2016 CT Information Literacy Conference Planning Committee

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Shawn Fields, Lincoln College of New England
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Diane Spinato, University of New Haven

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

2016 Connecticut Information Literacy Conference

Maintaining Focus in a Changing IL Landscape

Friday, June 17, 2015
8:30 am - 3:15 pm
University of Hartford
Visit us online: ctlibraryassociation.org
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**Notes**

- Wi-Fi access: Login information is available at the Registration Table.
- Twitter: #CTinfolit2016
- Instagram: #CTinfolit2016

**Our Sponsors**

- Connecticut Library Association
- WT.COX Information Services
In this session, we’ll examine what makes lectures work well or fail, both in person and online. We’ll see if we can figure out what “lecturing” means, and we’ll come up with specific, easily-implemented strategies for thinking about the lecture’s role in a one-shot instructional session, in a flipped classroom, and in other pedagogical contexts.

C. A Conference First: Come One, Come All to a Good Old-Fashioned Instruction Swap!

(1:30 - 2:30) Breakout Room B
Facilitator: Joy Hansen, Instruction Team Leader, Middlesex Community College
As the role of instructional librarians evolve to keep up with the dizzying changes in higher education, it is now more important than ever that we review, refresh, and reinvigorate the tools and techniques we use in our classrooms. At this instruction swap (a first at this conference!), each attendee will bring and share one instruction technique, worksheet, game, classroom activity, or other tool with the group in an informal ‘give and take’. Bring one idea or tangible artifact to share … and leave with many!

Closing Remarks • Assessment • Door Prizes

(2:45 - 3:15) Main Room - Must be present to win!
We would like to extend our thanks to Randi Ashton-Pritting for donating one of her infamous gift baskets!

Welcome and Introductions
(9:30 - 9:45) Main Room

Kristina Edwards, Chair, 2016 Connecticut Information Literacy Conference
Central Connecticut State University

Randi Ashton-Pritting, Director, University of Hartford Libraries

Pamela Graham, Vice Chair, 2016 Connecticut Information Literacy Conference, U.S. Coast Guard Academy

Keynote Address
(9:45 - 11:00) Main Room

Information Literacy - Through a Glass Darkly...In Regression?
Lana W. Jackman, Ph.D. Principal, Mélange Information Services, Cambridge, MA and past president of the National Forum on Information Literacy, Inc.

Why is information literacy often treated like an unwanted relative at the Thanksgiving table of teaching and learning, particularly within the realm of higher education? In recent years, most higher education regional accreditation agencies have excluded direct references to information literacy within their standards for accreditation. This unfortunate exclusion is uniquely troubling to the professional academic library community and information literacy aficionados alike. It resurrects days gone by when librarians were considered primarily as “resource aides” to the teaching and learning process as opposed to the teaching professionals that they really are. Evidently, the question of academic legitimacy continues to plague the concept of information literacy as evidenced by the fact that it has been one of the most overlooked and undervalued teaching and learning strategies by standards and policy makers today.

Is information literacy a ubiquitous practice across our K-16 educational spectrum as well as within our nation’s workforce? National educational report cards, on-going research studies such as Project Information Literacy, employer/employee job skill dissatisfaction studies, and the emergence of Big Data indicate quite the contrary. Now may be an opportune time to conduct a S.W.O.T. analysis of the library’s relationship to the institutional mission, student teaching and learning outcomes, and information literacy practice. (cont.)
Where information literacy needs and deficits exist, perhaps forging unique on and off campus collaborations and partnerships will provide the necessary evidence required to restore information literacy practice as a key accreditation standard for student college and career success.

Concurrent Morning Sessions

A. Using Library Databases to do Digital Humanities Work in the Classroom (11:15 - 12:15) Breakout Room A
Amy Barlow, Assistant Professor and Reference Librarian, Rhode Island College

The tools for conducting digital humanities research are right at our fingertips in the form of library databases. This session presents a case for using library databases to teach students “distant reading” techniques. Attendees will learn about the concept of distant reading, with a particular focus on how it can reveal clues about the scope and nature of scholarship on a topic. The presenter will outline a lesson that teaches students to mine, analyze, and visualize bibliographic data from popular databases as part of a distant reading exercise. This activity not only prepares students for writing reviews of literature and historiography, it also demonstrates that library databases have more to offer than full text articles—they are often rich sources of information in and of themselves.

