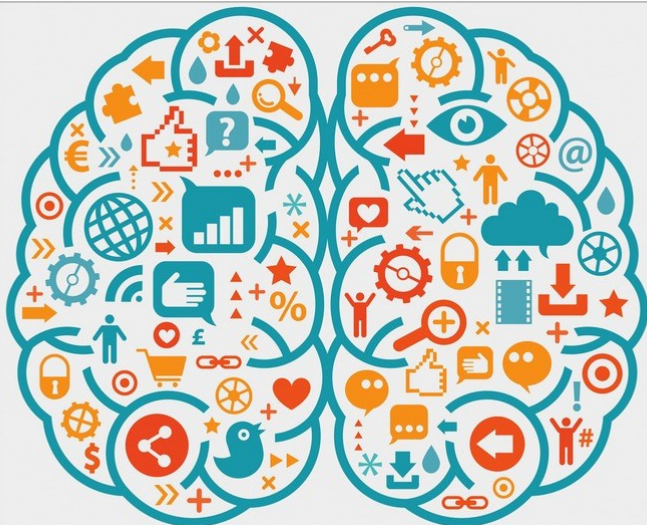## 2014 CT Information Literacy Conference Planning Committee

Carl Antonucci, Central Connecticut State University
Antoinette Collins, University of St. Joseph
Christina Deptulski, Goodwin College
Joy Hansen, Middlesex Community College
Wendy Hardenberg, Southern Connecticut State University
Seth Kershner, Northwestern Community College
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Kyle Lynes, University of Hartford
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Joe Scollo, University of New Haven
Susan Slaga-Metivier, Central Connecticut State University
Diane Spinato, University of New Haven

Randi Ashton-Pritting, University of Hartford (Committee Advisor)

Please be sure to fill out our assessment survey. We would love to hear your feedback!

Interested in joining the planning committee?
Email us: ctinfolit@ctlibrarians.org

2014
Connecticut Information Literacy Conference

Our New Frontier: Metaliteracy, Threshold Concepts, New Standards, and Other Wild Ideas

Friday, June 13, 2014
8:15 am - 3:30 pm
Manchester Community College
Visit us online: ctlibraryassociation.org

Agenda

8:15 - 9:00	**Registration, refreshments, and networking** 8:30-8:50 Optional 'Early Bird' Library Tour (meet at library, A112)
9:00 - 9:10	**Welcome and Introductions**
9:10 - 10:40	**Keynote Address**
10:40 - 10:50	**Sponsor Welcome**
10:50 - 11:05	**Network / Move to Concurrent Morning Sessions**
11:05 - 12:05	**Concurrent Morning Sessions**
12:05 - 1:00	**Lunch** (Sponsored by W.T. Cox) **12:10-12:30 Optional 'Before Buffet' Library Tour** (meet at library, A112)
1:00 - 1:10	**Move to Concurrent Afternoon Sessions**
1:10 - 2:10	**Concurrent Afternoon Sessions**
2:10 - 2:25	**Network / Move to Closing Session**
2:25 - 3:25	**Closing Session**
3:25 - 3:30	**Door Prizes**

Notes

For Wi-Fi access, please follow the instructions on the separate handout in your folder.

Twitter: #CTinfolit2014

Instagram: #CTinfolit2014

Welcome and Introductions

(9:00 - 9:10) SBM Charitable Foundation Auditorium

Pamela Mitchell-Crump, Associate Dean of Academic Affairs, Manchester Community College
Martha Kruy, Co-Chair, 2014 Connecticut Information Literacy Conference

what they learn and introduce them to higher-order concepts. It will include specific methods, faculty feedback and preliminary assessment results indicating its "stickiness" compared to more traditional instruction.

Closing Session

From Standards to Framework: Information Literacy at Trinity College
(2:25 - 3:25) SBM Charitable Foundation Auditorium

Kelly Dagan, Outreach and Instruction Librarian, Trinity College
Doris Kammradt, Head Librarian for Collections, Research & Instruction, Trinity College
Erin Valentino, Research Education Librarian, Trinity College
Robert Walsh, Social Sciences Librarian, Trinity College

At Trinity College Library, the Information Literacy Competency Standards have been an important touchstone for our Research Education Program. The draft Framework for Information Literacy for Higher Education provides us with an opportunity to reimagine how academic libraries conceive of and implement information literacy. We will investigate the potential impact of the new Framework on instruction, outreach, and assessment and explore ways of implementing the new Framework. How might the threshold concepts transform our teaching? Our new credit-bearing course incorporates elements of the threshold concepts and acts as a workshop for librarians to try new approaches to teaching. How can metacognitive practices help the library to engage its community? An ongoing project by the outreach/instruction librarian integrates students as field investigators on campus. This year, students are studying their peers' approaches to the research process itself. How can an assessment program strengthen a library's academic connections? Our assessment program is centered on "assessment as engagement." Through discussion of intersections with the Framework in our instruction, outreach, and assessment activities, we will stimulate conversation with our audience and propose implementation steps that are dynamic, holistic, and offer new opportunities for engagement across campus.

