OF LIBRARY INSTRUCTION</b>  <i>Dolsy Smith, Gelman Library, The George Washington University, Washington, DC</i></p> <p>This paper explores the pedagogy of information literacy--in particular, the difficulties librarians face in teaching situations on account of their presumed lack of disciplinary expertise. This lack tends to leave library instruction stuck in the shallows of the mechanics of search and retrieval, on the periphery of intellectual discovery. But let's look critically at the link between pedagogy and expertise. Let's think about what forms of pedagogy might emerge if we no longer assume that we have to teach only what, as professionals, we are allowed to know--if we no longer practice teaching as the transfer of knowledge or information, but treat it instead as an occasion for shared acts of discovery.</p>

<b>PANEL 25</b>	<b>Concurrent Session Five — Friday 3:00 – 4:00 p.m.</b>
 <p><b>BREAK 4:00 – 4:30 PM</b></p>	<p><i>Target Audience: Higher Education</i></p> <p><b>ASSESSING THE INFORMATION LITERACY SKILLS OF STUDENTS IN AN ONLINE GRADUATE PROGRAM</b>  <i>Laura Palmer, Southern Polytechnic State University, Marietta, GA</i></p> <p>In this session, the information literacy skills of online graduate students are examined. As students who are physically separated from both the instructor and other students, the online cohort represents a specialized population. For individuals who teach or those who work in libraries or administration, this presentation will provide valuable information about information literacy, the online graduate student and how institutions can better meet their needs.</p>
	<p><b>IT ALL BEGINS WITH CRAAP: WEBSITE EVALUATION FOR LIMITED ENGLISH PROFICIENCY STUDENTS</b>  <i>Rachel M. Slough, Indiana University, Bloomington, IN</i></p> <p>This presentation addresses checklist evaluation for one-shot instruction sessions with Limited English Proficiency (LEP) students--a strategy that supports goals for language acquisition and introduces information literacy in a way students find approachable. Although checklist evaluation is controversial, I suggest that it provides a base for further skills and that could be adapted for a full course or a one-shot format.</p>

<b>PANEL 26</b>	<b>Concurrent Session Six — Friday 4:30 – 5:30 p.m.</b>
<b>ROOM 217</b>	<p><b>Target Audience: K-12 / Higher Education</b></p> <p><b>NEMAWASHI – THE ART OF MOVING CREDIT-BEARING INSTRUCTION INTO THE CURRICULUM</b>  <i>Charles Keyes and Elizabeth Namei, LaGuardia Community College, Long Island City, NY</i></p> <p>This presentation will describe how the Library at LaGuardia Community College uses nemawashi techniques to move information literacy (IL) into the college curriculum. Nemawashi is a Japanese term that means to dig around the roots of a tree prior to transplanting it, making the uprooting and movement easier. It can be applied to any situation in which a consensus is desired (e.g. faculty-buy-in) or a goal needs to be reached (e.g. increasing students' IL skills). We will discuss nemawashi practices that we have found to work well at LaGuardia and include recommendations for how IL can be moved to the forefront of any college curriculum.</p>

<b>PANEL 27</b>	<b>Concurrent Session Six — Friday 4:30 – 5:30 p.m.</b>
<b>ROOM 210</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>FIRST TIME AROUND: TEACHING AN INFORMATION LITERACY COURSE ONLINE</b>  <i>Paula M. Adams and Linda Jones, Simon Schwob Memorial Library, Columbus State University, Columbus, GA</i></p> <p>The focus of this presentation will detail the development, implementation and teaching of LIBR 1105 (Introduction to Information Science), an online 2hr credit information literacy course offered at Columbus State University. Further discussion will pinpoint strategies and researched pedagogies that accounted for certain aspects of teaching this course such as differences in how students learn best in an online environment. Reflective highlights of what worked and what did not as well as areas of improvement will also be discussed.</p>