B. Dear Diary: Adapting the SEA-Change Model to Assess and Improve Library Instruction (11:15 - 12:15) Breakout Room B
Briana McGuckin, Reference & Instruction Librarian, Central Connecticut State University

Every day, the pressure on librarians to assess and improve their library classes increases. Librarians have so little time with students already that, for many, it may feel counter-productive to work assessment tools into a short class time. The SEA-change (Situation, Experience, Action) model of reflection was introduced by Barbara Sen and Nigel Ford in 2010 as a way to teach reflective writing to Librarianship students. The same model was used at CCSU to assess and improve information literacy instruction — by having the instructor keep a reflective journal rather than students. This session will cover the SEA-change model, the benefits of reflective writing for developing learning outcomes, and a hands-on reflection exercise.

C. The Lost Tools of Learning: Why Maintaining Focus in Information Literacy is an Issue (11:15 - 12:15) Breakout Room C
Anthony (Tony) Penny, Research & Instruction Librarian, Clark University

Maintaining focus in Information Literacy remains an issue because we assume, like the rest of higher education, that students have foundational skills when they arrive first year. We assume that they can ask good questions, understand basic arguments, communicate observations, and do it all in a self-directed manner. Project Information Literacy’s research has already shown these skills can lack even after college graduation. The tools of learning (once recognized as the Trivium – grammar, logic & rhetoric) were lost a long time ago. If we do not address this gap first, then our efforts will continue to lack focus. (cont.)

This session will do three things. First, there will be a brief survey of the origins of the Trivium, when the Trivium was lost in education, and where they might be hiding in compulsory education. Second, examples will be shared on how the principles of the Trivium are transforming the informational literacy program and reigniting the overall approach to a liberal arts education at Clark University. And third, an invitation for the audience to participate in practicing the craft of asking “good questions” by way of mock reference interviews. The takeaway is that librarians are in a prime position to reclaim the lost tools of learning.

Lunch
(12:15 - 1:15) Main Room

Concurrent Afternoon Sessions

A. Building a Sense of Community On- and Off-Campus to Inspire Lifelong Learning (1:30 - 2:30) Breakout Room A
Pamela Graham, Head of Reference and Instruction, U.S. Coast Guard Academy
Kimberly Young-McLear, Assistant Professor, U.S. Coast Guard Academy

Knowledge retention and lifelong learning/skill-building among students has become essential to student success. At the U.S. Coast Guard Academy, the Management Department has built a shared sense of community by collaborating with the Academy Library, in addition to the Hewitt Reading and Writing Center on campus, as well as Chamber of Commerce and Southeastern Connecticut SCORE business mentors in the New London area to foster a positive learning climate for their students in the newly redeveloped introduction to Business course. The course is the first of its type at the Academy to deploy an innovative semester-long pilot, which embeds information literacy instruction within the course. The faculty credits the pilot success to community engagement and outreach, both on- and off-campus. This workshop provides hands-on strategies for building communities and demonstrates its potential impact on students’ self-directed learning behaviors through sample course assignments and reflective discussion.

B. What If Lectures Did Some Good, After All? (1:30 - 2:30) Breakout Room C
Jason B. Jones, Director of Educational Technology, Trinity College

When people mention lectures, they usually invoke yellowing stacks of loose-leaf paper or PowerPoint presentations. The assumption is that if they were ever changed from what textbook publishers provide. Few pedagogical techniques have been subjected to such extensive criticism in Centers for Teaching & Learning. Indeed, it is hard to find a school that is proud of its lecturing. That’s why Molly Worthen’s recent NY Times essay, “Lecture Me. Really.” was so provocative (http://www.nytimes.com/2015/10/18/opinion/sunday/lecture-me-really.html). And regardless of whether anyone is “proud” of lecturing, sometimes you have a lot to cover and only a few minutes so what else can you do? (cont.)