Information Literacy (Library) Session for GE 1000:
Transition to Kean (T2K)

Lesson Plan

**General description:** The Transition to Kean library session is designed to acclimate first-year students to the services and resources available to them through the Kean University Library. This session will introduce several information literacy concepts meant to prepare students for the library research they will conduct for future classes.

**Duration:** One 75-minute class period.

**Equipment and materials:** Computers with Internet access; library handouts; examples of print periodical types (scholarly/professional, popular magazines, and newspapers).

**Procedure:** During the information literacy (library instruction) session, the librarian will:

1. Provide a brief tour of the Nancy Thompson Library’s Circulation Desk, Information Desk, and Reference area.
2. Provide a general orientation to the library’s home page.
3. Introduce several research databases (such as, the Kean Catalog, Academic Search Premier, Ferguson’s Career Guidance Center, Gale Virtual Reference Library, and/or ProQuest Research Databases).
4. Answer student questions and provide hands-on research assistance.

During the information literacy (library instruction) session, the students will:

1. Practice basic database-searching techniques to find books, e-books, and current articles relating to a research topic.
2. Practice critical evaluation of sources as they review retrieved book records and articles and select relevant materials.
3. Utilize database email options to keep track of bibliographic records for future inclusion in Works Cited or References lists.

**Proposed Activity:** Students will complete the “Transition to Kean Library Assignment” worksheet from the Transition to Kean Textbook Supplement (2008, pp. 36-38). When completing this worksheet, students will reflect on their experience of the library tour and library home page orientations to answer the “Part I: Scavenger Hunt” questions and will utilize their own research paper topics to answer the “Part II: Hands-On Research” questions.

**Goals:**

Students will become familiar with the services and resources offered by the Kean University Library, will learn how to activate their library privileges, and will develop several basic library research and information literacy skills.
Objectives for the activity: Upon completion of the T2K library session with activity, student participants will be able to:

1. Identify the library’s main service points and collections.
2. Identify the library’s circulation procedures (i.e., library barcode and online book renewal process).
3. Identify options for receiving research assistance (i.e., Information Desk, Reference Desk, online Ask a Librarian, Q and A NJ chat service).
4. Select appropriate key words for a research paper topic (Standards 1.1.e; 2.2.b).
5. Search the Kean Catalog and appropriate database(s) by employing basic key-word search statements and modifying the search as necessary (Standards 2.2.d; 2.2.e; 2.4.b; 2.4.c).
6. Identify at least one book or e-book that addresses a specific research paper topic (Standards 2.3.a; 2.3.b; 2.4.a).
7. Identify at least two articles that address a specific research paper topic (Standard 2.3.a; 2.4.a).
8. Utilize database email options to keep track of the bibliographic records for potential inclusion in a research paper’s Works Cited or References list (Standards 2.5.a; 2.5.d; 2.5.e).

Outcome for the activity:
The student completes the worksheet; retrieves book records and articles relating to the student’s research paper topic; and emails/saves/checks out the relevant results.

Assessment:
Librarian and instructor observation, classroom discussions, and completion of the “Transition to Kean Library Assignment” worksheet may all be used to assess students’ understanding of the material and achievement of the desired information literacy competencies. In addition, students’ successful completion of the T2K research paper by utilizing and properly citing appropriate, relevant sources will indicate whether or not the students have achieved sustained learning/knowledge.

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<th>The standards indicated in parentheses for several of the objectives listed above refer to the Information Literacy Competency Standards for Higher Education, as developed by the Association of College and Research Libraries (ACRL). Students’ successful completion of the T2K library session with activity aligns with performance indicators and outcomes developed by the ACRL for Standards One and Two (American Library Association, 2007):</th>
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<tbody>
<tr>
<td><strong>Standard One – “The information literate student determines the nature and extent of the information needed.”</strong></td>
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<td><strong>Performance indicators include:</strong></td>
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<td>● “The information literate student defines and articulates the need for information.”</td>
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<td><strong>Standard Two – “The information literate student accesses needed information effectively and efficiently.”</strong></td>
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<tr>
<td><strong>Performance indicators include:</strong></td>
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<td>● “The information literate student constructs and implements effectively-designed search strategies.”</td>
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<td>● “The information literate student retrieves information online or in person using a variety of methods.”</td>
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<tr>
<td>● “The information literate student refines the search strategy if necessary.”</td>
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<tr>
<td>● “The information literate student extracts, records, and manages the information and its sources.”</td>
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Reference


[Prepared by Linda Cifelli, Updated July 21, 2009.]