PA Forward Information Literacy Summit

About the Summit

The first PA Forward Information Literacy Summit will be held in State College at the Pennsylvania State University University Park campus on Wednesday, July 24, 2013.

PA Forward, a Pennsylvania Library Association (PaLA) state initiative, supports libraries in helping Pennsylvanians improve their essential literacy skills. PA Forward focuses on five critical literacies - Basic, Information, Civic & Social, Health, and Financial.

It is through the PA Forward Information Literacy Committee that we are able to bring librarians together to have conversations, to collaborate and to come to shared understandings.

Who Should Attend

- School, public and academic librarians who are involved in teaching and learning
- Teachers and other educators who are interested in learning more about information literacy and its role in curriculum

Program

The theme of this year’s program is Building Bridges through Curriculum and Collaboration.

The day-long event will begin at 8:30 a.m. with registration and end at 3:00 p.m. at the conclusion of the final breakout session. The program will include morning keynote sessions as well as several sessions that will occur in the afternoon.

Subpages (1): Request Act 48 Credits

The Pennsylvania Library Association’s 21st Century Literacies Initiative, PA Forward, was conceived to give voice to what the library community already knows, and what other states throughout the nation are also recognizing.

With the right support, libraries are ideally positioned to become the community centers.
Schedule

8:00 - 9:00 -- Registration and breakfast

9:00 - 9:15 -- Opening Remarks

- Twitter hashtag - #painless13
- Click on this link to view the Information Literacy Partner pre-program slides.

9:15 - 10:15 a.m. -- Library Model Curriculum

- Keynote Speakers Eileen Kern, President, PA School Librarians Association, and Allison Mackley, Librarian, Hershey High School, and Co-Chair of the Information Literacy Summit planning committee, will discuss the New Model Curriculum for PA School Library Programs, and Dept. of Education Standards Aligned System.

10:30 - 11:30 a.m. -- ACRL Information Literacy Standards

- Ellysah Stern Cahoy, past chair, ACRL Information Literacy Competency Standards Review Task Force, will share the strategic areas of change recommended by her group.

- Trudi Jacobson and Craig Gibson, Co-Chairs of the current Information Literacy Competency Standards for Higher Education Task Force, will discuss their group’s plans for the revision process, and will share their timeline for change and implementation.

11:30 a.m. - 1 p.m. -- Lunch (organized into interest groups)

1:00 - 1:45 p.m. -- Breakout Session One

1:45 - 2:00 p.m. -- Break

2:00 - 2:45 p.m. -- Breakout Session Two

2:45 - 3:00 p.m. - Closing
Keynote Sessions

PA Library Model Curriculum

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To view the PA Library Model Curriculum visit the PA Standards Aligned System web site.

ACRL Information Literacy Competency Standards

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Trudi Jacobson and Craig Gibson, Co-Chairs of the current Information Literacy Competency Standards for Higher Education Task Force, will discuss their group’s plans for the revision process, and will share their timeline for change and implementation.

To view the ACRL Information Literacy Competency Standards for Higher Education visit the ACRL web site.

You can also view a white paper authored by the Task Force that outlines the current state of information literacy and recommends changes for the Standards.

View the keynote presentations to learn about the PA Library Model Curriculum and the ACRL Literacy Competency Standards.
Breakout Session 1

Session 1A - Information Literacy: What You Don't Know CAN Hurt You (Barbara E. Eshbach)

Session 1A - Click on the link to access the handout (Eshbach)

One of the tenets of information literacy is knowing when you need information. However, during the years I spent as an information literacy instructor, I focused more on locating, evaluating, and using information, almost taking for granted that students would know when they need information. After working as a reference and instruction librarian for the past six years, I now realize that is not always the case and it is unrealistic to expect students to use resources they don’t even know they need.

During this session, I will be addressing the following questions:

How can we bridge the gap between what students know and what they think they know in terms of information literacy?

How can we create information literacy assignments to help bridge the gap between high school and college?

As a way to answer these questions, we will explore some information literacy research studies, an online assessment tool for information literacy skills, and several information literacy assignments that can be adapted for different grade levels to help prepare students for college-level work.

Strand: Transition from High School to College

Moderator: Mary Beth Roche

Session 1B (Panel)

Session 1B - Click this link to access the presentation (Jarson)

Session 1B - Click this link to access the presentation and handout (Bowerman and Wiles-Young)

Exploring Information Literacy in Student Focus Groups (Jennifer Jarson)

Librarians seek to better understand how students learn about and do library research, as well as use library and other information to accomplish their academic assignments and goals. In service of this goal, we conducted a focus group with first year students in Fall 2010 and focus groups with juniors and seniors in Fall 2012. These conversations explored students’ experiences with and perceptions of recent assignments, selection and usage of information, and learning about finding information. Juniors and seniors reflected mostly on their college experiences while first year students explored especially their high school experiences. In this session, attendees will learn about the implementation of the focus groups, as well as the findings.

