

## 2019 CT Information Literacy Conference Planning Committee

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Angela Walker, 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: [ctinfoilit@ctlibrarians.org](mailto:ctinfoilit@ctlibrarians.org)

# 2019 Connecticut Information Literacy Conference



## What's Grit Got to Do with it? New Approaches for IL Instruction

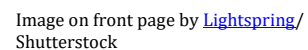
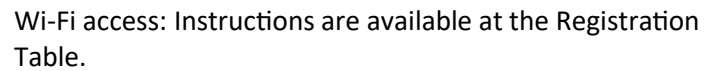
Friday, June 14, 2019

8:30 am - 3:00 pm

University of Hartford, West Hartford, CT

[https://ctlibraryassociation.org/ctinfoilit\\_home](https://ctlibraryassociation.org/ctinfoilit_home)

Agenda	
8:30 - 9:30	Check-in, Refreshments, and Networking
9:30 - 9:45	Welcome and Introduction
9:45 - 11:00	Keynote Address
11:00 - 11:15	Move to Concurrent Morning Sessions
11:15 - 12:15	Concurrent Morning Sessions
12:15 - 1:15	Lunch
1:15 - 1:30	Move to Concurrent Afternoon Sessions
1:30 - 2:30	Concurrent Afternoon Sessions
2:30 - 2:45	Move to Closing Session
2:45 - 3:00	Closing Remarks, Assessment, Door Prizes (must be present to win)

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## Closing Remarks, Assessment, Door Prizes

**(2:45 - 3:00) 1877 Club, Harry Jack Gray Center - Must be present to win!**

*Dan Lewis, Chair, 2019 Connecticut Information Literacy Conference, Capital Community College*

*Pamela Graham, Vice Chair, 2019 Connecticut Information Literacy Conference, U.S. Coast Guard Academy*



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## Welcome and Introduction

**(9:30 - 9:45) 1877 Club, Harry Jack Gray Center**

*Nicholas Wharton, Head of Reference and Public Services, University of Hartford*

*Dan Lewis, Chair, 2019 Connecticut Information Literacy Conference, Capital Community College*

## Keynote Address

**(9:45 - 11:00) 1877 Club, Harry Jack Gray Center**



### ***Coming Clean About Grit: Challenging Dominant Narratives in Library Instruction***

**Eamon Tewell** is Head of Research Support and Outreach at Columbia University's Science, Engineering, & Social Science Libraries, where he identifies ways to support the research and learning needs of students and faculty.

**Abstract:** On the surface, grit sounds like a useful characteristic to develop and encourage in learners. We all want students to succeed, and passion and persistence are positive qualities in education and life. However, might there be unintended consequences, particularly on marginalized learners? This keynote takes a critical yet open-minded look at grit in all its complexity. What is behind the impulse to develop grit? What does it mean to apply grit to information literacy? What is grit leaving out of the picture? After describing the essentials of grit, the speaker will use the frame of deficit thinking to consider what assumptions lie at the root of the idea, look at how grit is being applied in information literacy instruction, and pose potential alternatives to grit. Together, librarians can find ways to challenge dominant narratives of library instruction while responding to students' immediate needs.

**About the Speaker:** Eamon has published and presented on the topics of critical information literacy, library instruction, critical reference practice, and questioning narratives of grit and resilience in libraries, and was the recipient of the 2016 Jesse H. Shera Award for Distinguished Published Research from ALA.

## Concurrent Morning Sessions

### ***A. Cast Your Students as Scholars: Collaborate on a Participatory Information Literacy Lesson Plan***

**(11:15 - 12:15) Breakout Room B, 1877 Club**

**Anaya Jones**, eLearning Librarian, Southern New Hampshire University

Join Anaya for a collaborative exploration of a variable, student-centered information literacy lesson plan that brings students into the ACRL frame(s) Authority is Constructed/Contextual and/or Scholarship as a Conversation. The way educators talk about scholarship can nurture perceptions of scholarship as unattainable and non-scholarly information as “bad”. This lesson casts undergraduate students as both researchers and creators of information to familiarize and demystify the process. Bring the limitations and parameters of your institution and a willingness to explore possibilities. In this active and collaborative session, we’ll work together to customize this idea to your students.

