Hit the jackpot:
successful experimentation and innovation in instruction

University of Nevada, Las Vegas
June 4-6, 2008

http://www.library.unlv.edu/conferences/loexw/index.html
<table>
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<tr>
<th>Time</th>
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<tr>
<td>7:30</td>
<td>Breakfast</td>
<td>Student Union 208</td>
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<td>8:30</td>
<td>Keynote: Greg Niemeyer</td>
<td>Student Union 205</td>
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<tr>
<td>10:45</td>
<td>Session A</td>
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<td>12:00</td>
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<td>1:30</td>
<td>Assessing our Assessment</td>
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<td>2:30</td>
<td>Pecha Kucha Sessions</td>
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<td>[computer lab access: UNLV Lied Library</td>
<td>Library Rhyolite Room</td>
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<td>Training the Trainers: An I.T Perspective</td>
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<td>ICT professional collaboration and its effect on library instruction</td>
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<td>Collaborating with Faculty to Assess Information Literacy Learning</td>
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<td>When More Than 100 Librarians Teach........</td>
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<td>Snack Break</td>
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<td>Dinner</td>
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<td>Game Night</td>
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### Friday at a glance

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<td>8:30</td>
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<td>Session D</td>
<td><strong>Language Learning Oriented Library Instruction</strong></td>
<td><strong>Get Embed: Integrative Approaches</strong></td>
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<td>8:30</td>
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<td><a href="#">Session D: UNLV Lied Library</a></td>
<td><strong>Rhyolite Room</strong></td>
<td><strong>Benevolent Blue:</strong> Playing with Information Literacy</td>
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<td>10:00</td>
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<td>Session E</td>
<td><strong>Teaching High School Students</strong></td>
<td><strong>Collaborative Curriculum Design</strong></td>
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<td><a href="#">computer lab access: UNLV Lied Library Rhyolite Room</a></td>
<td><strong>Developing a Flash Game</strong></td>
<td><strong>IL Best Practices</strong></td>
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<td>11:30</td>
<td>1:00</td>
<td>Lunch</td>
<td><strong>Developing a Flash Game</strong></td>
<td><strong>Values: The Invisible “Ante”</strong></td>
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<td>1:00</td>
<td>2:15</td>
<td>Session F</td>
<td><strong>What instruction librarians can learn from video game design</strong></td>
<td><strong>Developing online learning environments to provide contextualized ILI</strong></td>
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<tr>
<td>2:30</td>
<td>4:00</td>
<td><a href="#">Closing Keynote: Student Union Theater, first floor</a></td>
<td><strong>Patricia Ianuzzi</strong></td>
<td><strong>Head Hunt: An Online Library Orientation Game</strong></td>
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<td>4:00</td>
<td>5:30</td>
<td>Closing Reception</td>
<td><strong>The Library Arcade</strong></td>
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- **Student Union 208**
- **Student Union 205**
- **Student Union 207**
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- **Student Union 211**
- **Student Union 213**

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[Session D: UNLV Lied Library](#) limited to 30 participants!
Wednesday 2:00 - 5:00
Registrant welcome and materials pick-up

Student Union 222

Wednesday 4:30 - 6:30
Opening reception

Stan Fulton Building

Ballroom (130A-C) and Casino Lab (120)

Kick off your adventure in Las Vegas with the LOTW opening night reception. Join your colleagues, for food, fun and gambling lessons. Learn how to play blackjack and craps like a pro.

A shuttle bus from Bell Trans will make regular runs between 4:30 and 7:00 PM to transport LOTW participants from the Red Lot parking area near the Dayton dorms or the D lot in front of the Student Union to the Stan Fulton building and back.
Thursday 7:30-8:30
Breakfast

Student Union 208

Start your day with a selection of pastries, fruit, juices and coffee.

