Georgia International Conference on Information
Literacy

Conference Program [2012]

Georgia International Conference on Information Literacy

Recommended Citation

September 21-22, 2012

GEORGIA INTERNATIONAL CONFERENCE ON

INFORMATION LITERACY

Coastal Georgia Center, Savannah, GA

GEORGIA SOUTHERN CONTINUING EDUCATION
Advance.

GEORGIA SOUTHERN UNIVERSITY

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
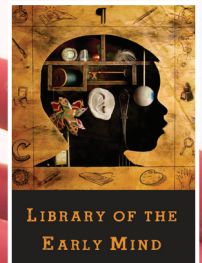
FRIDAY SEPTEMBER 21
LUNCHEON SPEAKER
Dr. Sharon Weiner
*Professor of Library Science and W. Wayne Booker Chair in Information Literacy
Purdue University Libraries
West Lafayette, IN*

SATURDAY SEPTEMBER 22
KEYNOTE ADDRESS
Dr. Joyce Valenza
Teacher-Librarian, Springfield Township High School, Oreland, PA

Join Us...September 20, 5:30 – 7:30 p.m.

Conference Movie and Refreshments

LIBRARY OF THE EARLY MIND

Conference PROGRAM 2012

Thanks to the Planning Committee

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Georgia Southern University

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

GEORGIA INTERNATIONAL CONFERENCE ON iNFORMATION LITERACY

Coastal Georgia Center, Savannah, GA

Schedule at a Glance

Thursday, September 20

5:30 – 7:30 p.m.   Conference Reception and Early Check in

MOVIE: 'LIBRARY OF THE EARLY MIND'

'Library of the Early Mind' is an exploration of how children's literature affects our culture, our children and ourselves, hearing from the writers and illustrators who have put a half-billion books on your children's night tables.

The film examines the more serious artistry and the darker side of creativity that go into these childhood tales.
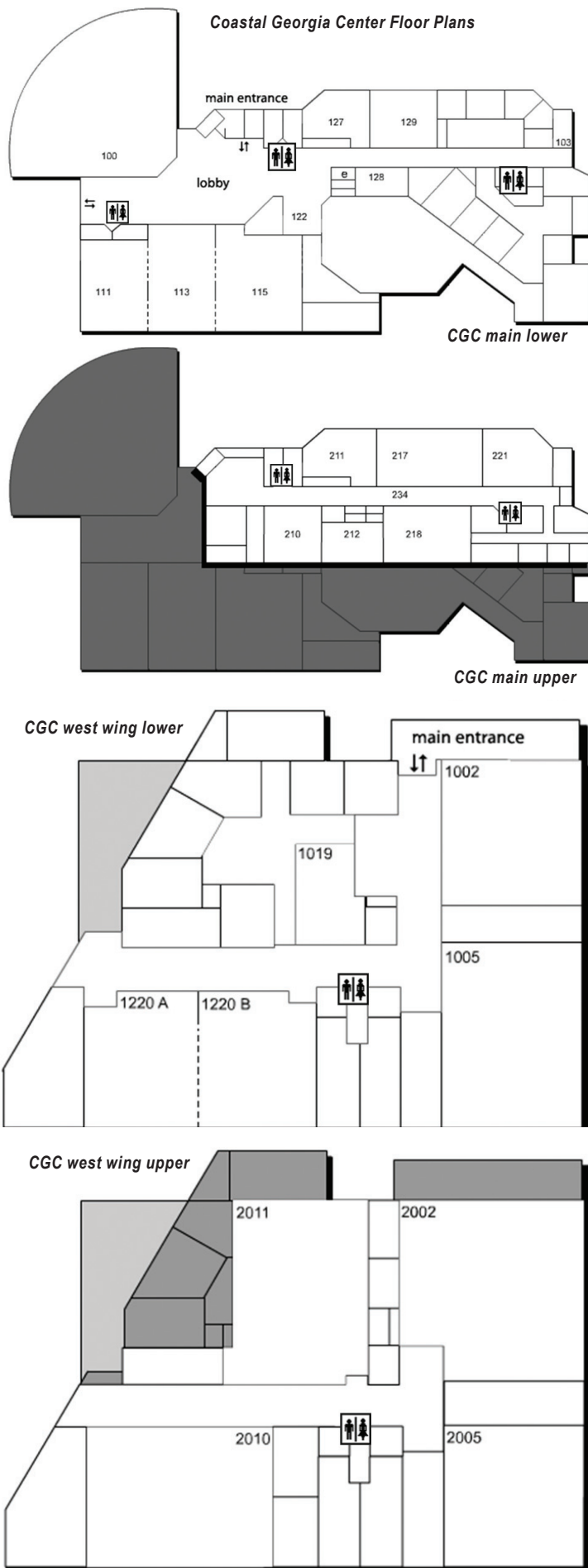
Friday, September 21

7:30 – 8:30 a.m.	Continental Breakfast/Registration
7:45 – 8:20 a.m.	Birds of a Feather Sessions
8:30 – 9:45 a.m.	Concurrent Presentations
10:00 – 11:30 a.m.	Concurrent Presentations
11:45 – 1:00 p.m.	Luncheon
1:00 – 5:30 p.m.	Poster Presentations
1:15 – 2:30 p.m.	Concurrent Presentations
2:30 – 2:45 p.m.	Break
2:45 – 4:00 p.m.	Concurrent Presentations
4:15 – 5:30 p.m.	Concurrent Presentations

Saturday, September 22

7:30 – 8:30 a.m.	Continental Breakfast/Registration
7:45 – 8:20 a.m.	Birds of a Feather Sessions
8:30 – 9:30 a.m.	Keynote Presentation
9:45 – 11:00 a.m.	Concurrent Presentations
11:00 – 12:45 p.m.	Concurrent Presentations
12:45 p.m.	Distribution of Box Lunches
1:00 – 2 p.m.	PLU Testing
1:00 – 4 p.m.	Citation Project Workshop

Logging on TO THE WIRELESS NETWORK HERE AT THE COASTAL GEORGIA CENTER
(SEE INSERT INSTRUCTIONS IN YOUR PACKET.

Coastal Georgia Center Floor Plans

main entrance
127 129 103
100
e 128
lobby
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

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

7:45 – 8:20 A.M. - LUNCHROOM   **BIRDS OF A FEATHER SESSIONS**

Friday• 8:30 a.m. – 9:45 a.m. — Concurrent Presentations

Room 210 • FRIDAY. SEPTEMBER 21 • 8:30 A.M. TO 9:45 A. M.

CHAIR: Amee Odom, Wingate University, Wingate, North Carolina

BEYOND THE LENS: INCORPORATING INFORMATION AND VISUAL LITERACY INTO PHOTOGRAPHY CURRICULUM
Katie Greer, Oakland University, Rochester, Michigan

The popular notion of the artist as an individual set apart often plays out in the academic library as a missed opportunity; art students often either never enter the library or never realize the full potential of its resources to assist their studies and creative output. As the literature and experience have shown, studio artists have unique and pressing visual and information literacy needs that are often not addressed in the typical information literacy offerings. This paper will describe the development of collaboration between the art librarian and the photography faculty at Oakland University to integrate library instruction throughout the curriculum and engage the students with the library.

"LICENSED TO REUSE: TEACHING VISUAL LITERACY COMPETENCY STANDARDS WITH FLICKR AND CREATIVE COMMONS"
Greta Wood, Mississippi State University, Mississippi State, Mississippi

Fair use and the TEACH Act protect many uses of visual media in the physical and virtual classroom from claims of copyright infringement, but what about outside the classroom or after graduation? Come learn how one librarian at a public, four-year institution adopted a train-the-trainer approach and created "Licensed for Reuse: Finding Free-to-Use Images and Content" as a new offering in their Practical Professor workshop series designed to help faculty and graduate students succeed.

VISUAL LITERACY IN A DIGITAL AGE
Robin Fay, University of Georgia, Athens, Georgia

Visual literacy in a digital age - What is it? Does it involve social media and if so how? How can we use visual literacy in all of our teaching and training? In this workshop, we will explore visual literacy, focusing on the new ACRL visual literacy standards, especially as relates to digital media hosted on sites such as Flickr, YouTube and the Internet Archive.

Room 212 • FRIDAY. SEPTEMBER 21 • 8:30 A.M. TO 9:45 A. M.

CHAIR: Christopher Friend, University of Central Florida, Orlando, Florida

PROMOTING ACCESS - CREATING INFORMATION LITERACY THROUGH DIGITAL PORTFOLIO DESIGN
Christopher Friend, University of Central Florida, Orlando, Florida

Rather than focus on the literacies of consuming information, this presentation focuses on the creation of information. We can enhance student understanding of information organization and document design and publication by teaching digital portfolios. See how document-based electronic portfolios using accessible word-processing tools can develop technological literacies and introduce students to digital information distribution.

TECHNOLOGICAL VERSUS INFORMATION LITERACY: TECHNOLOGY'S ROLE IN AN UNDERGRADUATE LIBERAL EDUCATION
Joseph Mayo, Gordon College, Barnesville, Georgia

In this presentation, I will discuss technology's role in undergraduate education, which hinges on ways computer tools can be used to improve pedagogy through actively engaging learners. At the center of this discussion is the difference between stand-alone technological literacy that serves as an end in itself, and educationally defensible information literacy that represents a technology-assisted means to the end of metacognitive reflection in a well-rounded undergraduate liberal education. I will review basic characteristics of concept maps, mind maps, and repertory grids, along with online computer software containing embedded conceptual-change features that permit users to create, navigate, share, and critique these effective graphic-organizational strategies.

LITERACY, TECHNOLOGY, AND HUMANITY: A MATRIX FOR ACTIVE LEARNING IN THE TECHNOLOGIES OF INFORMATION
Bob Whipple, Creighton University, Omaha, Nebraska

Information literacy requires not only that we effectively consume information, but understand the technologies which create and enable them. This presentation will detail a course cluster entitled "Literacy, Technology, and Humanity", whose aim is critical information literacy through the examination of literacy technologies and their effect on the ways that humans attain literacy and process the information obtain, disperse, and process information.

Room 217 • FRIDAY. SEPTEMBER 21 • 8:30 A.M. TO 9:45 A. M.

