Georgia Southern University
Digital Commons@Georgia Southern

Georgia International Conference on Information Literacy

2017 (Cancelled Due to Hurricane Irma)

(Formerly known as the Georgia Conference on Information Literacy)

Sep 15th, 7:00 AM - 7:05 AM

Georgia International Conference on Information Literacy Conference Program 2017

Georgia Southern University

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gaintlit

Part of the Curriculum and Instruction Commons, and the Information Literacy Commons

Recommended Citation

GEORGIA
INTERNATIONAL
CONFERENCE ON
iNFORMATION
LITERACY

Coastal Georgia Center, Savannah, GA

September 15 - 16, 2017

Coastal Georgia Center
GEORGIA SOUTHERN UNIVERSITY

GEORGIA SOUTHERN UNIVERSITY
ZACH S. HENDERSON LIBRARY

GEORGIA SOUTHERN UNIVERSITY
CONTINUING EDUCATION

SPONSOR

CREDO EDUCATION

EXHIBITOR

GEORGE E. MILLER art studio

THANK YOU TO OUR PROPOSAL REVIEWERS

Kathy Albertson, Georgia Southern University

Susan Moore, Spartanburg Community College

Judith Garrison, Armstrong State University

Lisa Smith, Georgia Southern University

Lizah Ismail, Limestone College

Janice Walker, Georgia Southern University

Stephanie Jones, Georgia Southern University

Bede Mitchell, Georgia Southern University

THANK YOU TO OUR STEERING COMMITTEE

Kathy Albertson, Georgia Southern University

Bede Mitchell, Georgia Southern University

Thomas Case, Georgia Southern University

Susan Moore, Spartanburg Community College

Judith Garrison, Armstrong State University

Amee Odom, Wingate University

Sammie Johnson, Alabama A&M University

Lisa Smith, Georgia Southern University

Stephanie Jones, Georgia Southern University

Janice Walker, Georgia Southern University

Clement Lau, Georgia Southern University

#GICOIL2017
wifi: CGCGUEST
password: cgcguest

THURSDAY, SEPTEMBER 14, 2017

5:00 - 8:00PM	Keynote Reception

FRIDAY, SEPTEMBER 15, 2017

7:30 - 8:30AM	Registration	Continental Breakfast	Exhibits open at 7:30AM
8:30 - 9:45AM	Session 1
10:00 - 11:30AM	Session 2
11:30AM - 1:15PM	Luncheon - Rooms 111, 113, & 115
12:00 - 5:30PM	Poster Session
1:15 - 2:30PM	Session 3
2:45 - 4:00PM	Session 4
4:15 - 5:30PM	Session 5

SATURDAY, SEPTEMBER 16, 2017

7:30 - 8:30AM	Registration	Continental Breakfast
8:30 - 9:15AM	Birds of a Feather Round Table Discussion
9:30 - 10:30AM	Keynote Address: "Building Research Infrastructure Through Open-Access Publishing"
10:45AM - 12:00PM	Session 1
12:15 - 1:30PM	Session 2
1:45 - 4:00PM	Post Conference Workshop

SAVE THE DATE
GEORGIA INTERNATIONAL CONFERENCE ON INFORMATION LITERACY
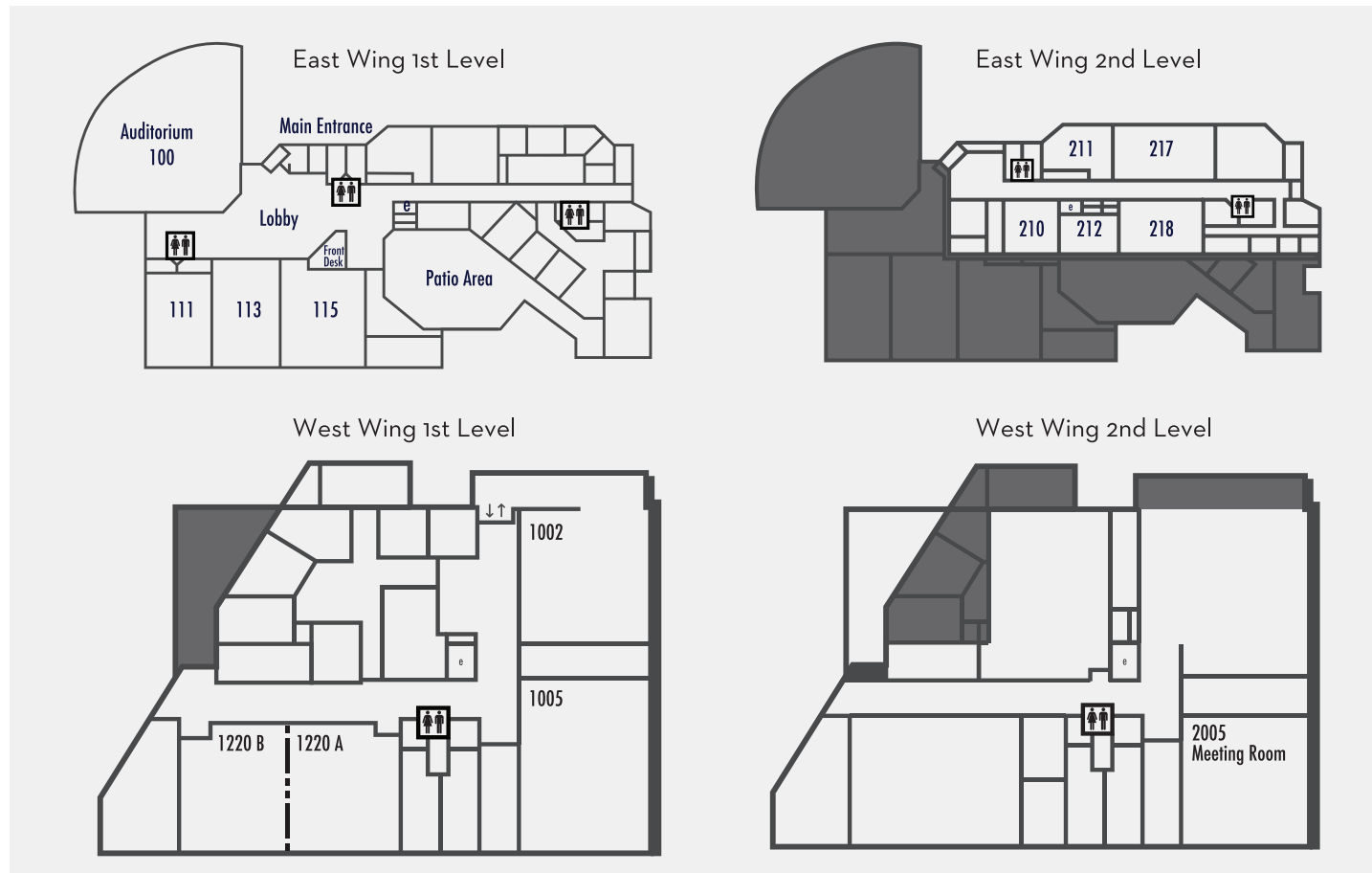### SEPTEMBER 27 - 29, 2018

Elyse Eidman-Aadahl
Conference Keynote

CHERYL BALL
CONFERENCE KEYNOTE
SATURDAY, SEPTEMBER 16, 2017 | 9:30 - 10:30AM

Cheryl E. Ball is the Director of the Digital Publishing Institute for the University Libraries at West Virginia University, and co-principal investigator on a $1m Andrew W. Mellon Foundation grant to build an open-source academic publishing platform for print and multimedia scholarship, called Vega. According to her bio, she studies and teaches "digital publishing, editing, grant writing, writing and assessing for multimedia (including tenure & promotion evaluations), editing multimedia, and academic literacies (including writing for academic genres and writing for publication) in the US and abroad." For the last 10 years, she has served as editor of the online, peer-reviewed, open-access journal *Kairos: Rhetoric, Technology, and Pedagogy,* which exclusively publishes digital media scholarship and is read in 180 countries. She has published articles in *Classroom Discourse, Computers and Composition, C&C Online, Fibreculture, Convergence, Programmatic Perspectives, Technical Communication Quarterly, Writing & Pedagogy,* and several visual rhetoric and multimodal textbooks. Books include a scholarly multimedia collection *The New Work of Composing* (co-edited with Debra Journet and Ryan Trauman) and the print-based *RAW: Reading and Writing New Media* (co-edited with Jim Kalmbach), and her latest book, *Writer/Designer: A Guide to Making Multimodal Projects* (with Kristin Arola and Jenny Sheppard), with Bedford/St. Martin's Press.