Thursday 8:30–10:30
Keynote Speaker

Student Union 208

Greg Niemeyer

For Greg Niemeyer, games generate opportunities for learning. In fact, he says, games are “lab settings in which we try to relate to other human beings.“ (Edelstein, 2006). Niemeyer, Associate Professor for New Media at the University of California Berkeley, will be the keynote speaker for the June 08 LOEX of the West Conference in Las Vegas. Born and raised in Switzerland where he studied photography and classics, Niemeyer received his MFA in New Genres from Stanford University. Teaching classes such as Game Design Methods, Niemeyer strives to blur the boundaries between art, science and technology.
At LOEX of the West, Greg and student Nick Reid will create a “flash library” which will be filled with one book selected by each conference attendee. To explore and enjoy the flash library, we will play the library game Hot Books. Hot Books is based on the game “hot potato” and involves searching for secret words in books players get “tagged” with. It takes place in a mixed world of real books and virtual points.

Reid is an art student at U.C. Berkeley where he studies New Media and games as interventions into the forgotten, ignored and hated aspects of the Everyday.

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HotBooks: Las Vegas Edition Promotes Participant-Book Interactivity during the Conference

Conference attendees have the opportunity to participate in this innovative game developed by Nick Reid, an art student at U.C. Berkeley, where he studies New Media and games as interventions into the Everyday. Based on the game Hot Potato, HotBooks celebrates the physical object and encourages participants to engage with the books and other participants in real life and virtually. By choosing books of significance to themselves, participants create a “Flash Library” that reflects the persona of the conference. The library will be housed in the conference registration and information area. Online profiles will help players decide who to pass books to virtually, and the books themselves will provide the clues that allow players to pass them on. Players gain points when they tag someone with a book and lose points when they get tagged with one. The winner will be recognized at the final keynote session on Friday and will receive a signed photo of the flash library taken by keynote speaker Greg Niemeyer.
Thursday 10:45-12:00
Concurrent Programs, Session A

Student Union 205

A Library of Learning Objects: Teaching Tools to Quickly Tailor Instruction and Meet Class Needs

Lori Mardis
Information Librarian, Northwest Missouri State University
Connie Ury
Library Outreach Coordinator, Northwest Missouri State University

As the proliferation of information access points, library services, and mediums expand, librarians' workload increases when faculty lengthen the “wish-list” of topics to be covered in “one-shot” instruction sessions. Experience ways librarians use learning objects to customize instruction for students with diverse learning styles and varying degrees of research experience.

Student Union 207

Building and Designing Bridges – Enabling Bilingual Academic Learning Experiences

Eileen K. Bosch
Romance, German, Russian Languages & Literatures Librarian, California State University Long Beach
Valeria Molteni
Outreach and Multicultural Librarian/ Assistant Professor at the Library, California State University Dominguez Hills

Librarians at California State University will discuss the challenges and issues in implementing bilingual services in reference and instruction to support students in Foreign and Romance Languages Departments. Presenters will also address a strong partnership developed between both librarians and how they collaborated with faculty to support/enhance the curriculum demands.
Programs that transform and renew: Developing librarian self-identity as teacher

Merinda Hensley
Instructional Services Librarian, University of Illinois at Urbana-Champaign
Lisa Hinchliffe
Head, Undergraduate Library, University of Illinois at Urbana-Champaign

Parker Palmer encourages all teachers to develop “the heart of a teacher.” Librarians may not see themselves as teachers and feel alienated from students. Librarian teacher-identity is crucial to the success of instruction programs and student learning outcomes. This session presents a case study of practices to develop teacher identity for librarians.

Stacking the Cards in Your Favor: Working with Writing and Composition Programs to Incorporate Information Literacy Across the Curriculum

Sarah Fabian
First Year Experience Librarian, Eastern Michigan University
Suzanne Gray
Information Literacy Librarian, Eastern Michigan University

Libraries play a pivotal role in insuring that our institutions’ graduates achieve essential outcomes in the realm of lifelong learning, writing, and critical thinking. We will propose strategies for leveraging a more information literacy-focused curriculum through collaboration with writing centers, first-year writing, and writing across the curriculum programs.
Student Union 213

The Cephalonian Experience: how to bring some Greek sunshine to your library orientation

Nigel Morgan  
Subject Librarian, Cardiff University, Wales

Designed primarily for library orientation, this simple method for engaging students makes a big impact and has been embraced by academic libraries across the United Kingdom. This lively and entertaining presentation will introduce you to the wonderful explosion of music, color and audience participation that is “the Cephalonian Method.”