Food Deserts, Walker Evans & the Abandoned Tower: The Evolution of the Library Role in the First Year Experience (Roseann Bowerman and Sharon Wiles-Young)

The Evolution seminar at Lehigh University (the LU of evolution) provides an eight-week noncredit, required transition into college life. One goal for the seminar has been to introduce students to their new home community, South Bethlehem. Last year an enlarged information literacy component was infused into the curriculm. With broad librarian involvement in curriculum design, these two goals were merged through the creation of a set of fifteen research questions about South Bethlehem. Exploration of these questions...
required students to engage in critical thinking, research into local papers, maps, special collections, and online resources. Students traveled off campus and conducted interviews. Some examples of these questions include: Why is Martin Tower (Bethlehem's only skyscraper) empty? Is South Bethlehem a “food desert?” How is Bethlehem similar demographically to your home community? A short video was created to provide an historical background on the rise and fall of Bethlehem Steel, and current efforts to redevelop Steel lands, located a few blocks from campus. The video also illustrated the information cycle, with examples showing how books, journals, special collections photographs, audio interviews, and historical newspapers enrich the understanding and interpretation of South Bethlehem history and culture. Student group projects on the topics were shared at a fair; top group projects won awards. Librarians involved in the seminar received a Lehigh Tradition of Excellence award. In the session, we will share the experience of designing this unusual curriculum, and working with students, seminar facilitators, and First Year Experience staff. Seminar outcomes have been extensively evaluated by First Year Experience staff, and we will also share their findings and outline changes planned for the Fall 2013 seminar.

**Strand: Transition from High School to College**

**Room: Paterno 403**

**Moderator: Tina Hertel**

**Session 1C - Get Embedded! The Crucial Role of Librarians in Online Learning (Brenda Boyer)**

**Session 1C - Click on this link to access the presentation (Boyer)**

As online course offerings continue to grow librarians need to step up to the plate and get themselves firmly embedded into online environments. Librarians are uniquely qualified to guide the design of embedded resources, inquiry and services into online learning experiences. This workshop will focus on why embeddedness is essential to academic achievement whether in brick-and-mortar, hybrid, or entirely online settings, and how collaborative partnerships between librarians and teachers, course designers, and administrators are crucial to successful “embeddedness.”

The discussion will include:

1. prerequisites to consider before developing an embedded online situation;
2. various forms of the embedded librarian’s online presence;
3. how collaborative partnerships and portals such as LibGuides can be maximized for online learning; and,
4. various roles librarians can (and should) play in online environments.

Leveraging our services to learning institutions of all kinds is the latest and perhaps most highly influential role for school librarians to play. The importance of skillful curation of resources paired with an understanding of what it means to guide the performance of inquiry learning in a hyper-connected world are essential facets missing from many online offerings. This session will involve active discussion and participation from the audience as we explore the above discussion points and will include examples of how resource portals, library instruction and LMS courses can be smoothly coordinated.

**Strand: The Embedded Librarian**

**Room: Foster Auditorium**

**Moderator: Michelle Foreman**

**Session 1D (Panel)**

**Session 1D - Click on this link to access the presentation and handout (Witek and Winik)**

"You Have Standards?: Disciplinary Frameworks as a Bridge to Collaboration (Donna Witek)"

Collaboration between academic librarians and teaching faculty thrives when it is built on shared goals. The ACRL Information Literacy Competency Standards for Higher Education outline the goals of information literacy instruction and provide librarians a framework within which to develop in students a disposition toward curiosity, inquiry, and learning how to learn. The disciplines whose faculty we aim to collaborate with also operate within frameworks that articulate what a student studying in that field should know and be able to do. This presentation will make a case for drawing on these disciplinary frameworks as a valuable resource for both understanding the goals our colleagues in other disciplines have for their students and becoming proficient in the vocabulary and language of the disciplines we seek to partner with in information literacy instruction.
The presenter will offer her own experience of building a successful collaboration with a writing professor colleague at her institution based on the areas of overlap and complement identified in the ACRL Standards framework and the framework utilized in the discipline of writing and composition, the WPA Outcomes Statement for First-Year Composition. Methods for both identifying and reading the frameworks of other disciplines will be modeled by the presenter. Participants will then put these methods into practice by working in groups to read a framework in a discipline other than LIS and make connections between it and the ACRL Standards framework. Participants will leave the session with multiple strategies for how to use these connections to facilitate and/or enhance collaboration with faculty.

