Rethinking Library Instruction:

A Complete Curriculum for Understanding, Navigating, and
Using Libraries for Duke Freshmen

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Abstract

This final project is a curriculum for library instruction for first year students at Duke University. I have created a set of learning goals and outcomes that first year students should be able to achieve for academic success. These goals and outcomes are derived from the ACRL Information Literacy Competency Standards for Higher Education. The ACRL goals are broad and designed for all types of higher education students, so I have narrowed down the goals for students at Duke. In order to teach these learning goals, I have created eleven lessons and assignments, designed to teach students specific goals and outcomes. The final aspect of the curriculum is assessment of both the lessons and the instructors, so the curriculum is able assess its effectiveness and adapt to better teach students.
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Preamble

This paper is broken down into three sections – introduction, information literacy goals, and overview of lessons. The introduction section covers the overall design of the curriculum, why a curriculum like this is needed at Duke University, an overview of the learning style system used to help create lessons, a description of the classrooms that will be used to teach these lessons, definitions of library specific key terms that may not be clear, an overview of the website created to accompany this curriculum and an explanation of the various assessment methods that have been established to make sure the curriculum is successfully teaching students. The paper then covers the information literacy goals and outcomes that I have created to be the outline for this curriculum. The final section is a description of the lessons that have been created including information on assignments and how learning styles are incorporated into lessons.

Overview

This curriculum has been designed to teach information literacy and library skills to freshman students at Duke University. The curriculum and lesson plans are designed so that any librarian is able to teach a class session using any of the lessons. Professors only have a short amount of time with their students in any given semester. Since class time is so limited, librarians have to make sure that when they are given the opportunity to take over a class session to teach information literacy and library skills they not only teach students needed skills, but also make sure the professor feels as though their time has not been wasted. Due to this fact, this curriculum is not designed in a linear fashion, where students are taken from one lesson to the next. This curriculum is designed so faculty
members can decide what they feel is important to teach their students, and a librarian can come in and teach it. With this arrangement, professors are less likely to feel as though a librarian has wasted their class time to teach unnecessary information and will be more likely to ask a librarian to come back to their classroom in the future.

**Why is this needed?**

Currently, Duke University requires all students receive library instruction through the Writing 101 program. All first year students are required to take a Writing 101 class (which are designed to build a foundation of university level writing for students) that exposes all students to library instruction. Instruction sessions are created collaboratively between librarians and Writing 101 instructors and have simplified learning objectives. This curriculum is designed to have more comprehensive learning objectives and standardized lessons to provide uniform instruction to all students. Studies have shown that library instruction has a positive effect on students GPA, student retention and student’s understanding of research skills (Hook 8) that can be used throughout their university careers.

Studies performed at other universities have shown that providing library instruction and information literacy to freshman students helps with their GPA. A 2012 study at Middle Tennessee State University on the impact of library instruction on freshman students found that students are likely to have a GPA that, on average, is 0.09 higher than students in the same course that did not receive library instruction (Vance et al 56). In 2012, the University of Wyoming Library held a focus group with graduating seniors to ask them about their experience with the library and library instruction. Students
discussed how library instruction showed them what the library had to offer, which they otherwise would have never known about, and later used for their course work (Bowles-Terry 87). A 2013 University of Minnesota study of freshman students showed a statistically significant and higher GPA for freshman students that did the following at least once during their freshman year: logged into a database, checked out a book, logged into an electronic journal, consulted with a research assistant, chatted with a reference librarian, or used a library workstation (Soria et al 88).

Librarians can teach students numerous skills that will help them during their college career. These skills include how to approach their search for materials (such as how to focus and narrow a topic), how to select appropriate materials (such as understanding the difference between popular and scholarly sources as well as the difference between primary and secondary sources), how to use the library website (such as accessing and properly using journals and databases), how to use the physical library (such as using study rooms and the writing center), and how to properly cite sources (learning how to use reference management tools).