East Wing 1st Level

Auditorium 100
Main Entrance
Lobby
Front Desk
Patio Area
111   113   115

East Wing 2nd Level

211   217
210   212   218

West Wing 1st Level

1002
1005
1220 B   1220 A

West Wing 2nd Level

2005 Meeting Room

ANDY PLEMMONS

Andy Plemmons is the school library media specialist at David C. Barrow Elementary in Athens, GA and a Google Certified Innovator. His library program is grounded in transliteracy, participatory culture, and students as creators of content shared with the global community. Andy's students are often seen skyping with authors, guest speakers, and the developers of the tools that they use in class. He also collaborates with libraries around the world. His motto is "to expect the miraculous every day."

Andy has received several honors including the 2017 American Association of School Librarians' Social Media Superstar Award for Sensational Student Voice; was featured in the Library Journal's "Class of 2016 Movers & Shakers," and the Georgia Exemplary Elementary Library Media Program; and was a finalist for the School Library Journal's School Librarian of the Year, the 2015 National School Board Association's "20 to Watch", the James Patterson Pledge grant, the Northeast Georgia Library's Media Specialist of the Year, and the Clarke County Foundation for Excellence Kathryn H. Hug Instructional Leadership Award.

You can follow Andy's work on Twitter @plemmonsa, Instagram @barrowmediacenter, or on his blog "Expect the Miraculous," which was nominated for an Edublogs Award.

SUSAN BALLARD

Susan D. Ballard has over 25 years of experience as a District Director of Library, Media and Technology in an award-winning school district. It was from there she moved into a successful practice as an adjunct professor in a variety of school librarian preparation programs. Most recently, Ballard has delved into the development of a new program for the University System of New Hampshire. She is a Past-President of the American Association of School Librarians and has published in a variety of education and library journals.

KRISTIN FONTICHIARO

Kristin Fontichiaro studies data literacy, the maker movement, as well as formal and informal learning. She is the author/editor of several books for librarians and educators. For young readers, she edits the *Data Geek, Makers as Innovators,* and *Makers as Innovators Junior* series (Cherry Lake Publishing).

RENEE HOBBS

Renee is an internationally recognized authority on digital and media literacy education. She co-directs the Graduate Certificate in Digital Literacy at the University of Rhode Island, which hosts the annual URI Summer Institute in Digital Literacy, which attracts 150 teachers, college faculty and librarians each July. At the University of Rhode Island, Hobbs is a professor of communication studies and director of the Media Education Lab, which advances the quality of media literacy education through research and community service. Her books include *Create to Learn: Introduction to Digital Literacy* (Wiley, 2017), *Copyright Clarity: How Fair Use Supports Digital Learning* (Corwin/Sage, 2011), *Discovering Media Literacy: Teaching Digital Media and Popular Culture in Elementary School* (Corwin/Sage, 2013), *Digital and Media Literacy: Connecting Culture and Classroom* (Corwin/Sage, 2012) and *Reading the Media: Media Literacy in High School English* (Teachers College Press, 2007).

WENDY STEPHENS

Wendy Stephens is the Library Media Program Chair at Jacksonville State University in Jacksonville, Alabama. A longtime high school librarian, she is passionately interested in areas of digital equity and freedom of speech. She has National Board Certification in Library Media and is the current Region V Director for the American Association of School Librarians and is a past-president of the Alabama Library Association and the Alabama School Library Association.

FRIDAY, SEPTEMBER 15

8:30-9:45AM　　**SESSION 1**

☐ **Room 1002**
April Sheppard,
Arkansas State University
Ian Singer,
Credo Reference

Improving Student Success: Arkansas State's Partnership with Credo Reference and Regional High School
This session will cover a number of issues, including how the library engaged and garnered administration support, the challenge in establishing meaningful partnerships with local high schools, and developing and tracking the right metrics to validate progress. Topics of discussion will include ways in which the library can do more to enhance its strategic importance relative to administration goals; an overview of the established goals and how success will be tracked in areas including college preparedness, retention, graduation rates, GPA, and recruiting; and why this matters... to the A-State Library.

☐ **Room 1005**
Rebekah Scoggins,
Lander University
Rachel Scoggins,
Lander University

Engendering Relationships: Developing an Embedded Librarianship Program for First Year Composition
The presenters will discuss how they got the pilot program approved; how they developed the program; the numerous sessions given over the course of the semester in the classroom and in the Library that covered various topics; and how this implementation was structured. The session will also discuss student and program assessment, the lessons learned, and plans for a larger pilot program in the upcoming spring semester.

☐ **Room 1220 A/B**
Dr. Donna Scheidt,
High Point University
Cara Kozma,
High Point University
Dr. Holly Middleton,
High Point University
Kathy Shields,
High Point University

Partnering to Understand Undergraduate Research and Writing Longitudinally
In this panel, we present findings associated with a set of student case studies based on collaboratively coded and analyzed student interviews, triangulated with faculty interviews. Findings to date concern the unexpected role of students' work with primary data (e.g., interviews) as well as differences among students' reading practices, understandings of source authority, and dispositions. We consider the implications of these findings for students' research and writing as well as what they mean for teaching research across disciplines.

☐ **Room 210**
Dr. Ladislava Khailova,
Northern Illinois University

The Power of Intercultural Fiction: Alleviating Attitudinal Bias to Enhance Student Evaluation Skills of Information Resources on Immigration
Students' bias against newcomers to the U.S. may negatively impact their ability to objectively evaluate information resources on immigration. This presentation advocates for intervening through actively incorporating intercultural fiction in educational settings--using her ALA-sponsored database of K-12 books on the experience of immigrant youth (http://library.niu.edu/ulib/projects/stories/index.html), the presenter offers ideas to help students adopt the habit of self-reflecting on their possibly prejudicial attitudes toward immigration. Such cultivation of self-reflection is accomplished through student emotional transportation into the stories and related post-reading discussions. The presented recommendations are grounded in developmental psychology and childhood education research.

NOTES

☐ **Room 211**
Kimberly Willson-St. Clair,
Portland State University

508 Online Compliance for LibGuides, Library DIY, and IL Tutorials at Portland State University
By updating online general education learning tools such as research skills tutorials, information literacy videos, and LibGuides to meet online accessibility requirements (or 508 Web Compliance) information literacy instruction becomes accessible to all students, including the visually and hearing impaired. You will learn about plug-ins to evaluate your online learning tools for accessibility, as well as what to look for while editing them, such as best practices for alternative texts for images, narrative descriptions of screenshots, breadcrumbs language, closed captions, and explicit URL links.

