

## Conference Program [2006]

Georgia International Conference on Information Literacy

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Georgia Conference on Information Literacy  
AGENDA

Friday, October 6

8:00 – 9:00 AM

Lobby

Continental Breakfast

Exhibits Open

9:00 – 10:15 AM

Concurrent Sessions

Room 100 - Panel

**Electracy: Reframing Information Literacy in the Digital Age**  
**Sean Morey, Lindsey Collins, Carol Steen, Clay Arnold and Craig Cieslikowski, University of Florida**

Speakers will discuss Gregory L. Ulmer's theory of electracy, and its implications for understanding information literacy within the digital age. If media is increasingly moving away from print and the logic of literacy, then a new way of accessing data must be invented in order to navigate this new space. This panel will offer ways to teach students how to navigate and create writing within the digital internet.

Room 217 - Panel

**A Campus-wide Commitment to the Power of Information Literacy**  
**Ann Landis, Carolyn McClenny, Susan Ford and Jim Hodges, Thomas University**

Thomas University, a small private four-year college, developed a program for incorporating information literacy across the curriculum as an extension of the wider mission of the university. The relevance of this educationally critical theme, inclusive planning process, clear assessment tools based on the ACRL and AASL information literacy competencies, and roles for faculty, staff, and administrators in implementing the three components of the program have energized the campus. This presentation will describe the model, the process involved in developing it, and preliminary findings.

Room 218 - Panel

**Information Literacy as a Life and Death Issue: Developing Proficiency among Health Care Providers**

**Eric H. Hobson, Andrea McKeever and Emily Evans, South University School of Pharmacy**

Information literacy is value added in some academic domains. In health care education, however, information literacy ability can be the determining factor

between positive and negative health outcomes for patients. This session reviews educational models at use in training pharmacists that have application in other disciplinary settings.

#### Room 211 - Panel

##### **Assessing for Learning: Information Literacy Assessment from Accreditation and Practitioner Perspectives**

**Lori Critz, Georgia Institute of Technology; Sonya S. Gaither Shepherd and Bob Fernekes, Georgia Southern University**

Presenters will report on a series of assessment initiatives designed to improve information literacy competencies of engineering, education, and business majors, and document blended librarian skills in each area. Initiative goals and objectives, lessons learned, assessment instruments, collaboration techniques, and student results will be covered.

#### Room 1005 - Panel

##### **The Dusty Path to Information Literacy: Innovative Uses of Archival Primary Source Material Across the Curriculum**

**Kristin Gager, Jana Lonberger, and Naomi Nelson, Emory University**

At Woodruff Library/Emory University the two subject liaisons in U.S. and European history, in collaboration with the Assistant Director of the "Manuscripts, Archives, and Rare Books Library" (MARBL), have developed a new workshop for history honors students preparing to begin primary source research. Rather than running the workshop as a "top down" explanation of primary source archival and special collections' research, the workshop starts from the "bottom-up," so to speak. The students begin by brainstorming about what kinds of primary sources they might use for a specific topic we've selected. This panel will suggest the myriad ways in which the fundamentals of historical methodology and research in special collections and archives that inform the workshop -- (identifying, locating and critically analyzing primary sources) -- can serve as an innovative model for library instruction in general. We propose that the model of the workshop, although grounded in historical research, could easily be employed by disciplines across the humanities and social sciences.

#### Room 2010 - Workshop

##### **Webquests and Information Literacy**

**Stacey Buckalew - Marietta Center for Advanced Academics, Marietta City Schools and Anja Tigges - Sawyer Road Elementary, Marietta City Schools**

Webquests are a creative and fun way to enhance traditional classroom teaching techniques because they merge inquiry-based learning with information literacy skills. Webquests can be employed in any subject area, and with any grade

level. Come learn how to set up and create a webquest, and how to evaluate a webquest students create.

10:15 – 10:30 AM

Break

10:30 – 11:45 AM

Concurrent Sessions

Room 100 – Paper Session

**A Successive Approach + A Solid Foundation = A Successful Student:  
Aligning Information Literacy Core Competencies with General  
Education Curriculum**

**Thomas Atwood and Marcia King-Blandford, The University of Toledo**

With the understanding that incoming college freshman arrive on campus with a wide variety of technology and information seeking skills, the University of Toledo Libraries has reengineered their Information Literacy program to meet these diverse searchers at their point of need. Recognizing that students move through general education courses sequentially, library faculty have designed a tiered approach that aligns core Information Literacy competencies with the student's plan of study in several lower division courses.