### ***B. If you Build it and They Still Don’t Come: Using Grit to Develop Successful Faculty Collaborations***

**(11:15 - 12:15) Breakout Room C, 1877 Club**

**Jessica Kiebler**, Library Director, Berkeley College

**Amanda Piekart Primiano**, Director of Research and Instructional Services, Berkeley College

Librarian and faculty partnerships are incredibly valuable and important for IL instruction but can be challenging to develop and maintain. Without mandatory, credit-bearing IL courses, Berkeley College librarians balance the fine line of anticipating faculty needs and directly asking for input on instructional support. The initiatives we decide to focus on are guided by library and institutional goals but our services are still under-utilized and therefore our librarians must have persistence to overcome these challenges. Participants will learn about the importance of being proactive with faculty collaboration, how to strategize factors out of your control and what lessons were learned from a failed faculty survey in order to develop successful information literacy initiatives using principles of grit. With inspiration from author Angela Duckworth’s book, *Grit*, the presenters will also share their passion for information literacy and what strategies they employed to “grow their own grit” and improve their skills.

### ***G. The Three C’s of Transforming Internal Instructional Practices:***

***Contemplative, Critical, Community-Oriented***

**(1:30 - 2:30) KF Classroom, Mortensen Library**

**Brooke Duffy**, Coordinator of Instruction Librarian, Assistant Professor, Seton Hall University

**Lisa Rose-Wiles**, Science Librarian, Associate Professor, Seton Hall University

**Martha Loesch**, Co-Head of Technical Services, Associate Professor, Seton Hall University

The role of Contemplative Pedagogy (CP) in cultivating mental health and developing the “whole person” is increasingly being explored across higher education institutions. There have been nascent attempts to explore CP’s benefits for academic librarians, but so far there have not been holistic discussions about using CP as a philosophy for transforming culture within information literacy programs or connecting CP with institutional mission statements. This discussion will focus on the interconnections between contemplative pedagogy, the ACRL Framework, critical librarianship, and information literacy communities of practice. In addition to examining theoretical correlations, this presentation will offer practical suggestions for implementing CP via short and long-term instructional initiatives.

### ***H. Empowering Students: Classroom Strategies for Teaching Media Literacy and Fake News***

**(1:30 - 2:30) Breakout Room C, 1877 Club**

**Nandi Prince**, Assistant Professor, New York Institute of Technology

**Lane Glisson**, Assistant Professor, Borough of Manhattan Community College

In today’s climate of partisan rhetoric, with the pervasive use of social media to disseminate news, students can easily experience information overload. This inundation can render students powerless in effectively identifying truthfulness in everyday news stories. This workshop introduces participants to different classroom strategies that help students review and discuss information, specifically fake news. Each presenter shares an active learning method that is useful in any academic classroom setting. Attendees will become acquainted with (1) a visual discussion-based lesson that strengthens students’ critical thinking skills when analyzing the credibility of news stories, (2) a lesson which introduces game based pedagogy using *Factitious*, an acclaimed interactive fake news game that can be easily added into the classroom.