Door Prizes

(2:25 - 3:25) SBM Charitable Foundation Auditorium

Must be present to win!

Program, a 1.5 year pilot project at Connecticut College, is one such example. Faculty fellow-participants learn about, select, and employ digital technologies to enhance pedagogy and learning, improve multiple literacies, and enrich curricula with digital research and media creation. The program actively involves many constituents across campus, including Instructional Technology, Research Support & Instruction, the Center for Teaching & Learning, the five faculty fellows, and the Dean of Faculty. In this session, we will describe the program and share results from the first semester's work from multiple perspectives. We will actively engage the audience in considering how librarians and faculty can collaborate in utilizing the threshold concepts outlined in the Framework for Information Literacy for Higher Education to increase student literacies, more actively engage our communities, and create new stakeholders.

C. Building an Online Research Process Tool for Today's Students: A Wild Idea Becomes Reality
(1:10 - 2:10) Learning Resource Center (LRC) A142

Jacalyn Kremer, Senior Reference and Outreach Librarian, DiMenna-Nyselius Library, Fairfield University
Wit Meesangnil, Systems Librarian, DiMenna-Nyselius Library, Fairfield University

How can we help today's students – distance learners, independent researchers, adult learners, and traditional students - avoid last minute research panic and help them to understand the complex stages of research and writing? DiMenna-Nyselius Library at Fairfield University has created a one-of-a- kind online research tool that successfully answers that question with features such as: calculation of research steps with assigned due dates; option to save those dates into a student's calendar; ability of students to document and store their research in one place as they work; and highlights subject specific resources including links to LibGuides. We are extremely proud of this new online tool! We are sharing it via Creative Commons Open Access license. To learn more, go to: http://librarybestbets.fairfield.edu/researchtracker.

D. Just Google It!: Information Literacy, Metaliteracy and Prior Knowledge
(1:10 - 2:10) Arts, Sciences & Technology Center (AST), Second Floor, E202

Jennifer Ferguson, Liaison Librarian for Arts, Humanities and Careers, Beatley Library of Simmons College

Every semester academic instruction librarians identify learning outcomes, teach first-year students both how and why to use library databases and attempt to assess information literacy competency. For many students, that first-year information literacy instruction will be the only library instruction they receive during their four undergraduate years. So how do we make that basic instruction not only stick, but also introduce students to more advanced metaliteracy concepts? In Fall 2013, Simmons librarians introduced a scaffolded first-year instruction module that taps into students' prior knowledge about searching in order to provide library instruction sessions with which they can connect. This presentation will discuss how to incorporate Google into instruction in order to activate students' prior knowledge, help them retain more of

Keynote Address

(9:10 - 10:40) SBM Charitable Foundation Auditorium

Crossing the Threshold: Envisioning Information Literacy through the Lens of Metaliteracy

Trudi Jacobson, Head of the Information Literacy Department, University at Albany, SUNY
Thomas P. Mackey, Dean at the Center for Distance Learning, SUNY Empire State College

Twitter is abuzz with comments about metaliteracy, threshold concepts, and frameworks. Information literacy is being reframed, reinvented, and reimagined in articles, books, conference presentations, and lively discussions in the field. What happened to the more traditional elements of information literacy and the iconic ACRL Information Literacy Competency Standards for Higher Education? Why are these alternative models appearing now, and what do they bring to the conversation? This collaborative keynote will provide an opportunity to learn more about these new models, and to reflect on how they might inform your teaching and your students' learning. We will explore these developments by highlighting key aspects of our new book *Metaliteracy: Reinventing Information Literacy to Empower Learners*. Trudi Jacobson will also relate these questions to her work as Co-Chair of the ACRL Task Force that is shifting the original standards to a framework informed by a scaffolding of threshold concepts.

