Preliminary Program Descriptions

Information Literacy for a Lifetime

LoEX of the West 2006

June 8 – 10, 2006
(Fairmont Orchid, Hawaii)
## Schedule At-a-Glance

### Thursday, June 8th

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<td>Pre-Conference Continental Breakfast</td>
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<td>Effective Teaching Techniques for One Shot Instruction Sessions</td>
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<td>7:00 PM – 8:00 PM</td>
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### Friday, June 9th

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<td>Opening General Session - Creating Spaces for Alternative Ways of Knowing &amp; Testing</td>
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<td>8:15 AM – 9:00 AM</td>
<td>A Checklist of Information Competencies for College Students</td>
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<td>9:15 AM – 10:00 AM</td>
<td>Googlization of Information and User Preferences: Implications for Library Instruction</td>
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<td>6:00 PM – 8:00 PM</td>
<td>Dinner Buffet by the Ocean and Program - The Uses &amp; Evaluation of Oral History</td>
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<td>Passing Information from One Generation to the Next Through Hula (Hawaiiana Program)</td>
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<td>Hawaiian Tattoos and Petroglyphs (Hawaiiana Program)</td>
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<td>Lifetime Learning</td>
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<td>8:15 AM – 9:00 AM</td>
<td>Assessment of Problem Based Learning in Library Instruction</td>
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<td>Beyond the University: Adult Learner Pedagogies in a VOIP World</td>
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<td>Clicking in the Classrooms: Coordinating Instruction, Technology and</td>
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<td>Pedagogy to Make Information Literacy a Habit of Mind</td>
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<td>9:15 AM – 10:00 AM</td>
<td>For-Credit Discipline-Specific Credit InfoLit Courses: What Students and Graduates Report</td>
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<td>Incorporating Visual Literacy into Academic Libraries</td>
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<td>Preparing 21st Century Teens for Lifelong Learning: A Collaborative,</td>
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<td>Engaging Students in the Game of Research</td>
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<td>Lifelong Learning: Making the Connection</td>
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<td>Lifelong Mapping of Information Needs</td>
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<td>Learning during the Golden Years: The University Library and the Senior Community</td>
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<td>11:30 AM – 12:15 PM</td>
<td>The Benefits of Buy-in: Integrating Information Literacy into Each Year of an Academic Program</td>
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<td>Decolonizing Methodologies &amp; Pathologizing Practices: Information Literacy and the Liberatory Possibility of Education</td>
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<td>Lifelong Learning? Beyond Teaching &quot;How to Search&quot;: Working with Faculty to Integrate Assignment that Compare &amp; Evaluate Information Critically</td>
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<td>12:15 PM – 12:45 PM</td>
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<td>General Session - Google Presents: Tales, Tools, Tips and Tricks</td>
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<td>Mauna Kea - A Cultural Journey of Discovery (Hawaiiana Program)</td>
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<td>The Librarian’s Role in a Googleized World</td>
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<td>Learning the Ways of the Navigator: Teaching Future Generations to Voyage (Hawaiiana Program)</td>
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<td>It Changed the Way I Do Research</td>
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<td>Anime Festival</td>
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Thursday (June 8th) 8:00 AM – Noon  Pre-Conferences

1. Effective Teaching Techniques for One Shot Instruction Sessions
_Cathy Palmer, Tom Babayan, Allison Tran & Christopher Christion, University of California, Irvine_

Learning theory tells us that most people retain only 5-10% of the information imparted during a lecture. Faculty who teach entire courses complain about the difficulty doing any more than just “covering the material” within the constraints imposed by large lecture courses and by the semester or quarter system. How can librarians, who have even less time and authority with students, overcome the institutional and individual barriers that must be addressed in order to design and deliver effective information literacy instruction? This half-day workshop presented by the Education and Outreach Department of the University of California, Irvine, Libraries will teach instruction techniques that enhance the effectiveness of one-shot research skills sessions. The program is based on four assumptions about information literacy instruction: (1) Library instruction is the most effective and long-lasting when it is embedded in the curriculum of a course; (2) How we teach is as important as what we teach; (3) Active learning by the class participants is crucial; (4) Individual and program effectiveness will improve only when there is continual feedback, assessment, and program revision. Workshop attendees will learn—or reinforce in their learning of—these four concepts, along with practical approaches for implementing them. Although these concepts are not unusual in the pedagogy of instructional librarianship, what is remarkable is the extent to which our department members apply them intentionally, consistently, and joyfully in our daily work and are therefore able to pass them along to others. Our group’s expertise is based on our experiences in establishing dynamic partnerships which inform all the instruction processes in which we are engaged. We will engage the audience in an interactive and enjoyable manner which reflects and models the concepts we intend to teach. Our half-day pre-conference workshop will include an extended interactive, role-playing exercise in which the participants plan, design, and practice teaching a session in order to achieve the integration of information literacy into the curriculum. The workshop will include assessment and evaluation by the participants culminating in an open-forum discussion. In keeping with our own department’s belief in the value of affective considerations, the participants will have fun in this workshop!

2. Making IL Relevant: Using Emerging Technologies in the Classroom
_Nicole E. Brown, Kaila Bussert & Alison Armstrong, American University in Cairo_

During our half-day workshop, participants will learn a new way to teach an old concept. At the American University in Cairo, faculty librarians teach a semester long information literacy course, LALT 101, for first-year students. In the first week of the course, Flickr, an emerging technology freely available on the web, is used to teach the concepts of databases and controlled vocabulary. The recent rise of social software (eg. Friendster, MySpace, Multiply, and blogging) as a trend alongside the increasing personalization of technology, enables today’s students to stay connected with their peers and record their personal histories in a way that is interactive and visual. Students are naturally drawn to these types of technologies and librarians can easily incorporate them into their information literacy curricula. Making IL concepts relevant to the everyday lives of students increases fun in the classroom and contributes to lifelong learning as skills taught in this context have relevance beyond the classroom. Presenters will give a brief presentation of their experiences using image databases to teach core IL concepts. However, the majority of the workshop will be an active-learning experience. Participants will work in groups to create an image database using Flickr. Each group will: take digital photographs; upload them to the web; and provide titles, tags, and descriptions for them. The database created during the workshop will be freely available to participants after the workshop. Participants will receive a sample lesson plan, complete with objectives, requirements, and discussion points.

Thursday (June 8th) 8:00 PM – 9:00 PM  Reception Program

2.5 Big Island Talk Story (Hawaiiana Program)
_Hannah Springer, Storyteller_

Talk story is one of the great traditions and experiences of Hawaii. So what is talk story? Its just two or more people sharing stories from their lives and it can happen anywhere, the grocery store, the street corner, the beach, the LOEX-of-the-West conference, ... anywhere. Talking story is sharing stories, history, ideas, and opinions. You will learn about other people, their culture, family traditions, and about life in general. Join Hannah Springer, one of the Big Island's great storytellers, as she talks story and shares wisdom with us.
### 3. Creating Spaces for Alternative Ways of Knowing & Testing  
**Pua Kanahele, Hawaii Community College**

Join Pua Kanahele as she considers changes needed in higher education to include alternative ways of knowing and being. Pualani “Pua” Kanakaole-Kanahele, kumu hula of Halau o Kekuhi, is regarded as a loea (expert) of Hawaiian cultural practices and a living national treasure. She is currently the Humanities Department Chair at Hawaii Community College. Mrs. Kanahele is widely recognized throughout Hawaii as a scholar, educator and practitioner of Hawaiian culture. She is an accomplished writer; a music, stage and film producer; a dedicated community leader; and a renowned kumu hula.

### 4. A Checklist of Information Competencies for College Students  
**Susan Klingberg, San Jose State University & Pam Baker, California State University, Monterey Bay**

This session will showcase a newly developed Checklist of Information Competencies for College Students that was collaboratively written by four librarians representing the California State University (CSU) and California Community colleges. It has been endorsed by the CSU Information Competence Initiative and can be viewed on the CSU website: http://www.calstate.edu/LS/Checklist_may_05.doc. Two examples from the Checklist are: (1) Observe copyright guidelines; legally obtain, store, and use text and data (2) Identify and use unique resources in the major, e.g. case studies in business. The project's objectives were to: (1) develop a common understanding of the critical information competencies needed for student success at both lower and upper division levels (2) encourage coordination of information competency programs between two- and four-year institutions. The Checklist is a succinct and practical tool, made up of accepted information competencies organized by lower and upper divisions. It includes general and disciplinary competencies and can be adapted to a variety of educational settings. Currently, librarians are using it to plan and assess instruction programs, to facilitate inclusion of information competencies in the curriculum for specific majors, and to consult with college instructors on library-related student assignments. Session content will include a brief history of the project and strategies for developing intersegmental higher education collaboration. The benefits of this collaboration will be shared, including smoothing the transition of students transferring from community colleges and furthering the goal of seamless, life-long information competency. The presentation will be made by the librarians who developed the Checklist, which will be provided as a handout. Fifteen minutes will be reserved for questions and group discussion. The LOEX conference will be the first regional conference to feature the Checklist.

