

Library Instruction Overview

- **Students who use the Library**, have Library instruction, and/or engage with Librarians **have greater academic success and persistence**.¹
- The **information literacy basics** taught in these classes **work together** to provide a foundation for **successfully fulfilling** King's College's **competency and core learning goal of information literacy**.²
- Instruction is designed to **assist instructors** in meeting the **course specific learning goals and outcomes**.

Our goal is to provide students with a **common learning experience** so they are **better prepared** with the **research and information literacy** knowledge expected of them **not only in these courses** but also **throughout their academic and professional career**.

ENGL 105

- Normally **3 session scaffolded instruction** designed to provide basic Information Literacy and Research skills on which to build in CSEM 100 & ENGL 110
- **Session 2 & 3** should be scheduled **after** students have **received** the research **assignment** and have **chosen** at least preliminary **topics**
- **Session 1**
 - Understand **credibility/reliability/authority** in academic context
 - Define **“Scholarly”** in relation to sources
 - **Evaluate sources** for reliability with a focus on authority
- **Session 2**
 - Characteristics of various **types of information resources & sources**
 - Importance of gathering **background information** to inform and refine topics
 - Use the **Library Catalog** to locate books and **one to two reference databases** to find preliminary information about a topic
- **Session 3**
 - The importance of **planning research** and **developing keywords**
 - Introduce the concept of article databases and the basic **differences between databases and the free, open web**
 - Use search tools such as Boolean operators (**AND/OR**) and **database refinement options** to create **more effective search** results

ENGL 110

- **1, 2, or 3 sessions. 2 sessions are recommended** in order to allow students time to assimilate and practice new skills and information
- Session(s) should be scheduled **after** students have **received** the research **assignment** and have **chosen** at least preliminary **topics**

¹ See bibliography for a few example studies.

² As laid out in the King's College 2016-2017 Catalog Curriculum Statement of Purpose and Core Curriculum goals and learning outcomes (https://www.kings.edu/non_cms/pdf/Catalog2016-2017.pdf, p. 46-47) as well as the new Core Curriculum Statement of Purpose approved and released to faculty via e-mail on 13 January 2017.

- **2-3 session scaffolded instruction**
 - Session 1
 - Practice **brainstorming** and **topic development** strategies
 - Importance of background and reference sources to **refine, develop, and begin researching** a topic
 - Use at least 1 appropriate reference resource
 - Session 2
 - Importance of **planning research** and **developing a set of keywords**
 - **Difference between Library databases and the free, open web**
 - **Search strategies** including keyword choice, Boolean operators (AND/OR), database facets, etc.
 - Session 3
 - Difference between **keywords** and **subject terms**
 - Using **subject terms to focus results** in Library catalog and one article database
 - Explore **discipline specific databases** for more precise searching
- **One-shot instruction session**
 - Importance of **planning research** and **developing a set of keywords**
 - Introduction to 1 appropriate **reference resource**
 - **Difference between Library databases and the free, open web**
 - **Search strategies** including keyword choice and Boolean operators (AND/OR)

CSEM 100

- **First/Only session** focused on **identification** and **evaluation** of sources
- **Second, optional session** focused on **locating sources** pertinent to specific assignment
- **Session 1**
 - Importance of considering list of **criteria** for **evaluating information** sources
 - Introduction to various **types of sources** and **definitions** of important terms such as “**scholarly**,” “**trade**,” “**popular**,” and “**peer-review**”
 - Practice **evaluating** pre-selected sources for **reliability** and **appropriateness** to information need
 - (75 minute session) Introduction to **background sources** or other **research resources**
- **Session 2**
 - Importance of **planning research** and **developing a set of keywords**
 - **Search strategies** including keyword choice, Boolean operators (AND/OR), advanced search functions (in databases and/or the free, open web), etc.
 - Explore **discipline specific databases and/or other appropriate resources** for more precise searching

For more information please contact Rebecca Thompson

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Library Instruction Comparison

ENGL 105	ENGL 110	CSEM 100
3 sessions (scaffolded throughout semester)	1-3 sessions – 2 recommended	1-2 sessions
Discuss credibility/reliability/authority in academic context (1)		Develop list of criteria for source/information evaluation (1)
Evaluate sources based on authority (1)		Evaluate sources based on reliability and appropriateness (1)
Define “Scholarly” and characteristics of common information resources/sources (1-2)		Define types of sources and important terms (scholarly, trade, popular, peer-review, etc.) (1)
	Practice brainstorming and topic development strategies (1 if more than 1 scheduled)	
Use background sources to refine topic (2)	Use background sources to refine topic (1)	Use background sources to refine topic (1-2)
Use Library Catalog (2)	Use Library Catalog (1-2)	
Understand importance of planning research and developing keywords (2-3)	Understand importance of planning research and developing keywords (1-2)	Understand importance of planning research and developing keywords (2)
Understand basic difference between article databases and free, open web (3)	Understand differences between article databases and free, open web (1/2)	
Use database search tools and Boolean operators (AND/OR) (3)	Use database facets, Boolean operators (AND/OR), and other search tools (1/2)	Use database facets, Boolean operators (AND/OR), and other search tools (2)
	Explore discipline specific database options based on topic (2-3)	Explore discipline specific database options or other research resources based on course theme or topic (2)
	Understand difference between keywords and subject terms (3)	
	Use subject terms in Library Catalog and at least 1 article database (3)	

Numbers in parentheses indicate in which session the instruction normally takes place.

In single session ENGL 110 instruction, some instruction may be minimized due to time constraints.

In single session CSEM 100 instruction, students receive a handout with search strategies.