CHAIR: Loretta Brandon, Georgia Southern University, Statesboro, Georgia

USING QUALITY/TIME GRAPHS TO TEACH FRESHMAN ENGLISH STUDENTS HOW TO ASSESS JOURNAL QUALITY

Andrew Wohrley, Auburn University, Auburn, Alabama

Auburn University Libraries has improved instruction for assessing journal article quality. The active learning exercise has the students plot papers that they selected in groups on a quality/time graph. This exercise gives graphic evidence of the baseline at the beginning of class and the results of instruction after class when the students rerun the exercise using what they have learned.

TEACHING THE IMRAD SCIENTIFIC FORMAT AND USING ITS ACCOMPANYING PEER REVIEW

JoNette LaGamba, University of South Florida, Plant City, Florida

The majority of academic writers are used to formatting their research reports in the "Introduction, Body, and Conclusion" format learned in high school. While this format remains a necessary and continual background for various writing strategies, it should be developed into a more significant outline that encourages students to produce quality reports. The former indicates that a "thesis" be established and followed throughout the report. Moreover, teachers remind students to "stay on focus" and end with a conclusion that "wraps up" the argument stated in the thesis. Again, this is the underlying tenet for most writing assignments; however, there exists a more in-depth and deeper level of reporting: using the Introduction, Methods, Results, and Discussion (IMRAD) format.

Room 218 • FRIDAY. SEPTEMBER 21 • 8:30 A.M. TO 9:45 A. M.

CHAIR: Deborah Brown, Southern Oregon University, Ashland, Oregon

FROM GOOGLE TO GOVERNMENT DOCUMENTS: A YEAR OF LIBRARY INSTRUCTION IN A FIRST-YEAR PROGRAM

Deborah Brown, Southern Oregon University, Ashland, Oregon

Are you frustrated by students who think conducting Google searches is "researching"? Join me in as I take you through a year of library research projects, workshops, assignments, and collaborative instruction sessions that have resulted in higher quality research papers from first-year University writing students. Take away assignments, workshop plans, and strategies for improving library and writing instruction.

INFORMATION LITERACY AND POLITICAL EFFICACY: ASSESSING THE CORRELATION

Maria Albo and Julie Higbee, North Georgia College & State University, Dahlonega, Georgia

This session will explore assessment of a potential correlation between political science students' information literacy skills and their political awareness, civic engagement and electoral participation. At North Georgia College & State University in the spring of 2012, American Government students were assessed for both information literacy skills and political and civic engagement using the James Madison University Information Literacy Test (ILT), a pre- and post-test, and a Political Efficacy Instrument. In this session, the researchers will discuss the assessment approaches and results, implications of the data for information literacy within political science, and the potential applicability of this approach for other disciplines.

Room 1002 • FRIDAY. SEPTEMBER 21 • 8:30 A.M. TO 9:45 A. M.

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

CRITICAL THINKING SKILL DEVELOPMENT AND INFORMATION LITERACY

Elise Wallace, Daniel Library, The Citadel, Charleston, South Carolina

Critical thinking skills are essential to information literacy. This presentation will describe a study, its methodology and resulting data, conducted with college freshmen, to determine the effectiveness of certain exercises in developing critical thinking skills. Examples of these exercises will be shared with session participants.

INTEGRATING INFORMATION LITERACY INSTRUCTION IN ACADEMIC LEARNING ENVIRONMENTS

Li Lili, Georgia Southern University, Statesboro, Georgia

This presentation focuses on how to integrate information literacy instructions in dynamic and interactive academic learning environments. Also discussed are innovative library information services applicable in academic, public, and school library settings. With numerous samples of innovative library information services, this presentation intends to foster skills in critical thinking, problem solving, and decision making in the digital age.

THE DINNER-PARTY DEBATE: A PRACTICAL APPROACH TO INFORMATION LITERACY AND CRITICAL THINKING

Laura Anderson, Georgia State University, Atlanta, Georgia

Dissolve the line between students' learning and their living by applying principles of information literacy and critical thinking to team debate. Learn how structured debate in a connected classroom can provide the ideal environment for engaged critical reading and thinking by encouraging students to critically examine and evaluate claims, source credibility, evidence, and logical consistency, in their own work and the work of others.

"Follow the CONFERENCE ON TWITTER! #COIL2012"

Room 1005 • FRIDAY. SEPTEMBER 21 • 8:30 A.M. TO 9:45 A. M.

CHAIR: Caroline Hopkinson, Armstrong Atlantic State University, Savannah, Georgia

COLLABORATION BETWEEN LIBRARIAN AND CLASSROOM TEACHER USING HYBRID TEACHING APPROACHES
Emily Rogers and Catherine Oglesby, Valdosta State University, Valdosta, Georgia

See how a university history professor and a reference/instruction librarian pilot a class that integrates library research skills throughout the semester into a junior-level historical methods course. One problem with single-shot information literacy/library instruction is that students often no longer remember the skills introduced in sessions by the time they actually begin serious work on their research papers. These faculties discover ways to facilitate students' use of research skills and to enhance ACRL Information Literacy Standard Three through face-to-face and online instruction delivery methods.

"THAT'S NOT MY JOB": SUPPORTING ACADEMICS TO DEVELOP INFORMATION LITERACY SKILLS IN CONTENT COURSES
Angela Feekery, Massey University, Palmerston North, New Zealand

This presentation shows how action research was used to support a group of academics in one discipline in a New Zealand University to integrate IL development into their courses. Our research revealed that, rather than being unwilling to teach skills, the participating faculty simply had little understanding of their potential role in helping develop students' IL skills. Action research allowed us to hear and share the voices of the faculty and students, and see the change in their attitudes and behaviors as we trialled interventions aimed at developing IL in the disciplines.

COLLABORATION BETWEEN FACULTY AND LIBRARIANS TO IMPLEMENT BIBLIOBOUTS, AN INFORMATION LITERACY GAME
Alyssa Martin, Troy University, Montgomery, Alabama

BiblioBouts, developed at the University of Michigan, is a computer game designed to teach undergraduate students information literacy skills and concepts. BiblioBouts is meant for any college course in which the instructor assigns a research/writing assignment. Students play BiblioBouts (in conjunction with the citation management tool Zotero) while they research their assigned papers, with the end result being a "Best Bibliography" that students can use in writing their papers.

Room 2011 • FRIDAY. SEPTEMBER 21 • 8:30 A.M. TO 9:45 A. M.

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

PANEL: UNPACKING MCKENZIE'S AND HOWARD'S ANTIDOTES TO PLAGIARISM WITH PROCESSES, RESOURCES, AND ASSIGNMENTS
Ludwika Goodson and Shannon Johnson, Indiana University – Purdue University, Fort Wayne, Indiana

An instructional designer who has provided support to faculty and a librarian who has provided support to students will share their analysis of research findings to unpack McKenzie's "antidotes" to plagiarism and Howard's use of patch writing for learning. Implications of the research will include discussion of more recent findings from The Citation Project and an examination of the role of teachers, assignments, and the Wikipedia paradigm in influencing student behaviors.

Room 1220 • FRIDAY. SEPTEMBER 21 • 8:30 A.M. TO 9:45 A. M.

CHAIR: Stephanie Jones, Georgia Southern University, Statesboro, Georgia

INFORMATION LITERACY AND THE ACADEMIC LIBRARY HOME PAGE: WHY DESIGN MATTERS
Virginia Feher, Augusta State University, Augusta, Georgia

While the library instruction class is often regarded as the center piece for teaching information literacy skills, academic librarians can use effective library home page design to support information literacy 24/7. In this presentation, an academic library Web page designer will provide best practices for library home page design and discuss the importance of using assessment tools, such as surveys and task-based usability testing, demonstrating how effective library home page design can assist students in accessing "information effectively and efficiently" (ACRL Information Literacy Standard 2).

LIBRARY INSTRUCTION UNDER CONSTRUCTION: SURVIVING THE TRANSITION TO WEB-SCALE DISCOVERY
Benjamin Bryson, Altamaha Technical College, Brunswick, Georgia

From the point where a library decides to make the switch to the point where it goes "live" with a new system, implementation planning and management is usually dominated with the concerns of data migration, electronic resource management, authentication, and staff training. In this presentation, I will use the experience of my institution as a case study for how to include information literacy and library instruction programs within the priorities of project management. More importantly, the transition to a new system will also be used as an opportunity to re-evaluate student understanding of information literacy skills and concepts.

Room 2010 • FRIDAY. SEPTEMBER 21 • 8:30 A.M. TO 9:45 A. M.

CHAIR: Heather Dray, American InterContinental University, Atlanta, Georgia

FROM CLASSROOM TO CLASSROOM: THE INFORMATION NEEDS OF PRESERVICE TEACHERS
Ander Erickson, University of Michigan, Ann Arbor, Michigan

Preservice teachers, college students who are training to be teachers, have a unique set of information needs: they must continue to do classwork while also thinking about how to represent content to students of their own. This analysis of surveys and interviews administered to students in a teacher education program in a large Midwestern university provides evidence of these divergent needs. In particular, these students make a distinction between content knowledge a pedagogical knowledge that heavily influences their information seeking strategies and credibility judgments.

eLEARNING SOLUTIONS FOR INFORMATION LITERACY AT A DISTANCE
Angela Hamilton, University of Toronto Scarborough Campus, Toronto, Canada

Technology can be used to teach students that will not or cannot come to the library. This presentation will discuss a range of online technologies that can be used to reach out to students and offer personalized service to them where ever they are studying. Resources explored will include Libguides/course & subject guides, chat tools, screen capture software, and online meeting software.

EFFECTIVE INSTRUCTIONAL DESIGN FOR THE TRULY SWAMPED!
Michael Alewine, University of North Carolina at Pembroke, Pembroke, North Carolina

This session will provide an intuitive instructional design model for building effective online instructional materials for face-to-face, hybrid, and online courses. Topics will include the instructional design process, as well as the effective use and continued assessment of online instructional content. This session is for everyone, but especially for busy people with little time on their hands to work on instructional resources. Useful handouts will be provided.

Room 210 • FRIDAY. SEPTEMBER 21 • 10:00 A.M. TO 11:30 A. M.

CHAIR: Nan LoBue, Georgia Southern University, Statesboro, Georgia

WORKSHOP: THERE'S A LIBRARIAN IN MY LIVING ROOM! TEACHING INFORMATION LITERACY SKILLS WITH WEB CONFERENCING
Sheila Bonnand and Mary Anne Hansen, Montana State University, Bozeman, Montana

Web conferencing allows librarians at Montana State University to support distance students, faculty, and programs. In addition to providing self-serve tutorials, MSU librarians now provide synchronous library instruction and research consultations in the online environment, an environment that is the new normal for an increasing numbers of students.