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**Undergraduate Portfolios and Information Literacy Assessment**

**Mary C. Metzger, UNC Charlotte**

By joining with departmental faculty at end-of-semester portfolio readings, librarians have an opportunity to evaluate the integration of information literacy into a specific curriculum. This presentation will focus on the effort by UNC Charlotte librarians to assess information literacy through the portfolios of first-year English composition students. Programmatic goals, rubrics, and refinements will be addressed.

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**The South Dakota Regental Information Literacy Exam Redux: Further  
Developments in a Tool for Small and Medium-sized Universities to  
Document and Assess Information Literacy**

**Carol A. Leibiger and William E. Schweinle, University of South Dakota**

The authors present an update on the South Dakota Regental Information Literacy Exam, a test of Information Literacy following the ACRL IL Standards and using IRT for discrete and continuous scores and validity/reliability feedback

on the questions. A report of the development and implementation of this tool was presented at last year's Georgia Conference on Information Literacy, and this paper describes the South Dakota state universities' further refinement of this assessment tool.

Room 218 – Paper Session

**One Library's Approach to Assessment**

**Sharon L. Morrison and Susan L. Webb - Southeastern Oklahoma State University**

The library's involvement in the College Success/First Year Experience course and the dramatic changes it brought in the academic success and retention rate of freshmen will be discussed in detail. This presentation will show how the library has benefited by focusing on assessment processes resulting in empirical data for effective and responsive changes and future planning.

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**Tools for Assessing Library Instruction Sessions**

**Camille McCutcheon - University of South Carolina Upstate**

Various methods of assessing library instruction sessions will be discussed. Conferees will be invited to share the methods that they use to assess library instruction sessions.

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**Comparison of Online Tutorial Versus Face-to-Face Instruction**

**Barbara tenBroek, Savannah State University**

Discussion of research project comparing online tutorial and face-to-face instruction. Two social work classes on the graduate level will receive library instruction. One class will receive instruction via online tutorials and one class via face to face instruction. Pre-test and post-test results will be compared to analysis the effectiveness of each form of instruction. Class instructor input will also be gathered as to the quality and quantity of the resources used by the students.

Room 217 – Paper Session

**The Big Ten (11) and Information Literacy**

**Catherine Hansen and Chad Zahrt, University of Wisconsin-Milwaukee**

On overview of what the eleven schools of the Big Ten are offering to their undergraduate population concerning information literacy. Have they defined information literacy for their students? Is there a class offered for credit that

covers the basics of navigating the current information environment? Do any use an information literacy class as a general education requirement?

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### **Confluence in Information Literacy**

**Randall McClure and Lisa Baures, Minnesota State University, Mankato**

Participants will be afforded the opportunity to familiarize themselves with ACRL documents and develop strategies for triangulating ACRL information literacy standards, standards developed by professional associations and accrediting bodies (NCTE, IRA, WPA) and programmatic student learning outcomes. Further, participants will be provided with the means to understand the importance of embedding information literacy skills into the curriculum as well as models for doing so.

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### **Information Literacy instruction in the Social Sciences: Developing Effective Instructional Sessions Utilizing the ACRL Information Literacy Standards**

**William M. Modrow – Florida State University**

This presentation will discuss the various ways of teaching library instruction sessions in the Social Sciences using the appropriate ACRL Information Literacy standards. The session will describe the development of a course curriculum, use of creative learning activities, and collaboration with faculty. Included will be exploring how to maintain these relationships and possible future partnerships.

Room 211 – Paper Session

### **Uniting Information Literacy & Teacher Education**

**Patricia A. Deleo, Adelphi University**

Information literacy skills are critical to students' abilities to understand concepts and access literature about topics of importance to teachers. Research skills must be taught to teacher candidates so that they can conduct their own scholarly inquiry, and teach their students how to manage and evaluate the abundance of information available. Therefore, the need for collaboration between education faculty and librarians is greater than ever. Together, a librarian and a education professor discuss the results of their research and efforts to improve information literacy skills in education students enrolled in a graduate literacy program.