### 5. Footholds and Foundations: Setting Freshmen on the Road to Lifelong Learning  
**Gayla Byerly, Annie Downey & Frank Gosnell, University of North Texas**

Following the guidelines set forth in the ACRL Information Literacy Competency Standards for Higher Education, the University of North Texas librarians dedicate themselves to integrating library instruction into the curriculum, with the goal of establishing the roots of information literacy at the freshman level. We believe we are laying the foundation for lifelong learning by teaching within the curriculum, setting the stage for student-centered learning, and providing technology competency. But are we? To ensure that we are meeting this goal the UNT libraries have developed a strategy of assessment for the largest segment of students that come to our library for instruction: the English Composition classes. We are pre-testing, post-testing, and post post-testing students with web-based software (designed in-house) that requires students to perform the searching skills taught in the library instruction session, allows students to make comments, and gauges their comfort level in approaching librarians for help. Our assessment is unique in that it is performance-based. Instead of reporting what they think they know, students are actually performing the skills taught, which is essential, considering, as the ACRL’s Standards state: "increasingly, information technology skills are interwoven with, and support, information literacy." In our presentation, we will share our findings concerning the following: 1. What do students know in terms of basic library skills when they first start college? 2. Are some students learning more, differently, or better than others? 3. We are teaching within the curriculum as the Standards suggest - is that working? 4. Are students retaining what we are teaching?
6. Information Literacy and Global Citizenship: Making the Connection Between Lifelong Learning and Information Literacy in the Global Studies Classroom  
*Christy R. Stevens & Patricia Campbell, University of West Georgia*

This presentation will provide attendees with an effective model of librarian/teaching faculty collaboration in the development and implementation of course-integrated information literacy initiatives. Through the distribution and analysis of specific assignments and student products, attendees will also learn strategies for using experiential learning to make the connection between information literacy and lifelong learning explicit. In an effort to foster lifelong learning through a course-integrated information literacy initiative, this librarian/teaching faculty team redesigned an Introduction to Global Studies course, focusing on ways to foster students’ understanding of “the global” as a complex web of local events and their sense of themselves as “global citizens,” whose everyday decisions are inextricably linked to larger social, political, and economic structures. A semester-long assignment was developed that asked students to research a complex global issue, to identify groups with a stake in the issue, and to describe the ways the issue plays out at a variety of local levels. For example, by examining the ways that their own desire for cell phones contributes to a demand for Columbite-tantalite (“coltan” for short), the mining of which has helped finance a bloody civil war in the Democratic Republic of Congo, students learned to research, analyze, and discuss global issues in an analytical framework that emphasizes the roles of individuals in their local community and their relationship to the global society. Viewing themselves as global citizens enhanced their understanding of the importance of finding, evaluating, and using information to make responsible and ethical decisions in their daily lives.

7. Podcasts and Screencasts: Opening Academic Library Instruction to Global Learners  
*Sandy Campbell, University of Alberta*

Traditional academic library instruction reaches the population within the academic community. However, many lifelong learners beyond the academic environment could make use of academic information literacy programs if they had access to them. These could be learners who have graduated from academic institutions and need a refresher or individuals who simply need to understand what information is available to them and how to use it. By converting basic information literacy programs to screencasts and podcasts, and making these available over the Internet, the University of Alberta Science and Technology Library is supplying that access to global learners. This session will review the practical challenges of converting the “one-shot” tour or bibliographic instruction session to a podcast or screencast and will consider the implications for lifelong learning. Presentation format will include PowerPoint and live demonstrations of podcasts and screencasts.

8. Promoting Lifelong Learning within the Constraints of the One-Shot: The Social Sciences Perspective  
*Kendra Van Cleave & Athena Nazario, San Francisco State University*

While many librarians struggle to integrate information literacy into courses across departments and in some cases even teach credit bearing courses, more often than not most librarians engaged in information literacy instruction only have access to students for a one-shot session. Professors and students request sessions that are focused on meeting the immediate information needs of the students in the context of class assignments. If the one-shot is the predominate form of classroom time given to information literacy, how can we teach skills and concepts that will serve students beyond their immediate classroom needs? Two social sciences librarians will propose realistic goals and practical strategies for promoting lifelong learning within the constraints of the one-shot session. By examining issues such as time limitations, faculty and student expectations and motivations, and tensions between models of the teaching librarian, this session will shed light on the obstacles to lifelong learning inherent to one-shot information literacy instruction. In addition, the presenters will explore practical strategies to implement during one-shot sessions in order to maximize critical thinking skills and contribute to lifelong learning behavior, drawing from practical classroom experience in the areas of education and history. The session will include opportunities for small group discussion and a hands-on activity geared toward practical applications of the strategies presented for use in the classroom.
9. Googlization of Information and User Preferences: Implications for Library Instruction  
*Lutishoor Salisbury & Usha Gupta, University of Arkansas*

With the advent of the information revolution and the sheer bulk of information that are freely accessible on the web, many of our user's perception of information is that if it is not easily accessible, it's not worth the effort. It is therefore imperative that librarians and information providers find out why this preference is so dominant especially among undergraduate students and use this information in a way to design parallel information systems. After several sessions of instruction to undergraduate science classes, teaching information literacy and various databases, students were given an assignment to compare features of the databases (Biological Abstracts, Science Citation Index and Google Scholar). Students were given bonus points to identify which database of the three was preferred and why. In this presentation we will present the findings of the students’ preferences and discuss implications for library instruction, design of web-pages and databases which would encourage life-long learning skills. The information will be presented by PowerPoint presentation. At least 15 minutes will be set aside for questions and answers and discussion.

10. Puffins, Popcorn, and Parker Posey: Using Interactive Technology to Teach Information Literacy Skills to the Gaming Generation  
*Helen Georgas & Annie Armstrong, University of Illinois at Chicago*

Library tutorials that are visually engaging and highly interactive are an effective way to impart information literacy skills to undergraduate students. In addition, new technology has the ability to engage students in a way that they feel comfortable with and learn from. At the University of Illinois at Chicago, we developed a short, animated, and fun “Doing Research” tutorial that employs a series of concept-based games to teach students basic research principles ([http://www.uic.edu/depts/lib/reference/services/tutorials/DoingResearch.shtml](http://www.uic.edu/depts/lib/reference/services/tutorials/DoingResearch.shtml)). Evaluative testing of the tutorial, using both quantitative and qualitative data, shows that the high degree of interactivity and the game-like quality of the tutorial are key factors in its success. Attendees will learn about the development and testing of the “Doing Research” tutorial and how it successfully employs a series of concept-based games to teach the following research principles: 1) Understanding the use of the Boolean operator AND, 2) Identifying appropriate keywords for a research topic, 3) Thinking of synonyms and related terms, and 4) Examining a citation in a catalog or article index. Attendees will also learn about the key characteristics of the tutorial (and how it differs from many other online tutorials). Information will be presented via an interactive discussion with the audience, while visually displaying portions of the tutorial. The tutorial itself will serve as a visual medium to engage the audience. We will also lead an interactive discussion (of the points listed above) with the audience while working our way through the various portions of the tutorial.

