

- 8:30 am                    **Registration** (Davis Building)
- 9:15 am                    **Welcome & Opening Remarks**  
(Day Hall Auditorium)  
Wesley Stewart, AABIG President  
Scott Gillies, Assistant Dean, Mercer University Library
- 9:30 – 10:15              **Keynote Speaker, Jason Puckett**, Georgia State University  
(Day Hall Auditorium)
- 10:30 – 11:15            **Breakout Session I**
- Pharm 172                *When Life Gives You Lemons, Call Beyonce: Wikipedia Programming, Adaptation and Instruction (45 minutes)*
- This presentation chronicles how archivists and librarians have incorporated crowd sourcing and the presence of web 2.0 tools and technologies to increase awareness of minority collections and engage underrepresented contributors (e.g. students) on social platforms such as Wikipedia. We will discuss ways in which repositories have engaged students, faculty, and the overall public by hosting Wikipedia edit-a-thons and incorporating web 2.0 initiatives into curricula. Tiffany Atwater Lee, the Public Services Archivist, and Justin de la Cruz, The E-Learning Technologies librarian, at the Atlanta University Center Woodruff Library will highlight how they collaborated with faculty members from both Clark Atlanta University and Spelman College on an assignment where students conducted research with primary materials in the library's archive and posted their findings on Wikipedia. This collaboration among faculty, librarians, and archivists not only instructed students on how information is created but also served to increase awareness for hidden and underrepresented communities on Wikipedia and increase the diversity of editors on Wikipedia.
- Presenters:** Tiffany Atwater Lee and Justin de la Cruz, Atlanta University Center Robert W. Woodruff Library
- Pharm 175                *To Know Where They Are, You Need to Know Where They're at: Using an In-house Assessment Instrument to Gauge Student Research Readiness (45 minutes)*
- Berry College's Memorial Library has developed a strong instructional program. But efforts to measure the relative research-readiness of first-year students have been limited, and both instructional and outreach efforts have been founded primarily on our judgments and perceptions, rather than independent assessments. In order to better gauge "where they're at," we partnered with select faculty to devise an in-house pre-course/post-course instrument for the freshmen writing seminars in Spring 2018. Focal areas included the ability to accurately identify resources, match potential sources to a research need, determine relative authority, understand the potential for bias, and understand responsible knowledge practices. The session will review the beta results, identify areas of possible concern, and reflect on the evaluation mechanism as a learning tool, as a mirror for instruction and targeted instructional outreach, and as an in-road to improved coordination with faculty on critical literacy outcomes.

**Presenters:** Som Linthicum, Tri-County Technical College and Jeremy Worsham, Berry College

Day Hall Auditorium *Virtual Research Coaching: Providing Live, Personalized, Real-time Help for Distance Learners (20 minutes)*

Our library instruction team has been actively developing ways to reach distance learners and provide them with the full suite of high-quality library services they would receive if they were on campus. Encouraged by success with our online tutorials and embedded librarian service, we have started offering live, personalized virtual research coaching for our off-campus students. We use inexpensive screen sharing software and an old-fashioned telephone to make it happen, and we are very excited about the results! Come hear what we are doing and let's talk about how you can implement a similar program in your library!

**Presenter:** Katie McGrath, Southern Adventist University

#### **Poster Sessions (20 minutes)**

*Teaching Information Literacy: Forms, Frames and Fake News (Poster)*

Our poster describes an in-class, active-learning exercise to teach students how to recognize and engage with different types of information they find during the research process. Students break into groups and try to categorize a particular information item as one of eight types of resources. Each group teaches the rest of the class about their type of information and how it can be used as a resource. As a result, students are able to use information resources more effectively and cite their resources more accurately in their assignments.

**Presenters:** Patti Lee, Adrienne Button Harmer, Bethany Havas, David Minchew, Georgia Gwinnett College

*Crossing the Barriers: Meeting the Students Where They Are (Poster)*

A poster highlighting one reference librarian's attempt to engage distance & online students by providing online tutorials while creating the personal interaction to further engage and connect with them, with the goal of students feeling confident in conducting their research.

