(Formerly known as the Georgia Conference on Information Literacy)

Conference Program [2014]

Georgia International Conference on Information Literacy

www.GeorgiaSouthern.edu/infolit

Jointly Hosted By

• Zach S. Henderson Library

• Allen E. Paulson College of Engineering and Information Technology

• College of Liberal Arts & Social Sciences, Department of Writing & Linguistics

• College of Education

• The Division of Continuing Education

KEYNOTE SPEAKER
Eric Faden, Ph.D.

Associate Professor
English and Film/Media Studies
Bucknell University, Lewisburg, PA

The Georgia Conference on Information Literacy provides the opportunity to share research and best methods related to teaching, learning, and assessing essential lifelong learning skills.

GEORGIA INTERNATIONAL CONFERENCE ON INFORMATION LITERACY

GEORGIA SOUTHERN UNIVERSITY
CONTINUING EDUCATION

Coastal Georgia Center, Savannah, GA

OCTOBER 10-11, 2014

Thanks to the Conference Steering Committee

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Thank you to our Luncheon Sponsor

CREDO

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GEORGIA INTERNATIONAL CONFERENCE ON iNFORMATION LITERACY

SCHEDULE AT A GLANCE

Thursday, October 9

5 – 8 p.m.	Early Check In

Friday, October 10
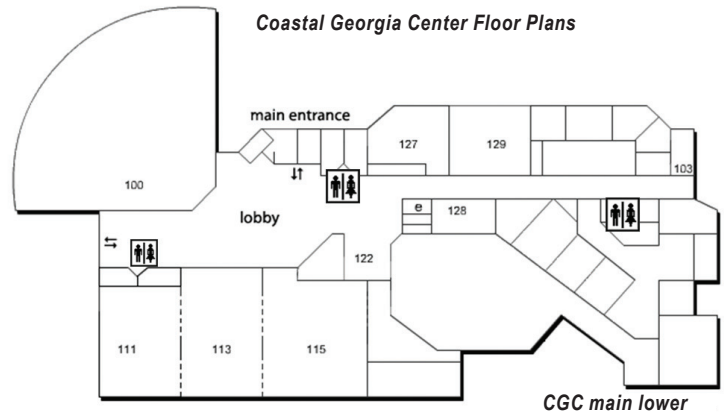
7:30 a.m.	Exhibits Open
7:30 – 8:30 a.m.	Continental Breakfast/Registration
8:30 – 9:45 a.m.	Concurrent Presentations
10 – 11:30 a.m.	Concurrent Presentations
11:45 – 1 p.m.	Luncheon
1:30 – 4 p.m.	Poster Presentations
1:15 – 2:30 p.m.	Concurrent Presentations
2:30 – 2:45 p.m.	Break
2:45 – 4 p.m.	Concurrent Presentations
4:30 p.m.	Exhibits Close

Saturday, October 11

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

Free Wi Fi

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Coastal Georgia Center Floor Plans

main entrance

127   129   103

lobby   128

122

111   113   115

CGC main lower

211   217   221

234

210   212   218

CGC main upper

CGC west wing lower

main entrance

1002

1019

1005

1220 A   1220 B

CGC west wing upper

2011   2002

2010   2005
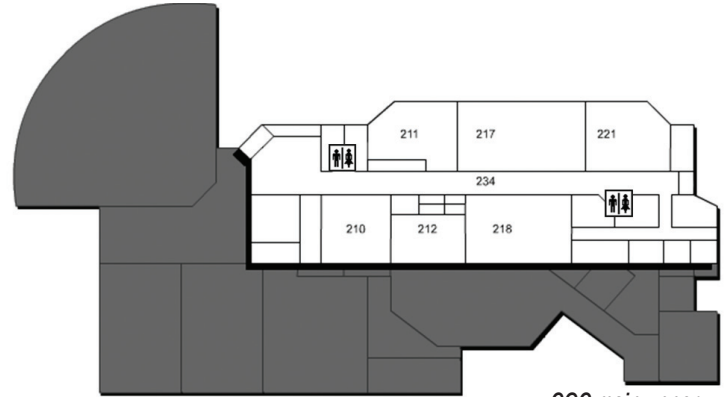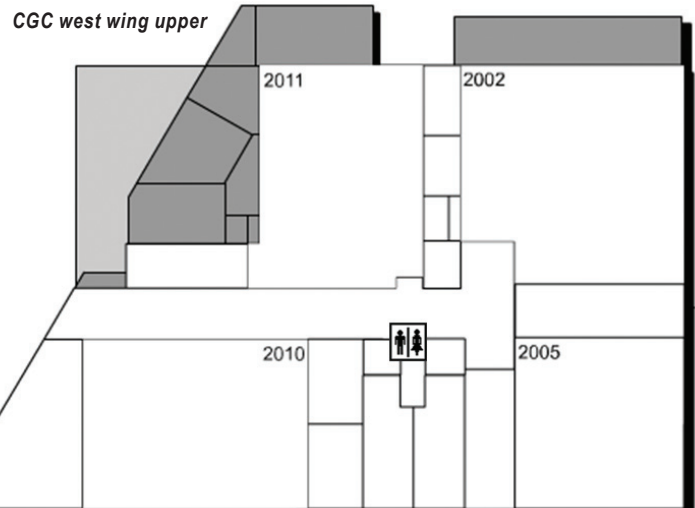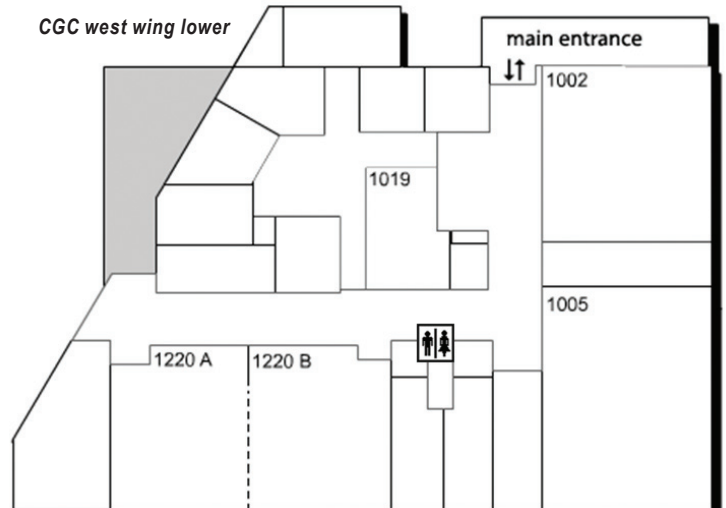
8:30 – 9:45 a.m. CONCURRENT PRESENTATIONS   FRIDAY, OCTOBER 10

Room 210 • Friday. October 10 • 8:30 to 9:45 a. m.

WHEN WILL WE USE THIS IN REAL LIFE?: PROBLEM-BASED LEARNING AND ITS USE IN EFFECTIVE INFORMATION LITERACY INSTRUCTION

Bridget S. Farrell, Auburn University

Adelia B. Grabowsky, Auburn University

Have you thought about using real world problems in your library instruction classroom? Modeling real world scenarios can increase student engagement and provide context to show students how they can use library skills after graduation. This session will discuss problem-based learning and its use in business and health sciences library instruction.

Room 211 • Friday. October 10 • 8:30 to 9:45 a. m.