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### **Fast Track to Business Success: Research Skills**

**Lee Pasackow – Emory University**

Discover the Goizueta Business Library program that teaches research skills to undergraduate business majors. Over 800 students have taken these non-credit courses to prepare themselves for careers in the corporate world. Learn about the challenges to keep the program relevant and the students engaged.

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**Doing the whole job: Subject Librarians as holistic facilitators of subject-specific information literacy**

**David Greenebaum and Liya Deng – Mercer University**

We will discuss the creation, at Mercer University's Jack Tarver Library, of a Subject Librarian program that goes beyond simple collection development. Every aspect of a reference librarian's "normal" work incorporates some measure of Subject Librarian duties, so that her whole job contributes to improving patrons' information literacy through niche-marketed, subject-oriented research tools and programs.

Room 1002 – Paper Session

**Research Instruction at the Point of Need: Information Literacy and Online Tutorials**

**Thomas Peele, Boise State University and Glenda Phipps, Miami Dade College**

In this presentation, a composition instructor at a large state university and a librarian at a large four-year college describe their collaboration in the teaching of an online, research-based advanced composition class offered by the state university. We describe why, instead of using the instructional media provided by libraries to help students navigate fee-based subscription databases, we chose to develop our own instructional media.

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**Primary Document Databases for Teaching and Research**

**Nancy B. DuPree, University of Alabama, Tuscaloosa**

In recent years several databases--Early English Books, American Imprints, and Eighteenth Century Collections Online, to mention the largest--have made available hundreds of thousands of primary documents that had been rare and difficult of access. These databases, which often provide user-friendly full-text searching, make all sorts of early materials available to teachers and researchers. Several searches, geared to both scholarly research and to teaching, will be demonstrated to show the features of these databases.

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## **How to Teach Information Literacy in the Digital Age?**

**LiLi Li, Georgia Southern University**

This presentation intends to explore how to effectively and efficiently teach academic library information literacy in the digital age. Utilizing real-world examples at the library reference desk, this presentation intends to explore various approaches how to promote learning skills in critical thinking, decision making, and problem solving within a typical student-centered academic library learning environment. Also discussed include practical suggestions how to delivery academic information to the fingertips of academic library users.

Room 1005 – Paper Session

## **Scientific Writing: Past Google and Beyond**

**JoNette LaGamba, University of South Florida**

Learn methods to ensure your students learn the how to incorporate scholarly research into their papers. View specific lesson plans that enable them to learn from hands-on library lessons delivered by librarians and the class instructor. Rather than assigning them "busy work," these assignments will carefully orchestrate planning and research methods they can apply to any class assignment as well as the eventual workplace. Although the plans are geared toward scientific writing, the strategies apply for any writing genre.

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## **Moving Beyond One-Shots: Integrating Tiered Objectives into the Curriculum through Faculty-Librarian Collaboration**

**Michelle S. Millet, Trinity University**

Do you ever wish you had more time to cover everything you wanted to cover in a one-shot library instruction session? Do you ever wonder what your students are learning about information literacy and research? This workshop will present concepts to help librarians collaboration and integrate information literacy objectives throughout the semester. Participants will create assignments that work before and after library instruction, in conjunction with faculty course content, and help take the stress off of singular library sessions.

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## **Information Fluency - Researching and Resourcing the Internet for the Fashion, Art and Design Community**

**M. Kathleen Colussy, The Art Institute of Fort Lauderdale**

This presentation seeks to empower the non-traditional student with the information fluency skill sets, connect the dots from research to reality, mine the



Deep Web, challenge the way we teach information fluency and provide practical application exercises and case studies for the art and design student.

Room 1220 – Paper Session

**Refining Informatics Literacy for Electronic Medical Records**

**Vicki Wise and Sister Pat Carter - Brown Mackie College – Findlay**

The EHR are coming... The EHR ARE Coming... The EHR ARE HERE What are EHR? Will they improve Your health care? How do we prepare and train a health information literate workforce-- both patients and health care providers?

