

## Conference Program [2013]

Georgia International Conference on Information Literacy

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10<sup>th</sup> Anniversary

August 23-24, 2013

# GEORGIA INTERNATIONAL CONFERENCE ON INFORMATION LITERACY

Hyatt Regency Hotel, Savannah, GA

### 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

**SATURDAY  
AUGUST 24**

**KEYNOTE ADDRESS**

**Alison Head, Ph.D.**

*Executive Director and Lead Researcher  
Project Information Literacy  
Sonoma, California*



## Conference PROGRAM 2013

GEORGIA SOUTHERN CONTINUING EDUCATION  
**Advance.**



### Thanks to the Planning Committee

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- Silke Ledlow, Assistant Program Development Specialist
- Barbara Weiss, Web and Graphic Design

# GEORGIA INTERNATIONAL CONFERENCE ON INFORMATION LITERACY

Hyatt Regency Hotel, Savannah, GA

## SCHEDULE AT A GLANCE

### Thursday, August 22

5:30 – 7:30 p.m. Early Check In

### Friday, August 23

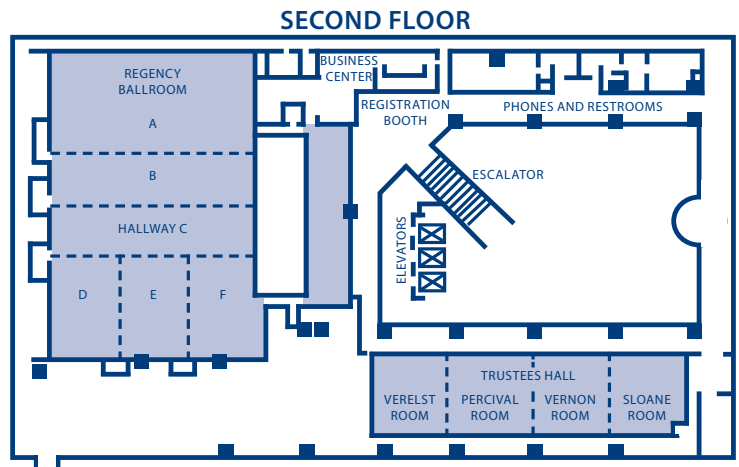
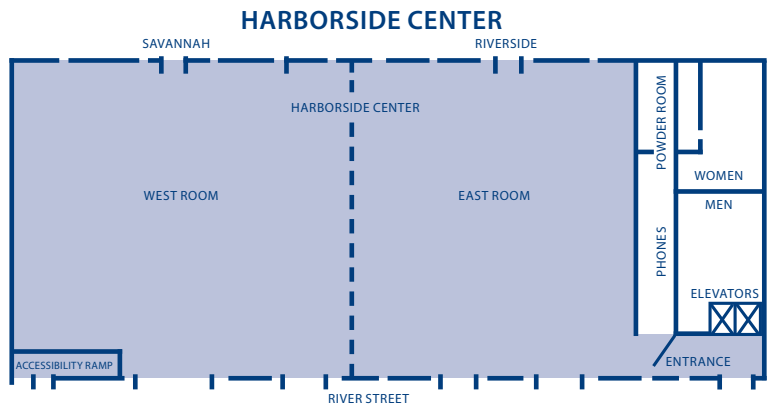
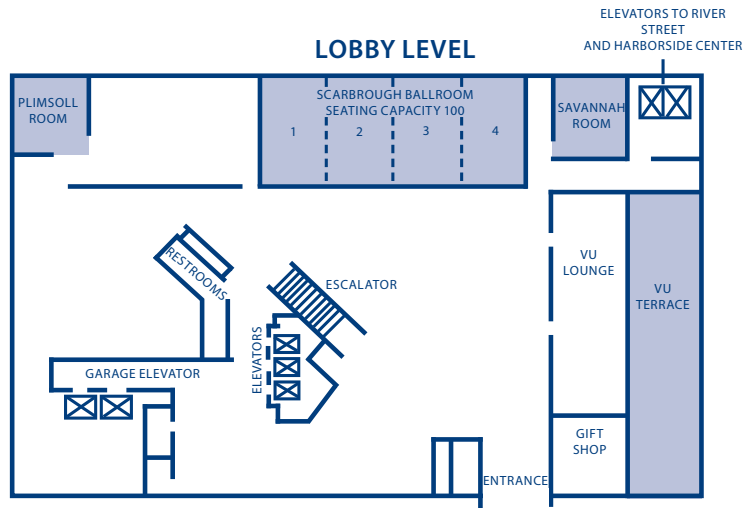
7:30 – 8:30 a.m. Continental Breakfast/Registration  
 7:45 – 8:20 a.m. Birds of a Feather Sessions  
 8:30 – 9:45 a.m. Concurrent Presentations  
 10 a.m. Turn in PLU Prior Approval Form  
 10 – 11:30 a.m. Concurrent Presentations  
 11:45 – 1 p.m. Luncheon  
 1 – 5:30 p.m. Poster Sessions  
 1:15 – 2:30 p.m. Concurrent Presentations  
 2:30 – 2:45 p.m. Break  
 2:45 – 4 p.m. Concurrent Presentations  
 4:15 – 5:30 p.m. Concurrent Presentations  
 6 – 7:30 p.m. Reception

### Saturday, August 24

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 a.m. Concurrent Presentations  
 11 – 12:45 p.m. Concurrent Presentations  
 12:45 p.m. Distribution of Box Lunches  
 1 – 2 p.m. PLU Testing  
 1 – 4 p.m. LILAC Project

**Wireless network** is **ONLY** available in the presentation rooms or if you are a guest at the Hyatt. If you are not staying at the Hyatt, wireless network privileges can be purchased at the hotels registration desk.

**"Follow the** Conference on Twitter! #GACoil2013



## FRIDAY - 8:30 – 9:45 a.m. - CONCURRENT PRESENTATIONS

### Scarborough 1 • Friday, August 23 • 8:30 to 9:45 a. m.

CHAIR: Gera Roberts, Ball State University

#### INFORMATION LITERACY'S SECRET WEAPON: USING PORTFOLIOS TO INTEGRATE INTO THE CURRICULUM

Lily Todorinova, University of South Florida

This presentation will provide an overview of the use of portfolios in a stand-alone Library and Research Skills undergraduate course, as well as the effectiveness of the same assignment in a lower-level Anthropology course, in order to discuss the opportunities of using these projects as vehicles for IL in general education and beyond.

#### HELPING STUDENTS DISCOVER AND CONSTRUCT AN ACADEMIC DIGITAL IDENTITY

Amy England, Lander University

At the 2012 Georgia International Conference on Information Literacy, keynote speaker Joyce Valenza briefly discussed how important it is that students understand the extent of the digital footprint they leave behind them as they navigate the Internet. She also mentioned the necessity of helping our students construct an academic digital identity to replace or supplement their current social or consumer profiles. In response to these suggestions, I designed an FYC theme course entitled "Establishing Your Digital Footprint," during which students investigated their current digital identity and took steps toward creating a more complete profile.

#### USING LIVEBINDERS TO ORGANIZE AND SHARE INFORMATION

Amy Sandefur, Kennesaw State University

Participants will learn how to use Livebinders, a free web-based service with which users can create virtual 3 ring binders that can be used to organize and share information. There will be an introduction on how to use Livebindes as well as ideas for how to use it in the classroom, including having students create a binder to help manage their research.

• 10 Minute Q & A . Following the Session.

### Scarborough 2 • Friday, August 23 • 8:30 to 9:45 a. m.

CHAIR: Jean Cook, University of West Georgia

#### USING THE ARCS MODEL FOR MOTIVATIONAL DESIGN TO ENGAGE STUDENTS IN THE INFORMATION LITERACY CLASSROOM

Michael Alewine, University of North Carolina at Pembroke

This presentation will present the ARCS (Attention, Relevance, Confidence, and Satisfaction) Model of Motivational Design and will cover specific strategies that can be used in both face-to-face and online learning environments to motivate students. The session will cover both the theoretical background of the model as well as practical tips that can be used in your information literacy classroom. Useful handouts will also be provided.

• 10 Minute Q & A . Following the Session.