THE BEST LAID PLANS OF LIBRARIANS AND FACULTY: INFORMATION LITERACY INSTRUCTION IN A GENERAL EDUCATION LITERATURE COURSE, DIFFICULTIES AND SUCCESSES

Kelly Diamond, West Virginia University

Lisa Weihman, West Virginia University

Members of this panel (a librarian and faculty member) will discuss their collaboration creating information literacy sessions for English 272: Modernist Literature, a course which fulfilled a General Education Curriculum requirement. The initial sessions were less than successful due to our assumption of who our students would be and their skills and who the students actually were. This session will be relevant to academic librarians collaborating with faculty teaching literature courses and will also provide librarians with a set of best practices to help effectively create information literacy sessions to reach all students at varying levels of fluency.

Room 217 • Friday. October 10 • 8:30 to 9:45 a. m.

INFORMATION LITERACY: LIBRARIANS CONNECTING THE DOTS AS INSTITUTIONAL LEADERS

Jametoria Burton, Florida State College

Sheri Brown, Florida State College

Mary Dumbleton, Florida State College

Come and join us for this very informative session with ideas to engage with librarians at your institutions in order to enhance faculty partnerships and strengthen student learning, while bringing value to the institution through information literacy both inside and beyond the classroom.

Room 218 • Friday. October 10 • 8:30 to 9:45 a. m.

CHAIR: Ngaire I. Smith, Haywood Community College

A NEW START FOR EARLY START: UPDATING A SUMMER CURRICULUM FOR INCOMING FRESHMEN

Rebecca Freeman, University of South Carolina - Lancaster

Kaetrena Kendrick, University of South Carolina - Lancaster

USC Lancaster's Early Start program allows students in the TRiO program to start their college experience before other freshmen. During an initial partnership with the TRiO program in 2013, Freeman and Kendrick worked with these students to provide an introduction to basic research skills, information literacy skills, and a variety of technology tools. Freeman and Kendrick are again partnering with the TriO program in Summer 2014. Due to budget cuts and staffing changes, Freeman and Kendrick are putting a twist on the traditional Information Literacy sessions.

MORE THAN JUST A FIELD TRIP: TEACHING DUAL CREDIT STUDENTS TO MAKE THE MOST OF THE COLLEGE LIBRARY

Ngaire I. Smith, Haywood Community College

Tracy Stout, Missouri State University - Springfield

Today's dual credit high school students are tomorrow's college students. Librarians who work with dual credit instructors to plan instruction can help students learn research techniques that will help them write high quality papers at the college level. A day at the library is more than a day away from class. It is an opportunity for college librarians to help dual credit students begin the transition from high school to college. This presentation will emphasize active learning techniques for the classroom to ensure that students on campus for a short time get the most out of their instruction session.

Room 1002 • Friday. October 10 • 8:30 to 9:45 a. m.

FLIP IT UP: A LIBRARY'S "PULL THE STAPLE AND TEACH IT" APPROACH TO THE FLIPPED CLASSROOM MODEL

Susan L. Jennings, Chattanooga State Community College

Brittany Richardson, Chattanooga State Community College

Glazed looks, nodding heads, and yawns...introduction to the library. But snores no more! Hear one library's quest to design an innovative, assignment-based, flipped approach to broad based library instruction.

Room 1005 • Friday. October 10 • 8:30 to 9:45 a. m.

CHAIR: Nikki Cannon-Rech, Savannah State University

AFFORDABLE INFORMATION LITERACY: REDEFINING HUMANITIES COURSE MATERIALS

Robert Bledsoe, Georgia Regents University

Virginia C. Feher, University of North Georgia

This presentation will demonstrate how librarians and teaching faculty collaborated in identifying affordable alternatives to textbooks for use in two required core courses— Humanities 2001 and 2002—at Georgia Regents University (GRU). Presenters will discuss project goals and outcomes, including expanding traditional methods of information delivery to promote an active learning environment that teaches students how to organize and communicate ideas effectively. Additionally, presenters will demonstrate how the project relates to the proposed revised draft framework for information literacy.

TRUST, LEARNING STYLES AND ATTITUDES TO READING IN THE INFORMATION LITERACY PRACTICES OF RESETTLED SOUTH SUDANESE REFUGEES IN AUSTRALIA

Wendy M. Richards, University of Southern Queensland

How do African refugee arrivals from differing cultural, language and literacy backgrounds engage with the digitally mediated, text-dense and English language-based information environments of education within the Global North? What are the risks for new communities of reduced access to learning and longer term information poverty through lack of information literacy practices that meet the demands of these environments? This paper draws on interviews with South Sudanese refugee arrivals and settlement agency staff to examine the role that trust, learning styles and cultural attitudes to reading play in developing effective information literacy practices within resettlement.

Room 1220B • Friday. October 10 • 8:30 to 9:45 a.m.

CHAIR: Melissa Whitsell, Dalton State College

CREATING ENGAGING INFORMATION LITERACY TUTORIALS

Mandi Goodsett, Georgia Southwestern State University

Want to engage your students or patrons with online information literacy tutorials? This presentation will demonstrate several steps librarians can take in creating online tutorials to make them more engaging for patrons and, in turn, more useful. In addition to discussing various tutorial platforms and their capacity for engaging viewers, you'll also learn how to construct tutorials in an engaging way and assess tutorials based on direct student feedback.

CHEMICAL INFORMATION LITERACY: ROLE OF A SUBJECT LIBRARIAN IN INTERACTIVE LEARNING DESIGNED FOR UNDERGRADUATE CHEMICAL SCIENCE STUDENTS

Neelam Bharti, University of Florida

After working as an organic chemist for 10 years, last year I was attracted to the library science and chemistry resources. Currently I am working as a chemical sciences librarian at University of Florida. This transition encouraged me to explore the possibilities of how a librarian with lab experience can contribute to the research process and bridge a gap between the subject faculty and library. At the same time, it can make an impact on students learning, research strategies advancement and overall educational development.

Room 1220A • Friday. October 10 • 8:30 to 9:45 a. m.

CHAIR: Shelbie Witte, Florida State University

BUILDING BRIDGES TO INFORMATION LITERACY: EXPLORING TEACHER-LIBRARIAN COLLABORATION IN MATH AND SCIENCE

Shelbie Witte, Florida State University

Don Latham, Florida State University

Melissa Gross, Florida State University

Heidi Julien, University at Buffalo

This paper reports the results of four focus groups held with high school math and science teachers and school and public librarians to explore how teachers and librarians can collaborate most effectively to help students develop 21st Century skills in order to prepare them to be significant contributors, to be "full participants" in their communities and our society, to prepare them for college-readiness to the workforce, particularly in the area of STEM-related jobs. The findings raise questions about our ways to better support these collaborations.

EMBEDDING INFORMATION LITERACY IN MULTI-SECTION COMPOSITION COURSES TO IMPROVE FIRST YEAR STUDENT SUCCESS

Josie U. Martinez, Our Lady of the Lake University - San Antonio

This presentation focuses on the experience of a small, Catholic university library's implementation of its information literacy instruction into freshman English composition courses. The goals of this presentation consists of highlighting 1: how librarians can contribute to the academic preparedness of colleges and universities by embedding into a multi-section first year Composition course; 2: the implementation of online information literacy through the use of technology when resources are at a premium, and 3: improvements among first year remedial students in their information literacy skills.