<b>PANEL 28</b>	<b>Concurrent Session Six — Friday 4:30 – 5:30 p.m.</b>
<b>ROOM 218</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>CREATING A LIBRARY RESEARCH PRIZE TO REWARD AND ENCOURAGE INFORMATION LITERACY</b>  <i>Ray Bailey and Helen Beaven, Georgetown College, Georgetown, KY</i></p> <p>In order to reward and encourage information literacy on campus, the Morehead State library created the "Camden-Carroll Library Prize for Undergraduate Research." This \$500 annual award is given to the student who best utilizes library resources in the scholarly research and writing process. Our hope is that the prize will help our academic community maintain the vital connection between information literacy and academic success. This presentation will outline all the steps involved in creating, advertising, and awarding a library research prize.</p> <p><b>ACADEMIC UPCYCLING IN FACULTY LEARNING COMMUNITIES: IMPROVING STUDENT SCHOLARSHIP TOGETHER THROUGH ASSIGNMENT DESIGNRE</b>  <i>Caroline Cason Barratt, University of Georgia Libraries, Miller Learning Center, Athens, GA</i></p> <p>University of Georgia Reference and Instruction Librarians Caroline Cason Barratt and Nadine Cohen facilitated a Faculty Learning Community focusing on working with faculty from a variety of disciplines to "upcycle" or revamp assignments in order to more effectively infuse active learning and critical thinking skills into their design. This presentation will describe their experience and detail their upcycling process, while sharing the results of their FLC's work from the two FLCs they facilitated in 2007 and 2009. The presenters will also include tips for successfully facilitating a similar FLC that may be replicated on other campuses.</p>

**PANEL 29** **Concurrent Session Six — Friday**  
4:30 – 5:30 p.m.

**ROOM 211** *Target Audience: Higher Education*

**DIGITAL GAMES AS A PRIMARY INSTRUCTION TOOL FOR INFORMATION LITERACY**  
*Jorge Brown and Peter Dean, University of Southern Mississippi, Long Beach, MS*

To engage this “games generation”, stand alone computer games have been created to teach math, science, and language. Why not a stand alone computer game that can teach information seeking skills? Discover the possible use of video game technology to engage students both in the classroom and on their own.

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**“STUDYING THE INTERACTION”: REMIX LITERACY IN THE WRITING CLASSROOM**  
*Kyle D. Stedman, University of South Florida, Tampa, FL*

Students in college-level writing courses are increasingly equipped with the tools and rhetorical instincts to create meaningful remixes of text, images, audio, and video. Writing teachers are in the critical position to teach their students to effectively research digital texts to remix and to be ethical citizens who are knowledgeable about issues of intellectual property when refashioning material. This presentation explores how college-level writing teachers can shape assignments in response to the growing remixing movement, especially when considered in light of the ACLR Information Literacy Competency Standards.

**PANEL 30** **Concurrent Session Six — Friday**  
4:30 – 5:30 p.m.

**ROOM 212** *Target Audience: Higher Education*

**THE PERSONAL INTERVIEW AND VISUAL REPRESENTATION AS PLANNING TOOLS: DEVELOPING A LEARNING CENTERED COMMUNITY**  
*JoNette LaGamba, University of South Florida, Tampa, FL*

Stemming from humans’ social atmosphere, people work more efficiently in collaborative and collective settings. They function well in a community, evidenced by the steady growth of humankind in its early establishment. Even the most primitive cultures which still exist globally develop social work and relationship habits, fostering kinship despite their separate identities. Thus, one should clearly investigate the benefits of developing a Learning Centered Community within higher education. To effect institutional change, one must critically define the term; a thorough breakdown of a learning centered institution should emerge from careful deliberation. The simplest way to initiate the plan would include two basic categories: faculty and students. Although this appears sophomoric in its listing, several branches will emerge as one begins the branching process. This presentation will list some categories to consider within each major division.

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**MAKING RESEARCH AND WRITING “REAL”: USING WIKI TECHNOLOGY IN THE COMPOSITION CLASSROOM**  
*Tina Plottel and Danika Myers, George Washington University, Washington, DC*

This presentation will focus on how wiki technology was used in a first-year writing class at the George Washington University. Rather than traditional library sessions geared to teach information literacy, students were tasked with creating a wiki, which, in turn, allowed for a structure that favored scholarship as a communal activity. Research and writing were approached by asking students to create the knowledge base for additional research and writing.

