

Ideas

2015

Connecticut Information Literacy Conference



**Let's Get Real: Practical Ideas for Teaching Info Lit
Today**

Friday, May 29, 2015

8:00 am - 3:30 pm

Central Connecticut State University

Visit us online: ctlibraryassociation.org

Agenda

8:00 - 9:00	Registration · Networking · Continental Breakfast (Breakfast sponsored by WT Cox) 8:15-8:45 Optional ‘Early Bird’ Library Tour (meet in library)
9:00 - 9:15	Welcome and Introductions
9:15 - 10:30	Keynote Address
10:30 - 10:45	Network · Move to Concurrent Morning Sessions
10:45 - 11:45	Concurrent Morning Sessions
11:45 - 12:45	Lunch
12:45 - 1:05	Network · Move to Concurrent Afternoon Sessions · Posters
1:05 - 2:05	Concurrent Afternoon Sessions
2:05 - 2:15	Move to Closing Session
2:15 - 2:30	Door Prizes (must be present to win)
2:30 - 3:30	Closing Session

Notes



* For Wi-Fi access, please follow the instructions sent to you via email.



Twitter: #CTinfolit2015



Instagram: #CTinfoLit2015

Our Sponsors



Ideas

[illegible]

Ideas

Welcome and Introductions

(9:00 - 9:15) Alumni Hall

Carl Antonucci, Director of Library Services, Central Connecticut State University

*Joy Hansen, Chair, 2015 Connecticut Information Literacy Conference
Middlesex Community College*

Keynote Address

(9:15 - 10:30) Alumni Hall



Moving Online in Literacy, Learning, and Life: The New Literacies of Online Research and Comprehension

*Dr. Donald J. Leu, John and Maria Neag Endowed Chair in Literacy and Technology,
Professor of Education, and Director of The New Literacies Research Lab, University
of Connecticut*

The ability to effectively learn from information online is essential for full participation in today's society (Pew Research Center, 2010; Rideout, Foehr, & Roberts, 2010). Preparing citizens for this type of knowledge work has become increasingly important to nations (Organisation for Economic Co-operation and Development & the Centre for Educational Research and Innovation, 2010). Moreover, a growing number of international assessments have been developed that now include these skills in assessments of 10-year olds (PIRLS), 15-year olds (PISA), and adults (PIAAC). This talk will explore these changes to learning, literacy, and life as nations move online. It will also share the work of the ORCA Project, a five year IES-funded project to the New Literacies Research Lab at UCONN to develop performance-based assessments of students' ability to conduct online research, read, and comprehend in science. These innovative assessments of online research and comprehension take place within a social network with text messages, wikis, email, a search engine, and web pages with data automatically captured for scoring.

Concurrent Morning Sessions

A. Engage Students through Flipped Classroom Strategies: A Lesson Planning Lab (10:45 - 11:45) 1849 Room

Madeline Cohen, Head of Reference, Lehman College (CUNY)

Alison Lehner-Quam, Education Librarian, Lehman College (CUNY)

Robin Wright, Health and Human Services Librarian, Lehman College (CUNY)

An activity based, interactive workshop, with preparation materials on a companion Research Guide <http://libguides.lehman.edu/flipped/CT2015>, for librarians who wish to engage students by implementing flipped classroom techniques and incorporating threshold concepts (ACRL Framework for Information Literacy) in information literacy classes. This workshop gives participants an opportunity to plan information literacy classes using flipped classroom techniques and integrating new ACRL Standards. Participants learn how to use homework and class time to instruct students in knowledge practices from the threshold concepts, while teaching core research skills.

Please note: Attendees of this breakout session are asked to complete a pre-assignment on a Research Guide before the session. The assignment may be accessed here:

<http://libguides.lehman.edu/flipped/CT2015>

B. Test Driving InfoRhode: Creating and Piloting an Information Literacy Tutorial (10:45 - 11:45) Sprague/Carlton Room

Jim Kinnie, Humanities Reference Librarian, University of Rhode Island

Katie Leahy, Lecturer in Public Services Department, University of Rhode Island

This presentation will highlight the development of six interactive online information literacy tutorials from creation, through usability testing, to their use in the piloting of a flipped classroom model in programmatic one-shot library instruction. URI Libraries' original InfoRhode video tutorials have been updated to reflect the learning styles of today's students into six interactive modules: Start, Identify, Gather I, Gather II, Evaluate, and Cite. Each module is designed for users to view a short video presentation, try their hand at the skills described in the videos, and review what they have learned by answering quiz questions. Through a series of usability tests, student opinions were taken into consideration before the tutorials were released to the university community. This session will describe that process as well as how the results informed changes in the tutorials leading up to the new flipped classroom one-shot library instruction pilot project. The pilot project incorporates the use of the interactive tutorials as preparation for in-classroom guided research for writing assignments. Other planned uses: distance learning and general education courses, dual- enrollment high school students. InfoRhode Tutorials: <http://goo.gl/XliUkk>