Use the conference hash tag #GACoIL on twitter!

Room 129 • Friday. October 10 • 10 to 11:30 a. m.

CHAIR: Robin Johns Grant, Middle Georgia State College

OUT OF THE BOX RUBRICS: DESIGNING COURSE-INTEGRATED ASSESSMENTS FOR FACULTY USE

Kristina M. DeVoe, Temple University

This presentation will highlight the results from an analysis of English syllabi and course-related research assignment handouts at Temple University, noting how English faculty communicate information literacy outcomes to students. The presenter will then discuss the process of creating and promoting a toolkit of assessable information literacy outcomes and corresponding rubrics for faculty use in their courses. Attendees will become familiar with the benefits of using rubrics as an assessment method in addition to best practices for designing rubrics for non-librarians that describe what information literacy skills and concepts look like when applied in context.

THE PROOF IS IN THE WORKSHEETS: ASSESSING INFORMATION LITERACY OUTCOMES FROM LIBRARY INSTRUCTION IN AN EVOLVED FYE PROGRAM

Robin Johns Grant, Middle Georgia State College
Felicia Haywood, Middle Georgia State College

When Middle Georgia State College decided to begin a pilot assessment program, tying our library instruction sessions to learning outcomes based on ACRL standards, our First Year Experience program seemed the perfect place to start. After identifying learning outcomes, we developed instruction outlines, activity worksheets, and scoring rubrics. We are just completing our first full year of collecting this assessment data and will present what we have learned to date, and where we plan to go with this in the future.

USING RUBRICS TO ASSESS AUTHENTIC LEARNING PRODUCTS FROM ONE-SHOT, COURSE-INTEGRATED LIBRARY INSTRUCTION

Jennifer Stout, Virginia Commonwealth University
Laura Gariepy, Virginia Commonwealth University

The presenters will explain the benefits of using rubrics to assess information literacy learning outcomes in a one-shot library instruction environment. Participants will also learn how the rubric-based assessment model can be translated to any one-shot environment regardless of the content being taught.

Use the conference hash tag #GACoIL on twitter!

Room 210 • Friday. October 10 • 10 to 11:30 a. m.

DO WE GET CREDIT FOR THIS?: CREDIT-BEARING INFORMATION LITERACY CLASSES VS. LIAISON-DRIVEN INSTRUCTION

Andrea G. Stanfield, University of West Georgia
Russell Palmer, LYRASIS

This workshop will explore the advantages and disadvantages of credit-bearing information literacy courses and liaison-driven instruction programs that include one-shots or embedded instruction. Participants will examine the pros and cons of teaching a credit-bearing information literacy course in general and at their own institutions. They will also consider using curriculum mapping to create strategic, liaison-driven one-shot and embedded instruction programs within a major or program as an alternative to an information literacy class.

Room 211 • Friday. October 10 • 10 to 11:30 a. m.

RE-DEFINING INFORMATION LITERACY IN A FOR-CREDIT INTERDISCIPLINARY HONORS SEMINAR

Robert Detmering, University of Louisville
Anna Marie Johnson, University of Louisville

In this presentation, we will discuss our attempt to come to terms with information literacy as a genuinely complex, holistic, and interdisciplinary concept in the context of a 300-level Honors Seminar. From this perspective, we will highlight various aspects of the course, including a final assignment that asks students to conduct primary and secondary research, as well as create a short digital story. We will show clips from student work, describing the assignment structure and the information literacy outcomes. As an exercise in "sense-making and metacognition," this assignment requires students to serve as content producers, rather than just consumers, and to engage in higher order information literacy practices.

Room 212 • Friday. October 10 • 10 to 11:30 a. m.

ACTIVE LEARNING IN, THROUGH, AND BEYOND THE UNIVERSITY LIBRARY AND CLASSROOM

Mark E. Wenger, University of South Carolina - Columbia
Stephanie Solomon, Columbia International University
Kevin Flickner, Columbia International University

This workshop will consist of brief presentations from librarian, professor, library staff, and (hopefully) a student from one of the classes engaged in the topic during the fall semester of 2014. Example training materials and library skills assessment will be provided to workshop participants during the presentation. Participants will then be encouraged (and guided, as needed) in development and/or adaptation of the materials to their own situations so as to encourage greater collaboration in, through, and beyond the library and classroom.

Room 217 • Friday. October 10 • 10 to 11:30 a. m.

USE THAT GUIDE TO YOUR ADVANTAGE: LIBGUIDES AS THE CATALYST TO MORE ACTIVE LEARNING AND FLIPPED LEARNING OPPORTUNITIES

Nikki Cannon-Rech, Savannah State University

Have you been following all the buzz about Flipping Instruction? Too nervous to try this method in your own instruction? Learn how to successfully flip your information literacy instruction and provide active learning opportunities for your students. This interactive workshop will provide a hands on activity to help you determine which skill sets will work best with the flipped model, and a list of suggested technology to help you revitalize your LibGuides as a more productive teaching and learning tool.

Room 1220B • Friday. October 10 • 10 to 11:30 a. m.

EMBEDDING IN AN INTRODUCTORY LITERARY STUDIES COURSE: A FACULTY/LIBRARIAN PARTNERSHIP

Melissa Whitesell, Dalton State College

Kelley Mahoney, Dalton State College

In this workshop, attendees will actively participate while learning about a collaborative effort between an English professor and an embedded librarian for an introductory Literary Studies course with an intensive research component. Join us to gather tips for a successful partnership, methods of assessing the impact of an embedded librarian, and share best practices for student-centered learning.

11:45 a.m. – 1 p.m. CONFERENCE LUNCHEON • CYPRESS ROOM   FRIDAY, OCTOBER 10

Submit your Presentation

After the 2014 Georgia International Conference on Information Literacy, go to Digital Commons to submit your presentation materials.

1. Go to http://digitalcommons.georgiasouthern.edu/gaintlit/

2. Follow the directions to upload your presentation.

The deadline to submit your conference material is November 11, 2014.

Why Submit Your Presentation? More exposure for your work! Presentations are searchable through Google, and you will receive reports showing how many people have downloaded your presentation.

What about Copyright? YOU retain the copyright. In the submission form, you will be able to choose a Creative Commons License suited for your needs. You also have the options to make your presentation materials accessible only to Georgia Southern University users or make it available after a period of time has passed.

What can you upload? PowerPoint slides, papers, handouts, video, audio, and any other documents you used during your presentation.

Need Help? Contact Ashley Lowery in Henderson Library at 912-478-4056 or alowery@georgiasouthern.edu. If you have trouble submitting your presentation materials, email them to Ashley and she will upload them for you!

Use the conference hash tag #GACoIL on twitter!

Room 210 • Friday. October 10 • 1:15 to 2:30 p. m.

TRACKING INFORMATION LITERACY COMPETENCIES THROUGH INSTITUTIONAL ASSESSMENTS

Kari D. Weaver, University of South Carolina - Aiken

Lynne A. Rhodes, University of South Carolina - Aiken

Assessing student information literacy competencies throughout the curriculum requires collaboration and cross campus partnership. Learn how one campus used existing portfolio assessments integrated throughout the curriculum to assess the impact of information literacy. This panel presentation will discuss the assessments, the findings, and future directions from the perspective of a librarian and an English Department faculty member.

Room 211 • Friday. October 10 • 1:15 to 2:30 p. m.