**PANEL 31** **Concurrent Session Six — Friday**  
4:30 – 5:30 p.m.

**ROOM 1002** *Target Audience: Higher Education*

**A FACULTY-LIBRARIAN PARTNERSHIP FOR INVESTIGATIVE LEARNING IN THE INTRODUCTORY BIOLOGY LABORATORY**  
*Andrea Heisel and Nitya Jacob, Oxford College of Emory University, Oxford, GA*

Presenting research on analyzed citations and pre- and post- library instruction surveys during a multi-semester, two-course biology class sequence, Dr. Nitya Jacob and Andrea Heisel, librarian, will talk about how their faculty-librarian partnership helped create more effective researchers. We will also talk about embedding library research instruction into classes at pertinent points throughout the semester and how this approach can work across disciplines.



**FRIDAY SEPTEMBER 25 @ 5:30 PM • ROOM 218**  
**LEARNING INFORMATION LITERACY ACROSS THE CURRICULUM The LILAC Project**

The LILAC Project hopes to begin a small pilot study to determine where the “disconnects” might be between what and how we are teaching students these important skills, and what students actually do, through ethnographic/case studies, surveys/questionnaires, “research aloud” protocols, and more.

**7:30 – 8:30 AM**  
Join us for the  
Continental  
Breakfast in the  
Lobby



**8:30 – 9:30 pm Auditorium: Room 100**

**KEYNOTE PRESENTATION • KATHLEEN BLAKE YANCEY**  
*Kellogg W. Hunt Professor of English and Director of the graduate program in Rhetoric and Composition at Florida State University*

**Creating and Exploring New Worlds: Web 2.0, Information Literacy, and the Uses of Knowledge**

**BREAK**  
9:35 – 9:45 AM

**WORKSHOP 5**

**Concurrent Session Seven — Saturday • 9:45 – 10:45 a.m.**

**ROOM 1002**

**Target Audience: K-12**

**Target Audience: K-12**

**TLC: MUCH MORE THAN JUST TENDER LOVING CARE**

*Tracey M. Means, Brevard County Public Schools, Mims, FL*

A teacher cannot teach if the classroom is not effectively managed. The newest programs and most promising new techniques will not work if the classroom teachers is struggling with classroom management. All teachers have lost valuable instruction time to these types of issues. All students have become frustrated by lost instruction time because many teachers use ineffective, outdated procedures to manage classrooms. We teach that the key to having a good year starts at the beginning with teaching students how to behave. We guarantee to give you that lost time in a fair, easy and mutually respectful way. We guarantee teachers fewer disruptions and increased academic/testing success by implementing the strategies and procedures in this system.

**PANEL 32**

**Concurrent Session Seven — Saturday • 9:45 – 10:45 a.m.**

**ROOM 212**

**Target Audience: Higher Education**

**POLITICAL LITERACY AS INFORMATION LITERACY**

*Ross Alexander, North Georgia College & State University, Dahlonega, GA*

This presentation contends that political literacy and information literacy are compatible concepts that are inextricably linked and should therefore be taught and stressed simultaneously to students in the classroom. Improving the information literacy and political literacy skills of students will allow them to not only perform better academically, but also empower them to become better citizens who form opinions and make decisions based on appropriate and quality information.

**TEACHING INFORMATION LITERACY WHILE TEACHING ABOUT THE POLAR REGIONS**

*Rebecca Ziegler, Henderson Library, Georgia Southern University, Statesboro, GA*

This presentation deals with the author's experience incorporating information literacy training into a freshman seminar on a specific topic - in this case, the polar regions. After all, where else could it be more important to know how to find accurate and reliable information and put it to use, than in an environment so harsh that a hairs' breadth error could mean the difference between survival and death! And, even though most of us will never go there, we need to be able to find and assess information about how what is happening there will affect all the rest of us.