Sarah E. Keil,
Trevecca Nazarene
University

More Powerful than Paper: Using LibWizard Surveys in Information Literacy
Surveys from Springshare's LibWizard were introduced in information literacy sessions at Trevecca Nazarene University's Waggoner Library as a substitute for paper worksheets to complete in-class activities and assessments. However, they have proved to provide a more meaningful and engaging platform for interaction in the classroom. These surveys are much more powerful than paper... and they save trees too!

☐ **Room 217**
Kael Moffat,
Saint Martin's University

Making Sense of Citations
This poster presents a way of approaching citations that helps students understand not just the mechanics of citation, but also the "why" of citation. This "why" is not always clear to students and this approach aims to demystify the citation process.

Dr. Kristin Klucevsek,
Duquesne University

The Development of Citation Use in Scientific Writing
This presentation will describe ongoing research to understand the ethical use of references in scientific writing from students across several scientific courses at one institution. It also investigates students' experiences using scientific literature through open-ended responses. Together, this research aims to quantitatively and qualitatively explore how students identify and use citations in scientific writing to better inform pedagogy and improve information literacy in the sciences.

☐ **Rooms 218/220**
Natalie Bishop,
Gardner-Webb University
Pam Dennis,
Gardner-Webb University
Janet Land,
Gardner-Webb University
Hannah Allford,
Gardner-Webb University

Using "Elaboration" to Improve Mastery of New Material
Students can creatively engage in finding complex layers of meaning, a process known as elaboration, by concept mapping their thinking and understanding of a topic. Coupled with peer review, which allows students to recognize their own expertise and assumptions, elaboration helps students navigate challenging and nebulous concepts in research and writing. See how relational thinking and concept mapping can improve research strategies and make the writing process less intimidating. Leave with a variety of easily adaptable strategies for employing elaboration to facilitate research and make composition more natural.

NOTES

☐ **Room 212**
Barbie E. Keiser,
John Hopkins University

How Information Literate Are You? A Self-Assessment By Students Enrolled in a Competitive Intelligence Elective
Students registered for a Competitive Intelligence (CI) course at two different universities were asked to assess their information capabilities by taking pre- and post-test surveys. This presentation compares how students assessed their information literacy skills prior to taking the same course and afterwards, providing insights into how today's students see themselves and how they assess how well they learn. The results point to how information literacy training embedded in course work can influence the future learning habits of students.

Elena Rodriguez, MLIS,
College of Charleston

Embedded Librarianship: Building Relationships and Benefiting Students and Faculty
Embedded Librarian Programs are not new to the field of academic libraries, but the discussion they generate is ever-changing as the needs of students evolve. While engagement with students is obviously essential, collaboration with faculty is vital in order to fully encourage student success. This presentation will discuss how the Librarians at Horry Georgetown Technical College were able to develop an Embedded Librarian Program and what their greatest takeaways have been.

☐ **Room 100 (Auditorium)**
Jenny Harris,
Austin Peay State University
Joanna Grisham,
Austin Peay State University
Elaine Berg,
Austin Peay State University

We Can Do It: Collaborating with Women's and Gender Studies Faculty to Develop Student Research Skills
This presentation will detail the partnership between Women's and Gender Studies (WGS) faculty and librarians to teach students how to think critically and work collaboratively, resulting in a website development project that allowed students to incorporate technology into a significant assignment and connect with the research process in a creative way.

9:45-10:00AM
Lobby

BREAK/VISIT EXHIBITORS

10:00-11:30AM

SESSION 2

☐ **Room 1002**
Amanda B. Albert, MSLIS,
Washington University

Schooling the Professor: Communicating the Value of Information Literacy Instruction to Your Faculty
Have you ever thought: "My faculty don't understand what information literacy is and why it is important, and I don't know how to communicate this effectively"? Attend this workshop to learn strategies, techniques, and tools to communicate the value of information literacy instruction to your faculty. You'll leave with a foundation of ideas to overcome commonly reported challenges including time, motivation, and persuasive communication techniques.

☐ **Room 1005**
Autumn Johnson,
Savannah State University
Billy Glasco,
Georgia Southern University

Look Here! Engaging the Senses and the ACRL Framework with Library Displays
Library Displays have long been a staple product of the library environment. With thought and a little extra planning, a display can target special population pockets, providing the gateway to conversation and understanding.

☐ **Room 1220 A/B**
Seth Porter, M.A., MLIS,
Georgia Institute of Technology
Marlee Givens, Georgia Institute of Technology

Reinforcing Information Literacy Through Cognitive Awareness
Assessment and program evaluation is a key aspect of the 21st-century academy and library. However, this critical service is often an afterthought or the responsibility of a librarian with little knowledge of data analysis or program evaluation. This poster will cover the best practices in program evaluation through the framework of policy analysis.

☐ **Room 210**
Ngaire I. Smith,
Haywood Community College

"500 Foot Librarian Donates Eyes to Science!": Media Literacy in the Age of Fake News
In this age of digital and social media, it may be difficult for students to differentiate between authoritative information and fake news. This workshop will give librarians the tools to help students identify fake news, describe its real world effects, and create strategies to avoid fake news.

☐ **Room 211**
Rachel Mulvihill,
University of Central Florida
Lindsey Ritzert,
University of Central Florida

Collaborate to Innovate: New Methods to Advance an Information Literacy Program
Have you ever heard the phrases "that won't work here" or "we've never done that before"? This presentation will detail the innovative projects undertaken by the sometimes boundary-pushing collaboration between a university library's circulation and outreach departments. Presenters will share their experience with management, planning, facilitation, and finding inspiration for library events. The information literacy and instruction aspects of these events will be highlighted during a discussion of what worked and what we've aimed to do better in the future.

☐ **Room 217**
Karen Doster-Greenleaf,
Georgia State University
Sarah Kirkley,
Georgia State University

Sharpening Your Aim: Building an Instructional Assessment Toolkit
This workshop will share the post-consolidation experience of Georgia State University Library's work to unify first year instruction programs. The workshop will allow participants to develop their own assessments that align to specific learning outcomes, and it will also provide an opportunity for discussion of modifying them to meet varying levels of information literacy competency and the challenges and opportunities associated with incorporating assessment into the classroom.

☐ **Rooms 218/220**
Chapel Cowden,
University of Tennessee at Chattanooga

Promoting Learning in the Culturally Diverse Library Instruction Classroom: An Active Exploration
Diversity in libraries is a broad topic of rapidly rising interest to the library community, yet little of the current literature and conference offerings are devoted to improving our connections and classroom interactions with culturally diverse populations. This hands-on workshop seeks to harness the broad experiences of participants as information literacy instructors as we work together to improve our ability to facilitate learning for culturally diverse students in our classrooms. Specifically, participants will explore three proposed areas for improvement--the self, pedagogy, and classroom variables--through reflection, modeling, group exploration, and other activities.

☐ **Room 212**
Jon C. Pope,
University of North Carolina at Charlotte
Kim Becnel,
Appalachian State University

Who's Evaluating the Evaluators? Cognitive Biases, Fake News, and Information Literacy
In a "post-truth" world, information literacy is obviously more important than ever. Faced with new challenges, we may have to look beyond the traditional five-step information literacy model to investigate other factors, such as the role of cognitive biases that can short-circuit the entire source evaluation process without our conscious awareness. In this presentation, we will propose activities designed to put the readers, rather than the texts, under the evaluative microscope in order to help those readers minimize the effects of cognitive biases. We will also describe what happened when we implemented these in first-year writing and graduate library science classes.

John L. Cruickshank,
University of Georgia

What Are Your Faculty and Students Telling You About Fake Information? What Can They Teach Us?
Discussion about "fake news" in today's digital environment is all the rage, but not new; Aldous Huxley famously warned against misinformation generating a "...population of slaves who do not have to be coerced, because they love their servitude." Beginning with an analysis of recent developments in information literacy instruction, this talk explores how we can integrate practical evaluation strategies and techniques into our information literacy instruction in the sciences, arts and humanities.