11. Multimedia Library Instruction for Multi-Literate Net-Gen: Podcasts & Cable Commerical at UCLA  
*Stephanie Sterling Brasley & Diane Mizrachi, University of California, Los Angeles*

To the Millennials and Net-Geners, the concept of information literacy can be a turn-off. After all, can’t Google solve all of their information needs? Teaching life-long information skills to tech-hip undergraduates means reaching out to them in their multimedia, multi-literare world. What are some of these media and how can librarians take advantage of them? This presentation will discuss two projects at the UCLA Library—televised library commercials, and podcasts—that address students’ different learning styles and pace. LITE Bites (Library Instruction To Everyone) is a series of short library instruction segments broadcast regularly on the campus cable television station and then converted to streaming video on the Library’s web page. A team from the College Library and production staff from the Office of Residential Life collaborated on this project. The LITE Bites were written and produced by students who have been charged to “make the library look cool and appealing” to their peers. Podcasts, audio files that users can download and listen to either on a computer or on an MP3 player, allow students to access information at their point of need and to learn them at their own pace. A pilot was implemented to showcase both library services and information literacy strategies, targeted to undergraduates. Using PowerPoint and live demonstrations, presenters will discuss the genesis of these projects, their development, pedagogical methods, the production process, assessment, and lessons learned so that attendees can transfer these ideas and implement similar multi-media projects at their own institutions.
12. Teaming Up: Faculty, Librarians and Technologists Creating an Integrated First Year Experience
Joy Pile & Hector Vila, Middlebury College
At Middlebury faculty, instructional librarians, and educational technologists are collaborating in the gateway course for first-year students to prick their curiosity for lifelong learning skills in information literacy and technology. The First-Year Seminar program is the crucible for this collaboration in a learning experience which is subject driven, and includes such seminar topics as “English Cathedrals”, “The Chemistry of Color,” “Close Encounters with the Middle East,” and “The Internet, Economy, and Society.” Beginning in 2002 with three seminars, the program grew to include nine in 2003, 30 in 2004, and in fall 2005, 40 out of 42 seminars have faculty, librarians, and technologists collaborating on student learning. This presentation will be by a professor and a participating librarian, who will describe how the program moved from a pilot project to one that touches the lives of every entering Middlebury student. We will engage the audience by sharing student research projects, many of them multi-media, and those projects’ histories. Together we will explore the collaborative process from the point of an individual student’s curiosity to the final informed and polished presentation. We will demonstrate how this process of lifelong learning commences in a liberal arts college. Additionally the presentation will address assessment in terms of students’ simultaneous introduction to a liberal arts education and to lifelong information and technical literacy, and in terms of the ongoing development of faculty and Library and Information Services instructional staff.

13. Retreat and Advance: Extracting IL Outcomes from Upper Level Curricula (or a Prelude to Injecting them in…)
Susie Skarl, Jennifer Cox, Priscilla Finley & Sidney Watson, University of Nevada, Las Vegas
Opening conversations with faculty about where information literacy fits in their learning outcomes is easier with practice. Librarians at UNLV conducted a summer retreat to help teaching and liaison librarians recognize places in existing curricula where information literacy skills are already being taught. Armed with the ACRL Information Literacy Standards and Outcomes, with learning outcomes documents drafted by various academic departments, and with a current undergraduate course catalog, librarians conducted a curriculum audit to come up with appropriate times and places in a typical major’s progress through their program where library instruction could provide support for their documented learning outcomes. In this session, some of the retreat planners will share a toolkit for librarians interested in discussing closer collaboration with faculty in upper level courses to develop library instructional support for IL outcomes.

Friday (June 9th) 10:30 AM – 11:15 AM

14. (Letting the Grass Grow) Grassroots Information: Blogs and Wikis
Paul Piper & Miguel Ramos, Western Washington University
This presentation will focus on two relatively new technologies that use a radical approach to the evaluation and distribution of information—that of grassroots, or bottom-up editing. The presentation will demonstrate the ease of set-up and use of these technologies; examine some of the inherent problems and triumphs with respect to information literacy; demonstrate and discuss how this technology can be used in a class setting; and finally focus on the use of these technologies with regard to “real life” situations—disaster response and rebuilding. Drawing on the presenter’s experience and research conducted while writing *Blogs of War* and *Waves of Hope*, both published in *Searcher Magazine*, this presentation will illustrate some of the ways that collaborative, distributed information resources act as tools for learning and sharing vital information both in times of crises and in every-day settings. Examples of relevant blogs and wikis will be provided and discussed. The presenters will demonstrate how to create a blog in order to demonstrate the ease with which this communication tool can be used, as well as discussing the history and uses of a Wiki.

Marisa E. Duarte & Leslee B. Shell, Arizona State University
Google, chat technologies, and the ubiquitous digital media have had profound impacts on the methods and meaning of information seeking and literacy in the past ten years. Millennials, the first generation to have been raised in the Internet environment, are just now entering college, and due to their unique ways of approaching information seeking, hold profound implications for the survival of traditional library services. According to Richard Sweeney, the Millennials “have acquired their own new lifelong culture” that, like the baby-boomers, will remain with them throughout their life span and will represent a “demographic tsunami that will permanently and irreversibly change the library and information landscape.” The distinct
learning style of the Net-Gen students includes group activity, multi-tasking, and an insistence on immediacy, instant feedback, and relevance. This group of students also expects more choices, has less need to conform, celebrates diversity, and learns experientially. Unfortunately for libraries, Millennials are not reading as much as older generations, and do not think of libraries first when they need information. In this presentation, a Baby Boomer, Gen X-er, and Millennial librarian will discuss the ways in which libraries are meeting the needs of Millennials through teaching styles, web services and physical spaces. Attendees will see examples of instruction using active learning techniques and web based communication formats. Participants will also engage in an interactive activity that will test their assumptions about traditional libraries and the Millennials.

16. The Library Experience Project: Eighth-Graders Go to College
Jim Kinnie, University of Rhode Island
This session will tell the story of an ongoing project that brings 100 middle school students into the university’s library each year for immersion into college-level research. For one week during the fall semester, twenty eighth-grade students come each day to URI to research a social studies project begun at their school. Working in small groups, they spend their day finding sources to use in creating bibliographies on their topics. The main goals of the project: students learn to work with bibliographies, use the library catalog, “mine” resources, locate books in the stacks, and find articles online and in print. Secondary goals include teaching students the life skills of researching a topic, allowing students to explore a research library, and giving them a view of college life. All of these goals address the academic and social skills these students will need for a successful higher education experience and they support the K-16 initiative put forth by the university president and the RI Board of Governors. During their day at the university librarians help them with the catalog and databases and students from the URI Mentor/Tutor Internship Program guide them through the stacks. Back at their school they are required to turn in a bibliography with six entries—four books and two articles. Attendees will learn how such a program is implemented and will come away with ideas for developing their own. A PowerPoint presentation will detail the students’ day in the library including photographs of students enjoying the experience.

17. Nothing to Lose: Fluency and Information Literacy Theory
Benjamin Harris & Michelle S. Millet, Trinity University
The term “information fluency” has achieved a certain level of popularity, particularly in liberal arts institutions. However, the term presents a number of problems for information literacy advocates. First, information fluency suggests a linear construction for information literacy development: students lack literacy, become literate then fluent, and no longer require support. This linearity suggests a beginning and end in what is actually a continuous process. In addition, the word “fluency,” a term often applied to languages, may be part of the problem. Information literacy is not a grammar or discrete set of tasks as the term fluency suggests. Moreover, information literacy is not as mutually exclusive as IF concepts would suggest. It shares a symbiotic interrelationship with the other literacies, including but not limited to reading, digital, visual and media literacies, et al. Such a symbiosis suggests opportunities for integrative pedagogy throughout academic disciplines and pedagogies that not realized by information fluency definitions. Using quantitative data related to current practice, this session explores the successes and failures of information fluency programs. Combined with theory-based investigations of the relationship between information literacy and fluency, the influence of this “literacy hierarchy” on lifelong learning objectives will be discussed. The speakers seek to encourage circular conceptualizations of information literacy that advocate assessment that recognizes continuing and continuous development, that facilitate theoretical and practical interaction with other literacies, and that refrain from skills-and-drills theories of information literacy.

18. One Size Does NOT Fit All! Diné College Lessons for Lifelong Learning
Victoria Beatty & Erik Bitsui, Diné College
Although most of the students at Diné College are Navajo, they represent all ages, walks of life, and educational backgrounds. From urban Indians to traditional sheepherders, they run the gamut of education and experience. Diné College instructors and information literacy librarians are teaching with a number of innovative strategies, including service learning, a freshman cohort program, and a personal librarian for students. The Diné Educational Philosophy, which forms the basis for the College’s unique curriculum, offers a foundation for teaching information literacy as a lifetime habit of mind. This model reveals the limitations of research as practiced in the dominant culture and promotes respect for Diné modes of research. Both ways of research have their place and are presented as a complementary pair. The conversational model of research fits in well with this paradigm, which offers students a conceptual framework for integrating all knowledge in terms of two vital questions that they can ask of all of their teachers and textbooks: first, how is the subject matter useful for coping with life's dangers, problems and difficulties; and second, how is the subject matter useful for living a life of balance, harmony, peace, and
happiness? Through storytelling, humor, and visual materials, we will report on our successes and failures. We will address issues of the teacher as stranger; teaching outside your comfort zone; teaching for multiple intelligences, and the importance of relationship and community.