**Presenter:** Ruth Slagle, The Baptist College of Florida

*Going LIVE: Revisiting the Face-to-face Reference Interview (Poster)*

This poster session will explore how to revitalize the face-to-face reference consultation from the model of librarians as an authority to one of the student as their own researcher and the librarian as a facilitator/consultant in the conversation. Featuring aspects of the Socratic method, interpersonal communication, and the RUSA (Reference and User Services Association of

ALA) guidelines, the session will provide ideas, tips and resources to help librarians find ways to revitalize face-to-face reference consultations that support students as researchers driving their own research.

**Presenter:** Ellen Barrow, Georgia State University Perimeter College Library

11:15 – 1:15 pm

**Lunch on your own**

1:15 – 2:00 pm

**Breakout Session II**

Pharm 172

*Writing Herself into Existence: Emory University & Spelman College Archives and Intellectual Exchange Program (20 minutes)*

This presentation will discuss a grant-funded archives and intellectual exchange program between the Stuart A. Rose Manuscript, Archives and Rare Book Library at Emory University and the Spelman College Archives in relation to the personal papers of black women writers. By partnering with faculty teaching a Black Women Writers course at both schools, the speaker coordinated an archives exchange where students from each school received hands-on archival training and instruction at both the Rose Library and Spelman College archives and then conducted original research using archival collections. For the intellectual exchange, all students involved with the project met in person to present on their individual research projects and to discuss the experience of using the personal papers of black women writers. The presenter will share information on the development of this project and discuss pedagogical approaches to creating an archives and intellectual exchange program.

**Presenter:** Gabrielle Dudley, Stuart A. Rose Manuscript, Archives and Rare Book Library, Emory University

*Engaging Audiences Where They Are: What it Teaches Us About Effective Instruction (20 minutes)*

At its core, information literacy involves understanding and using information to solve real problems in the real world. This presentation explores several case studies in which basic constructivist approaches have been used, over a period of twenty years, to make instruction relevant to students and faculty in their own unique environments, including the science lab, the classroom, the veterinary hospital, the field, oceanic cruises, the community center, the local court, downtown, the computer lab, the office, the home, and as near as Griffin, Georgia and as far away as Athens, Greece. What can experiences in such diverse environments teach us about what works when it comes to instruction? Elements of successful instruction common to a wide range of environments are identified to establish a robust constructivist approach for effective use with audiences wherever they are – near or far.

**Presenter:** John Cruickshank, University of Georgia

Pharm 175

*Complementing Instruction with Follow-up Video Tutorials (20 minutes)*

We've learned the advantages to the flipped classroom, moving instruction outside the classroom to seed student thinking on a topic, maximize in-class discussion, and grease the wheels for active learning. But what about after the session? Often assessment is only used by the librarian to digest and inform future sessions. But what if we used assessment to further engage students and scaffold instruction? This presentation will present early experience with a responsive assessment that creates student-librarian dialogue and expands learning through targeted video tutorials.

**Presenter:** Jeff Dowdy, Georgia College

*Minute Clinics: Meeting Busy Students Where They Are (20 minutes)*

Librarians struggle with ways to inform students of key resources and services in a timely manner. Instructional sessions are but one way to do this, but many miss these opportunities. Or the focus of the instruction does not allow for a wide range of resources to be covered. Still, we want to promote as many of the helpful academic resources as we can throughout the year. Learn how the librarians at the Henderson Library approached this goal by seeking to reach out to students who were already in the library to quickly promote an array of vital library resources. We'll discuss the marketing, scheduling, topics covered, and how Henderson Library plans to proceed after a semester of clinics.

