

Staley Library Investigation Lesson Plan

Matthew Olsen
Staley Library, Millikin University

University Seminar, 1st semester undergraduates

Topic: Staley Library Walking Tour

Objectives:

- Students will feel comfortable while researching, locating resources, studying, and relaxing in the library.
- Students will know how to locate many of the resources available in the library.
- Students will know who to ask if they have questions.

Materials:

- Laminated QR codes placed throughout the library
- Paper worksheets
- Students will need a smartphone/tablet or a partner with a smartphone/tablet to read the QR codes (if a student does not have a smartphone/tablet, the tour “clues” can be provided on paper)

Activities:

(15 minutes) Tour

- The tour is available to students any time that the library is open. A series of QR codes are placed at various locations in the University Commons (the library building). Each QR code contains a clue that leads to the next location. Additionally, at each location students answer a question on a worksheet. The tour begins at the Circulation Desk where students initially receive the worksheet from circulation staff and they return the worksheet to the Circulation Desk at the conclusion of the tour. Students may work in small groups, but each student is required to complete their own worksheet. Although the tour is designed to take no more than 15 minutes, on average students take 10-20 minutes to finish the tour, with a little over 10% taking more than 20 minutes.
- The tour scenario is the following: “Dr. I.B. Smart, a Millikin alumna, visited Staley Library this summer while working on her book, *Blue, Bluer, Bluest*, a book about the color blue and the State of Illinois. Unfortunately, she disappeared after leaving Millikin University and now her colleagues at the Blue Mountain Community College are trying to find out where she might have gone. Can you help them find Dr. Smart by following her research trail through the library?”

Assessment:

- Student learning is assessed with a 10 question worksheet that they complete as they go through the tour. The worksheets are collected at the end of the tour and the librarians grade the worksheets, record the scores, and then return them to the class instructor.
- At the end of the tour, students are also asked to complete an optional 5 question survey that asks their level of confidence with the tour’s learning goals, how long it took to complete the tour, and what they thought of the story.

ACRL Information Literacy Framework:

- Searching as Strategic Exploration
 - Knowledge Practice 6: understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information
 - Disposition 4: seek guidance from experts, such as librarians, researchers, and professionals
 - Disposition 5: recognize the value of browsing and other serendipitous methods of information gathering