

Scheduling a Library Instruction (or “Information Literacy”) Session



Just like you, we want your students to be the best that they can be! Scheduling an Information Literacy session for your class can make the difference between a lackluster paper/project and one that is A+ quality!

Q. *How could a library Information Literacy session benefit my students? Is it worth giving up an entire class period?*

A. Absolutely! All too often we assume that any student who enters college must be technology-savvy and can therefore handle herself in the college’s library. But oftentimes, that is simply not the case. Many students are indeed ‘gadget-savvy,’ but this does not necessarily mean they are ‘information savvy’; they may be able to *acquire* a great deal of information, but can often make poor choices in the *quality* of information they gather. That is where we, the library staff, come in! One 50-minute Information Literacy session at the library can reap enormous short- and long-term benefits for your students.

Q. *How do I schedule an Information Literacy session?*

A. Just give us a call! **786-3703**
You can speak to any one of us: Jane Tuttle
Sandy Leach
Sarah Hood

If you’ve never scheduled a session before, here are just a few things to keep in mind...

OVER →

DO...

- **Contact us by phone at least 2 weeks in advance** of the time you'd like to bring your class in. The further in advance you contact us, the better. Most instruction takes place in the Overton Classroom, which can get booked pretty quickly.
- **Provide us with a copy of the assignment** with the objective/goal of the assignment clearly stated and a short description of what sources you want/will allow your students to use. (For example, "You [the student] must use at least five scholarly sources, three of which must come from academic journals and two from books. You may also use the Internet for one additional source." OR "You may not use the Internet.")
- **Provide us with basic information about your class:** class size, what year most students are, etc. Even seemingly trivial information, such as "This is a really sharp class; they're really on top of things." Or "This class has been struggling somewhat this semester" can be helpful for us to know.
- **Attend the session if at all possible!** Students take note when their instructor is present at an IL session (and when he/she is not), which sends the message of the importance of the session. Plus, we always like to hear contributions from instructors during our IL sessions! :-)

TRY TO AVOID...

- **Last-minute requests.** Like all CC faculty, we want our lessons to be well-prepared, making sure that ACRL (Association of College & Research Libraries) guidelines appropriate to the level of instruction for information literacy standards, performance indicators and learning outcomes are achieved.
- **Scheduling the IL session too far ahead of or close to the due date of the assignment.** The longer the period of time between instruction of research skills and the execution of those skills, the more students tend to forget. Students can be very shy to ask for help with that which they've already been taught. So having them use those skills while they're still fresh is best. But not too fresh! :-)
- **Sending students by individually to receive detailed library instruction.** If you have 2 classes of 20 students each and they're all writing a big research paper that will require detailed library instruction...well...that's 40 individual IL sessions for us! (IF, that is, the students do in fact come by the library. If left to their own devices, they may not.) Better to bring each class in for one IL session.
- **Using a recycled 'canned' "library orientation" assignment,** as we find these can be outdated and may not be relevant to the resources at Edens Library. If you do not have an assignment for your students that would specifically bring them into the library, and you'd like your students to do some type of "library orientation" assignment and you don't already have one established, we would be more than happy to work one-on-one with you to custom design such an assignment. But also remember, for the past two years, incoming First-Year students have been doing the Library Treasure Hunt, which introduces them to virtually all the library's resources. It is an actual assignment for which they receive credit in their LA100 class.