

# From the Basics to Bibliotherapy:

Collaborating on Information Literacy for a First-Year Seminar

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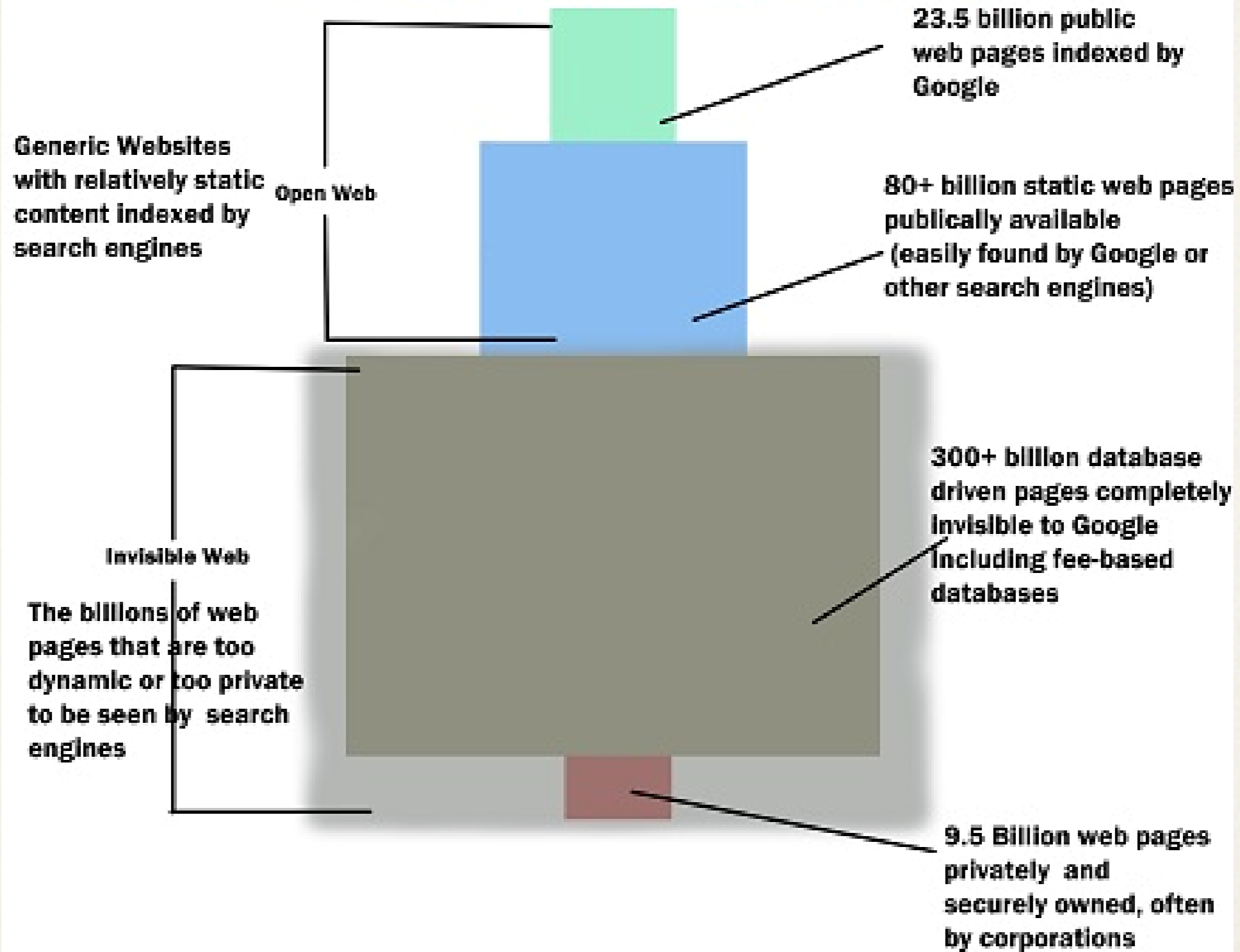
*Connecticut Information Literacy Meeting, April 13, 2012*

# INQ 101 Lesson Plan (The Basics)

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- ❖ Meet students near reference desk; Explain difference between circulation and reference before heading up to classroom, pointing out features of interest on the way
- ❖ Show them how to login for off-campus access / course reserves / CONSULS requests; Have them practice logging into their accounts and check their personal information for accuracy; Quickly demonstrate existence of electronic reserves
- ❖ Pull invisible web infographic PDF up on screen, point out what the library can give them that Google can't
- ❖ Pass out worksheet, direct them to library website, research guides, course specific guides, and INQ 101 guide; Tell them they now get to work on their assignment and ask questions when they have them
- ❖ Gradually advance through guide tabs on projected screen to prompt them, walk around to see how they're doing, offer help when it's obvious they need it even if they don't ask

