PA FORWARD INFORMATION LITERACY SUMMIT
LIBRARY SERVICES BY DESIGN:
SUPPORTING FUTURE FORWARD WORKPLACE COMPETENCIES

KEYNOTE PRESENTATIONS:
Foster Auditorium

9:00 - 11:00 a.m.
Sowing the Seeds: High School Libraries Set the Stage for Agile Learning
Dr. Brenda Boyer
School Librarian and Instructional Designer, Kutztown School District

Critical thinking, problem-solving, and evaluating information are critical skills needed in an agile workforce. School librarians partner with classroom teachers to sharpen these learning skills while promoting related issues such as understanding intellectual property, wise use of social media, designing alternative products (i.e. evidence of learning), and information workflow through personalized learning and community- and project-based research.

Dr. Brenda Boyer is a school librarian and instructional designer. She has designed library and information fluency instruction for secondary learners in the Kutztown (PA) School District, as well as online graduate and professional development courses for Edupire, Colorado eCollaborative, and Rutgers University. Dr. Boyer frequently presents at iNACOL, AASL, & ISTE, and is an instructional design consultant for the eLearn Institute. She received the 2014 AASL Collaborative School Library Award and is a co-author of the Library Technology Report: Social Media Curation (ALA, 2014). Recently, she has had articles published in Knowledge Quest, School Library Journal, and Internet@Schools.

Workplace Information Literacy: A Crucial Component of Lifelong Learning
Russ Hall
Associate Librarian, Reference and Instruction, Penn State Behrend, Erie

Information literacy is a well-established topic in librarianship. However, far too often we treat it as if it exists only in an academic setting. Information literacy is a fluid concept that changes based on the information environment in which a person finds herself. This presentation will discuss the contextual nature of information literacy with a focus on workplace and educational settings. This will also incorporate preliminary results from a research study in which Penn State alumni were interviewed regarding their experience with information literacy in their undergraduate career and their day-to-day work.

Russell Hall is an Associate Librarian focusing on reference and instruction at Penn State Behrend in Erie, Pennsylvania. Before becoming a librarian, Russell worked in a variety of industries, including delivery operations, security, and banking. Mr. Hall has published and presented on the topics of the traits and training of the library labor force; the importance of library instruction in Library and Information Science programs; embedded librarianship; student citation use; librarian communities of
practitioner; and information literacy. His current research area is workplace information literacy. He has been active in the Association of College & Research Libraries (ACRL) Instruction Section for over a decade. Russell used to have outside interests, but now he spends all of his free time with his wonderful two year old daughter and his amazing infant daughter.

Supporting Job Seekers in Public Libraries: From Traditional Services to Trauma Informed Awareness
Wes Roberts
Library Services Manager of Workforce and Economic Development, Carnegie Library, Pittsburgh

Public libraries have formally assisted job seekers with resumes, job searches, and applications for at least three decades. Now, as social service agencies struggle and the job search process has become technology driven, libraries increasingly serve patrons facing various barriers to stable employment. This talk will explore the ways public libraries can still assist job seekers with traditional services while developing awareness of “trauma informed” techniques that can be used to help job seekers, and librarians, find success in this service area.

Wes Roberts is Library Services Manager of Workforce and Economic Development at Carnegie Library of Pittsburgh. In this role Wes oversees the library services and programs offered to job seekers and entrepreneurs across the city-wide library system and within the Main library’s Job & Career Education Center. In this work Wes is most passionate about bridging the growing divide that is making Pittsburgh "two cities" – one for the haves and another for the have nots. To that end, he is especially interested in working in partnerships with community groups that seek inclusiveness in business development, and fairness for job seekers. In a separate library role, Wes serves on the board of New Kensington's Peoples Library. In his personal life Wes enjoys spending time with his two young sons, reading horror and science fiction, and playing drums.