Room 212 • FRIDAY. SEPTEMBER 21 • 10:00 A.M. TO 11:30 A. M.

CHAIR: Angela Feekery, Massey University, Palmerston North, New Zealand

PANEL: OWNING PERSONAL AUTHORITY: (RE)-ENVISIONING HOW FIRST YEAR STUDENTS NEGOTIATE INFORMATION LITERACY
Elizabeth Kelly, Michelle Crummey and Susan Smith, Georgia Southern University, Statesboro, Georgia

First year students are often confused about why research is a necessary means to an end. Teaching basic research through innovative methods helps students learn ways of analyzing, synthesizing, and integrating creditable research with their opinions. This presentation, Owning Personal Authority: (Re)-envisioning How First Year Students Negotiate Information Literacy, details three instructors' approaches to teaching information literacy in first year writing.

Room 217 • FRIDAY. SEPTEMBER 21 • 10:00 A.M. TO 11:30 A. M.

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

WORKSHOP: THE INQUIRY-BASED LEARNING COMMONS: ITS TIME HAS ARRIVED!
Whitney Husid and Virginia Wallace, University of South Carolina, Columbia, South Carolina

The presenters will explore inquiry-based components that are a perfect fit for the recreated school media center now envisioned as a learning commons. Challenging activities will guide participants through constructivist scenarios employing inquiry-based best practices. Scenarios provide school librarians with opportunities to engage students in the inquiry process based on their own interests and questions.

Room 218 • FRIDAY. SEPTEMBER 21 • 10:00 A.M. TO 11:30 A. M.

CHAIR: Ludwika Goodson, Indiana University – Purdue University, Fort Wayne, Indiana

WORKSHOP: TEACHING FACULTY - ME? HOW (AND WHY) WE NEED TO BECOME PD LEADERS
Susan Smith, Harker School, San Jose, California and Debbie Abilock, Consultant, Palo Alto, California

In this era of unprecedented school reform and budget cuts, librarians can survive and thrive as embedded professional development (PD) leaders. We will discuss several PD models from our new book *Growing Schools: Librarians as Professional Developers* and explore together how we can use information literacy to improve our schools from the inside out. Participants will develop a plan for taking the first "baby step" (or maybe another step) toward becoming a teacher of teachers in their schools.

Room 1002 • FRIDAY. SEPTEMBER 21 • 10:00 A.M. TO 11:30 A. M.

CHAIR: Loretta Brandon, Georgia Southern University, Statesboro, Georgia

WORKSHOP: HEALTH INFORMATION LITERACY: ARMING HEALTHCARE PROFESSIONALS WITH CRITICAL SKILLS
Carla Clark and Elisa Abella, Miami Dade College, Miami, Florida

This workshop will describe how faculty librarians at Miami Dade College's Medical Center Campus incorporated instruction on health information literacy into the curriculum. Literacy levels in the United States will be examined as well as how this crisis affects a person's health status and the healthcare system. Participants will learn how to assess the reading level and content of a health information brochure.

Room 1005 • FRIDAY. SEPTEMBER 21 • 10:00 A.M. TO 11:30 A. M.

CHAIR: Caroline Hopkinson, Armstrong Atlantic State University, Savannah, Georgia

WORKSHOP: CLOSING THE LOOP: USING ASSESSMENT DATA TO IMPROVE LIBRARY INSTRUCTION PROGRAMS
Adrianna Lancaster and Chelsea Baker, East Central University, Ada, Oklahoma

Is your loop open? Learn to close it in this hands-on workshop designed to make assessment data your tool for improvement. We will describe the final step in the assessment process, examine actual assessment data, and develop strategies for closing the loop. Attendees interested in the practical application of assessment data will benefit from the presentation.

Room 1220 • FRIDAY. SEPTEMBER 21 • 10:00 A.M. TO 11:30 A. M.

CHAIR: Grace Veach, Southeastern University, Lakeland, Florida

WORKSHOP: RHETORICAL RESEARCH: METHODS FOR TEACHING MULTIPLE PURPOSES FOR TEXTS
Phyllis Ryder and Shannon Berry, The George Washington University, Washington DC, District of Columbia

Too often, students see research as fulfilling one purpose in their writing: to provide facts that back up their claims. However, recent scholarship that looks closely at professional academic writing shows that writers bring in texts for many purposes: illustrating, justifying a methodology, setting up an analytical lens, providing an exhibit to interrogate (cf. Harris, Bizup, Hillard). Through hands-on activities, workshop participants will analyze academic and public texts to identify the range of rhetorical purposes of source use. We will evaluate how source use varies across disciplines and outside the academy. The workshop provides sample assignments that faculty- librarian partners can use.

Room 2010 • FRIDAY. SEPTEMBER 21 • 10:00 A.M. TO 11:30 A. M.

CHAIR: Rachel Schwartz, Georgia Southern University, Statesboro, Georgia

PRESENTATION CANCELLED!

2012 Luncheon Speaker

Sharon Weiner
Professor of Library Science and W. Wayne Booker Chair in Information Literacy
Purdue University Libraries
West Lafayette, Indiana

Dr. Weiner is Professor of Library Science and holds the position of W. Wayne Booker Chair in Information Literacy. She is Vice-President of the National Forum on Information Literacy. She is a member of the advisory boards of the journals, Practical Academic Librarianship and the Journal of Purdue Undergraduate Research, and is editor of the column, "Information Literacy Beyond the Library" for the journal, College & Undergraduate Libraries. She has a doctorate in higher education leadership and policy studies from the Peabody College of Education and Human Development at Vanderbilt University and a Masters in Library Science from the University at Buffalo.

She has been the Dean of Library Services at the University of Massachusetts Dartmouth, Director of Vanderbilt's Peabody Library, and department head and faculty member in the University at Buffalo Health Sciences Library. Dr. Weiner's research interests focus on information literacy and particularly, the organizational and policy aspects.

Lobby • FRIDAY. SEPTEMBER 21 • 1:00 P.M. TO 5:30 P. M.

Friday• 1:00 p.m. – 5:30 p.m. — Poster Presentations in the Lobby

SHINY AND NEW: USING BOOK ACQUISITIONS AS A GATEWAY TO INFORMATION LITERACY
Cate Calhoun, Auburn University, Auburn, Alabama

In a college environment where information literacy is not a priority, getting students into the library is essential in familiarizing them with available resources. A tiny community college library held little attraction with its out of date monographs. However, acquisition and promotion of new materials as well as outreach to faculty to take advantage of library orientation sessions led to an increase in circulation and traffic, and an increase in opportunities to promote the tools of information literacy.

INFORMATIONAL LITERACY: CRITICALLY EVALUATING WEB-BASED INFORMATION WHEN WRITING HISTORICAL ESSAYS
Paulette Harris, Augusta State University and Audie Holmes, Paine College, Augusta, Georgia

This presentation will address how-to instruct students on evaluating web-based information when conducting research prior to writing historical essays, a cornerstone of informational literacy. Rather than simply indicating that the web is an unregulated medium unsuitable for writing historical essays, the presenters will demonstrate how they lead students to use the web to provide thought-provoking, unexpected perspectives on historical topics and as a means to locate primary sources.

ONE CREDIT OR THREE? ADAPTING TO WHAT WORKS
Joi Phillips and David Salinero, Delta State University, Cleveland, Mississippi

While librarians do not always need to recreate the wheel when teaching a credit-bearing information literacy course, they must continually assess the product in order to meet IL standards and to satisfy academic and institutional needs. This presentation focuses on how changing an established information literacy course to an online-only format and increasing the number of credit hours from one to three affected enrollment, grades, and course content.

A NEW LEARNING ENVIRONMENT: REDESIGNING THE LIBRARY CLASSROOM FOR A WIRELESS WORLD
Elizabeth Andrejasich, Berry College Memorial Library, Mount Berry, Georgia

Berry College Memorial Library recently transformed their traditional library classroom into a wireless tablet lab equipped with 30 iPads, 2 flat panel displays and a touch screen projector system. This poster describes the planning and design process, and presents the research that most impacted choices about space, technology and design for the new lab. The poster will also address how the changes to technology and space have affected teaching methods and strategies.

PARTNERED INFORMATION LITERACY: INCREASING ONLINE ACADEMIC SUCCESS ACROSS DISCIPLINES
Hilary Wagner, Rasmussen College, New Port Richey, Florida and Elizabeth Grimm, Rasmussen College, Fort Myers, Florida

Attendees will learn how the presenters collaborated on the creation of easy, interactive instructional tools for use in promoting information literacy across disciplines. We will also share our experiences as embedded librarians in introductory courses.

TURNING THE TABLES: USING A FLIPPED CLASSROOM APPROACH TO TEACH INFORMATION LITERACY
Nancy Fawley, The University of Alabama Libraries, Tuscaloosa, Alabama

A flipped classroom turns the traditional teaching approach upside down. Instead of a lecture in class and hands-on work at home, instructors are assigning material to be reviewed ahead of time, allowing for problem-solving activities during class time. Librarians can use this same approach to more fully engage students in "one-shot" or embedded library instruction. This poster session will address ways librarians can use the flipped classroom approach to teach information literacy in a learning-centered manner.

A SOURCE FOR A SOURCE - REACHING OUT TO STUDENTS
Joe Eshleman, Johnson & Wales University, Charlotte, North Carolina

Sometimes the simplest solution can be the best. The idea of offering students a source and citation for their paper or project once they e-mail the instruction librarian the same seems quite self-evident. Yet this easy idea has some deep reaching implications for students and librarians.

Room 210 • FRIDAY. SEPTEMBER 21 • 1:15 P.M. TO 2:30 P. M.

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

PANEL: END OF AN ERA: ASSESSING THE SUCCESS OF IC@GHC
Cindy Wheeler, Teresa Hutchins and Susan Vines, Georgia Highlands College, Rome, Georgia

The rationale and origination of the Georgia Highlands College Information Literacy plan will be discussed, including strategies for implementation on a budget. Program tactics will be addressed, including assessment tool creation, program promotion and faculty training. Flexible incorporation and assessment of information competency in several implementation areas will be explored, and findings from the beginning to the end of the program will be discussed.

