The necessary preparation of high school seniors for academic level inquiry is a topic of current discussion & research. Two recent Project Information Literacy studies (Head, 2013; Head & Eisenberg, 2010) have shown that many college learners take limited, low-level approaches to research assignments. The PIL studies recommend that rigorous inquiry/research instruction must be undertaken long before learners enter college. In this session, we will share how our high school uses collaborative instructional practices to meet this challenge by promoting student-centered, higher level inquiry thinking as integral parts of the senior research project. The current state of young adult inquiry skills and what constitutes critical gaps in these skills will be presented along with a model that can be used to design inquiry/research instruction in a student-centered fashion. Open discussion with participants will center around the design of this type of instruction, including scaffolds that support learners and assessments to gauge skills through the process.

1. Participants will be able to articulate how collaborative instructional design and practices serve higher-order thinking and information fluency of learners.

2. Participants will be able to articulate learning scaffolds (supports) specific to higher-order thinking for learner inquiry/research.

3. Participants will be able to articulate specific inquiry/research assessment elements that can foster information fluency and higher-order thinking in learners

Presenter Information:

Brenda Boyer is the Kutztown Senior High School Librarian and Chair of the Information and Technology Resources Department for the Kutztown Area School District (PA) and is currently completing a Ph.D. in Instructional Design for Online Learning at Capella University. She regularly presents on social media curation, student inquiry, flipped instruction, & embedded librarianship. Visit her virtual library at http://kahs.kasd.libguides.com/index.php or contact Brenda at boyer.brenda@gmail.com or follow @bsboyer on Twitter.

Decoding Format as Process with the Information Cycle
Amanda Clossen, asc17@psu.edu, 814-863-7455
W140 Pattee (Knowledge Commons)

ACRL’s new Framework for Information Literacy for Higher Education provides librarians with troublesome concepts that represent transformative learning in the students we teach. But they are just that, troublesome. How do we teach these concepts effectively within the classroom? This presentation will demonstrate how to use the Information Cycle as an ideological framework
for the delivery of both the abstract conceptual idea of Format as Process, as well as using this as a framework for finding aids, and demonstrating practically to students what sort of information can be found where.

The participants will understand Format as Process as a threshold concept. The participants will be equipped with instructional practices to cross this threshold for both one shot or extended instruction.

Presenter Information:

Amanda Clossen is the Learning Design Librarian at the Pennsylvania State University. She teaches information literacy both as a one shot and credit instructor, as well as applies pedagogical theory to design online learning objects.

One Size Does Not Fit All: Collaborating with Faculty to Build Information Literacy Skills in Our Students
Nancy Frazier and Kathleen McQuiston, mcquisto@bucknell.edu, 570-577-3309
403 Paterno

Bucknell librarians collaborate with faculty to develop students’ information literacy and critical thinking skills across disciplines. For the past several years, we’ve intentionally intensified and increased our interaction with first-year students to build a strong foundation in information literacy. We’ve focused on using active learning techniques to engage and guide students in learning how to learn, in gaining confidence in searching and evaluating sources, in understanding the context of various information sources, and in fostering curiosity and self-directed learning.

We’re aiming to boost our interaction with upper-level students, guiding them towards deeper learning and critical thinking within their disciplines. Targeted conversations with faculty about their expectations for discipline-specific information literacy skills have resulted in some interesting “a-ha” moments for all of us, particularly the need to have a strong foundation for information literacy skills but also to remember what it was like before we knew how to conduct academic research.

Following a brief overview of strategies for successful collaborations with faculty from a variety of disciplines, the presenters will facilitate an activity designed to provide attendees with a framework for articulating basic vs. upper level information literacy skills within the disciplines with faculty at their own institutions.

Attendees will articulate basic information literacy skills vs. upper level (discipline specific) skills.

Attendees will identify where and how their curricula support and assess the development of information literacy skills.

Attendees will discuss and share ideas for collaborating with faculty/teachers to develop these skills and habits of mind in our students.

Presenters Information:
As Director of Research Services and Information Literacy, Kathleen McQuiston provides leadership for the wide range of outreach, consultation, and instruction programs provided by Research Services librarians as they teach information literacy skills to students in the classroom and through one-on-one research consultations. Kathleen has experience as an embedded librarian, and she co-teaches one of Bucknell’s interdisciplinary Integrated Perspectives courses for sophomores/juniors. Kathleen excels at developing key partnerships to advance information literacy within the curriculum.