Thursday 12:00 – 1:30
Lunch

Student Union 208

Pick your pasta and sauce! Grab lunch at our Italian buffet set up in the hallway and then find a seat with your colleagues and friends in Room 208.
Assessing our Assessment: Failures and Successes at UT-Austin

Michele Ostrow  
Head, Library Instruction Services, University of Texas at Austin
AJ Johnson,  
Information Literacy Librarian, University of Texas at Austin
Meghan Sitar  
Instruction & Outreach Librarian, University of Texas at Austin

When our proposal for integrating information literacy into the new undergraduate core curriculum was accepted, assessing student learning became essential. We will discuss three years of assessment experimentation by sharing what we’ve learned from our failures. Discussion and exercises will guide attendees through the creation of effective assessment questions.

Beating the Odds with the Insider’s Scoop: Tips and Tricks from the Library Secrets! Librarian

Jennifer Kelley  
Resident Librarian, College of DuPage

Is the research process an “unbeatable” game, where the odds are against the student? Find out how one library stacks the deck in favor of the student through the Library Secrets! project. See how we used 2.0 technologies to create interest in research and to share strategies for winning.
The Students Are the Stars: Making a (Subversively Instructional) Interactive Movie

Ramona Islam
Senior Reference Librarian and Instruction Coordinator, Fairfield University
Leslie Porter,
Reference Librarian, Robert W. Woodruff Library at Atlanta University Center

At Fairfield University, in place of a library services lecture that opened each required library session for freshman English, we created an engaging, story-based movie where students, rather than the library or librarians, are the stars. Into our comedic narrative about four students and their romantic intrigues (think Laguna Beach), we wove library resources and services.

Fantasy Sports: The Road to Information Literacy Champions

Paul Waelchli
Assistant Director for Library Instruction and Public Services, University of Dubuque
Sara Holladay
Electronic Resources Management Librarian, University of Colorado at Boulder Libraries

19.4 million fantasy sports players rely on information literacy to succeed, but do not realize it. This session provides a way of connecting fantasy strategies to academic skills to create successful, information literate students. In addition, one library's implementation and assessment of a fantasy football information literacy session are discussed.
We Won Big! Our FYE Gamble

Erika Rux  
Chair of Library Instruction, Concordia College, Moorhead MN
Amy Soma,  
Access and Delivery Librarian, Concordia College, Moorhead MN
Molly Flaspohler  
Chair of Reference Services, Concordia College, Moorhead, MN

This session will demonstrate how taking a risk paid off for one small college and resulted in an integrated information literacy program in Concordia’s First Year Experience. This session will focus on engaging students with multi-media resources and active learning pedagogies that encourage participation and enrich their library experience.

Thursday 2:30-4:30

UNLV Lied Library Rhyolite Room

Open Computer Lab Access
Thursday 3:00-3:45
Pecha Kuchas

Student Union 205

Training the Trainers: An I.T Perspective

Laksh Khatter  
Training Officer, University of Manitoba Libraries

Those attending my session will get a sense of some of the innovative technologies that are available for use and integration in their class-rooms. I will highlight some effective methods I’ve used to disperse this information to the librarians and ways to instigate collaboration between ICT professionals and librarians to foster pedagogical innovation.

A Lot to Learn: ICT professional collaboration and its effect on library instruction

Katherine Drewes  
MBA / EMBA Liaison Librarian, University of Calgary

Librarians talk of the innovative ideas they have for instruction and their implementation of these ideas, and many reference professionals discuss the importance of librarian and ICT professional collaboration, but there is little literature that highlights how ICT professionals can teach and enhance librarians to be better instructors. At the University of Manitoba, we had a professional dedicated to assisting librarians with technology needs. His assistance gave me skills that make me a better instructor, both through my own increased understanding of the organization of electronic information, as well as through my instruc- tion delivery methods. I now use technologies such as Breeze, clickers, and SMART’s Synchroneyes.
Playing the Game of Assessment: Collaborating with Faculty to Assess Information Literacy Learning

Leslie Bussert
Ethics & Humanities/Reference & Instruction Librarian, University of Washington Bothell/Cascadia Community College

Learn how one librarian collaborated with a faculty member to conduct a sustainable authentic assessment of information literacy learning! Discover how we worked within existing curricula to assign and collect student work, created rubrics and rating tools, and how this work has enhanced instruction and student learning in the course.