Sponsor Welcome

(10:40 - 10:50) SBM Charitable Foundation Auditorium

Dana A. Reeves, Regional Vice President of Sales, WT Cox Information Services

Concurrent Morning Sessions

A. Transforming Information Literacy Instruction: Collaboration, Case Studies, and Co-Teaching
(11:05 - 12:05) Arts, Sciences & Technology Center (AST), Second Floor, E202

Amanda Maynard, Associate Professor of Psychology, Mount Saint Mary College
Vivian B. Milczarski, Assistant Librarian for Collection Development, Mount Saint Mary College

Engaging students in traditional information literacy (IL) instruction during which a librarian demonstrates IL skills in the classroom can be difficult. Students may not pay attention to instruction believing that it is unrelated to their coursework and to their lives. In addition, students may be overconfident in their technological skills, confusing these skills with IL skills. To address these issues, we collaboratively developed a stepwise approach to IL instruction using case studies for Psychology majors in a research methods course. In this presentation, we will discuss how we co-teach using a case study embedded within the course content to help students develop both their IL skills (i.e., website evaluation, systematic literature search) and their metacognitive skills (i.e., setting up and monitoring their own information seeking behaviors). The advantages and disadvantages of the technique, along with the application of this technique to IL instruction in other disciplines, will be discussed.

B. "If you love something, let it go": A Bold Case for Shared Responsibility for Information Literacy Through Collaboration with Teaching Faculty
(11:05 - 12:05) Student Services Center (SSC), Second Floor, Culinary Arts Center

Donna Witek, Assistant Professor & Public Services Librarian, Weinberg Memorial Library, University of Scranton
Teresa Grettano Assistant Professor, Department of English & Theatre, Director of First-Year Writing, University of Scranton

The greatest challenge for information literacy (IL) programs today is the question of how to teach and assess higher-level IL concepts, dispositions, and behaviors, within the wider context of disciplinary course content and the undergraduate educational experience. A bold solution to this problem takes the form of in-depth collaboration between IL librarians and teaching faculty, the former recognizing the latter as potential partners and co-teachers of IL. The draft Framework for Information Literacy for Higher Education emphasizes "the vital role of collaboration and its potential for increasing student understanding of the processes of knowledge creation and scholarship" (ACRL, 2014). The presenters—an IL librarian and a rhetoric & composition professor—offer as a collaborative model their own experience co-designing and co-teaching a course called Rhetoric & Social Media, into which both IL and metaliteracy were explicitly integrated. Collaboration is no longer optional—it is essential to the #futureofIL.

C. Re-Imagining Information Literacy with Threshold Concepts
(11:05 - 12:05) Arts, Sciences & Technology Center (AST), Second Floor, C211

Parker O'Mara, Systems Librarian, SUNY Plattsburgh

Built on the threshold concept, a group of librarians recently completed re-imagining information literacy instruction at SUNY Plattsburgh. At Plattsburgh, the 1-credit hour information literacy class is a foundational general education requirement. With several incarnations of the course over the last 30 years, the threshold concept represents a fresh perspective on information literacy. To complete this re-design we had to first 'wrap our heads' around what the threshold concept is really about. Next, we defined what threshold concepts would be included and developed. Lastly, we developed specific objectives for each threshold concept. The result is a set of outcomes and objectives that guide information literacy instruction.

Lunch

(12:10 - 1:00) Student Services Center (SSC), First Floor (follow signs to Buffet Lunch)

Buffet Lunch sponsored by WT Cox

Concurrent Afternoon Sessions

A. Threshold Concepts: Exploring the Potential and the Challenges for Information Literacy Instruction
(1:10 - 2:10) Student Services Center (SSC), Second Floor, Culinary Arts Center

Trudi Jacobson, Head of the Information Literacy Department, University at Albany, SUNY

The draft ACRL Information Literacy Framework for Higher Education is focused on threshold concepts that are troublesome, transformative, integrative, and irreversible. These concepts have the potential to stimulate exciting conversations with faculty members, and encourage meaningful learning by students that transcends basic skills. Yet they might seem challenging when first considering how to use them to design instruction. This interactive session will focus on developing a suite of instructional ideas for one of the threshold concepts, as an example of the possibilities available for all of the concepts.

B. Framework for Collaboration: Technology Fellows Program at Connecticut College
(1:10 - 2:10) Arts, Sciences & Technology Center (AST), Second Floor, C211

Ann Marie Davis, Assistant Professor, Department of History, Connecticut College
Laura Little, Instructional Designer/Developer, Connecticut College
Jessica McCullough, Instructional Design Librarian, Connecticut College

Proposed revisions to information literacy, although challenging, may ultimately provide libraries with new opportunities for collaboration. The Technology Fellows