Room 212 • FRIDAY. SEPTEMBER 21 • 1:15 P.M. TO 2:30 P. M.

CHAIR: Monica Twork, Cleveland State Community College, Cleveland, Tennessee

WORKSHOP: STORIES THAT TELL - LEARNING AND TEACHING FROM INFORMATION LITERACY NARRATIVES IN LIBRARY INSTRUCTION
Anna Marie Johnson and Rob Detmering, University of Louisville, Louisville, Kentucky

This interactive workshop will explore the use of written narrative as a device for learning more about how students perceive and understand academic research. These narratives can be used to engage and empower students to reflect on their own research experiences and develop greater agency and emotional investment in the research process. We will think together about the potential for using narrative in library instruction as a partnership between librarians and composition instructors.

Room 217 • FRIDAY. SEPTEMBER 21 • 1:15 P.M. TO 2:30 P. M.

CHAIR: Lisa Costello, Georgia Southern University, Statesboro, Georgia

PANEL: GETTING ON BOARD: THE ROLE AND DESIGN OF THE TRANSITION COURSE FOR GRADUATE STUDY
Laura Palmer and Erin Sledd, Southern Polytechnic State University, Marietta, Georgia

In this session, attendees will learn about the importance of the transition or leveling course for students prior to entering graduate studies. Many students seek graduate study years after their last academic degree and, more often than not, as a way to initiate a career change. Their information literacy skills are, however, out-of-date. The transition course, as will be shown, presents an opportunity to remediate library and writing skills; this can lead to increased success in a graduate program.

Room 1002 • FRIDAY. SEPTEMBER 21 • 1:15 P.M. TO 2:30 P. M.

CHAIR: Rachel Schwartz, Georgia Southern University, Statesboro, Georgia

PANEL: COLLABORATION: EMBEDDING LIBRARIANS, FACULTY AND STUDENTS INTO THE INFORMATION LITERACY PROGRAM
Marva Stewart, Elizabeth Sciliano and Rhonda McCoy, Paine College, Augusta, Georgia

This panel will demonstrate the validity of the program by offering examples pre and post Information Literacy program at Paine College and the journey of getting it established. Examples of the collaborations of creating assignments to completion to increase Information Literacy skills especially in millennia's will be highlighted. This panel will discuss the successful results of this program and the positive impact on the students, library and faculty.

Room 1005 • FRIDAY. SEPTEMBER 21 • 1:15 P.M. TO 2:30 P. M.

CHAIR: Barbara Holland, Brooklyn Public Library, Kew Garden Hills, New York

WHAT THE TECH? MEETING OUR STUDENTS WHERE THEY ARE SO WE CAN LEAD THEM WHERE WE WANT THEM TO BE
Melissa Scholes Young and Caron Martinez, American University, Washington DC, District of Columbia

In our presentation, we hope to accomplish the following: 1. To recalibrate prevalent assumptions about the technological skills, literacies, and needs of composition students in light of new educational research. 2. To introduce the combined importance of media literacy, transliteracy, and information literacy in the context of composition. 3. To suggest the educational potential of Facebook not only in supporting collaborative research and response, but also in developing students' sense of public/private discourse and in furthering new higher education goals of lifelong digital citizenship.

FIVE AND A THOUSAND PRACTICAL WAYS TO USE WIKIPEDIA IN INSTRUCTION
Jean Cook, University of West Georgia, Carrollton, Georgia

Educators everywhere deplore the prevalence of Wikipedia in student work, but with a little creative thinking, this resource can form the basis for many interesting activities involving information literacy and critical thinking. Attendees will leave this presentation with practical ways to use Wikipedia as a tool for class discussions, active learning exercises, demonstrations, research products, and critical analyses.

CHAIR: Les Loncharich, Georgia Southern University, Statesboro, Georgia

DOES IT PAY TO DISCOVER: TEACHING FOR INFORMATION LITERACY WITH THE EXLIBRIS PRIMO DISCOVERY TOOL

Jeffrey Mortimore, Bennett College, Greensboro, North Carolina; Drew McNaughton, Greensboro College, Greensboro, North Carolina and Elizabeth Novicki, Salem Academy & College, Winston Salem, North Carolina

Discovery tools have the potential to dramatically impact how librarians deliver information literacy instruction. However, as with any resource, librarians must use discretion when teaching with discovery tools, giving careful consideration to how these tools fit into both short- and long-term information literacy objectives. During this session, presenters will explore Bennett College's recent experiences with the ExLibris Primo discovery tool, and consider both the promise and challenges of discovery "solutions" for information literacy instruction. Presenters will offer practical advice for how to integrate discovery tools into information literacy instruction, with special attention given to blending discovery tools with traditional research tools, as well as differentiating instruction by audience, course level, and discipline.

EVALUATING A METACOGNITIVE TOOL ON THE SEARCH BEHAVIOR OF EDUCATION GRADUATE STUDENTS IN DIGITAL LIB

Barbara Blummer, Center of Computing Sciences & Towson University, Bowie, Maryland

We discuss the impact of a metacognitive tool on supporting individuals' problem solving in digital libraries. The tool centered on "idea tactics" that expert searchers employ to "help improve the searching thinking" during search (Bates, 1979, p. 280). Eight education graduate students performed an initial search in Academic Search Premier using a think aloud protocol. Following access to the tutorial, participants performed additional searches on their topic and utilized the intervention as needed. Assessment focused on the impact of the tutorial on search strategies and outcomes.

DISPELLING THE INDEPENDENT RESEARCH MYTH WITH COLLABORATION THAT WORKS: AN EMBEDDED EXPERIENCE

Lizah Ismail and Reed Chewning, Limestone College, Gaffney, South Carolina

It is a widely known fact that many college students believe Google has the answers - if they cannot Google it, then no information on the topic exists. Several of our English 102 professors have been combating this Google myth independently and have worked to instill an appreciation of library research databases as a part of their research classroom instruction. A collaborative effort between an English course instructor and the Outreach/ Instruction Librarian at Limestone College is one such instance to dispel this myth as well to provide students early in their college experience good research skills and the

CHAIR: Cathy Hodge, Sopris Learning, Athens, Georgia

PAINTING AN AUTHENTIC PICTURE OF LIBRARY INSTRUCTION: USING LIBANALYTICS TO GO BEYOND THE NUMBERS

Stephanie Rollins, Samford University, Birmingham, Alabama

In libraries, we capture statistics for almost every aspect of service. We use these statistics to prove our worth to administrators, deans, and faculty. We often capture details such as time, date, number of students, etc. for library instruction, but what does that really tell us? We often miss crucial information such as how well our students master information literacy skills and how additional feedback might inform changes in our instruction programming. Numbers do not often demonstrate a complete picture of how well or how poorly library instruction programs are working. This presentation will focus on how Samford University Library librarians use LibAnalytics to go beyond statistics to capture student, librarian, and faculty learning as well as inform information literacy outcomes.

FULL-CYCLE INFORMATION LITERACY COLLABORATION WITH FACULTY: CONCEPT, DESIGN, INSTRUCTION, & ASSESSMENT

Ida Martinez, Georgia State University, Atlanta, Georgia

Learn how a psychology subject librarian has collaborated with faculty to design information literacy instruction sessions for a large population of entry-level students. How was the content chosen? How many students are being reached? How are the sessions being assessed? Have the sessions been successful and the learning effective? Also, learn how you might be able to implement a similar information literacy instruction program at your institution.

A NOVEL APPROACH TO INSTRUCTION ASSESSMENT: WORKSHEET OBSERVATION ANALYSIS

Lisa Vassady and Alyssa Archer, Radford University, Radford, Virginia

In 2009 Radford University implemented a new CORE curriculum with a strong information literacy component that requires library sessions in two research-intensive classes. The McConnell Library instruction department successfully employed a novel approach to assess the effectiveness of these library instruction sessions. The department adopted an observational assessment of worksheets that involved a mix of personal reflection on a session, matrix analysis, and an analysis of student worksheets. This presentation will address how this assessment strategy effectively illustrated areas where student grasp of CORE objectives were weakest, effectively allowing librarians to alter their lesson plans and worksheets upon analysis of their observations.

"Follow the CONFERENCE ON TWITTER! #COIL2012"

Friday • 2:30 – 2:45 p.m. — Break

CHAIR: Elise Wallace, Daniel Library, The Citadel, Charleston, South Carolina

BEYOND THE 'RIGHT OR WRONG' QUESTION: INNOVATIVE WAYS OF USING CLASSROOM RESPONSE SYSTEMS
  Kristina DeVoe, Temple University, Philadelphia, Pennsylvania

In this presentation, the speaker will offer best practices for implementing Poll Everywhere, a web-based classroom response system that utilizes mobile devices in library instruction sessions, as well as how to create engaging polling questions which will stimulate classroom discussion.

CHANGING THE GAME: USING BADGES TO ASSESS INFORMATION LITERACY LEARNING OUTCOMES
  Andrew Battista, University of Montevallo, Montevallo, Alabama

In the context of information literacy instruction, badging systems can encourage student learning that is congruent with most conceptions of knowledge-seeking as an infinitely complex process. In this talk, I will share several concrete examples of how badges have been used to encourage students to pursue information literacy in all phases of their education.

TEACHING DIGITAL CONTENT PRODUCTION SKILLS IN HYBRID FORMAT USING OPEN SOURCE SOFTWARE
  Kairui Chen, Georgia Gwinnett College, Lawrenceville, Georgia

Digital Media is a general education course offered at Georgia Gwinnett College aimed to promote information literacy competency across disciplines in this digital age. In this course, Students learn basic theories about each media type and learn how to create digital media contents using various media production tools. In this presentation, the overall structure of Digital Media course will be introduced. The projects designed for this course will be shared and all media authoring tools used in this course will be introduced.

Room 210 • FRIDAY. SEPTEMBER 21 • 2:45 P.M. TO 4:00 P. M.

CHAIR: Laura Anderson, Georgia State University, Atlanta, Georgia

PANEL: YOU CAN TAKE IT WITH YOU: INFORMATION LITERACY FROM CLASSROOM TO WORKPLACE
Heather Dray, American InterContinental University, Atlanta, Georgia and Julie LaDell-Thomas, Central Michigan University, Atlanta, Georgia

Working with students in non-traditional academic environments, Julie LaDell-Thomas and Heather Dray are reaching students by partnering with faculty to bring critical thinking regarding information access, retrieval and evaluation into the classroom. Students will carry these information literacy tools with them into the workplace, increasing the opportunity for success in both career and life goals.

