

9:00 am **Registration** (Lobby, Building A)

9:35 – 9:50 **Welcome & Opening Remarks**
(Classroom A136)
Rebecca Engsborg, AABIG President
Dr. Ross Scott, Executive Director of Campus Operations, WGTC

10:00 – 10:45 **Breakout Session I**

Classroom A136 *Applying Digital Humanities Thinking to Undergraduate Projects: The Use of Omeka.net as a Platform for Historical Research*

During the spring 2017 semester, the application of digital humanities principles, including the utilization of online tools to foster collaborative processes, informed the creation of an interactive Omeka.net (an open source platform for archival collections) site featuring an initial installment dedicated to the history of minorities at Agnes Scott College. By combining archival research and historical studies to create a product facilitated by student interest and local history, concepts and methods fundamental to an introduction to historical studies class were reinforced. Further, the newly created digital repository serves as a foundational resource that will be enhanced as both history classes and researchers add to the site's content based on varied local, national, and international themes and interests. One of the project's greatest benefits includes buy-in from students and history department faculty in regards to collaborative processes involving library resources and content knowledge.

Presenter: Christopher Bishop,
Agnes Scott College

Community Room *BIG Group Hug: Supporting Professional Growth Through Internal Learning Networks*

In order for our Research Services Librarians at Mercer University to meet growing trends in academic libraries, we have organized ourselves in a BIG way for the purpose of meeting this common goal. Through our Faculty Welfare and Development Committee, we have taken the initiative to unite our Research Services librarians at all our locations, Macon, Atlanta, Henry, and Douglas, and develop an internal learning network. This network consists of four categories, training, workshops, scholarship, and professional development, for the purpose of helping one another reach professional goals and aid in the success of our students and faculty. We will be developing a calendar with opportunities that address these categories and provide our Research Services Librarians direct resources for the ease of access. The opportunities were selected using direct input from library faculty. Some of the opportunities include, writer's workshop, how to get published, workshops for information, online learning delivery, training for an online classroom, and a rubric for promotion. At the end of this plan, Summer 2018, we will assess the success of our initiative with a survey for our librarians.

Presenters: Lee Olson, Gail Morton,
Mercer University

Talking Points: Colloquia as In-Road to Critical Literacy

Academic libraries often rely on their scholarly collections, diverse commons-model services, technological infrastructure, and “third place” status to engage students and faculty and to justify their value to the college community. In recent years, Berry College’s Memorial Library has developed and sponsored two distinct colloquia series intended both to spark interdisciplinary discussion of key issues relevant to the academy and society and to further position the library as a central intellectual hub within the campus community. In time, however, the library has come to appreciate the added value of these colloquia as extensions of our instructional efforts. From a critical literacy perspective, they model the kinds of systematic inquiry, analytical engagement, and rational, considered discourse that we promote in our instructional sessions, reflecting in action many of the essential tenets of the ACRL frameworks. The presentation provides a brief overview of these colloquium series, their development and execution, and their utility as a model of intellectual engagement and critique.

Presenter: Som Linthicum, Berry College

11:00 – 11:45

Breakout Session II

Classroom A136

Assessing Instructional Initiatives Through Program Evaluation

Program evaluation is a systematic method for collecting, analyzing, and using this information to make programs and policies more effective and efficient. All of this can help make a marked impact on academic libraries programs, and really, this should be the point of assessment. While most academic libraries do not currently use, or know, program evaluation, this presentation will outline the implementation of a program evaluation, and the tools and methods that make this possible. Such as Cost Effectiveness Analysis, Random Controlled Trials, and more.

Presenters: Seth Porter, Matthew Frizzell,
Georgia Institute of Technology

A Proactive Approach to Plagiarism Prevention

What if making small changes to "plagiarism prevention" efforts could lead to BIG results? Evidence shows that proactive measures can have lasting effects on students' ability to properly cite sources and can lessen students' confusion. This brief session will give an overview of the existing research on plagiarism, and provide information on strategies to address plagiarism prevention in your own institutions. We'll look at the most common questions students have when it comes to citation, and ways administrators, classroom instructors, and librarians can contribute to the goal of equipping students with the skills they need to change citation from a source of confusion to an area of mastery.