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**Development of Information Literacy Competencies through a Interdisciplinary Course-embedded Research Project**

**Henry O. Robertson and Debra Rollins, LSU-Alexandria**

Presentation will describe the unique design of the History and Ethics of Nursing Course, explain the rationale for selecting it as a pilot for instructor/librarian collaboration, identify specific information literacy outcomes addressed and demonstrate the tools and methods used to assess students' information literacy skills. Samples of evaluation tools and students work will be displayed.

11:45 – Noon

Break

Noon – 1:45 PM

Keynote Luncheon with Betsy Barefoot

1:45 – 2:00 PM

Break

2:00 – 3:15 PM

Concurrent Sessions

Room 2010 – Workshop

**Keeping Them Interested in the Library Classroom**

**Camilla Baker - Augusta State University**

College students in library classes have a tendency to drift off-topic. Active learning exercises, completed in groups in the classroom, combine constructivism and peer teaching to give students more focus on the material. Participants will get hands-on experience constructing these exercises.

Room 1002 – Paper Session

**The Camden Center Library/Learning Center: Making the Connection Between Library Instruction and Academic Tutoring**

**John L. Kissinger, CGCC Gould Memorial Library/Camden Center Library/Learning Center**

Partnerships in promoting information literacy and library instruction can take many forms. This presentation will focus on how collaboration between library staff and academic tutors at the Coastal Georgia Community College, Camden Center Library/Learning Center is a natural fit in promoting academic success &

**The 65% Solution and School Library Media Funding: What Happens to Information Literacy in the Digital Age?**

**Linda Underwood – Minnesota State University**

Information Literacy in the digital age requires an intense collaborative effort between the classroom teacher and the school library media specialist in order to meet diverse information literacy learner needs. Without this collaborative effort, information literacy in the K-12 setting is hindered. Thus, students enter universities or the workforce without the critical tools necessary to locate and evaluate information in a digital world.

Room 100 - Workshop

**Understanding Information Literacy through the Short Story**

**David Brier and Vicky Lebbin, University of Hawaii at Manoa**

Stories are powerful teaching tools because of their potential to stimulate the imagination of students and engage them with material. This workshop will explain the benefits and approach to teaching information literacy through the use of short stories. The presenters will demonstrate how short stories offer a fresh approach and powerful educational resource to illustrate information literacy competency and create vivid connections to ACRL's Information Literacy Competency Standards for Higher Education. Attendees will be actively engaged in this workshop through work with several short stories.

Room 218 – Workshop

**Using Established Guidelines to Assess Information Literacy Programs**

**Lori Buchanan, Austin Peay State University and Barbara Burd - College Misericordia**

Learn how to use established guidelines to assess higher education information literacy programs. Work with others to analyze a sample program description in light of several 'best practice' characteristics including pedagogy, articulation across the curriculum, and assessment for student outcomes. Take advantage of this opportunity 1) to become familiar with established guidelines, 2) to learn a framework for assessing information literacy programs, and 3) to share insights

with others. Gain knowledge and skills that will help you to assess your home institution's information literacy program.

Room 217 – Workshop

**What's the Problem? Enriching Library Instruction Through Problem-Based Learning**

**Jane A. Carlin and Barbara Macke – University of Cincinnati**

This presentation will focus on ways to reinvent library instruction and engage students in a more creative learning environment by utilizing problem-based learning (PBL). PBL is an active learning pedagogy that engages students in the research process by solving real-world problems in a group environment. This session is planned as a hands-on, interactive experience. Participants will experience the PBL process first hand, and will learn how to create problem scenarios for use in their own classrooms.

Room 211 – Paper Session

**In Defense of Plagiarism: Remix as a Literacy Skill**

**Danielle Nicole DeVoss, Michigan State University**

From the point of view of remix-as-composition, plagiarism makes perfect sense. Taking the old and making new. Taking pieces, splicing ideas, compiling fragments. However, there are critical issues to be explored and directions to take in understanding intellectual property, plagiarism, and fostering and sustaining communities of practice anchored to an ethics of Fair Use. This presentation will address some key aspects of these issues.

