

Continue the networking! Here are some suggestions for nearby lunch options:

DH Sports Lounge (on campus)

1000 E Victoria St
Carson, CA 90747
(310) 516-2077
Fridays 11 - 2
Salads, sandwiches, wraps and more.
<http://www.lsucsudh.org/dir/food/sportslounge>

The Green Olive

855 W Victoria St.
Crompton, CA 90220
(310) 603-2203
Small, casual Mediterranean chain with a hookah lounge and belly dancing.
<http://www.greenoliveca.com/>

Orleans & York

673 E University Drive
Carson, CA 90746
(310) 324-3100
New York style deli. Great desserts.
<http://orleansandyorkdeli.com/>

Ferraro's On the Hill

901 W Victoria Street
Compton, CA 90220
(310) 885-3465
Authentic Italian food. Vegetarian options.
<http://eatatferraros.com/>

Pieology

20700 Avalon Blvd. Unit B31-32
Carson, CA 90747
(310)515-1100
Create your own personal-sized pizza.
<http://www.pieology.com/our-creations/>

PJ's Grill Homestyle Burgers and Dogs

675 E University Dr
Carson, CA 90746
(310)851-4977
Burgers, veggie fries, grilled hotdogs, and vegan options.
<http://www.pjs-grill.com/>

March 10, 2017

SCIL Business Meeting
National University Library
9393 Lightwave Avenue
San Diego, CA 92123
<http://library.nu.edu>

Mark Your Calendars!

May 12, 2017

Save the Date!
SCIL Spring Program
UCSD
Featuring Joan Kaplowitz!
<http://joankaplowitz.com/>

SCIL would like to acknowledge CSU Dominguez Hills University Library for hosting this program.
Presenters and attendees – thank you!
Your participation makes this event successful, year after year!

Thank you for attending SCIL Works 2017!!

Please take a moment to complete a short evaluation of the program.

About SCIL

The Southern California Instruction Librarians (SCIL -- pronounced "skill") interest group is dedicated to providing professional development and discussion opportunities focused on information literacy and instruction-related activities for library professionals from all types of institutions. CARL is committed to providing reasonable accommodations to people with disabilities at all CARL-sponsored events.



SCIL Works 2017

presents



Let's Get Together:

Collaborating with Our Academic Communities
Beyond the One-Shot



Schedule for Friday, February 10, 2017

- | | |
|------------------|--|
| 09:00 – 09:35 am | Registration, Networking, Breakfast |
| 09:35 – 09:45 am | Welcome |
| 09:45 – 10:30 am | Scalable Solutions Beyond the One-Shot at the Ashford Library
<i>Jordon C. Andrade, Anna Uribe & Kira Hall – Ashford University</i> |
| 10:30 – 11:15 am | Integrating Information Literacy: a Pilot Faculty Development Project
<i>Diane Zwermer, Elizabeth Trevow & Karla Bluestone – Woodbury University</i> |
| 11:15 – 11:30 am | Break |
| 11:30 – 12:00 pm | Lightning Round |
| 12:00 – 12:45 pm | Embedded Peer Services: A Scaled Model of Information Literacy Services That is Gaining Support From Students, Faculty, and Campus Collaborators
<i>Danielle Salomon & Annie Pho – University of California, Los Angeles</i> |
| 12:45 – 01:00 pm | Closing & Evaluations |

Wireless: GoToro-guest

Research & Practice

Scalable Solutions Beyond the One-Shot at the Ashford Library

Jordon C. Andrade, Anna Uribe & Kira Hall – Ashford University

The presentation will begin with an overview of the development of the Ashford University library liaison program. Due to Ashford University's standardized course model, liaisons have evolved into fully integrated stakeholders in the course development process. We will then describe the kinds of instructional supports used by the library, which provide point-of-need instruction in lieu of one-shot library instruction. The presentation will end with a discussion about the effectiveness and scalability of these solutions.

Integrating Information Literacy: a Pilot Faculty Development Project

Diane Zwermer, Elizabeth Trevow & Karla Bluestone – Woodbury University

This presentation details a project realized through a faculty development grant recognizing the need to strengthen information literacy instruction outside the library. The "Integrating Information Literacy Project" was designed to help discipline faculty learn how to put information literacy into their own teaching repertoire. Through a competitive application process, seven Woodbury faculty members from a pool of 15 were selected to form an information literacy instruction learning community. This session will demonstrate what was taught to the faculty, how assignments were adjusted to infuse more IL, and how Woodbury University librarians supported their growth as IL instructors.

Embedded Peer Services: A Scaled Model of Information Literacy Services That is Gaining Support From Students, Faculty, and Campus Collaborators

Danielle Salomon & Annie Pho – University of California, Los Angeles

Embedded librarianship has been shown to be an effective way to instill information literacy skills, but the embedded model is time-consuming and difficult to scale. Another approach gaining popularity is peer-assisted learning. This presentation describes one academic library's success at scaling information literacy by using a hybrid model of embedded librarianship and peer-assisted learning and has emerged as an effective, affordable, and scalable gateway to information literacy.



Lightning Round

An Easy Collaborative Assignment to Build on IL skills and Improve Critical Technical Reading Skills in a Freshmen Course

Hema Ramachandran & Jennifer Luarca – California State University, Long Beach

Based on the idea of "Literature Circles", librarians at CSU Long Beach developed an IL assignment that does not require the librarian to attend each instruction session. In "Reading to Learn" student teams pick an article (from a list selected by the librarian), read it critically, and make a presentation. Each student takes on a role: Data analyzer, Historian, Futurist, Engineer/Scientist, Summarizer. Students critically analyze the article including the authoritativeness of the authors, evaluation of the bibliographies, etc. The assignment was piloted Fall 2015 and launched Spring 2016. Initial response from students and instructors has been positive.

From 400 students to 22,400: How I'm Attempting to Expand the Online Instruction Program at Chaffey College

Annette Young – Chaffey College

The online instruction program at Chaffey has increased by 33% campus wide and over 200% at the library. With relentless outreach, librarians have been embedded in several online classes via an "Ask a Librarian" forum, where we introduce ourselves and students post questions. This semester, I started working closely with teaching faculty on their assignment timeline and designing a variety of research-related online posts to capture students at their exact moments of need, such as "Database Search Tips", "Evaluating Resources: Scholarly vs. Popular", "Plagiarism and Citation Help" and more. This presentation reviews the tools that I'm creating to implement this program on a much larger scale.

Collaborative Assignment Design with Writing Across the Curriculum

Carolyn Caffrey Gardner – California State University, Dominguez Hills

Inspired by Elmborg's (2003) article on the similarities between the missions of Writing Across the Curriculum (WAC) programs and information literacy programs, this lightning round will describe a growing collaboration between a WAC program coordinator and an IL coordinator. In an effort to move away from reliance on the one-shot instruction model through increased focus on assignment design with faculty we developed a workshop on designing effective research assignments for faculty offered through the faculty development center. This lightning round will share best practices for those seeking similar collaborations, as well as materials from the workshop for working with faculty to understand research as a discipline-specific rhetorical process.

Closed Captioning for Accessibility and for Library Promotion

Steve Jung – Life Pacific College

This presentation reviews how Life Pacific College created new tutorials and made them accessible to deaf or hard of hearing students following guidelines posted by the National Association of the Deaf. As a Hispanic Serving Institution, Spanish closed captioning was also made available. Librarians solicited the help of faculty, department heads, and student government to review the tutorials and in turn created a close collaboration environment in successfully supporting student use and engagement of library tutorials and other learning objects.