

AABIG 2019: The ABCs of Instruction: Assessment, Building Programs, and Creating Opportunities

#AABIG and #AABIG2019

8:30
CL 1100 **Registration & Breakfast snacks**
Rotunda/Lobby

9:00
CL 1100 **Welcome & Opening Remarks**
AABIG President: Karen Doster-Greenleaf, Georgia State University

Keynote Speaker
Sarah Morris, Head, Instruction & Engagement and English Subject Librarian, Emory University

10:00 – 10:50 **Breakout Session I**

CL 2220 *Innovative Collaboration to Support Student Success (50 minutes)*
Track: Instructional Opportunities

This presentation will focus on building collaborative relationships with student services and academic units to develop programs to support student success. Furthermore, the workshop will provide examples and suggestions of partnerships to build programs for undergraduate and graduates.

Presenter: Alyse Jordan, Arizona State University

CL 4190 *Building Gateways to Information Literacy (25 minutes)*
Track: Instructional Opportunities

As the University System of Georgia (USG) implements the Gateways to Completion Initiative, each institution must explore ways to transform selected courses with high DFWI rates. The USG recognizes that “Success in foundation level courses, such as: accounting, biology, chemistry, math, writing and rhetoric, is a direct predictor of retention.” First-year composition courses have been targeted for redesign, leading librarians from one institution to partner with the first-year composition program to include information literacy in the redesign efforts. This presentation will detail the context of the course redesign, the design, development, and implementation of the library component, and initial findings from the pilot in Spring 2019.

Presenters: Thomas Weeks, Melissa Johnson & Josette Kubicki, Augusta University

Creating Engaged Citizens: The Digital Polarization Initiative (25 minutes)

Track: Instructional Opportunities

In 2017, the American Democracy Project, established in 2003 as a nonpartisan initiative of AASCU in partnership with *The New York Times*, launched an initiative to confront digital polarization and improve civic discourse by developing web literacy skills in college undergraduates. This project became known as the Digital Polarization Initiative in which ten campuses from across the United States were invited to participate in the cross-institutional initiative aimed at challenging the flood of online disinformation that we encounter every day, particularly in our Twitter and Facebook feeds. In this session, one of the ten campus coordinators will describe how they launched the project on their campus through collaboration with faculty and students and will share the classroom activities they employed to teach undergraduate students to analyze and verify the information they find online.

Presenter: Jolene Cole, Georgia College and State University

CL 1100

Hook your students up with a great lesson! (25 minutes)

Track: Instruction Programs

Anticipatory sets, also known as hooks, are great ways to start a lesson. They draw students in, make the session more memorable, and can also be fun and engaging. This session will give you an overview of what an anticipatory set is, detail why they are important and useful, and also provide you with plenty of examples to use in your own lessons.

Presenter: Jennifer Ditkoff, Savannah College of Art and Design

Shop Til You Drop [Knowledge] (25 minutes)

Track: Instruction Programs

Using students' experience with online shopping provides an excellent opportunity to frame conversations about research and information literacy. This method takes something that students are very familiar with as an inroad to areas where they may not feel as proficient. Setting students up as experts at finding quality products online allows them to imagine themselves as experts at finding quality information. This session will illustrate the similarity between strategies that students use when shopping to the strategies librarians hope they use when researching. The session will also demonstrate the advantages of framing discussions of research and information literacy so that the student is the authority on the subject matter instead of the librarian.

Presenter: Jordan Moore, Atlanta University Center, Robert W. Woodruff Library

10:50 – 11:00

Break

11:00 – 11:50 **Breakout Session II**

CL 4190 *Using Gamification Methods as informal assessment (50 minutes)*

Track: Assessment

Gamification applies the concepts of game design to non-game contexts such as education. The goal in a classroom setting is to engage our students with the material by using game elements such as rewards, social engagement, feedback and problem solving. This breakout session will introduce participants to what classroom gamification encompasses by providing examples of how games are used at other academic institutions as well as resources available to instructors. Participants will also learn how librarians at Gordon State College use elements of gamification as informal assessment for their Critical Thinking Colloquium course.