### Scarborough 3 • Friday, August 23 • 8:30 to 9:45 a. m.

CHAIR: Elizabeth Kelly, Georgia Southern University

#### PANEL: THE PYRAMID METHOD OF TEACHING INFORMATION LITERACY

Marcia Dursi and Yang Mason, Marymount University

Participants will be shown the Pyramid Method of Library Instruction in which students are taught to search using the advance search screen in Google. From there students move to Google Scholar, general academic sources and finally to targeted scholarly resources. The Association of Collage and Research Libraries' Information literacy standards are still applicable with this method as are various forms of one-shot assessments. Depending upon the length of the library instruction session, evaluation of sources can be included as well.

### Scarborough 4 • Friday, August 23 • 8:30 to 9:45 a. m.

CHAIR: William H. Weare, Jr., Indiana University-Purdue University Indianapolis

#### PANEL: LOST IN TRANSLATION: HOW NON-LIBRARY FACULTY'S PERCEPTIONS OF INFORMATION LITERACY SHAPES INFORMATION LITERACY COLLABORATION AND PRACTICE

Jonathan Cope, College of Staten Island City University

Frequently, librarians take on the role of being the sole Information Literacy (IL) champions promoting IL on their campus. However, there are occasions when a more nuanced approach to developing IL collaborations with non-library faculty may yield better results. The presenters will share the findings from a study of 20 in-depth interviews conducted with non-library faculty at two large, urban college campuses. This research utilizes a phenomenological interpretive method to analyze non-library faculty perceptions of Information Literacy; how these conceptions color their assessment of student work, and how these ideas and practices are informed by disciplinary background. This presentation will provide attendees with a picture of how a small sample of non-library faculty perceive IL and provide them with the tools necessary for more successful campus collaborations.

**Savannah • Friday, August 23 • 8:30 to 9:45 a. m.**

**CHAIR:** Rachael Muszkiewicz, Valparaiso University

**PANEL: GOING VERTICAL TOGETHER: AN INTERDISCIPLINARY INFUSION OF INFORMATION LITERACY WITH RESEARCH WRITING IN THE DISCIPLINES**

**Debra Frank Dew, Nora Belzowski, Trisha Mileham and Jonathan Bull, Valparaiso University**

This panel explores the vertical design of an IL-infused university writing program now under construction at Valparaiso University. The program infuses IL work across a four-year trajectory of CORE, WIC, WID and Senior Capstone curricula. Panel speakers each enjoy distinct structural and disciplinary relations to the project.

**Verelest • Friday, August 23 • 8:30 to 9:45 a. m.**

**CHAIR:** Kelly McBride, Appalachian State University

**WORKSHOP: "ME" LEARNING: A CONSTRUCTIVIST APPROACH TO WEB EVALUATION**

**Lisa Vassady and Jennifer Whicker, Radford University**

McConnell Librarians have developed an exercise for one-shot Web evaluation sessions that is based on the constructivism theory and emphasizes self-learning. Workshop participants will actively take part in this exercise to gain first-hand knowledge of how this novel approach successfully overcomes the deficiencies of the old school method of providing a checklist of criteria for web evaluation. Participants will develop alternate technique/versions of employing the exercise based on results of the web evaluation assessment.

FRIDAY - 10 - 11:30 a.m. - CONCURRENT PRESENTATIONS

**Scarborough 1 • Friday, August 23 • 10 to 11:30 a. m.**

**CHAIR:** Amrita Madray, Adelphi University

**COLLABORATION ON CRUISE CONTROL: USING GOOGLE DRIVE TO FACILITATE EFFECTIVE COLLABORATION AND HIGHER LEVEL THINKING**

**Jean Cook, University of West Georgia**

Effective collaboration can promote information literacy, higher level thinking, and critical analysis among students. However too often, group work just descends into a way everyone can do less work to make the same grade. Learn how one librarian used Google Drive's collaboration features to foster active and efficient participation from every student in her library credit course. This session will include a variety of practical methods teachers can apply as well as common troubleshooting and privacy issues.

**LIBRARY INSTRUCTION AND LUDONARRATIVE DISSONANCE: MAKING OUR RULES FIT OUR NARRATIVE**

**Jeff Gallant, Valdosta State University**

In 2007, a video game designer wrote about a trend he recognized among some of the biggest games being released: the rules of how a game was played and the actions a player was allowed to take often contradicted the story the game was trying to tell. He named this phenomenon "ludonarrative dissonance," and the article which coined it was a catalyst for a new type of discussion in the gaming world, a scholarly "games criticism" field, similar to the more traditional field of literary criticism. In this presentation, we will discuss how looking for this dissonance applies to library instruction, making our rules and "play" fit more closely with the information literacy-centered student outcomes we seek to grow. Implications for instructional design, differentiated instruction, and evaluation will be discussed.

**COLLECTIONS ARE COOL: USING MUSEUM CURATOR TECHNIQUES TO TEACH INFORMATION LITERACY**

**Michele Rozga, Georgia Southern University**

In this session, I will present ideas for modeling the collecting of information on the frameworks employed by museum curators when they collect artifacts. To illustrate the techniques, I'll present a collection of information on Freud and neuroscience, and invite discussion on how pieces of information take on resonance in relationship to one another, much like a series of artifacts chosen by a curator for a themed exhibit become a whole greater than the individual pieces of art.

**Scarborough 2 • Friday, August 23 • 10 to 11:30 a. m.**

**CHAIR:** Brenda Yates Habich, Ball State University

**WHAT STUDENTS ARE DOING WHEN WE'RE NOT LOOKING: CAPTURING HOW STUDENTS INTERACT WITH WEB-BASED RESOURCES AND IMPROVING INFORMATION LITERACY OUTCOMES**

**Bridget Trogden and Amy Gratz, Mercer University**

As part of an undergraduate course, students provided screen capture videos that narrated their way through searching for and evaluating information on specific course topics. These videos were analyzed and coded and, together with results from questionnaires, provide insight into how students engage with library resources in digital environments. Teachers and librarians can use the results of this study to better educate students on information literacy.

**COLLABORATIVE LEARNING IN THE LIBRARY: REDESIGNING YOUR INSTRUCTION SESSIONS TO CULTIVATE CRITICAL THINKING**

**Amanda Bird, Appalachian State University**

The demonstration of the library catalog and databases is important, but teaching students to think critically about what they find is the real key to information literacy. This session will provide examples of collaborative learning activities that librarians can use to foster critical thinking. The presenter will provide examples of activities that can transform instruction sessions into shared-learning environments where students create knowledge and critically engage in the research process.

**INFORMATION LITERACY AND STUDENT ENGAGEMENT: CULTIVATING STUDENT LEARNING THROUGH CRITICAL PEDAGOGY AND CRITICAL REFLECTION**

**Deana Greenfield, National Louis University**

This presentation will introduce librarians to strategies and concrete lesson plans that will transform process oriented lessons into engaging and reflective experiences which raise students' critical awareness of information. Drawing on experiences teaching online and in-person information literacy credit courses, the authors will share specific assignments inspired by adult learning theory and critical pedagogy that will enrich students' learning experiences.

**• 10 Minute Q & A . Following the Session.**

**• 10 Minute Q & A . Following the Session.**

**Scarborough 3 • Friday, August 23 • 10 to 11:30 a. m.**

**CHAIR:** Gera Roberts, Ball State University

**ARE YOU DOWN WITH DOWNTON?**

**April R. Warren and Felicia Haywood, Middle Georgia State College**

Using the popular TV show, *Downton Abbey*, to promote and explore new methods in information literacy, librarians at Middle Georgia State College Library invited students, staff, faculty, and visitors to be a part of an accessible, fun, and informational program.

**• 10 Minute Q & A . Following the Session.**

**Scarborough 4 • Friday, August 23 • 10 to 11:30 a. m.**

**CHAIR:** Glenda Conway, University of Montevallo

**PANEL: BRIDGING THE GAP: COLLABORATIVE TEACHING OF AN EMERGING GENRE TO EMPOWER STUDENTS WITH INFORMATION LITERACY SKILLS**

**Hazel McClure and Christopher Toth, Grand Valley State University**

In this presentation, a librarian and writing professor will explore how the unique challenges inherent in infographics empower librarians and instructors with collaborative, pedagogical opportunities to teach information literacy skills. We'll share our experiences of how using infographics allow us to execute and contextualize information literacy skills by rooting them in course content, thus making a lasting impact on students.