The Development of an Information Literacy Assessment Database: Taking A Chance at Winning Through Pilot, With Process, To Product

Nancy Goebel
Head Librarian, Augustana Campus Library, University of Alberta

This session will demonstrate some highlights of W2/WASSAIL as a robust information literacy assessment tool to be shared amongst the academic library community. WASSAIL was one of the resources highlighted in Augustana’s winning of the 2007 CTCL’s Innovation Achievement Award – an award of the Canadian Library Association.
Thursday 3:00-3:45
Pecha Kuchas

Student Union 207

Using elements of performance art in library instruction

Emily Missner
Business Librarian, Drexel University Libraries

Using elements of performance art can make instruction presentations exciting, memorable, and useful. This presentation will concentrate the avant-garde Fluxus school of art, which is instructional in nature and incorporates the audience into the performance, and will look at ways to use elements of Fluxism in our own instruction.

Crazy Enough to Advertise for Mad Library Skills

Sara K. Kearns
Instruction Coordinator, Associate Professor, Kansas State University Libraries

How do you attract the perfect applicants? Write the perfect job ad. K-State Libraries took a calculated risk and advertised for “Mad Library Skills.” Did we alienate applicants? Did we find our perfect match? Did it make any difference at all? Would we do it again? Can you do it?
How to become the most Googled person in your library

Tara Coleman
Science Librarian, Kansas State University

Web-based subject guides and instructional handouts can be excellent resources for student research. Are they ever used? Learn how combining subject guides with outreach made one librarian the most Googled person at K-State Libraries. Attendees will learn simple changes that will increase traffic to their subject guides.

When More Than 100 Librarians Teach.....

Lisa Hinchliffe
Head, Undergraduate Library, University of Illinois at Urbana-Champaign

To the observer an instruction program can appear chaotic. But, in the cacophony are patterns. Through a guided tour of images of an instruction program (in which more than 100 librarians teach), participate in visioning the ways that organizations nurture chaos through which teacher best practices and student learning emerge.
Is the drop-in dead?

Merinda Kaye Hensley
Instructional Services Librarian, University of Illinois at Urbana-Champaign

In an on-demand world, online tutorials meet students at their point of need, but what about the student whose kinesthetic learning style is best met by a drop-in workshop? Using various strategies – marketing, dynamic content, assessment and a willingness to change what isn’t working – let’s bring back the drop-in.

This is Jeopardy with “Billie Trebek”: An Exciting Approach to Student Learning in Library Instruction

Billie Walker
Reference Librarian, Penn State - Berks

Skillfully presenting information literacy material is an important dimension of effective teaching. Librarians can more effectively present material by modifying the traditional lecture approach to incorporate visual-based instruction and increase student involvement through active learning exercises. Incorporating a simulated television game show like “Jeopardy” provides a relaxed learning environment for the students.
Tool or Toy: Using Personal Response Devices in Information Literacy Instruction

Patrick Griffis
Business Librarian, University of Nevada, Las Vegas Libraries

The presenter will share his experiences with using Personal Response Systems in information literacy instruction focusing on whether it was worth the time and money to use them. The presenter will also outline scalable options and best practices for incorporating Personal Response Systems in a variety of institutions.