THIRTEEN SELECTED PRESENTATIONS FOR BREAKOUT SESSIONS:

Breakout Session #1 at 12:30 - 1:30 P.M.:

Assessing and Expanding Information Literacy Skills with Online Instructional Modules
302 Paterno
Monica Rysavy, Russell Michalak

In the Fall 2015 semester, the information literacy (IL) team at a small private college delivered the second (Phase 1 data collection) and third (Phase 2 data collection) iterations of two survey instruments—the Information Literacy Assessment (ILA) and the Students’ Perceptions of Their Information Literacy Skills Questionnaire (SPIL-Q) in two phases. The first iteration of the two survey instruments was distributed in summer 2015 (Michalak & Rysavy, 2016). The purpose of this research was to determine students’ perceptions of their IL skills as compared to their actual test-assessed IL skills. The Phase 1 data collection consisted of delivering an online survey instrument to 1,851 undergraduate and graduate students (domestic and international). Using data
gathered from Phase 1 for the Phase 2 data collections, the same survey instrument questions (ILA & SPIL-Q) were embedded in the asynchronous eLearning tool Microsoft Office Mix (Office Mix) that consisted of six online training modules. While the final population size (n=33) and survey response rate of one percent were below what was expected, this exploratory case study was unique because of its use of Office Mix to gather data regarding students’ perceptions of their IL skills, deliver the IL instructional training modules, and to assess students’ IL knowledge post-training.

**Objectives:**
Participants will walk away from this session with a basic understanding of Office Mix, and online eLearning tool, and how it may be used to provide information literacy instructional modules.

**Presenter Information:**
Dr. Monica D. T. Rysavy is the Instructional Technology Coordinator and an Assistant Professor for Goldey-Beacom College in Wilmington, Delaware. In this role she provides Instructional Design support by developing new training offerings (asynchronous and synchronous face-to-face and online programs) on a variety of instructional technology-related topics for faculty. Monica offers individual faculty consultations to assist faculty with incorporating a variety of technology tools in their lessons, in addition to small and large-group training sessions on current technology tools and resources. Monica is a graduate from Penn State's College of Education, with a Ph.D. in Learning, Design, and Technology, and continues to work with Penn State as special project for support for ITS Human Resources under the direction of ITS HR Director Susan Morse.

Russell Michalak is the Head Librarian and an Assistant Professor for Goldey-Beacom College in Wilmington, Delaware. In this role he manages the delivery of research, information, and instructional and reference services to a diverse population of students, faculty and staff; he recently developed, launched, and delivered information literacy program for perspective first-generation students, first-year students.

**A Lasting Learning Legacy: Helping Students Develop Growth Mindsets for Education and Beyond**

140 Pattee

Jennifer Hunter

Lifelong learning is crucial to staying competitive in today’s current workforce, particularly as it relates to technology and the speed with which information is disseminated and consumed. But what motivates people to take on the challenges of learning new skills, particularly when those skills may seem daunting or even completely out of reach?

Social psychologist and Stanford Professor Carol Dweck has theorized that an individual’s mindset—fixed or growth—is a primary underlying factor for how one approaches a learning situation. A person with a fixed mindset believes that the amount of intelligence or talent one has is fixed and cannot be changed. A person with growth mindset, on the other hand, believes that intelligence is changeable and that one can improve. Fixed mindset does not lend itself well to behaviors that encourage learning, including grit and perseverance. Growth mindset, however, provides a foundation for resilience and the perception of challenges as opportunities for growth.

Moving from a fixed mindset to a growth mindset is possible according to Dweck’s research.
Simple messaging strategies that praise process and effort over intelligence help people to reframe their own beliefs about themselves so they can see that they are capable of learning even though material might be challenging.

As librarians and educators, we can play a key role to help the people that we interact with in class and during reference interactions develop a growth mindset by providing the right kinds of feedback. Helping students to change their mindset—and realize that their potential for learning is greater than they might have expected—can have last impact as they transition into workplace learning challenges.

During this breakout session, participants will have opportunities to reflect on their own mindsets as they pertain to their own and students’ learning situations and also develop some feedback messages that encourage growth mindset.

Objectives:
Participants will be able to:
- Identify their own mindset as it pertains to particular learning situations
- Identify messages that promote growth mindset over fixed mindset
- Develop growth mindset messages for their unique learning environments

Presenter Information:
Jennifer Hunter is a reference and instruction librarian at Penn State Abington and also taught rhetoric and composition at The College of New Jersey for four years. One of her current research themes is transferring growth mindset theory to library situations, particularly the information literacy classroom and research consultation interactions.