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**Whatcha' Gonna' Do When They Come For You? Multi-Media Approaches for Preventing Student Plagiarism**

**Yolanda Hood and Apryl Price – Valdosta State University**

This presentation will explain the process that we followed while creating a multi-media approach to teaching students about plagiarism and how to avoid it. We will present the multi-media plagiarism workshop and provide tips for libraries and librarians who are being asked to help bring clarity to an important issue.

3:15 – 3:45 PM

Break

3:45 – 5:00 PM

Concurrent Sessions

Room 100 - Panel

## **Assessing Information Literacy: 3 Cases of Faculty & Librarian Partnerships**

**Kristan Chilcoat, Erin Mooney, Liz Cooper, Sala Shierling, Benjamin Z. Freed, Emory University**

Emory librarians have found research methods courses ideal for collaborating with faculty to easily begin integrating and assessing information literacy into the undergraduate curriculum. Currently, Psychology 200: Lab in Experimental Methods, Environmental Studies 132: Integrative Methods in Environmental Studies, and Anthropology 201: Concepts & Methods in Biological Anthropology have incorporated information literacy into the labs. We would like to share our successes, failures, and future plans in hopes you can adapt our active learning techniques and assessment tools for your courses too.

Room 218 - Workshop

### **Library/Teacher Collaboration: A Fully Integrated Curriculum Approach to Information Literacy**

**Cara Crandall and Jennifer Hanson – Emerson College**

Participants will work in pairs or small groups that partner librarians and library personnel with teachers in order to work through the kinds of assignments created from such collaborative endeavors. These activities can include in-class lessons, library instructional visits, implementation of materials for use both in the classroom and in the library sessions, online learning tools, and the use of library liaisons as support staff while students are working on research projects. The goal of the workshop is to allow teachers and librarians to experience how such collaborations can work and the kinds of methods and materials that promote and enhance learning.

Room 217 - Workshop

### **Information Literacy for Rookies**

**Betsy Whitley, Reinhardt College; Heidi Buchanan, Alessia Zanin-Yost, Western Carolina University**

This workshop is an introduction to information literacy, examining definitions and examples of standards, delivery methods, and assessment tools. Through discussion and activities, educators new to, or struggling with information literacy will discover that incorporating information literacy strategies into their instruction is do-able, practical and beneficial. Friday's session is designed for academics and the Saturday session geared to K-12 educators.

Room 1005 – Panel

### **Going Digital: Online Information Literacy Modules in an Online First-year College Writing Course**

**Lee-Ann Kastman Breuch, Julia Kelly, Merry Rendahl, Caroline Crouse, University of Minnesota**

Panelists in this presentation discuss their collaboration on the creation of online modules about information literacy and library research at the University of Minnesota. The pilot for the information literacy modules was an online writing course at the University of Minnesota, a first-year composition course. Two librarians created modules on the following topics: identifying popular and scholarly articles, selecting an index, and searching an index. Our presentation shares the following information about this partnership: how the partnership began, design decisions in creating online modules, results and reactions from students, and plans for revision and further evaluation.

Room 211 – Panel

**"You Never Have A Second Chance To Make a First Impression" - Libraries and the First Year Experience**

**Jane A. Carlin and Barbara Macke, University of Cincinnati**

This panel discussion will provide an overview of the ACRL First Year Experience Task Force report on libraries and the First Year. It will also profile the culture of today's undergraduate students, and how to structure programs to relate to today's students. In addition, the importance of integrating libraries into the overall campus planning for FYE will be addressed and will profile the University of Cincinnati's efforts to engage librarians in the planning process for an integrated FYE experience.

Room 1002 – Paper Session

**IT Repertoire and Meta-knowledge as a Model for Digital Literacy**

**Shaun Slattery, DePaul University**

This presentation describes a recent study of the digital literacy practices of a small group of technical writers. Writers observed practices and reported IT decision-making practices reveal the value of knowing both a wide range of kinds of IT (repertoire) and a variety of programs within a software type (which provides a meta-level awareness of what software types can typically do). These findings suggest a change in what and how we teach to best prepare students in the digital age.

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**What's the Word? History and Critique Trump Skillsets in Technoliteracy**

**Michael Strickland, Elon University**

Assumptions about the information/technoliteracy of incoming college students often overestimate techno-understanding. This presentation argues for a healthy critique of each software package examined, and extensive reading and discussion about the historical roles and impacts of various writing technologies, from the earliest alphabets to WYSIWG editors.