**PANEL 33**

**Concurrent Session Seven — Saturday • 9:45 – 10:45 a.m.**

**ROOM 210**

**Target Audience: Higher Education**

**RHETORICAL INFORMATION LITERACY IN PROFESSIONAL WRITING & RHETORIC: HOW CURRENT SCHOLARSHIP CAN SHAPE UNIVERSITY INFRASTRUCTURE TO ENHANCE CURRICULUM**

*Michael Strickland and Paula Rosinski, Elon Univeresity, Elon, NC*

These speakers will give an overview of the state of rhetorical information literacy scholarship in the field of professional writing and rhetoric, and identify how their program's curriculum as a whole, and individual classes and assignments in particular, teaches/fails to teach these different kinds of literacies. They will pay special attention to how different types of information literacies—such as tool literacy, resource literacy, information management literacy, social-structural literacy, research literacy, critical literacy, and emerging technology literacy - can each be re-imagined as rhetorical information literacies, with each sharing some similar practices and strategies.

**BLOG POSTINGS: REPUTABLE OR RISKY?**

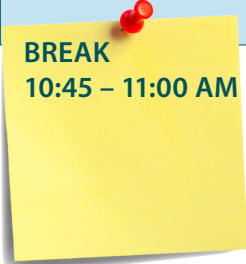
*Patrice A. Williams, Northwest Florida State College, Crestview, FL and Ronda Zents, Woodward Academy, College Park, GA*

The recent popularity of web logs of various varieties has given rise to the question of whether or not the information posted on them should be utilized in academic settings as models for student writing and as sources of information for research papers and projects. The answers to that question vary according to several factors. One of the key determining factors is the attitude of the teacher regarding the value of personal style and personal opinion. Another factor to consider is the nature of the writing assignment. Some unique assignments in the areas of creative writing and literature-based research are ideal mediums for including various kinds of blog postings. Perhaps the final factor to consider in determining if blog postings should serve as writing models or sources of information for research is the judgment of the student preparing the writing or research assignment. Can the individual differentiate between genuine self expression and inflammatory rhetoric? Clearly, there is a trend toward utilizing blog postings as writing models and as sources of information. This is evidenced by the willingness of major textbooks companies to include in their handbooks information about citing such sources.

<b>PANEL 34</b>	<b>Concurrent Session Seven — Saturday • 9:45 – 10:45 a.m.</b>
<b>ROOM 217</b>	<p><b>Target Audience: K-12 / Higher Education</b></p> <p><b>CULTIVATING CAREER LITERACY: FACILITATING THE MOST IMPORTANT RESEARCH PROJECT YOUR STUDENTS WILL EVER FACE</b>  <i>Kristin Stout, Armstrong Atlantic State University, Savannah, GA and Barbara Macke, University of Cincinnati Libraries, Cincinnati, OH</i></p> <p>Deciding on a career path and discovering how to follow that path may be the most important research project your students will ever tackle. This panel sees the career search as a unique opportunity to teach research skills in a meaningful context and to effectively collaborate both interdepartmentally within the college or university campus and beyond the campus setting to support area high school students transitioning into the academic environment. Useful library resources to support career research will also be discussed.</p> <p><b>STRUCTURE OF TEXT: CREATING MEMORY AIDS THROUGH TYPOGRAPHY</b>  <i>Don Armel and Ed Rushton, Georgia Southern University, Statesboro, GA</i></p> <p>We see good examples of text use on a daily basis, yet we do not observe what we see. We fail to mimic or comprehend why type is used that way it is. By using simple typographic principles - classroom materials (handouts, assignments, instructions) can communicate better to the students by visually organizing information, by providing a structure to the information, and by improving a student's ability to search the information.</p>

<b>PANEL 35</b>	<b>Concurrent Session Seven — Saturday • 9:45 – 10:45 a.m.</b>
<b>ROOM 218</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>JUSTICE (THROUGH LITERACY) FOR ALL: LIBRARY/ENGLISH COLLABORATION &amp; FACULTY DEVELOPMENT</b>  <i>Ellen Sexton and Mark McBeth, John Jay College of Criminal Justice, City University of New York</i></p> <p>At an urban, commuting college, the contexts of city-living and a non-traditional student body present particular challenges to faculty from all disciplines who want to learn productive approaches and techniques to improve their students' reading, writing, and research abilities. The panelists of this presentation discuss the funding, policies, and institutional structures that allowed them to promote their faculty development initiatives. With the presentation attendees, they will enact some of the workshop techniques they have used and share the various types of workshops they offer faculty for the college's writing intensive certification.</p> <p><b>TEACHING THE TEACHERS: INFORMATION LITERACY WORKSHOPS FOR UNIVERSITY FACULTY</b>  <i>Jason Vance and Kristen West, Middle Tennessee State University, James E. Walker Library, Murfreesboro, TN</i></p> <p>The presenters will describe a series of librarian-led faculty development workshops on information literacy at Middle Tennessee State University. The session will include information on the planning, teaching activities, and assessments used in the workshops. The presenters will share some dos and don'ts and offer advice to others who are interested in creating their own workshop series.</p>