Providing information literacy and library instruction to students starting at the freshman level is also a positive because studies have shown that continued exposure to library instruction has a positive impact on a student’s GPA at graduation. Wong and Cmor studied over 8000 students at Hong Kong Baptist University and found that if students attended more than one or two library workshops that there was a positive correlation between the amount of library workshops attended and GPA (469). This means that exposing students to the library at an early point in their university careers can help with their grades long term.
Learning Styles

Every student is different and they all have different strengths and preferences in the way that they learn. Students may learn better by doing, seeing, hearing, or a variety of different learning methods. Felder and Silverman created the Index of Learning Styles (ILS) in 1988 as a way to better teach engineering students (p. 103). The ILS classifies students as preferring one category or the other in four different dimensions. The four dimensions as described by Felder and Soloman are

- Active & Reflective – Learn by doing & learn by thinking
- Sensing & Intuitive – Facts and procedures & theories and underlying meaning
- Visual & Verbal – remember what they see & remember what they hear
- Sequential & Global – learn in linear steps & absorb information in a seemingly random fashion until connecting it into the big picture at the end

The ILS has a 44-question test (Soloman and Felder) that students can take to figure out where they fall in each of the four dimensions. Only having a limited amount of time with students means that there is not enough time to give students this test to gauge their preferred learning styles. Instead, I have decided to use the ILS as a guide to make sure that the lessons have been designed to be helpful for several different learning styles across Felder and Soloman’s four dimensions.

I decided to use the ILS as the learning styles model for this curriculum because, as Felder and Spurlin said, “Each of the stated dimensions has parallels in other learning style models, although the combination is unique to this one” (103). I felt that the four dimensions that Felder and Silverman created accurately portray the different ways in which students learn. The ILS has also been studied and tested by several authors, and as Felder and Spurlin conclude, “As long as the [ILS] is used to help instructors achieve
balanced course instruction...our analysis and other published analyses suggest that the current version of the instrument may be considered reliable, valid and suitable” (p. 111).

Not every lesson is able to teach students across both parts of all four dimensions, but all of the lessons will cover all four dimensions from at least one side. This allows for students to learn from every lesson because the content will be provided to them in at least one way that will work for them, for example, if a student is a verbal learner and the lesson is purely visual, they will be able to learn from a different dimension that will suit their learning style.

Classrooms

There are two main classrooms in the Duke University Libraries that will be used for these instruction sessions. The first classroom is located in the basement of Bostock, room 023, the second classroom is the Lilly Library Classroom, located on the main floor of Lilly Library. Both of these classrooms have computers terminals for all students. These computers are needed in several lessons that have students using the website or searching databases. These classrooms also feature a main computer terminal at the front of the classroom along with a projector to allow the librarian to show examples and demonstrate different aspects of the lesson to the class.

Key Terms

The term OPAC is used consistently throughout this curriculum, which is a very library specific term. To avoid confusion I will explain what an OPAC is. OPAC stands for ‘Online Public Access Catalog’, which is what is used when a person searches for material from the library website.
Website

I have added all of the content of this curriculum onto a website for a variety of reasons. The website is an easy way to show faculty members the wide array of lessons that are available to teach their students. The website allows for easy dissemination of documents and lessons to students, along with a reference to students to look back on if they need a reminder of anything they were taught. The website also allows for easier assessment of the curriculum. The use of Qualtrics for online surveys allows me to easily keep track of data on how students are learning for future adjustments in lesson plans.

Assessment

In talking about 'one-shot' library instruction, Buchanan and McDonough say, “assessing one-shot instruction is to empower teaching librarians to improve student learning” (97-98). This is done in two ways. The first way is making sure that students are actually learning. Having assessment in place provides a feedback loop to make sure that students are learning what we are trying to teach them. Librarians will have data on what students are learning, and if students are not learning, lessons can be adjusted to rectify that. The second way is by providing an avenue for instructors to self-improve. Instructors can take feedback and data and change their approach to the library instruction session to make sure that students are learning.

I have created three different surveys to be used as assessment of this curriculum. The first survey is for students before they receive any library instruction. This is used to gather baseline data on what students know about the library and how they use it. The second survey is to be completed by students after they receive library instruction to see if
they have learned anything from the lesson and any other feedback they may have. The third survey is for students to assess the librarian. This enables the librarian to improve on anything that students might find confusing about their approach to teaching. Not all librarians have experience with instruction, and feedback can help them improve their teaching skills. These three surveys are all hosted on Qualtrics, so the data collected will be stored and easily accessible.