OFFERING A THREE-CREDIT INFORMATION LITERACY COURSE

Tony Doyle, Hunter College

Have you thought about establishing a three-credit information literacy/research methods course on your campus? Are you seeking ideas about content or major assignments? Would you like ideas for pitching the course to your dean or chief librarian and your curriculum committee? This presentation will address these questions in light of my experience in developing and proposing such a course, as well as my long experience teaching a one-credit information literacy course.

Room 217 • Friday. October 10 • 1:15 to 2:30 p. m.

BUILDING COMMUNITY IN THE LIBRARY: PARTNERSHIPS FOR OUTREACH

Jolanda-Pieta van Arnhem, College of Charleston

Melissa Hortman, College of Charleston

The College of Charleston Library and Center for Student Learning partnered to co-design, sponsor, and market a year long program of complementary information literacy and study skills offerings in order to build community at the Library. Panelists Jolanda-Pieta van Arnhem (Library) and Melissa Hortman (Center for Student Learning) will discuss the design process and assessment of the program for its first year. Attendees will be provided with a list of resources created under a Creative Commons license that can be adapted for use at their institutions.

Room 218 • Friday. October 10 • 1:15 to 2:30 p. m.

RINGMASTERS OF THE ENDNOTE CIRCUS: ORCHESTRATING CITATION MANAGEMENT SOFTWARE LITERACY FROM THE R&I PERSPECTIVE

Chapel Cowden, University of Tennessee at Chattanooga

Beverly A. Kutz, University of Tennessee at Chattanooga

Two librarians supporting the use of a single citation management tool for an entire campus? What a circus! Come hear how we integrate citation management into library instruction, create online support tools, conduct train the trainer sessions, and other circus acts to let the EndNote show go on and discover how you might use this model to support citation management software (or any software) on your campus and in your instruction classroom.

Room 1002 • Friday. October 10 • 1:15 to 2:30 p. m.

FLIPPING INFORMATION LITERACY: COLLABORATING ACROSS DEPARTMENTS TO AUTOMATE LIBRARY INSTRUCTION

John Venecek, University of Central Florida

Rosie Flowers, Stetson University

Rachel Mulvihill, University of Central Florida

Renee Montgomery, University of Central Florida

This presentation will describe an information literacy project that won the 2014 Information Technologies & Resources Outstanding Collaboration Award at the University of Central Florida. The project was designed to enhance instruction that the library provides to the Department of Writing & Rhetoric and Strategies for College Success. The result of this collaboration was an online course that used Instructure's Canvas platform to automate some of the most basic aspects of our instruction.

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Room 1005 • Friday. October 10 • 1:15 to 2:30 p. m.

CHAIR: Tony Doyle, Hunter College

OLD TOOL, NEW FUNCTION: USING LIBGUIDES TO BREATHE NEW LIFE INTO THE END-OF-SEMESTER PROJECT

Kathy Campbell, East Tennessee State University

Leslie Adebonojo, East Tennessee State University

Three professors were invited to a meeting where librarians offered them the opportunity to replace their traditional written paper with a LibGuide assignment. Librarians explained that students would still have to do quality research to produce a good LibGuide and suggested that there are a number of benefits from replacing a written paper with a LibGuide assignment. This paper describes the pilot project.

PREPARING THOUGHTFUL LEADERS: PROMOTING CRITICAL THINKING THROUGH AUTHENTIC LEARNING ACTIVITIES

Melissa N. Mallon, Wichita State University

Some of the most important characteristics employers look for in new hires is the ability to solve problems and critically examine information in diverse workplace environments. One of academic librarians' most crucial roles is to challenge students to think beyond their individual circumstances while helping them develop the necessary skills for success in the 21st century. This presentation covers strategies and best practices for teaching critical thinking in both online and face to face environments and explores innovative uses of social media and instructional technologies as a vehicle for designing authentic activities that encourage critical thinking both in the classroom and beyond.

Room 1220B • Friday. October 10 • 1:15 to 2:30 p. m.

CHAIR: Rebecca Freeman, University of South Carolina - Lancaster

COMMUNITIES OF PRACTICE - EFFECTIVE TECHNIQUES TO ENHANCE STUDENT AND FACULTY LEARNING

Ellen C. Manning, Kaplan University

Kurtis Clements, Kaplan University

Educators can be more successful by keeping a continued open dialogue with other educators, creating effective Communities of Practice (CoP). Our presentation provides the research behind COPs and demonstrates how they function and can be created at any level, maximizing collaboration, teaching and learning.

SHOW ME THE WAY: EXAMINING PATHS OF FACULTY RESEARCH PRACTICES

Whitney Kemble, University of Toronto, Scarborough

Lola Rudin, University of Toronto, Scarborough

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

Room 1220A • Friday. October 10 • 1:15 to 2:30 p. m.

CHAIR: Jolanda-Pieta van Arnhem, College of Charleston

BEYOND LIBRARY RESOURCES: HOW TO IMPLEMENT INTEGRATED LEARNING ACROSS THE CURRICULUM WITH INFORMATION LITERACY COMPONENTS USING HYBRID DELIVERY

Bernadette Maria Lopez-Fitzsimmons, Manhattan College

I will use PowerPoint presentation explaining the history, purpose, structure and delivery of the Integrated Learning Workshop series—integrated learning across the curriculum. I will have participants use short community building exercises in pair share activities to foster collaboration, peer evaluation and team work. Following these short activities I will demonstrate how Information Literacy lessons can be incorporated into workshops so that participants will connect learned knowledge to other disciplines such as marketing, science or poetry lessons. I will use my peers' feedback and comments as examples of a productive cross collegial working group, and I will explain the benefits to having hybrid delivery. I will include a bibliography on Integrated Learning from each discipline –Arts, Science, Business, Education, Information Literacy, etc.). Conference participants will be able to use some of the exercises and concepts at their home institutions.

TEACHING AND LEARNING INFORMATION LITERACY: EMBEDDED LIBRARY SCIENCE STUDENTS IN UNDERGRADUATE ENGLISH COURSES

Kim E. Becnel, Appalachian State University

Jon C. Pope, Appalachian State University

Robin A. Moeller, Appalachian State University

Inspired by recent research demonstrating that embedded librarianship—a practice in which librarians function as co-teachers in traditional courses—yields impressive results in terms of students' information literacy gains, the researchers have developed a project in which Library Science students enrolled in Information Sources and Services (traditionally known as "Reference Class") serve as embedded librarians for groups of first and second-year composition students. The library science students practice their bibliographic instruction, reference interview, and searching skills by helping the English students to define their research topics, locate and evaluate relevant sources of information, and properly cite and document that information. After some brief background concerning rationale and logistics, the researchers will share comparative data related to the research sample and a control group of undergraduate Composition students, including the results of pre and post information literacy surveys as well as statistics regarding the number and quality of sources cited by each group.

2:30 – 2:45 p.m. — Break   Friday

Room 129 • Friday. October 10 • 2:45 to 4 p. m.

CHAIR: Ann Manginelli, Tennessee Technological University

LIBRARIAN + FACULTY + STUDENT = SYNERGY

Daphne W. Thompson, Johnson & Wales University - Charlotte

Valerie Freeman, Johnson & Wales University - Charlotte

This presentation focuses on one of many examples of librarian/faculty collaboration at our university. All first-year composition courses are matched with a personal librarian for the purpose of addressing information literacy objectives. The Librarian will discuss our general IL model and strategies that have made it successful, and the English Professor will explain the essay assignment they worked on together.