Presenters: Beth Pye, Gordon State College & Jim Rickerson, Clayton State University

CL 1100 *There's a Graph for that: Visualizing Instruction Data with Tableau (25 minutes)*

Track: Instructional Opportunities

Data visualization, the ability to represent complex data in an easily digestible visual form, is an increasingly useful skill for anyone involved in instruction or assessment. In this presentation, two members of the Georgia State University Library's Research Data Services team will share tips and insights they have garnered through their experiences teaching workshops on Tableau, a widely available data visualization software program. The presenters will also demonstrate how to use Tableau to convert library instruction data into appealing interactive graphs and tables.

Presenters: Kelsey Jordan and Joel Glogowski, Georgia State University

Art Gallery
4th Floor

POSTER SESSIONS (50 minutes)

Track: Instructional Opportunities

Creating Instruction Opportunities: Outreach to International Students

The purpose of this presentation is to suggest ideas on how university and college libraries can reach out to international students. Examples are going to their group events or ESL classes to provide a brief presentation introducing themselves and what the library has to offer. International students might not know about the way our libraries work or may be afraid to ask for help because they are in the process of learning how to write and speak English.

Presenter: Chih Chia (Joshua) Yang, Georgia State University

Cross-Campus Collaboration: Why It Works Well

My poster will highlight my work with various departments and offices at the University of Georgia and how my relational service model has helped me increase the scope and breadth of my outreach work.

Presenter: Sheila Devaney, University of Georgia

Finding your way through the IRB

When designing assessment practices and initiatives, it may be pertinent to obtain IRB permission before starting on that process, especially if you intend to publish that research. This poster will draw a map of navigating the IRB process, along with some insights gained from some librarians who have been through the process.

Presenters: William Brogdon and Florence Tang, Mercer University

In the midst of chaos, there's opportunity: Instruction observations from the eye of the storm

Librarians in academia, whether new to or ineffectually trained in instruction, are often blindsided by unexpected challenges during their initial years as professional instruction librarians. Davies-Hoffam noted that employers are struggling to find “candidates who have the necessary pedagogical preparation and classroom experience to transition easily into their teaching duties” (2013, p. 13). This poster session offers suggestions from two librarians with different time in the field but facing the same trials to reach instruction and academic effectiveness.

Presenters: Angela Dixon and Kristina Lang, Georgia State University Perimeter Dunwoody

Library Chat Reference and the University Student Research Experience

Through providing regularly available online chat services, academic libraries can broaden their scope of outreach and improve their students' research experiences. Currently, libraries that provide chat services either outsource their chat services or they operate the service in-house. Through this study, academic librarians and other institutional colleagues can learn about the best practices for in-house chat reference services and determine which operational method best fits their library's needs. The process of exploration will be composed of exploring the historical development of chat reference, various operational structures—such as in-house or outsourced, and examining the current research literature. Also, the research will discuss the operational structure for libraries that keep their chat services in-house (such as the University of North Georgia).

Presenters: Monique Martinez and Teresa Nesbitt, University of North Georgia

11:50 – 1:00

Lunch on your own

1:00 – 1:50

Breakout Session III

CL 4190

Wikipedia Reframed: Teaching Information & Digital Literacy with the Encyclopedia Anyone Can Edit (50 minutes)

Track: Instructional Opportunities

Wikipedia is arguably the world's go-to place for quick information on a massive number of topics. While it's used by students and faculty alike, even Wikipedia itself says it's not a reliable source. Reading Wikipedia should always be approached with caution – but what about editing it? A librarian and an instructional technologist from Emory University will discuss how students develop information and digital literacy when they contribute content to the world's most popular online reference work. Editing Wikipedia can grow students' knowledge of course topics, build research and critical thinking skills, and develop their ability to write for a public audience as they improve the quality and availability of information on the Web. The presenters will discuss the philosophical ideas surrounding Wikipedia, provide concrete examples of Wikipedia editing assignments completed at Emory, and share resources for planning and executing these assignments.