Room 212 • FRIDAY. SEPTEMBER 21 • 2:45 P.M. TO 4:00 P. M

CHAIR: Rachel Schwartz, Georgia Southern University, Statesboro, Georgia

PANEL: ASSESSING LEARNING IN INFORMATION LITERACY: IMPETUS, IMPLEMENTATION, AND IMPACT
Beth Bensen-Barber, Ghazala Hashmi, Hong Wu and Denise Woetzel, J. Sargeant Reynolds Community College, Richmond, Virginia

In the current digitally enhanced educational environment, determining how effectively first-year-composition students are achieving information literacy skills is often challenging. This panel will share the results of an intensive study into developing information literacy skills in second semester composition courses. Presenters will provide participants with a model of information literacy assessment, outcomes of the project, and define crucial next steps that emerge from the assessment of student learning.

Room 217 • FRIDAY. SEPTEMBER 21 • 2:45 P.M. TO 4:00 P. M

CHAIR: Janice Walker, Georgia Southern University, Statesboro, Georgia

PANEL: IMPACT OF TECHNOLOGY INFUSED INSTRUCTION ON PROJECT ACE (ACCELERATED CONTENT-BASED ENGLISH) STUDENTS
Tarena Ruff and Adria Leal, Miami Dade College, Miami, Florida

Participants of this workshop will become familiar with the concept of technology integration and information literacy in a language-learning context. A Computer Information Systems faculty and English as a Second Language for Academic Purposes (EAP) faculty member from Miami Dade College will share experiences in teaching in an English content-based program. Attendees will see the value of interdisciplinary collaboration when working with students. They will also be able to identify technological tools (i.e., learning management systems, library databases, online resources) that can be useful for EAP students.

Room 218 • FRIDAY. SEPTEMBER 21 • 2:45 P.M. TO 4:00 P. M

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

PANEL: RESEARCH STRATEGIES FOR COMPOSITION: A COLLABORATION BETWEEN FIRST-YEAR WRITING AND THE LIBRARY
Denise Paster, Coastal Carolina University, Conway, South Carolina

This session explores a partnership between writing teachers and librarians embodied in a one-credit information literacy course in support of the research central to first semester composition classes. By examining the rich conclusions about teaching, research, and writing this one partnership led to, this panel argues for more collaborative approaches to teaching research strategies, citation practices, and inter-textual ethics.

Room 1002 • FRIDAY. SEPTEMBER 21 • 2:45 P.M. TO 4:00 P. M

CHAIR: Lisa Costello, Georgia Southern University, Statesboro, Georgia

PANEL: COLLABORATING TOWARDS COGNITION BY USING 21ST CENTURY LEARNING TECHNIQUES TO CREATE EFFECTIVE LEARNING
Kristina DuRocher and Misty Hanks, Morehead State University, Morehead, Kentucky; Donna Jo Baker, Middle Tennessee State University, Murfreesboro, Tennessee

Each of the constituent groups represented on this panel (professors, instructional designers, and librarians/archivists) is seeking information that helps accomplish the learning objective(s). An instructional designer (ID) identifies those resources that uphold the legal and ethical aspects of information literacy, such as accessibility for the disabled. A professor focuses on the breadth and depth of information needed to teach a certain concept. All the while the archivist ensures efficient and effective access to the information. This three-sided approach to information literacy increases student's exposure, helps overcome "information sickness," and creates a mutually reinforcing partnership. This roundtable offers the prospective audience a chance to see various perspectives and approaches to Information Literacy and engage in discussions in effective methods of shaping information literate scholars and students.

Room 1005 • FRIDAY. SEPTEMBER 21 • 2:45 P.M. TO 4:00 P. M

CHAIR: Greta Wood, Mississippi State University, Mississippi State, Mississippi

PANEL: WHAT YOU DON'T KNOW…WILL HURT YOU (AND YOUR STUDENTS): A ZOMBIE APOCALYPSE TOOL KIT FOR YOUR FACULTY
Amee Odom, Ashley Shealy and Kevin Winchester, Wingate University, Wingate, North Carolina

Faculty members often believe they have all the answers and have cornered the research market in their respective disciplines. By adopting, a "this is what I would recommend for your students" approach, the academic resources unit at a small, private University increased interest in continuing education among portions of the faculty. By facilitating more continuing education opportunities, collaboration re-animated professors' assignments, and subsequently, re-animated student research methods and writing skill sets. Come hear how Librarian and Writing Center partnerships in faculty presentations are beginning to foster interest among faculty in enhancing their assignments. This collaboration has also led to a stronger sense of coordination between faculty, their assignments, and academic resources.

Room 1220 • FRIDAY. SEPTEMBER 21 • 2:45 P.M. TO 4:00 P. M

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

PANEL: ASSESSING OUR ASSESSMENT: BUILDING A QUESTION BANK AND ALIGNING ASSESSMENT WITH LEARNING OUTCOMES
Elizabeth Killingsworth, Corinne Bishop and Renee Cole Montgomery, University of Central Florida Libraries, Orlando, Florida

This session will introduce the Information Literacy Modules from the University of Central Florida Libraries. The panelists will focus on a recent project to improve the modules by adding a question bank and aligning the content goals with the practice and assessment. Participants will come away with the knowledge needed to build their own information literacy assessments as well as strategies to analyze their assessment questions.

Room 2010 • FRIDAY. SEPTEMBER 21 • 2:45 P.M. TO 4:00 P. M

CHAIR: Anne Jumonville, Trinity University, San Antonio, Texas

WHY RESEARCH? EXPLORATION OF WHY INSTRUCTORS CHOOSE TO INCLUDE/EXCLUDE RESEARCH ASSIGNMENTS
Sarah Fedko and Lola Rudin, University of Toronto Scarborough, Toronto, Canada

Our presentation grew out of a desire to find out why many instructors include little or no research in their courses. We will report on a survey faculty who include research assignments in their courses and those who did not. We will discuss how the information gathered from this survey will help us develop evidenced-based strategies for promoting information literacy to faculty, and collaboration between librarians and instructors.

FACULTY ADOPTION OF AN INTEGRATED INFORMATION LITERACY PROGRAM: MINING FOR MOTIVATION AND IMPACT
Anne Jumonville, Trinity University, San Antonio, Texas

What happens when faculty take ownership of an information literacy initiative? Over the last four years, faculty at Trinity University in San Antonio, TX have been re-designing courses and creating new assignments in order to better integrate information literacy. Find out how they've done it, what motivates them, how it impacts students, and what role librarians have played along the way.

Friday• 4:15 p.m. – 5:30 p.m. Concurrent Presentations

Room 210 • FRIDAY. SEPTEMBER 21 • 4:15 P.M. TO 5:30 P. M

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

PANEL: YOU ARE NOT ALONE: COLLABORATING FOR SUCCESS IN ACADEMIA AND BEYOND
Alessia Zanin-Yost, Erin Adams, Western Carolina University, Cullowhee, North Carolina and Jane Nichols, High Point University, High Point, North Carolina

Teaching critical thinking skills that go beyond academia cannot be accomplished by instructors or librarians alone. Both must collaborate to create an environment where information literacy is taught, understood and applied. A synthesis of learning prepares students to move from academic to career settings, applying information literacy in their new professional roles through an evidence-based design knowledge protocol and providing them a distinctive edge over other new graduates.

Room 212 • FRIDAY. SEPTEMBER 21 • 4:15 P.M. TO 5:30 P. M

CHAIR: Elise Wallace, Daniel Library, The Citadel, Charleston, South Carolina

PANEL: GOING SOCIAL: INFORMATION LITERACY AND THE PROFESSIONAL USES OF SOCIAL MEDIA
Laura Palmer and Sarah Weldon, South Polytechnic State University, Marietta, Georgia

In this presentation, attendees will learn about the practices of information literacy as they relate to effective professional social media communication. Topics covered include social listening, reputation management, differentiating personal and professional identities, and channel selection to name a few.

Room 217 • FRIDAY. SEPTEMBER 21 • 4:15 P.M. TO 5:30 P. M

CHAIR: Les Loncharich, Georgia Southern University, Statesboro, Georgia

PANEL: TRACING BOUNDARIES, EFFACING BOUNDARIES: INFORMATION LITERACY AS SEEN BY MULTIPLE DISCIPLINES
Grace Veach and Amy Harris, Southeastern University, Lakeland, Florida

This session addresses questions of disciplinarily in information literacy: does any discipline "own" it? How is it seen by members of two different disciplines, librarians and writing instructors? How can both work together to maximize student learning in information literacy? The results of a local experience in co-teaching a composition course and of a nationwide survey will be presented. This interactive session will allow attendees to participate in the survey and compare their results to the results obtained in the national survey.

Room 218 • FRIDAY. SEPTEMBER 21 • 4:15 P.M. TO 5:30 P. M

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

PANEL: THE ROLE OF DIGITAL ETHOS IN RESEARCH WRITING
Moe Folk, Kutztown University, Kutztown, Pennsylvania and Shawn Apostel, Eastern Kentucky University, Richmond, Kentucky

Each panelist would analyze the role that digital ethos plays when students (and instructors) attempt to assess the credibility of websites to use for research writing. Specifically, this presentation identifies concrete strategies students employ when determining a source's credibility and the repercussions those choices have in the context of teaching information literacy and research writing. The panelists would also like to examine the benefits and drawbacks of these variable student approaches in relation to current scholarly approaches to information literacy drawn from a multidisciplinary perspective.

Room 1002 • FRIDAY. SEPTEMBER 21 • 4:15 P.M. TO 5:30 P. M

CHAIR: Janice Walker, Georgia Southern University, Statesboro, Georgia

PANEL: CREATING CUSTOMIZABLE, LEARNER-CENTERED INSTRUCTION MODULES USING A COLLABORATIVE DESIGN PROCESS
Kerry Creelman, Rosalind Alexander and Shawn Vaillancourt, University of Houston Libraries, Houston, Texas

As the saying goes, "two heads are better than one." When designing instruction modules targeting different learning styles, a team of instruction librarians, each with a different set of experiences and teaching and learning styles, proved the saying to be true. The panel will discuss how the collaborative design process resulted in more robust, effective, learner-centered instruction modules that involve a variety of pedagogical techniques. The benefits of providing customizable instruction modules, for both librarians and students, will also be considered.