Friday (June 9th) 11:30 AM – 12:15 PM

Nikki Krysak & Diane Zwemer, Woodbury University
Woodbury University’s 1-credit Information Literacy Course goes beyond active learning and takes a more holistic view of education by meeting a variety of different learning styles. The presentation will define key aspects of how Woodbury University designs significant learning experiences by incorporating such learning styles as bodily kinesthetic, musical, and naturalist intelligences and will provide concrete examples of proven learning activities. Attendees will learn methods they can then adapt to their own courses or even select individual components for single course-related instruction sessions. Attendees will experience a sampling of the techniques discussed as the presenters impart their information just as they would in a classroom setting—only the “content” will be “how to incorporate different learning styles in your information literacy course.” Audience members will be expected to participate in the initial bodily-kinesthetic exercise designed as our “opener” and then, will learn how to develop a set of value-based criteria to promote lifelong learning in the classroom and beyond. Finally, we will discuss the ways in which Woodbury University has incorporated these multiple intelligences via a mapping scheme linking student outcomes with learning goals. We will demonstrate how the course syllabus is integrated as a whole, with every piece complementing one another.

20. Collaborating with Writing Faculty to Integrate Gen Ed Information Literacy Requirements
Diane Nahl, University of Hawaii at Manoa; Thora Abarca, University of Hawaii at Hilo; Tara Severns, Windward Community College; & Jue Wang, Leeward Community College
The Learning Information Literacy Online (LILO) project brought together English writing faculty and instruction librarians from every campus of the University of Hawaii system to develop a vital teaching and learning tool to facilitate implementing new General Education core requirements and measuring information literacy competency. Attendees will learn about the building block approach used in the LILO productivity tutorial, the “participatory design” strategies used to achieve buy-in from and continuous collaboration with writing instructors, students’ reception of LILO, and methods used to analyze student research journal content to create assessment rubrics mapped to ACRL IL competencies. Unlike other tutorials, LILO stores incremental student research work in a database called a Research Journal that students add to throughout a research project. This constructive process encourages individual creativity, instills critical thinking about information sources, and deters plagiarism since each step is visible to instructors who can see how a student constructs the elements of a project. The research process becomes transparent and there is no question where information and ideas came from, and how they evolved with instructor feedback, and were integrated in a project presentation. We will analyze the student research journals in order to identify and address different learning styles and diverse cultural learning processes and to develop more effective teaching approaches that facilitate retention of skills that can be applied beyond the academic environment, in life and at work. Includes demonstrations of online tools, samples of student and writing instructor inputs, and rubrics for assessing qualitative student work.

21. Gaming — Just for Millennials?
Nadaleen Tempelman-Kluit, New York University
Because of the growing enthusiasm and popularity of gaming among users, many educators are using game designs to model online learning opportunities. The gaming model focuses on creating a flexible environment for the user. This constructivist approach to multimedia delivery centers on allowing the user to create his or her own learning environment, rather than a designer-imposed environment. While the gaming model can help educators learn how to better employ active learning, the highly constructivist model may not be the best one for all learners. Depending on learner characteristics, a more linear less-flexible approach might provide better learning opportunities. Before designing multimedia learning, exploring audience learner characteristics and basing design on these characteristics might provide the best learning opportunity for users. In this presentation I will discuss how constructivism drives game design and delivery, showing online examples. I will then discuss the cognitive theory of multimedia learning, focusing on how it differs from the constructivist model. I will project online examples of tutorials based
on multimedia learning theories and discuss how they differ from the more flexible gaming model, and
what studies have indicated about the two models. I will then divide the attendees into groups and provide
them with a handout. I will navigate through an online game using the projector, and then encourage group
discussion based on the tutorial, using the handout provided. I will close with a facilitated discussion.

22. The Real World: Developing Forums on Issues of the Information Age
Mary C. MacDonald & Jim Kinnie, University of Rhode Island
This session will describe how librarians at the University of Rhode Island are producing public forums to
illuminate important life literacy issues. We use these forums to help students enrolled in multiple sections
of a 3-credit information literacy course realize that information literacy applies to real life—it’s not just
about library skills to use in researching papers. We also aim to facilitate higher order critical thinking
skills involved in being an information literate citizen by showing how these skills are applied by
professionals working in different fields. The forums are attended by the university community and the
public so they not only educate large numbers of people but also market our IL program and spread the
“good word.” Forum topics have included consumer issues, censorship, and media fact-checking. Session
attendees will learn how we develop the forums and will come away with ideas that will help them develop
their own; the plan is simple enough that it works both for a small or a large event. They will see how our
events have evolved from our first small presentations to larger ideas and larger audiences, They will learn
from our experience generating ideas for different forum topics, running effective events, marketing the
forums to gain fame and little fortune, and assessing student learning. We will use a PowerPoint
presentation and the handouts will include a checklist for creating an information forum. There will be time
to brainstorm ideas for other issues forums.

23. Teaching with Tiffany's: A “Go-Lightly” Approach to Information Literacy Instruction
for Seniors and Non-Traditional Students
Kara J. Gust, Michigan State University
Many seniors and non-traditional students face anxiety, fear, and uncertainty as they return to the college
classroom either for their own personal enrichment or continuing education. They often arrive with less
self-confidence in use of computer technology and unfamiliarity with searching the Internet, but often
counter these obstacles with a strong desire to learn and a fascination with finding online information
resources. As a result, these users present interesting challenges, as well as great opportunities, for
librarians in terms of providing library instruction and lifelong learning experiences. This session will
address the lessons learned from teaching seniors and non-traditional students a variety of library research
tools, Internet searching techniques, and Web site evaluating skills through a non-credit, lifelong education
course offered by the Michigan State University Libraries, as part of the MSU Alumni Association Evening
College. Through discussion and demonstration, participants will learn of the sensitivities that must be
addressed in the design and delivery of quality instruction to these non-traditional users, such as “keeping it
simple,” establishing a slower-paced learning environment, and acknowledging their unique historical
perspectives. Alternative techniques and methods used in engaging this user group will also be presented,
such as using film clips from Breakfast at Tiffany's to demonstrate learning how to use the library.
Teaching information literacy can feel like “the mean reds” to seniors and a daunting task to librarians, but
with a little help from Holly Golightly and Breakfast at Tiffany’s, providing this instruction can be
worthwhile, relative, and much less intimidating.

Stephanie Sterling Brasley, UCLA
How are you assessing student learning? After the moderator briefly introduces the Educational Testing
Service (ETS) Information and Communication Technology (ICT) Literacy assessment, participants will
engage in a discussion of the potential merits and drawbacks of this and other tools.

25. Collaborating with School, Public & Special Librarians
Lydia Jackson & Julie Hansen, Southern Illinois University Edwardsville
This roundtable will serve as a forum to share experiences, concerns, and questions about approaching and
establishing relationships between academic and school or public or special librarians. The facilitators will
lead off by sharing experiences with the “Community Resource Without Walls” program in Illinois. We
will talk about what worked and what we would do differently. Come to get ideas or share experiences.
26. Connecting with Students: Making the Case for Information Literacy Skills
Doreen Harwood & Alyssa Deutschler, University of Washington, Bothell and Cascadia Community College
Participants will discuss how to engage student's attention and motivate them to develop information literacy skills for lifelong learning. Attendees are encouraged to bring and share their ideas, assignments, activities, handouts, lesson plans and other resources related to this issue. All should leave with ideas to apply to their teaching.

27. Federated Searching — A Pedagogical Controversy
Linda Goff, California State University, Sacramento
This roundtable discussion will explore the instructional issues related to implementing a federated search system. Participants will be encouraged to share best practices.

28. Program Managers! Strategies for Challenging and Motivating Instructional Staff
Diane VanderPol, University of Nevada, Las Vegas
This roundtable, aimed at coordinators of instruction and information literacy programs, will help you pick up ideas on how to inspire and motivate your instruction staff.