Presenter: Amy Burger, Dalton State College

Community Room

Start with Why: Assessing Student Learning with Instructional Technologies

When planning information literacy instruction, assessment is often an afterthought or delivered through generic surveys. Teaching librarians should utilize backward design to create a lesson plan with a customized assessment strategy. Start with why: determine why you are teaching (i.e. the learning outcomes and objectives for the class) and use that to plan how you will teach

the lesson and what tool you will use for assessment. This presentation will cover the next big thing in instructional technologies to engage students in the classroom and embed assessment throughout the lesson. The weakness with using surveys as an assessment strategy is that students know they are being assessed and therefore may respond inaccurately or self-consciously. Embedding instructional technologies throughout the lesson is a way to utilize authentic assessment while digitally accumulating data. Librarians will learn how to map the threshold concepts in the Framework for Information Literacy in Higher Education to the appropriate instructional tool for assessment.

Presenters: Courtney Baron, Jessica Robinson, Ellen Neufeld, Elliott Kuecker, Oxford College of Emory University

12:00 – 1:30

Lunch (Student Lounge)

1:45 – 2:30

Breakout Session III

Classroom A136

Go BIG or Go Home: Liaison-driven Outreach

Over the last 18 months, we have been spearheading a new direction in our faculty outreach with a liaison program. This liaison-driven outreach includes instruction marketing and redesign, social events, and even some guerilla tactics. The outcomes of this program include increased collaboration, increased instruction requests, and more relevant faculty input on collection development/management. As with any endeavor, we have dealt with our share of challenges such as, meeting faculty needs rather than traditional or assumed expectations, earning trust to deepen the value of our collaborations, learning to sell our value beyond database mechanics, and negotiating large and important liaison departments.

Presenters: Amy Stalker, Karen Doster-Greenleaf, Georgia State University

Engaging Students with Shelfies

The current generation of college students does not always understand why it's important to learn basic library skills. They may view it as something that doesn't hold much relevance for them and not realize that their academic success depends on it. This past semester we tried something new. Learning how to find a book on a shelf was transformed into an engaging activity called a "shelfie". The feedback we have received from our students has been overwhelmingly positive. We think this could be useful for almost any kind of library and will hopefully lead to other similar ideas.

Presenter: Daryl Fletcher, Brewton-Parker College

Interlibrary Loan... the Next LITTLE Cog in Instruction?

Interlibrary Loan is becoming an important cog in the wheel of library instruction. Because of the influence of the digital age, students are accustomed to instant service. The expectations that students have for the library are no different. The Interlibrary Loan Department at Georgia Southern University is finding that students are using ILLiad as they would Amazon or Netflix. Often times the articles and books that they are requesting are for things that the Henderson Library owns. This tells us that students do not know how to search the library

resources. The ILL Department is trying to think outside the box to use these opportunities as Teachable Moments. This 20 minute presentation is to share how the ILL Department is becoming an important cog in the wheel of library instruction and how we are planning on partnering with the ISD Department in the future.

Presenters: Jessica C. Garner, Lisa P. Smith, Georgia Southern University

Community Room

Finding Our Place in Canvas (LMS): Here We Go Again...

Stephen Michaels and Louise Lowe are two research services librarians who have big hopes for Canvas, the new learning management system (LMS) adopted by their school, Mercer University. After a yearlong pilot study in 2016, the University officially transitioned to Canvas in May 2017. Early feedback from faculty, students, and librarians is positive. Canvas seems to be different from other LMS by offering seamless and integrated access. As part of a team of 13 research services librarians, Louise and Stephen see many opportunities to build a dynamic learning environment positioning librarians at the heart of the action. This presentation will share exploratory ideas and research, including notes from the field, review of current literature, and review of current practices, ending with a full discussion on topics that address librarians' roles as co-instructors and the benefits and challenges of approaching Canvas from macro- and micro-standpoints.

Presenters: Louise L. Lowe, Stephen Michaels, Mercer University

2:35 – 3:00

Closing Discussion (Classroom A136)
Rebecca Engsborg, AABIG President