Collaborative Teaching with Primary Sources (Tara Wink)

Libraries hold diverse materials that are ideal for collaborating with teaching faculty to both get students into the library and get library resources embedded into the curriculum at all course levels. But how do we get faculty and students interested in the materials we have to offer? Primary source materials are excellent avenues for collaboration. Libraries at all levels have access to these materials either internally, through Special Collections or digitally, through internet digital collections.

This presentation will focus on the process of getting faculty interested in collaboration with libraries as well as getting students excited about projects through the use of primary sources by providing examples of projects in which collaboration has been successful at West Chester University. The examples of successful projects range from work with general education courses (100-level) to higher-level (400-level) history courses but the concepts in these projects could also be applied at the K-12 level as well. As a Special Collections Librarian, I do have access to a wealth of primary source materials that serve as excellent bridges to coursework; however, there is a wealth of digital collections online providing freely accessible primary source materials that can be used to support the curriculum. This session will help participants identify ideal primary sources for collaboration either internally or digitally.

Rather than being a lecture of how I have accomplished collaboration between faculty, I hope to lead a discussion of what tactics have worked at other libraries. How do attendees get faculty in the door and use their materials? I also hope to talk about ways to cultivate these working relationships after the initial project is completed and have attendees discuss what has worked in their libraries.

Strand: Collaborating with Faculty  Room: Mann Assembly

Moderator: Lynne Kvinnesland

Session 1E (Panel)

Session 1E - Click this link to access the presentation and handouts. (Balciunas and Rapchak)

The Peer Workshop: A Faculty-Centered Approach to Collaboration Assignment Design (Adam Balciunas)

How can academic librarians convince faculty that they can be valuable collaborators without overstepping and offering unsolicited feedback? Presentations by academic librarians on the subject of information literacy and individual research design consultations are common, and valuable, responses to the challenge. However, both of these approaches value librarian expertise over faculty reflection and, therefore, neither approach is likely to connect with faculty members that are hesitant to seek help.

This presentation will focus on the planning for and realization of a hands-on faculty workshop on the topic of assignment design. The workshop, centered on the revision of specific research assignments, engaged faculty members in discussions with their peers while also providing a context in which the librarians became natural partners in the teaching and learning process. The presentation will highlight the process-oriented approach to assignment design advocated by the librarians as well as some of the simple, but effective, changes and additions that faculty incorporated into their assignments. If possible, the presentation will also include feedback gathered from follow-up conversations with faculty.

The Process of Bridge-Building: Strategies for Collaborating with Faculty (Marcia Rapchak)

This session will identify barriers to collaborating with faculty, either as an instructor of a stand-alone information literacy course or a librarian engaged with information literacy instruction in other ways, and will offer some strategies to overcome those barriers using ideas from the audience as well as the speaker's own experience. The speaker will present on how she came to teach a course within a learning community and worked closely with a composition instructor. Using this information for inspiration, attendees will
identify possible faculty partners and how they would best approach the faculty. The speaker will share integrative assignments created with the writing faculty member that included shared learning objectives so that attendees may be able to adapt these projects for their own purposes and work with faculty members to create information-literacy friendly assignments. Ultimately, attendees will hear about the benefit of this collaboration to both the students and the instructors to motivate them and help them spread the word about the importance of librarian-faculty collaboration at their own institutions.

Strand: Collaborating with Faculty
Moderator: Linda Neyer

Session 1F - Knowledge Commons Tour (Joe Fennewald)

Tour the Knowledge Commons at University Park.

"Research libraries all around the country are creating new learning spaces for their students - technology-rich, student-centered hubs called knowledge commons. These new spaces are designed to meet the needs of today's students, who are often called on to create work in digital and multimedia formats. Knowledge commons are not computer labs, nor are they study halls - they offer far more value to students.”
(https://www.libraries.psu.edu/psul/admin/knowledgecommons/about.html)

Room: Learning Commons/LC Classroom

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**What is PA Forward?**

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*With the right support, libraries are ideally positioned to become the community centers of information, technology, and learning that will foster educational and economic opportunity for all of our citizens.*
Breakout Session 2

Session 2A (Panel)

Session 2A - Click on this link to access the handout. (Burkholder)

College-Ready: Collaborative Instructional Design & Practices to Promote Student-Centered Inquiry and Information Literacy (Brenda Boyer)

The necessary preparation of high school seniors for academic level inquiry is a topic of current discussion & research. Studies have shown that many college learners take limited, low-level approaches to inquiry and conclude that rigorous inquiry/research instruction should be undertaken long before learners enter university. Learn how one high school meets the challenge of promoting student-centered, higher level inquiry thinking by instituting collaborative instructional practices in a blended format. This session will invite active participation from the audience to share ideas about filling gaps in young adult inquiry skills, forging collaborative partnerships, scaffolds to higher-order thinking during the inquiry process, and various assessments. Examples from the presenter’s collaboratively-designed and developed online SRP (Senior Research Paper) course will be shared as discussion starters.