Presenters: Jenn Sutcliffe and Jennifer Elder, Emory University

CL 1100

Assessment and Active Learning on the Fly: the Research Race (25 minutes)

Track: Assessment

Assessment in one-shot sessions can be challenging—finding time to assess while still covering the desired material, making the assessment a learning tool, and generally keeping students engaged. The Research Race can be a solution to these challenges, providing a fun, competitive activity that also assesses students' ability to complete research tasks. In addition, the Research Race provides an active learning environment where students can teach themselves and each other information literacy tasks and concepts. This session details one version of the Research Race, including steps, learning outcomes, and threshold concepts.

Presenter: Peter Shirts, Emory University

What's in our Assessment Utility Belts (25 minutes)

Track: Assessment

This presentation will present practical assessment resources used by instruction librarians. It will feature assessment resources we use most often; ones we keep in our assessment 'utility belts.' This 25 minute presentation will broadly cover how these resources are used in real world instructional settings. Types of resources presented will include books, websites, and community resources. We will provide time for discussion and for attendees to share their preferred assessment resources.

Presenters: A. Carey Huddlestun and LaTiffany Davis, Kennesaw State University

CL 2220

“Checking Out” Your Options: An interdepartmental collaboration to help students choose a major with a human library (25 minutes)

Track: Instructional Opportunities

In 2018, SCAD Atlanta’s Student Life department developed a “Love Your Major” week to encourage students to explore different disciplines before declaring a major. Residence Director Traci Hudgin and Research & Instruction Librarian Catherine Mancini collaborated on an event titled “Love Your Major: Human Library” that combined the concept of a “human library” and an opportunity for freshmen to connect with upperclassmen from different majors. For this human library, students were able to “check out” an upperclassman from a specific major and hear about their story and why they chose that major. The “Love Your Major: Human Library” was attended by over 40 students in just 2 hours, and student feedback was overwhelmingly positive. Learn about the logistics, best practices, and how to adapt this program to create opportunities for departmental and student collaborations.

Presenters: Catherine Mancini and Traci Hudgin, Savannah College of Art and Design, Atlanta

Be AUMazing: Using collaborative partnerships to create additional instruction opportunities (25 minutes)

Track: Instructional Opportunities

In summer 2016, the Auburn University Montgomery (AUM) Library developed the AUMazing workshop series by partnering with departments they had existing collaborative partnerships. This has resulted in increased library instruction opportunities as well as non-library but necessary student success training sessions.

Presenter: Jessica Hayes, Auburn University Montgomery

1:50 – 2:00

Break

2:00 – 2:50

Breakout Session IV

CL 2220

Building a Creative Research Practice: Teaching Information Literacy to Art & Design Students (25 minutes)

Track: Instructional Opportunities

The mission of an art and design program is to prepare students for creative professions. The students in these programs are under an enormous amount of pressure to consistently design, create, and stay inspired. However, creativity is not a singular act, but an ongoing process. The students know that they must immerse themselves in images and other resources to trigger an idea, but they don’t recognize or describe this behavior as research. Even in institutions without

specific art and design majors, many librarians assist students working on projects other than straightforward written research papers. Like critical thinking, creativity is a skill necessary for success in all fields. This presentation will review the existing scholarship on the information-seeking behavior of visual artists, and offer ways the instruction librarian could assist with the building and formalization of a creative research process. Through the application of several information literacy standards embedded in creative instruction classes, the librarian can prepare lifelong information seekers for the creative professional world. Additionally, these principles can be applied to any field seeking creative approaches to problem solving and a unique way to approach research.

Presenter: Patricia Gimenez, Savannah College of Art and Design

The Art of Engagement: A Semester of Participatory Exhibits in the Library (25 minutes)

Track: Instructional Opportunities

This session details one library's experience engaging students with participatory exhibits. These interactive art installations and assessment boards allowed students to engage with the library thereby lowering anxiety and stress, and increasing a sense of belonging and connection. Facilitating knowledge creation through participatory engagement allowed students to have a voice in the institution of higher education, rather than just consuming information from a top-down authority. Contributing to their environment gave students a broader sense of community with the library and validated their experience at the college. Each month featured an interactive art installation focused on engagement, belonging, and stress and anxiety reduction. There was also a smaller interactive element focused on assessment of student needs. Attendees at this session will see how this semester long project worked and leave with ideas for implementing this at their library.