**Savannah • Friday, August 23 • 10 to 11:30 a. m.**

**CHAIR:** Ruth A. Hodges, South Carolina State University

**PANEL: FIRST YEAR AND SECOND YEAR INFORMATION LITERACY CREDIT HOUR COURSE EXPERIENCE**

**Ruth A. Hodges, Debbie Gramling, Cathi Cooper Mack, Doris Johnson Felder and Adrienne Webber, South Carolina State University**

South Carolina State University librarians discuss how their one-credit hour information literacy course, including assessment, has evolved over two years. Successes, challenges, and lessons learned are discussed.

**Verelst • Friday, August 23 • 10 to 11:30 a. m.**

**CHAIR:** Kathy Albertson, Georgia Southern University

**PANEL: HERDING THE WALKING DEAD: INFECTING FRESHMAN BIOLOGY MAJORS WITH INFORMATION LITERACY SKILLS**

**Amee Odom, Ashley Shealy and Brian Odom, Wingate University**

In order to "infect" first year students in the introductory Biology course at a small, private University, Instruction Librarians and Freshman Biology Instructors collaborated to refine a bibliographic instruction session designed to introduce the components of academic resources and information literacy. Come hear how Librarians and Instructors cooperate to "animate" student skill sets in basic search techniques including: limiters, Boolean operations, database organization, navigation, and result manipulation techniques. This partnership equips students with a strong foundation of information literacy and transferable skill sets that will be built upon throughout the course of their academic careers.

**Percival • Friday, August 23 • 10 to 11:30 a. m.**

**CHAIR:** Henri Mondschein, California Lutheran University

**WORKSHOP: DIGGING DEEPER: A TEACHERS' MODEL FOR IMPLEMENTING INFORMATION LITERACY STANDARDS THROUGH THE BLOOM'S TAXONOMY FRAMEWORK**

**April Smith, Alabama A&M University**

This hands-on workshop introduces the Bloom's Taxonomy Learning Framework and provides experience applying the framework to ACRL's information literacy standards and outcomes. Attendees will apply Bloom's Taxonomy to the standards, create a mini-lesson plan and assessment tool, and learn about data collection tools.

**Vernon • Friday, August 23 • 10 to 11:30 a. m.**

**CHAIR:** Kaye Mager, University of North Texas - Dallas

**WORKSHOP: FIFTY YEARS AFTER DALLAS YOU ARE THERE: USING YOUTUBE TO CONDUCT CROSS-DISCIPLINARY PRIMARY RESEARCH**

**Teresa Marie Kelly, Kaplan University**

YouTube hosts hours of unedited coverage of historic events, compilations, and other primary resources. Even YouTube's archive of historic events and creating assignments that explore multiple facets of those events prompt students to explore more about what it was like when a certain event happened and the long-term ramifications of those events.

**SESSION CANCELLED**

Friday • 11:45 a.m. – 1 p.m. - Conference Luncheon • Ballroom A-C

**"Follow the Conference on Twitter! #GACoil2013**

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**Scarborough 1 • Friday, August 23 • 1:15 to 2:30 p. m.**

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**CHAIR: Gera Roberts, Ball State University**

**BECOMING PART OF THE INSTRUCTION TEAM: INFUSING INFORMATION LITERACY INTO A NEW FIRST YEAR EXPERIENCE PROGRAM**

**Amy Kammerman, Harper College**

The development of a new First Year Seminar program at our college brings together an instructional team that combines teaching faculty, librarians and counselors to work with students to give them the stepping stones needed to be successful in college. Approaching this project from a community college perspective gives librarians the opportunity to address information literacy learning gaps at an ideal time in their college career. This presentation details how librarians created support material and workshops to increase faculty awareness of information literacy techniques and how to intentionally incorporate these skills throughout the class.

**CAREER INFORMATION LITERACY: HELPING UNDERGRADUATE STUDENTS ATTAIN CRITICAL THINKING SKILLS FOR CLASS AND CAREER SUCCESS**

**Kelly Robinson, University of Central Florida**

Career information literacy, a combination of the information fluency skills critical thinking, information literacy, and computer literacy, combined with facets of career and company research, can be seamlessly integrated into a variety of undergraduate courses to help students attain the critical thinking skills needed for their coursework and career goals. This presentation discusses what career information literacy is as well as the research supporting the need for career information literacy. Methods and resources used by librarians at the Rosen College of Hospitality Management to teach career information literacy sessions will also be described, from establishing faculty partnerships and engaging students, to the variety of free online governmental and business resources containing career, company, and industry data that may be used in assignments to help students in the integral process of learning to locate and synthesize information.

**"ONE SHOTS" OR "FOR-CREDIT" TEACHING INFORMATION LITERACY, COMMUNICATION IS THE KEY**

**Kiersten Cox and Vicki Gregory, University of South Florida**

No matter what the method of delivery it is important to understand that different groups of students communicate differently. With this in mind it is possible to structure online information literacy classes that reach students. This presentation will discuss trends in online communication styles and strategies to accommodate these differences to keep communication open and free.

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**• 10 Minute Q & A . Following the Session.**

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**Scarborough 2 • Friday, August 23 • 1:15 to 2:30 p. m.**

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**CHAIR: Michael Mounce, Delta State University**

**LIBRARY +: FREE ONLINE TECHNOLOGIES TO REACH NEW PATRONS AND CREATE ARCHIVAL RESOURCES**

**Lindsay Cronk, LYRASIS**

The majority of academic libraries are working to expand online outreach. However, with budgets under constant scrutiny and paid technologies a new expense, the work has too often been limited by the resources at hand. Library+ explores free options that can help librarians looking to expand instruction online and create valuable archival resources for future use. Examining the results of a small scale study conducted in 2012/2013, Library+ will look hard at results and provide a practical direction for librarians looking to dip their toes into online outreach without taking the plunge into a paid services.

**CREATING ONLINE TUTORIALS FOR FRESHMEN**

**Anne Grant, Clemson University**

In the Fall of 2012, the teaching librarians at Clemson decided to move the freshman library experience online. Previously, over 200 workshops were provided each Fall semester for all incoming students and for the first time in 4 years, those workshops were replaced with online instruction. Join Anne Grant, instruction coordinator, as she talks about the way this change happened and hear about preliminary assessment data.

**TEACHING INFORMATION LITERACY ONLINE AT DELTA STATE UNIVERSITY**

**Michael Mounce, Delta State University**

In this presentation, Michael Mounce will discuss his recent experiences of preparing for, teaching, and evaluating an online information literacy course at Delta State University in Cleveland, Mississippi. The title of this course is "LIB 101: Fundamentals of Information Literacy." More specifically, Mr. Mounce will discuss planning for the course, creating and uploading course content, information literacy topics covered in the course, application of information literacy skills, and the evaluation of the course. If you teach information literacy online or if you are considering teaching an online information literacy course at your institution, then this presentation is for you!

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**• 10 Minute Q & A . Following the Session.**

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**Scarbrough 3 • Friday, August 23 • 1:15 to 2:30 p. m.**

**CHAIR:** Kathy Albertson, Georgia Southern University

**FROM THE DINOSAUR AGE TO THE DIGITAL AGE: INFORMATION LITERACY IN A WACKY WEB 2.0 WEB**

**Phyllis Snipes, University of West Georgia**

Do your students run into frustration because that jpg file needs to be in pdf format? Or, the video they have to see for homework won't play on their computer? This session will address these issues as we try to equip our students to access, evaluate, and incorporate information...they can only do that if they can get to it!

**INFORMATION LITERACY SKILLS OUTSIDE THE CLASSROOM: STUDENT REFLECTIONS**

**David M. Broussard, University of Missouri**

This presentation will present the findings of a content analysis of student reflection papers in a credit-bearing information literacy course. Research was conducted over the course of a single academic year and investigated how students had changed how they search, evaluate, and use information outside of class. The findings of this study revealed an increase in the use of databases and evaluation techniques, improved search strategies, and library research skills. The documents also reflected, however, increased levels of self-assurance in students' abilities to find quality sources—so much that a few students indicated they were confident enough in their knowledge of information literacy and related topics to teach these research skills to others.