What Kind of Teacher Do You Want to Be? Professional Information Literacy in the First-Year College Classroom
403 Paterno
Eloise Stevens, Diana Reed

Instructors and librarians alike often express disappointment in classes of students that don’t seem to think of themselves as learners. Many students are career-oriented and begin college thinking about their life after they leave. How can we tap into that self-concept to enhance the effectiveness of our information literacy training, and what can we learn from these students? How can their experiences in the library help them to develop professional learning skills that teachers need?

In ECE 201: Issues and Trends in Early Childhood Education, second-semester first year students at our small liberal arts college are exposed to current theories of and topics in education and begin thinking of themselves as teachers. A research-based teaching philosophy template assignment served as the foundation for collaboration between instructor and librarian, as they worked together to transform the course integrated ‘one shot’ and reframe the information literacy skills as “Part of being a teacher.”

Though the learning objectives for this session were similar to other research assignments, the specifics of the assignment allowed for a reframing of information literacy and research that helped engage the students, gave us insight into their anticipated information literacy skills and competencies, and will hopefully serve as the foundation for a new type of scaffolded IL program.
in the School of Education that would empower students to do action research in their teaching practicum.

By presenting the specifics of our collaboration, assignment, and instruction design, we hope to inspire participants to seek opportunities to link professional and academic information literacy.

**Objectives:**
- Participants will be able to articulate how the IL skills they teach may relate to professional information literacy competencies.
- Participants will be able to prepare for conversations on IL in the curriculum with instructors and departments in a new way.

**Presenter Information:**
Eloise Stevens is the instruction & outreach librarian at Westminster College. Diana Reed is a lecturer in the School of Education at Westminster College.

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**From Database Dumps to Top-Notch Teaching Tools: Designing Targeted Research Guides with Users in Mind**

**Foster Auditorium**

Liz Johns

Resource guides, subject guides, research guides, LibGuides, pathfinders - whatever name you use for them, they often end up being the same thing: lists of databases and resources meant to guide students to information. Such guides are often carefully curated collections of resources on specific topics, but they lack context and real integration as a learning tool. Traditional subject-specific research guides can be supplemented by how-to guides, but this solution does not always give users the instructions and learning opportunities at their point of need. However, by using the theory of constructivist learning and Richard E. Mayer’s (1996) SOI Model (Select, Organize, Integrate), guides can become more robust tools that not only connect users with the resources needed, but help them in learning new skills or information. Constructivist learning posits that the learner can actively make connections and generate new ideas through a combination of their previously known knowledge, and new knowledge coming in. Applying the SOI Model can help guides become more focused on relevant information, and help learners make sense of the information in their own context. Together, application of these two perspectives can help librarians transform subject-specific resource lists into robust learning tools that connect users with the information they need, and help them construct new knowledge.

This interactive workshop will introduce participants to the theory of constructivist learning and apply it to developing robust subject guides. Through a guided step-by-step process, librarians will conceptualize a new guide, or re-conceptualize an existing guide by using Mayer’s SOI model. Participants will leave the workshop with a solid plan for developing or redeveloping a guide, and can take the strategies back to their library and work with their teams to develop more robust guides.

**Objectives:**
- Participants can critically analyze content and structure of a pedagogically sound research guide.
- Participants can organize content in a research guide based on logical and evidence-based needs.
• Participants can utilize Mayer’s SOI model to develop user-centered, pedagogically sound research guides.

**Presenter Information:**
Liz Johns is the Librarian for Education at Johns Hopkins University in Baltimore, MD. She has managed LibGuides at two different institutions, and co-led a transition to LibGuides 2.0 for both institutions. At JHU, she is the lead librarian on LibGuides, as well as the chair for the Hopkins inter-library LibGuides Interest Group. She regularly leads workshops on content, development and design of LibGuides at JHU, and created a set of guidelines and best practices for the guides.