&

**Creating an Information Literacy Colloquium for the Sciences:  
Developing a Student Seminar Series**

**Michael Luesebrink - Florida State University**

This presentation will illustrate how to create and develop an information literacy program proposal for the sciences. It will demonstrate how to market and promote the program to the respective department chair and faculty. The program is constructed as a seminar series aimed at either undergraduate or graduate students, and entails establishing a teaching partnership with a respective faculty member for promoting information literacy in the sciences.

6:00 – 7:00 PM

Reception

Lobby

SATURDAY

8:30 – 9:30 AM

Continental Breakfast

Exhibits Open

9:30 – 10:45 AM

Concurrent Sessions

Room 100 – Paper Session

**The Role of Graphic Design in Learning**

**Laura Karas – USC Upstate**

The program will discuss the importance of graphic design in learning and teaching. Examples of signage and other graphic teaching elements will show how an "experimental attention getting" project was used on campus to raise interest. The program will also discuss some of the basic elements of graphic design to make any presentation a little better and "eye catching."

&

**Teaching & Reaching Undergraduates: How to Advertise and Promote  
Alternative Instruction Services through Utilizing Institutional  
Resources**

**James G. Rhoades Jr. – Florida State University Libraries**

This presentation will discuss the various ways the Learning Services Department at Florida State University Libraries effectively promoted a four-week term paper clinic. The session will describe the use of creative marketing activities and the institution's support services that led to successfully promoting and advertising the clinic with minimal effort and expense. Included will be exploring how creating relationships with university support services can lead to future advertising partnerships and a discussion on which literacy standards were applied in the clinics.

**&**

**Visual Literacy: Definitions, Approaches, Assessment**

**Danielle Nicole DeVoss, Michigan State University and Julia Jasken, McDaniel College**

We will introduce a range of definitions and approaches to visual literacy, drawing across research, theory, and pedagogy from different disciplines. We will then focus specifically on writing classrooms, ranging from first-year courses to undergraduate upper-level writing courses, to graduate courses that integrate visual rhetoric and visual literacy. We will share assignments, example student work, and assessment criteria for visual work.

Room 218 – Paper Sessions

**Tagging the Collective: Tagging and Social Information Literacy**

**Sarah Robbins – Ball State University**

With a better understanding of tagging and its pervasiveness, we, who are interested in information literacy, will be better prepared to understand the next stages in digital literacy and how today's user finds and judges online resources. This presentation explores how tagging works to restructure how information is found, shared, and judged in online environments.

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**Collegiality and Collaboration: Using Wikis to Enhance Library Instruction**

**John Russell, Georgia State University Library**

Learn how wikis can expand library instruction and how they can encourage students to learn about the importance of scholarly collaboration.

**&**

## **Promoting the Idea of Networking in Information Literacy Education: Social Bookmarks, RSS Feeds, and Blogs as Tools of Life-Long Learning in the Digital Age**

**Pavel Zemliansky – James Madison University**

Traditionally, information literacy instruction has focused on giving students skills necessary to complete specific school projects, such as papers or exams. This approach can result in students seeing information literacy only as a tool for completion of specific school assignments, not as a means of life-long learning. This presentation argues for the inclusion of more life-long learning tools and techniques into information literacy education in the digital age. These tools include social bookmarking systems, RSS feeds, weblogs, and other means of helping students become not only consumers but also producers of information resources networks.

Room 217 – Paper Sessions

**Don't Panic!: Seniors and the College Library**

**Kathy Starks, [St. Pius X Catholic High School](#)**

Research is showing that students are entering college less and less prepared to accomplish the independent research required of them at the post-secondary level. The lesson discussed in this presentation provides senior high school students a raised awareness of the structure and scope of the college library. The presentation will include input from college professors, discussion of the research underlying the need for the lesson, a live demonstration of how the lesson can be taught, and copies of handouts which may be modified to apply to individual schools or classrooms.