**• 10 Minute Q & A . Following the Session.**

**Scarbrough 4 • Friday, August 23 • 1:15 to 2:30 p. m.**

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

**PANEL: MINING COURSE SYLLABI TO IMPROVE FACULTY OUTREACH**

**Gary L. Austin, University of South Florida - St. Petersburg**

This study uses syllabi from two colleges to evaluate their usefulness in identifying courses that might provide opportunities to improve collaboration with faculty. Each syllabus was searched using a set of key terms that would identify courses use library resources and /or require assignments involving information literacy skills. The course objectives were mapped to Bloom's Taxonomy of Learning Domains to determine if the Bloom's level of the stated course objectives affected the likelihood the syllabus would encourage use of the library or library resources.

**Savannah • Friday, August 23 • 1:15 to 2:30 p. m.**

**CHAIR:** Angela Pashia, University of West Georgia

**PANEL: THE POWER OF OBSERVATION: HOW LIBRARIANS CAN BENEFIT FROM THE PEER REVIEW OF TEACHING - EVEN WITHOUT A FORMAL PROT PROGRAM**

**Jaena Alabi, Auburn University and William H. Weare Jr., Indiana University-Purdue University Indianapolis**

Are you new to library instruction? Are you concerned about the quality of your teaching? Are you looking for ways to reinvigorate your instruction sessions? Learn how you can benefit from peer observation, even if your library doesn't have a formal program for the peer review of teaching.

**Verlest • Friday, August 23 • 1:15 to 2:30 p. m.**

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

**PANEL: LIBRARIANS AND INFORMATION LITERACY: TWO OUT OF THREE AIN'T BAD?**

**Kevin Jones and Trenia Napier, Eastern Kentucky University**

Academic librarians teach students how to locate and evaluate information, but can students synthesize their sources with their own voices when they leave the library? Presenters will discuss how librarians promote the "use" component of information literacy by partnering with classroom faculty and the campus writing center. It will be demonstrated that annotated bibliographies, peer workshops, and writing center consultations are critical bridges in the synthesis process. Attendees will be invited to share their own creative ideas and experiences with extending information literacy through electronic polling, brainstorming, and think-pair-share activities.

**Percival • Friday, August 23 • 1:15 to 2:30 p. m.**

**CHAIR:** TBA

**PANEL: INFORMATION LITERACY/INFORMATION ARCHITECTURE: LESSONS LEARNED FROM A CARD SORT EXERCISE**

**Virginia Feher, Kim Mears and Autumn Johnson, Georgia Regents University**

This presentation will illustrate how to gather and correctly interpret assessment data with a card sort exercise in order to create a user-centered website that can effectively support information literacy initiatives, whether for a library website or for any educational website. The presenters will explain different types of card sort exercises, describe how they executed a card sort exercise, how they collected and analyzed the data, and discuss the results. In addition, the presenters will share lessons learned, such as what worked well, what went wrong, and what they would do differently for future card sort exercises and web site assessment projects.

Friday • 2:30 - 2:45 p.m. — Break



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**Scarborough 1 • Friday, August 23 • 2:45 to 4 p. m.**

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

**DIGITAL NATIVES, BUT NOT INFORMATION FLUENT -  
ASSESSING INFORMATION LITERACY**

**AnnMarie Stephenson, ETS**

Despite being “digital natives,” many students still struggle when asked to solve problems and think critically about information obtained digitally. In this session, you will learn about the iSkills assessment, which assesses information literacy in the context of technology. The assessment, focused on student learning outcomes, measures the ability to think critically in a digital environment through a range of real-world, interactive, scenario-based tasks.

**MINIMALIST ASSESSMENT: QUICKLY AND EFFICIENTLY  
ASSESSING INFORMATION LITERACY OUTCOMES**

**Ian Thomas, University of Georgia Science Library**

Learn how (and why!) to create a minimalist assessment for any class or instruction session. Cut right to the core of any class assignment to quickly and efficiently see if your students have mastered the skills you were teaching. Using this combination of minimalist methodology and free online tools, we can easily assess our instruction program and still provide the information needed to provide administrative support for our instruction program.

**WHAT'S NEXT? EXAMINING OUR UNDERSTANDING OF AND  
APPROACHES TO TEACHING THE NEW DIGITAL SCHOLAR**

**Randall McClure, Independent Researcher**

Through their analyses of the contributions made by more than 40 experts who have contributed to their two volumes, *The New Digital Scholar* and the forthcoming *Next Digital Scholar*, the editors discuss what has been learned, what works, and what doesn't when librarians and teachers engage NextGen students in the information universe they inhabit.

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**• 10 Minute Q & A . Following the Session.**

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**Scarborough 2 • Friday, August 23 • 2:45 to 4 p. m.**

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**CHAIR:** Gera Roberts, Ball State University

**AUTHENTIC ASSESSMENT IN THE LIBRARY CLASSROOM:  
TRANSFORMING ACTIVITIES INTO ASSESSMENT**

**Camilla Baker, Georgia Regents University**

How do you know if the students in your class have actually learned anything? Are you relying on survey questions which are designed to gauge your performance to tell you whether learning outcomes are being met? Librarians who already use active learning exercises as part of their instruction toolkit can transform some of those exercises in authentic assessment tools, intended to measure class performance.

**LESSONS LEARNED WHILE DEVELOPING AN EFFECTIVE  
CULTURE OF ASSESSMENT FOR LIBRARY INSTRUCTION**

**Sonya Shepherd, Georgia Southern University**

After testing and using multiple assessment surveys and tools used over time to evaluate student learning after and satisfaction with library instruction, participants will discuss lessons learned by an academic librarian attempting to develop a more effective culture of assessment for library instruction. Specific points to be covered include: (1) various surveys and tools used, (2) why certain surveys and tools were selected for use or are no longer being used, (3) why selected surveys and tools worked or did not work, and (4) what assessment surveys and tools are being used now after the lessons learned.

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**• 10 Minute Q & A . Following the Session.**

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**Scarborough 3 • Friday, August 23 • 2:45 to 4 p. m.**

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

**PANEL: SCREENING TEXTS: DIGITAL LITERACIES IN THE  
LITERATURE CLASSROOM**

**Daniel Anderson, Nathan Moore and Kelsey Hammer, University of North Carolina at Chapel Hill**

Why have literature courses been slow in adopting transformative information technologies into their curricula? How can digital technologies disrupt typical binaries--instructor/student, creative/analytical, serious/playful--in literature courses? How can deploying these technologies and facilitating these transformations impact student literacies?

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**Scarborough 4 • Friday, August 23 • 2:45 to 4 p. m.**

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**CHAIR:** Amy Kammerman, Harper College

**PANEL: BUILDING A CULTURE OF IL ASSESSMENT:  
ESTABLISHING BUY-IN FOR PROGRAMMATIC CHANGE**

**Christina Gola and Kerry Creelman, University of Houston Libraries**

There are many challenges in developing a culture of information literacy assessment among subject librarians. This panel will outline our successful approach to overcoming these challenges, the results of our efforts thus far, and transferable lessons learned. The discussion will cover building widespread buy-in, a multi-faceted training approach, and developing shared values and goals.

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**Savannah • Friday, August 23 • 2:45 to 4 p. m.**

**CHAIR:** Kaye Mager, University of North Texas - Dallas

**WORKSHOP: QUICK WRITES TO THE RESCUE! ASSESSING STUDENT LEARNING THROUGH DIRECT EVIDENCE**

**Henri Mondschein, California Lutheran University**

Are you still assessing your information literacy sessions with multiple choice quizzes and attitudinal surveys? Are you finding that these approaches lack concrete evidence of student learning? If so, this workshop is for you! Discover an efficient approach to gathering and analyzing direct evidence of student learning using "quick writes." The instructor will show how creating brief "quick writes" and the use of scoring rubrics are used for gathering authentic assessment for direct evidence of student learning. Discussion and exercises will enable participants in small groups to create quick write exercises and scoring rubrics for implementation at their home campuses.