**Breakout #2 at 1:45 - 2:45 P.M.:**

**“I can Google and Use a Smart Phone;” Design Strategies for Digital Literacy**
140 Pattee
Betsy Reichart, Christina Elvidge

In an online school, digital literacy is an absolute necessity for first academic and second workplace success. In many cases, and for many students, the need is simultaneous. As a result, students begin to learn, sharpen and refine their digital literacy skills from day one. Such deliberate practice informs their learning, which they can parley into career and workplace skills. We’ve developed an information literacy course that provides a foundation in not only information literacy but also technological, social and communication literacies.

At Penn Foster we’ve begun to design programs that expand on these individual elements of information and digital literacy. Using the ACRL Framework for Information Literacy for Higher Education as a foundation, specifically “Authority is Constructed and Contextual,” “Information has Value,” and “Searching as Strategic Exploration,” we’re providing webinars and workshops that cover career and employment search skills and strategies to students in general education and discipline-specific programs.

We are also participating in the instructional design process for new courses requested by our business-to-business partners that focus on improving the social and communication literacies that are integral to success in the workplace. The recognition of such meta-literacies has had a tremendous impact on our course design and offerings and reflects the necessity for institutions of higher education to follow and whenever possible, to integrate such skills into their curriculum. Our presentation will illustrate our efforts to design programs that address the needs of students for digital literacy and workplace competencies as they transition from college to the job market to the workplace.

**Objectives:**
Participants will:
• Learn about collaborative, Digital and Information Literacy course design.
• Gain ideas for workshops, webinars and presentations on various digital literacies.
• Incorporate elements of various digital literacies in traditional, hybrid, and online courses and programs.
Presenter Information:
Betsy Reichart is the Institutional Librarian and Instructor for Information Literacy at Penn Foster Education in Scranton, PA. She and her colleague, Christina Elvidge, have been at the forefront of the transformation of Information Literacy at Penn Foster for the past three years. Prior to Penn Foster, Betsy was the Director of the K-12 Library Certification Program at Marywood University in Scranton, PA.

Christina Elvidge is the Senior College English Instructor for Penn Foster Education in Scranton PA. She and her colleague, Betsy Reichart, have been at the forefront of the transformation of Information Literacy at Penn Foster for the past three years. Prior to Penn Foster, Christina was the Director of the Honors Program at Marywood University.

Betsy and Christina are the co-authors of:

Building Competence, Critical-Thinking and Compassion through Service Learning Assignments
403 Paterno
Theresa McDevitt

Students too often see the development of information literacy skills as having only academic applications and no relevance to their personal and work lives beyond the classroom. How can librarians at any level shape information literacy instruction to help students discover the workplace relevance of information literacy skills, while at the same time leading to deeper learning, critical reflection and compassion? Using information literacy based service learning assignments can be the answer. In this session participants will be introduced to the service learning via a short discussion of its definition, connection to high impact practices and a case study of its use in a library credit bearing class. Participants will then be invited to share their experiences with service learning assignments and then participate in an assignment building exercise.

Objectives:
Participants will:
- Define service learning and list the benefits of such experiences and their connection to High Impact Practices
- Consider the appropriateness of service learning assignments to their teaching settings
- Share their experiences with using service learning assignments
- Create service learning based assignments appropriate for various levels of students based on the needs of community partners

Presenter Information:
Theresa McDevitt is a librarian at Indiana University of Pennsylvania and has developed information literacy service based assignments for library, History and Public Relations classes. She is presently working on a book on this topic.
Integrating the Information Literacy Framework with Workplace Competencies
Foster Auditorium
Victoria Raish, Patricia Hswe, Alessia Zanin-Yost