Presenter: Jennifer Ditkoff, Savannah College of Art and Design

CL 4190

Genetics and Consumer Health Outreach: When Academic and Public Libraries Collaborate (25 minutes)

Track: Instructional Opportunities

What happens when the public library collaborates with a health sciences library? HeLA (Health Education Literacy for All)! In celebration of Women's History Month, a book club held a discussion about the book *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. Henrietta Lacks was an African-American woman whose cancer cells are the source of the HeLa cell line. This session will share how two different types of libraries partnered with a local book club to create an instructional opportunity with one message: health literacy.

Presenters: Angiah Davis, Fulton County Library System and Tyler Moses, Woodruff Health Sciences Center Library, Emory University

Service to Older Adults: Defining the A, B and C of Reference Interchange
(25 minutes)

Track: Instructional Opportunities

Older adult library patrons often surface with unique research needs. This presents opportunities to serve this population of users through relationship building, knowledge-based content, and access privileges. Employing empathy, design, and ideation from a design thinker's toolkit can equip libraries to support this diverse group of learners whose information needs range from leisurely bylines, life-long learning, ancestral pursuits or other avocation. Design thinking solutions enable librarians to engage in effective reference transactions that satisfy these and other users. Successful user experience comes down to the A, B, and C of Reference Interaction: Active Listening, Building Rapport and Creating Solutions.

Presenters: Kay Coates and Dylitchrous Thompson, Georgia Southern University

2:50 – 3:00

Break

3:00 – 3:25

CL 1100

Regents Academic Committee on Libraries Panel

3:25 – 3:50

CL 1100

Lightning Talks

In On the Act: Teaching as Performance What to Think About Right Now

This lightning talk will introduce the concept of 'teaching as performance' and four steps of a librarian-as-actor process: goal setting, obstacles, tactics/techniques and expectations based on the article by Barney and Pilmer (2012) "What Teachers Can Learn from Actors". This brief talk is intended to stimulate discussion for librarians seeking to re-think instruction if they are seasoned instruction librarians or just getting started.

Presenter: Ellen Barrow, Georgia State University

Inclusive Learning at the Library

The University library provides internship opportunity to students with different intellectual or developmental abilities. These students do not meet the requirements as degree seeking but audit courses and receive career insight through internships. This internship provides opportunity for students to learn basic library research skills, teach skills to peers, and acclimate to college life. This lightening talk will discuss the collaboration with the Academy of Inclusive Learning and Social Growth, the duties included in the semester long internship, share challenges and success of the opportunities and plans for growth.

Presenter: LaTiffany Davis, Kennesaw State University

Passive Creative Programming

Examination periods can be a stressful time for students who may not have the time for self-care. As a way for students to decompress, this library provided a “Coloring Study Break” to students as a passive program and it has become increasingly popular. Coloring sheets and cups of crayons were provided for students to use at will during the 24 hours period of exam period. Participation has grown with each successive examination period and student feedback has been very positive. This lightning session will concentrate on what we have learned so that other institutions can use this idea as an economical way to help students handle stress with minimal staff oversight.

Presenter: Imani Beverly, Atlanta University Center, Robert W. Woodruff Library

The Puzzling Problem of Student Stress

Today’s students have a higher reported rate of anxiety and stress than we have ever seen before. We can all agree that college is stressful, but how do we, as a library, help with that specific problem? As a Reference and Instruction Librarian the most direct help I can provide is through research assistance, but that is reliant on students coming in and asking for help. However, not every student is comfortable doing so. One way we have addressed stress relief is through adding passive programming to our outreach initiatives. We started with a series of activities during our Fall 2018 finals week and found that students were most likely to participate in our passive programs that required no assistance from us. This presentation will discuss how adding passive programming to outreach initiatives helps address student stress.

Presenter: Alyssa Kowis, Oglethorpe University

3:50 – 4:00

Closing Remarks

AABIG President: Karen Doster-Greenleaf, Georgia State University
CL 1100 Auditorium

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