2017 CT Information Literacy Conference Planning Committee

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Diane Spinato, University of New Haven
Julie Styles, Trinity College
David Vrooman, 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: ctinfilit@ctlibrarians.org

2017 Connecticut Information Literacy Conference

The IL Connection: From How We Learn to Now We Learn

Friday, June 16, 2017
8:30 am - 3:15 pm
Manchester Community College
Visit us online: ctlibraryassociation.org/ctinfilit_home
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**Notes**

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

Twitter: #CTinfilit2017

Instagram: #CTinfilit2017

**Our Sponsors**
E. Surviving on the Grid: Focusing on the Information Function & Need
(1:30 - 2:30) Arts, Sciences & Technology Center (AST), Second Floor, C210
Naomi T.L. Toftness, Acting First Year Librarian, Western Connecticut State University and Acting Public Services Librarian, Northwestern Connecticut Community College

How do students evaluate information needs? They just need to follow the grid! Using a quadrant grid helps students focus on what is actually important: what is their information need? Inspired by the CSCU transition to a consortium discovery tool, Toftness restructured her first-year instruction to deal with being confronted with all information types at once. Many professors have attempted to force their students to use these types of information by forcing certain format requirements within their assignments, but emphasizing the function of these resources helps develop lifelong information literacy skills. Focused on first-year university and community college students. Highly adaptable visual learning tool gives a great framework for a one-shot session!

Closing Remarks • Assessment • Door Prizes
(2:45 - 3:15) SBM Charitable Foundation 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!

Welcome and Introductions
(9:00 - 9:15) SBM Charitable Foundation Auditorium

Pamela Graham, Chair, 2017 Connecticut Information Literacy Conference, U.S. Coast Guard Academy

Debbie Herman, Library Director, Manchester Community College

Keynote Address
(9:15 - 12:15) SBM Charitable Foundation Auditorium

Uncovering Mysteries of the Learning Brain
Dr. G. Christian Jernstedt, Professor Emeritus of Psychological Brain Science, Adjunct Professor Emeritus of Community and Family Medicine at the Geisel School of Medicine, and Director Emeritus of the Center for Educational Outcomes, Dartmouth College, NH

Dr. Jernstedt will help us examine what we know about the brain and how that information can inspire us to understand ourselves and to develop new ways of learning. We will examine research on increasing the ability to learn and remember that can help dramatically improve our design of learning experiences. How does the brain work? What is the process of learning? As Librarians, what can we do to support learning?

Please note, due to the length of this session, Dr. Jernstedt will incorporate two short breaks into his presentation.

Lunch
(12:15 - 1:15) Student Services Center (SSC), Second Floor, Culinary Arts Center
A. Building Evaluating 21st Century Learning: ACRL’s Framework for Information Literacy as a Tool for Enhancing Assessment
(1:30 - 2:30) Arts, Sciences & Technology Center (AST), Second Floor, E202
Matt Bernstein, Reference & Instruction Librarian, Fairfield University
Barbara Ghilardi, Reference & Instruction Librarian, Fairfield University
Jeremiah Mercurio, Senior Reference Librarian & Instruction Coordinator, Fairfield University

In the fall of 2015, instruction librarians at Fairfield University revamped their Information Literacy program. The goal of the redesign was to incorporate learning activities that appeal to first-year students and to determine how ACRL’s Framework for Information Literacy could help develop new learning outcomes that better fit 21st-century learners. This presentation will outline this process and discuss assessment strategies that were developed to evaluate active learning activities. Armed with two years of assessment data, librarians will show a picture of what their students are learning, what this data suggests about student learning more generally, the challenges associated with assessing Framework-based outcomes in the one-shot model, and strategies for revising the program moving forward.

B. Hacking the Textbook for Student Success
(1:30 - 2:30) Arts, Sciences & Technology Center (AST), Second Floor, C201
Lusiella Fazzino, Assistant Professor and Scholarly Communications Librarian, The College of New Rochelle
Michael Kahn, Learning Commons Librarian, The College of New Rochelle
Marie M. Octobre, Associate Professor and Reference Librarian, The College of New Rochelle
Natalia Sucre, Learning Commons Librarian, The College of New Rochelle
Julie Turkley, Learning Commons Librarian, The College of New Rochelle

Did you ever wish you could use a textbook that was written with your students in mind, using language and examples that were relevant for them? Do you wish you could help your students save $$$ on textbook costs and ensure that they have their textbook on the first day of class?

In this breakout session, you will learn how a group of librarians at The College of New Rochelle came together to take an existing open educational resource and modify it so that the “remixed” version was relevant for their information literacy classes and free to their students. By attending this workshop, you will come away with a greater understanding of how you can easily remix and reuse existing open educational resources to create your own tailored open textbooks for better student outcomes in your classes. Please note, the e-book referenced in this session, The Information Literacy User’s Guide: A Remixed Open, Online Textbook, can be found at: digitalcommons.cnr.edu/gill-publications/59/

C. Learn Forward: An Information Studies Curriculum for the 21st Century
(1:30 - 2:30) Arts, Sciences & Technology Center (AST), Second Floor, C209
KellyAnne McGuire, Instructional Technology and Collection Development Librarian, Bard College at Simon’s Rock
Brian Mikesell, Library Director, Bard College at Simon’s Rock

A new era requires a new approach to information literacy. Instead of one-shots, clinics, and workshops, we engage 21st-century learners through a series of courses addressing transliteracy, which blends disparate literacies—information, digital, media, communication, and visual—necessary to successfully navigate rapidly evolving learning environments. Our innovative curriculum comprised of unique, one-credit, seven week courses takes traditional library instruction in a new direction, less narrowly focused on skills that have too little durable value outside the academy. Courses such as Reading Images, Information Design, Digital Privacy, and Information Privilege are designed with students’ needs and interests in mind. Combining theoretical readings with hands-on activities using emerging technologies creates confidence and resiliency in students. We will present our experience developing this curriculum, student and institutional response, reflections, and ideas about moving forward.

D. The Media Production Hive: Advancing Information Literacy by Making Media Messages
(1:30 - 2:30) Learning Resource Center (LRC), First Floor, A142
Dr. Yonty Friesem, Associate Director at the Media Education Lab and Assistant Professor, Department of Communication, Central Connecticut State University

Most of the instructional strategies of media production are built upon the Hollywood film industry standards of pre-production, production and post-production. This model does not apply to information literacy librarians who want to enhance their students’ learning via digital media. By looking at specific learning outcomes such of digital, media, and information literacies (the ability to access, analyze, ideate, plan, document, organize, reflect and engage), the presentation will showcase a new model of teaching information literacy through media production. The Media Production Hive consists of seven stages (Explore, Empathize, Negotiate, Create, Edit Share, and Act). Through videos, case studies, and students’ artifacts, the participants will be able to learn how to create more effective digital learning objects (DLO’s). In addition they will be able to see how 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.