Successful integration of the Information Literacy Framework with workplace competencies requires consideration of what employers value, the information environment that students will be immersed in while in school and in the workplace, and changing assignments to reflect and evaluate these competencies. This session will draw upon a national survey on the information competencies valued in the workplace as well as how it is possible to change assignments students should complete. From the national survey that we distributed (n=114), employers ranked students’ ability to use free and open sources for gaining information and knowledge as 4.67 out of 6, where 6 denotes “very important.” Employers value when students have the ability to apply knowledge to real-world contexts and make connections between information [what?]. However, how can faculty and librarians collaborate to create assignments that will benefit students in the real world using openly accessible information? Asking students to perform projects that resemble professional practices in their fields helps them gain knowledge on what and how information is valued in their disciplines. By creating and implementing authentic assignments, students understand that their work has value in academic and professional circles. The third bullet in the ACRL Framework, “Information has value,” will drive the discussion in this session. As professionals, students will consume and produce information; therefore, understanding how information can be found and used is critical to connect them to the idea of the value of information. Participants will have the opportunity to begin thinking about how information is used in the workplace related to the academic areas of their focus. This brainstorming is intended to give everyone a chance to think about an authentic assessment that can prepare students for the type of information tasks they will be expected to complete in the workplace.

Objectives:
- Collect a variety of cases where lifelong learning is expected and interpret how librarians can build students’ experiences.
- Develop ideas for future collaborations for assignment development to cultivate students’ critical thinking competencies that align with information creation and consumption valued in the workplace.
- Determine the best practices to gain an understanding of what information literacy competencies employers in various fields value.

Presenter Information:
Victoria Raish is the online learning librarian at Penn State. In this role she creates and expands opportunities for online students to use the library's resources, services, and instruction in support of their work. She is interested in researching the student experience of finding information online, how online students use the library, and the information literacy competencies that are valued in the workplace. She has presented at local, state, national, and international conferences on this issue including at ACRL and has published in College & Research Libraries, E-Learn Magazine, and several book chapters.

Patricia Hswe is digital content strategist and co-department head of Publishing and Curation Services at Penn State. Her work is largely about making digital content and data discoverable, accessible, and usable over time, for as long as these materials are useful - toward the related goals of repurposing them and adding value to the Libraries’ collections and data sets.
Alessia Zanin-Yost is Research and Instruction Librarian and Coordinator of Library Instruction at Penn State University Altoona, PA. A member of ALA and ACRL since 2000 she has served and chaired numerous committees. She has presented and published nationally and internationally on information literacy, retention, assessment and outreach.

**From OER to IL and Back Again**

*302 Paterno*

Paul Bond

Discussions of open educational resources (OER) mainly focus on the economic benefits of free textbooks and the related benefits of improved students outcomes and increased retention. If we look beyond OER as textbook replacements to open pedagogy and open educational practices as potentially transformative advances in teaching and learning, we will see that information literacy plays a central role. Engaging in open educational practices and participating in an open educational environment requires information literacy skills. It is engaging in the process of creating information. It is engaging in the scholarly conversation and engaging in inquiry. It explores issues of authority and the value of information. Engaging in open educational practices exercises and develops information literacy skills as well, as learners find and evaluate information, and synthesize and present generated knowledge. This presentation will explore the relationships between information literacy practices and dispositions and the attributes of open pedagogy.

**Objectives:**
- Participants will recognize the connections between OER and information literacy.
- Participants will recognize the value of open educational practices for information literacy development.

**Presenter Information:**
Paul Bond is the Library Instruction Coordinator at the University of Pittsburgh’s Johnstown campus. He has also been involved with open education as an observer, researcher, participant, facilitator and advocate for over ten years. In addition to his work as a librarian, Paul teaches an open online course on digital storytelling at the University of Mary Washington in Virginia. He has written and presented internationally (meaning he went to Canada once) on Massive Open Online Courses and open pedagogy, particularly as they relate to information literacy.

**Breakout #3 at 3:00 - 4:00 P.M.:**

**Moving Beyond Finding or Searching: Putting the Framework to Work in Deepening Information Literacy Learning**

*Foster Auditorium*

Jennifer Jarson, Rachel Hamelers, Kelly Cannon

Information literacy instruction often focuses on the important goals of developing effective search techniques and finding relevant sources. Yet librarians’ information literacy aspirations for students reach further and deeper. The ACRL Framework for Information Literacy for Higher Education is an important lens that has helped us articulate and activate more complex learning goals for students. In this session, we will explore diverse examples of activities that enhance...
student learning, go beyond searching, and are connected to specific frames. One activity asks students to brainstorm the types of sources that could be used in a sample assignment and then rank those source types by authoritativeness in order to reflect on how Authority Is Constructed and Contextual. Other exercises focus on students’ reading and parsing sources to make meaning of how they are constructed, contributing to their understanding of Scholarship as Conversation. The final activity invites students to draw pictures or diagrams that represent their research processes. The visual representations and related discussion help students reflect on their paths and choices, engaging with the idea of Research as Inquiry. We will demonstrate and practice these activities, seeing the threshold concepts in action, and discuss how to make them work for you. Through this discussion, we will see how specific frames can be used to invigorate your teaching.