**Information Literacy – Goals and Outcomes**

According to the Association of College & Research Libraries (ACRL) Presidential Committee on Information Literacy, “To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” This is an important skill for students to have because as the ACRL says, “It is common to all disciplines, to all learning environments, and to all levels of education” (Information Literacy Competency Standards). This means that every student needs to be information literate in order to succeed in college and this is why my curriculum is based around information literacy goals.

The information literacy goals and outcomes that I have created for this curriculum derive from the ACRL Information Literacy Competency Standards for Higher Education. The most recent version of the ACRL standards was released in January 2000. The ACRL Standards have five different standards that include 22 performance indicators and a total of 87 different learning outcomes. These standards feature such a wide array of performance indicators and learning outcomes because they were designed to be applicable to any type of higher education institution – technical colleges, community
colleges, Liberal Arts Colleges, research institutions and everything in between – and any level of student. I was forced to narrow my goals and outcomes to five goals and a total of 18 outcomes in order to accurately reflect Duke University as an institution and the fact that my curriculum is designed for freshman students only.

Goals and Outcomes

1. **Students know how to approach their search for materials.**
   The first goal is to teach students how to start their research. This entails developing a plan for their research, modifying searches to find more results and being able to search for materials in numerous locations. This is a goal for my curriculum because research is something that all students at Duke need to do, no matter their year or major. Instructing students how to successfully do this during their freshman year will allow them to succeed as students for not only their four years at Duke, but long after they graduate.

2. **Students know how to select an appropriate resource.**
   The second goal is to teach students how to select appropriate resources after they have successfully searched for materials. This entails understanding the pros and cons of different resources, analyzing information from different sources, evaluating the trustworthiness of sources, knowing when to use primary, secondary or tertiary sources, knowing the difference between popular and scholarly articles, and understanding the peer review process. This is a goal for my curriculum because not all resources are created equally. There is an overabundance of readily available information and students must know how to decide what information to use and what information they should ignore.

3. **Students are able to effectively use the library website.**
The third goal is to make sure students can effectively use the library website. This means knowing how to use the different types of search options, understanding how to request materials, and how to locate contact information for librarians. This is a goal for my curriculum because the library website has increasingly become the main portal that students use to find information. The website lets students find books, and access databases and e-journals. This is how the vast majority of students do their research, so it is important to teach them how to properly use the website.

4. **Students are able to use the physical library.**
   The fourth goal is to make sure students are able to use the physical library. This requires students being able to find physical materials in the library, knowing how to check out materials, locate librarians for reference help, and knowing about other library services such as study rooms. This is a goal for my curriculum because as much as information is being digitized, there are still millions of books and journals at Duke that are not accessible electronically that will help with a student’s work. On top of this, the physical library offers other resources for students, such as study rooms, printers, and the Data Visualization Lab that students may find helpful in their time at Duke.

5. **Students understand how to properly cite sources.**
   The fifth and final goal is to make sure students know how to properly cite information. This includes understanding why citations are important and how to use bibliographic software to help keep track of their sources. This is a goal for my curriculum because plagiarism is a serious issue and it is important to help students make sure that they do not accidentally plagiarize anything. Citations are also the final stage in research, so it is
important to help guide students from the beginning (approach their search for materials) to the end of their course work.

These five information literacy goals work together to teach students how to successfully use Duke Libraries from the beginning – starting a search and selecting sources – to the end – citing materials and keep track of resources – of their course work. These are also skills that students can take with them to higher-level courses and use after they graduate to be life-long learners.
Overview of Lessons

This section discusses each of the lessons that have been created for this curriculum, going over the learning objectives, explaining the logic behind how they were made, and what they are designed to teach.

Search Strategies

The Search Strategies lesson is designed to help students achieve learning objective one, parts one, two and three. Students know how to approach their search for materials. They are able to develop an effective plan for their research, modify searches to find more results, and search for materials from a variety of locations.

The lesson for search strategies is to teach students how to think about creating searches. This is an important skill to have because it will lead to better search results and also save time searching for information. There are three aspects to this lesson that are used to teach students these skills. The first step is to break the topic down into its main concepts, second is to determine related keywords, and finally, to organize the search using the newfound concepts and keywords.