Betting on books: a reading club to foster life-long learning among EFL students

Nancy Fawley
Reference Librarian, Virginia Commonwealth University in Qatar

Research shows that individuals who read for pleasure have better reading comprehension and writing skills than those who do not. A voluntary book club was formed to encourage a habit of reading for EFL students at an American university in the Middle East.
Thursday 3:00-3:45
Pecha Kuchas

Student Union 211

Give them what they want: Students’ wish lists for library instruction

Jackie Corinth
Librarian, Robert Morris University

This presentation will discuss a “quick and dirty” RMU Library survey that asked students the following question, “What is the one thing you know now about library/database/internet research that you wish you had learned earlier?” Survey results and their impact on instructional sessions and library communications efforts will be detailed.

Survivor Library: A Fun Approach to Library Instruction

Jamie Holmes
Instructor of Library Services, Northeastern State University - Broken Arrow

This presentation highlights the development of a project that uses a blog to frame library instruction. Even if time allowed for instruction is short, this method allows instructors to move away from traditional methods (lecture and demonstration), and instead features opportunities for hands-on practice framed within the context of a game.
The “Untour,” or How I learned to take a risk and gamble that students could learn more from each other instead of a talking head!

Janice Mutz
Instruction/Distance Education Librarian, Lakehead University

Combining elements of the Amazing Race and TV game shows, the “untour” allows new students to discover the resources and services of a medium-sized academic library while minimizing the fear factor that a large building with confusing signage, multiple collections, and weird call numbers can inspire. Feedback has been positive and it looks like this active learning technique is here to stay. Come and find out why!

A Team Approach: Libraries and Athletics Develop the Information-Savvy Freshman Athlete

Erin Ellis
Social Sciences Librarian, U. of Kansas

The University of Kansas (KU) Libraries and Athletics partnered to address the needs of incoming freshmen athletes. In support of student-athletes arriving on campus as part of the NCAA Bridge program, the Libraries had an unprecedented opportunity to create and deliver a course, LA&S 292: Research Methods and Information Literacy.
A MUVEin Experience: Three Perspectives on the Curricular Integration of Second Life

Colleen Carmean (via Second Life)
Director, Information Technology Services, Arizona State University

Much like the classroom, this three-lens Pecha Kucha offers diverse views into understanding of Second Life in a teaching, learning and knowledge framework. Ariel Surya presents the POV of the instructor in affordances of using SL in a hybrid, doctoral course.

Sandra Ley,
Instruction Librarian, Arizona State University

Stella Merlin as Librarian and Second Life Guide will discuss her role in teaching students with no MUVE skills to break through the SL learning curve using play. Introduction of 3D learning objects and strategies for expansion of information competencies to virtual worlds will be addressed.

Lisa Kammerlocher
Librarian, Arizona State University

Otago Voom as the student/librarian will describe the experience of trying to begin a “Second Life,” including the importance of developing an identity. She will also report on a survey of students regarding the value of their experiences in Second Life.
Gender-Equity Gaming for Library Instruction

Lesley Farmer  
Professor of Librarianship, California St. University Long Beach

Gaming provides a microcosm of females’ attitude toward and use of technology, an arena where girls tend to be disadvantaged. Before librarians jump wholeheartedly into instructional gaming, they should ascertain the interests and capabilities of female students, setting the conditions for learning that take advantage of females’ proclivities.

Thursday 3:45– 4:15
Snack Break

UNLV Student Union second floor hallway

Sponsored by

WILEY
Publishers Since 1807
**Student Union 205**

Bettering the odds: Embedding a librarian in an at-risk freshman learning community

*Kaijsa Calkins*

*English Reference and Instruction Librarian, University of Wyoming*

A librarian and a composition instructor teamed to integrate information literacy instruction into the composition course in a freshman learning community for conditionally admitted students. Hear how we staged research and writing instruction, the lessons we learned, and the benefits of this collaboration for the students and the instructors.

**Student Union 207**

Information Literacy Assessment: Cultural Implications

*Lesley Farmer*

*Professor of Librarianship, California St. University Long Beach*

This session provides a meta-analysis of the global and culture-specific patterns and trends in the content being assessed and the approaches used to measure knowledge, skills, and dispositions. The analysis will also examine the extent to which these issues have been addressed internationally, and which are shaped within a cultural context.