29. To Include or Not to Include: Lifelong Learning in the 50-Minute Instruction Session
H. Reza Peigahi & Anne Bradley, California State University, Sacramento
Is lifelong learning an achievable goal given the constraints of the standard 50-minute instructional session? This roundtable will discuss the difficulties in promoting lifelong learning in the typical 50-minute instructional session and strategies to overcome those barriers.

30. Using Interactive Technology to Teach Information Literacy Skills
Helen Georgas & Annie Armstrong, University of Illinois at Chicago
Used or developed any good interactive technologies to teach information literacy skills lately? This roundtable will give you the opportunity to share your enjoyment (or disappointment), successes (or failures), and rewards (or challenges) in using interactive technologies to deliver information literacy instruction. The facilitators will briefly present an interactive tutorial used at the University of Illinois at Chicago. Participants are encouraged to bring examples of interactive technologies with them. An internet connection will be available for anyone who wishes to share examples of interactive technologies available over the Web. Or, come with relevant printouts or pictures your technology so that we can learn from one another.

Friday (June 9th) 5:00 PM – 6:00 PM     Discussion Group

30.5 Should Academic Libraries Join Student Social Networks (Discussion Group)
Facilitator: Lisa Hinchliffe, University of Illinois at Urbana-Champaign
The discussion group explores the extent to which academic libraries should join student social networks such as MySpace, Facebook, etc. Join in on the conversation and share your perspective.

Friday (June 9th) 7:00 PM – 8:00 PM     Dinner Program

31. The Uses & Evaluation of Oral History
Kepa Maly, Cultural Historian
As the use of oral history continues to grow, the need to evaluate oral history is increasingly important. For example, in addition to rounding our research and creating more complete stories, oral history is now allowed as legal evidence in court cases to prove land titles and is being explored as it relates to copyright law. Join Kepa Maly as he shares the uses of oral history in Hawaii. He will help you think about ways to evaluate oral history collections in your library and on the Internet. Additionally, he will share some oral history in Hawaii and talk about how it shapes the way people view Hawaiians. Finally, he will illustrate debates within the Hawaiian community about what knowledge should be shared and who should share that oral tradition. Maly is an independent cultural historian and resource specialist. Maly has conducted extensive studies of Hawaiian cultural issues as well as archival review and oral histories.
32. Passing Information from One Generation to the Next Through Hula  
*Kaumakaiwa Kanaka'ole*  
What types of knowledge do Hawaiians pass from one generation to the next through *hula*? How do they do this through *hula*? How does one become a *kumu hula* (*hula* master and teacher)? What is the *kumu hulu*'s responsibility in maintaining, presenting, and passing on knowledge from one generation to the next? How have the stories told through *hula*, and the dance itself, changed over time? Come learn more about this beautiful and sacred dance.

33. Hawaiian Tattoos and Petroglyphs  
*P.F. (Ski) Kwiatkowski*  
What story do the tattoo and petroglyph tell of ancient Hawaii? What information did these tattoos and petroglyphs contain? Join Hawaiian author P.F.(Ski) Kwiatkowski as he discusses the subject of his books *The Hawaiian Tattoo* and *Na Kii Pohaku: A Hawaiian Petroglyph Primer*.

34. The Futures of Information and Literacy and Lifetime Learning  
*James Dator, University of Hawaii*  
Join Jim Dator as he consider possible futures for information, literacy, and lifetime learning. James Dator is Professor, and Head of the Alternative Futures Graduate Option, Department of Political Science at the University of Hawaii and Director of Hawaii Research Center for Future Studies. He founded the Institute for Alternative Futures in 1977 with Alvin Toffler and Clement Bezold. In 1966 he taught the first course in any U.S. university on the future. He is a global leader in the futures field, having served as the Secretary General and the President of the World Futures Studies Federation. He has lectured and conducted futures workshops with several thousand general, professional, governmental, business, as well as futurist, audiences throughout the world.

35. Assessment of Problem Based Learning in Library Instruction  
*Anna Sveinbjornsson & Sarah Bosarge, University of Utah*  
The literature of library instruction, including ACRL best practices, stresses the use of active and collaborative student-centered learning that integrates critical thinking and reflection. During the 2005-2006 academic year, we transitioned from the use of traditional fill-in-the-blank library assignments to a Problem Based Learning (PBL) model in one of our key first-year undergraduate programs, because PBL has the explicit goal of developing self-directed, lifelong learning skills. This presentation will focus on lessons learned from our analysis of the program before and after the pedagogical shift. We will present comparative quantitative data from both current and previous semesters as well as a qualitative study of impacts to students, course faculty, and instruction librarians involved in the switch to PBL. Our analysis addresses how PBL prepares students to meet their information needs, inside and outside the academy across a lifetime. All participants will engage in brainstorming possible methods for incorporating PBL into their own library instruction programs.

36. Beyond the University: Adult Learner Pedagogies in a VOIP World  
*Robin Lockerby, Divina Lynch & Barbara Stillwell, National University*  
In this presentation, a team of three librarians from National University Library will: 1) Highlight the library’s role in supporting University System Affiliates and Community outreach programs; 2) Discuss technology in workplace learning and androgy; and 3) Demonstrate the Library’s New Student Orientation available from home using VOIP (Voice-Over-Internet-Protocol) technology. The University System is composed of a multi-tiered alliance of educational institutions that offer an integrated approach...
to lifelong learning. Each affiliate institution is dedicated to serving a particular population. The Library serves these affiliates in a variety of ways: marketing research, collection development, access to electronic resources, onsite support, faculty training, community outreach, and information literacy needs for the workplace. Workplace learning is a parallel field that shares learning styles and needs of adult learners. As more and more workplace learning is done over the Internet, workers need to keep their technology skills current along with their informational lifelong learning skills. This section of the presentation will draw upon similarities in pedagogies and present the challenges of technology driven pedagogies such as voice and video over the Internet. The final section of the presentation is an opportunity to demonstrate VOIP technology used for library instruction. Participants will be able to view a live session that demonstrates the highly interactive, synchronous, student-centered approach to learning. Adult learners who participate in this format, not only learn information literacy skills but also the technology skills that will benefit them in their pursuit of lifelong learning in the 21st Century.

37. Clicking in the Classrooms: Coordinating Instruction, Technology and Pedagogy to Make Information Literacy a Habit of Mind
Meagan Weber & Kori Street, Mount Royal College
At Mount Royal College, library instruction is effectively integrated into courses. We have noticed that, while students were developing the skills to complete particular class assignments, they continued to struggle with transferring their learning outside that context. Our question was, how could we facilitate lifelong learning in the library classroom? While we wanted to help students gain the skills required to use research databases, we also wanted to give them a broader critical understanding of the information universe that they could apply across courses and beyond the classroom. A librarian and a history faculty member collaborated to develop a library instruction session for history students. The aims were to coordinate the learning that generally goes on in the academic classroom (critical thinking), with skills based learning, and to more seamlessly integrate research and writing. This integration serves students well in all their courses, and transitions them to professional practice in a range of disciplines. Initial student response and instructor feedback suggests the value and efficacy of this combined approach. This workshop will demonstrate and use the techniques and technology we used. Participants will engage in experiential learning with three powerful tools. Classroom Performance System technology (“clickers”) allows for anonymous immediate feedback and polling. Problem-based learning encourages students to apply their skills in information retrieval and their knowledge of the information universe, to come up with a “solution” to their given problem. “Just in time” peer teaching leverages student-to-student communication and the benefits of teaching as a learning process.

38. Using Cultural Artifacts as a Pathway to Information Literacy
Leslie Bussert, Suzan Parker & Mark Szarko, University of Washington, Bothell/Cascadia Community College
Interdisciplinary Inquiry, the University of Washington, Bothell’s Interdisciplinary Arts and Sciences required foundation course, introduces students to interdisciplinary research skills at the upper division. Librarians and writing and quantitative skills centers staff collaborate with faculty to model the process of posing questions in research. As an alternative to the traditional research paper class, students form research groups around a question, culminating in a group research proposal. This collaborative model emphasizes critical thinking, how knowledge is produced inside and outside of scholarly circles, and the multiple perspectives and contexts surrounding issues. Typical information literacy activities include finding and evaluating scholarly sources, exploring qualitative and quantitative research methods, and critically examining cultural artifacts—all considered within an interdisciplinary framework. In this presentation, three librarians will share their instruction activities and experiences from the cultural artifact exercise. Emphasizing visual literacy, the exercise asks students to examine an artifact related to their group’s topic of inquiry by asking critical questions to get at the object’s broader contextual meaning as an information and knowledge source. Through the exercise, students practice the process of critical inquiry essential to their academic success, while preparing them to be critical consumers of visual information. Presentation attendees will participate in a visual “reading” exercise demonstrating visual literacy as a component of information literacy. This session will examine the use of artifacts as information and cultural knowledge sources; explore how to engage students through asking critical questions and examining multiple perspectives; and provide a successful model of faculty and librarian collaboration.

