

Lesson Plan

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Interdisciplinary Studies (IDS) 108, first-year students

Topic: Introduction to library support for students

Objectives:

- Students will be to identify ways that the library can support them with services and collections in order to support their success.
- Students will be introduced to the types of questions they can get assistance with from the library

Materials:

- The instructor uses a Nearpod module to facilitate the session (optional, could be replaced with PowerPoint)

Activities:

- *Introductions and goals (3 minutes)*
 - o Librarians introduce themselves and their roles and tell students about goals for the session
 - o Goals: students will learn about ways the library can support them, what kinds of questions they can ask librarians, and needs that can be addressed at the library
- *Knowledge check (3 minutes)*
 - o Ask students who have used the library already and what their experience has been. If they haven't used the library on campus, ask about their library experiences in general. This activity can be done in person, online using Zoom or a collaborative board such as Padlet or Nearpod.
 - o Use this to inform the remainder of the session and how you handle questions
 - o Ask students what "using the library" means to them
 - Do they perceive the library as a study space? A service? An online space? This can help inform what questions you might encounter and what concept students are already comfortable with
- *Transition*
 - o Thank students for sharing their experiences and explain that we are going to use a syllabus to help demonstrate how the library can support them in different aspects of their university experience
- *A look at the library through the syllabus (15-20 minutes)*
 - o This section uses a sample syllabus to connect different library services to content students will see in many syllabi throughout their college experience, including plagiarism/academic integrity, course materials/textbooks, research help, and study

spaces. Other possible topics of connection include printing, specific library resources, and writing help.

- o **Course texts/textbooks:** Syllabi will list all the textbooks or other course materials needed for a class. It might not be your first thought, but the library can sometimes help you access those materials:
 - Course reserves at the library - sometimes your instructor might say something is “on reserve at the library” - this means that a copy of the book is available at the library for you to check out for a short period of time. You can read or scan the material you need from the book. In pandemic time, you can even request the library to scan it for you.
 - Demonstrate how to access reserves list online
 - Requesting from the library - perhaps your professor didn’t put a copy of your book on reserve. You can still search the library to see if we, or another library, has a copy to check-out
- o **Code of conduct/Academic Integrity** – Your professor will usually include information about academic integrity in class and the code of conduct they want you to follow in their course. The library can help you with all of your citation needs to make sure you are on the right track:
 - Citation – the library has guides and resources that cover all the common citation styles. In addition, to help with citation, there is information on best practices to avoid plagiarism issues.
- o **Tests/Exams** – Maybe your class has more exams than research assignments listed on the syllabus. The library can also support you in that situation with a variety of places to study:
 - Showcase library hours and website page for study spaces
- o **Research Assignment** - Depending on the class you are taking, the syllabus might have details about a research project for the course, requiring you to use information from outside the class. These types of assignments are what our library collections/materials are built for:
 - When you know you’ve got a research assignment for a course – it is good practice to give yourself time for the research process. Work backward from the assignment deadline to provide yourself with check-ins and make sure you are on track. This is something that a librarian can help you chart out—especially if you are researching an area that you are unfamiliar with or that might need specialized resources.
 - Reference desk: Librarians are available by chat, email, text, phone call – and in non-pandemic times, in person at the library. You can use our virtual desk service to ask questions about the library, your research, and much more
 - Librarian for your major: describe subject liaison librarians and their roles. They create research guides that pull together all the resources for an area of study and are also available for research appointments, where you get more individualized assistance.

- Emphasize the access to resources and tuition dollars at work, remind students not to pay for access
- *Questions you can ask librarians (5 minutes)*
 - One theme of today's conversation is that you can ask the library questions—we want to make sure you leave today knowing what you can ask.
 - **ACTIVITY:** Using polling within Nearpod with various library questions. Ask students to select what question they think they can ask the library – reveal results and discuss.
 - All answers are possible questions librarians can address – we are willing to help you with whatever we can and connect you to the right person, and get you on the right track when we can't
- *Wrap-up (5 minutes)*
 - Any questions about anything we presented today?
 - Review goals for today
 - Thanks for having us join your class today, and remember, you can always reach out to us or any of the librarians for more assistance.

Assessment:

- The librarian will use responses from the beginning knowledge check as a formative assessment to direct the class
- The librarian will assess the student's responses to the poll question at the end of the plan to identify if students recognize what they can ask a librarian

ACRL Information Literacy Framework:

- Information Creation as a Process
 - **Relevant knowledge practices:** assess the fit between an information product's creation process and a particular information need; recognize that information may be perceived differently based on the format in which it is packaged; monitor the value that is placed upon different types of information products in varying contexts; transfer knowledge of capabilities and constraints to new types of information products;
 - **Relevant dispositions:** accept that the creation of information may begin initially through communicating in a range of formats or modes; accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes; understand that different methods of information dissemination with different purposes are available for their use
- Searching as Strategic Exploration
 - **Relevant knowledge practices:** determine the initial scope of the task required to meet their information needs; match information needs and search strategies to appropriate search tools;
 - **Relevant dispositions:** realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search; seek guidance from experts, such as librarians, researchers, and professionals