&

**Dewey Power!**

**Phyllis R. Snipes - University of West Georgia**

What "information power" lies in mastery of Dewey! In our world of increasing online access to information, our print collections are often overlooked by students as they rush to "look it up on the computer." Basic knowledge of the Dewey Decimal System of Classification is a main key to student use of print materials. And, believe it or not, presenting this information to students and faculty can be loads of fun!

&

**"It's a Jungle in There" and Other First-Year Student Fears**

**Kathy Albertson, Georgia Southern University**



Most college-bound high school and first-year university students fear the library. This presentation offers a way to meet our students where they are in order to help them move to the information literacy levels at which we want them to be.

Room 1005 – Paper Session

**From Facebook to FolioThinking: Exploring the First-Year Cyberspace College Experience**

**Joan Leichter Dominick and Lesia Schnur, Kennesaw State University**

Coming this fall 2006, four Kennesaw State University faculty have joined together to teach a Learning Community entitled: From Facebook to Foliothinking: Exploring the First-Year College Cyberspace Experience. This innovative learning community addresses the changing academic cyberspace landscape, including how first-year students make decisions about learning from internet resources from campus and beyond, the ensuing ethical issues that arise, explore and experience hybrid online learning, and capture learning in a college student electronic portfolio, which includes the latest technology training for creating e-portfolios for reflection on learning.

&

**When A Good Idea Doesn't Work, and What to Do Differently**  
**Rebecca Ziegler – Georgia Southern University**

We learn from our failures, as well as from our successes. This presentation describes a series of assignments designed to teach information literacy skills in a freshman 'orientation to college' course. It looks at why these assignments were not really successful, and how they might be modified to be more effective.

Room 211

**Extreme Makeover: How collaboration and hard work improved English 1102 students' multi-genre projects**

**Mildred Pate and Lisa Smith, Georgia Southern University**

Hear how an English professor and a reference librarian changed the typical 50 minute library tour and instruction to a once a week, hourly lab focusing on a variety of information literacy skills to help students produce quality multi-genre papers in English 1102, Georgia Southern University's required Freshmen writing course. Learn about strategies that were successful and their plans to improve this collaborative project.

&

**Google vs. GALILEO - Finding Authoritative Resources for Reports and Projects**

**Kate Stirk - North Metro Technical College**

Where can I find that information for my report? Google might find facts fast but I need a resource I can put in my bibliography- how do I narrow the field and find the best resource? Using GALILEO for every level.

&

**Beyond Cut-and-Paste: No More Cat and Mouse, Revisited**  
**Debbie Abilock, Palo Alto, CA**

K-12 librarians teach note-taking as a discrete set of skills like learning to paraphrase or quote, and to document sources correctly. However, aligned with online and print reading comprehension strategies and inquiry learning, the teaching of note-taking and note-making offers rich opportunities for students to think critically and reflect across the entire information literacy process.

Room 1002 – Paper Session

**Invoking a Mestiza Consciousness: Information Usage in a Multicultural Environment**

**Matthew A. Dal Santo, Chicago, IL**

In this presentation, I discuss the usage of information and online databases in an increasingly multicultural environment. I call upon my experience as a writing tutor, where I have worked with students of various backgrounds, and consequently, different ideas of how information should be presented. Options are explored that could enhance our awareness of how students are expected to use information in academic discourse.

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**Revisiting Information Literacy: Old Premise , New Paradigm**  
**Maryam Nazari and Sheila Webber – University of Sheffield**

Based on a critical review of the related literature and research, the concept of information literacy and information literacy in the information age will be reviewed. Then the relationship between two concepts in the digital environment analyzed. Finally a picture of the position of eliteracies in the IL framework for the digital age will be proposed.

10:45 – 11:15 AM

Break

11:15 AM – 12:30 PM

Concurrent Sessions

Room 100 - Workshop

**Multiliterate Approaches to Research Writing in the FYC Classroom**  
**Sharon Merritt, Jill Goodman-Gould, Gail Gradowski and Susan Frisbie,**  
**Santa Clara University**

In today's world of electronic library databases, a study of the rhetoric of researched academic genres must include knowledge about how both sources of information and the databases in which they are found are constructed and accessed. We will present a model of information literacy instruction that connects directly to the writing goals and products of freshman composition students in the first-year writing classroom. Our presentation will include constructivist theoretical frameworks, our course and assignment design, including the intersection between information literacy and writing/rhetoric instruction, as well as rubrics for evaluating both student writing and library research.