As Instructional Services Librarian at Bucknell University, Nancy Frazier collaborates with faculty, students, administrators, and staff in coordinating outcomes-based library instruction and providing leadership for information literacy initiatives at Bucknell. An experienced embedded librarian and teacher with a strong commitment to student learning, Nancy strives to motivate students to approach their research with flexibility and curiosity.

Kathleen and Nancy frequently collaborate on designing and facilitating faculty information literacy workshops at Bucknell.

Breakout #2 at 1:30-2:15pm:

Superhero Team Up! Working together to teach intellectual property to our students
Maria Burchill and John Meier, meier@psu.edu, 814-867-1448
W140 Pattee (Knowledge Commons)

Today’s youth draw inspiration and entertainment from a wealth of popular culture and visual media. Comics clubs at local libraries provide creative opportunities through book discussion and instruction on traditional forms of comic book storytelling centered around their beloved manga and graphic novels. When librarians and educators help these students expand from media consumption to artistic and literary creation, intellectual property (copyrights, trademarks, and even patents) educational needs can be addressed. These lifelong competencies will build our future entrepreneurs and help them legally shape the development of their own creations.

This session will present a partnership that is intended to build a bridge between public libraries, academic libraries, and schools in intellectual property (IP) education using the appealing theme of comic books and superheroes. The presenters are developing a workshop for librarians and teachers, which will be used to train them in teaching IP to students using this engaging topic. The intention is to embed information literacy and ethics into the curriculum through this partnership.

Participants in this hands-on session will sample the workshop, including an overview presentation of IP using comics and the creation of their own original superhero idea. The presenters will showcase our approach to working with library and school partners to implement the workshop. The presenters will lead a discussion with participants on how to identify an audience in their own area that would benefit from this type of workshop. We will suggest ways to identify experts in intellectual property and comic books that can help implement the workshop in their community.
Participants will be able to identify opportunities with academic, public, and school library partners to teach intellectual property ethics in an engaging manner.

Participants will have an improved understanding of intellectual property issues that affect their students and users.

Presenters Information:

A 22-year library veteran, Maria Burchill is Head of Adult Services for Schlow Centre Region Library. With a strong background in cataloging, and circulation services, she is interested in enhancing collection discovery and in improving the patron experience both in person and online. Her passion for art and art history (Hogarth's works bear a striking resemblance to modern graphic novels) allow her to bring a creative perspective to the intellectual property discussion.

John Meier is a Science Librarian and Acting Head of the Engineering Library at Penn State University Park. He is the Patent and Trademark Resource Center librarian for Penn State, assisting entrepreneurs at both the university and across central Pennsylvania. A lifelong comics reader, John has seen the evolution of the comic book and graphic novel from marginalized geek culture to mainstream pop culture. He has taught classes and conducted research on both American and Japanese comics, specifically focusing on non-fiction science comics.

From Skills to Transformative Understanding: Fostering Higher Order Thinking Through Collaborative Research Instruction
Blake Doherty, bdoherty@brookdalecc.edu, 973-459-1995
Mann Assembly Room

By focusing on a specific collaboration between the librarian presenter and an English faculty member, this presentation will provide strategies for incorporating critical library instruction, threshold concepts, and higher order thinking into a one-shot instructional session for first-year students. The presenter will discuss the collaborative work between the instructor and the librarian leading up to the instructional session, and will break the session down into four learning outcomes. Practical methods for achieving learning outcomes will be covered, as well as the larger goals associated with those outcomes. The presenter will discuss methods for assessing students' achievement of learning outcomes as well as some of the lessons learned through assessment. While this presentation focuses on a specific assignment and lesson, learning outcomes and strategies for achieving them can easily be applied to other assignments/lessons.

Audience members will be invited to participate in the presentation by comparing their vision for college-level research to the vision expressed by students in the instructional session discussed. Presenter will provide ample time for discussion and questions.