**Student Union 209**

It Came From Hollywood: using popular media to illustrate information literacy concepts in the classroom

*Nedra Peterson*

*Director, Library Services, Woodbury University*
Using clips from film, television, commercials, and popular music as part of classroom instruction immediately grabs students’ attention. We will view examples and tie them directly to competencies outlined in the ACRL’s Information Literacy Standards for Higher Education. (Note: This presentation is not about librarians in film.)

**Student Union 211**

**Raising the Stakes: moving beyond discipline-based instruction**

*Catherine Rod*
*Special Collections Librarian and Archivist of the College, Grinnell College*

*Judith Hunter,*
*Director of the Writing Laboratory, Grinnell College*

A librarian and the director of the Writing Lab at Grinnell College explain how they developed a team-taught experimental course, “How Disciplines Construct Knowledge,” designed to integrate critical information literacy concepts with an introduction to academic disciplines and writing.

**Student Union 213**

**The Spandex Librarian**

*Robin Bergart*
*Academic Liaison Librarian, University of Guelph*

*Justine Alsop-Cotton,*
*Subject Librarian, Brock University*

“What does aerobics have to do with library instruction?” you may well ask. Fitness instructors are often faced with the challenge of teaching new moves to a group of learners with diverse skills and abilities. They must engage this group over the course of a 50-minute session in exercises that are routine to them but rather mystifying to their students. Sound familiar? In this session, we invite you to participate in an aerobics workout. At the end of the workout, we will ‘cool down’ with a reflective discussion about the workout and how you can apply what you learned to your library instruction. Bring your sneakers, and prepare to stretch yourself!
Thursday 5:30 – 7:00
Dinner

Student Union 208

Network with other attendees over our sit down dinner in Room 208 or pick your partners for charades, your opponents for Yahtzee, or your dealer for blackjack.

Thursday 7:00 – 9:00 pm

Student Union 208

Game night

Your conference hosts will provide cards, dominos, dice, board games and more- you bring the competitive and cooperative spirit to our conference game night.
Friday 7:30 – 8:15
Breakfast

Student Union 208

Start your day with a selection of pastries, fruit, juices and coffee.

Friday 8:30– 9:45
Concurrent Programs,
Session D

Student Union 205

Apply LLOLI: Language Learning Oriented Library Instruction Method to Foreign Languages’ Information Illiteracy

Guo-hua Wang
East Asian Studies librarian, Emory University
Ruby A. Bell-Gam
Librarian for African Studies & International Development Studies, University of California, Los Angeles
Gabriella Natasha Reznowski
Librarian for Foreign Languages and Cultures, Washington State University

In an era of globalization, foreign language information illiteracy has become a challenging issue for academic libraries. New methods are needed to face this challenge. The LLOLI Model (Language Learning Oriented Library Instruction) is designed to conduct library instruction on foreign language resources. These methods can be applied to your instructional sessions.
**Student Union 207**

**Forget About ‘Loving Your Librarian,’ Get Embed: Integrative Approaches to Information Literacy**

*Dr. Kori Street*  
*History Instructor, Mount Royal College*  
*Meagan Bowler*  
*Collections Librarian, Mount Royal College*

When Chronicle readers were asked to “show their librarians some love” and invite them into classrooms, it illustrated the continued disconnect between the two solitudes. Learn about how a librarian and a historian successfully reconnected the classroom and the library with a gamble that paid off with integration strategies and student success.

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**Student Union 209**

**Improving the Odds for Success: Using Standardized Assessment to Improve Library Instruction for Communication Studies Students**

*Julie Gedeon*  
*Assistant Professor and Coordinator of Assessment, Kent State University*  
*Carolyn Radcliff*  
*Associate Professor and Liaison Librarian, Kent State University*

This session will present a case study on the use of the Project SAILS test with Communication Studies students at Kent State. We will discuss interpretation and use of the results, and participants will have the opportunity to work with assessment data and explore ways to apply standardized assessment to their own instructional efforts.
 Peer Review 2.0: giving today’s students the tools to create tomorrow’s scholarship on the emerging web

Anne-Marie Deitering
Undergraduate Services Librarian, Oregon State University Libraries
Kate Gronemyer
Instruction Librarian, Oregon State University, Cascades Campus Library

Whether you celebrate the wisdom of crowds or bemoan the cult of the amateur, it’s clear that the Read/Write Web has serious implications for scholarship. We will discuss how to communicate the value of traditional scholarly forms, as we examine new models of knowledge creation emerging on the web.