Breaking down the question to find its main concepts is the idea of only focusing on the important aspects of a research question. The example I use in the lesson is the question of “what is the effect of poverty on immigration?” We are looking to determine what the important concepts within the question are – in this case, poverty and immigration. After we have determined that we are trying to find information related to poverty and immigration, the next step is to think of other keywords that students can use to get more results. For example, if they keyword “poverty” is not finding a lot of results,
students can try to use the phrase "Low Income". The final aspect of this process is determining how to arrange a search. This means using Boolean operators to find articles that discuss poverty and immigration, rather than just one, or searches that include poverty, low income and immigration to show even more results.

The assignment for students to do after this lesson has two parts to help students better understands the concepts. The first part of the assignment is a class discussion about the idea of determining concepts. The instructor will give an example question and draw a chart on the board and have students fill out the concepts and synonyms. The second part of the assignment is a handout for students that has charts with the concepts and synonyms listed and different options for appropriate search phrases. Students will select the correct search phrase based off of the options given.

This lesson is designed this way in order to reach students across all four learning dimensions outlined in the ILS. Visual and verbal learners are both covered. Having the instructor provide a lecture to the class, along with a class discussion helps students who learn verbally. The handout, including Venn diagrams is designed for visual learners, who remember what they see. The assignment part of the lesson is designed for reflective learners. The first part of the handout is a class discussion and the second part of the assignment is a short handout for students to fill out. These activities allow reflective learners to think about what they have been taught in order to learn. Sensing and Intuitive learners are also covered by this lesson. Sensing learners are given facts about how searches work, whereas intuitive learners are shown the relationships between types of searches. Sequential learners are helped by this lesson because they are taught how to search properly though linear steps.
Types of Information Sources

The types of information sources lesson is designed to help students achieve learning objective two, parts one, two, four, and five. Students know how to select an appropriate resource; students understand that advantages and disadvantages of particular resources, students can effectively analyze information, students know when to use primary vs. secondary vs. tertiary sources, and students know the differences between popular and scholarly sources.

The lesson for types of information sources is to teach students about the amount of different types of resources that are available. As Baron found in a 2012 paper, students are unable or unwilling “to explore varied resources and to search for them in any ways other than the most superficial ones.” This lesson is designed to change that, to help students understand the different types of resources available, and when to use them. The lesson is broken down into three parts. The first part is to teach students about all the major types of information sources that students have available to use for their coursework. This information is presented as a chart broken down between physical and digital items. There are columns with information describing the type of source, when you would use it, and examples to help clarify any confusion. The second part is an explanation of the differences between primary, secondary and tertiary sources including what they are and examples of each type. The third and final part of the lesson is a discussion of the differences between Google and Google Scholar to understand the differences between popular and scholarly sources.
Due to the sheer amount of information for this lesson, if instructors are going to be covering this content, they should distribute the information – either through an email, a web link, or have the faculty member distribute a hand out – before the library instruction session. When in the class meets, the librarian can go right to the assignments for the different part of the lesson. The assignment for the first section of the lesson is a list questions about the different types of sources. These questions will be used to stimulate a verbal discussion about the different types of sources. The assignment on primary vs. secondary sources is showing students different sources and allowing them to interact with them. Students will then be asked to determine if the source is a primary, secondary or tertiary source and when they would use them. The assignment for Google vs. Google Scholar is a discussion based on searching both Google and Google Scholar for the same thing and having a conversation about whether the results were as expected and when they could use each of them in their classes.

The four learning dimensions are covered in this lesson. Sensing learners get to read the lesson before the instruction session even happens in order to learn the facts about different types of information sources. The assignments are designed for reflective learners, because all three assignments revolve around thinking about different types of sources. Visual learners get to see the handout and read over the information before the library session even happens. Global learners will learn because the chart shows the “big picture” of types of information sources that they are able to see and connect together in their minds. Sequential learners will learn because the lesson moves in a linear fashion that they can use to learn the concept in small steps.
Searching Tips

The Searching Tips lesson is designed to help students achieve learning objective one, parts one, two and three. Students know how to approach their search for materials; students are able to develop an effective plan for their research, modify searches to find more results, and search for materials from a variety of locations.