Room 218 – Panel

**Teaching Information Literacy to Marginalized Communities**  
**Jocelyn Poole, Georgia Southern University; Roland Barksdale-Hall,**  
**Bryant and Stratton College & JoEllen Broome, Georgia Southern**  
**University**

Discussion of a successful information literacy course taught to inner city high school students from a marginalized community. Details on the professor's approach and human interest stories that emerged will make the time fly. Librarians will follow with research findings utilized in this course design and highlight useful resources for teachers and librarians to consult.

Room 217 – Panel

**A Collaborative Project: A College and High School Prepare High School**  
**Students for Higher Education Information Literacy Requirements**  
**Paula Rivers, Kathleen Turner, The Citadel and Christine Harley,**  
**Military Magnet Academy**

Two college librarians, a high school library media specialist, and two high school teachers collaborate to improve the information skills of an honors eleventh grade class.

Room 1005 - Panel

**What Can Student Citations Tell Us About Their Research Practices?:**  
**Librarians and Composition Teachers Look at the Evidence**  
**Christy Desmet, Caroline Cason, Kristin Nielsen & Ron Balthazor,**  
**University of Georgia**

This panel presentation describes a study of citation patterns among students in First-year Composition at the University of Georgia using <emma>, the Electronic Markup and Management Application. For Fall semester of 2004 and Spring of 2005, the researchers looked at close to 2000 citations. <emma>'s ability to link assignment, essay with Works Cited, teacher comments, and grading rubric gives us not only statistical data (number of citations and grades), but a wealth of narrative data to corroborate the statistics with an analysis of the pedagogical context. This panel reports on the results of the statistically significant sample from phase 2 of the project and performs an in-depth analysis of four classes. Finally, the researchers consider the influence of their own disciplinary expectations on their evaluation of student citation practices.

#### Room 211 – Workshop

##### **Teaching Information Literacy Skills in a Public Research Library Environment using Georgia Africana Resources**

**Akilah S. Nosakhere, Janice White Sikes, Kerrie Cotten Williams, Gloria Mims, Carolyn Clark, Auburn Avenue Research Library On African American Culture and History- AFPLS**

Librarians of the Atlanta Fulton Public Library System Auburn Avenue Research Library on African American Culture and History will present an interactive workshop on the use of Georgia Africana to teach literacy information skills to a diverse user population as typically found in a public research library. Each presenter will focus a particular set of resources and user population including public school students, parents, undergraduates & graduate students, college faculty members, and the general public.

#### Room 1002 – Paper Session

##### **Information Literacy in Academic Library Web Sites**

**LiLi Li, Georgia Southern University**

This presentation intends to promote information literacy in web-based academic library distributed information technology. Also explored are most relevant key issues regarding delivery and dissemination of web-based academic library information resources, services, and instructions via the Internet. In addition, provided are real world examples and suggestions of technology solutions for enhancing and promoting academic library information literacy, including most advanced technology developing trends and technologies under web-based academic library distributed information infrastructures.

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**The Online Library Learning Tutorial: It's Not Just for College Anymore  
Karen Minton – University System of Georgia and Shirley Lankford –  
University of West Georgia**

The Online Library Learning Center (OLLC), a tutorial developed by academic librarians, contains information on a variety of information literacy topics, including how to use electronic resources such as GALILEO. To date, OLLC use has been used by higher education students, but it can also be used as a stand-alone tutorial or can supplement information literacy skills taught in secondary schools. This session will focus on development, access, and use of the tutorial in the secondary school setting.

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**Clean Your Room! Keeping the Archive Organized**  
**Virginia Kuhn, Institute for Multimedia Literacy**

With the deluge of information—text, video, audio, stills—the challenge of keeping one’s assets organized is great. This presenter examines the challenges faced when attempting to build a digital portfolio system; the difficulties of establishing appropriate meta tagging tools for work over time and across platforms in order to allow rich data mining is the focus of this talk.

12:45 – 2:30 PM

Keynote Luncheon with Mike Hall

3:00 PM

Adjourn