Benevolent Blue: Playing with Information Literacy

Jerremie Clyde
Liaison Librarian, University of Calgary
Chris Thomas,
Liaison Librarian, University of Calgary

Using Benevolent Blue, key concepts of digital game based learning and accessible game development will be presented through discussion and play. Benevolent Blue is a Half-Life 2 mod built to test the effectiveness of first-person perspective action games to introduce players to information literacy skills.
Student Union 205

A Safe Bet: Teaching Information Literacy Skills to High School Students

Danielle Winn  
Information Literacy Librarian, University of Windsor
Karen Needham  
Library Assistant, University of Windsor

Workshop participants will be introduced to the process of developing an information literacy program for secondary school students. A variety of active learning techniques will be introduced by the presenters as we discuss and demonstrate how the program functions. The presentation will also introduce participants to similar initiatives that will enable them to augment their current information literacy based outreach programs.

Student Union 207

Basic strategy: Winning collaborative curriculum design for student success

Hema Ramachandran  
Engineering Librarian, California State University-Long Beach
Tiffini Travis  
Director of Information Literacy and Outreach, California State University-Long Beach

This session will present results from a grant project at CSU Long Beach that tested a cohort of engineering students using iSkills before and after the integration of information literacy into the curriculum. We will explore the challenges and rewards of working with faculty to develop college level learning outcomes.
Developing a Flash Game to Teach Information Literacy Skills

Bee Gallegos
Librarian, Arizona State University at the West campus

Learn about the online game developed by the Fletcher Library at ASU’s West campus to teach information skills in first-year English classes. Included in this presentation is a live demonstration of the game, a discussion of the development process and documentation needed, the results and feedback from students.

IL Best Practices: Innovative Approaches to Fit Your Institutional Needs

Sheril Hook
Instruction Coordinator, Chair ACRL/IS Information Literacy Best Practices, University of Toronto Mississauga
Stephanie Sterling Brasley,
Manager, Information Literacy Initiatives; Member, ACRL/IS ILBP, California State University, Office of the Chancellor

Would you like to take your information literacy program to the next level? Come and explore how Category 5: Articulation within the Curriculum and Category 10: Assessment/Evaluation of IL Programs and Student Learning from the “Characteristics of Programs of Information Literacy that Illustrate Best Practices” can benefit your organization.

Values: The Invisible “Ante” in Information Literacy Learning?

Benjamin R. Harris
Assistant Professor, Reference/Instruction Librarian, Trinity University

Ask a classroom of students to select information sources based on their value system. Then, take a photograph. This is what confusion looks like, and yet this consideration is included in the information literacy competency standards. This presentation explores “value systems” in relation to current information literacy theory and practice.
Friday 11:30-1:00
Lunch

Student Union 208

Head south of the border with our taco salad buffet. Ole!

UNLV Lied Library Rhyolite Room

Open Computer Lab Access (until 1:30)

Friday 1:00 – 2:15
Concurrent programs,
Session F

Student Union 205

A Portal to Student Learning: What instruction librarians can learn from video game design

Nicholas Schiller
Library Instruction Coordinator, Washington State University
Vancouver

Our students are coming to the university having spent thousands of hours playing games. This presentation will analyze the learning techniques designed into the game Portal and provide practical instruction techniques that are familiar to a generation of games and also appropriate for the rigors of academic research.
Bridging the gap: Developing online learning environments to provide contextualized information literacy instruction through course instructor librarian collaboration

Steve Borrelli
*Instructional Design Librarian, Washington State University*

Corey Johnson
*Head, Library Instruction, Washington State University*

This session will focus on the development and implementation of the Information Literacy Education Project at Washington State University. Instructors and librarians create online coursespace with tutorials and assessment tools in the context of a research assignment. Elements of the session will include application design and implementation, outreach and collaborative assignment design.