11:30AM-1:15PM
Rooms 111, 113, 115

LUNCHEON

12:00-5:30PM
Lobby

POSTER SESSION
Presenters will be available on Friday from 12:45–1:45PM to answer questions.
Posters will be available for viewing Friday afternoon.

Whose Job is it Anyway? Citation Support for Undergraduate Students in Academic Libraries
Brandy Horne, University of South Carolina – Aiken
Deborah Tritt, University of South Carolina Aiken

Better Together: Changing the Model of Freshman English Instruction Through Partnership
Karen Viars, Georgia Institute of Technology

Librarian – Faculty Collaborations: Information Literacy Instruction Across Campus
Eduardo Rivera Jr, New York Institute of Technology

Don't Cancel that Class! Creating Opportunities for Library Instruction
Vivian F. Bynoe, Armstrong State University

How LibGuides 2/CMS Helps Share Library Resources Across the University
Mary C. Rickelman, MLIS, Adventist University of Health Sciences

'Hit-it and Quit-It' or A Tactical Orientation to Digital Public Writing?
Rik Hunter, University of Tennessee at Chattanooga

IL for Faculty: Partnership with College-Wide Professional Development Departments
Cristy Moran, Broward Community College

Program Evaluation: Diffusion from Policy Literature to Improve Assessment in Information Literacy Instruction
Seth Porter, Georgia Institute of Technology

SESSION 3

1:15-2:30PM

☐ **Room 1002**
Paul C. Campbell, MLIS, Ohio University
Miriam Intrator, MSLS, Ph.D., Ohio University

Librarian/Faculty Partnerships in Using Library Special Collections to Teach Information Literacy
This session showcases how a subject librarian, special collections librarian, and a political science faculty member collaborated to integrate the library's extensive collection of rare books into a course. This collaboration provided upper-level students the ability to experience special collection items as primary sources for their term papers. This session will highlight the logistics of a three-way collaboration, scaffolding library instruction within a course, and the benefits of incorporating the library's special collections into existing and new courses.

☐ **Room 1005**
Teresa Marie Kelly, M.A.T., Kaplan University

Building a Solid Base: Using Multiple Literacies to Foster Student Success
Students exhibit varied understanding and application of general literacies or readiness skills. Students with these gaps may struggle to complete specific actions since they may have mastered content and knowledge, but cannot express what they know. Gaps in general literacies foster unsatisfactory perceptions of learning and lower confidence, which negatively affect student success.

☐ **Room 1220 A/B**
Adrienne Harmer, Georgia Gwinnett College
Elizabeth Harrison, Ph.D., Georgia Gwinnett College
Danielle Williams, Ph.D., Georgia Gwinnett College

A Film Professor, A Biology Professor, and a Librarian Walk into a Learning Community
In this panel a film professor, a biology professor, and an academic librarian teaching a first-year seminar will discuss how they built an interdisciplinary learning community for first-year students at a public four-year college. We will talk about our design process, including how we worked to align our student learning outcomes and course schedules; how we developed integrated assignments and activities; and our challenges and successes in implementation. There will be ample time for questions and discussion with panel speakers and participants.

☐ **Room 210**
Lorna M. Dawes, University of Nebraska-Lincoln

Informed Learning and the ACRL Framework: What Faculty Teach and How Students Learn
This session gives the background and results of an investigation of 'Informed Learning' in first-year college courses. This session will help participants learn how faculty teach information to first year students as a part of their subject content, so that the conversations and collaborations that surround library instruction can be more effective. During this session, participants will analyze faculty conceptions of information literacy to see how the ACRL Framework for Information Literacy correlates with current pedagogy in the disciplines. The session will conclude with the identification of effective teaching strategies that can be implemented in the development of library-initiated information literacy instruction.

Judy Williams, Belmont University

The Framework for Freshmen: Practical Applications
In a First Year Writing course, students are led through a "failed" search that demonstrates how each set of search results can lead them further. The presenter will outline the lesson plan, learning objectives and assignments for this course. Attendees will gather ideas for putting the threshold concepts into concrete terms and will engage in discussion of the challenges of implementing the Framework.

☐ **Room 211**
Linda E. Kern, Brenau University
Kimberly Boyd, Brenau University

Building Relationships: Mapping the Journey from One-Shots to a Strategic Program of Information Literacy Instruction
Concerned that your instruction program of traditional one-shots or a series of one-shots isn't as effective as you want it to be? If our small staff can articulate, sequence, and scale a scaffolded instruction program across the university curricula and within individual majors, you can too. We revisit the steps of our journey and share how to systematically build a thoughtful, intentional, and strategic instruction program by building relationships with faculty.

Susanna R. Smith, Georgia Highlands College
Michelle Abbott, Georgia Highlands College

Double Shots, Not Decaf! Going Beyond the One-Shot as an Embedded Librarian
Double shots are better than a one-shot! A Georgia Highlands College librarian and English professor have partnered in an ongoing information literacy project involving online English classes, graded discussion boards, and multiple librarian interactions. We believe students who take advantage of this "double-shot" library instruction assignment do better on their final project, so grab a cup of coffee to go and join us as we share our caffeinated strategy!

☐ **Room 217**
Courtney L. Baron, Emory University
Elliott Kuecker, Emory University
Gabrielle Dudley, Emory University
Felicia Fulks, Emory University

From Theory to Practice: Using Feminist Pedagogy to Teach Information Literacy
Feminist pedagogy is nothing new, but integrating it into the information literacy classroom has a unique set of challenges and rewards, especially because transgressing, challenging, and liberating information is more difficult when one is visiting an already established classroom for the first time. In this panel, four Emory librarians will discuss incorporating feminist theory into the practical classroom. Undergraduate, archival, and health sciences education will be represented.

☐ **Room 218/220**
Natalie Bishop,
Gardner-Webb University
Pam Dennis,
Gardner-Webb University
Janet Land,
Gardner-Webb University
Hannah Allford,
Gardner-Webb University

Learning from Failure: Making the Feedback Loop Work
"I spend hours providing feedback, but I have no idea if my students read it!" As the feedback loop continues to be a critical part of formative assessment, the "conversation" component of feedback is often overlooked. Utilizing a variety of tools, this panel will explore how feedback conversations can be incorporated into the face-to-face, blended, and online classrooms. Presenters will discuss feedback practices in composition and information literacy courses, providing strategies for faculty/librarian collaboration, on-the-fly course implementation, and feedback data that effects sustained change.

☐ **Room 212**
Jean Cook,
University of West Georgia

Yes, and... Building Effective Collaborations from Simple Requests
This presentation will cover how librarians can leverage simple requests into meaningful partnerships with faculty across campus.

☐ **Room 100 (Auditorium)**
Robert L. Womack, Catawba
Valley Community College
Jason Earnhardt, Catawba
Valley Community College

From Information Literacy to Critical Thinking: Reaching and Teaching Millennials on a Community College Budget
The presentation will examine techniques and materials used to teach critical thinking to millennial students in a community college setting. Attention will be given to instructional focus and methods structured to working within limited budget constraints. Discussion will also look at several outside-of-the-box assignments geared to developing critical thinking skills in second-tier and non-traditional college students.

2:30-2:45PM
Lobby

BREAK/VISIT EXHIBITORS

2:45-4:00PM

SESSION 4

☐ **Room 1002**
Nikhat J. Ghouse,
American University
Jaena Alabi,
Auburn University

The Path Model & Inclusive Classroom Environments
In this session, the presenters will introduce a model from the field of organization development, called "The Path from Exclusive Club to Inclusive Organization." The Path Model shows the stages encountered when a group or organization transitions from being monocultural and exclusive to multicultural and inclusive. Applying this model to our teaching can help us better understand and anticipate the stumbling blocks we are likely to encounter when creating and maintaining inclusive classroom environments.

