Presentation Descriptions Instruction Showcase 2014

**Group A – round 1 C-316; round 3 C-325/6**
Crystal Boyce: Illinois Wesleyan University -- A brief introduction to the kinds of research environments available to students, emphasizing the breadth and depth of each environment, along with the typical kinds of resources available in each environment.

Meg Frazier and Megan Jaskowiak: Bradley University-- This session will showcase the “three things I have learned” assessment used with beginning speech and English composition classes, and a new survey based on the Feedback Sheet designed by Will Thalheimer, an expert on adult learning and workplace training.

**Group B – A-208 round 1 & 2**
Chris Sweet Illinois Wesleyan University-- My presentation will demonstrate a collaborative concept-mapping activity that helps students learn to create good literature reviews. The class works together to identify and map thematic issues within an existing literature review.

Mahyra Carncross: Western Illinois University-- Using Mindmeister—an interactive, mind-mapping tool—I ask students to create a collaborative set of notes that we then discuss as a class. My presentation would give participants the chance to try the activity I’ve described. We would create an interactive mind map and generate a sample list of evaluations criteria.

Melvin Whitehead and Andrew Lenaghan: Joliet Junior College-- The presentation focuses on keyword development, boolean search strategies, and the exploration of reference sources as a starting point for research.

**Group C – C-316 round 2 & 3**
Jeannette Moss and Lauren McKeen: Northwestern University -- We will give very brief background on the class assignment and also the reason that this particular session became a flipped classroom format. We will also share our flipped class experience with the audience and some interesting teachable moments that arose during the student activity and presentations in the session.

Lauren Kosrow and Zoe Weinstein: University of Illinois at Urbana-Champaign-- In order to teach first-year students how to think critically about information sources, we incorporate an active learning activity during our one-shot library instruction sessions that helps students assess their own ability to analyze information sources.
Christina Heady: Southern Illinois University, Carbondale-- Using popular examples from BuzzFeed and Facebook, this is an activity called “Real or Rumor?” Participants will be shown examples of images and stories that have gone viral and asked to identify whether they are real or rumors using simultaneous reporting.

Panel – CTC 124/5
While the break-out sessions are focused on specific activities in an instruction classroom, the panel presenters will shift the assessment discussions to course, program, and self/peer assessment activities.

Cynthia Kremer: National Louis University
An information literacy module that is part of a 3 week online orientation course will be presented. Discussion will focus on how to create an embedded experience without being embedded in a course and creating reusable content for future classes.

Susan Avery: University of Illinois at Urbana-Champaign
Using ACRL’s Standards for Proficiencies for Instruction Librarians and Coordinators as a tool for self-assessment and peer-assessment of instruction will be shared. Strategies for implementing this tool in various settings will be discussed.

Morgen MacIntosh Hodgetts: DePaul University
The presentation will highlight DePaul's Special Collections and Archives' student-centered instruction program focused on teaching information literacy skills using primary sources. Programmatic aspects of the Special Collections Instruction Program will be shared.

Chelsea Van Riper: Principia College
Discussion will focus on a model of collaboration between a small, private academic library and an academic department in which the Information Literacy Standards for Anthropology and Sociology Students (2008) were mapped to the Sociology and Anthropology curriculum. The process involved in developing a rubric to assess student learning of information literacy outcomes will be shared.