# The World Wide Web - Spring 2010



# An information literate individual is able to:

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- ❖ Determine the extent of information needed
- ❖ Access the needed information effectively and efficiently
- ❖ Evaluate information and its sources critically
- ❖ Incorporate selected information into one's knowledge base
- ❖ Use information effectively to accomplish a specific purpose
- ❖ Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

# The INQ 101 Library Assignment asks students to:

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- ❖ Find certain types of information
- ❖ Access information sources to answer the questions (efficiency will come with practice)
- ❖ Reflect on the information sources they find (“Why does this seem like a good resource? Be specific.”)
- ❖ Learn course content and information literacy skills simultaneously
- ❖ Use the information found for a small writing project that focuses on how to incorporate and interpret sources
- ❖ Cite their sources and grapple with the fact that not all information is freely accessible

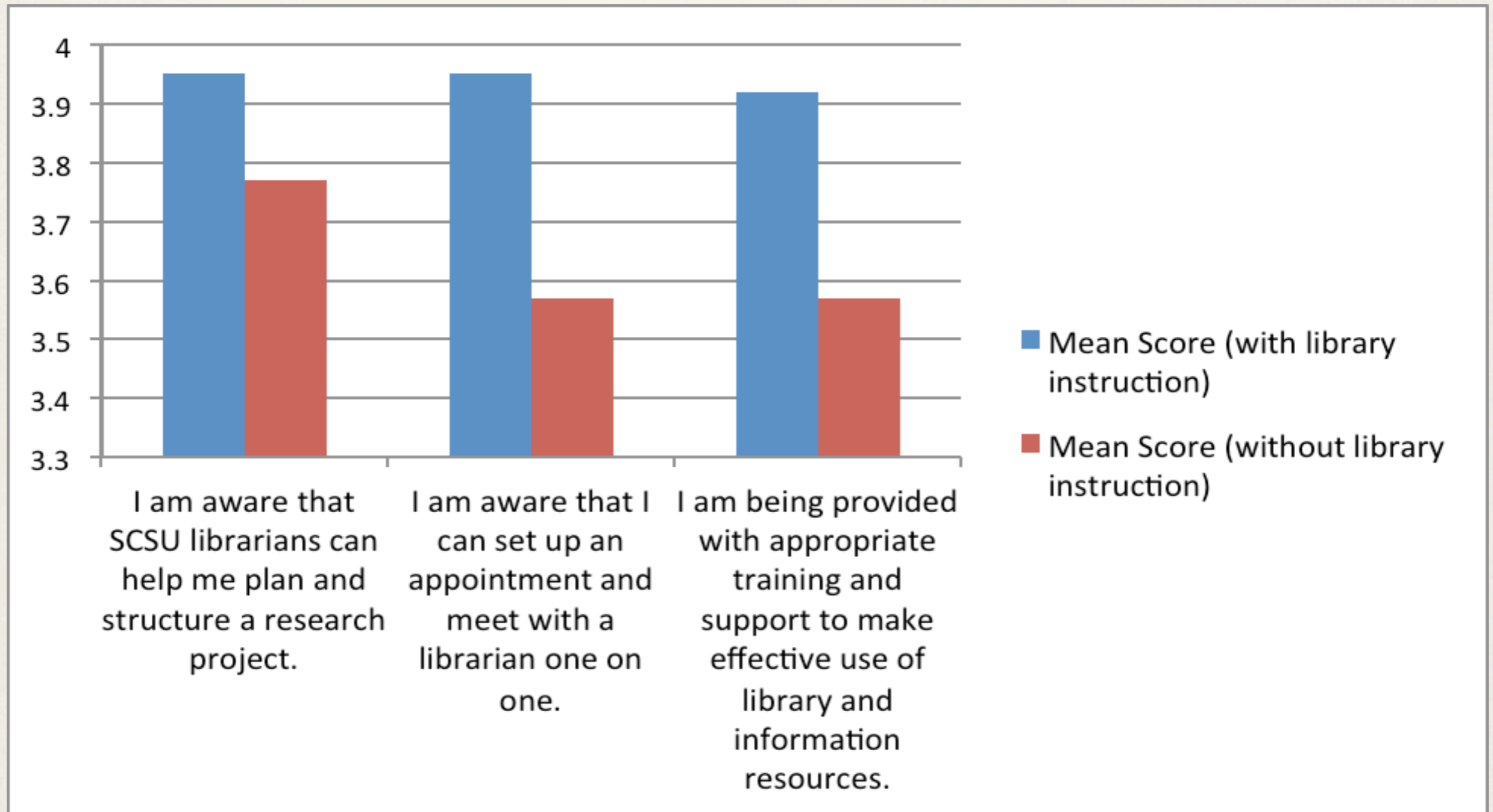
# Student Self-Reported Knowledge of Library Skills and Services in Fall 2010

