

## Financial Literacy Library Tour for Students in the Learning Frameworks First Year Experience (FYE) course: An Introduction to a Joint Use Library

### **Learning Frameworks First Year Experience (FYE) course learning outcomes and course objectives the financial literacy library tour supports:**

#### LEARNING OUTCOMES

Students in the college success course will be able to:

1. Identify, describe, and utilize campus support services, systems, and student life opportunities.
2. Use financial literacy knowledge and skills to create a personal money management plan for college success.
3. Establish collegial relationships with LSCS faculty, staff, and peers.
4. Assess and report on their strengths, preferences, and college and career success attributes.
5. Formulate educational and career goals and apply strategies to advance their goals and college performance.
6. Create an academic plan and identify the requirements for successful completion of their academic plan.

#### COURSE OBJECTIVES

Students will:

1. Identify, discuss, and evaluate learning and study strategies as they apply to the academic environment.
2. Examine personal goals and career plans, utilize college resources including all components of the student portal and learning management system (D2L), and apply strategies for academic success.
3. Identify types of financial aid and criteria to receive and maintain funding.
4. Exhibit written and verbal communication skills individually and in groups.
5. Assess ideas, principles, and patterns related to personal life situations.
6. Design a strategy for success.

### **Financial literacy library tour learning outcomes:**

Students will:

1. Become familiar with the physical layout of the library, its resources, and how to contact librarians for assistance.
2. Start to understand how to use the library catalog to locate information on a given topic.
3. Be able to draw a distinction between information freely available online and proprietary information accessible through library information systems.

## **ACRL Framework for Information Literacy for Higher Education threshold concepts addressed in the library tour:**

- Information Has Value: “Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.”
- Searching as Strategic Exploration: “Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.”

### **Assessment method:**

Minute paper administered through Google Forms. Respondents are anonymous, but must answer both questions:

1. What did you learn about the library today that you didn't know before?
2. What is a resource or service you saw or heard about that you will most likely use in the future?

### **Lesson plan for 80-minute class:**

- Meet at Circulation Desk. Give each student a worksheet and encourage students to read and preview the worksheet before officially starting the class. Explain that students will work in groups, but each student must complete their individual worksheet (some instructors may be able to accept the worksheet for a homework, participation, or extra credit grade).
- Start tour/worksheet with a few questions and information about the institution:
  1. The Lone Star College-CyFair Library is unique. In addition to being an academic library, we are also a public library branch in which system?
  2. As a student, you have access to all of the online and physical materials in three library systems (Lone Star College System, Harris County Public Library, and Montgomery County Memorial Library System). Name at least 3 types of items you can use, check out, or request:
  3. What do you need to check out items - what is your library card at Lone Star College?
- Continue tour around library to make students familiar with physical locations of key areas in the library, including nonfiction and fiction collections; periodical section; reference desk and librarians; study rooms; Career, Vocational, and Employment section; tutoring services. Ask worksheet questions throughout:

4. The biggest section of books on the first floor are:
    - a. Fiction (novels, short stories, etc.)
    - b. Nonfiction (facts, history, DIY, etc.)
  5. If you have questions about using the library, where can you find librarians trained to assist you?
  6. True or False: The only way to get help from librarians is by going to see them in person.
- Following the library tour, return to the library's computer classroom and divide students into one of five groups, according to the number on their worksheet. Each group sits around one or two computers together. Each group has a different scenario asking them to find information about financial literacy topics (e.g., budgets, credit scores, investing) using either the library online catalog or databases. Worksheet questions guide groups through different tasks, such as discovering how to limit and sort catalog search results by date, or investigating how much a library database would cost if purchasing it as an individual, rather than accessing it through the library at no cost. Groups will typically take 10-20 minutes working through the worksheet: circulate and provide guidance as necessary. After working through the worksheet, each group will present their scenario and demonstrate how they found needed information to the rest of the class. As groups present, ask questions, comment, or add more information as needed to reinforce concepts.
  - After the last group presents, direct students to answer two questions in the anonymous, online Google Form minute paper.