Room 1005 • FRIDAY. SEPTEMBER 21 • 4:15 P.M. TO 5:30 P. M

CHAIR: Loretta Brandon, Georgia Southern University, Statesboro, Georgia

PANEL: TECHNOLOGY + COLLABORATION USED TO ENHANCE 21ST CENTURY LEARNING
Carl Leak, Michael Frye and Janet Malliett, Winston-Salem State University, Winston-Salem, North Carolina

"Technology + Collaboration Used to Enhance 21st Century Learning" is designed to demonstrate how to incorporate fun, technological tools that enhances faculty and librarian collaboration, as well as create more classroom collaborative opportunities for students.

"Follow the **CONFERENCE ON TWITTER! #COIL2012**"

Room 1220 • FRIDAY. SEPTEMBER 21 • 4:15 P.M. TO 5:30 P. M

CHAIR: Kelly McBride, Appalachian State University, Boone, North Carolina

PANEL: DESIGNING A STUDENT-CENTERED AND RESEARCH-CENTERED LIBRARY WEBSITE
Jeffrey Gallant and Laura Wright, Valdosta State University, Valdosta, Georgia

Two reference librarians from Valdosta State University share how user experience testing and information literacy standards can lead to a truly student-centered and research-centered website. Testing methods, cross-department collaboration, homepage development, and implementation will be discussed. This presentation will also cover how other libraries and institutions can adopt these methods to develop better library websites.

Room 2010 • FRIDAY. SEPTEMBER 21 • 4:15 P.M. TO 5:30 P. M

CHAIR: Emily Rogers, Valdosta State University, Valdosta, Georgia

INFORMATION IS POWER! USING A THEMED FRESHMAN YEAR EXPERIENCE COURSE TO TEACH INFO LITERACY
Robin Grant, Macon State College, Macon, Georgia

Last fall, Macon State College began offering themed sections of its three-credit Freshman Year Experience course. The Library saw this as an opportunity to go beyond the one-shot library instruction class and offered a themed section entitled "Information is Power!" In this presentation, the librarian/instructor will share her experiences combining a Freshman Year Experience class with an information literacy class, as well as her reflections on working with the same group of students throughout a semester versus teaching them for one fifty-minute library session.

EMBEDDING INFORMATION LITERACY ASSESSMENT INTO A FIRST YEAR EXPERIENCE PROGRAM
Michele Santamaria, Washington College, Chestertown, Maryland

This presentation will focus on the results of collaboration between the information literacy librarian at Washington College and the first-year experience program. The presentation will focus on how pre- and posttests were built in the college's course management system. The presentation will also provide an overview of how built-in learning analytics were used to see how individual students did, question-by-question. Finally, future assessment measures involving the collecting of qualitative data will be discussed.

Room 2011 • FRIDAY. SEPTEMBER 21 • 4:15 P.M. TO 5:30 P. M

CHAIR: Ludwika Goodson, Indiana University – Purdue University, Fort Wayne, Indiana

TAKING IT TO THE WEB: INFORMATION LITERACY AND FACULTY DEVELOPMENT
Doris Van Kampen-Breit, Saint Leo University, Saint Leo, Florida

This presentation will discuss how the information literacy for faculty project came into being; discussing the perceived need for such an undertaking, faculty attitudes and interest concerning the project, and how the project has also increased faculty interest in student information literacy instruction for online and Distance Learning students. A demonstration of the software used to implement the project and a discussion of strategies used to advertise the project will also be provided.

"NEED, FIND, ASSESS, USE" TRANSLATING IL STANDARDS INTO HIGHER EDUCATION CURRICULA
Jewell Anderson, Armstrong Atlantic State University, Savannah, Georgia

See a Librarian who effectively collaborated with a Composition Instructor to first learn each other's disciplinary language, second combine and organize two courses content, and third create a classroom of information literate critical thinkers who could write. Learn how these two faculty crossed departmental lines and team-taught a three-credit hour ENGL 1101 and two-credit hour Information Literacy course as part of an Academic Learning Community (ALC) that included purposefully ensuring ACRL IL Standards were specifically addressed. Do take these tips back to your own institutions to start a scheme for effective collaborations.

DEVELOPING FACULTY-DRIVEN COMMUNITIES OF PRACTICE WITH WEB 2.0 TECHNOLOGIES
Randy Howe, Fitchburg State University, Fitchburg, Massachusetts

Fitchburg State's Communications Media department is taking steps to attract stakeholders with the promise of shared information in an initiative designed to achieve two distinct goals: 1) to entice stakeholders to take part in communities of practice mediated on Web 2.0 platforms in areas aligned to faculty expertise and 2) to establish and maintain contact with stakeholders, particularly alumni for purposes of relationship building and program assessment. This presentation will describe the plan to use faculty field knowledge in conjunction with shared alumni experiences as the hook to draw-in and stimulate conversation for mutual gain.

iNFORMATION LITERACY

Coastal Georgia Center, Savannah, GA

Saturday, September 22, 2012

7:30 – 8:30 A.M. - LOBBY	**CONTINENTAL BREAKFAST & CONFERENCE REGISTRATION**
7:45 – 8:20 A.M. - LUNCHROOM	**BIRDS OF A FEATHER SESSIONS**
8:30 – 9:30 A.M. - AUDITORIUM ROOM 100	**KEYNOTE PRESENTATION**

Joyce Valenza
Teacher-Librarian, Springfield Township High School, Oreland, PA

2012 Keynote Speaker

Joyce Valenza, teacher-librarian at Springfield Township (PA) High School, has been studying and writing about young people, technology and information fluency for more than twenty years. She has worked in special, public, and school libraries. For ten years, Joyce wrote the techlife@school column for the Philadelphia Inquirer. Joyce authored books on information skills for ALA Editions and Information Today and developed several video series for Schlessinger Media. Joyce currently writes the award-winning NeverendingSearch Blog for School Library Journal and also writes VOYAís Technology Tag Team column. Joyce earned her doctoral degree from the University of North Texas in 2007. She developed and taught online courses for Mansfield University. Joyce was awarded the AASL/Highsmith research grant in 2005. She is a Milken Educator, a Google Certified Teacher, and a Library of Congress American Memory Fellow. She was selected as one of Technology and Learningís 100@30 and was recently honored with the 2011 Edublogs Award for Lifetime Achievement. This year, Joyce presented a TEDxPhillyEd talk at Wharton University and worked with the Pennsylvania Department of Education to roll out a statewide digital collection curation initiative involving school and public librarians. She is active in ALA, AASL, YALSA, and ISTE and speaks internationally about issues relating to libraries and thoughtful use of educational technology. Her research interests include: virtual libraries as digital/mobile learning spaces, digital collection curation, transliteracy, digital storytelling and creativity, youth information-seeking behavior, online communities of practice, and the evolving role of the teacher-librarian.

Saturday • 9:45 – 11:00 a.m. — Concurrent Presentations

Room 210 • SATURDAY. SEPTEMBER 22 • 9:45 A.M. TO 11:00 A. M.
CHAIR: Nancy Fawley, The University of Alabama, Tuscaloosa, Alabama

DEFINING INFORMATION IN A KNOWLEDGE SOCIETY
Gail Bush, National Louis University, Skokie, Illinois

Before we identify our information need, decide how to access and locate the information, and indeed how to evaluate it, perhaps a definition is in order. Where does a working definition of information belong within the scope of 21st century learning skills? We will explore these concepts with a learning goal of building knowledge, understanding, and maybe even a little bit of wisdom. These issues are fundamental to all educators, K – 16, as students of all ages are served best while building their own knowledge within constructivist learning environments

INFORMATION LITERACY IN A GLOBAL CONTEXT
Lily Todorinova, University of South Florida, Tampa, Florida

The presentation will discuss the idea of "global information literacy" and the trend for globalizing the general education curriculum. It will also describe the unique placement of an information literacy course within the Global Citizenship General Education Cohort at the University of South Florida. The presenter will lead a brainstorming session about innovative ways to collaborate with faculty and how these partnerships can enhance the undergraduate experience.

BEYOND THE STANDARDS: INFORMATION LITERACY IN A DIGITAL AGE
Kristine Stewart and Nathan Lowrance, University of Missouri, Columbia, Missouri

This presentation will address changes in the information landscape and the implications for information literacy definitions, standards, and instruction. In the new information landscape information comes freely to students outside the classroom and without provocation. Students are no longer information consumers; they respond, recreate, and pass on information. The significance of society's evolving relationship with information is discussed.

Room 212 • SATURDAY. SEPTEMBER 22 • 9:45 A.M. TO 11:00 A. M.
CHAIR: Peggy Lindsey, Georgia Southern University, Statesboro, Georgia

COPYRIGHT OR COPY WRONG: NAVIGATING COPYRIGHT AND FAIR USE IN STUDENT VIDEO ASSIGNMENTS
Jeannine Parker Beard, Kennesaw State University, Kennesaw, Georgia

This session will explore some of the theory behind the use of new media in the classroom and will explore some of the challenges we face, particularly in regards to copyright and fair use laws, when allowing our students to become producers of their own digital texts.

"IT'S ALL ABOUT THE CITATION": TEACHING INFORMATION LITERACY TO THE NON-TRADITIONAL DOCTORAL STUDENT
Steven Wise, Our Lady of the Lake University, San Antonio, Texas

This presentation will focus on teaching information literacy skills to non-traditional doctoral students. Many of these students often expect to find scholarship for their literature reviews readily available online in full text, when in fact the opposite is true. By examining the characteristics of these students, strategies can be created to prepare students to conduct exhaustive literature reviews for their dissertations.

DEMYSTIFYING COPYRIGHT IN THE AGE OF THE INTERNET AND SOCIAL NETWORKING APPLICATIONS
Ewa McGrail, Georgia State University, Atlanta, Georgia and J. Patrick McGrail, Jacksonville State University, Jacksonville, Alabama

Understanding the tenets of copyright in general, and in particular, in online communication and publishing with Web 2.0 tools (Teen Content Creators and Consumers, 2005), has become an important part of literacy in today's Information Age, as well as a cornerstone of free speech and responsible citizenship for the future. This presentation describes an approach with English education and communications students to prepare them for the complex subject matter of copyright and fair use.

