AABIG 2016: Designing Your Instruction: Lesson, Programs, and Spaces
June 10, 2016 at Mercer University in Atlanta, GA

8:30AM Registration
9:00 – 9:10 Welcome and opening remarks
9:10 – 9:50 Keynote: Evolution of the Academic Library Commons: Are we learning (spaces) yet?
   Charles Forrest
   Director, Emory University Library Facilities
   Robert W Woodruff Library

10:00 – 10:45 Break-out Session I

Pharmacy Classroom #172

   Universal Design for Library Instruction (45 minute)
   Presenter: Melissa Green, University of Alabama

Pharmacy Classroom #175

   The University of Alabama Libraries and Student Support Services Partnership: Non-Traditional Outreach to Academic Support Programs (45 minute)
   Presenters: Jennifer Pate and Erica England, University of Alabama

Day Hall

   Authority in Biology: Helping students choose evidence (20 minute)
   Presenters: Ellen Neufield, Jessica Robinson, Christopher Bishop, Oxford College

   Innovative Database Instruction—Bingo!(20-minute)
   Presenter: Amy Gratz, Mercer University
11:00 – 11:45 Break-out Session II
Pharmacy Classroom #172

Learning objectives made easy (45 minutes)
Presenters: Michael W. Wilson and Marie C. Day, Valdosta State University

Pharmacy Classroom #175

Why does instructional design fail so often and what can librarians do about it?
(45 minute)
Presenters: John Cruickshank, University of Georgia

Day Hall

I learned it by watching you! Librarians teaching librarians (20 minutes)
Presenters: Jennifer Townes and Jordan Moore, Atlanta University Center

Mapping your way to a robust information literacy instruction program: an analysis of curriculum mapping in information literacy (20 minutes)
Presenter: Seth M. Porter, Georgia Institute of Technology

11:45 – 1:30 Lunch and Networking

1:30 – 1:50 Pecha Kucha (2 presentations for 7 minutes each)
Day Hall

Evolution of an Assessment Program
Presenter: Amy Gratz, Mercer University

Improving Learning Outcomes Using LibGuides for Pre-assessment and Flipped Instruction
Presenter: Stephen Michaels, Mercer University

2:00 – 2:45 Break-out Session III
Pharmacy Classroom #172

From Instruction to Equipping to Inspiring: Engaging minds as we help students navigate the knowledge explosion (45 minute)
Presenter: J. Steve Miller, Kennesaw State University

Pharmacy Classroom #175

Creating Cardarian: Enhancing instruction with gaming (20 minute)
Presenter: Adam Olsen, Kennesaw State University

2:00 – 2:45 Break-out Session III (cont.)
Pharmacy Classroom #175
Sharing the Wealth: How a library mini-conference can help you plan your instruction (20-minute)
  Presenters: Jennifer Townes, Justin de la Cruz, Jordan Moore and Monya Tomlinson, Atlanta University Center

Day Hall

Piloting embedded librarianship for eCore (20 minute)
  Presenters: Maggie Murphy, Betsy Clark and Karin Bennedsen, Georgia Highlands College

Strategies for developing successful analogies for library instruction (20 minute)
  Presenter: Samantha Paul, Valdosta State University

3:00 – 3:45   Bylaws Vote, Future of AABIG Discussion, & Closing

Keynote

Evolution of the Academic Library Commons: Are we learning (spaces) yet?
  Presenter: Charles Forrest, Emory University

Abstract: The twentieth century witnessed the introduction of technological innovations that continue to disrupt and transform higher education and academic libraries. This presentation will explore the many ways our libraries have responded to these changes as we pursue our historical
mission to use the best available technology to acquire, conserve and transmit the inscribed cultural legacy in support of learning and scholarship.

### Breakout Session I Abstracts

#### Universal Design for Library Instruction

**Presenter: Melissa Green, University of Alabama**

**Abstract:** Universal design is “the idea that we should always keep the largest possible audience in mind in our design decisions, ensuring that our final product serves the needs of those with disabilities as well as those without” (ProfHacker, Academic Resources and Universal Design). In the built environment, universal design refers to the design of spaces and products that can be used by people of all abilities. When applied to learning, universal design provides a framework for designing curriculum that anticipates and meets all students' learning needs. This session will provide an introduction to Universal Design for Learning: what it is and how its principles can be applied to library instruction. Examples of universally designed instructional materials and strategies will be shared, and participants will leave the session with tools to help them ensure full access for learners of all abilities.