**Presenters:** Lori Gwinett and Lisa Smith, Georgia Southern University

Day Hall Auditorium *Retooling with Tutorials: Meeting the Changing Needs of First-year Composition Students on the Ground and Online (45 minutes)*

Attend this presentation to learn about The University of Tennessee at Chattanooga's library instruction efforts to support an evolving freshman composition program. Beginning in Fall 2017, UTC's primary composition course added several online sections. Due to curriculum changes, there was also a lack of research assignments in some face-to-face sections. We responded with an expansion of our distance learning library instruction offerings and new flipped classroom materials to ensure all students are up to speed in the secondary composition course. Join us as we discuss the creation and assessment of our new online tutorials using tools like Blackboard, Photoshop GIFs, LibWizard, and LibGuides. We will present what worked, what we learned, and where we hope to go next.

**Presenters:** Brittany Richardson and Natalie Haber, The University of Tennessee at Chattanooga

2:15 – 3:00

### **Breakout Session III**

Pharm 172

*Camtasia and the Flipped Classroom (45 minutes)*

Looking at our resources, we decided to create informational videos on how to use our library page, our catalog, and several of our databases. All of these videos were created in Camtasia, none are longer than 10 minutes, and they are hosted on our library YouTube page. These videos have since been used in a Communications 1100 course for a flipped classroom assignment. Students are

grouped, each group is assigned a video to watch and present what they have learned to the class. Each student is graded individually, and every student in the group is required to speak and make at least one point in a 5-8 minute-long presentation. The professor grades their speech based on their presentation, eye contact, dress, and delivery. The librarian grades their mastery of the video subject.

**Presenters:** Christin Collins and Jennifer Jacobs, Georgia Highlands College

Pharm 175

*Make Lemonade: Strategies for Getting More Out of Your Instructional Videos (45 minutes)*

Students find video content valuable and engaging. They want more visual content to supplement instruction and online research guides. At Valdosta State University's Odum Library, librarians create video tutorials and instructional videos. These videos are used in a variety of ways from integration into LibGuides to social media posts. Creating up-to-date video content is a challenge in the midst of ever-present transitions and interface changes. It can be easy to put video production on the back burner. This presentation will explore strategies and workflows to counteract constantly changing catalogs and databases. Learn strategies for coping with these changes, as well as getting the most out of video production. We will also share our video production set-up, workflow, and best practices for creating successful video content.

**Presenter:** Samantha Paul, Valdosta State University

Day Hall Auditorium

*Formative Assessment with the Framework: Evaluating Sources in Google Docs (20 minutes)*

Instruction librarians often struggle with the best way to assess student learning under the constraints of a one-shot session. While assessing summative learning is especially difficult because we don't want to conflate student satisfaction with learning through post surveys and often don't have access to completed research projects for final product assessment, assessing formative learning can be done relatively easy in both in-person and online library instruction classrooms using Google Docs. This presentation will discuss a collaborative source evaluation activity guided by the "Authority is Constructed and Contextual" and "Information Creation as a Process" frames of the ACRL Framework for Information Literacy that can be adapted for a variety of information literacy concept lessons using any cloud-based collaborative platform.

**Presenter:** Maggie Murphy, University of North Carolina at Greensboro

*Flushing the CRAAP Test: A New Method for Teaching Evaluation (20 minutes)*

For nearly fifteen years, teaching evaluation has begun and ended with the CRAAP test. It has been considered the gold standard for teaching high school and university students how to evaluate sources, but when was the last time we evaluated the CRAAP test? Cognitive development research suggests that the CRAAP test and similar checklist-based forms of evaluation are insufficient methods for teaching these age groups. By avoiding checklists and focusing on what students already know, we can engage students in thinking critically in a library one-shot. This presentation not only explains the benefits of using

techniques based on cognitive development when teaching evaluation, it also covers ways to incorporate technology to make it interactive.

**Presenter:** Sarah Kantor, Kennesaw State University

3:15 – 3:30

**Closing Discussion** (Day Hall Auditorium)