REVISITING THE PAST-REIMAGINING THE FUTURE: INFORMATION LITERACY FOR THE 22ND CENTURY LIBRARIAN

Ann Manginelli, Tennessee Technological University

This presentation will propose an "ecological" model or guide for viewing the future challenges and possibilities in the field of information literacy, based on the wisdom of Urie Bronfenbrenner and Aldo Leopold. As professionals in a rapidly changing field, a framework that is holistic will be vital to our success and the success of the individuals we serve. Come glean from the rich histories of information science and education - with a hint of conservation ecology for good measure - and see what can be in store for the 22nd century librarian!

Room 210 • Friday. October 10 • 2:45 to 4 p. m.

INTERNATIONAL PERSPECTIVES ON INFORMATION LITERACY: A PANEL DISCUSSION

Angela Hamilton, University of Toronto, Scarborough

Kayo Chang, Savannah College of Art and Design -- Hong Kong

Brett Williams, College of the North Atlantic - Qatar

Heather Koopmans, Savannah College of Art and Design

Three Canadian academic librarians, one working in Canada at an internationally recognized university, one in Hong Kong at an art school and one at a vocational college in the Arabian emirate of Qatar speak about what information literacy competency and education means for them and their students.

Use the conference hash tag #GACoIL on twitter!

Room 211 • Friday. October 10 • 2:45 to 4 p. m.

PANEL: INNOVATING WITH ONLINE INTERFACES: DESIGNING LEARNING EXPERIENCES THAT HELP STUDENTS "CLOUD" UP & "TWEET" ON PRESENTER

CLOUDS & COMMUNITY: HELPING STUDENTS BUILD CUMULATIVE PLE'S (PERSONAL LEARNING ENVIRONMENTS) IN ONLINE COURSES

Stacia D. Campbell, Texas Wesleyan University

"WHAT THE TWEET!": KEY TOOLS AND STRATEGIES FOR ACCESSING AND VERIFYING LEGITIMATE AND IMMEDIATE #INFORMATION USING THE TWITTERSPHEREy

Carol J. Gerendas, Texas Wesleyan University

This panel includes two presentations that focus on helping students use online interfaces such as Twitter and clouds to develop critical literacies in research methods and in building PLE's (Personal Learning Environments) through scaffolded assignments. Examples come from speech and writing courses but can be customized across the disciplines in higher ed and in high school.

Room 212 • Friday. October 10 • 2:45 to 4 p. m.

CHAIR: Olivia Reinauer, Tidewater Community College

EXPANDING OUR REACH: INTEGRATING SOFTCHALK MODULES TO IMPACT STUDENT LEARNING OUTSIDE OF THE LIBRARY

Samantha M. McClellan, University of Louisville

Toccara D. Porter, University of Louisville

Instruction librarians face numerous barriers in their efforts to expand information literacy to distance education and large lecture hall students. To reach students in these settings, two academic librarians discuss their efforts to embed SoftChalk modules within Blackboard and assess their utility. Participants will leave this presentation aware of a new, easy-to-use technology to impact and evaluate student learning outside of the library.

LIBRARIANS AS INFORMATION TRAINERS: USING TRAINING TECHNIQUES TO IMPROVE INFORMATION LITERACY INSTRUCTION

Olivia Reinauer, Tidewater Community College

Librarians and trainers have much in common. Both face challenges such as motivating a group to learn, and attempting to meet specific objectives within a short period of time. A review of the training literature shows that many proven training techniques can be successfully adopted to improve information literacy instruction.

Room 217 • Friday. October 10 • 2:45 to 4 p. m.

SOUTHERN HOLLYWOOD: TEACHING INFORMATION LITERACY TO FUTURE COMMUNICATORS & SUPPORTING A GROWING REGIONAL INDUSTRY

Monya Tomlinson, Atlanta University Center Robert W. Woodruff Library

With the help of state and local governmental courtship, tax incentives, and rapt media coverage, the state of Georgia has become one of the top states for film and television production. Academic libraries already support the study of fields relevant to the industry (i.e. film, television, arts and other design-related areas) through collection development, instruction, and reference help. This presentation will discuss three areas of consideration for librarians who find themselves in the position of supporting entertainment-industry hopefuls and allow attendees to discuss trends and issues. The presenter will emphasize the Association of College and Research Libraries' Information Literacy Competency Standards for Journalism Students and Professionals and will provide resources for future use.

Room 218 • Friday. October 10 • 2:45 to 4 p. m.

CHAIR: Pat Leamon, Georgia Perimeter College

COMBINING EFFORTS: A SUBJECT LIBRARIAN AND A GENERALIST TEAM UP FOR RESEARCH INSTRUCTION

Amy Trendler, Ball State University

Brenda Yates Habich, Ball State University

Cate Calhoun, Auburn University

Combine a generalist and a subject librarian and you get dynamic instruction sessions! Two librarians will share approaches, frustrations, and experiences to research instruction for architecture, art, and beyond. Planning processes, developing and delivering the sessions, and future plans will be discussed.

HOW CAN COMMON READING PROGRAMS IMPACT INFORMATION LITERACY?

Pat Leamon, Georgia Perimeter College

Common Reading, One Book, or First Year reading programs are being implemented on many college campuses and communities. Georgia Perimeter College is in the fifth year of GPC Reads, a collaborative program organized by faculty and librarians. The presentation will address issues such as the goals of such programs, their impact on information literacy skills, how they can be funded, partnerships, and assessment.

Room 1220A • Friday. October 10 • 2:45 to 4 p. m.

DEVELOPING PARTNERSHIPS: BE NIMBLE

Rebecca Engsberg, Mercer University-Atlanta

Under the category of "PARTNERSHIPS between librarians and classroom teachers to teach students research skills," come to learn about developing a new partnership (or changing an existing one) with a faculty member based on a change in curriculum. Until recently, I regularly taught the library component of Research Skills classes. Not long ago, however, the curriculum changed. Now, there is no longer a formal class called "Research Skills." However, components of research skills (i.e. reading academic articles, paraphrasing, producing a written product) remain. Join me as I report on my recent experience as well as selected crucial concepts—including "N is for Nimble." I've identified the CCC's of partnership. Not the ABC's but, rather, the CCC's—because these concepts all begin with the letter C. Here are just a few C words that represent more detailed content: Communicate, compromise, and capitalize. These hopefully memorable concepts can help to enhance your partnership.

Room 1220B • Friday. October 10 • 2:45 to 4 p. m.

CHAIR: Alyssa Martin, Troy University, Montgomery Campus

FROM PRINT TO DIGITAL: LIBRARIAN INVOLVEMENT IN THE CREATION AND IMPLEMENTATION OF A WEBTEXT

Alyssa Martin, Troy University, Montgomery Campus

Librarians from various campuses of Troy University, who also teach TROY 1101 University Orientation, worked together to create library-specific content for one unified webtext that would be used in all TROY 1101 courses, taught both online and in-person at various TROY campuses. This webtext has replaced several print textbooks that had been used by different TROY campuses. Librarians embedded various activities within the webtext including a video, an online scavenger hunt, quizzes and links to various websites and LibGuides. The webtext has been an ideal platform to use for the increasingly popular flipped classroom model of instruction.