The lesson for searching tips is to teach students how to create more effective searches. This is an important skill to have because it will lead to better search results and save students time when searching for information. This lesson is broken down into two separate but related sections. The first section is an explanation of how Boolean Operators work and when you would use each of them. The second section of the lesson is other tricks and tips students can use when performing searches, such as quotes, truncations and wildcard characters.

This is a fairly simple lesson to teach. The instructor talks over the handout, explaining Boolean Operators and the other searching tips. From here, the students would go directly into the assignments to help reinforce this information. The assignment is based around having students actually perform searches and then discussing what they found with their classmates. The first part of the assignment is to take two keywords and search for them in four different ways – "keyword 1 keyword 2", “keyword 1 AND keyword 2”, “keyword 1 OR keyword 2”, and “keyword 1 NOT keyword 2”. These keywords can either be created by the library instructor based off the topic of the class, or by the students if they have research topics at that point in the semester. After students perform these searches and take down what results they found, the class will discuss whether the results met their expectations, and if they discovered anything that they did not expect. The second
part of the assignment is to take one of keywords from the previous section and search for them again, only this time applying the other searching tips – “keyword”, “"keyword””, “key*”, and “k*word”. After searching the students will once again discuss the results they found, if the results matched expectations and any unexpected results.

This lesson is designed this way to help visual, verbal, global, intuitive, reflective and active learners. Visual learners are able to learn based on the handout including Venn diagrams. Verbal learners are taught by the lesson that the instructor gives. Global learners are shown all of the information and make the connections to how they work together in their heads. Intuitive learners are shown the relationships between what happens when Boolean operators, truncations, and wildcard characters are used and can learn from that. Reflective learners are shown Venn diagrams and can reflect on the examples shown to learn searching tips. Active learners are able to actually perform searches during the assignment in order to understand how each of these tools work.

**Quality of Information**

The quality of information lesson is designed to help students achieve learning objective two, parts three and six. Students know how to select an appropriate resource; students are able to evaluate a resource for its trustworthiness, and understand the peer review process and why it is important.

The goal of the Quality of Information lesson is to have students think critically about the information that they gather. This is very important, because as Fain describes, students tend to use those resources that are easy to use and fast to find. Fain continues to say that, “First year college students exhibit information searching skills that seem to rely
on rankings provided by Internet search engines rather than careful analysis of the results”(109). It is important to move students from this mindset because students need to make sure they are using appropriate resources that are current, reliable, authoritative and unbiased, so they can produce their best possible work.

This lesson is a simple one-page handout that features bullet points on the different ways to think about information so students can make sure they have the highest quality resources for their studies. The instructor will talk through the handout with the class and then show a short video clip and an image as examples of skewed information that looks real. These video clips will be used to start discussions about what is wrong with the information, if students trust it, if there is any clear bias and who the information is designed for.

The assignment for this lesson is designed to repeat the instructor-led discussion to help make the concept clear. The assignment is handing out printed copies of three short articles that the students will read. After reading the articles, the students will be broken down into small groups and then fill out a chart to determine if the handouts are objective or subjective, reliable or unreliable, primary or secondary sources, who the audience is, if the author is an authority, and the currency of the information. After reading the article and filling out the chart, the instructor will talk out the correct answers and discuss any issues or questions that students had about the lesson and activity.

The lesson was designed in this way to help visual, verbal, global, intuitive, active and reflective learners. Visual learners are helped through the use of video and image examples that are shown as part of the discussion to visualize the concepts. Both the lecture and discussion aspects of the lesson help verbal learners. Global learners are shown
a wide assortment of information that they are able to absorb and piece together themselves. Intuitive learners are given the chance to look at the relationship between the lesson and examples to understand how to judge the quality of information. Active and reflective learners can gain knowledge from the assignment, as they are given a chance to look at real life examples and judge their quality, which includes actively using these examples and reflecting upon them.

**Concept Maps**

The Concept Maps lesson is designed to help students achieve learning objective one, part one. Students know how to approach their search for materials; students are able to develop an effective plan for their research.