Room 1002 • SATURDAY. SEPTEMBER 22 • 9:45 A.M. TO 11:00 A. M.

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

INFORMATION SEEKING HABITS OF EDUCATORS
Susan Bannon, Kimberly Nunes-Bufford and Todd Shipman, Auburn University, Auburn, Alabama

Research on information literary and educators has focused on pre-service teachers and their need to learn information literacy skills. Little published research exists on the information-seeking habits of in-service educators. Results of a study to identify information sources used by educators and to determine if there is a relationship between information sources used and educators' experiences or age groups will be presented. Findings of this research will be useful for those preparing pre-service teachers or providing professional development to in-service teachers who are expected to use inquiry-based or evidence-based teaching methods.

CURRENT RESEARCH ON INFORMATION SEEKING AND USAGE BEHAVIORS IN UNDERGRADUATES
Amy England, Lander University, Greenwood, South Carolina

Currently, two national investigatory projects are underway, the goals of which are determine how students engage in research and how they use source material in their work. This presentation summarizes the results of the these two studies and proposes a third based on think-aloud protocols that will provide more insight into students' decision making process when initially selecting or ignoring source material for use in their work.

Room 1005 • SATURDAY. SEPTEMBER 22 • 9:45 A.M. TO 11:00 A. M.

CHAIR: Nan LoBue, Georgia Southern University, Statesboro, Georgia

GETTING STUDENTS COLLEGE & CAREER READY WITH INFORMATION LITERACY: RESEARCHING EFFECTIVELY IN A DIGI
Barbara Holland, Brooklyn Public Library, Kew Garden Hills, New York

A presentation on getting students college & career ready with information literacy: effective research strategies in a digital society.

PLAYER PRODUCT AS A CATALYST FOR STUDENT RESEARCH
David Bailey, Altamaha Technical College, Jesup, Georgia

Play-throughs, recorded player sessions of today's popular computer and console games, provide a net generation catalyst for the teaching of research. While modeling analysis and multi-modal composition, these videos also provide a useful path to bridging the digital divide. From an information literacy perspective, play throughs also engage students in the research process. An instructor can demonstrate research methods by locating the videos in class and sharing the strategies used to locate the material. These videos will also provide more engagement in the early stages of instruction as opposed to traditional articles or other more academic material.

Room 1220 • SATURDAY. SEPTEMBER 22 • 9:45 A.M. TO 11:00 A. M.

CHAIR: Emily Rogers, Valdosta State University, Valdosta, Georgia

DIGITAL NEWS AGGREGATION: LEGALITIES, REALITIES
Dan Trigoboff, North Carolina State University – Methodist University, Fayetteville, North Carolina

Even as new technologies expand our ability to bring massive amounts of information across vast distances in little time, those technologies also expand the ability to pirate information without regard for the value lost to its creator. Attempts to protect the value of factual information for its originator go back to a century-old Supreme Court decision involving war, intrigue and some of the most dynamic personalities of the time. Today's battle is just as compelling, and appears to be approaching a climax.

JUST THE TIP OF THE ICEBERG: USING THE 100TH ANNIVERSARY OF THE TITANIC SINKING TO TEACH INFORMATION LITERACY
Robin Grant, Felicia Haywood and April Renfroe-Warren, Macon State College, Macon, Georgia

Acknowledging that information literacy skills can't be fully developed in a one-shot library instruction section, librarians at Macon State College are constantly looking for ways to introduce information basics and reinforce skills in ways that will encourage student participation. In the weeks leading up to the 100th anniversary of the Titanic sinking this year, librarians piggy-backed on the coverage to introduce students to library resources and the flow of the information cycle. Strategies ranged from the scholarly to a "Titanic tea party" featuring costumes, authentic music played on the ship, and displays.

Room 111 • SATURDAY. SEPTEMBER 22 • 9:45 A.M. TO 11:00 A. M.

CHAIR: Xiaobo Wang, Georgia State University, Atlanta, Georgia

ACTIVE INFORMATION LITERACY IN COLLEGE COMPOSITION
Michael Alewine and Mark Canada, University of North Carolina at Pembroke, Pembroke, North Carolina

This session will cover active learning techniques used in an information literacy classroom, where college composition students meet for a three-week mini course. Session topics will include the theoretical background of active learning and specific instructional strategies used, such as group work, peer-to-peer learning, interactive technologies, reflective practices, and more. We will also cover assessment strategies and will provide a useful guide for participants.

USING BOX LOGIC DESIGN IN FIRST-YEAR COMPOSITION CLASSROOM TO SHOWCASE DIMENSIONS OF INFORMATIONAL LITERACY
Paulina Bounds, University of Georgia, Athens, Georgia

This presentation will show how we can use a box logic design to teach informational literacy. I will present exercises, resources, and examples of student work that exemplify the connection between the informational literacy and multimodal box logic format. Moreover, this connection will emphasize the advantages of using multimodal format to facilitate and deepen the teaching informational literacy.

INCORPORATING EFFECTIVE INFORMATION LITERACY INSTRUCTION INTO ONLINE RESEARCH GUIDES FOR STUDENTS AND INSTRUCTORS
Kerry Creelman, University of Houston Libraries, Houston, Texas

Online research guides (LibGuides) are not only access points to research tools, but can be valuable teaching and learning tools for both instructors and students. The presentation will share best practices and strategies for incorporating various types of instruction tools in online, course-specific research guides, discuss the development process for moving from online pathfinders to learner-centered, instruction-based research guides, and share lessons learned from feedback and assessment results.

Room 100 • SATURDAY. SEPTEMBER 22 • 9:45 A.M. TO 11:00 A. M.

CHAIR: Angela Feekery, Massey University, Palmerston North, New Zealand

WHAT'S IN A NAME? FIRST-YEAR COLLEGE STUDENTS REACT TO THE TERM "INFORMATION LITERACY"
Don Latham and Melissa Gross, Florida State University, Tallahassee, Florida

How efficacious is the term "information literacy"? Interestingly, there is a dearth of research on students' perceptions of the term. This presentation will report on two studies of first-year college students, in which participants were asked whether they had heard the term "information literacy" before, what their reaction was to the term, and how they would define the term. The findings raise questions about the usefulness of the term and, as such, have important implications for practice and research.

HOW INFORMATION LITERATE ARE YOU? RESULTS OF A FIVE-YEAR PRE- AND POST-TESTING OF MBA STUDENTS
Barbie Keiser, Carey School of Business, John Hopkins University, Baltimore, Maryland

Eleven questions were given during the first and last sessions of a Competitive Intelligence course taught to MBA-MSIS students at the Carey Business School, Johns Hopkins University, 2007-2012, adapted with permission from "Integrating information literacy as a habit of learning - assessing the impact of a golden thread of IL through the curriculum" by Moira J. Brent and Elizabeth A. Stockdale (Journal of Information Literacy, Vol 3, No 1 (2009), available at http://ojs.lboro.ac.uk/ojs/index.php/JIL/article/view/PRA-V3-I1-2009-4).This presentation will present the analysis of five years of data, describing how the results have been used to refine the content of the Competitive Intelligence course over time.

INFORMATION LITERACY SKILLS IN A WORLD OF GOOGLE & WIKIPEDIA
Emily Gover, EasyBib, New York, New York

Students today by habit go to Google to begin their research--the results oftentimes contain the likes of Wikipedia, or web sites driven by marketing and bias, rather than reliable academic content. At the same time, the library offers a plethora of great information which is increasingly underutilized. How do we teach students to properly research in a world of growing information? We will address how we are building tools to cultivate research skills that are critical not only in academia, but in our everyday information-driven lives.

Room 2010 • SATURDAY. SEPTEMBER 22 • 9:45 A.M. TO 11:00 A. M.

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

THE IMPACT OF TECHNOLOGY ON ELEMENTARY SCHOOL LIBRARIES IN THE 21ST CENTURY
Richard Binkney, Mercer University, McDonough, Georgia

Technology has made an impact on the elementary libraries of the digital age of information. Findings from this study suggest that the elementary school library and the role of the school librarian must change and grow with that of the quickening pace of technology. To do this, school librarians must think about how to best serve their students, often doing more with less, as they seek to uphold the tradition to serve and to make a difference in this new digital age of communications.

PRIMARY SOURCES: NOT JUST FOR SOCIAL SCIENCES
Michelle Rivera, Georgia Southern University, Statesboro, Georgia

Teaching with Primary Sources is not just for Social Studies, but Science, Language Arts, even Art, Music and Math! Participants will learn about the Analysis Tools developed by the Library of Congress, and develop skills navigating the millions of digitized resources available at The Library of Congress (LOC.gov)!

INFORMATION LITERACY & THE COMMON CORE: COLLABORATIVE OPPORTUNITIES
Trish Vlastnik, University of Alabama, Peachtree City, Georgia

The approaching implementation of the Common Core national curriculum standards promises to create information literate students who are college and career ready by graduation. This presentation explores collaborative opportunities presented by the requirement of these standards to use primary source material to promote inquiry and higher order thinking skills.

Room 2011 • SATURDAY. SEPTEMBER 22 • 9:45 A.M. TO 11:00 A. M.

CHAIR: Kevin Psonak, Georgia Southern University, Statesboro, Georgia

WORKSHOP: DIALOGUE IN THE DARK – BRIDGING THE DIGITAL DIVIDE FOR BLIND AND PHYSICALLY HANDICAPPED PATRONS
Julie Walker and Emily Almond, Georgia Public Library Service, Atlanta, Georgia

Dialogue in the Dark – Paving the way for blind and physically handicapped patrons to be able to locate, evaluate and use the information needed to participate actively and effectively in society. In the wake of emerging technologies, users with visual and other impairments are at high risk of being left behind. Public libraries are often the only resource available for this growing population and we need to continue to ensure information literacy for this segment of the population.

"Follow the CONFERENCE ON TWITTER! #COIL2012"

Room 210 • SATURDAY. SEPTEMBER 22 • 11:15 A.M. TO 12:45 P. M.

CHAIR: Andrew Battista, University of Montevallo, Montevallo, Alabama

WORKSHOP: CONNECTED: USING 21ST CENTURY TECHNOLOGY TO PROMOTE DIGITAL LITERACY

M. Kelley Ivey, Rockdale County Public School, Memorial Middle School, Conyers, Georgia

In the age of iPads, Kindles, and smartphones, there are numerous challenges and opportunities to "connect" with the digital learner in the K-12 learning environment. This workshop is an interactive forum to explore and present information literacy solutions using the latest 21st Century technology. As a result, workshop attendees will discover both conventional and innovative methods to promote core digital literacy skills: (1) strong reading and writing skills, (2) the ability to use technology effectively, (3) an understanding of digital content, and (4) effective communication with digital tools.