39. What Do They Know? North American College Students’ Information Literacy Levels
Carolyn Radcliff & Joe Salem, Kent State University
The presenters will describe findings regarding the information literacy skills of 23,000 undergraduates from more than 57 colleges and universities in the U.S. and Canada, across 25 majors. Data were gathered using a new tool, the Standardized Assessment of Information Literacy Skills (SAILS). The presenters are
members of the Project SAILS team. The SAILS test is based directly on the ACRL Information Competencies for Higher Education. Focusing on both fundamental and advanced information literacy skills and concepts, the test asks students questions about research strategies; selecting sources; understanding and using finding tools; developing and revising search strategies; evaluating results; retrieving materials; documenting sources; and a host of legal and social issues related to ethical and effective use of information. In addition to learning about students’ strengths and weaknesses in the area of information literacy, attendees will also develop an understanding of the SAILS test and whether it may be useful at their own institutions. They will learn that SAILS can be administered to students at different stages in their college careers, allowing for comparison of freshmen to seniors. It is also possible to measure the effect of different teaching strategies and interventions. In these ways, librarians and their collaborators can know if students are being prepared to be successful information searchers and users, during their time at college and beyond. We will also lead attendees through a small group exercise on understanding and interpreting results from the SAILS test. We will invite questions and comments about the test and how it might be used.

Saturday (June 10th) 9:15 AM – 10:00 AM

40. Add Me! MySpace and other Social Software Technology for Outreach and Education

Marlo Young, University of California, San Diego & Tiffini Travis, California State University, Long Beach

The focus of this session is utilizing social software technology to create virtual opportunities for learning and outreach. These emergent technologies are used by students for informal communication and social networking with peers. However, these low/no-cost applications can easily be adopted by librarians to extend the learning environment and access to library services. The presenters will discuss current research and statistical information which document new patterns and preferences of communication, information-seeking and sharing, and social interaction among teenagers and young adults. Presenters will define social software and provide first-hand information from a sample of students as to how these technologies are being used to exchange information and socialize with peers. On a practical level, this presentation will examine three separate instances of librarians utilizing instant and text messaging, social networks/online communities, and blogging for instruction and outreach purposes at three separate institutions. The presenters will engage the audience by discussing current research and technology trends related to social software and teaching/learning, by incorporating student perspectives, and by demonstrating and discussing how the different institutions adopted these technologies. Attendees will learn how to adapt these models in any library setting and gather ideas on assessing the effectiveness of these social software applications. Attendees will also learn: (1) Definition of social software, (2) Current trends in communication & information-seeking behaviors, (3) How instant messaging, virtual social networks/online communities, and blogs are being utilized by different libraries, (4) How librarians are assessing the effectiveness of these technologies for instruction and outreach.

41. For-Credit Discipline-Specific Credit InfoLit Courses: What Students and Graduates Report

Nancy Goebel, University of Alberta

The Augustana Faculty of the University of Alberta has 21 for-credit discipline-specific Information Literacy (IL) courses in its undergraduate liberal arts and sciences curriculum. Students in these courses complete pre-/post-tests and that data provides rich guidance for course planning as well as indicators regarding student growth from the beginning to the end of the course. In an effort to solicit further assessment data, students or graduates who have taken the courses were surveyed. Questions solicited information regarding the student’s/graduate’s self declared use of IL skills after the course/graduation in subsequent employment, life and education. Results of the survey strongly emphasized the student’s/graduate’s positive understanding of the influence the IL course had on their development, research confidence and, therefore, ability and interest in considering lifelong learning. Findings of the study will be announced and explored. I will use PowerPoint to guide the main points of my presentation and to provide visuals (such as pie charts, bar graphs, etc) of the survey findings. I will show a 10-15 minute multimedia/video presentation that I have been asked to present at ALA 2006. In the video, we will interview faculty, students and librarians on many aspects of our IL courses/program. One angle that the video will cover is the issue of the courses and their role in lifelong learning.
42. Incorporating Visual Literacy into Academic Libraries
Jennifer Mayer & Cheryl Goldenstein, University of Wyoming

The brain is predominantly visual, with ninety percent of sensory input coming from visual sources (Jensen 2000). Visual arts in particular stimulate the right hemisphere of the brain, and combining visual with verbal activities helps reinforce learning. Millennials generally prefer graphics to text. At the same time, using images indiscriminately may simply serve as clutter—or even convey an inaccurate or negative message. How can librarians use visuals effectively in our web pages, tutorials, handouts, and classroom presentations? What constitutes an “image” and what are some resources for finding images? What services can librarians provide for students whose projects are becoming more visual in nature? This PowerPoint presentation will outline some of the research on visual literacy and how to utilize images for library teaching and learning. We will suggest sources for finding images that can be incorporated into instructional materials, and we will examine how visual representations, such as concept maps, can help our students through the research process. The audience will gain both the theoretical and practical applications of visual literacy as applied to the academic library environment. Audience members will participate in a conversational analysis of effective and not-so effective ways of using visuals in the context of student research and library work.

43. Preparing 21st Century Teens for Lifelong Learning: A Collaborative, Interactive, Web-Based Tutorial Project
Bridget Kowalczyk, San Jose State University/San Jose Public Library & Pamela Jackson, San Diego State University

San José State University Library and San José Public Library have collaborated on an innovative instructional design project for local area teens. We have created a series of interactive, web-based instructional modules based on high school curricula and actual student assignments. Online tutorials can be done anytime, anywhere, making library instruction itself portable. This technology can help bridge a gap in students' information literacy skills, creating a better opportunity for them to succeed both in school and life. We will use PowerPoint and a live demonstration of our Teen Tutorial to: (1) Discuss the collaborative process of the academic and public library to create tutorial content based on actual high school assignments provided by local area schools, involvement with the library’s Teens Reach Group, and the California Content Standards and Curriculum Frameworks. (2) Discuss how online tutorials have changed the way librarians teach instruction sessions, and the future impact this technology may have on incoming college students, including assessment of learning outcomes. (3) Discuss the technology used such as PHP, HTML, Javascript, CSS, SQL, webstreaming, database design, Flash animations, and graphics to create an exciting, interactive learning experience for teens. (4) Participants will learn what skills and human resources are necessary to create a tutorial from start to finish including management, timeline, budget, resources for downloading the open source version of SJSU tutorials, and maintenance requirements. (5) Discuss special considerations for online information literacy tutorials, including student registration, data collection, assessment, online quizzes, queries, browser compatibility, and ADA requirements.

44. Self-Assessment Skills for Lifelong Learning
Margy MacMillan, Mount Royal College

Self-assessment is a critical skill for lifelong learning after the extrinsic motivators of marks, grades and parchments are left behind. The I-SKILLS Résumé is a tool developed to prompt student reflection on the growth of their information skills, and to encourage students to think critically about their own abilities. As a tool it goes beyond the borders of the classroom and can be used in professional portfolios, for interview preparation, and in determining needs for further development. Preliminary results from a longitudinal study of journalism students show that building the I-SKILLS Résumés over the course of their academic careers has enabled them to track their own growing expertise, review what they’ve forgotten and seek training in areas of perceived weakness. As the study includes “checking in” with students one year after graduation, it is also shedding light on the transfer of academic skills to the workplace. After a brief presentation of the tool and the information collected, participants will be engaged in a discussion of methods for promoting more reflective learning throughout the lifespan. Ideas for improving practice that come from the discussion will be recorded and incorporated in the presentation notes posted to the conference website for later referral. Participants will learn about an easy-to-use, adaptable tool to prompt self-assessment of research skills, and discuss how that tool might be used in a variety of contexts, both in and out of the academic environment.
45. Engaging Students in the Game of Research

*Theresa Mudrock & Jessica Albano, University of Washington*

Play is a fundamental part of human nature, according to Johann Huizinger, play is essential to society’s well-being. As children we learn through play—we play pretend and learn social rules and roles; through games we learn fundamentals of arithmetic and reading. Play is part of learning in the elementary schools but somehow play gets lost in the learning scheme once students grow older. Librarians love to research—we feel it deep from within. Historians are excited by the hunt for information. Students often see research as a painful, but necessary step to receive a good grade. How do we create that intrinsic motivation in our students? How do we get them to see research as a puzzle to unravel, a mystery to be solved? This presentation shows how play can be incorporated to enhance student motivation in library instruction and research. Three librarians in three disciplines (humanities, social sciences and sciences) demonstrate how incorporating play can enhance student motivation, interest and learning in library instruction. Play can take the form of a quiz show during a 50 minute library instruction session, a reality television show during a two hour instruction session, and a role-playing game during a quarter long research methods course. Presenters will use play to engage the audience in an enthusiastic conversation and demonstrate how people of all ages, including librarians, can learn through play.