☐ **Room 1005**
Lisa R. Coats,
University of North Carolina
Wilmington
Stephanie Crowe,
University of North Carolina
Wilmington
Peter Fritzler,
University of North Carolina
Wilmington
Anne E. Pemberton,
University of North Carolina
Wilmington

One Size Does Not Fit All: A Programmatic Approach to Course-Integrated Library Information Literacy Assessment in an Academic Library
Randall Library at the University of North Carolina Wilmington (UNCW) has developed and implemented a course-integrated approach to information literacy (IL) instruction assessment. UNCW librarians have created various assessment tools to measure specific student learning outcomes for IL components in academic departments across campus.

The panelists will discuss the instruments used to evaluate IL outcomes in UNI 101/201 (First-Year Seminar), COM 200 (Research Methods in Communication Studies), HST 290 (The Practice of History), and EVS 495 (Seminar in Environmental Studies).

☐ **Room 1220 A/B**
Sheila Devaney,
University of Georgia
Suzanne R. Graham,
University of Georgia
Alexander Campbell King
Law Library
Zanada Joyner,
North Carolina Central
University

CSI Georgia: Career Seeking Intelligence in our Libraries
As information professionals, we collaborate with career development offices to recommend and instruct students on how to effectively use library tools for competitive intelligence research on potential employers. Panelists will share their experiences and tips on promoting and developing a graduate employment-focused competitive intelligence service at their library.

☐ **Room 210**
Michael Boone, Catawba
Valley Community College
Staci Wilson, Catawba
Valley Community College
Emily Whiteley, Catawba
Valley Community College

Creating Buy-in Across Campus for Information Literacy
We would like to share with attendees how we have created buy-in with our faculty at CVCC. Faculty are reaching out to our Librarians for Information Literacy presentations. We also have data that shows our students are increasing their ability to acquire scholarly sources when doing research.

☐ **Room 211**
Professor Janet S. Ward,
MLIS, Limestone College
Susan Moore, MLIS,
Spartanburg Community
College

Meeting the Needs of Freshmen and Transfer Students: Using Library Guides and Instruction as a Platform
This presentation will cover strategies that Limestone College used to address the information needs of freshmen and transfer students. The Student Success @ Limestone College's digital portal provides essential support to students in navigating their way through their first year of college and has aided in retention efforts and increased freshmen GPA scores. This session will cover the creation of a comprehensive LibGuide used as a platform for library instruction for freshmen and transfer students, how to provide easy access to vital resources and important campus events, how to embed the most modern technology and social media, and how to help ease the transition to campus for students new to the college environment.

Jeffrey M. Mortimore,
Georgia Southern University
Ruth Baker,
Georgia Southern University

Mi Casa Es Su Casa: Supporting Student-Created, Collaborative Learning Environments with LibGuides CMS
As faculty seek innovative ways to develop student-created, blended learning environments, librarians have an opportunity to provide technical tools, training, and support that enhances faculty/librarian collaboration and promotes library instructional services. LibGuides CMS provides a flexible platform for supporting student-created work, including student profiles, blogs, and simple HTML/scripting projects. Presenters will discuss practical, pedagogical, and technical considerations when supporting student-created work using LibGuides CMS, including issues related to access control, discovery, and student privacy.

☐ **Room 217**
David Beach,
Radford University
Nancy Taylor,
Radford University
Candice Benjes-Small,
Radford University

InfoLit Competencies for College Honors Students
College Honors Students arrive with a mixed bag of information literacy skills. This session explores a two-step strategy for helping honors students make that leap from novice to exemplary scholar in a first-year writing seminar. These strategies focus on three information literacy competencies: how authority is constructed, research as inquiry and scholarship as conversation.

☐ **Room 218/220**
Kim Haimes-Korn, Ph.D.,
Kennesaw State University
Leslie Hankey,
Kennesaw State University

Engaging Information Literacies Through Visual Notes and Infographics
Today's society is highly visual and visual literacies are no longer supplemental to other forms of information. Although our students are inundated with images and visual experiences, they need new opportunities and skills to understand, critically analyze and produce effective visual content. The presenters on this panel will discuss visual rhetoric along with practical ways to incorporate visual assignments through visual notetaking and infographics.

4:00-4:15PM
Lobby

BREAK/VISIT EXHIBITORS

4:15-5:30PM

SESSION 5

☐ **Room 1002**
Melissa Gasparotto,
New York Public Library

Algorithms, Authority and Race on the Web: Consciousness Raising Through Information Literacy Instruction
How can librarians align information literacy instruction with academic department learning goals stressing the importance of thinking critically about race and ethnicity? While discussion of problematic racial taxonomies has long been a way to integrate librarian expertise into these courses, a good next step is to include activities and conversations around the racial implications of new technologies as they apply broadly to information sharing and seeking. This presentation offers strategies for working with these topics under the frame "Authority is Constructed and Contextual."

Bernadette Maria
Lopez-Fitzsimmons,
Manhattan College

Creating an Environment of Connectedness and Cultural Inclusiveness for Non-Native Speakers of English in Academic Libraries
This presentation discusses ways in which academic libraries can adapt resources and develop collections to accommodate the needs of students who are speakers of languages other than English (LOTE). This population is extremely diverse – including individuals with different intellectual acumen, academic preparation, linguistic and literacy skills, learning abilities, religions, and cultures. The presenter speaks to the challenges they encounter on university campuses. Participants will learn strategies to cultivate comfortable spaces in which multicultural competency skills are practiced, supporting everyone's academic success.

☐ **Room 1005**
Jeff Gallant, Board of
Regents of the University
System of Georgia
Russell Palmer, Board of
Regents of the University
System of Georgia
Grace Kaletski-Maisel,
Stetson University

Using and Creating Open Resources in Information Literacy Instruction
Despite research on their value, many courses do not address the interdisciplinary/multiple literacies students need to succeed. This workshop shares well-vetted techniques to train faculty to teach and assess interdisciplinary/multiple literacies to maximize student success. Participants will practice creating diagnostic activities, developing teaching methods, and designing assessments for measuring mastery of interdisciplinary multiple literacies.

Faculty Perceptions of Information Literacy Knowledge Practices: What Is Important, When Do Students Need It, and Who Is Responsible?
This presentation will report on a survey about ACRL's Framework for Information Literacy for Higher Education that was completed by faculty at a variety of colleges and universities. Findings illuminate which aspects of information literacy survey participants believe to be most and least important; which are key for early development and which are more appropriate for learning in the later years of college; and which they think are the responsibility of faculty, librarians, or students themselves.

NOTES

☐ **Room 1220 A/B**
Jamie Addy,
Georgia College and State
University
Laura Howard, Ph.D.,
Kennesaw State University

Credo Information Literacy Courseware and the First Year Curriculum: Successes and Failures
This presentation will discuss the Credo Information Literacy Courseware and its application within first year courses and programs at our institution.

A Convergence of Design, Pedagogy, and Praxis: Information Literacy for Online Instructor
The amount of information online instructors must navigate to design effective courses can seem overwhelming. Not only are they subject matter experts, they must develop an understanding of instructional design, intellectual property law, learning management software, design accessibility, and online learning best practices. Information literacy provides a useful framework for approaching the convergence of design, pedagogy, and praxis that characterizes effective online teaching across disciplines.