- Participants will learn about threshold concepts and critical library instruction in order to better understand how to incorporate these into their teaching
- Participants will develop strategies for transforming assignments to include critical concepts
- Participants will develop practical methods for moving students from simply finding and "plugging in" sources to engaging more deeply with their research
Presenter Information:

Blake Doherty is a Research and Instruction Librarian at Brookdale Community College in Lincroft, New Jersey, where she has worked since 2012. Before coming to Brookdale, she was a Graduate Assistant in the Undergraduate Library at the University of Illinois. As a newer professional to the field, she is always trying new things to see what works (and as a result, enduring her fair share of failures that continue to inform her teaching as much as her successes). She has a particular interest in developing partnerships to integrate higher-order aspects of information literacy into writing and research-based instruction. She is also interested in critical information literacy, outreach, and utilizing assessment to improve teaching and learning.

Embracing Embedded: The Experiences of a Pilot Project
Elizabeth Berilla, eberilla@misericordia.edu, 570-674-3032
403 Paterno

The Mary Kintz Bevevino Library at Misericordia University is rebooting their embedded librarianship program for the 2014-2015 academic year, with greater emphasis on faculty collaboration, librarian participation, and outcomes/assessment. This session will cover the whats, hows, and whys of embedded librarianship and encourage questions from other institutions looking to kickstart their own embedded librarian programs. Initiated with campus-wide and programmatic needs in mind prior to our 2014 review by the Middle States Commission on Higher Education, I’ll share our experiences – both positive and negative – in implementing our program so far, drawing on specific examples of collaborative efforts through a/synchronous instruction.

Following my presentation, participants will have a better understanding of how to:

*draw on traditional information literacy instruction with new application
*develop embedded programs for a variety of course subjects and levels
*assess a/synchronous instruction and embedded programming
*achieve faculty buy-in

Presenter Information:

Elizabeth (Liz) Berilla is a recent transplant to Pennsylvania where she is currently the Information Literacy and Assessment Librarian at Misericordia University’s Mary Kintz Bevevino Library. Liz collaboratively develops information literacy instruction with her fellow librarians, and focuses in the area of assessing those programs, both traditionally on campus and non-traditionally online. Additionally, Liz is the library liaison to the University’s College of Health Sciences. She has held the position since July 2013, and was previously the Reference, Instruction, and Outreach Librarian and Institutional Archivist at the State University of New York Maritime College in the Bronx, NY. Liz graduated with her MS (LIS) from Drexel University in 2011 with concentrations in Youth Services and Archival Studies.
Digital Curator or Digital Hoarder?
Heather Lister, heather_list@hempfieldsd.org, 717-480-1327
Mann Assembly Room

"Digital curation" is certainly not a new term for librarians. Since the dawn of electronic resources, librarians have been seeking ways to collect, organize, and share digital resources with their community of users. For better or for worse, the amount of resources available on the Internet is incredibly vast and librarians find themselves becoming “digital hoarders”, bookmarking every source on a particular topic instead of working through the process of evaluating and analyzing the core purpose for storing a particular resource. While a large digital library is an asset and a necessity, imagine navigating a library pre-Dewey or Library of Congress. If the purpose of being a digital curator is to provide access to electronic materials, librarians need to make a concerted effort to better organize and present these materials in a functional way. But before “bookmarking”, “scooping”, or “pinning” that latest article, librarian’s must analyze the reason for curating the page and determine the most effective way to store and share it. Digital curation is not a one-size-fits-all model.

In order to assist in this task, there are ample resources targeted at making users better digital curators. This session will target various resources to assist librarians moving past the act of hoarding to the act of organizing and sharing resources with their users. In addition to viewing tools targeted at digital curation, we will also examine other options librarians can use to provide access to digital resources to their patrons.

Participants will be able to define digital curation.
Participants will learn to view digital curation as a process.
Participants will learn how to determine whether something is worthy of ‘curating’.
Participants will learn various tools used to organize digital content and various methods to organize individual resources within those tools (i.e. tagging, keywords, descriptions, categories).

Presenter Information:

Heather Lister is currently an elementary (K-6) school librarian in the Hempfield School District. She holds a Masters in Instructional Technology with a concentration in Digital Classrooms. She holds a PA Teaching Certificate in Library Science (K-12) and Instructional Technology (K-12). Heather currently serves as the Chair of the Pennsylvania School Librarians Association Curriculum Committee. She was named the 2011 PSLA Leadership Award recipient. She is Flipped Learning Certified and a Discovery Educator Network (DEN) STAR Educator.
Bridging the high school to college experience for young adults demands that we prepare them to skillfully manage the flow of information in their school and personal lives. The seemingly simple activity of social media curation can help our students learn and practice critical thinking, source evaluation, classification, ethical use of information, and overall digital citizenship. Pinterest, Scoopit, LiveBinders, Mentormob, Diigo, Evernote, LibGuides, Paperli, Slideshare, Twitter, YouTube… So many great social media tools are now available for curation of digital resources. Enabled by these and many other tools everyone can and should be a curator – especially our students! Social media platforms provide highly relevant environments for aggregating, evaluating, annotating and repackaging resources to meet each learner’s research needs.