Head Hunt: An Online Library Orientation Game

Fred Roecker
*Library Instruction, The Ohio State University Libraries*

Can 6,000 new students become familiar with a major library before they set foot on campus? They can if they play “Head Hunt,” the new online library orientation game from The Ohio State University Libraries. Learn about development, software, testing, and more to create a similar game for your libraries.

The Library Arcade

Dan Hood
*Information Literacy Fellow, Carnegie Mellon University*

Discover Carnegie Mellon University Libraries’ Library Arcade, starting with a brief discussion of educational gaming and ending with the marketing of their final product. Hear how the project addressed learning outcomes, assessment, information literacy, visual literacy, libraries and the “lame factor”, gaming culture/millennials, working with outsourced game designers, user testing, and everything else involved in creating these information literacy computer games.
Friday 2:30 - 3:45
Closing Keynote

UNLV Student Union Theater (1st floor)

Patricia Iannuzzi

Patricia Iannuzzi, Dean of Libraries at the University of Nevada, Las Vegas, will deliver a second keynote and closing remarks for the conference. Dean Iannuzzi is a passionate advocate for information literacy and chaired the task force sponsored by Association of College and Research Libraries (ACRL) that wrote the Information Literacy Competency Standards for Higher Education. She is the author of several articles and books including Teaching Information Literacy Skills. Dean Iannuzzi received her undergraduate degree from Yale University and her MS in Information Science from Simmons College.

Friday 4:00 - 5:30
Closing Reception

Student Union 208

Join us for drinks and nibbles and farewells as we close the LOEX of the West 2008 Conference in Las Vegas. Viva LOTW!
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The staff of the UNLV Libraries Access & Delivery Services Department
The staff of UNLV’s Division of Educational Outreach
A Short History of the LOEX of the West Conference

Arising from an interest to provide a library user education conference in the West, the first LOEX-of-the-West conference was held at Willamette University in June 1994, with the theme “Cultivating the Electronic Landscape: Teaching and Learning in a Climate of Constant Change.” The success of this conference led to another in June 1996 at University of Washington, Seattle, with the theme “Collaboration and Instructional Design in a Virtual Environment.” In 1998, the conference was held at Southern Utah University with the theme “Library Instruction for the 21st Century.” LOEX of the West 2000 took place on the campus of Montana State University, Bozeman with the theme “Creativity and the Art of Library Instruction.” 2002 was hosted by the University of Oregon, Eugene with the theme “Expanded Conversations: Collaborating for Student Learning.” Loex of the West 2004 took place at Boise State University, Boise, Idaho, with the theme, “Teaching the Treasures: Connecting Students, Information Skills and Resources.” In 2006, the conference convened on the Kohala (Kona) Coast of Hawaii’s Big Island to explore “Information Literacy for a Lifetime.”

LOEX-of-the-West is not officially associated with the LOEX Clearinghouse for Library Instruction at the Eastern Michigan University Library. However, the LOEX-of-the-West conferences have followed the LOEX conference model of a limited number of attendees, promoting an atmosphere for library professionals to learn and share experiences and ideas with others.
Conference Future

Crossing Borders, Expanding Frontiers

LOEX of the West 2010 will be in Calgary, Alberta, Canada from June 10-12.

We invite you to transcend the borders between types of libraries, between disciplines, between librarians and teaching faculty, even between librarians and administrators. Expand the frontiers of instruction to include ESL students, Native students, students with disabilities, distance education students, high school students, senior and grad students, and even people who aren’t students, in information literacy initiatives. New techniques and new technologies help us explore new territory in the classroom, in virtual space, and wherever else our students may be by 2010!

Please note - While American citizens do not need a passport to get into Canada, you will need a valid U.S. passport to get back to the States. See this page for details:

http://www.travel.state.gov/passport/passport_1738.html

Mark your calendars now!
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Main Campus: 4505 S. Maryland Pkwy. Las Vegas, NV 89154

Paradise Campus: 851 E. Tropicana Ave.