

# LOEX Annual Conference 2011

## Fiesta de Excelencia: Celebrating Excellence in Library Instruction

### Program

#### Thursday, May 5

|                   |  |
|-------------------|--|
| 12:30 - 8:00 p.m. | Registration & information                           |
| 1:00 - 5:00 p.m.  | Optional: Visit Fort Worth Museums and/or Stockyards |
| 1:00 - 4:30 p.m.  | Optional: Pre-Conference Workshop (additional fee)   |
| 5:15 - 6:00 p.m.  | Optional: First-time Attendee Orientation            |
| 6:00 - 8:00 p.m.  | Light Meal Reception (at conference hotel)           |

#### Friday, May 6

|                       |   |
|-----------------------|---|
| 7:00 a.m. - 6:00 p.m. | Registration & information  |
| 7:30 - 8:30 a.m.      | Breakfast buffet  |
| 8:30 - 10:00 a.m.     | Welcome & plenary speaker   |
| 10:15 - 11:15 a.m.    | Breakout & interactive sessions 1                                     |
| 11:30 am - 12:30 pm   | Breakout & interactive sessions 2                                     |
| 12:30 - 1:30 p.m.     | Lunch buffet  |
| 1:30 - 2:00 p.m.      | Poster Sessions / Roundtable Discussions                              |
| 2:00 - 3:00 p.m.      | Breakout & interactive sessions 3                                     |
| 3:00 - 3:30 p.m.      | Poster Sessions / Snack Break   |
| 3:30 - 4:30 p.m.      | Breakout & interactive sessions 4                                     |
| Early evening         | Dine-arounds at area restaurants (optional; access via attendee wiki) |

#### Saturday, May 7

|                       |   |
|-----------------------|---|
| 7:00 a.m. - 3:00 p.m. | Registration & information              |
| 7:30 - 8:30 a.m.      | Breakfast buffet                        |
| 8:30 - 9:45 a.m.      | Announcements (brief) & plenary speaker |
| 10:00 - 11:00 a.m.    | Breakout & interactive sessions 5       |

|                     |                                   |
|---------------------|-----------------------------------|
| 11:15 am - 12:15 pm | Breakout & interactive sessions 6 |
| 12:15 - 1:15 p.m.   | Lunch                             |
| 1:15 - 2:15 p.m.    | Breakout & interactive sessions 7 |
| 2:30 - 3:30 p.m.    | Breakout & interactive sessions 8 |
| 3:30 p.m.           | Conference concludes              |

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## Plenary Speakers

Friday morning speaker, May 6, 2011  
 - Melanie Hawks, University of Utah

Saturday morning panel, May 7, 2011  
 - Carol Everhart, Tarrant County College - Trinity River  
 - Dr. Ellen Safley, University of Texas at Dallas  
 - Pat Van Zandt, Southern Methodist University

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## Interactive Sessions

**Authentic Assessment: Crafting Knowledge-Based Assessment Tools to Align with Learning Outcomes**  
*Laura Sanders (Simmons College Graduate School of Library and Information Science)*

**Fostering Student Collaboration in Embedded Librarian Classes**  
*Joe Goetz and Dr. Mary Kelleher (University of St. Thomas, Houston)*

**Library Instruction Credibility: How do we establish it? How do we publicize it?**  
*Frances A. May and Yunfei Du (University of North Texas)*

**Lose the Lists! Elevating Your LibGuides to a New Level**  
*Andrea Falcone and Lyda Ellis (University of Northern Colorado)*

**Pirate maps, tattoos, and flus: Using a problem-based format to teach information literacy skills**  
*Kerri Shaffer Carter and Emily Buzicky (Westminster College)*

**Problem-Solving Skills for Librarians**  
*Cindy Batman and Lesley Baker Tsuchiya (University of North Texas)*

**Rethinking the Instruction Session Handout**  
*Ashlynn Wicke (University of Houston - Clear Lake)*

**The Teaching Librarian's Toolkit**  
*Jenny Dale and Amy Harris Houk (The University of North Carolina at Greensboro)*

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## Breakout Sessions

**A Tutorial for Transfer Students: Reaching Out to USC Upstate's Underserved Students**

*Andrew Kearns and Chris Vidas (University of South Carolina Upstate)*

**Ambitious Student Seeks Valuable Internship: Will You Mentor Me?**

*Anne Marie Gruber (University of Dubuque) and Cara B. Stone (Indiana University)*

**Amplify the Active Learning: Revamping Course-Integrated Library Instruction to be Student Centered**

*Malia Willey (Loyola University New Orleans)*

**Back to School: The Challenges and Rewards of a Research Library's Instruction Program for a Charter High School in Chicago**

*Rebecca Starkey (University of Chicago)*

**Bridging the Gaps: Transliteracy as effective pedagogy for information literacy**

*Lane Wilkinson (The University of Tennessee at Chattanooga)*

**Cite it Right: Critical Assessment of Open Source Web-Based Citation Generators**

*Hui-Fen Chang (Oklahoma State University)*

**Classroom Assessment Techniques in One-Shot Instruction Sessions: Balancing Teaching, Learning, and Time**

*Laura Westmoreland Gariepy (Virginia Commonwealth University)*

**Consumer to creator: Investigating and building library support for undergraduate research**

*Merinda Kaye Hensley (University of Illinois at Urbana-Champaign)*

**Continuous Assessment, the Catalyst for Building a Successful Information Literacy Program That Focuses on Student Needs**