Curation is beginning to emerge as a centerpiece to information fluency instruction in some high schools. Teaching students to curate equips them with a personal information management strategy they can take to college and beyond. This session will explore the benefits social media curation offers students, and how the act of curation coincides with common IL tasks (access, critical evaluation, analysis, synthesis, and ethical use) and appears to be an ideal means for the practice of these transferable skills. Inherent in digital curation are close reading of a variety of nonfiction texts, investigation and inclusion of differing perspectives, and critical interpretation of visual images or other primary sources - all tasks called for by various standards. Social media curation also offers an excellent means for librarians to partner with teachers and students to create something new and shareable while simultaneously building research capacity and critical thinking skills.

Keeping our focus on these benefits, this session will feature open discussion and sharing of popular platforms and ideas for instructional activities leveraging curation.

[Strand 2: Current technological practices and environments suitable for teaching information literacy today]

1 Participants will be able to identify key benefits to having students become digital curators.

2 Participants will be able to recognize different social media curation tools as appropriate for different purposes.

3 Participants will be able to articulate how social media curation activities can be readily incorporated into their work with students.

Presenter Information:

Brenda Boyer is the Kutztown Senior High School Librarian and Chair of the Information and Technology Resources Department for the Kutztown Area School District (PA) and is currently completing a Ph.D. in Instructional Design for Online Learning at Capella University. She regularly presents on social media curation, student inquiry, flipped instruction, & embedded librarianship. Visit her virtual library at http://kahs.kasd.libguides.com/index.php or contact Brenda at boyer.brenda@gmail.com or follow @bsboyer on Twitter.
Connecting With Students: Our Personal Librarian Pilot for ENG 101
Denise A. Garofalo, denise.garofalo@msmc.edu, 845.569.3519
W140 Pattee (Knowledge Commons)

We developed a Personal Librarian pilot as a means to integrate information literacy instruction into the classroom and meet Middle States requirements. Our journey was bumpy and rushed (only three months from conception to execution), and we took a few bad turns, but in the end we discovered we had successfully developed a program for English 101 that involved positive collaboration with teaching faculty, activated campus-wide clamor for Personal Librarians, and actually imparted information skills to freshmen. I will share our hits and misses and more, including integration of online tutorials with personalized instruction services.

Attendees will be able to:
* Summarize the possible learning outcomes from a Personal Librarian program
* Understand program-specific resources and how to present them in a user-friendly format in order to enhance student awareness and understanding of selected information literacy concepts
* Discuss appropriate assessment methods for a Personal Librarian program in order to make well-informed decisions about such a program
* Apply strategies for designing a Personal Librarian program that make the most of their existing resources

Presenter Information:

Prior to joining the Mount Saint Mary College community in July 2008, I served as Library Director at the Astor Home for Children (Rhinebeck, NY), and held various technology positions at the Mid-Hudson Library System (Poughkeepsie, NY). Before returning to New York State, I was the Automation Consultant at the New Hampshire State Library (Concord, NH), Head of Technical Services and Automated Services at the Warwick Public Library (Warwick, RI), and a Librarian at the Pawtucket Public Library (Pawtucket, RI). I held positions at the Libraries at the State University of New York at Albany, and worked after-school and summers at the Perry Browne Elementary School Library (Norwich, NY). I have consulted with libraries on technology, information processing, and digitization projects. I have served as an adjunct professor at the Department of Information Studies at the State University of New York at Albany. I also am a trustee for the Marlboro Free Library in New York. I have served on various library committees at the regional and state level. I have made presentations at state conferences as well as at Internet Librarian, ACRL/NE, NERCOMP, and Computers in Libraries conferences. I review for Library Journal, School Library Journal, Technical Services Quarterly, and the American Reference Books Annual. I write a column for the Journal of Electronic Resources Librarianship.

#PAFILS14

ACT 48 credit is available.