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**Verelst • Friday, August 23 • 2:45 to 4 p. m.**

**CHAIR:** Amee Odom, Wingate University

**WORKSHOP: STARTING WITH THE END IN MIND: USING STUDENT LEARNING OUTCOMES TO DRIVE INFORMATION LITERACY INSTRUCTION**

**Kelly McBride, Appalachian State University**

How do you prioritize the content you teach in a library instruction session? How do you structure the session to ensure that students are learning what they need to know? How can this information be used to inform assessment efforts? Starting with the end in mind - by identifying student learning outcomes - allows librarians to shift the focus from what we want to teach to what students need to learn. In this workshop participants will develop learning outcomes for an instruction session, use the learning outcomes to prioritize information literacy content, and discuss how learning outcomes can be used for broader assessment efforts.

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**Percival • Friday, August 23 • 2:45 to 4 p. m.**

**CHAIR:** Kathy Albertson, Georgia Southern University

**AVOIDING PLAGIARISM FOR FIRST-YEAR STUDENTS**

**Cate Calhoun, Auburn University**

In Fall 2012 a new module on plagiarism was introduced as a choice for information literacy instruction for students in first year seminars at Auburn University. The lesson was created out of a need to help new students bring their understanding of academic integrity to a collegiate level. This presentation explains how the lesson plan was developed, the exercises included in the 50-minute class, the effectiveness of the class and what role plagiarism may play in information literacy in the future.

**MANAGING INSTRUCTOR EXPECTATIONS: WHAT COLLEGE SCIENCE FRESHMEN KNOW ABOUT APPROPRIATE SOURCES, CITATION AND ACADEMIC INTEGRITY**

**Michelle Vieyra, Brittany Cheeks, University of South Carolina at Aiken**

We will present data from a survey of over 1000 science students regarding source use, citation and academic dishonesty. Preliminary analysis of this data suggests that incoming freshmen have a poor understanding of which sources are appropriate, how to cite them and have trouble recognizing subtle examples of academic dishonesty.

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**• 10 Minute Q & A . Following the Session.**

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**Scarborough 1 • Friday, August 23 • 4:15 to 5:30 p. m.**

**CHAIR: Kelly McBride, Appalachian State University**

**ONE TUTORIAL, MANY PURPOSES: ADAPTING THE UNIVERSITY OF CALIFORNIA'S BEGIN RESEARCH TUTORIAL FOR DIVERSE INSTRUCTIONAL SETTINGS**

**Jeffrey M. Mortimore, Bennett College**

Discover how the Holgate Library at Bennett College adapted and expanded the University of California Libraries' online Begin Research tutorial to deliver information literacy instruction to diverse learners in diverse instructional settings, including lower- and upper-division courses, on-site and distance courses, with or without face-to-face instruction, and as a precursor to "flipped instruction." Learn how we adapted this tutorial to align with our brand, collection, and policies, as well as how we expanded the tutorial to include an optional workbook and embedded quizzes for summative assessment. As a group, we will consider the content of the tutorial and workbook, the customization process (including its relative ease compared to starting from scratch), instructional applications, assessment and outcomes, and prospects for further adaptation and use.

**RESEARCHING AND WRITING RESPONSIBLY: TAPESTRY, NOT TETRIS**

**Jennifer Macy and Donna Windish, Randolph Community College**

This presentation focuses on helping students realize that research writing means joining a conversation, integrating their own ideas with the ideas of others (much like weaving a tapestry), and NOT merely piecing together quoted material (playing a game of Tetris). Online Information Literacy modules and writing strategies will be shared.

**THE LIBRARIES' ROLE IN THE SUCCESS OF FIRST-YEAR STUDENTS**

**Kristen Mastel, University of Minnesota**

It's standard advice for a college freshman: Use the library. But how many students take that advice? And what evidence exists that library use has a positive impact on student success? Which of the many services now provided by libraries are most important to students just beginning their undergraduate careers? Working with the Office of Institutional Research (OIR), the University Libraries collected data on how people interacted with the library in Fall 2011 and Spring 2012. Although limited to access points where an Internet ID can be captured, the resulting dataset provides the most complete picture of library use currently available at any institution. Moving beyond the overall counts, demographic data from OIR allowed the Libraries to aggregate use across categories like college and status. Armed with data describing library use by first year students, along with the demographic, college environment, and prior academic factors known to influence student success, OIR performed regression analyses to discover relationships among different types of library use and the student success factors of GPA and student retention. This presentation outlines the observed relationships and details our investigations into how much and what types of library use help new students the most.

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**• 10 Minute Q & A . Following the Session.**

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**Scarborough 2 • Friday, August 23 • 4:15 to 5:30 p. m.**

**CHAIR: Amy Kammerman, Harper College**

**OVERCONFIDENT AND OVERWHELMED: EXAMINING RESEARCH ANXIETY IN MILLENNIAL FIRST-YEAR UNDERGRADUATES**

**Amy L. Ellison, University of West Georgia**

While the multiple landmark studies of Kuhlthau (1988, 1990) found that college students lacked confidence at the beginning stages of the Information Search Process model, this presentation examines findings that illustrate a generational shift toward overconfidence. Due to the lack of anxiety in the first phases, the Millennial cohort actually experiences compounded levels of anxiety at this much later phase and their plummeting confidence convinces them that recovery is impossible. What traditionally built an intellectual scaffolding actually demoralizes, resulting in lowered achievement and, as we increasingly encounter at the university level, project abandonment. This research presentation aims to provide librarians and instructors with an understanding of the Millennial shift into overconfidence and increased anxiety so that we might better meet the needs of this rising generation.

**ARE DISCOVERY TOOLS MAKING US INFORMATION ILLITERATE?**

**Chandler Christoffel, University of Georgia**

This presentation will look critically at how the current cohort of discovery tools fails us, in terms of both discovery and information literacy, and how this failure thwarts our instructional efforts. I will show how major flaws in the current discovery tool paradigm—lack of transparency, radical de-contextualization of information, poor system feedback, and unmanageably large result sets—make us less, rather than more, information literate. After examining ways in which discovery tools, and the vendors who sell them, have over-promised and under-delivered, I will move on to real-world solutions for improving our systems and how we teach them.

**DIGITAL AUTODIDACTS: SIX SIMPLE STRATEGIES FOR SELFGUIDED (RE)SEARCHERS**

**Laura K Anderson, Georgia State University**

Unlocking the new knowledge economy can be as simple – and as difficult – as selecting the correct search terms. Increasingly, information literacies rely on our capacity to create and refine search strings, to know where and how to seek specific information, from the dates of the French Revolution to a YouTube video on how to change a bicycle tire to the quick-key commands for Photoshop. Participants will leave the discussion with a list of sites and sources, and sample assignments promoting skill development and deliberate practice.

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**• 10 Minute Q & A . Following the Session.**

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**"Follow the Conference on Twitter! #GACoil2013**

**Scarborough 3 • Friday, August 23 - 4:15 to 5:30 p. m.**

**CHAIR:** Naomi Stuesser, University of West Georgia

**PANEL: BEYOND GOOGLE: USING LIBRARY TECHNOLOGY TO INCREASE STUDENTS' CRITICAL THINKING IN RESEARCH**

**Amy Coughenour, Aaron Wimer, Morgan Rhett, Southern Polytechnic State University and Mark Gatesman, Georgia Highlands College**

Students live in a technological landscape that encourages "plug and play" mentalities. As librarians, we assist instructors by teaching the foundational understanding of both search technologies and information literacy. While technology improves access to information, combining technology with critical thinking and information literacy skills expands the possibilities.

**Scarborough 4 • Friday, August 23 - 4:15 to 5:30 p. m.**

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

**PANEL: BEYOND FINDING INFORMATION: WHAT TO DO WITH WHAT YOU FOUND AND ASSESSING THE OUTCOME**

**Kaye Mager, University of North Texas - Dallas and Jonathon York, Mountain View College**

In this collaborative panel, classroom techniques as well as easy assessment will be explored from the perspective of an English Rhetoric and Composition and a Political Science instructor. We share helping our students not only access information but leading them to the knowledge of how to use what they have found to present a sound argument.