## Concurrent Afternoon Sessions

### ***E. Getting Down to Business: Incorporating the Framework into a Sustainable & Collaborative Embedded Librarian Project***

**(1:30 - 2:30) Breakout Room B, 1877 Club**

**Sam Boss**, Director of NVU Libraries, Northern Vermont University

**Kristi J. Castleberry**, Assistant Professor of Literature, Northern Vermont University - Lyndon

In 2017, English professor, Kristi Castleberry, and library director, Sam Boss, began collaborating on an embedded librarian project for a required Critical Thinking seminar. Our goal was to seamlessly blend elements of the Framework with the learning objectives and content of the seminar through hands-on activities related to research and writing assignments. Tying the Framework to ongoing projects resulted in a higher level of engagement and greater sense of purpose. This presentation will include an overview of the project and its evolution, a discussion on how we integrated elements of the Framework into the course, and strategies for leveraging expertise to develop a sustainable, reusable, and effective embedded librarian project. By the end of our presentation, attendees will learn how to leverage the strengths of collaborators, develop activities that can be deployed elsewhere, and foster passion and persistence by tying information literacy skills to issues of importance to the student.

### ***F. Reconceptualizing Failure: Developing Student Resilience in Research Class*** **(1:30 - 2:30) Woods Classroom, Mortensen Library**

**Yasmin Sokkar Harker**, Reference Librarian and Law Library Professor, CUNY School of Law

**Mary Godfrey-Rickards**, Assistant Director of Technical Services and Associate Law Library Professor, CUNY School of Law

In the current climate of misinformation, disinformation, and instability, students now, more than ever, need to develop grit and resilience. One way to do this is to reconceptualize how to process "failure". Research by psychologists show how failure creates rich learning opportunities and strengthens resilience in learners – a skill that is critical for students.

However, students fear failure in the classroom. Well-meaning teachers often compound this fear by creating smooth-running "demos" in databases. These demos highlight database features and tools, but they often obscure the struggle and failures inherent to it. In doing so, teachers miss an opportunity for both deepening their research skills and fostering resilience.

Drawing on the psychological and pedagogical research, this session will help teachers bring failure into their classrooms. Additionally, it will strengthen a number of the dispositions found in the ACRL Framework. We will focus on dispositions from the Searching as Strategic Exploration Frame.

### ***C. Don't Use All Your Grit In One Place***

**(11:15 - 12:15) KF Classroom, Mortensen Library**

**Shanti Freundlich**, Assistant Director of Library Assessment & Online Learning, MCPHS University

The best information literacy activity won't work if the instructor (that's you!) is stretched past human capacity. Burnout is a real concern in librarianship and on the way there we exhaust our reserves of grit and resilience. Working flat out all the time means that we're so focused on immediate productivity and "shoulds" that there's rarely time to pause, reflect, and write meaningful goals. Before we can teach "efficiently and effectively" we need to articulate what's important to us as whole people.

This session will be a break from the practical, implementation-driven tendencies of most information literacy professional development. Participants will be guided through an intentional goal setting process to identify what's important to them, what's already working, what's draining, and to set meaningful goals. We will discuss workplace and vocational mindsets that act as barriers and set librarians up for burnout, and then collectively brainstorm survival strategies.

### ***D. First Cast Out the "Grit" in Thine Own Eye: Practical Alternatives to Grit as a Model for Community College Instructional Design*** **(11:15 - 12:15) Woods Classroom, Mortensen Library**

**Kit Rashid**, Reference Librarian, Tri-County Technical College - Pendleton, South Carolina

**Melissa Blank**, English Instructor, Tri-County Technical College - Pendleton, South Carolina

What is grit? Who needs it? Teaching someone to be "gritty" implicitly assumes that they are not! We challenge this assumption in the context of community and technical college education, where students have diverse backgrounds and life experiences. Acknowledging the limitations of grit allows us to meet students where they are, a primary goal of critical literacy. If we want to make the ACRL framework relevant, we need to foster realistic inquiry. What would happen if, instead of assuming that students just need to be grittier, we adjusted our own perspectives to validate their experiences? In this interactive session, we will consider how "grit" is scaffolded into our information literacy, and invite participants to consider the same question in their institution's IL curriculum. If the focus on "grit" is problematic, what can we offer that is better? Might this give students a more realistic opportunity to succeed?

## Lunch

**(12:15 - 1:15) Room D, 1877 Club**