Navigating the Library Lesson

INTRODUCTION:

Navigating the Library (NTL) is designed to provide an introduction to the libraries of Kent State University stressing the use Library facilities and staff, as opposed to depending solely on the World Wide Web for research materials. The Navigating the Library program has two major components:

1. The Navigating the Library Lesson:
   - Debating the Library (10 Minutes)
   - Library Video (10 Minutes)
   - Library-ese Assignment (20 Minutes)
   - Library Survey (10 Minutes)

2. The Library Tour (to be completed by students out of class).
   - Handout the Library Tour Fact Sheet to students at the start of the semester.

OBJECTIVES:

• Students will become familiar with the physical layout of the main Library by attending the Library tour.

• Students will be able to recognize the importance of the Library to their education by participating in the Library Debate and Library-ese Assignment.

• Students will become familiar with key services and resources available through the KSU Library by viewing the Library Video and participating in the Library-ese Assignment.

• Students will be able to identify support available to them for using the library and doing research by viewing the Library Video and participating in the Library-ese Assignment.

Special Preparations

• Assign students to read the library section of the FLASHGuide.
• Have students bring their FLASHGuides to class.
• Read and review this lesson.
• Order the Library Videos and TV/VCR for your classroom at least 48 hours in advance of your class (See Ordering the Videos and TV/VCR for Your Classroom).
• Have copies made of the required materials.
Required Materials

- **Library-ese Assignment** (copies all students)
- Library Handouts (copies for all students):
  - 10 Things First-year Students Should Know About Using College Libraries
  - 7 Library Terms First-Year Student Should Know
- **Library-ese Answer Sheet** (for the instructor)
- **Library Survey** (pick up copies at University Orientation office)
- Library Video and TV/VCR Equipment

Teaching Ideas

- Manage your time carefully. This lesson covers a lot of ground. It may be difficult to cover it all, if you let one section get away from you. To speed up the Library-ese Assignment, offer a prize (candy) to the group who finishes first.

- Consider bringing popcorn to pass around during the Library Movie.

- Any positive experiences the student instructor can share with their class will be very helpful. Students respond to messages from someone they can trust and who they see as a peer.

- Wrap up the lesson (but before you hand-out the surveys) by asking students who have taken the Library Tour to raise their hands. Remind those who haven’t taken the tour to get it on their schedules.

I. Debating the Library (10 Minutes)

Divide your class into two sides. Tell them they have five minutes to prepare for a debate on the importance of the Library. Make one side pro-library; they will be arguing and giving reasons why the Library is important to students. Make the other side anti-library; they will be arguing and giving reasons why the Library isn’t important.

Let the pro-library side go first with an opening statement about why the library is important, then have the other side counter with a response. Continue on in this fashion. Let the debate go on for just five minutes.

Process the debate by pointing out that everything can’t be found on the web (e.g., Google) and that the library is obviously important to their success as students. In closing, try to reinforce the pro-library side by relating some personal experience you have had with the library (e.g., the
Reference Librarians saved my life once with help on research for a paper.

II. Library Video (10 Minutes)

You will show the following video to your class:

**KSU Libraries: The Place To Go When You Need to Know** (10 minutes): Introduces the KSU Library, its roles on campus, its important services and resources.

Prior to showing the movie, ask how many students have used the KSU Library so far? Let them know that this movie will give them an overview of the KSU Library and its services.

*** Make sure you’ve ordered the video and equipment at least 48 hours in advance of your class (See Ordering the Videos and TV/VCR for Your Classroom).

III. Library –ese Assignment (20 Minutes)

This assignment will help make students familiar with important library resources, services, and terms.

Have the class break into groups of four students. Pass out

- The Library-ese Assignment (one for each group)
- The Library Handouts (a set for each student)
- Point out that they will also need their FLASHGuides.

The Library-ese assignment asks the student groups to answer 16 questions about the library and research. The list is probably too long for an individual to answer in 5 minutes, but a group of four students will be able to come up with the answers. They will derive their answers from prior knowledge (some of this should be review), from the Library section of the FLASHGuide, and from the library handouts. The assignment seeks to reinforce prior knowledge and offer new information. The group process will allow more knowledgeable students to help their peers.

Circulate through the room to answer questions, as students work on the assignment. Tell them they have 5 minutes, but give them a few extra minutes if needed.

When the groups have had enough time to work (5 to 7 minutes overall), go over the assignment as a class. The instructor will read off the questions and ask for groups to provide answers. Use the master answer sheet (for instructors) to fill in any knowledge gaps.
Close the activity by acknowledging that there is a lot to learn about college research and using the libraries, but remind students they can also ask questions. Ask students to hold onto the Library Handouts for future reference.

IV. Library Survey (10 minutes)

The lesson will conclude with a brief assessment, which can be presented to students as a survey. It will contain 9 or 10 questions related to the lesson and their perceptions of the Library. The survey is very helpful to the library. So try not to let your class time get away from you. The survey should only take a few minutes.

The competed surveys should be dropped off at the University Orientation offices.