<b>PANEL 36</b>	<b>Concurrent Session Seven — Saturday • 9:45 – 10:45 a.m.</b>
<b>ROOM 211</b>	<p><b>Target Audience: Higher Education</b></p> <p><b>ABUSING OUR HUMAN RIGHTS: THE TRUTH, THE INTERNET AND A MULTI-MEDIA APPROACH TO CONNECTING GLOBAL CULTURES</b>  <i>Stefanie Frigo, Georgia Southern University, Statesboro, GA</i></p> <p>Through a review of an assignment written for a first-year global awareness course in which students produce a group portfolio as their final project, the author demonstrates how a multi-media approach can be used across disciplines to develop the information literacy skills of today's students.</p>





PANEL 37		Concurrent Session Eight — Saturday • 11:00 a.m. – 12:30 p.m.
<b>ROOM 211</b>	<b>CROSS INSTITUTIONAL COLLABORATION: HBCU'S JOIN TOGETHER TO FURTHER THEIR INFORMATION LITERACY GOALS</b>	<i>Beth Martin, Andrea Hylton and Monika Rhue, James B. Duke Memorial Library, Johnson C. Smith University, Charlotte, NC</i> Through a grant from the Andrew W. Mellon Foundation Johnson C. Smith University (JCSU) created the Information Literacy Leadership Institute (ILLI) which provides cross-institutional collaboration among Historically Black College and Universities (HBCU). The grant also helped JCSU created an ILLI Buddy program which pairs an experienced information literacy professional with those who are new to the field.
<i>Target Audience: Higher Education</i>		
PANEL 38		Concurrent Session Eight — Saturday • 11:00 a.m. – 12:30 p.m.
<b>ROOM 217</b>	<b>A WEB-BASED BULLETIN BOARD AS EDWARD SOJA'S "THIRDSPACE": ESL AND LGBTQ STUDENTS CLAIM HOME TURF</b>	<i>Patricia T. Price, Reuben Hayslett, Georgia Southern University, Statesboro, GA and Gaoqing Li, Huazhong Normal University, Wuhan, China</i> The presentation will begin with a description of a research project on mediated communication between LGBTQ and ESL students. Pertinent theory from a variety of academic fields will be summarized, followed by an analysis of the research questions and methods. Two students involved in the project will participate in the panel, one in person and one via webcam. The panel will conclude with some general observations about the research.
<i>Target Audience: Higher Education</i>		
PANEL 39		Concurrent Session Eight — Saturday • 11:00 a.m. – 12:30 p.m.
<b>ROOM 218</b>	<b>IC @ GHC: INNOVATIVE STRATEGIES FOR INCREASING STUDENT INFORMATION COMPETENCY WITHOUT BREAKING THE BUDGET</b>	<i>Meredith Ginn, Georgia Highlands College, Marietta; Leslie Johnson and Travice Obas, Georgia Highlands College, Cartersville, GA; and Cindy Wheeler, Georgia Highlands College, Rome, GA</i> The rationale and origination of the Georgia Highlands College Information Literacy plan will be discussed, highlighting the grassroots approach that was utilized in order to encourage faculty involvement and control costs. Program tactics will be addressed, including assessment tool creation, program promotion and faculty training. Flexible incorporation and assessment of information competency in one of the initial implementation areas, a basic Human Communications course, will be explored, and research findings from the first two years of plan implementation will be reported.
<i>Target Audience: Higher Education</i>		
PANEL 40		Concurrent Session Eight — Saturday • 11:00 a.m. – 12:30 p.m.
<b>ROOM 1002</b>	<b>MOTIVATING AFRICAN-AMERICAN COLLEGE STUDENTS THROUGH COURSE-INTEGRATED LIBRARY INSTRUCTION: EXPLORING THE ROLE OF ENCOURAGEMENT</b>	<i>Jeffrey M. Mortimore, Thomas F. Holgate Library, Bennett College for Women and Amanda Wall, University of North Carolina at Greensboro, Greensboro, NC</i> This presentation will explore the unique role course-integrated library instruction may play in increasing academic motivation among African-American college students. Drawing upon recent work in student motivation, the presenters argue that perception of faculty encouragement is the single most important predictor of African-American college students' academic self-concept, and thus may contribute to motivation. Presenters will discuss the role of encouragement in course-integrated instruction, and suggest how to achieve greater perception of encouragement, both during and after instruction. Lastly, the presenters will consider ramifications for instructional services programs at HBCUs by reviewing recent experiences at Bennett College for Women in Greensboro, NC.
