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
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15 am - 12:15 pm</td>
<td>Breakout &amp; interactive sessions 6</td>
</tr>
<tr>
<td>12:15 - 1:15 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15 - 2:15 p.m.</td>
<td>Breakout &amp; interactive sessions 7</td>
</tr>
<tr>
<td>2:30 - 3:30 p.m.</td>
<td>Breakout &amp; interactive sessions 8</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Conference concludes</td>
</tr>
</tbody>
</table>

**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

**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 Hoak (The University of North Carolina at Greensboro)*
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 Zipf (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 Prosise (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 Simning 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
Rebeca 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)