*Jon R. Hufford and Arlene K. Paschel (Texas Tech University)*

**Creating a Leaner, Meaner, Database Collection to Leverage Instruction**

*Mary Anne Erwin and Emily Scharf (Webster University)*

**Diverse Learners, Diverse Services: Reaching Out to Continuing Education Students and Instructors**

*Jessica Lange and Robin Canuel (McGill University)*

**Ending the Disconnect: Uniting Research and Writing through a Graduate Student Pedagogy Class**

*Cindy Fisher, Michele Ostrow and Meghan Sitar (The University of Texas at Austin)*

**Evaluating Video Tutorials: Measuring Excellence and Outcomes**

*Sally Ziph (University of Michigan Kresge Business Library)*

**Evidence Based Practice, Information Literacy, and Graduate Inquiry: A Collaborative Learning and Teaching Experience**

*Dr. Rosemary Green (Shenandoah University) and Dr. Mary Corcoran (Shenandoah University and George Washington University)*

**Formative Assessment: Transformación de la Educación en la Biblioteca (Transforming Education in the Library)**

*Teague Orblych (University of Michigan - Dearborn) and Michelle Kathleen Dunaway (University of Pittsburgh School of Information Sciences)*

**"Gun Control" is NOT a Research Question! Partnering with Teaching Faculty to Solve Problems and Refresh Library Instruction**

*Beverly Kutz (University of Tennessee at Chattanooga)*

**"How Did We Do?": Evaluating the Instruction Program with a Senior Survey**

*Terry Taylor and Heather Jagman (DePaul University)*

**Ignite the SPARK: Fire up an Information Literacy Program for Faculty**

*Kathryn Klages and Mara Bordignon (Seneca College)*

**Incorporating Mobile Technology into Information Literacy Instruction: Opportunities and Challenges**

*Chad Crichton (University of Toronto) and Robin Canuel (McGill University)*

**Information Visualization and Keyword Searching in Library Instruction**

*Matt Conner and Melissa Browne (University of California, Davis)*

**Intentional edutainment: A pedagogically and theatrically sound approach to information literacy instruction**

*Joshua Vossler and John Watts (Coastal Carolina University)*

**Leadership in the White Spaces: A New Model for Librarians**

*Janet Tapper (University of Western States) and Noelle Stello (National College of Natural Medicine)*

**LibGuides, Videos, and Screencasting: Technologies to Enhance and Promote Digital Wisdom in Information Literacy Instruction**

*Rafia Mirza and Jody Bailey (University of Texas at Arlington)*

**Making the Most of Teachable Moments: Livening and Enhancing the Virtual Reference Experience**

*Heidi Steiner (Norwich University)*

**Match Made In Heaven: Blackboard Vista, Information Literacy, and College Freshmen**

*Julie Nichols and Kristin Johnson (Northeast Lakeview College)*

**Move Aside Scotty, Jing is the Thing: Individualized Student-Created Tutorial Collections, Performance Assessment and Easy Instructor Feedback**

*Stephanie Wiegand (University of Northern Colorado)*

**Muchos Mentores en Iowa: The Pedagogy of Student to Student Mentoring in Information Literacy**

*Phil Jones, Julia Bauder and Beth Bohstedt (Grinnell College)*

**One size can't fit all: A multi-layered assessment approach to identifying skill and competency levels**

*Jennifer Sharkey, Bill McMillin and Trisha Prosis (Illinois State University)*

**Picture This: A Show-Me-To-Win-Me-Over Method of Visually Indexing Strategic Research Instruction**

*Eloisa Borah (UCLA Rosenfeld Management Library)*

**Reaching the masses through your content management system**

*Leslie Adebonojo and Kathy Campbell (East Tennessee State University)*

**Reducing digestible tidbits from meaty stock: Satisfying varied tastes with an attractive instructional assessment menu**

*Erika Bennett, Jennie Simming and Kim Staley (Capella University)*

**Rigging for Rigor: Guiding Classroom Faculty toward Richer Research Assignments with the Research Guidance Rubric**

*Pete Coco and Hazel McClure (Grand Valley State University)*

**Singing the Praises of IL: The Case of a Required Credit-bearing IL Music Course**  
*Paul Neff (Augustana Campus, University of Alberta)*

**Spice up Your Library Instruction With a Little PICO!**  
*Ellen Welty and Sheila Hofstetter (Arizona State University)*

**Teaching Matters: Reviewing and Rewarding the Teaching Role of Librarians**  
*Carrie Donovan (Indiana University) and April Cunningham (Saddleback College)*

**Teaching with WorldCat Local: What's Different?**  
*Margaret G. Grotti (University of Delaware) and Karen Sobel (University of Colorado - Denver)*

**The ASE Process Model: An Evidence-based Approach to Information Literacy Instruction**  
*Don Latham and Melissa Gross (Florida State University)*

**TILting toward Millennials: Updating online information literacy instruction for post-modern learners**  
*Rebecca Befus and Joshua Neds-Fox (Wayne State University)*

**Using Mashups and Multimedia to Provide Online User Independence for all Learning Styles**  
*Lori Mestre (University of Illinois at Urbana-Champaign)*

**What they don't know can help you: Creating information sessions based on a pre-assessment of students' library knowledge**  
*Katherine Hanz and Jessica Lange (McGill University)*

**You Oughta Be in Pictures: Using Video in Library Instruction to Engage Students**  
*Lori Mardis (Northwest Missouri State University)*