☐ **Room 210**
Yvonne Wichman,
Kennesaw State University

Digital Storytelling: A New Approach to Teaching First-Year Composition Courses
While the principles of rhetoric have changed little over time, the methods of delivery 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 curriculum teaches students how to use research, text, images, and audio to create compelling documentaries that are creative and enriching to the composition skill sets of college students.

Paula L Hickner,
University of Kentucky
Elizabeth J. Weisbrod,
Auburn University

Practice Makes Perfect: Creating Information Literacy Modules for Learning Management Systems
Using best practices for creating short modules in an online learning environment, we will explore developing information literacy units for musicians that can be embedded in an institution's LMS. Print and online music resources will be used to develop basic information literacy skills for undergraduate and beginning musicians.

☐ **Room 211**
Samantha McNeilly,
Auburn University,
Montgomery

Silo Busters: Building Relationships Across Campus to Provide Information Literacy in FYE Programs
This presentation will outline how the Auburn University at Montgomery Library and the Warhawk Academic Success Center worked together to create an information literacy assignment for our UNIV 1000 students. Special attention will be given to tips on collaborating with departments across campus and creating meaningful information literacy assignments for FYE students.

Jessica Critten,
University of West Georgia

Doing Killer Research: Exploring Situated Information Literacy in a Credit-Bearing Course
This presentation will discuss a case study of a first-year seminar course taught by a librarian that focused on examining "morbid" curiosity about true crime, serial killers, and murder. This session will advocate that situating information literacy into a larger disciplinary (or interdisciplinary) theme is a model that librarians should pursue in lieu of one-shot sessions or even credit-bearing information literacy environments that focus only on information literacy concepts and mechanics. Audience members will be given the opportunity to reflect on their local contexts to investigate possibilities for pursuing and adjusting this model and will also be given suggestions of how to discuss information literacy in more authentic, situated ways within their current instructional paradigms.

NOTES

Room 217
Dr. Caroline J. Smith, Ph.D., The George Washington University

Framing the Academic Essay: Adapting Students' Research Strategies for College Classroom

In this paper, I will present a framework assignment developed for first-year writing students. Using Joseph Bizup's BEAM schema, I ask students to complete a literature review (which Bizup refers to as background sources) and apply a lens (Bizup's method sources) to an exhibit source. This assignment encourages significant intellectual leaps in terms of research and serves as scaffolding for the individual research projects that they will complete later in the semester.

Dr. Deborah L. Brown, Southern Oregon University

Revising the Researched Essay Assignment: Reaching Information Literacy Goals in a First-Year Experience Course

This session will explain how SOU's University Seminar program has worked to develop and refine a shared research essay for programmatic and university assessment. This process, spanning over the past year, could prove useful to other programs or instructors hoping to improve the assignments they give students.

Rooms 218/220
Natalie Bishop, Gardner-Webb University
Pam Dennis, Gardner-Webb University
Janet Land, Gardner-Webb University
Hannah Allford, Gardner-Webb University

Learning Tips that Really Work: How Faculty Collaborated to Invoke Successful Learning Among Their Students

Designing meaningful learning experiences that make learning "stick" can be a daunting task. Through the use of compositional and information literacy techniques, presenters will demonstrate a variety of holistic, easily adapted classroom assessments centered on reflective thinking, writing, and feedback to address "stuck places" in student learning. Participants will develop and adapt a variety of on-the-fly instructional and assessment strategies that support students' development in foundational competencies in research and writing.

Room 212
Brook Stowe, ASA College

Library Anxiety Gone Wild: Shaping Information Literacy Instruction to the Needs of Our Learners

This presentation recounts the two-year effort of ASA College Library faculty to reconsider and restructure the culminating research project in its required, credit-bearing information literacy course. Prompted by the rising level of anxiety in students over the requirements of the project, faculty redesigned the entire approach, taking an often overwhelming assignment and redistributing it through improved course integration and delivery.

Alison Lehner-Quam, Lehman College, City University of New York
Wesley Pitts, Lehman College, City University of New York

Moving From One-Shot Information Literacy Workshops to ePortfolios: Deepening Students' Information Literacy through Librarian-Faculty Partnerships

The purpose of this presentation is to showcase how a faculty-librarian partnership leads to development of a year-long information literacy exploration that includes a Science Education ePortfolio capstone project with an information literacy component. The presenters will share how this ePortfolio capstone information literacy assignment uses the Framework for Information Literacy to support a student-designed information literacy project. Student projects and reflections will be presented and implications for program outcomes assessment and information literacy instruction will be discussed.

NOTES

SATURDAY, SEPTEMBER 16

8:30-9:15AM
Room 111

Birds of a Feather | Round Table Discussions

Reference Unbound: How Can Librarians Best Help 21st Century Researchers?
Bernadette Maria Lopez-Fitzsimmons
Fake News is Not the Problem: Issues with Information Access in a Digital Environment
Brandy Horne
ACRL Framework
Jenny Dale
Framework Foibles and Values
Marianne Giltrud
Establishing Partnerships Between Public Librarians, University Faculty and Parents to Teach Early Research Skills to Gifted Middle Schoolers
Paulette Harris

9:15-9:30AM
Room 111

BREAK/VISIT EXHIBITORS

9:30-10:30AM
Room 100 (Auditorium)
Cheryl Ball

KEYNOTE PRESENTATION
"Building Research Infrastructure Through Open-Access Publishing"

10:30-10:45AM

BREAK/VISIT EXHIBITORS

10:45AM-12:00PM

SESSION 1

Room 212
Bailey McAlister, Kennesaw State University

Assigning Vs. Teaching: Utilizing Research and Composition Skills Across Disciplines

Too often, composition students fail to understand the importance of efficient research skills outside of and beyond their first-year composition courses. This presentation will outline how composition instructors can teach the literature review so that their students' research skills can be applied to future projects despite the context. Participants will learn how teaching, rather than merely assigning, research projects allows students to develop and understand the value of information literacy as it applies to them in their individual fields.

Tina A. Plottel, George Washington University
Danika Myers, George Washington University

The Bibliography as a Text: Teaching Students to See Sources as Interactive

Our presentation focuses on a particular strategy we use to teach students how to develop an awareness between their research and writing. We will discuss how our method of providing sources presents a model for students to conceptualize their own research projects. In this two-part lesson, students model their own list of sources according to a set provided, the end goal being that they learn strategies to organize and categorize their own scholarship.

NOTES

☐ **Room 1005**
Bernadette Maria Lopez-Fitzsimmons, Manhattan College

Formative and Summative Assessment of Library Instruction (LI): Encouraging and Supporting "Reflective Teaching" Practices through Peer Observation

This presentation will speak to how "reflective teaching practices"" can be applied to formative and summative peer recommendations to help library instructors develop an awareness and mindfulness of their own teaching. Formative assessment provides feedback to library instructors on how to re-tool teaching and learning styles, materials/activities, lesson design, and classroom management. Summative assessment requires multiple reviewers to observe the same classes over time. Participants will be able to guide library instructors in using journals to establish a "regular reflective" practice to improve or adjust their teaching. Library instructors will be able to organically orchestrate fluid, active learning environments.

Pam Dennis, Gardner-Webb University
Janet Land, Gardner-Webb University

Making it Stick: How a Faculty Book Group is Reshaping Courses Across the Curriculum

Do you ever say, "What were they thinking?" as you grade papers? Perhaps your students are not really "learning" the material, even though they spend hours trying. Traditional study methods of rereading and memorization do not allow for deep learning that can be applied to problem solving. Learn how faculty were able to collaborate and discover ways to reshape current courses by adding strategic testing, specific feedback, and purposeful practice. Students now demonstrate improved mastery and retention of material, making them more independent learners.