Objectives:
- Participants will understand the goals of the discussed instruction activities and strategize how to implement or adapt them.
- Participants will identify ideas and techniques to incorporate frame-based activities into their own teaching.

Presenter Information:
Kelly Cannon is the Outreach and Scholarly Communication Librarian and Humanities and Business Subject Specialist at Muhlenberg College in Allentown, PA. His research interests are copyright and open access.

Rachel Hamelers is the Head of Public Outreach and Information Literacy Services and Science Subject Specialist at Muhlenberg College. Her research interests include scientific communication and information literacy.

Jennifer Jarson is the Information Literacy and Assessment Librarian and Social Sciences Subject Specialist at Muhlenberg College. Her research interests include information literacy, student learning, and assessment.

The presenters have designed and taught numerous instruction sessions across the disciplines. They encourage each other to try new techniques in instruction, always with the aim of engaging students and improving learning outcomes. The presenters provide faculty development in information literacy, lead campus embedded initiatives, and have presented on information literacy at various conferences.

Creating Personal Social Media Guidelines as a Tool for Privacy Literacy Instruction
403 Paterno
Christina L. Wissinger

This session is designed to introduce literacy professionals to the concept of privacy literacy as an essential workplace and life skill. Social media guidelines used in the health care industry will be highlighted as a tool for teaching privacy literacy. Participants will learn about the various institutions that have social media guidelines in place for their employees and will learn how to use these industry guidelines to create a personalized social media guideline for use in their daily
life. This session is designed to introduce the concepts of privacy literacy, digital literacy and social media literacy in a practical and tangible way by providing participants with an instructional activity that can be used to engage learners in the importance of ethical social media behavior and possible consequences of poor social media decisions.

**Objectives:**
- Participant will be introduced to the concepts of privacy literacy, digital literacy and social media literacy.
- Participant will learn where to search for information related to social media guidelines in the health care profession/industry.
- Participants will leave the session with a personalized social media guideline for use in their daily life.
- Participants will be able to lead an instructional activity designed to teach privacy literacy.

**Presenter Information:**
Ms. Wissinger currently works as a Health Sciences Librarian with Penn State Life Sciences Library and previously held positions as a clinical Informationist with Johns Hopkins Medical Institution and Health and Life Sciences Librarian with the University of Delaware. In addition to her knowledge of medical/health sciences librarianship Ms. Wissinger is currently completing her dissertation related to social media privacy as a requirement for a Ph.D. in Communication Media and Instructional Technology. Ms. Wissinger has successfully published in both the fields of health/medical librarianship and social media/communications.

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**Fifteen to One Hundred Fifty: Integrating Information Literacy at Thiel College**

211A Pattee

Tressa Snyder, Allen Morrill

Topics will include: Designing information literacy classes; Marketing library services to reluctant constituents; Information literacy and new core curriculum design; and Information literacy and student learning outcomes. We will apply what we have learned to future opportunities and future curriculum implementation we face at Thiel College. Participants will be able to learn from our missteps and successes, and apply them to their own unique library environments.

**Objectives:**
Participants will be able to:
- Learn new pedagogies for designing library instruction
- Insert information literacy standards into student learning outcomes (SLO).
- Learn strategies for working with campus constituents to market library services
- Understand the library’s role in teaching faculty to use information literacy to meet workplace competencies and institutional outcomes.

