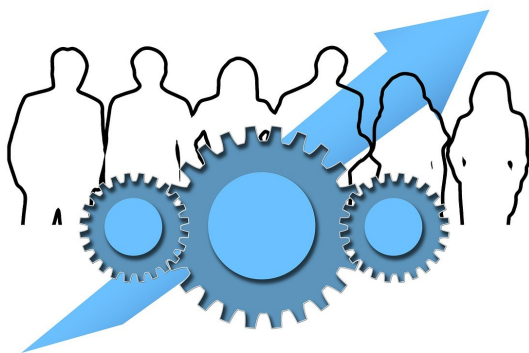**2018 CT Information Literacy Conference Planning Committee**

Yolanda Bergstrom-Lynch, Eastern Connecticut State University
Jenn Cournoyer, Quinebaug Valley Community College
Rebecca Dowgiert, University of Bridgeport
Kristina Edwards, Central Connecticut State University
Shawn Fields, Lincoln College of New England
Barbara Ghilardi, Fairfield University
Pamela Graham, U.S. Coast Guard Academy
Joy Hansen, Middlesex Community College
Wendy Hardenberg, Southern Connecticut State University
Diana Hellyar, University of Hartford
Seth Kershner, Northwestern Community College
Martha Kruy, Central Connecticut State University
Dan Lewis, Capital Community College, Vice Chair
Jeffrey Liszka, Trinity College
Kyle Lynes, University of Hartford, Chair
Jillian Maynard, University of Hartford
Briana McGuckin, Central Connecticut State University
Shu Qian, Worcester State University
Susan Slaga-Metivier, Central Connecticut State University
Diane Spinato, University of New Haven
Julie Styles, Trinity College
Angela Walker, Eastern Connecticut State University

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

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

2018 Connecticut Information Literacy Conference
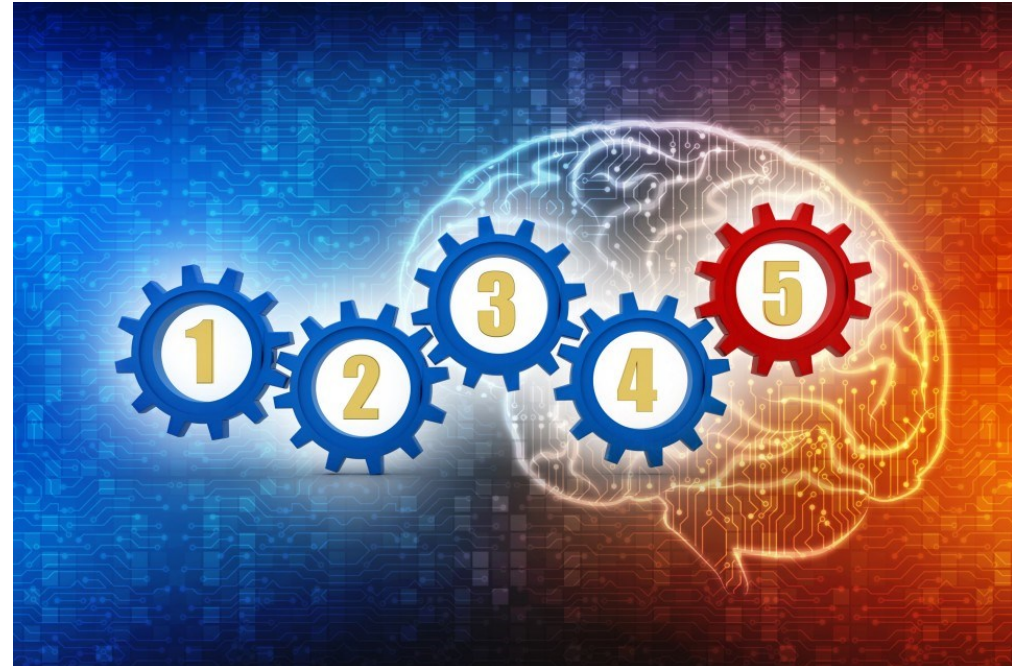
Instructional Design for Today's Students

Friday, June 15, 2018
8:30 am - 3:15 pm
University of Hartford, West Hartford, CT
Visit us online: ctlibraryassociation.org/ctinfolit_home

Agenda

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

Notes

📶 Wi-Fi access: Instructions are available at the Registration Table.