2015 CT Information Literacy Conference Planning Committee

Carl Antonucci, Central Connecticut State University

Christina Deptulski, Goodwin College, Vice Chair

Kristina Edwards, Central Connecticut State University

Shawn Fields, Lincoln College of New England

Fran Girard, Goodwin College

Barbara Hampton, Sacred Heart University

Joy Hansen, Middlesex Community College, Chair

Wendy Hardenberg, Southern Connecticut State University

Seth Kershner, Northwestern Community College

Martha Kruey, Central Connecticut State University

Dan Lewis, MacDougall-Walker Correctional Institution

Kyle Lynes, University of Hartford

Joe Scollo, University of New Haven

Susan Slaga-Metivier, Central Connecticut State University

Diane Spinato, University of New Haven

David Vrooman, Eastern Connecticut State University

Janice Wilson, Eastern Connecticut State University)



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

Interested in joining the planning committee?

Email us: ctinfoit@ctlibrarians.org

D. Designing First-Year Composition and History Classes with Embedded Librarian Support

(1:05 - 2:05) Sprague/Carlton Room

Carl Antonucci, Director of Library Services, Central Connecticut State University

Elizabeth Brewer, Assistant Professor of English and Director of Composition, Central Connecticut State University

Martha Kruy, Reference, Instruction and Assessment Librarian, Central Connecticut State University

The Council of Writing Program Administrators' Outcomes for First-Year Composition, a national statement that guides curriculum in general education composition courses, includes information literacy outcomes that many composition teachers build into their classes. Due to the CWPA Outcomes and the disciplinary identity this statement creates, many composition teachers design their own materials for teaching information literacy with little or no conversation with their local librarians. This presentation details a faculty-librarian partnership to teach information literacy within a first-year composition research project. We will present our model for collaboratively designing course materials, sharing disciplinary knowledge, and dividing labor. We will further describe a study of our partnership, in which we compare student learning in first-year composition classes completing the same research project with and without embedded librarian support. In addition, we will explore the concept of librarian as an academic subject instructor in which s/he can embed the ACRL's new Information Literacy framework directly into the curriculum employing a second information literacy librarian as well as research-focused assignments. Finally, in the vein of "getting real," we will make available our classroom materials as models.

Door Prizes

(2:15 - 2:30) Alumni Hall - Must be present to win!

Closing Session

Keep Calm and IL On!

(2:30 - 3:30) Alumni Hall

Mary MacDonald, Professor and Head of Instructional Services, University of Rhode Island

Every great conference leaves us feeling both exhilarated and overwhelmed. All the fresh and fabulous new ideas that you're excited to develop at your institution, examples of teaching, technology, and program development that you can't wait to adopt or adapt -- how will we bring these ideas home and carry them forward? ! In the closing session, we'll look at a few tools to help us bring the conference home with us and some of the drivers, variables, and factors that will help you build your IL dreams into reality.

C. Step Off the Stage: Guiding Student Learning with Creative Instructional Techniques

(10:45 - 11:45) Alumni Hall

Kelly Cannon, Outreach and Scholarly Communication Librarian, Muhlenberg College

Susan Falciani, Special Collections & Archives Librarian, Muhlenberg College

Rachel Hamelers, Head of Public Outreach and Information Literacy Services, Muhlenberg College

Jennifer Jarson, Information Literacy and Assessment Librarian, Muhlenberg College

Join Muhlenberg College's archivist and subject specialists as we examine how to hone information literacy instruction methods to improve active student learning. Come with a class or subject for which you would like to craft a new instruction technique, and leave with ideas and motivation to take back to your institution. We will explore diverse examples of our recent experiences: using real-life library collection development to get students thinking intentionally about evaluating information; moving away from the "show-and-tell," "look-but-don't-touch" model of special collections tours; leading students in interactive problem-solving activities that mirror their semester projects; engaging students in group-focused, flipped, and competitive activities; and using research process and strategy activities as authentic assessment to guide instruction. Leave the sage-on-the-stage behind and revitalize your teaching to promote student engagement and learning. #futureofIL.

D. Breaking Out of the One-Shot Shackles: Creating a Programmatic First-Year Dual Session Information Literacy Class

(10:45 - 11:45) Philbrick Room

Sara Quimby, Information Literacy/Instruction Coordinator, SUNY Cortland

Lisa Czirr, Teaching Materials Center Librarian, SUNY Cortland

In this presentation, we will share our successful process of redesigning our composition information literacy instruction from a one-shot to a dual-session program, including important faculty collaboration. Although breaking out of the one-shot model has been a frequent topic of interest in library literature, many libraries still use the one-shot as their primary mode of delivering IL instruction. Breaking out of this mold can feel insurmountable. Moreover, one-shot instruction may not sufficiently support the learning outcomes of the new ACRL framework. At our institution we have successfully broken free of the one-shot within our first-year composition program by implementing a dual classroom session that includes an authentic assessment and online tutorials. Along with a discussion of our strategies, we will provide an opportunity for participants to apply this material to their own individual situations. Through interactive questions, discussions and role-play of faculty negotiations, we will engage participants directly so that they can begin considering how to move beyond a single session. Internal and external strategies will be covered.