**Savannah • Friday, August 23 - 4:15 to 5:30 p. m.**

**CHAIR:** Randall McClure, Independent Researcher

**PANEL: "RESEARCHING STUDENTS' CONCEPTIONS OF INFORMATION LITERACY"**

**Holly Middleton, Donna Scheidt and Cara Kozma, High Point University**

Librarians and writing program faculty at a small comprehensive university present their analysis and working conclusions of research on students' conceptions of information literacy at the beginning and end of a first-year required writing course.

**Verelst • Friday, August 23 - 4:15 to 5:30 p. m.**

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

**WORKSHOP: PICTURE THIS: IMAGINATION = A VISUAL SOLUTION**

**Julia Andreacchi, Sir William Mulock S.S, The York Region District School Board, Canada**

A collection of budget friendly vintage pics will be used as a starting point for inquiry and research. Participants will examine photos that will act as a catalyst for writing and as a means of visually communicating new learning. Participants will then explore their own interpretation to a problem and will have an opportunity to create their own visual response using a mobile device and Web 2.0 tools.

FRIDAY EVENING RECEPTION - 6 - 7:30 p.m. - Window's Restaurant



**Please come and join us for our 10<sup>th</sup> Anniversary Reception  
at the Hyatt Window's Restaurant  
from 6 - 7:30 p.m.**

At our celebration we will be serving the Hyatt's Summer Tapas including Crudités Display, Chilled Yellow Tomato and Watercress Bisque with Rock Shrimp, Smoked Pork Tenderloin with Arugula and Caramelized Peach Salsa, Summer Caprese Stacks with Basil Foam, BBQ Short Ribs with Roasted Corn Cake and Micro Collard Greens, Crispy Baby Artichoke with Lemon Garlic Vinaigrette and Pea Tendrils.

A Cash Bar is also available serving Premium Cocktails, Domestic, Premium and Imported Beer, selected Wine, Mineral Water/ Juices and Soft Drinks.

**"Follow the Conference on Twitter! #GACoil2013**

### **INFORMATION LITERACY INSTRUCTION: BEYOND ACADEMIC DEPARTMENT COLLABORATION**

**Brittany Rhea Deputy, The University of Texas at Austin**

Traditional collaborations with academic departments and teaching faculty are effective in increasing academically based information literacy (IL) across university campuses. However, these traditional collaborations can omit other non-academically based IL student needs, specifically career planning and student health. The purpose of this poster is to illustrate those needs and share how one librarian has collaborated with non-academic departments to bring a wider array of IL instruction to campus. Based on the analysis of these efforts, best practices and possible areas of development have been delineated.

### **MIDDLE SCHOOL STUDENT ACHIEVEMENT IMPROVES WHEN TEACHERS AND LIBRARIANS TEACH INFORMATION LITERACY SKILLS IN TANDEM**

**Paulette Harris, Georgia Regents University and Audie Holmes, Paine College**

Teachers of middle schoolers and librarians in middle schools can share their expertise in regards to information literacy to help middle schoolers build critical thinking skills as they build the ability to access sources of information using present-day and emerging technologies. As the teacher and librarian build a sense of trust and respect as they collaboratively practice.

### **PLAGIARISM: INTERNATIONAL STUDENTS STUDYING IN WESTERN UNIVERSITIES**

**Amrita Madray, Adelphi University**

Non-western students' enrollment in western countries continue to climb. These students arriving in western countries are often faced with different cultures, languages, customs, religious and the challenges of new academic expectations and requirements, particularly in the research process. Some of the teachings and ideas that they bring relating to text usage and borrowing contradicts western ones and often causes them to get cited for plagiarism. Collaborative efforts, outreach programs, and special classes can alleviate unintentional plagiarism among non-western students attending western universities.

### **IN PURSUIT OF INFORMATION LITERACY**

**Rebecca Freeman, University of South Carolina Lancaster and Valerie Freeman, Johnson & Wales University - Charlotte Campus Library**

Have you ever wanted to play with Information Literacy? Now you can. Come join us and see if your knowledge of information literacy can help you win in this hands on, dice rolling, game of Information Literacy!

### **INTERACTIVE COLLABORATION: HOW WE MADE A GAME-BASED INFORMATION LITERACY MODULE WITH CREDO REFERENCE**

**Terra Rogerson, South University and Laura Miller, Credo Reference**

When faced with dwindling budgets, but greater need for resources, our college struggled to impart information literacy to online and commuter students. Collaborating with Credo gave us a way to create an online module without sacrificing time or manpower to do the technical work.

### **EMBEDDED: MARRYING THE LIBRARY AND WRITING CENTER TO DELIVER INFORMATION LITERACY INSTRUCTION IN THE CLASSROOM**

**Lisa Eggebraaten, Waldorf College**

Librarians at Waldorf College collaborated with the Writing Center to develop and pilot an embedded information literacy program that delivers information on both locating, accessing, and evaluating resources and developing thesis statements and the research paper outline.

**SATURDAY, AUGUST 24, 2013**

<b>7:30 – 8:30 a.m. - Ballroom Pre-Function Area</b>	<b>Continental Breakfast</b>
<b>7:45 – 8:20 a.m. - Lobby</b>	<b>Birds of a Feather Sessions</b>
<b>8:30 – 9:30 a.m. - Ballroom A-C</b>	<b>Keynote Presentation</b>

**KEYNOTE SPEAKER**



**Alison Head, Ph.D.**

Executive Director and Lead Researcher, Project Information Literacy, Sonoma, California

**PRESENTATION TITLE: "INFORMATION LITERACY THROUGH THE LENS OF THE STUDENT EXPERIENCE"**

Since 2008, as part of our ongoing national study at Project Information Literacy (PIL), we have surveyed more than 11,000 students at over 50 colleges and universities in the US. We have investigated how college students say they find information and conduct research — their needs, strategies, and workarounds — for solving information problems that occur during course-related research and in their everyday lives. We have found the large majority of students we have studied across all types of higher-education institutions still attend college to learn, but many are lost in a thicket of information overload. They struggle with managing the IT devices that permeate their lives. Our findings indicate that nearly all students intentionally use a small compass for navigating the ever-widening and complex information landscape they inhabit. Key-takeaways are presented from the PIL studies, including a discussion of their implications for teaching, learning, work, and community in the 21<sup>st</sup> century.

Alison Head is an information scientist and researcher. She is the founder and director of Project Information Literacy, a large-scale national research study about how college students find and use information for course work and in their everyday lives in the digital age. Alison is a Research Fellow at the Berkman Center for Internet and Society and the Innovation Library Lab, both at Harvard University. She is also an Associate Affiliate Professor at the University of Washington's Information School. Alison's research about the information-seeking behavior of today's college students has been covered by Atlantic Magazine, The Huffington Post, National Public Radio, The Chronicle of Higher Education, Education Week, and Library Journal. Alison has a Ph.D. and MLS from U.C. Berkeley's Information School and was a Visiting Scholar at Stanford University. Her research interests include information-seeking behaviors of early adults, information literacy and lifelong learning, Web adoption and diffusion, and usage of social media for collaborative learning.

**SATURDAY - 9:45 – 11 a.m. - CONCURRENT PRESENTATIONS**

**Scarbrough 1 • Saturday, August 24 • 9:45 to 11 a. m.**

**CHAIR: Amrita Madray, Adelphi University**

**ARE TEACHER EDUCATION PROGRAMS PROVIDING GRADUATES WITH 21<sup>ST</sup> CENTURY SKILLS? A LITERATURE REVIEW FROM 2003 TO 2013**

**Barbara Blummer, Center for Computing Sciences and Jeff Kenton, Towson State University**

Between 2003 and 2009 the Partnership for 21st Century Skills released two reports that described skills required for students' success in academia and beyond. Smith and Dobson (2011) argued teacher educators "are challenged to revise our teacher preparation programs to meet the needs of 21st century learners" (p. 317). Our two part analysis focused on the competencies described by the two Partnership for 21st Century Skills reports (2003 & 2009), and identified instances where those 21st century skills were promoted by teacher education institutions.

**EMBEDDING INFORMATION LITERACY IN A PRESERVICE TEACHER EDUCATION LANGUAGE DEVELOPMENT COURSE**

**Anne Katz and Jackie Hee Young Kim, Armstrong Atlantic State University**

This presentation will focus on Latham and Gross' (2011) ASE process model (Analyze, Search, Evaluate). A design framework that highlights how the ASE process model can be adapted in a course will be delineated. A current course design and improvement plan will provide valuable resources for attendees to effectively impart information literacy skills to university students.