🐦 Twitter: #CTinfolit2018

📷 Instagram: #CTinfolit2018

Our Sponsor

CREDO

H. Moving Forward with Backwards Design: Creating Active and Impactful Library Instruction
(1:30 - 2:30) Location to be announced at lunch

**Amanda DiFerterici,** Senior Manager, Product Strategy, Credo
Ula Lechtenberg, Instructional Design Librarian, Sacred Heart University

An increasingly strong culture of assessment and data gathering demands evidence that information literacy and critical thinking skills are being effectively taught and absorbed by students across the curriculum from K12 to higher ed. And yet, these are precisely the skills that historically have been deemed difficult to quantify or measure formally. This session will focus on how librarians can serve as key actors and partners with instructors in the effort to design assignments and research processes that effectively engage students in critical thinking and information literacy across age levels and subject areas. We will focus on how to use backwards design to incorporate IL into learning objectives, scaffold assignments to break down the information literacy elements of the process, and the importance of designing and executing active learning opportunities so students may learn by doing. each stage of media production enhances students' abilities to conduct effective research, analyze discovered information and effectively create new informative messages. By the end of the demonstration, participants will be able to apply the model and DLO's to their own information literacy classes or workshops and have their students enhance their learning via media production.

Closing Remarks • Assessment • Door Prizes

(2:45 - 3:15) Wilde Auditorium - Must be present to win!

We would like to extend our thanks to Randi Ashton-Pritting for donating one of her infamous gift baskets!
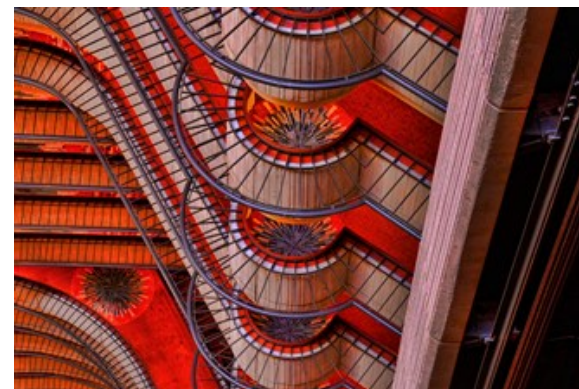
F. How Do You Know What Students Know?
(1:30 - 2:30) Location to be announced at lunch

Kristin Hall, Library Assessment and Learning Outcomes Specialist, Stony Brook University

To engage in meaningful learning, students must be able to link new information to what they know. Consequently, effective teaching depends on an instructor's ability to assess what students already know and don't know. This session will introduce you to the nature of knowledge, the importance of students' prior knowledge and how to assess and identify misconceptions. Differences between novice and expert organization of knowledge will also be discussed. In addition, this session will offer strategies Librarians can use in the classroom to help students develop their metacognitive skills and activate their prior knowledge as they learn about information literacy.

G. Google, Discovery, and Individual Database Searches: Cultivating Critical Thinking Skills in Undergraduates
(1:30 - 2:30) Location to be announced at lunch

Bernadette M. Lopez-Fitzsimmons, Associate Librarian for Instruction, Research, & Outreach, Manhattan College
Kanu Nagra, Associate Professor and E-resources Librarian, Borough of Manhattan Community College, City University of New York (CUNY)

The evolving nature of electronic resources in multiple formats and delivery platforms has presented opportunities for a variety of enriched teaching-and-learning environments that enable successful student-driven learning. Rendering learning meaningful supports student-centric learning on academic, professional, and personal levels. As undergraduates recognize the benefits of managing Google, Discovery, and individual database searches effectively, they will develop focused and strategic research skills as well as practice inquiry-based thinking.

This presentation will speak to the various teaching-and-learning strategies and activities that engage undergraduates in developing information literacy skills using Google, Discovery, and database searches. The speakers will explain how active learning and blended instructional methods organically stimulate undergraduates' critical thinking skills. They will discuss the advantages and challenges, suggesting possible ways to differentiate teaching the three types of searches to nurture life-long learning skills.

Participants will be invited to share their experiences in small group discussions and whole group share. They will be engaged in related small group exercises.

Welcome and Introductions

(9:30 - 9:45) Wilde Auditorium

Kyle Lynes, Chair, 2018 Connecticut Information Literacy Conference, University of Hartford

Randi Ashton-Pritting, Director of Harrison Libraries, University of Hartford

Keynote Address

(9:45 - 11:00) Wilde Auditorium

From Accidental to Empowered: Discovering the ID Within Ourselves

Considering herself an "accidental" instructional designer (ID), Kim Hoffman will share the journey from once-timid novice librarian teacher to empowered and engaging facilitator of learning; participants will be encouraged to also find their inner ID. Through exploration and application of a basic ID model, participants will consider how, to whom, and for what purposes we design instruction. Multiple tools and guides will be shared to continue our own learning process well beyond the conference. Get ready to engage as we test out ID theory on our daily practice!