46. Lifelong Learning: Making the Connection

*Susan Barnes Whyte & Jean S. Caspers, Linfield College*

Lifelong learning is embraced by Linfield College, but we are just beginning as a college to figure out how to see if our graduates make a connection between what they learned in college and their success as adults. Assessing lifelong learning outcomes is a challenge because it is difficult to isolate the learning experiences over the four year period that led to particular skills. We will report on our alumni survey where we ask Linfield graduates to describe how they learned information literary skills while at college and how they use information today in their lives. We also want to know whether or not the alumni make a connection between what they learned at Linfield and their current use of information for work and life. Informed by Christine Bruce’s *Seven Faces of Information Literacy*, we designed interview and survey questions to probe these issues more deeply. Our methodology included an online survey with quantifiable and qualitative responses and some telephone or in-person interviews. Did alumni who took a required for-credit information-research-intensive class have different types of responses from those who did not? Attendees will learn how we conducted our research and whether the approach we utilized netted the results we sought. Following a summary overview of our research process and discussion of our results, the attendees will be invited to ask questions in order to confirm their understanding of our research and findings, and to articulate their impressions.

47. Lifelong Mapping of Information Needs

*Eloisa Gomez Borah, University of California, Los Angeles*

The real information literacy challenge is that of convincing users that they need IL skills at all. Most Google-generation searchers do not know what they are missing, and they are also not likely to realize where and when good information can greatly improve important decisions they will make throughout their lifetime. Libraries have learned from shrinking reference desk usage that they needed to take virtual reference to the user. We can similarly take IL to the users’ own life experience by relating instruction closely to the information needs that lie ahead for them. How do you prove to users that acquiring IL skills are in their best interest? Adopt a user-centered approach focusing on key decisions that users know they will be making in their life. This approach requires a broader understanding of users’ life goals, a focus on relationships rather than transactions, and the use of a new process—the mapping of a “Life Cycle of Information Needs”. This session will explain the steps involved in this mapping of information needs over a lifetime. Creating the framework by laying paths for each stage of life. Post life’s major milestones. Identifying information-critical life events. Using the “Life Cycle of Information Needs” to teach the research strategies today, that will remain relevant for life-long learning. A demonstration will involve creating an actual “Life Cycle of Information Needs” for a user in the humanities, followed by an analysis and discussion of a second more complex example, “Life Cycle of Business Information Needs”.

48. Learning during the Golden Years: The University Library and the Senior Community

*Tracey Mayfield & Cathy Outten, California State University, Long Beach*

Older adults are at a stage in their life when they have time and desire to explore academic endeavors and are returning to colleges and universities in droves. Understanding that seniors have been out of academia
for a long period of time and have not been exposed to computer skills and other technological advances, they may be starting at “ground zero” when using library resources. For many librarians, this group of learners may at first seem similar to most undergraduate students that they work with. However, this older population differs in a key way. While seniors may have little exposure to new technologies, they have lived full lives and have experienced much. Therefore, egos are involved, and seniors may be easily offended when treated like novices. They are taking a risk becoming returning students where they feel “outdated” by new technologies, and may feel insecure when they do not understand simple concepts that people half their age use with ease. Nevertheless, even in today’s hyperactive world, there is one infallible technique in teaching older adults: use patience. This program will focus on practical tools (in both attitude and teaching skills) that librarians can use in introducing older adults to the 21st century library. Tools will include instruction tips for best serving older adults as well as introducing and highlighting useful websites (including free databases) that are available to anyone. The goal of this presentation will be to illustrate techniques to help the senior population continue on their lifelong learning adventure.

49. Their Senior is Our Freshman: Academic Librarians Reaching Out to High School Librarians

Ken Burhanna, Kent State University

Academic librarians working with first year students, too often echo the lament of classroom faculty: “If only they had taught students to do research in high school.” These assumptions about what is being taught (or not taught) in the K-12 environment may color our expectations of first year students and our perceptions of high school educators. Librarians at Kent State University have worked to increase their understanding of the Ohio K-12 academic culture through collaborative initiatives developed through the Institute for Library Information Literacy Education (ILILE) and a Library Services and Technology Act (LSTA) grant. Projects were developed that can serve as both models and resources for the 12-13 transitioning programming efforts of others. One of those projects is a student-focused web site, Transitioning to College: Helping You Succeed, featuring streaming videos, teaching tools, and a glossary of academic terms. ILILE also supported the construction of an instructional classroom designed for visits by high school students who “get their feet wet” through exposure to an academic library. This classroom serves as the centerpiece of Informed Transitions, Kent State’s outreach program to local high schools. In addition to highlighting these programs, this session will engage participants in discussion about their own experiences with high school to college transitions, and will provide them with a checklist of ideas that can be used to lay the foundation for conversations with the K-12 community. Those attending will leave with new insights about the importance of reaching out to high school teachers and librarians.

50. The Benefits of Buy-in: Integrating Information Literacy into Each Year of an Academic Program

Justin Harrison, Lorna Rourke & K. Jane Burpee, University of Guelph

By developing a partnership with the University of Guelph’s innovative Bachelor of Arts and Science program, the speakers have been able to build upon introductory relationships they established in their first year of curriculum-based, for-marks sessions to create an ongoing information literacy component for each year of the program. The library classes involve promoting interdisciplinary information literacy from the perspective of equipping students with lifelong information literacy skills and values. The library instruction and program curriculum integration culminates with a librarian-as-mentor relationship for students in their final year. By their fourth year, students will have become familiar with the librarian coordinators and with the concepts of information literacy. Each student in the program is paired with a librarian who assists him or her with researching a major paper and who is available for any library-related assistance. This mentoring program provides guidance for students in their senior year and prepares them for graduate studies and lifelong information literacy skills and values after graduation. In this session, the speakers outline their integrated information literacy program, sharing the strategies that worked to attract such a successful partnership with an academic department. They will also describe the benefits of such an arrangement, with particular emphasis on the mentoring aspect of the program and how this approach can work on other campuses to benefit of students, faculty and librarians, engaging with examples from the attendees.
51. Decolonizing Methodologies & Pathologizing Practices: Information Literacy and the Liberatory Possibility of Education

Kim Morrison, Chabot College & Kyzyl Fenno-Smith, California State University, East Bay

Information literacy praxis has a unique potential to hardwire students’ real world knowledge, their inherent genius, to the academic canon. It also contains the potential to validate oppressive practices in education and the construction of knowledge. Rather than validate biased information or exclude student knowledge from our classrooms, we choose to place students at the center of our teaching, and confront barriers to their access to education. First generation students are particularly vulnerable to cultural dissonance in academia when they encounter a barrage of information in their courses and in the campus climate which denies their knowledge and experience. By inviting and respecting student expertise about themselves, their families, and communities, we engender academic success and encourage a more critical engagement in their education. We have developed and will share a variety of curricular and pedagogical methods used to explicitly empower students and connect their cultural and community experiences to the academic environment. We mix critical pedagogy and Freirean theory to design culturally inclusive content and authentic assessment practices. We will share strategies we have used to connect with and inspire a broad spectrum of diverse students in the community college and public university, in urban and suburban communities. Through audio and visual content from our classrooms, we will examine our teaching assumptions and information literacy praxis, and invite attendees to share their strategies. Between us we have 25 years of teaching experience and we will share how we employ our authentic selves in our teaching to connect with and empower students.