**• 10 Minute Q & A . Following the Session.**

**Scarbrough 2 • Saturday, August 24 • 9:45 to 11 a. m.**

**CHAIR: Dan Bauer, Georgia Southern University**

**THEY ALREADY KNOW THIS, DON'T THEY??? ASSESSING AND PLANNING AN INFORMATION LITERACY SESSION FOR HISTORY GRADUATE STUDENTS**

**Nancy Noe and Kenneth Noe, Auburn University**

Learn how the creation of a graduate level history research methodologies class allowed for an open and honest discussion of faculty perceptions of their students research skills, as well as the collaborative development of an assessment instrument tool whose results were used to then plan an information literacy session for the students.

**WHAT KILLED CLEOPATRA - RARE ASPS - CAN ALSO ACT AS HELPFUL INFORMATION LITERACY GUIDELINES FOR INTERNATIONAL STUDENTS**

**Rebecca Engsberg, Mercer University**

For international students who are preparing to begin undergraduate or graduate studies in the US, the information literacy guidelines that spell out the phrase, "RARE ASPS," can be helpful. This presentation will explain these guidelines in more detail—including the crucial collaboration or partnership between the librarian and the faculty member. You can adapt these practical ideas to use in your own unique setting.

**INFORMATION LITERACY: YES, THE HONORS STUDENTS STILL NEED TO LEARN IT TOO!**

**Gera Roberts and Brenda Yates Habich, Ball State University**

Honors College students sometimes are overlooked as a group for learning information literacy skills, come and see what Ball State University librarians have been doing to serve this population. From freshman orientation to upper-level thesis requirements, librarians are involved in helping Honors students effectively use library resources.

**• 10 Minute Q & A . Following the Session.**

**Scarborough 3 • Saturday, August 24 • 9:45 to 11 a. m.****CHAIR:** Amy Kammerman, Harper College**TEACHING INFORMATION LITERACY COLLABORATIVELY: TRIANGULATION THE WRITING CENTER, THE LIBRARY, AND THE OFFICE OF UNDERGRADUATE STUDIES****Rebekah Hamilton, The University of Texas-Pan American**

This presentation will highlight collaboration between the Writing Center, the Library, and the Office of Undergraduate Studies in promoting Information Literacy, both in and beyond the classroom. The ongoing pilot project includes a scaffolded sequence of direct instruction, individual tutoring, research-based writing assignments, faculty & student surveys, and multiple formative assessment measures.

**EXTRACURRICULAR LIBRARIANS****Lily Todorinova, University of South Florida and Brittany Rhea Deputy, The University of Texas at Austin**

This presentation will describe programs targeted at reaching undergraduates beyond the classroom at the University of Alabama and University of South Florida. Participants will learn about identifying and initiating conversations with non-academic units and will be actively involved in the steps of building up IL programs for these units, including writing outcomes and objectives for programmatic events, marketing and other incentives, and using technology and social media to connect with students and stimulate engagement in the non-academic environment.

**KNOWLEDGE TRANSFER: ONGOING ASSESSMENT OF INFORMATION LITERACY STANDARD ADOPTION****Kristen Mastel, University of Minnesota**

How do we assess what students recall and use after instruction? Knowledge transfer and retention is an ongoing struggle for librarians. In this session, we will discuss how one can assess learners' ability to evaluate the quality and reliability of information, along with using that information legally and ethically, after in-person or virtual sessions. In this session, I will share how I adapted Google Forms as a questionnaire that offered customized training opportunities after a webinar. In addition, participants will share their strategies for engaging students after library instruction.

**• 10 Minute Q & A . Following the Session.****Savannah • Saturday, August 24 • 9:45 to 11 a. m.****CHAIR:** Peggy Lindsey, Georgia Southern University**PANEL: THE INFORMATION LITERACY COMMUNITY: A COLLABORATION AMONG STUDENTS, PROFESSORS AND LIBRARIANS****Lauren Wallis, Glenda Conway and Jody McKinley, University of Montevallo**

Students, professors, and librarians all play a role in the information literacy (IL) community. However, these roles are difficult to fulfill in separate spaces, through one-sided conversations, or in one-shot library instruction sessions. Instead, we need a continual dialogue among students, professors, and librarians. Our presentation will address potential challenges, strategies, and benefits of an ongoing conversation about IL within a campus community.

**Scarborough 4 • Saturday, August 24 • 9:45 to 11 a. m.****CHAIR:** Angela Pashia, University of West Georgia**TRANSFORMING STUDENTS THROUGH TWO LITERACIES: THE INTEGRATION OF SUSTAINABILITY LITERACY INTO INFORMATION LITERACY CLASSES****Toni Carter and Gregory Schmidt, Auburn University**

The adoption of sustainable practices by colleges and universities continues to grow, with over 600 presidents and leaders in higher education signing the Presidents' Climate Commitment. As part of this commitment, campuses recognize the importance of integrating sustainability literacy across the curriculum. Auburn University, like many other universities committed to sustainability, has worked to integrate the topic into the curriculum. Librarians from Auburn University will share specific examples of how they have supported their institution by incorporating sustainability literacy into information literacy sessions.

**PRIVACY AND CONFIDENTIALITY OF STUDENT INTELLECTUAL PROPERTY****Ruth A. Hodges, South Carolina State University**

A number of information literacy (IL) programs have enhanced student learning experiences by allowing students to interact with Web 2.0 and related technologies. Such interactions typically result in the creation of new products/artifacts. Given the value of and sometime personal information contained in such artifacts, to what extent should IL instructors highlight student work for future teaching/learning and professional development activities, even when student consent is obtained. The goal of the presentation is to engage participants in discussions on how library instructors handle student digital content; and the extent in which their university or college regulates the student digital content produced via the classroom.

**• 10 Minute Q & A . Following the Session.****Verelst • Saturday, August 24 • 9:45 to 11 a. m.****CHAIR:** Henri Mondschein, California Lutheran University**PANEL: MAKING OUR MEETS SHORTS AND SWEET: EMBEDDING LIBRARY INSTRUCTION WITH MULTIPLE SHORT INTERACTIONS****Kara Mullen, Erin Nagel and Joan Taylor, Clayton State University**

Come to this panel to find out how we worked with the instructors to implement mini information literacy instruction into the freshman orientation course at Clayton State. We will tell you the process we used, how the instruction went, and what we expect to do next.

**Percival • Saturday, August 24 • 9:45 to 11 a. m.****CHAIR:** Loretta Brandon, Georgia Southern University**PANEL: TWO HEADS ARE BETTER THAN ONE: A REVIEW OF A TWO-YEAR LIBRARIAN/FACULTY COLLABORATIVE INITIATIVE****Laura Palmer and Amy Coughenour, Southern Polytechnic State University**

This session presents the results of a dynamic, collaborative effort between and librarian and a faculty member over a two-year period. It will be shown how increased librarian involvement and increased faculty directives to students for effective information literacy competencies evolved in an online graduate class. Discussion will focus on a team-based iterative approach to address students' struggles with information literacy and their understanding of the concept as a whole.

**Scarborough 1 • Saturday, August 24 • 11:15 a.m. to 12:45 p. m.**

**CHAIR:** Amy Kammerman, Harper College

**DIGITAL STORYTELLING: A NEW APPROACH TO BOOST INFORMATION LITERACY IN FIRST-YEAR COURSES**

**Yvonne Wichman, Kennesaw State University**

While the principles of rhetoric have changed little over time, the methods of delivery certainly have changed, and at the heart of this evolution is modern technology. The dissemination of information is moving from textual to visual, which means that students today must be taught to view visual information in the same way that they view the printed word, intelligently and critically. The use of digital storytelling as a component in first-year writing curriculums teaches students how to use research, text, images, audio, video, and music to create compelling documentaries that are both creative and entertaining yet observant of modern attribution standards, thus supporting and improving information literacy among students.