THE INTERNET CONUNDRUM: TEACHING WEB RESEARCH THROUGH COLLABORATIVE, CREATIVE LIBRARY INSTRUCTION

Brittany Richardson, Chattanooga State Technical Community College

Sarah Page, Chattanooga State Technical Community College

Wading through the massive amount of information and sources in our world can be overwhelming. The ability to effectively navigate information online is essential for students now, and in the future. A composition instructor and coordinator of library instruction will discuss their collaborative effort to improve the web literacy skills of community college students conducting research in English 1010 courses. Instructional activities engaging students with web searching and evaluation will be discussed.

Use the conference hash tag #GACoIL on twitter!

CREATING COLLABORATIVE CONVERSATIONS: HOW INITIATIVES TO IMPROVE UNDERGRADUATE NURSING STUDENTS' INFORMATION LITERACY SKILLS BENEFITS STUDENTS, LIBRARIANS AND NURSING FACULTY

Deborah Deloise Tritt, University of South Carolina - Aiken

Vicki Long, University of South Carolina - Aiken

In the spirit of the Association of College and Research Library (ACRL) Information Literacy Standards for Nursing (2013), a librarian and nursing faculty member partnered to improve nursing students' information literacy skills. This poster will show how the collaborative effort to cultivate APA citation skills and elevate the quality of student research encouraged a rich conversation about information literacy between faculty, students and the library. Additionally, the poster will reveal the benefits of this collaboration, future assessment efforts and showcase the tools that emerged from the partnership.

DESIGN WITH DIVERSITY IN MIND: ONLINE INFORMATION LITERACY INSTRUCTION FOR NONTRADITIONAL STUDENTS

Holly Mabry, Gardner-Webb University

Natalie E. Bishop, Gardner-Webb University

This poster presentation will define several types of nontraditional students, illustrate how the Blackboard Learn learning management system can be used effectively for these audiences and will demonstrate tools and best practices for making online courses accessible for everyone.

DON'T STOP THINKING ABOUT ASSESSMENT: ONGOING EVALUATION OF COURSE-INTEGRATED ASSESSMENT

Amrita Madray, Adelphi University

The ambitious task of creating a culture of assessments within academic libraries calls for flexible plans and ongoing evaluation. Learn about one academic library's program-level initiative to incorporate authentic student learning assessments into course-integrated information literacy sessions. The poster will highlight implementation strategies, administrative procedures, and reporting processes from the last four years. Applications of this type of assessment in settings other than course-integrated information literacy instruction will be suggested.

INFORMATION DETECTIVE: THE FRESHMEN EXPERIENCE AT GEORGIA COLLEGE

Jolene L. Cole, Georgia College

How one liberal arts college reached out to its first year students via new technology. The Georgia College library welcomed all freshmen to participate in their iPad mini scavenger hunt to great success. The development, implementation and assessment of the project will be covered.

LESSONS FROM THE TRENCHES OF INSTRUCTIONAL DESIGN

Credo Reference

The one-shot workshop isn't enough anymore. Libraries are expanding their instruction beyond workshops and comp classes to meet the growing needs of their students, the institutional pressure to improve student outcomes, and accreditation requirements to provide training in information skills. But how can a library transition from a workshop to a course, or curriculum?

WHAT'S THE GOOD WORDLE? HOW VISUAL LITERACY STRATEGIES ENHANCE UNDERGRADUATE RESEARCH PROCESSES

Jennifer Townes, AUC-Robert W. Woodruff Library

This poster discusses simple ways to turn raw data into useful information, draw meaningful conclusions from your data, and use your analyses as teaching tools to guide your instruction. We'll discuss some of the more useful ways to analyze and present that data -- such as frequency distributions and graphical diagrams -- and explore anecdotal comparisons of their utility in communicating with a college-level audience. Attendees will come away with a deeper knowledge of data acquisition, data analysis, and data communication skills to assist their ongoing academic and research endeavors.

LIBRARIANS AND TEACHERS IN TANDEM: PREVENTING PLAGIARISM IN OUR DIGITAL AGE

Paulette Proctor Harris, Georgia Regents University

Audie L. Holmes, Paine College

In today's digital age it is more important than ever for teachers and media specialists to work together to be sure that students understand what is meant by "plagiarsim." Teachers and media specialists working together in tandem to be assured that students cite sources carefully and correctly will go a long way in reinforcing to students that one must avoid at all costs submitting work as if it is one's own when it is not! Ways to assure that students do not plagiarize will be demonstrated in this poster session.

PARTNERSHIPS FOR OUTREACH: CENTER FOR STUDENT LEARNING AND LIBRARY STUDY SKILLS AND INFORMATION LITERACY PROGRAM

Jolanda-Pieta van Arnhem, College of Charleston

Melissa Hortman, College of Charleston

The College of Charleston Library and Center for Student Learning partnered to co-design, sponsor, and market a year long program of complementary information literacy and study skills offerings in order to build community at the Library. Presenters Jolanda-Pieta van Arnhem (Library) and Melissa Hortman (Center for Student Learning) will discuss the design process and assessment of the program for its first year. Attendees will be provided with a list resources and a poster handout that can be shared at their home institutions. The poster session will include interactive print capabilities and participants will be able to further explore series resources with their mobile devices equipped with wireless connectivity. Partnered with face to face discussions, the interactive print features will provide attendees with additional websites, audio and video files in order to construct a media rich and connected poster experience.

PROMOTING TRANSFERABLE RESEARCH SKILLS: A NEW TAKE ON ENGLISH COMPOSITION ASSESSMENT

Melissa Mallon, Wichita State University

This session describes a collaboration with an English Composition department to design and implement a wide-scale assessment program that not only measures student learning, but encourages students to develop transferable digital and information literacy skills that they will use throughout their academic and professional lives. The presenter will share the results of the assessment, provide tips for using blogs as an assessment tool, and introduce best practices for scalability of the project.

TRANSFORMING THE TUTORIAL: TEACHING ACADEMIC INTEGRITY ONLINE

Cate Calhoun Oravet, Auburn University Main Campus

Tony Oravet, Auburn University Main Campus

James Truman, Auburn University Main Campus

A team including a Reference and Instruction Librarian, Assistant Director of the Office of University Writing, and the Auburn University Libraries Web Designer collaborated to create an online tutorial. Not wanting to re-invent the wheel, the team evaluated dozens of tutorials to ensure that the content being created offered new challenges not seen in an average online tutorial. After establishing the benchmark, the team determined that a clean user interface with a clear focus on content would offer a more effective user experience. This poster includes a visual explanation of the tutorial's construction, results of assessment, and the role of inter-departmental collaboration.

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

8:30 – 9:30 a.m. – Auditorium   **Keynote Presentation**

KEYNOTE PRESENTATION

FAIR USE AS AN OFFENSIVE WEAPON: THE CONUNDRUM OF MOVING IMAGE COPYRIGHT IN HIGHER EDUCATION

Eric Faden, Ph.D., Associate Professor of English and Film/Media Studies, Bucknell University, Lewisburg, PA

Today, university faculty, staff, and students have an unprecedented ability to produce, appropriate, remix, distribute, and exhibit film, video, and moving image media. This ability, however, has largely outpaced intellectual property law and best practices for dealing with moving images at universities and colleges.