Lunch

(11:45 - 12:45) Alumni Hall

Afternoon Poster Sessions

Librarian Faculty Collaborations: Information Literacy Instruction Across Campus (12:45 - 1:05) Alumni Hall

Lawrence Paretta, Assistant Professor and Coordinator of Library Instruction, LIU Post

See how the library and the English department collaboration at LIU Post came to be, the type of instruction provided, why it is unique, and the ways it benefits the students as well as the academic units involved.

Make it a Double: Pumping Up the One-Shot

(12:45 - 1:05) Alumni Hall

Sara Howard, Instruction and Reference Librarian, Wesleyan University

Melissa Behney, Science Librarian, Wesleyan University

By perking up the instruction session with metacognitive learning strategies, their goal is to help upper level students become strategic, flexible, and persistent searchers.

We Built a Research Toolkit. You can, too.

(12:45 - 1:05) Alumni Hall

Wendy Hayden, Associate Professor of English, Hunter College, CUNY

Stephanie Margolin, Instructional Design Librarian and Assistant Professor, Hunter College, CUNY

See how Wendy and Stephanie built an effective Research Toolkit for their institution in just three months.

Yep; That's Probably a Quantitative Research Article

(12:45 - 1:05) Alumni Hall

Shanti Freundlich, Liaison Librarian, Simmons College

Explore an instructional module in which students develop evaluation skills through a hands-on, group-driven structure.

Concurrent Afternoon Sessions

A. Learning in Communities: Personal Librarians in our FYI Implementation

(1:05 - 2:05) Philbrick Room

Tiffany Davis, Assistant Librarian for Instruction Services, Mount Saint Mary College

Denise A. Garofalo, Assistant Librarian for Systems & Catalog Services, Mount Saint Mary College

Derek Sanderson, Assistant Librarian for Access Services, Mount Saint Mary College

How personal librarians worked collaboratively with faculty to embed information literacy instruction in a First Year Experience Program composed of learning communities. During the fall semester of 2014, Mount Saint Mary College (MSMC) embarked on its inaugural First Year Experience Program (FYE). Our successful Personal Librarian pilot project from the previous year was integrated into the campus FYE implementation of learning communities. Each librarian worked collaboratively with teaching faculty to embed information literacy instruction into the two freshmen general education courses comprising the learning community. (*cont.*)

We will discuss our PL pilot and its adaptation into the FYE, the learning community pairings, the selection of learning outcomes, methods by which information literacy competencies were taught, and assessment of student performance. We will include lessons learned and opportunities for future revisions in course design and approaches to information literacy, and our intention to “flip the classroom” through the use of video tutorials. Session participants will be able to summarize possible learning outcomes from a PL program, discuss appropriate assessment methods for information literacy in an FYE, and apply strategies for designing a PL program within an FYE that make the most of their existing resources.

B. Forming Meaningful Partnerships through Embedded Librarianship in Information Literacy

(1:05 - 2:05) Alumni Hall

Christina Deptulski, Assistant Librarian, Goodwin College

Kathy Gavin, Assistant Professor with the Child Study program, Goodwin College

Come learn and explore how embedded librarianship is enhancing (providing meaningful student experiences) student success, and how it can be incorporated in your information literacy experiences. Kathy and Christina will discuss how they implemented embedded librarianship in several of the Early Childhood Education classes. Participants will get into groups to discuss and write down how they currently present information literacy in different subject areas. At the end of the session, participants will reflect on and discuss how they would incorporate themselves as embedded librarians in classes. During this time, participants may share their own embedded librarian experiences

C. Breaking Down and Building UP: Using Instructional Booklets to Teach the Research Process

(1:05 - 2:05) 1849 Room

Iris Jahng, Librarian, UMass Boston

Cecilia Sirigos, Librarian, UMass Boston

The inquiry-guided booklet Team Pedagogy uses to guide UMass Boston students through the research process will be used to aid librarians in adapting and creating their own flexible teaching object that they can incorporate into their own instruction. We will introduce librarians to the inquiry-guided instructional booklet we are developing and using with our students at UMass Boston to guide them through the research process. The booklet begins with a reflection on the students' assignments or topics and can be used to cover numerous aspects of conducting research. The session's structure is modeled after our actual instruction, providing plenty of hands-on time for librarians to think about ways to adapt the booklet to accommodate their teaching needs and to construct a prototype that they can take back with them to their own institutions. The booklet's modular design is easily customizable and adaptable for use with students at all academic levels in a variety of disciplines while incorporating the new ACRL Framework. This particular project is the outcome of several ongoing endeavors and goals, including minimizing lecture and demonstration time and presenting course content and assessments through non-traditional methods.