**TAILORING A ONE-TWO TEACHING APPROACH: COMBINING ELECTRONIC MODULES AND CONSULTATIONS IN THE FIRST-YEAR COMPOSITION CLASSROOM**

**Jason Ezell, Towson University**

How can we make our already limited face-to-face teaching time really matter? At Towson University's Cook Library, we've piloted a model of support for our composition classes in which we combine electronic modules with referred consultations so that those students with the greatest need get the most personalized face-to-face attention. Also, as an embedded strategy, this approach affords composition faculty and librarians more opportunities for collaboration. In this presentation, I'll share the process of making this model a more and more perfect fit for our first-year students' needs.

**REFRAMING INFORMATION LITERACY SKILLS AS RHETORICAL PRACTICES: REPORT ON A PEDAGOGICAL COLLABORATION BETWEEN FIRST-YEAR COMPOSITION AND ACADEMIC LIBRARIANS AT THE UNIVERSITY OF SOUTH CAROLINA**

**Christy Friend, University of South Carolina**

Classical rhetorical theory offers a theoretical framework uniquely suited to foster students' development of information literacy. This framework informed a collaborative effort between the First-Year English program and the University Libraries at the University of South Carolina to develop a course that teaches information literacy as a thoroughly rhetorical practice. By teaching information literacy as a set of higher order skills via repeated application, the course attempts to situate information literacy within a concrete set of reading, writing, and research practices.

**• 10 Minute Q & A . Following the Session.**

**Scarborough 2 • Saturday, August 24 • 11:15 a.m. to 12:45 p. m.**

**CHAIR:** Kaye Mager, University of North Texas - Dallas

**INFORMATION FROM A THOUSAND FACES: UNDERSTANDING INFORMATION PATHWAYS THROUGH JOSEPH CAMPBELL'S MONOMYTH, HERO'S JOURNEY, CYCLE**

**Elizabeth A. Kelly, Georgia Southern University**

Applying the Joseph Campbell's Hero's Journey Cycle to the information cycle allows students to explore on a deeply personal level why and how information works and their role in navigating that cycle but also adding to it. In this way, students do not just mirror reflecting their instructors' images and ideas. Rather, students become prisms—unique—multifaceted—colorful—extending their own unique gaze on the world. "Information from a Thousand Faces: Understanding Information Pathways through Joseph Campbell's Mono-myth, Hero's Journey, Cycle" explores not only how students will learn to access information but also how they will add their voices to it.

**SESSION CANCELLED**

**RECOGNIZING THE CONVERSATION: INTRODUCING INFORMATION LITERACY IN FIRST-YEAR WRITING**

**Greg Shemkovitz, Elon University**

This presentation discusses a series of activities that introduces first-year writing students to the underpinnings of research and information literacy. Stripping away formal information literacy instruction, students begin to recognize the broader conversation that unfolds within their own work. By examining popular magazine and internet articles, as well as comments and letters to the editor, students see where they have been engaging in discourse all along.

**CAVEAT LECTOR: RECOGNIZING CREDIBLE SOURCES USING GOOGLE**

**JoNette LaGamba, University of South Florida at Tampa**

Students can effectively use the Internet to increase their array of research selections, and students should not limit themselves to basic scholarly articles. To eliminate biases, students can freely search government, organizational, and commercial sites to complement their bibliographies. This presentation will supply a simple guideline I designed—Date, Audience, Credentials, Reviewed, Objective (DACRO)—that helps students determine the effectiveness and reliability of basic Internet articles.

**• 10 Minute Q & A . Following the Session.**



## SATURDAY - 11:15 a.m. - 12:45 p.m. - CONCURRENT PRESENTATIONS continued

### Scarborough 3 • Saturday, August 24 • 11:15 a.m. to 12:45 p. m.

CHAIR: Naomi Stuesser, University of West Georgia

#### PANEL: RANT, RAVE, RESEARCH, AND WRITE: HOW A HOLISTIC APPROACH TO WRITING ASSIGNMENTS PRODUCED TRANSFERABLE SKILLS AND IMPROVED OVERALL STUDENT GPA'S

Kevin Winchester, Ameer Odom and Ashley Shealy, Wingate University

Students in first year composition classes often perceive writing prompts as vague, disconnected assignments. Adopting a semester-long, single-topic, portfolio approach integrates revision, emphasizes research and writing as a process, and develops information literacy skill sets. By featuring such scaffolded assignments, a pilot First Year Experience program at a small, private University produced statistical data demonstrating significantly higher GPA scores in at-risk students weak in writing skills when compared to students of the same demographic in more traditionally structured classes. The same method, which includes close collaboration with Instruction Librarians, can be (and is) used in any first year composition class. Come hear the particulars of the program, review writing assignment details, and learn how you can easily adopt the same approach in your first year writing classes.

### Scarborough 4 • Saturday, August 24 • 11:15 a.m. to 12:45 p. m.

CHAIR: Dan Bauer, Georgia Southern University

#### PANEL: BASIC WRITING: TECHNOLOGICAL LITERACIES FOR TEXT-MESSAGERS, CONTEMPORARY MYTHMAKERS, AND STUDENTS FROM WORKING CLASS BACKGROUNDS

Sarah Wangler and Jenn Horn, University of Southern Indiana

Identify existing skill sets in learners; assess learners' information and technological literacy development in a sixteen week semester; and postulate effective means of developing and furthering skill levels through a pre-composition course that stresses multiple literacies: Easy, right? By defining, examining, and assessing the Basic Writing Program at University of Southern Indiana, the Coordinator and Basic Writing Task Force members demystify Basic Writing Instruction pedagogical best-practices in the face of pre-college-level college students' information literacy preparedness (or potential).

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

Saturday • 1 - 2 p.m.  
PLU MASTERY TEST - Scarborough 1

## SATURDAY - 1 - 4 p.m. - LILIC PROJECT - Savannah Room

### Savannah • Saturday, August 24 • 1 to 4 p. m.

#### THE FIRST FIFTEEN MINUTES: COLLABORATIVE RESEARCH ON STUDENT ACADEMIC RESEARCH HABITS

Facilitators: Katt Blackwell-Starnes, Lamar University; Janice R. Walker, Georgia Southern University; LeighAnn Williams, Georgia Southern University; Liz Kelly, Georgia Southern University, Susan Brown, Kennesaw State University

Workshop participants will be introduced to the research methods used by The LILAC Project [<http://lilac-group.blogspot.com/>] to investigate students' research habits at the beginning of an assignment. Facilitators will introduce the Research Aloud Protocol (RAP) used to capture a fifteen-minute research session showing what students are actually doing when they conduct research and why they are making the choices they do. Workshop attendees will participate in identifying student behaviors and coding RAP videos, followed by whole group discussion of what this means for us as teachers and librarians. This research can be used to better understand students' information literacy skills beyond their perceived abilities. Results from the LILAC Project pilot study highlight areas at the beginning of research where effective pedagogy may be able to assist in improving student information literacy acquisition. The RAP method can serve as a valuable method for understanding student information literacy skills and developing more effective pedagogical approaches to information literacy. Participants in this workshop will also be invited to participate in The LILAC Project's multi-institutional study.

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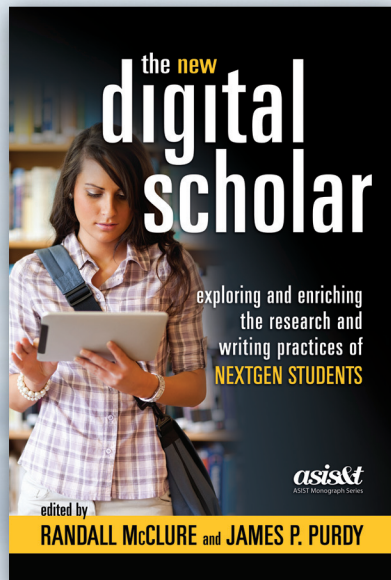
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Thanks again for your participation and a spectacular conference!

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\* *Measuring Learning Outcomes in Higher Education: Motivation Matters.* Liu, O. L., Bridgeman, B., Adler, R. M. 2012.

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### **Digital Natives, But Not Information Fluent — Assessing Information Literacy**

**Date:** Friday, August 23

**Time:** 2:45–4 p.m.

**Presenter:** Ann-Marie Stephenson, ETS

**Room:** Scarbrough 1



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