☐ **Room 1220 A/B**
Brandy R. Horne, University of South Carolina, Aiken

Fake News is Not the Problem: Addressing Issues with Information Consumption in a Digital Environment

Since the last presidential election, fake news has become a topic of much discussion, and Librarians have been eager to share their information literacy expertise, creating and circulating articles about and guides for spotting fake news. But fake news isn't the problem. In this session, we'll look at the various factors that contribute to the spread of disinformation online and what librarians can do to address them. We'll also discuss the problematic nature of the "fake news" frame and how it distorts the issue and efforts to address it.

Jenny Dale, UNC Greensboro

Fact or Fake? Teaching Source Evaluation Across the Lifespan Through the Lens of Fake News

In the wake of the 2016 presidential election, critical source evaluation emerged as a topic of national conversation under the name of fake news. This reframing of source evaluation has generated significant interest at my university. In this presentation, I'll share how I've adapted a fake news evaluation activity for use with three audiences: undergraduates, alumni attending a reunion event, and parents visiting campus. I'll share the strategies I used to adapt these activities based on audience, time, and technology.

NOTES

☐ **Room 210**
Lindsey Wharton, Florida State University

Privacy & Digital Citizenship in Information Literacy Instruction: New Roles for Academic Librarians

Digital literacy has progressed past a matter of technical skill to include a cultural framework for using and evaluating digital tools and diverse digital content. This presentation will argue that academic librarians are well suited to incorporate lessons on safeguarding privacy and personal information as well as promote positive digital citizenship practices into current information literacy and metaliteracy practices. By incorporating metaliteracy and digital citizenship into our information literacy instruction practices with careful consideration of misuse and abuse, we find new roles in promoting social responsibility for our constituents and beyond.

Elaine Thornton, University of Arkansas
Joel Thornton, University of Arkansas

Making the Most of Library Research Instruction Sessions for Distance Learning Cohorts

This presentation focuses on how librarians, when given the opportunity to meet with these students face-to-face, can play an instrumental role in building student knowledge and comfort with online library resources and foster the development of advanced information literacy skills and knowledge in this growing graduate student population. These sessions can help prepare the students to become successful distance-based researchers, build connections with the university and the library and foster productive and valuable consulting relationships between student and librarian.

☐ **Room 211**
Dr. Michelle Vieyra, University of South Carolina, Aiken
Kari D. Weaver, University of South Carolina, Aiken
Marianne Giltrud, Prince George's Community College

Information Literacy for All: Looking Back at Six Years of Information Literacy Instruction in a Required Freshman Course

The presenters will explain how information literacy instruction has evolved over the six years since our critical inquiry QEP was implemented, share results of information literacy assessments and student surveys, and present evidence of how student involvement in the CI program has changed overall library usage at USCA.

Pedagogy, Practice and Information Literacy: A Constructivist Learning Model

In a world of increased disruption, teaching students how to think and learn are ongoing challenges. Yet, as teaching librarians, we seek to engage students, empower learning and envision success. Critical thinking and information literacy skills are essential for disenfranchised populations in community colleges. This constructivist learning model case study articulates the framework for assessment of information literacy instruction and interactive instructional videos designed for a community college. Case study results, lessons learned and next steps are provided to substantiate and advance critical thinking and learning.

☐ **Room 217**
Christina Heady, Southern Illinois University, Carbondale
Nicholas Grossman, Cobden High School
Joshua Vossler, Southern Illinois University, Carbondale

Foundational College Information Literacy Skills for High School Students

This panel will discuss the development of a partnership between an academic library at a mid-sized research university and a rural high school English Composition program. Panelists from both units will discuss the genesis of their partnership, impact on student success, plans for the future, and the benefits and challenges of building such a program.

NOTES

☐ **Rooms 218/220**
Joyce Valenza,
Rutgers University
Kristin Fontichiaro,
University of Michigan
School of Information
Renee Hobbs,
University of Rhode Island
Susan Ballard,
Granite State College
Dr. Wendy Stephens,
Jacksonville State University

Negotiating Nuance: Moving Beyond the Credibility Checklist: Contexts for Negotiating Nuance

Framing authority as constructed and contextual can be both thrilling and terrifying to K12 teachers and librarians (and for academic librarians, as well!). Well established credibility assessments, including checklist models, fail when students are presented with media formats, when traditional genre containers collapse and converge, and when the options for sharing new knowledge proliferate. Engage with us in exploring strategies for negotiating nuance -- decision making, meaning making, and communicating -- as we construct and recontextualize authority together through one inquiry challenge across media formats.

☐ **Room 212**
Katherine Field-Rothschild,
St. Mary's College of
California

Information Literacy Can Save Your Life: How First-Year College Composition Students can Become Critical Thinkers in the Digital Age

The information age is an active barrier against questioning and therefore against critical thought—this presentation explores effective means of integrating the 2015 IL Framework's Research as Inquiry into a first-year composition classroom to foster the questioning skills needed in today's information saturated world—and show how learning to question may even save students' lives.

Don Latham,
Florida State University
Melissa Gross,
Florida State University

Implementing the ACRL Framework: Reflections from the Field

This presentation will discuss the findings from semi-structured interviews with instructional librarians in academic libraries about their experiences with implementing ACRL's Framework for Information Literacy for Higher Education. Strategies used, successes achieved, and challenges encountered will be highlighted. Implications for research and practice will also be discussed.

☐ **Room 2005**
Ariana Santiago,
University of Houston

Avoiding Overload: Cognitive Load and Instructional Design for Information Literacy Instruction

Librarians teach information literacy skills and concepts to help students with their research needs, however, we often run the risk of providing too much information, which can lead to cognitive overload and have negative effects on learning. This presentation will give an overview of cognitive load theory, and discuss how an understanding of cognitive load can support the design of library instruction. Learning is impacted not only by the amount of information presented, but also by learners' prior knowledge, the design of instructional materials and activities, and the complexity of information being learned.

Jeremiah Mercurio,
Fairfield University
Matt Bernstein,
Fairfield University

Beyond Information: New Literacies for Instruction Librarians

This presentation will explore the increasing number of terms used in higher education to describe competencies related to information literacy and ask how these emerging concepts might affect instruction librarians' training, teaching, and assessment practices. The discussion will also examine the role of faculty and staff partnerships in teaching these new and evolving literacies.

12:00-12:15PM
Lobby

BREAK/VISIT EXHIBITORS | BOX LUNCHES AVAILABLE

NOTES

12:15-1:30PM

SESSION 2

☐ **Room 1002**
Amee H. Odom,
Wingate University

Copyright Competencies, Fair Use, & Pedagogy: Preparing Today's Student Teachers for Tomorrow's Classroom

Copyright, Fair Use, and pedagogical best practices are challenging classroom aspects for even the most seasoned of instructors. Learn how one Librarian tackles the elements of Copyright, Fair Use, and various aspects of Intellectual Property (especially in the realm of the Digital Age) with Student Teachers to ensure they are equipped to apply the basic tenants of Information Literacy in lesson plan design. The use of Social Media, as a professional development tool, is an integral aspect of this presentation.

Jane Hammons,
Northern Kentucky University

Increasing Graduate Student Information Literacy and Enhancing the Library's Reputation

Graduate students represent an opportunity to develop programs that can raise the visibility of the library while increasing information literacy. For two years, librarians at Northern Kentucky University have organized an event modeled after an academic conference, in which graduate students can attend multiple sessions on a variety of topics. This presentation will describe the process of organizing the event and provide guidance for how other libraries can use a similar model to support information literacy and library awareness.

