



NOLA Information Literacy Forum 2013

J. Edgar and Louise S. Monroe Library
 Loyola University New Orleans
 New Orleans, Louisiana
 August 23, 2013

<http://nolailc.wordpress.com/>

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Schedule

12:30-12:45 pm	Registration, Lobby
12:45-12:55 pm	Welcome and Opening Remarks, Multimedia Room 1
1:00-1:45 pm	Concurrent Sessions 1
2:00-2:45 pm	Concurrent Sessions 2
3:00-3:45 pm	Concurrent Sessions 3
4:00-4:45 pm	Lightning Sessions, Multimedia Room 1
4:50-5:45 pm	Closing Remarks and Socialization, Multimedia Room 1

Concurrent Sessions 1 (1:00-1:45 pm)

Multimedia Room 1

Embedding Librarians in Blackboard: Embarking on Collaborative Learning

Courtney Rimes Stortz, Interlibrary Loan/ Reference Librarian, Delgado Community College

Andrew Lopez, Coordinator of Access Services/ Reference, Delgado Community College

Jude Morrissey, Reference and Instruction Librarian, Delgado Community College

Our presentation will cover our experience with the Embedded Librarian pilot program undertaken at Delgado Community College in the Summer 2013 semester. We will share a summary review of the literature on this topic, and some of the challenges and successes we have found so far.

Multimedia Room 2

Simple Legal Research for the Non-Expert

Brian Barnes, Deputy Director of the Loyola Law Library, Loyola University New Orleans

For many researching the law can be an intimidating task due to its unique verbiage and the use of unfamiliar resources. This presentation will attempt to demystify legal research and provide examples of research librarians may be asked to assist with regularly. The three major points of this presentation are common verbiage, a “show and tell” of common resources, and step by step examples of select research scenarios. These discussions will, hopefully, provide a new baseline for assisting patrons with their legal research needs.

Concurrent Sessions 2 (2:00-2:45 pm)

Multimedia Room 1

The Information Laboratory: Using Active Learning in the Library to Enhance Classroom Objectives

Adam T. Beauchamp, Research & Instruction Librarian (Social Sciences), Tulane University

This presentation will describe a successful collaboration with a sociology professor using library materials to enhance and reinforce a lesson on content analysis research methods. Building on previous information fluency instruction focused on search techniques and access, this encounter used a homework assignment to refresh past skills, discussion of the scholarly uses of content analysis methods in the literature, and practice applying content analysis to selected "analog" information sources in the library. This approach could be adapted to a range of information learning objectives, especially those involving the use of primary source materials in libraries and archives.

Multimedia Room 2

Find, Retrieve, Organize, and Use Information: The Rudolph Matas Library of the Health Sciences

Elaine R. Hicks, Education/ Outreach Librarian, Tulane University

A two-hour information literacy session for 11th grade science students was developed in partnership with the Emerging Scholars Environmental Health Sciences Academy, part of a \$15 million, five-year Tulane University program included in the Gulf Region Health Outreach Program funded through BP's settlement of class action medical claims. To compliment library education at the secondary level, the health science librarian consulted secondary school librarians at two schools represented in the program, the Louisiana Grade Level Equivalents for Environmental Science in grades 11 and 12, and the American Association of School Librarians Standards (AASL). Instruction outcomes included developing a research question, using Library resources and consulting a librarian if needed, using database features to develop and execute successful search strategies, comparing results from two different sources of information, and creating a report with bibliographic information in appropriate format. The lesson included two activities challenging students to compare database features, an online quiz, and creating a citation using EasyBib software. A one-minute reflection revealed that students appreciated learning how to search in databases as opposed to their Google searches, and how to create citations easily. The project Principal Investigator and Project Manager who attend the class will recommend it for their teacher academy next year. This online handout supports all instruction provided: <http://libguides.tulane.edu/EmergingScholars>.