Participants will:

- Reflect on their personal attributes in order to envision themselves as teacher designers

- Connect commonly taught information literacy concepts to related teaching formats in order to explore different methods for conveying content

- Apply a common instructional design model to a given scenario in order to intentionally think through choices made for teaching one way or another

Concurrent Morning Sessions

A. Designing Information Literacy Videos for Blackboard
(11:15 - 12:15) KF Classroom, Mortensen Library

Anthony Bishop, Assistant Professor of Instructional Design, Borough of Manhattan Community College

This presentation will highlight the work that Prof. Bishop and other library department faculty members conducted in designing and inserting information literacy and academic research tutorial videos for the E-Learning program at BMCC. The presentation will highlight how instructional design skills were utilized to identify performance gaps and how the ADDIE method was used to create training videos to close this gap.

B. Designing for Success: The Implementation of DIY Information Literacy for Faculty
(11:15 - 12:15) Breakout Room B, 1877 Club

Kathryn Neary, Reference and Instruction Librarian, Massasoit Community College
Rachel Zyirek, Reference and Instruction Librarian, Massasoit Community College

After struggling with the scale of information literacy needs on a community college campus, the Massasoit Community College librarians partnered with the Writing Center and the Office of Online Learning to create a series of mini-modules for faculty that targeted specific information literacy concepts. With modules residing in the campus LMS, faculty can approach information literacy within the framework of their content and course calendar, assigning these modules as homework, and scaffolding them throughout the semester as student research needs become more complex. This session focuses on adoption of a student-based modular design and organization as well as the marketing approach to faculty.

C. It Takes a Village: Creating Collaborative Library Instruction for a First Year Writing Program
(11:15 - 12:15) Woods Classroom, Mortensen Library

Kyle Lynes, Reference Librarian, University of Hartford
Diana Hellyar, Reference Librarian, University of Hartford

Since 2015, the Reference Department has collaborated with the First Year Writing program in a complete curriculum overhaul. As a result, two distinct library instruction modules have emerged. Aligned with an introductory research and writing class, the first module covers such topics as the information timeline, proper use of sources, and basic database searching. The second module is aligned with an analytical writing course. To prepare them for college level research, students learn about keyword selection, advanced search techniques, and in-depth database searching. Both modules are designed to fit into a one-shot session and incorporate anticipatory sets, active learning, and assessment. During this breakout session we will talk about our partnership with the writing program. We will also outline the collaborative process used to create the two modules including a look at the final product and how it is assessed.

D. Removing Learning Barriers for All Students: Information Literacy and Universal Design for Learning
(11:15 - 12:15) Breakout Room C, 1877 Club

Ula Lechtenberg, Instructional Design Librarian, Sacred Heart University

Today's students possess different learning abilities, learning preferences and life experiences. Whether considering students with learning or physical disabilities, the gifted and talented, or English Language Learners, learner variability can be overwhelming for librarians to consider when designing information literacy lessons and tutorials. Universal Design for Learning (UDL) is a framework that helps to address this variability without sacrificing academic rigor. UDL removes barriers to learning and allows for flexibility in designing lessons, activities, and online learning objects. The purpose of this session is to teach librarians how to create an inclusive learning environment by actively integrating UDL into instructional design. This session will describe UDL in more detail and give concrete examples of how to use UDL in instruction sessions, online tutorials, and online courses.

Lunch

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

Concurrent Afternoon Sessions

E. From Information Literacy Experts to Instructional Designers: Paving the Way Towards an Instructional Design Culture in the Library
(1:30 - 2:30)

Stefanie Metko, Director, Teaching & Learning Engagement, Virginia Tech

This session will cover how the information literacy unit at Virginia Tech reinvented itself to align with new university-level initiatives through putting instructional design philosophy at the heart of the unit's culture. The presenter will discuss best practices when hiring instructional designers (ID) and on-boarding ID professionals into library culture, training librarians for success in the instructional designer role, and creating infrastructure to support instructional design initiatives. In addition, the presentation will cover common challenges to instructional design in a library setting, important partnerships to include when embarking on instructional design initiatives, and solutions that came about as a result of infrastructure changes, such as the process of unit restructuring, projects that arose as a result of the ID program, and how this approach increased librarians instructional design praxis within an information and digital literacy setting.

Cancelled