#### The University of Alabama Libraries and Student Support Services Partnership: Non-Traditional Outreach to Academic Support Programs

**Presenters: Jennifer Pate and Erica England, University of Alabama**

**Abstract:** At the University of Alabama Libraries we have partnered with the Student Support Services TRiO program, a grant-funded program through the U. S. Department of Education that works to increase the retention and graduation rates of first generation college students, students with limited family income, and students with disabilities. We have developed a program that utilizes a combination of classroom instruction in the library and outreach hours at the Student Support Services building, we are able to engage with the students on multiple levels while remaining cognizant of any accommodations they may require. We provide instruction on utilizing the library’s website as well as one-on-one consultations for students who need research support. Although this program is only in its second semester it has proved quite successful and we see great potential for expansion to other non-traditional academic services on campus.

#### Authority in Biology: Helping students choose evidence

**Presenters: Ellen Neufield, Jessica Robinson, and Christopher Bishop, Oxford College**

**Abstract:** Designing Library Instruction for the sciences can be challenging, particularly for librarians with no subject expertise in the field. In the biological sciences, it is especially important for students to understand the type of evidence needed to support a hypothesis. Given
these two parameters, we created, with faculty, a library session that specifically workshops how to tell the differences between scholarly and popular sources, and primary and secondary sources. This session goes beyond simply making lists, but gets at the heart of the ACRL threshold concept of Authority. Students come away from the sessions with a clear understanding of the types of resources that are acceptable and credible when writing scientific research papers. To put this information into practice, students are introduced to certain biological science databases during an activity where they find 1-2 resources and determine the authority of the resource and how they could incorporate into their research.

**Innovative Database Instruction—Bingo!**

Presenter: Amy Gratz, Mercer University

Abstract: As instruction librarians, we sometimes find ourselves getting tired of doing the standard database demonstration, and struggling to find ways to teach databases in an interesting way. I developed an interactive game that exposes freshmen students to many of the useful and unique features of academic databases while keeping them actively engaged in a competition. During this session, you are invited to experience the game for yourself, as if you were a student in my class. We will also discuss how this activity can be adapted to different classes and levels of knowledge, as well as techniques to make sure the students are actually learning something through the process.
Breakout Session II Abstracts

Learning objectives made easy
    Presenters: Michael W. Wilson and Marie C. Day, Valdosta State University

Abstract: This presentation will introduce the ABCD method of writing learning objectives, and provide examples applicable to information literacy sessions. Participants will learn the four elements to include in every objective, and how objectives can be used to guide the development of assessments. The importance of sound objectives in general will be discussed, and an opportunity will be provided for participants to practice writing their own objectives.

Why does instructional design fail so often and what can librarians do about it?
    Presenters: John Cruickshank, University of Georgia

Abstract: Early in my career as a librarian, developing lesson plans was the greatest challenge due largely to a mismatch between textbook learning theory and real-world learning environments. Today I am running a branch library and the barriers to effective instructional design are more substantial and more numerous than ever. The greatest difficulty I face is the unique nature of the physical environment. Competition with a state-of-the-art learning center, limited physical access to the students themselves and a very small student population are among the greatest challenges that I now face. With a great deal of team effort problems are being solved. I will explore key challenges I faced over the years and possible solutions with the audience, and the solutions offered by experts in many fields.

I learned it by watching you! Librarians teaching librarians
    Presenters: Jennifer Townes and Jordan Moore, Atlanta University Center

Abstract: Instruction librarians are rarely formally trained in pedagogy, or have an opportunity to watch each other in action. Thus, the Robert W. Woodruff Library instituted the “Instruction Academy” in Fall 2014, for the purpose of creating an ongoing conversation about instruction activities at the library. Academy sessions provide a platform to promote successful practices and discuss solutions for challenges. During Academy sessions, librarians share their instruction techniques and experiences and workshop any challenges. The sessions also give librarians the opportunity to share new information relevant to teaching, either pertaining to the library or the profession at large. The Instruction Academy has fostered an environment of collaboration and knowledge sharing within the library. Librarians not only benefit from learning from their colleagues, but also benefit from an opportunity to show off their own pedagogical skills. This session will detail the ways in which this program can be replicated in any library.

Mapping your way to a robust information literacy instruction program: an analysis of curriculum mapping in information literacy
    Presenter: Seth M. Porter, Georgia Institute of Technology
Abstract: Information literacy is a vital service for all academic and research libraries, but in many institutions the size of the instruction program is maxed out at entry level First Year Experience Classes and English Composition. However, there is an answer to the stalled growth of such a crucial library service: curriculum mapping. Curriculum mapping is a quantitative process for collecting, analyzing, and recording curriculum data to identify information literacy, research methods, and library service needs in unidentified courses. The presenter will cover literature and the best practices in curriculum mapping. This will include a conceptual overview, step by step process, and an action plan once the map is complete. The presenter will also describe his experience doing so, and the impact on the instruction program after the comprehensive program evaluation. Curriculum mapping is a powerful tool to grow, sustain, and improve an information literacy program.