Survey Question	Percentage of Students Reporting “Agree”	Percentage of Students Reporting “Strongly Agree”
I am learning which SCSU online databases to use and how to search them	47%	12%
I am aware that SCSU librarians can help me plan and structure a research project	48%	14%
I am aware that I can set up an appointment and meet with a librarian one on one	41%	13%
It is easy to navigate the library’s website (I can find books, online databases, etc.)	41%	14%
I am being provided with appropriate training and support to make effective use of library and information resources	43%	12%

# Student Self-Reported Knowledge of Library Skills and Services in Fall 2011

Survey Question	Percentage of Students Reporting “Agree”	Percentage of Students Reporting “Strongly Agree”
I am learning which SCSU online databases to use and how to search them	<b>37%</b>	<b>32%</b>
I am aware that SCSU librarians can help me plan and structure a research project	<b>39%</b>	<b>36%</b>
I am aware that I can set up an appointment and meet with a librarian one on one	<b>38%</b>	<b>34%</b>
It is easy to navigate the library’s website (I can find books, online databases, etc.)	<b>34%</b>	<b>32%</b>
I am being provided with appropriate training and support to make effective use of library and information resources	<b>39%</b>	<b>28%</b>

# Statistically Significant Differences Between Students Participating in the New INQ 101 Library Session and Assignment and Students Not Participating





[Jane]

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# Follow-Up (The Bibliotherapy)

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- ❖ Two purposes:
  - ❖ 1. See how much they *actually* remember a month later
  - ❖ 2. Talk through their misunderstandings, misconceptions, misremembering, and lingering cluelessness

# Poll Everywhere=“Powerpoint with Txting was awesome”

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- \* [http://www.polleverywhere.com/multiple\\_choice\\_polls/LTc4MzMzNDUxMg](http://www.polleverywhere.com/multiple_choice_polls/LTc4MzMzNDUxMg)
- \* [http://www.polleverywhere.com/multiple\\_choice\\_polls/LTE4MTkzMDkwMzc](http://www.polleverywhere.com/multiple_choice_polls/LTE4MTkzMDkwMzc)
- \* [http://www.polleverywhere.com/multiple\\_choice\\_polls/NzY3MDI0MDc3](http://www.polleverywhere.com/multiple_choice_polls/NzY3MDI0MDc3)
- \* [http://www.polleverywhere.com/multiple\\_choice\\_polls/LTk0MzA3OTU2](http://www.polleverywhere.com/multiple_choice_polls/LTk0MzA3OTU2)
- \* [http://www.polleverywhere.com/multiple\\_choice\\_polls/MjEwNjQzODg0MQ](http://www.polleverywhere.com/multiple_choice_polls/MjEwNjQzODg0MQ)
- \* [http://www.polleverywhere.com/multiple\\_choice\\_polls/MTA0MzUzMDgzNg](http://www.polleverywhere.com/multiple_choice_polls/MTA0MzUzMDgzNg)
- \* [http://www.polleverywhere.com/multiple\\_choice\\_polls/LTE2MTQ4MTE2NjY](http://www.polleverywhere.com/multiple_choice_polls/LTE2MTQ4MTE2NjY)
- \* [http://www.polleverywhere.com/multiple\\_choice\\_polls/LTE0ODQ2MjcwMjE](http://www.polleverywhere.com/multiple_choice_polls/LTE0ODQ2MjcwMjE)

After class, students said the most significant things they learned about were...

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- ❖ Citation: 89%
- ❖ Primary vs. Secondary Sources: 42%
- ❖ Some students said both
- ❖ No student said neither
- ❖ (I counted “Don’t Plagiarize” as “Citation”)

# Summing Up

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- ❖ One library session is not enough (but better than zero)
- ❖ Integration with course content helps
- ❖ Next we'll try connecting the learning communities (1 INQ class + 1 Critical Thinking class) via INQ Library Session/CT Follow-Up

# Questions?

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