A Language They Can’t Read Just Yet: Code-switching to Improve Our Students Information Literacy (Joel Burkholder)

Code-switching is a linguistic term which describes the practice of adapting language—word choice, pronunciation, and grammar—to meet the expectations of a particular audience. As people navigate a variety of social situations, they switch between informal and formal dialects (i.e. slang and Standard English) without much thought. When situations and audiences are unfamiliar to students, a lack of knowledge makes it difficult to formulate an appropriate response. Explicitly teaching them how to code-switch has been seen as a way of improving speaking and writing skills. To date, it has not been considered as a way of improving information literacy.

The research skills students bring to college are an informal dialect of the academic standard described by ACRL. Developed over years of personal Internet use, it effectively satisfies many everyday information needs. As a result, students are confident in their ability to speak it. College-level research, however, demands that students speak a different dialect. Success requires more than basic knowledge of its conventions: Boolean operators, evaluation criteria, etc. It also requires the critical awareness of how to appropriately apply those conventions to achieve a desired goal.

Applying code-switching to information literacy requires a seismic shift in how we perceive our students’ research abilities. It is not about eliminating our students’ native dialects; nor is it about correcting all of the issues we deem “deficient.” Code-switching builds on existing knowledge to expand students’ language repertoires and teaches them to adapt their approach to the circumstances. This requires a process called contrastive analysis. Through a series of interactive exercises, we will explore practical ways of incorporating this approach into library instruction. We will also explore the potential of this approach to improve multiple information literacy outcomes.

Strand: Transition from High School to College

Moderator: Allison Mackley

Room: Paterno 403

Session 2B - High School Librarian Embeds as Education Prof: Connections Under Construction (Michael Nailor)

Session 2B - Click on this link to access the handout. (Nailor)
"You'll need to know that when you get to college." I wish I had the chance to take back a few thousand of the times that I spoke those words over the years. From the other side of the revine my observation is now, "do they really?" This session will examine some of the surprising information literacy challenges that met a high school librarian who stepped into the role of faculty member in a small Education Department preparing college students to become teachers. In the library-user life cycle, who can be more influential than regular classroom teachers? They can help us build strong researchers, readers, and overall library users - if they see the value in what library programs have to offer. But how many general education, teacher-preparation programs include librarians as a potential resource? Are we preparing potential teachers to collaborate with anyone - let alone librarians? And what mindset and stereotypes do our future teachers bring to the table that a librarian is able to challenge? We will use my students' exploration of Edmodo as a case study of what pre-service teachers knew and didn't know, thought and didn't think, liked and didn't like about technology and today's learners.

Strand: Transition from High School to College

Moderator: Michelle Foreman

Session 2C - Undergraduate Research Experiences: Fertile Ground for Embedded Librarianship (Jeffrey A. Knapp and Nicholas J. Rowland)

Session 2C - Click on the link to access the presentation (Knapp and Rowland)

Embedding has been shown to be a new way librarians can increase their engagement with their students and improve their services to them. But where should they embed? With the amount of time embedding requires, how should librarians decide where to focus their efforts for maximum impact? This session will explore undergraduate research experiences (UREs) as important targets for embedding.

UREs are a growing, but generally untapped trend for librarians; however, because UREs generally correlate with academic success and student retention, they offer librarians a useful entry point to contribute to the academic mission of colleges and universities, and in a measurable way. Embedded librarianship can connect librarians more explicitly to overall institutional goals and strengthen their position in the academy.

This session will define and discuss UREs, the benefits of embedding with them, and discuss the experiences of a librarian who embedded with such a program. Penn State Altoona's Integrative Social Science Research (ISSR) Lab. This will be followed by a group discussion about strategies for getting embedded and tips for identifying local UREs (or maybe even starting your own). One of the presenters will be Nicholas Rowland, Associate Professor of Sociology at Penn State Altoona and co-founder of the ISSR Lab, who will provide some productive strategies for approaching faculty.