52. Lifelong Learning? Beyond Teaching "How to Search": Working with Faculty to Integrate Assignments that Critically Compare & Evaluate Information

Daniel Brendle-Moczuk, Thompson Rivers University

The lofty thought of “Information literacy forms the basis for lifelong learning” does not easily connect with students’ busy lives and their desire to just obtain information to finish their assignments as easily as possible. In general I am skeptical of one shot “Information Literacy” sessions and especially of the mantra “Information literacy forms the basis for lifelong learning” within the context of a 50 minute one shot. Thus, in trying to address lifelong learning within information literacy I think I have found a (partial) solution. We will discuss the concepts of lifelong learning, self-directed learning and problem based learning within the context of library session(s). My experience is that some students need either “the carrot or the stick”, i.e. a graded assignment, as motivation. Accordingly, I have worked closely with a number of faculty to obtain 2 to 6 hours (or sessions) and integrate an assignment that is graded by the librarian and counts for course marks and addresses a component of “Information literacy”, namely “critical evaluation” and potentially “forms [a] basis for lifelong learning”. The assignment asks students to find (on their own) sources and then to analytically compare & evaluate these sources (sometimes these are webpages, sometimes otherwise) in comparison with faculty/librarian selected sources according to a flexible number of questions depending on the course and year of study. Attendees will: (1) Learn how to communicate with faculty regarding the importance of an “information evaluation” assignment rather than just addressing “how to find it”. (2) See a version of the assignment. (3) Read students’ reactions to the assignment. I will engage the audience by suggesting Librarians abandon 50-minute one-shot sessions and instead conduct multiple information literacy sessions and create and grade assignments that compare and evaluate various sources.

53. Redesigning Pathways into the Content: Strengthening the Synergy between Multiple Intelligences Theory and Information Literacy

Erin Bower, Sonoma State University

After more than 20 years, Howard Gardner’s groundbreaking work on multiple intelligences (Frames of Mind, 1983) still sparks uneasy reactions within the educational community. Interestingly, the library scholarship remains little stirred by Gardner’s controversial theory, even as we grapple with our own transformations around information literacy instruction. So, how can librarians strengthen the synergy between information literacy instruction and multiple intelligences theory? Both are a call to action for lifelong learning, but a conflict exists between the typical scope of a 50-minute library session and the vast scope of truly adopting multiple intelligences theory. As librarians strive to integrate information literacy into the college curriculum, we are challenged to adopt new pedagogies and practices, and thus transform the shape of our instruction programs. In this presentation, one instruction librarian asks the question of whether or not current information literacy practices allow us to give more than lip service to multiple intelligences theory. Through a hands-on example of planning a class on plagiarism for college freshman, attendees will learn how to integrate multiple intelligences theory into information literacy objectives, how to let go of the urge to “cover everything” in one session in order to implement multiple intelligences
54. What was the Question? Games in the Library
Susan W. Goodwin and Becky Bradley, Kingwood College

Over the past three years, the librarians at Kingwood College have been using active learning techniques in our bibliographic instruction. To that end, we have developed some instructional games. Because English classes are usually a student’s first introduction to the library, we use these classes to experiment with interactive games designed to appeal to multiple intelligences. A PowerPoint version of Jeopardy reinforces the basic library orientation with 25 questions. While verbal, the games uses visual clues and musical reinforcement. “It’s a Question of Research,” based on Scruples, features discussion of the reasons behind many procedures that baffle students. For example, “Where can I find scholarly journal articles? And how do I know when I have one?” Participation, rather than exact answers, is rewarded. While other libraries may have different goals with their Bibliographic Instruction, all will be interested in making instruction more fun and more relevant to the student. Our presentation focuses on the development and evaluation of the games. We will demonstrate the games with audience participation to illustrate how quickly it moves, as well as how student participation can be auditory, spatial, kinesthetic and sensory. Handouts include descriptions of appropriate PowerPoint techniques and a demonstration CD.

55. Google Presents: Tales, Tools, Tips and Tricks
Ben Bunnell & Jodi Healy, Google

Ever wonder how you can help your students use web search tools more effectively? Come hear the true stories behind some of Google's search tools, learn about how they work, and explore ways you can apply your new Google expertise on the job. Through step-by-step demonstrations, Google's librarian outreach team will show you how to use these tools in the classroom or library to make learning more fun and help your students improve their web search skills. Learn advanced search tips that will help you and your students get more from your search results. Take a tour of the "stacks" at Google Book Search, where anyone can browse through thousands of books from many of the world's greatest libraries. Check out Google Scholar so you can search through authoritative scholarly material and make your cross-disciplinary academic research more effective. Explore Google Earth and learn how to take your students and patrons on virtual tours to far-flung places. We'll also talk about Google tools you may not even know about yet, and show you how they're relevant to the work you do. Finally, join us for a Question & Answer session so we can hear your thoughts and opinions and learn how we can help you get the most out of Google.

56. Mauna Kea - A Cultural Journey of Discovery (Hawaiiana Program)
Koa Ell, University of Hawaii Institute for Astronomy

Join Koa Ell, Native Hawaiian warrior and Outreach Assistant for the University of Hawaii Institute for Astronomy, as she bridges the voyages of ancient and modern Hawaiians with those of astronomers.

57. The Librarian’s Role in a Googlized World (Discussion Group)
Facilitator: Sylvia Tag

Share perspectives with Google staff and other librarians on the following questions: How should academic librarians best meet the needs of a user community that increasingly gravitates to Google and other search engines? Should the academic librarian community shift their focus from practices based on delivering systems geared to achieving more precise search engine results and high quality, at the cost of some complexity, to systems that may compete more effectively with Google by eliminating the use of a traditional search technique? As a profession will moving to a Google model require shifting to a mode that values "good enough results" over "the best quality results"? Should academic librarians, as some experts suggest, de-emphasize information literacy since it is proving ineffective in meeting the Google challenge?
58. Learning the Ways of the Navigator: Teaching Future Generations to Voyage (Hawaiiana Program)
Kaiulani Murphy
More than 30 years ago Hawaii's ocean community had no sailing canoes and no navigators who could sail like their ancestors - by the waves, the stars and the birds. To recapture this lost art, the Hokule'a, a full-scale replica of a traditional Hawaiian voyaging canoe, was built. Kaiulani Murphy, 27, is one of a very small group of navigators who can who can steer the 10-ton, 62-foot voyaging canoe across the ocean without any instruments. She has spent the past several years of her life learning, practicing, and sharing the nearly lost art of navigation to native Hawaiians. Join Kaiulani as she shares how students learn the importance of the sea and Hawaiian culture by experiencing it aboard the Hokulea. Discover how the Hokulea enables Hawaiians to transmit the things that they hold so important to those not even born.

59. Common Video Program: It Changed the Way I DO Research
Nancy Gobel, University of Alberta
Hailed by Canadian critics as the most provocative video ever made about academic library instruction, It Changed the Way I Do Research - Period: Augustana Talks Information Literacy provides a complex and emotionally charged look at the University of Alberta, Augustana Faculty's Information Literacy Program. Through the use of interviews, the video provides an insider's perspective on several dimensions of the Augustana Faculty's program including the 21 for credit discipline-specific Information Literacy courses embedded into the curriculum, a variety of assessment practices, an annual Information Literacy workshop for faculty and librarians, and Information Literacy Awards for students and faculty. Following the screening, join the producer, Nancy Gobel, for conversation about the video. Get a sneak preview of the video everyone will be talking about at the ALA Annual Conference in New Orleans. You can tell them all you saw it first in its world premier at LOEX-of-the-West! We'll supply the popcorn, you supply the discussion.

60. Anime Festival
Cheryl C rain, Hilo Public Library
Americans of Japanese ancestry have played an important role in Hawaii's history. Interest in things of Japanese origin continue to play an influential role in contemporary culture throughout Hawaii. Anime (Japanese Animation) is a huge hit in Hawaii's public libraries and is an example of Hawaii's ongoing cultural ties to Japan. Join Cheryl Crane of Hilo Public Library for some tasty movie snacks and insightful commentary on anime. Cheryl will introduce us this exciting genre and showcase some must see anime films. Scratch your Japanese pop-culture itch in a big way at the inaugural LOEX-of-the-West Anime Festival.