MILEX Meeting – March 27, 2009
School of Business and Leadership,
Stevenson University, Owings Mills Campus
10 a.m. – 12 p.m.

Present: Thomas Arendall-Salvetti (UB);Barbara Blummer; Sharon Casey (CCBC-Dundalk) ; Susan Cooperstein (L/ND); Sarah Crest (TU); Jenny Hatleberg (MC); Sean Henry (FSU);Kate Jenkins (FSU); Mike Kiel (CLIS student); Marianne Laino (MICA);Sara Nixon (TU); ; Virginia Polley (Stevenson U); Regina Rose; Simmona Simmons (UMBC); Lisa Sweeney (TU); Cynthia Thomes (UMUC);Raymond Wang (CCBC Essex); Erroll Watkis; Brandy Whitlock (AACC)

Business:
From Sarah Crest:

- Fall Workshop
  - o Committee will meet 3 Sara(h)s, Lee and Sharon – need to start planning
- Need to talk about a succession in leadership – start thinking about becoming head of MILEX
- MILEX 2010 Conference – need to decide on a theme and date
- K-20 Articulation
  - o MSDE and Nancy Shapiro have been involved in this MD initiative
  - o Important to rejuvenate this and/or become involved in this – Gloria Neubert from Towson U might be a contact person
  - o May want to form a working group
- Proposal date for this year's Georgia Conference on Information Literacy is April 15th. Meeting will be held September 25 -26, 2009 in Savannah
  - o http://ceps.georgiasouthern.edu/conted/infolit.html

Treasurer's report from Sean Henry:
- Continuing problems with USM Foundation has made it difficult to rectify our balance
- Suggested that we might want to seriously consider becoming a nonprofit
- Could use Paypal and use Survey monkey to organize records, which is what Sean is doing in his leadership capacity in MSLA
  - o There are specific requirements and procedures involved in declaring as a 501, including a charter that defines everything

Presentation: Brandy Whitlock - **"Virtual Information Literacy: Developing Online Credit Courses"**
- See the accompanying PowerPoint on the MILEX Web site
- Discussed options for developing credit courses online, opportunities and challenges, and assessments
- Provided guiding best practices, examples on online course organization, the course development process, and the use of performance and authentic assessment as indications of student learning

- Examples of content organization included:
  - Organization of work by module (weekly) instead of by format – content, quizzes, discussion, which allows opening of each week's work when applicable
  - Ask students to create detailed research logs – to do it best need a small class – gives examples, grading rubric, successful example
  - Include embedded assignments, assessments, links to reading
- Some course development considerations:
  - How many credit hours? (Brandy's is 1 credit hour.)
  - Duplication of content – are other people going to be using generic material- collaborative effort regarding needs of librarians who will be teaching course
  - Evaluation process – Who will evaluate process, teaching? Will you be submitting it to Quality Matters?
- Some course details:
  - Textbook – College Student's Research Companion-   Arlene Quaratiello
  - Content:
    - Should be able to critically evaluate information
    - Evaluate value of different types of resources
    - Discrepancies among information – we can change
    - Not all IL standards are the responsibility of the librarians
    - What is their obsession? – what do they want to learn about?
    - What kind of search terms would you use? What problems did you have finding things?
    - Respond
  - Variety of delivery modes – podcast, videocast,
- Assessment:
  - Should take into account learning styles
  - Uses various types of assessment including formative and summative, and traditional academic (objective), performance (problem-solving), and authentic (based on student's actual research)
  - Learning outcomes, definitions, discussion- definitions, research log
  - Use of discussion board - post by Thursday, respond to 2 responses by Sunday
  - Midterm assessment – what's the best thing that you've learned so far? What do you still want to learn?
  - Biggest project is an annotated bib example – 20 sources – 1st 10 best, 2nd group of 10 - list of things to address about each resource – images, references, authority, currency bulleted points – fragments – how is resource effective for you?
  - Write a letter about their experience
  - Final – summative

NEXT MEETING: Friday, April 24, 2009, 11 a.m. – 1 p.m. at Salisbury University

Stephen Ford, Salisbury University will present on clickers

Directions: http://www.salisbury.edu/Info/Directions.html
Map: http://www.salisbury.edu/campusmap/pdfs/CampusMap.pdf
Register for parking pass in advance:
http://www.salisbury.edu/police/parking/visitor_parking.asp

Respectfully submitted,
Sara Nixon, MILEX Secretary

April, 2009