

Progressive Three-Course Meal for Library Orientation

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NUTRITION INFORMATION

This three-part recipe is integrated into our university's First-Year Experience program and is designed to introduce students to library resources and services. For the "flipped" appetizer, students watch a video introducing them to library space, basic reference services, and resources. The main course is a visit to the library during which students review video topics. For dessert, students complete a graded, written activity using library resources.

NUMBERS SERVED

15–18 students per session

COOKING TIME

- Flipped Appetizer: 15 minutes
- Main Course: 50 minutes
- Dessert: 20–30 minutes

ACRL FRAMEWORK ADDRESSED

- Authority is Constructed and Contextual
- Information Creation as a Process
- Research as Inquiry

MAIN COOKING TECHNIQUE

Flipped classroom, small group cooperative activities, gamification, modeling, discussion

MAIN INGREDIENTS

- One or two librarian chefs
- Video and accompanying worksheet
- Library map activity
- Self-guided library activity and answer key
- Computer and TV or projector setup
- Library Jeopardy (or similar library trivia game)
- Prizes
- Library brochures

PREPARATION

- Schedule library visits
- Prepare all handouts and worksheets
- Set up signage for map activity
- Set up audio/visual equipment
- Purchase prizes

COOKING METHOD

1. "Flipped" Appetizer: Students watch the library video outside of their "introduction to college" course and complete a worksheet while viewing the video in order to guide them through the content. The students will later bring the worksheet to their scheduled in-library session. The video includes a tour of the library, information about library services, and an introduction to the library catalog and databases.

As an alternative to a video, librarians can provide a PowerPoint presentation, brochure, and/or tutorials on the library website that address the pertinent information. To create low-cost videos or presentations, librarians can use tools such as GoAnimate, Smilebox, or Animoto. Students should also be provided with a worksheet to guide them through these materials, which are to be viewed before the library visit.

2. Main Course: Students come to the library with their "introduction to college class" and participate in the library map activity in small groups of three to five. During the activity, students visit specific locations in the library and answer questions about the resources and services that are available; this is a timed activity, which takes approximately 10 minutes and is followed by a review of the correct answers. The librarians then provide a brief demonstration of searching in the library catalog and a subscription database, followed by a discussion of how to evaluate information. The session ends with the Library Jeopardy game, played by students in teams of three to five. This game reviews information from the video and library session in a fun and engaging way, with prizes awarded to the winning team.

The categories for Library Jeopardy could include “Places in the Library,” “Library Catalog,” and “Databases.” The clues are arranged according to Bloom’s taxonomy, with higher points awarded for clues that require more complex thinking. If no one answers a clue correctly, the librarians use this as an opportunity to explain the correct answer and any background information necessary to reinforce the concept.

3. Dessert: No more than two weeks after the library session, students complete a library worksheet outside of class as an independent activity. The worksheet requires them to come to the library and to use the library website, catalog, and a subscription database, to locate information and answer questions about key library concepts. This is a graded assignment, and course instructors are provided with an answer key.

ALLERGY WARNINGS

Students should be advised to turn off their cell phones and put them out of sight for the duration of the library session. We have found that students may wander off during the map activity, so it’s a good idea to provide time updates every few minutes to keep them on task and, if possible, to station staff or student assistants on different floors of the library to keep them from lingering on landings. To combat attention loss during demonstrations, it’s useful to remind students that the review will help them prepare for the Library Jeopardy game.

CHEF’S NOTE

Using a blend of flipped classroom, small group cooperative activities, and gamification provides a meaningful introduction to library services and resources for first-year students. It is important to evaluate this program with the integration of the formative and summative assessments described above. In addition, students have an opportunity to evaluate the in-library session, which provides the librarians with valuable feedback. Our overarching goal for this recipe is to establish a positive connection to the library as students begin their academic studies.

ADDITIONAL RESOURCES

GoAnimate: <https://goanimate.com/>
Smilebox: <http://www.smilebox.com/>
Animoto: <https://animoto.com>