Strand: The Embedded Librarian

Moderator: Lynne Kvinnesland

Session 2D (Panel)

Session 2D - Click this link to access the presentation (Lierman and Solitreo)

Collaborating with Faculty: Small Institution = Big Opportunities (Ashley Lierman)

The session will begin with a brief discussion of my partnership with Dr. Melissa Sullivan, an English faculty member at Rosemont College, which I will present as a case study of collaboration in a small institution. In spring of 2012, Dr. Sullivan and I collaborated on the planning and delivery of an Honors writing and communication course with an online publishing component; Dr. Sullivan provided instruction on the course content, and I provided technological and information literacy instruction regularly throughout the semester, as well as being available for individual technical support and instruction. Promotion of this collaboration then permitted me to establish similar relationships with a number of other faculty members over the 2012-2013 academic year.

Following the initial description of our course, I will address a series of four topics related to collaboration:

1. Initiating the collaboration process.
2. Potential obstacles to collaboration.
3. Tools and methods (technological and otherwise) that can be used to facilitate collaboration.
4. Ideal outcomes for collaboration.
For each topic, attendees will be polled regarding their primary concerns in that topic area: for example, which specific outcomes of collaboration are they most interested in learning how to achieve? Poll responses may be simultaneously submitted via SMS message to Poll Everywhere (http://www.polleverywhere.com) by mobile device users, and verbally by non-users. Poll results will be quickly collated and displayed, and will guide discussion of how that topic was addressed in the case study, and how it could be addressed in other situations.

**Collaborating with Faculty: Communication, Time, and the Human Connection**

(Sophia Sotilce)

My session would be a panel, presentation or roundtable to discuss how to collaborate with faculty to enhance and infuse Information literacy in a course. The session would present/discuss ideas that would enhance or develop a platform at an institution for collaboration.

One of the ideas we would specifically discuss is the Liaison program, which is a program I help to establish in the university where I currently work. Where different members of the staff is assigned to different academic schools or departments based on there academic background and strengths to discuss and support infusion of information literacy.

Discussion would be centered on the following topics and more:

- Who to Target/Talk to: Deciding who to talk to first and moving forward.
- When to begin: Knowing when to begin communicating ideas, intention, interest
- Communication: How to begin communication about collaborating
- Tools for communication: Letters, Emails, Phone, Meetings, Workshops
- Assessment Discussion: Are they needed and How they can help to seal the deal
- Useful Assessment Tools: Database Resource Analysis, Surveys, Current Library Usage
- Discussion on Training: Training and Support for your staff- You cannot do this by yourself.
- Time: How to fit it in everyone’s schedule.

The key to academic collaboration is communication and time. I find the quote from Paul J. Meyer “Communication - the human connection - is the key to personal and career success” to be so true. Once you are willing to spend the time to communicate with faculty it will always lead to success for the library and the university (Students, Faculty and Staff).

**Strand: Collaborating with Faculty**

**Room: Foster Auditorium**

Moderator: Tina Hertel

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**Session 2E - Video Tutorials on Any Budget - Storyboarding (Amanda Clossen)**

Video tutorials and screencasts can be great instructional tools for both abstract information literacy concepts, as well as practical how-tos for specific library tools and databases. The process of creation, however, can feel daunting.

This practical workshop will guide attendees through the creation of instructional videos using both free and proprietary resources. Attendees will be taught how to define learning objectives, how to scaffold and structure these learning concepts into cohesive instructional moments, and how to storyboard. The workshop will also cover practical considerations in creating the end product – a video that can be reused for different audiences, embedded, and shared allowing for more opportunities for collaboration. Best practices, such as accessibility, will also be included in this process.

The second half of the workshop will allow each participant to be guided through the creation of his or her own learning objective(s), and create a brief storyboard on a topic of his or her choice. This storyboard can then be taken back to home institutions, to be turned into an instructional video using the resources provided by the earlier part of the session.

**Room: Learning Commons/LC Classroom**

Moderator: Mary Beth Roche

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**Session 2F - Knowledge Commons Tour (Joe Fennewald)**

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PA Forward Information Literacy Partners

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Making It Possible
Support has been provided by the following partners:

Central PA K-16 Librarians
Information Literacy Network, an outreach project of Penn State Libraries

PaLA College & Research Division, with partial funding “provided by the U.S. Institute of Museum and Library Services as administered by the Pennsylvania Department of Education and the Commonwealth of Pennsylvania, Tom Corbett, Governor.”

PaLA Teaching, Learning & Technology Roundtable

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https://sites.google.com/a/hershey.k12.pa.us/pa-forward-information-literacy-summit/pa-forward-info-lit-partners