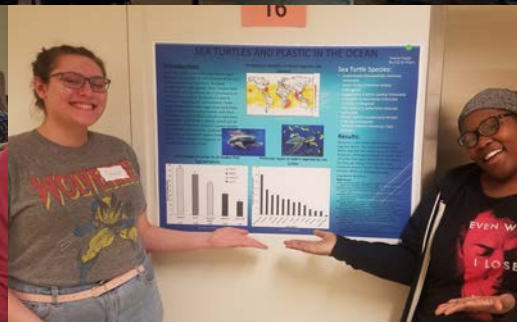
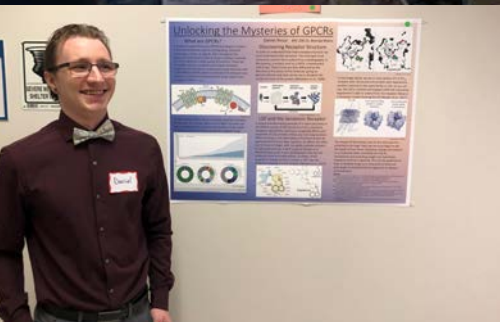


April/May 2019

SEEKING TRUTH

A Monthly QEP Newsletter



RESEARCH SYMPOSIUM

On Thursday, April 11, student research and information literacy skills were on display at both the Middletown and Fauquier campuses. Student projects were evaluated with a new rubric, which included an information literacy component. Judges were looking for students to identify a thesis, analyze results, develop a clear and logical conclusion, use discipline specific sources, and appropriately synthesize and communicate their findings. See winners below.

RESOURCES

Deciphering Nutrition Studies:
<https://tinyurl.com/y6t6xqwe>

LFCC and Shenandoah University Town Hall Collaboration:
<https://tinyurl.com/y4n76pmq>

CREDO Information Literacy online modules:
<https://lfcc.libguides.com/InfoLiteracy/Credo>

TOWN HALL

Students in Ethics and Communications courses taught by Professors Margaret Cecere and Naomi Simpson capped off a semester of research on April 15 at Shenandoah University's Town Hall event. Lord Fairfax students shared their research with peers from Shenandoah in a conference-like setting. The evening was focused on "hot topics", such as mental health, war and conflict, poverty, etc. The event, and the research assignments leading up to the event, provided students with increased information literacy knowledge and skills.

STUDENT RESEARCH SYMPOSIUM AWARDS

Fauquier Awards Provost Award:

- Hunter Khalatbari & Matthew Taylor
"Swinging through Ethical Standards"

- 1st Place:** Michelle Asubonteng, Ashley Jennings & Diamond Hodges
"Thirteen Reasons Why...Not"

- 2nd Place:** Sophia Oporto, Elizabeth Gisselquist & Shael Stromberg
"Great Gatsby"

- 3rd Place:** Russell Adams & Josh Kurfees
"Opening the Gate"

Middletown Awards- Sciences

VP's Best Overall Award- Daniel Rioux
"Unlocking the Mysteries of G-Protein Coupled Receptors"

1st Place – Noah Lizer
"Environmental Impact of Food Choice"

2nd Place – Trinity Walraven
"Forming Ibuprofen"

3rd Place – Richard Gowdy and Nadya Ortiz-Silva
"A Sedimentological Traverse Across Stoney Creek."

Middletown Awards- Humanities/Social Science/ Business, Education, Technology.

1st Place - Grace Liscomb
"The Pedagogic Value of Canine Assisted Oral Reading"

2nd Place - Laura Clark
"Teaching Empathic Tendencies in the Elementary Classroom"

3rd Place – Katheryn Sparger
"ESL and Social Media: How Social Media Assists Those Teaching and Learning ESL in America."



QEP YEAR IN REVIEW

Lord Fairfax Community College and the QEP Leadership team have been busy implementing new Information Literacy initiatives in the first year of our five year implementation. We are thankful for the support of all LFCC constituents as we implement new research protocols, learning resources, mini-grant opportunities, assessment tools, etc all in an effort to improve student information literacy skills. This article will highlight the work that has taken place this year.

Course "re-design" has focused on SDV 100, ENG 111, BIO 102, CST 100 and ITE 119. Each course will implement discipline specific assessments and information literacy instruction and assignments. Faculty and librarians, under the direction of David Gray, have been collaborating on the redesign initiatives.

A faculty team worked this year to develop cross-disciplinary rubrics and discipline specific rubrics that reflect LFCC's understanding of key Information Literacy concepts and QEP learning outcomes.

QEP leadership attended the Georgia Southern International Conference on Information Literacy, Critical Thinking Assessment Test training, and the LOEX conference.

An Information Literacy Conference was hosted by the Teaching Excellence Committee and the Northern Virginia Regional Center for Teaching Excellence, in coordination with the QEP leadership team. The conference presented Information Literacy modules that can be embedded in an online learning platform, such as Canvas.

Students participated in Project LILAC (Learning Information Literacy across the Curriculum). The project looked at student research behaviors by the use of the Research Aloud Protocol (RAP). RAP videos will be used for professional development in the 2019-2020 academic year.

Critical Thinking Assessment Tests (CAT) were administered to approximately 100 program-placed students. The test aligns with nine QEP student learning outcomes. Results will be shared in the Fall 2019 semester and will also serve as a basis for professional development.

Students had opportunities to publicly share their research through the Student Research Symposium and the Shenandoah University Town Hall event.

QEP Mini-grants were awarded to Russ Kohrs, Erin Mills and Gannon Nordberg. Mini-grant winners provided innovative strategies to implement information literacy in and out of the classroom.

Information Literacy training and information sessions were held in an effort to involve all LFCC constituents. Sessions were held during the Adjunct Academy, Fall and Spring Convocations, discipline-specific meetings, and in division meetings.

In the 2019-2020 academic year, we will build upon our successes and continue to assess QEP learning outcomes, implement new teaching strategies, and embed Information Literacy across the curriculum.