This talk samples the recent technological changes from the viewpoint of an academic filmmaker. Moreover, the talk explores how scholars, librarians, students and administrators currently navigate the legal landscape of copyright and fair use in higher education.

Eric S. Faden is an Associate Professor of English and Film/Media Studies at Bucknell University. His research interests focus on moving image technologies from pre-cinema optical toys to contemporary digital visual effects. In addition, Professor Faden works as a filmmaker producing multimedia scholarship as well as commercial PSAs, documentaries, and narrative films.

GEORGIA INTERNATIONAL CONFERENCE ON INFORMATION LITERACY
Coastal Georgia Center, Savannah, GA

9:45 – 11 a.m. CONCURRENT PRESENTATIONS

Room 210 • Saturday. October 11 • 9:45 to 11 a.m.
CHAIR: Michael Crumpton, University of North Carolina at Greensboro

FAMILY HISTORY RESEARCH: A TRADITION OF TRANSLITERACY

Cristina H. Trotter, Oconee Regional Library System

This presentation will examine transliteracy and information literacy through the lens of family history research. As librarians and educators begin to embrace their role in supporting transliteracy, they will seek out activities to develop and demonstrate transliteracy skills in their communities. My goal is to support these efforts by demonstrating that family history research is an activity that naturally fosters transliteracy.

TEACHING WORKPLACE INFORMATION LITERACY

Michael Crumpton, University of North Carolina at Greensboro

The presentation will highlight the different needs of vocational or workplace information literacy and provide suggestions on instructional design that supports identification of diverse needs in order to tailor instruction accordingly.

9:45 – 11 a.m. CONCURRENT PRESENTATIONS

Room 212 • Saturday. October 11 • 9:45 to 11 a. m.
CHAIR: Rebecca K. Miller, Virginia Polytechnic Institute and State University

COLLABORATION, INFORMATION LITERACY, AND TROUBLESOME KNOWLEDGE: THRESHOLD CONCEPTS IN THE REAL WORLD

Rebecca K. Miller, Virginia Polytechnic Institute and State University
Sara Crickenberger, Virginia Polytechnic Institute and State University

Drafts of the new Framework for Information Literacy for Higher Education use threshold concepts to refocus and revise the Information Literacy Standards for Higher Education. The drafts include five information literacy threshold concepts that offer a fresh approach to helping learners become information literate. This paper uses real-life collaboration between a librarian and an English instructor to demonstrate how different types of educators can translate threshold concepts from theory into high-impact practice.

OKLAHOMA LITERACY SKILLS INITIATIVE (OK-LSI)

Sharon Morrison, Southeastern Oklahoma State University
Adrianna Lancaster, East Central University

The presentation will describe a multi-year, collaborative approach to increasing the information literacy skills of students, while increasing the teaching and assessment skills of librarians.

Room 217 • Saturday. October 11 • 9:45 to 11 a. m.
CHAIR: Michael Holt, Valdosta State University

GAGNÉ IN THE FLIPPED CLASSROOM: WHY THE INSTRUCTIONAL DESIGN MATTERS

Barbara S. Petersohn, University of North Georgia

This discussion explores the efficacy of the flipped class approach in helping students retain learning, even from a one-shot instruction session. The session considers examples from library instruction sessions which used the flipped approach to illustrate how and why focusing on some of Gagné's events of instruction can help students retain information literacy skills taught in class.

IT'S A MYSTERY!: EFFECTIVE LIBRARY ORIENTATION ACTIVITIES WITH LEARNING OBJECTIVES

Michael Holt, Valdosta State University
Laura Wright, Valdosta State University

What is the best way to introduce students to the library's many resources and physical layout without boring them to tears? At Valdosta State University's Odum Library, we use a library mystery activity that is designed to encourage students to work together, explore the library, and use its resources. This presentation will cover the development of library mysteries at Odum, our work with professors to design a mystery based on learning objectives, the implementation of the mystery, the lessons we learned, and our future plans.

Room 218 • Saturday. October 11 • 9:45 to 11 a. m.

ACCENTUATE THE POSITIVE, ELIMINATE THE PUNITIVE! RE-THINKING PLAGIARISM IN INFORMATION LITERACY INSTRUCTION

Christina Chester-Fangman, Austin Peay State University

Gina Garber, Austin Peay State University

Elaine Berg, Austin Peay State University

Too often, students feel that they are being accused of plagiarism before they have even started their first research assignment! Approaches to discussions of academic honesty (or dishonesty) frequently emphasize negative consequences over making the right choices from the start and do not take into consideration students' understanding of the research process. Panel attendees will learn how University librarians completely updated the university's required web-based anti-plagiarism tutorial by gleaning feedback from students, staff, classroom instructors, student support services, and the administration. Although we are at a public institution of higher education, our approach and content could easily be modified and implemented for the K-12 setting.

Room 1002 • Saturday. October 11 • 9:45 to 11 a. m.

OPEN EDUCATIONAL RESOURCES AND THE INFORMATION-LITERATE STUDENT

Jeffrey Gallant, Valdosta State University

Virginia Feher, University of North Georgia

Marie Lasseter, University System of Georgia

This presentation will draw parallels between the 2013 ACRL "Intersections of Scholarly Communication and Information Literacy" white paper and new OER concepts. Among the topics discussed will be new student learning outcomes for open resources and open licensing, changes in pedagogy when using OERs, and opportunities for librarians to get involved in OER initiatives. The presenters will also share their individual experiences with OERs and discuss their future plans to incorporate OERs into reference services, online and in-person instruction, and curricula.

Room 1220A • Saturday. October 11 • 9:45 to 11 a. m.

TEACHING GLOBAL LITERACY: A SUCCESSFUL PROFESSOR/LIBRARIAN PARTNERSHIP

Rebecca Rose, University of North Georgia

Patricia Worrall, University of North Georgia

A panel comprised of an English Professor and a Librarian share their strategies for teaching a second semester English composition class with an emphasis on Global Literacy. This partnership has the English Professor offer students a choice of reading one of six International Detective novels. The librarian has created a Libguide with cultural links and is embedded within the classroom.

Room 1005 • Saturday. October 11 • 9:45 to 11 a. m.

CHAIR: Andrew Kearns, University of South Carolina - Upstate

IT WAS FUN BUT...: LESSONS LEARNED FROM CREATING AN INFORMATION LITERACY BOARD GAME

Nicole Tekulve, University of Tennessee at Chattanooga

Jaime M. Myers, University of Tennessee at Chattanooga

In the summer of 2013, librarians at the University of Tennessee at Chattanooga decided to shake up the way they taught freshman English students about the research process by developing an original information literacy board game. The product of these efforts, The Game of Research, is a 5 player board game complete with original game board, tokens, and money. Modeled after the Game of Life, the Game of Research simulates a student's choices during the college-level research process. This presentation will discuss the challenges and opportunities discovered through creating this unique active learning game including assessment, design, and developing faculty buy-in.

YOUR SCHOOL AS HOME FRONT: USING WORLD WAR II ERA RECORDS FROM THE UNIVERSITY ARCHIVES TO ENHANCE INFORMATION LITERACY OF FIRST YEAR STUDENTS

Caroline Hopkinson Ms., Armstrong State University

Explore active learning strategies using documents and artifacts from the University archives to enhance primary source literacy of first year college students. Focus is on University/school archives with smaller collections and incorporating this learning activity into the first year courses.