Room 212 • SATURDAY. SEPTEMBER 22 • 11:15 A.M. TO 12:45 P. M.

CHAIR: Loretta Brandon, Georgia Southern University, Statesboro, Georgia

TEACHING LITERATURE WITH ARTIFACTS USING SOCIAL BOOKMARKING TOOLS

Ewa McGrail and Kevin Powell, Georgia State University, Atlanta, Georgia

The purpose of this presentation is to aid teachers, and their students, in finding and evaluating artifacts online in support of the literature they study. The participants will also learn about social bookmarking services, such as Diigo or Evernote, and ways to use them to access, share, organize, and evaluate the quality of artifacts.

BUILDING LITERACY ASSESSMENT INTO GAMING PROGRAMS FOR LIBRARIES AND EDUCATION

Ron Brown, University of South Carolina, Columbia, South Carolina

This presentation explores gaming programs of various types in libraries and other settings and reviews case studies conducted by the researcher to help them to improve their assessment practices. This presentation reviews the lessons learned, discusses the pros and cons of using games for education, and invites a discussion on what are the best ways to motivate youth to learn.

Room 1002 • SATURDAY. SEPTEMBER 22 • 11:15 A.M. TO 12:45 P. M.

CHAIR: Caroline Hopkinson, Armstrong Atlantic State University, Savannah, Georgia

WORKSHOP: REFOCUSING THE ONE-SHOT: USING STUDENT LEARNING OUTCOMES TO DESIGN ACTIVE LEARNING EXERCISES

Jessica Critten, Andrea Stanfield, Jean Cook and Angela Pashia, University of West Georgia, Carrollton, Georgia

Explore and actively learn how to make one-shots more effective. Traditional one-shots attempt to cover everything students need to know about the library in a short amount of time, and students often leave overwhelmed and uninspired. At University of West Georgia, students and librarians benefit from limiting one-shots to specific student learning outcomes taught through active learning exercises. Session participants will engage in an active learning exercise to brainstorm and develop the framework for 3-5 active learning exercises for use in their own instruction.

Room 1005 • SATURDAY. SEPTEMBER 22 • 11:15 A.M. TO 12:45 P. M.

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

WORKSHOP: "APPS"OLUTELY PERFECT RESOURCES FOR INFORMATION LITERACY

Lucy Santos Green, Stephanie Jones, Judi Repman and Elizabeth Downs, Georgia Southern University, Statesboro, Georgia

This interactive, hands-on learning experience includes a BYOT - Bring Your Own Technology - opportunity. During the session, presenters will be introducing participants to apps that align with AASL standards for the 21st century learner. Participants will be able to identify apps that support each of the four learning standards.

Room 1220 • SATURDAY. SEPTEMBER 22 • 11:15 A.M. TO 12:45 P. M.

CHAIR: Laura Anderson, Georgia State University, Atlanta, Georgia

WORKSHOP: TEACHING TOOLS FOR REAL LIFE SKILLS: INFORMATION LITERACY FOR THE WORKPLACE

Alessia Zanin-Yost and Betsy Clementson, Western Carolina, Cullowhee, North Carolina

Instruction librarians teach skills that focus on academic success. However, students need more than this. They need to learn to acquire knowledge that will help them in the working world. The workshop will teach how to collaborate with faculty to integrate skills students will need after graduation.

Room 111 • SATURDAY. SEPTEMBER 22 • 11:15 A.M. TO 12:45 P. M.

CHAIR: Elise Wallace, Daniel Library, The Citadel, Charleston, South Carolina

PANEL: WEB-SCALE DISCOVERY: ILLUSION OR REALITY?

Shaundra Walker, Fort Valley State University, Fort Valley, Georgia; Iyanna Sims, North Carolina A&T State University, Greensboro, North Carolina; Ana Guthrie, Florida Memorial University, Miami, Florida and Rhonda McCoy, Paine College, Augusta, Georgia

Libraries are constantly striving to make a myriad of quality resources easily available to users. Discovery platforms have offered the promise of simplifying the location and evaluation of information. This panel will discuss the initial impact of implementing a discovery tool on library instruction and information literacy outcomes.

Room 100 • SATURDAY. SEPTEMBER 22 • 11:15 A.M. TO 12:45 P. M.

CHAIR: Peggy Lindsey, Georgia Southern University, Statesboro, Georgia

PANEL: TEN TANTALIZING TOOLS: DEMONSTRATIONS OF WEB 2.0 TOOLS THAT CAN TRANSFORM TEACHING AND LEARNING

Phyllis Snipes, University of West Georgia and Katie Mitchell, Neva Lomason Memorial Library, Carrollton, Georgia

The web is a sea filled with treasures that lead to learning! Through school library media specialist and classroom teacher collaboration, these treasures can be unlocked to reveal new paths for teaching and learning. This session will demonstrate several free web 2.0 tools that can enhance teacher instruction and allow students to express their learning in exciting and tangible ways.

"Follow the CONFERENCE ON TWITTER! #COIL2012"

CHAIR: Daniel Trigoboff, North Carolina State University – Methodist University, Fayetteville, North Carolina

WORKSHOP: STUDENT PLAGIARISM: PREVENTION AND DETECTION

Breanne Kirsch and Lola Bradley, University of South Carolina Upstate, Spartanburg, South Carolina

During this workshop, presenters will show that proactive plagiarism prevention is the best plagiarism deterrent. Participants will learn about the main causes of plagiarism, such as improper paraphrasing and incorrect citations, and how to investigate plagiarism cases. Through activities, participants will be able to practice recognizing a plagiarized paper and how to utilize Google and citation checking to detect plagiarism. Participants are asked to bring laptops or tablets for the workshop activities when possible.

After the conference you are invited to submit Conference Materials on Eagle Space. Presenters, please submit your handouts, PowerPoint or additional Conference Materials for our online Eagle Space Account.

Send your files to Silke Ledlow – silkeledlow@georgiasouthern.edu by October 15, 2012 to be uploaded.

To view past conference materials on Eagle Space please follow this link:

http://dspaceprod.georgiasouthern.edu:8080/jspui/handle/10518/4361

In the search box you may browse for the desired presentation by keyword, title or author.

Thanks again for your participation and a spectacular conference!

**Saturday • 12:45 p.m.
Distribution of Box Lunches**

**PLU MASTERY TEST• Room 221
1:00 – 2:00 p.m.**

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

Room 111

RESPONDING TO CITATION PROJECT FINDINGS: PRACTICES, POLICIES, AND PEDAGOGIES

Facilitators: Sandra Jamieson, Drew University, Madison, New Jersey and Tricia Serviss, Auburn University, Auburn, Alabama

This workshop builds on the findings of the first set of data generated by the Citation Project {www.citationproject.net/}, a multi-institution research project whose purpose is to compile an aggregate description of how college students use the research sources that they cite. Workshop participants will be briefly introduced to the methods of citation context analysis used to analyze the papers and sources of first-year college students from sixteen colleges and universities, and to the major findings of this study. This form of textual and source analysis reveals how effectively students are understanding and using the sources they cite and has implications for writing teachers, librarians, and policy-makers. Participants in this hands-on workshop will explore these implications and develop possible responses that they can take back to their own institutions.
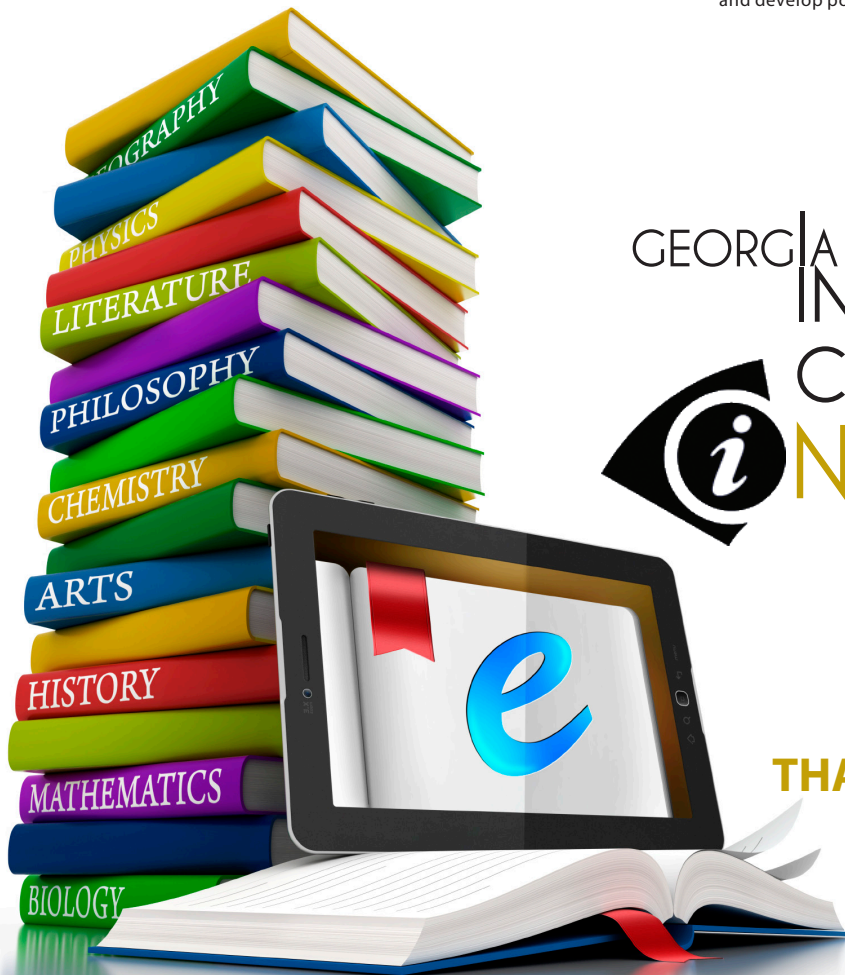
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Coastal Georgia Center, Savannah, GA

**THANK YOU FOR ATTENDING
JOIN US NEXT YEAR!
SAVE THIS DATE!
September 20-21, 2013**