Pecha Kucha

Evolution of an Assessment Program
Presenter: Amy Gratz, Mercer University

Abstract: Designing an Instruction Program is a big task, but one of the most important, and often neglected, components is a robust assessment plan. In this short presentation, I will share how librarians at Jack Tarver Library, Mercer University, designed an assessment cycle that includes multiple methods to collect feedback from faculty and students alike, and which covers both session-level and program-level assessment. I’ll take a look back at where we were four years ago, share how we got to our current plan, and speculate on what might happen in the future. Along the way attendees will learn about some of our mistakes and successes, and why we think an intentional assessment plan is an essential part of any instruction program.

Improving Learning Outcomes Using LibGuides for Pre-assessment and Flipped Instruction
Presenter: Stephen Michaels, Mercer University

Abstract: The numerous web-based tools available to library instructors provide many opportunities for improving assessment and preparing students for instruction. The challenge lies in finding the right combination of tools that work for your particular situation. Most instructors will not find everything they need in one tool, but LibGuides can be a good foundation. While most think of LibGuides as an instructional aid or pathfinder, this flexible platform works well with many different types of embedded media, making it appropriate for pre-assessments and images/videos for flipped classroom material. Using tools like LibGuides can help streamline pre-class assessment and student preparation processes. This allows for the most efficient use of the limited time allotted to students for bibliographic instruction. See the evolution of one library instructor’s efforts to gather meaningful assessment data to improve student learning outcomes.
Breakout Session III Abstracts

**From Instruction to Equipping to Inspiring: Engaging minds as we help students navigate the knowledge explosion**

Presenter: J. Steve Miller, Kennesaw State University

Abstract: As someone well said, “In times of profound change, the learners inherit the earth….” And I’d add that those who know how to learn inherit the earth. Yet, my first year college students seem singularly ill equipped to sift through nonsense to find nuggets of truth. For them, secondary education apparently consisted largely of “Passing a set of notes from the teacher to the student, without going through the minds of either.”

That’s why librarians and media specialists are often the gatekeepers, or our guides through the bewildering maze we call “The Knowledge Explosion.” How can librarians go beyond helping students find resources, to helping them evaluate resources and critically assess the information those resources provide?

This seminar, led by an author/teacher who co-wrote Why Brilliant People Believe Nonsense: A Practical Text on Critical and Creative Thinking, will help librarians to sharpen their skills at passing on “the lost tools of learning.”

**Creating Cardarian: Enhancing instruction with gaming**

Presenter: Adam Olsen, Kennesaw State University

Abstract: This presentation covers the creation process for a card game developed for library instruction called Cardrarian. I will discuss the development process, including the needs that had to be met and the goals that the game accomplishes. I will also cover the design and manufacture phase of the game, as well as any ongoing development that takes place when actively using the game for instruction. Finally, I will cover what impact I feel implementing the game has had on instruction, as well as any feedback I have received from students and faculty. Assessment and revision will be discussed, as well as plans for expanding the game in the future, including more options for the existing game, possibly different games entirely.

**Sharing the Wealth: How a library mini-conference can help you plan your instruction**

Presenters: Jennifer Townes, Justin de la Cruz, Jordan Moore and Monya Tomlinson, Atlanta University Center

Abstract: Hosting a library mini-conference can provide a unique opportunity for information sharing and peer instruction among librarians. The presenters will discuss a mini-conference they designed and hosted at their library in 2015. Sessions included: a game for improving public speaking in classrooms; best practices in producing instructional videos; and how to best analyze and extract information from course syllabi. The feedback received from mini-conference
attendees (i.e., library staff) was overwhelmingly positive. The presenters will provide tips on designing a mini-conference, including what to consider and what to avoid. They will also discuss the benefits that can arise from such a mini-conference, including increased collaboration among instruction librarians and extended information sharing sessions.

**Piloting embedded librarianship for eCore**

Presenters: Maggie Murphy, Betsy Clark and Karin Bennedsen, Georgia Highlands College

Abstract: Based on our experience with embedded librarianship at Georgia Highlands College, eCore (a University System of Georgia program that offers core curriculum courses online) asked us to pilot an embedded librarian program in Fall 2015. We were given our own course shell to design and populate with content, sent out introductory emails, and then we waited for our students to come to our instructional space for help. However, as we thought it might, the program-level embedded model played out very differently than the course-level model we were used to. As we enter our third semester of the program in Summer 2015, we have learned a lot about being embedded librarians in a virtual learning environment where we are both everywhere and nowhere.

**Strategies for developing successful analogies for library instruction**

Presenter: Samantha Paul, Valdosta State University

Abstract: This presentation will explore how analogies work from a cognitive and linguistic viewpoint. Building on that, the remainder of the presentation will focus on the benefits of incorporating analogies into instruction as well as strategies for developing successful analogies to connect with students.