<i>Target Audience: Higher Education</i>		
PANEL 41		Concurrent Session Eight — Saturday • 11:00 a.m. – 12:30 p.m.
<b>ROOM 210</b>	<b>STEALING THE WORD: A COMPREHENSIVE STRATEGY TO ADDRESS PLAGIARISM</b>	<i>Matthew Simon, Tri-County Technical College, Pendleton, SC</i> To address the growing pandemic of plagiarism, departments and institutions must create proactive strategies. These strategies focus on interconnectivity between the disciplines. Therefore, combating plagiarism will focus discussing not on students but faculty as well.
	<b>THE CLICKER PROJECT: PROS AND CONS OF ACTIVE LEARNING TECHNIQUES IN THE LIBRARY CLASSROOM</b>	<i>Melissa Dennis, University of Mississippi, Oxford, MS</i> This presentation will focus on a pilot project using Interwrite PRS clicker technology as a means of evaluating student learning in a library one-shot BI session. Four librarians at the University of Mississippi created a library session for students enrolled in EDLD 101, Academic Skills for College. The goal of the study was twofold: 1) to determine if clicker technology was a useful active learning tool for enhancing student engagement in a library session, and 2) to collaborate with faculty to integrate information literacy skills into a curriculum for students on academic probation. This presentation will detail the ups and downs of the project.
<i>Target Audience: K-12 / Higher Education</i>		
PANEL 42		Concurrent Session Eight — Saturday • 11:00 a.m. – 12:30 p.m.
<b>ROOM 212</b>	<b>TOWARDS VIRTUAL INFORMATION LITERACY: ACADEMIC LIBRARIAN INTEGRATION INTO TEACHER EDUCATION DISTANCE LEARNING PROGRAMS</b>	<i>Brenna Helmstutler, University Library, Georgia State University, Atlanta, GA</i> Although academic librarians have been involved in distance learning for decades, emerging technology has allowed for a more substantial emphasis on integration in distance learning. This is evidenced by such trends as job responsibilities expanding to include distance learning activities, libraries adding Distance Learning Librarian positions, online library services such as virtual reference and instruction, and journals focusing on library services in distance learning. This presentation will discuss a two-pronged research study on academic librarian integration in the Teacher Education degree programs of Georgia State University's GeorgiaONmyLINE distance learning initiative, as well as in Teacher Education distance learning programs across the United States. If you are an academic librarian currently working with distance learning courses or will be, in Teacher Education or another discipline, you may be interested in the results of this study.
	<b>PSYCHOSEMIOTICS AND INFORMATION LITERACY INSTRUCTION: IDENTIFYING SIGNWAYS IN LIBRARY TUTORIALS</b>	<i>Barbara Blummer, Towson University, Towson, MD</i> The presentation offers librarians guidance on utilizing diverse signways to enhance library skills training to students. It also provides examples of instruction through various signways in tutorials and digital learning objects from academic library web sites as well as PRIMO and the Information Literacy Resource Bank. Inter-coder reliability, triangulation of the sources, as well as peer review of the findings provides validity to the research. Incorporating instructional opportunities from the perspectives of diverse communication avenues increases tutorials effectiveness by challenging students' higher level cognitive abilities.
<i>Target Audience: Higher Education</i>		

12:30 PM  
Distribution of  
Box Lunches in  
the Lobby