This session will demonstrate the development and promotion of information literacy and faculty-librarian collaboration at Thiel College, a small liberal arts institution. Through interactive group discussion, we will take the audience on our journey by asking the groups to select options based on the decisions we made as we integrated information literacy into the curriculum and campus student learning outcomes (SLOs).
Presenter Information:
Tressa Snyder, M.L.S., is the Reference Librarian for Instruction at Thiel College's Langenheim Memorial Library. For the past eight years, she has worked to promote and expand information literacy and library instruction through collaboration with faculty at Thiel. Over her sixteen years in libraries, Tressa has actively worked to promote information literacy, collaboration and outreach in community college, public and academic library settings.

Allen Morrill, M.L.S., has been the Library Director at Thiel College's Langenheim Memorial Library, for nine years. In his professional career, as a director, he has designed information literacy programs at art colleges, private colleges and public institutions and presented at national and regional conferences.

Using Effective Feedback to Increase Student Motivation in Information Literacy Instruction
140 Pattee
Maria R. Barefoot

Within the education literature, student motivation has been shown to be an important factor in student success. Formative feedback, defined as any assessment that is intended to improve learning, is a common method to try and increase student motivation and performance. This technique can also be used to empower students as self-regulated learners. However, in information literacy instruction, there is often little opportunity for formal feedback, and much of the feedback students receive comes from class dialogue or for on-one-one consultations after the students have left the instruction session. In these instances, students who are already motivated to ask questions or seek help afterwards are the only ones who benefit from individualized formative feedback. This study applies the principles of formative feedback to information literacy instruction in order to see if there is a measurable increase in student motivation to conduct research.

The author measured student motivation using the Internal Motivation Inventory (IMI) for three groups of Research Writing students. The control group received the traditional 50 minute library instruction, a second control group made up of honors students also received the traditional 50 minute library instruction, and an intervention group received two 50 minute sessions with individual formative feedback in between the two sessions. Using an independent t-test, the author analyzed the p-values for statistical significance and found a significant increase in motivation when comparing the control to the intervention group, but not when comparing the honors group to the intervention group. These findings would indicate that by increasing the amount of feedback and instruction time students received, a librarian can increase traditional student motivation for conducting research to the level of motivation present in honors students.

Objectives:
Participants will be able to:
- Write effective motivational feedback.
- Implement motivational devices in their information literacy program.
- Understand how motivation affects student performance when conducting research.

Presenter Information:
Maria R. Barefoot is an Assistant Professor and the Information Literacy Librarian at Indiana University of Pennsylvania. She has been an instruction librarian for eight years and has
experienced the struggle of getting students interested and motivated to conduct research. Maria has studied educational motivation in formal coursework and has just begun applying various strategies to information literacy instruction.

From Flat to Flavorful: Fancying Up Handouts and Informational Flyers with Infographics
302 Paterno
Liz Johns

If you're having a hard time getting your message across, your handouts are falling flat, and your flyers are ending up in the trash, you may need a new approach to sharing information. Infographics could be the solution to grabbing and holding the attention of students, faculty, and users in the library and in the classroom. In this workshop, participants will learn to choose and present content in an infographic for use with their users. A basic understanding of what an infographic is and what it can be used for can help participants identify instances in their work in which they can reorganize and present information in different and creative ways, and better present information to their users. However, just because something can be turned into an infographic, doesn't mean that is should. Participants will learn to choose appropriate content, a meaningful infographic style, and organize it in a pedagogically sound fashion. Librarians need to stay current in technology, and trends in sharing information. Library users are inundated with infographics on social media and the web, and are accustomed to processing information in that format; to stay competitive, librarians need to transform their information sharing methods and adopt new technologies and techniques such as infographics. This interactive session will allow participants to begin to turn existing content into an informative, engaging, and meaningful infographic.

Objectives:
- Participants can define “infographic” and identify appropriate uses.
- Participants can identify content appropriate for an infographic.
- Participants can reorganize information for the specific format of an infographic.
- Participants can conceptualize and outline an infographic.

Presenter Information:
Liz Johns is the Librarian for Education at Johns Hopkins University in Baltimore, MD. Liz is the leader in online learning development and planning at the libraries, and creates infographics for marketing, educational, and informational purposes. Liz leads workshops for librarians, faculty, and students in designing, developing and disseminating infographics in educational and professional settings.

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