Room 1220B • Saturday. October 11 • 9:45 to 11 a. m.

CHAIR: Bruce Kovanen, Knox College

DEVELOPING INFORMATION LITERACY IN ADULT LEARNERS

Bruce Kovanen, Knox College

The increased bond between effective use of technology and informational literacy often adds layers of difficulty for students who are digital immigrants. In the presentation, the speaker will discuss ways in which informational literacy has been developed in students at a local adult learning center. The speaker will recommend authentic activities that tie informational literacy with problems students face outside of class and class field trips to local libraries, so students can learn research skills and learn new ways to approach information in an increasing digital age.

THE DPLA AND OPEN ACCESS INITIATIVES: CHARACTERISTICS, COLLECTIONS, COLLABORATION & THE CULTIVATION OF INQUIRY-BASED TEACHING AND LEARNING

Trish A. Vlastnik, CCPS

We will survey open access initiatives and the opportunities presented by these projects to support information literacy in the digital age. The Digital Public Library of America, and its partner, the Digital Library of Georgia will be in the spotlight as we explore their platforms, resources, and potential as tools that support collaboration across disciplines and inquiry-based teaching and learning.

Room 210 • Saturday. October 11 • 11:15 a.m. to 12:45 p. m.

THE INFORMATION LITERACY "FLIPPED CLASSROOM" – A LESSON PLANNING LAB

Madeline Cohen, Lehman College (CUNY)

Alison Lehner-Quam, Lehman College (CUNY)

Robin Wright, Lehman College (CUNY)

An activity based, interactive workshop for librarians who wish to learn methods of implementing the flipped classroom in information literacy classes. This approach replaces lectures with pre-class assignments, usually in the form of videos or online tutorials, freeing class time for active learning. Participants will work in groups to gain understanding of the benefits and best practices of the flipped classroom. Participants will create a flipped lesson plan using activity planning tools provided, and group discussion.

Room 212 • Saturday. October 11 • 11:15 a.m. to 12:45 p. m.

DEVELOPING A CREDIT-BEARING INFORMATION LITERACY COURSE

Andrew Kearns, University of South Carolina - Upstate

Lola Bradley, University of South Carolina - Upstate

An interactive workshop based on the experiences of University of South Carolina Upstate librarians in creating a credit-bearing information literacy course, LIBR 201, Strategies for Information Discovery. Participants will engage in activities structured around our experiences in finding a place in the curriculum, developing course content, and teaching the course for the first time.

Room 217 • Saturday. October 11 • 11:15 a.m. to 12:45 p. m.

SEEING TO BELIEVE IT: STUDENT WORDS AND WEBSURFING TO CONDUCT RESEARCH IN FIRST-YEAR WRITING

Kathy Seymour Albertson, Georgia Southern University

LeighAnn Williams, Georgia Southern University

This workshop invites participants to watch actual students surfing the web, looking for the best sources as part of the LILAC project's endeavor to study information literacy skills. Concepts of knowledge transfer, engaged and authentic learning will be the pivotal theoretical frameworks for this presentation. Participants will leave with ready-to-use strategies that they can put into practice with their own students.

Room 1005 • Saturday. October 11 • 11:15 a.m. to 12:45 p. m.

CROSSING THE THRESHOLD WITH THE FRAMEWORK FOR INFORMATION LITERACY

Judith S. Garrison, Armstrong Atlantic State University

Lauren McMillan, Armstrong Atlantic State University

Join with colleagues in engaging in the troublesome—yet transformative—work of understanding the threshold concepts described in the Framework for Information Literacy for Higher Education. How will you integrate your experience teaching to standards and outcomes with a Framework that has neither? Come ready to share and to check your reserve at the door; your participation determines the value gained from this workshop. Limited to 25 participants.

Room 218 • Saturday. October 11 • 11:15 a.m. to 12:45 p. m.

CHAIR: Rebecca Rose, University of North Georgia

INFORMATION LITERACY SCAFFOLDS IN THE 9-12 CLASSROOM

Kelly Crisp Paynter, Jacksonville State University

Despite being dubbed the Digital Generation, information literacy skills do not come automatically to high school students. Teachers and library media specialists must work together to provide quality strategies that help students evaluate sources authentically. Whether modeling the digital search process, creating pathfinders to direct students toward authoritative sources, or initiating discussions with students about quality resources, the library media specialist can become a valuable instructional partner to the classroom teacher. The presenter, who has served as a high school media specialist, will discuss specific lesson plans she has co-taught with classroom teachers in language arts, social studies, and science.

ODDS IN YOUR FAVOR: TEACHING INFORMATION LITERACY THROUGH DYSTOPIAN FICTION FOR YOUNG ADULTS

Don Latham, Florida State University

Jonathan M. Hollister, Florida State University

Teachers and librarians can use young adult dystopian fiction to demonstrate information literacy in action and to foster information literacy skill development. Focusing on The Hunger Games, The Maze Runner, and Epic, this paper will discuss strategies for using these books as gateways to information literacy instruction.

TEACHING TEACHERS TO BECOME SCHOOL LIBRARIANS!? A CASE STUDY FROM SWEDEN.

Christina Y. Brage, Linköping University Library

We will present a newly established course where academic librarians teach current teachers to become school librarians. Emphasis will be placed on issues like how to teach information literacy in a school setting, how to instill a more scientific attitude among school librarians (according to the new Educational act of Sweden) and to discuss new emerging roles for school librarians.

Room 1002 • Saturday. October 11 • 11:15 a.m. to 12:45 p. m.

CONTENT CREATION APPS FOR THE CLASSROOM

Marcella L. McGowan, Johnson C. Smith University

Michelle Orr, Johnson C. Smith University

Julie Reed, Johnson C. Smith University

Elevate your instruction by attending this interactive workshop designed to help you rethink your approach to the traditional classroom setting. The presenters will demonstrate how to use a variety of low barrier applications to create, curate, and assess learning modules. Bring your own device to participate in this hands-on session and discover how to apply these new tools in a variety of instructional settings.

Saturday • 12:45 p.m.
Distribution of Box Lunches - Lobby
(pre-ordered or pay onsite - cash only)

POST CONFERENCE WORKSHOP
1 – 4 p.m. LILAC PROJECT
SATURDAY, OCTOBER 11

INVITATION TO PARTICIPATE – THE LILAC PROJECT

WORKSHOP FACILITATORS:

Kathy Albertson, Georgia Southern University

Susan Brown, Kennesaw State University

Susan Smith, Georgia Southern University

Janice R. Walker, Georgia Southern University

Leigh Ann Williams, Georgia Southern University

In this workshop, participants will gain hands-on experience with the research-aloud protocol (RAP) video captures used as part of this study, followed by whole group discussion of how these videos and the LILAC findings can be used by teachers, librarians, and others. Workshop participants will also be invited to participate in the LILAC Project as partners.

The LILAC Project (Learning Information Literacy Across the Curriculum) is a multi-institutional study of student information-seeking behaviors. Subjects complete an online questionnaire and a 15-minute RAP video that captures subjects' voice narration and screen activities as they research a topic. To learn more about the LILAC Project or to discuss becoming a researcher, visit the LILAC blog at http://lilac-group.blogspot.com or contact Dr. Janice R. Walker at jwalker@georgiasouthern.edu.

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SEPTEMBER 25-26, 2015

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