Purpose: To effectively introduce students to the library as a resource. The library resources and services are meant to complement the current University Success 1001 program. Through the utilization of online technologies and face to face time, students will be exposed to the basic resources and services available at Earl K. Long Library while also providing students the opportunity to enhance information retrieval skills.

Learning Objectives:
- Introduce students to the library environment and student resources in an entertaining and engaging way.
- Strengthen students’ information seeking skills in online environments, through critical thinking activities.

Learning Outcomes:
- Students will be able to identify areas of the library and/or library services (as it pertains as a student resource, i.e. learning commons, subject specialists, and reference services).
- Students will be able to locate, evaluate and identify various types of information found online (both general and scholarly).

LIBRARY MODULE SESSION OUTLINE

Library Assessment Survey and Video
Total Time: 16 minutes (the video is approximately 8 minutes and the completion of the survey is no more than 8 minutes.)

Materials: Links to both the Library Assessment Survey and UNIV Video will be made available via the Faculty Moodle Page

The Library Assessment Survey and UNIV Video are to be given as a take home assignment and should be completed before the start of class.

Prior to facilitating the library module in –class activity (3-7 days prior) have the students take the Library Assessment Survey via Moodle (survey of 6 questions) to gage students level of competence regarding library resources and information literacy skills. The survey results will not be given to students, but go to the Instruction Librarian (Jennifer Jackson, jmjacks9@uno.edu) to determine the effectiveness of redesigned library module. After the students complete the survey, students should then watch the UNIV video, The Procrastinator explaining the following library resources:

- Circulation Desk
- Learning Commons
- Subject Specialists
- Reference Services
  - Phone
  - Email
In-Class Activity
Total Time: 40-45 minutes

Materials:
- **Group Activity Handout:** 3-5 copies of each group handout (this is dependent on the total number of students in class, but you want to make sure you have an equal number of handouts so that students are in groups of 3-5).
- **CRAP Test Handout:** There are two handouts on one full size sheet of paper, photocopy as needed.

Discussion Questions (5 minutes): The following questions should be asked at the start of class. These questions will help develop a dialog; alternatively these questions can be completed as 5 minute writing activity

- Questions:
  - When you had to write a paper that required some research, where did you find the information? (Try to elicit examples like: Google, Wikipedia, journal articles, encyclopedias)
  - In your research process, did you stop looking for information when you felt you had enough (i.e.: the right number of articles)?
  - As you read through the information you found, do you ever think “This information is too old to use?” or “This author’s viewpoint is different from my other articles, I wonder why?”

Lecture (10 minutes): For the lecture period you will discuss the benefits of using the internet; to assist in the process use the textbook, focusing on Chapter 5 Developing Information Literacy to support the lecture. Sections of the text you may want to direct the students to or incorporate into the lecture:

- **The Internet: The Good, the Bad and the Ugly**
  - The Good: Currency and Availability
  - The Bad: Inaccuracy, Laziness and Overdependence

- **Navigating the Library: Databases**
  - Databases identify articles from academic journals (*Please make sure to define the term academic journal: a source, that contains peer-viewed articles of particular academic disciplines; you may also have to define the term peer reviewed: a process of evaluation that involves qualified individuals from various academic disciplines*)
  - Articles are often full-text (contains the entire article)
  - Different databases exist for different disciplines, as well as general databases
  - The importance of using the right keywords or search terms
  - If in need of research help speak with a reference librarian
Show & Tell (10 minutes): In order to complete this section you will need access to a computer. If your class does not have access to a computer/computer lab, please make arrangements with the Instruction Librarian (Jennifer Jackson, jmjacks9@uno.edu) to reserve the library classroom, RM 318 LIB.

- Take this time to show the students how to access the library website at: http://library.uno.edu/. You also want to highlight the following pages on the website:
  - How to Get to the library database Academic Search Complete
    - On the library website click on the tab (on the box to the left) “Databases”
    - This page “A-Z Databases” list the databases in alphabetical order and by subject or discipline
    - Select the tab “General Databases”

To save time, have the students search for the articles needed to complete the group activity, at the UNIV LibGuide on the UNIV Library Video & Assignment page.

Group Activity Evaluating Online Information (10 minutes): In order to complete this section the students will need access to computers if your class does not have access to a computer lab, please make arrangements with the Instruction Librarian (Jennifer Jackson, jmjacks9@uno.edu) to reserve the library classroom, RM 318 LIB.

For the group activity, students will need to get an understanding of how to evaluate online information, review the CRAP Test (Currency, Reliability, Authority, Purpose/Point of View) handout with the students. Explain the group activity.

- **Directions:** Divide the students into groups of 3, 4, or 5. Have the students evaluate the website and peer-reviewed article:

  **Group One: Coffee and Health**
  - Academic Search Complete: “Coffee – the truth about the bean”

  **Group Two: Occupy Wall Street**
  - Academic Search Complete: “PVJ takes a look at the “Occupy Wall Street” movement”

  **Group Three: Cyber-bullying**
  - Academic Search Complete: Cyber-Bullying: Creating a Culture of Respect in a Cyber world”

  **Group Four: Hip Hop Music**
  - Academic Search Complete: Complete a title search on “HIP HOP IN HISTORY: PAST, PRESENT, AND FUTURE”
**Group Discussion Questions (5 minutes):** After the students have had time to evaluate the articles, review the questions as class. Pose a discussion questions to each group so that each group participates in the class discussion.

- What did you discover about the currency of the articles?
- What are your reasons for believing the information was or was not accurate or truthful?
- Did you notice who wrote the Wikipedia and scholarly articles? What were you able to find out about the authors?
- After reading, were you swayed to one opinion over another?
- What are some differences or similarities you noted between the two articles?