Concurrent Sessions 3 (3:00-3:45 pm)

Multimedia Room 1

Designing a Project-Based Digital Media Course

Brian Sullivan, Instructional and Research Technologies Librarian, Loyola University New Orleans

Tim Welsh, Assistant Professor of English, Loyola University New Orleans

In fall 2012 librarian liaison to English Brian Sullivan and Professor Tim Welsh redesigned the introduction course for the Film and Digital Media concentration for English majors. Introduction to Film and Digital Media was reworked to be a co-taught project-based course focused on teaching course content alongside technical skills. Various technological, media, and information literacy standards were incorporated into the design of this course. Students engaged in media history and theory while learning to use a variety of technologies to complete this task. This presentation will describe the planning and implementation of the course, as well as discuss lessons learned. Student projects will be showcased.

Multimedia Room 2

Librarians and the QM Rubric: When Quality Matters

Paula Webb, University of South Alabama

Librarians have always pursued quality over quantity. Professionally, we are designed to search for the best amongst the masses, putting forth the most important materials for our patrons. This intrinsic tendency does carry over to the digital world. Utilizing the quality based abilities of librarians with the national benchmark for online course design, the QM Rubric, can only be a win-win situation for both librarians and faculty at our college and university campuses. This presentation would describe exactly how librarians could be an asset in this evaluation process.

Lightning Sessions (4:00-4:45) Multimedia Room 1

Glossophobia or, How I Learned to Stop Worrying and Love Instruction

Lindsey Reno, Acquisitions Librarian/ Subject Specialist, University of New Orleans

As a fledgling and, often, reluctant instructor, I have struggled to engage students more effectively and to also grapple with my own teaching anxiety. I have found that changing the dynamic of a bibliographic instruction session, by including an activity for students to complete, can engage students while also reducing the anxiety of the instructor. I will discuss some creative options for experiential learning in the library and how they benefit both teacher and student.

Library Instruction for Study Abroad

Emma Marshcall, Research and Instruction Librarian, Tulane University

In the fall of 2012, I developed a live online library instruction session for with the Tulane University's CIAPA Early Experience Study Abroad in Costa Rica. This program is designed to introduce entering freshmen and sophomores an early experience in study abroad in their university career. Many of the students had only stepped foot into the library on their campus tour. In preparation for this session there were technological considerations (how to work a live video feed and show the catalog at the same time), unforeseen natural impediments (a hurricane in New Orleans and an earthquake in Costa Rica) and questions of what materials were appropriate for this level of student in this particular

learning environment. This presentation would cover the way the session was planned, run, and re-imagined for the future. It could help inform a discussion of providing library resources for off-campus students, whether it's through study abroad, distance learners, or satellite campuses.

Professional Engagement in the Twitterverse: A Case Study

Molly Knapp, Tulane University

This case study will describe using Twitter.com for professional engagement and community building. Since December 2012, health sciences librarians on Twitter have conducted a weekly "#medlibs" chat on Thursday nights. Topics have included; trends in medical education, instruction methods, predatory journals and more. A number of "tweetchats" exist in the library world and beyond. This lightning round will review our experience and explore other tweetchats relevant to IL and libraries.

Teaching Information Literacy Skills Outside of the Classroom

Lisa Hooper, Tulane University

While the ideal information literacy instruction session is integrated with a course (or even a curriculum!), there are inevitably some programs that are just plain difficult to get a foot in the door on. This is precisely the case with the Music Department at Tulane University; with years of "doing it themselves," our music faculty are convinced that they teach their students everything they need to know about doing research. After introducing honors and graduate students to core music research resources when they serendipitously stumble into my office far too late and hearing "if i had only known this database existed a year ago..." a new plan was hatched to ensure music students had the opportunity to learn about the basic music resources and library services regardless of whether or not they had a formal in-class library instruction session. This gave rise to the Personal Librarian Program for music students. This ten minute lightning round session will review what the Personal Librarian Program is in terms of what information is conveyed and how information is conveyed to music students along with some of the success and fail moments of this program.

NOLA Information Literacy Collective Executive Board

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