

Easy Embedding: Creating Specialized Research Modules for the Online Learning Management System**Kelly Robinson, University of Central Florida**

Embedding asynchronous library research modules into your university's Learning Management System (LMS) is a convenient method for time-strapped librarians who may not have the resources for traditional embedded instruction to provide information literacy lessons to a large number of distance learners. In this poster session, the steps librarians at the Rosen College of Hospitality Management took to create specialized research modules for the Canvas LMS will be highlighted. From the first steps in forming pedagogical partnerships with faculty in order to create and market modules, to best practices in online instruction, and the actual technical details of uploading the modules, this poster covers creating modules from idea to inception. With the success of the library research module program, seven modules customized to specific hospitality industries have been created at Rosen College within the past year. As a final point, data gathered from student feedback on the modules and ways this feedback is guiding future instruction will also be detailed in this poster session.

Minding the Gaps: Assessing the Academic Work Habits of Distance Learners**Michelle Demeter and Rachel Besara, Florida State University**

Distance learners have become a key constituent of the library user base, and with the rise of online learning options, this user group will increase in importance. Despite its significance, we face a knowledge gap regarding distance learners' academic work behaviors, life situations, and needs. At Florida State University Libraries, we have started to address this gap by surveying our distance learners about how, when, and where they do their academic work. See what we learned and how that information is being used to shape our new distance learning unit and staffing during this poster presentation.

Information Literacy for Evidence-Based Practice: Creating a Self-Paced Online Course**Julie Evener, University of St. Augustine for Health Sciences**

Distance students are often at the disadvantage of not receiving the same interactive information literacy instruction as their on-campus counterparts. The University of St. Augustine library, which supports four completely online degree programs in addition to campus-based programs, created a one credit, self-paced, online course called Information Literacy for Evidence-Based Practice in order to better reach our distance students. Though evidence-based practice (EBP) is a popular concept, studies show that many practitioners are not actually doing it. One reason the practitioners themselves cite is lack of skill in searching the literature. The goal of the credit-course is to help our students learn the skills necessary for using EBP throughout their careers. The online, self-paced delivery of the course ensures that distance students have access to information literacy instruction in a convenient format and on a familiar platform. This poster presents sample course materials and screenshots demonstrating student learning.

Putting Your Library on the Map**Ashley Krenelka Chase, Stetson University College of Law**

Does your academic library cater to students, faculty, and staff, as well as the public? Have you ever wanted to implement a system that allows each and every patron an opportunity to enter the library and use mobile services to find their way around? This poster session would demonstrate how our library, the Dolly & Homer Hand Law Library at Stetson University College of Law, has begun the process of implementing Google floor plans. Google floor plans allow patrons to find the library using Google Maps and, after entering the library, access points of interest within the library on their smartphones; this allows patrons to find what they're looking for without additional assistance from library staff or librarians. Google floor plans is easy to implement and can be combined with other emerging and existing technologies, such as QR codes and augmented reality, to provide an interactive and helpful library experience to each and every patron, using devices that most patrons have in their pockets!

Instruction to Go: Library Instruction for Traditional & Distance Students Integrated in a Course Management System**Rachel Mulvihill, Renee Cole Montgomery, and Corinne Bishop, University of Central Florida**

With a large population of freshman both on and off campus, it is increasingly difficult for librarians to reach them all via traditional, in-person library instruction. The presentation will cover the conception and planning of an online library skills course in collaboration with teaching faculty, the creation of the course by several librarians, implementation of the course as a pilot in Summer and a full-scale project in Fall, and statistics from the course as well as user feedback. Librarians at UCF's John C. Hitt Library recently created an online library introduction "course" within the University's course management system (Canvas). The course contains 7 sections of content, "check your knowledge" practice quizzes, and a 10-question graded quiz. Students in Freshman Composition II and Strategies for College Success are auto-enrolled in the course along with their instructors, who have easy access to their students' scores. Instructors are given the option of assigning the course either in place of traditional library instruction or as an assignment to be completed before a face-to-face instruction session. Future plans for the course will be covered, along with how it is integrated into the existing Information Literacy and Instruction programs.

4 Steps to Craft a Social Media Strategy**Natalie Rector, New College of Florida**

A library that uses social media tools but has no strategy is like a boat without a rudder – public opinion and comments will steer your organization instead of your mission goals. This poster will outline the four easy steps to defining your audience, outlining your objectives, clarifying your tasks and evaluating your end product.

UPS CampusShip From Library to Home and Back Again, No Strings Attached**Karen Medin, Florida International University**

The mandate to provide equal services to distance education students is easier with UPS CampusShip, a service which allows libraries to ship their books with prepaid postage and instructions for return in the same box or envelop the material/s was sent in. No strings attached! We all know how annoying it can be when we order something from a mail order company and they claim to pay return postage but then they do not provide it. Furthermore, if they do provide the postage, which is nice, they do not provide the bag or box! Kudos to the companies that provide both. Your patrons will give you kudos with CampusShip.