☐ **Room 1005**
Jamie Addy,
Georgia College and State
University
Jenny Dale,
University of North Carolina

Training the Trainer: Library Instruction and Assignment Design for First Year Composition Instructors

This presentation will discuss assignment design support and librarian led instruction for new graduate level instructors teaching in first year composition.

Integrating Interactive Information Literacy Module in Instructional Technology for Future K-12 Teachers Course

The instructors of the UNC Greensboro online course LIS 120: Instructional Technology for Educational Settings decided to design a module solely dedicated to information literacy for future K12 teachers. This module includes sections on information literacy for a K-12 setting, citation, plagiarism, and evaluation of websites.

☐ **Room 1220 A/B**
Margaret Hall,
H. V. Jenkins High School

Believe It or Not! Fake News is News

How can we help students tell fake news from real? Give it the CRAAP test! In this presentation I'll offer examples of news satire versus fake news, offer some choices for video tutorials on fake news, link a Fake News Scorecard and Activity for students, followed by a study guide and vocabulary quiz to ascertain mastery.

Victoria M. Tischio,
West Chester University of
Pennsylvania

Challenges of Teaching Research Writing in an Era of Fake News: Using Parody as a Critical Rhetorical Practice

In the era of "fake" news, becoming information literate means more than being able to locate and utilize reputable sources in writing assignments. It also means developing the critical skills necessary to detect fraudulent reporting, This presentation theorizes the role of parody in the research writing classroom, and discusses the ways it can help students confront the challenges of information literacy in a context where false or "fake" information is difficult to sort from reliable information.

NOTES

☐ **Room 210**
Kirsten. Dean,
Clemson University
Diane M. Quaglia Beltran,
Clemson University
Susan N. Moore, MLIS,
Spartanburg Community
College
Katherine Stiwinter, MSLS,
Spartanburg Community
College
Jenny Williams, Ph.D.,
Spartanburg Community
College

Reading, Researching, and Responding to Information: A Semester Curriculum
Seeking strategies for collaborative teaching, inspiration for instruction sessions, and new ways to tackle source evaluation in an era of "fake news" and "alternative facts"? Join us, a course instructor and an instruction librarian, as we share our reflections, lesson plans, and assessments for a first-year writing course, as well as the theories that inform our interdisciplinary approach.

Working Information: Developing a Quality Enhancement Plan for Campus-Wide Information Literacy Infusion
When Spartanburg Community College was looking for a new QEP (Quality Enhancement Plan) for their reaccreditation, the SCC Library saw a great opportunity to widen our faculty collaborations across the curriculum. The Library wrote the proposal that eventually became the College's new QEP and worked with a diverse team to develop a college-wide information literacy program entitled WIn: Working Information.

☐ **Room 211**
Jane L. Nichols,
High Point University
John Linn,
High Point University
Derek Malone,
University of North Alabama

POGIL and IL: Paired Pedagogies
This presentation will be detail a case study of Interior Design Students finding new Life Safety knowledge using collaborative guided inquiry methods. POGIL provided the platform for the learning cycle from exploration to application. Information Literacy (IL) concepts expanded the conceptual aspects with a framework emphasizing the value of Information.

An Interdisciplinary Partnership: The Adventure of Research Student Mentoring as a Librarian
This session will cover research student mentoring as a librarian. Details that will be shared include: the selection of mentors, supervision of the research process with mentors, and the research procedure and output.

☐ **Room 217**
Andy Plemmons,
David C. Barrow Elementary

Empowering Student Voice Through Collaboration, Creating, and Sharing
We are living in an extraordinary time in education. We have access to more tools than ever before to empower our students to explore their passions, create new content, crowdsource ideas with global classrooms, and tackle real-world problems through a global lens. How do we collaborate within and beyond our walls to offer students authentic experiences to contribute to our world? What can we do as educators to empower our students to take ownership of their learning? How can we harness the power of the digital tools we have to amplify each student's voice? Let's explore these wonderings together. Our time together will feature many examples of individual, group, grade level, and school projects that weave together many areas of the curriculum. In addition to exploring these ideas, we will spend time looking at the power of social media and online communities to show our work and amplify voice.

NOTES

☐ **Rooms 218/220**
Joyce Valenza,
Rutgers University
Kristin Fontichiaro,
University of Michigan
School of Information
Renee Hobbs,
University of Rhode Island
Susan Ballard,
Granite State College
Dr. Wendy Stephens,
Jacksonville State University

Negotiating Nuance: Moving Beyond the Credibility Checklist: Developing Strategies for Thinking and Learning
Framing authority as constructed and contextual can be both thrilling and terrifying to K12 teachers and librarians (and for academic librarians, as well!). Well established credibility assessments, including checklist models, fail when students are presented with media formats, when traditional genre containers collapse and converge, and when the options for sharing new knowledge proliferate. Engage with us in exploring strategies for negotiating nuance -- decision making, meaning making, and communicating -- as we construct and recontextualize authority together through one inquiry challenge across media formats.

☐ **Room 2005**
Erika Scheurer,
University of St. Thomas,
St. Paul Minnesota
Talia Nadir,
University of St. Thomas,
St. Paul Minnesota
Monica Ruane Rogers,
California University of
Pennsylvania
Cynthia Persinger,
California University of
Pennsylvania

Research and Writing in the Disciplines: A Model for Faculty-Librarian Collaboration
In our collaborative faculty-librarian presentation, we will offer a model for institutionalizing IL instruction through our university's Writing in the Disciplines courses. In this model, developed through primary and secondary research, we facilitate and support faculty-librarian collaborations, guiding pairs to maximize the potential for IL instruction as a means of supporting student writing. By starting with faculty who have undergone WAC certification and are teaching disciplinary research, we build on shared knowledge while tapping into something the faculty member needs.

Teaching Students to Enjoy the Research Process
This presentation details the collaboration effort between the art history program and the library's art subject liaison at California University of Pennsylvania to scaffold the art history curriculum and map it to various information literacy outcomes.

☐ **Room 212**
Dr. Crystal A. Baird,
SACS Commission on
Colleges

Proposed Changes to the SACSCOC Standards Related to Libraries and Academic Support Services
The membership of SACSCOC will be voting on changes to the Principles of Accreditation during its business meeting in December 2017. This session will focus on the proposed standards for libraries and academic support services.

1:30-1:45PM
Lobby

BREAK/VISIT EXHIBITORS

1:45-4:00PM
Room 111

Post Conference Workshop
The LILAC Project (Learning Information Literacy across the Curriculum) is a multi-institutional study of student information-seeking behaviors (lilac-group.blogspot.com). This year we join forces with the Citation Project, a study of how students use the information they find (CitationProject.net), to consider what both studies may have to tell us about students' information literacy "habits of mind."

NOTES

SIMPLIFY FACULTY COLLABORATION WITH INFOLIT MODULES

Credo's highly-acclaimed **InfoLit Modules** have added another powerful tool to help extend the reach of information literacy instruction at your institution. The new Faculty Engagement Module features:

✔ **Faculty-focused content** covering topics such as "How to design research assignments"

✔ **Ready-made teaching guides** with activity ideas, discussion topics, and more

✔ **Outreach materials** to help you engage faculty at your institution

> "InfoLit Modules are helpful in creating relationships on campus with [faculty], including our adjuncts, who are the hardest to reach."
>
> —Karen Carreras-Hubbard, Coordinator of Library Services, Berkshire Community College

The InfoLit Modules combine librarian-designed instructional content with an intuitive interface to provide flexible support for IL instruction in a variety of settings.

InfoLit Modules Keep Getting Better:

New Faculty Engagement Module

More Videos and Tutorials

Improved Usage and Assessment Reporting

CREDO

Explore how the InfoLit Modules can make an impact at your institution!
http://credo.link/infolit_modules | learnmore@credoreference.com