The goal of the concept map lesson is to teach students how to focus their research. Starting with a broad topic, concept maps will help students visually organize their understanding of a topic. Creating branches from the main concept for different issues, ideas or facts allows students to narrow down topics into an appropriate size sub-topic to complete assignments.

The lesson is designed to be hands on. Instructors will show a sample concept map to students and then go over what a concept map is, why students should use one, how to use them, and things to remember. After this brief introduction, students will create a concept map based on a topic in their class or the topic of an assignment. The assignment is designed for students to help one another. Students have a short period of time – around 2 minutes – to create their map, after this, students pass their map to the person next to them and that person adds to their map. This is done to create a group brainstorming effect.
Classmates can share their interpretations and understandings of a topic, which the original creator of the map may never have thought of.

This lesson is designed for active, intuitive, visual and global learners. This lesson is all about creating a concept map, so active learners have an extensive amount of hands-on activity to learn from. Concept maps are about creating relationships between concepts, and intuitive learners like to discover relationships. Concept maps are visual in nature that works well for visual learners. Global learners absorb materials in a seemingly random fashion, which is how concept maps work.

**Search Types**

The search types lesson is designed to help students achieve learning objective three, part one. Students are able to effectively use the library website; students are able to use the OPAC to find and access different types of materials.

The goal of the search types lesson is to teach students about the four main ways that they can perform searches within the library OPAC – keyword, subject, author, and title searches. This is important because students primarily access information using the library OPAC. The OPAC is used to not only find books and other physical media, but also to direct students to ejournals and electronic databases. Students need to know the best way to search the OPAC in order to find the best resources for their work. The lesson is a one-page handout that lists the four different types of searches along with when students should use each, and the pros and cons of each type.

The lesson is designed to have the instructor talk over the one-page handout describing the different searching methods and then show students on the Duke Library
website the various locations that they are able to perform searches – the masthead search bar, the ‘All’ search, the ‘Books & Media’ search, and the ‘Articles’ search. After going over this information, students are given a chart with a selection of searches to perform and then blanks for their expectations and the actual result. One example of this that I use is performing a Keyword search and then a Subject Search for Charles Dickens. The keyword search gives sources both about and by Dickens, whereas the subject search is only books about Dickens. After students have done all the searches, there will be a discussion about what they found and if it is what they expected. The instructor will explain any issues that students had and answer any questions that may arise.

The lesson is designed for reflective, active, visual, verbal, and sequential learners. Reflective learners will learn from the lesson and looking at examples. The assignment is to perform different searches, which will help active learners. Visual learners will be able to learn from the handout, while verbal learners will be able to learn from the lecture part of the lesson. Sequential learners will be able to learn from this lesson because the contents are covered in a linear fashion.

**Library Orientation – Scavenger Hunt**

The library orientation-scavenger hunt lesson is designed to help students achieve learning objective four, parts one, two, three and four. Students are able to use the physical library; students are able to find materials within the library, are able to check out materials, can locate a librarian for reference help, and are aware of library services such as study rooms and the Data Visualization Lab (DVS).
The role of the physical library is changing; more information sources are migrating online. However, the physical library is still a very powerful tool for students. The library houses the physical collection, study rooms, the writing center, data labs, librarians and many other services. A 1986 study of English students at East Carolina University found that 75-85 percent of students said their initial response to the library was fear or anxiety (278). This study found four main causes for this anxiety, two of which were “the size of the library” and “a lack of knowledge about where things are located” (278). This lesson is designed to orient students within the library and teach them where resources and services can be found. As Rugen and Nero found, a familiarity with the library space can help remove this anxiety and fear that students feel towards the library (7).

Research conducted by Rugen and Nero have found that traditionally library scavenger hunts have been filled with pointless questions that do not try to help students learn the research process or introduce students to available resources (8). These include tasks such as finding the color of a book or listing names on plaques (8). Each of the eleven questions in this scavenger hunt was designed to be what Rugan and Nero call “teachable moments” (9). Question 1 is designed to show students resources that are only available in the library. Question 2 introduces students to the reference desk within Perkins library. Question 3 introduces the circulation desk and the services it provides. Question 4 helps students understand how books are organized and teach them that they can find additional resources by looking at books in the same area of the library. Question 5 teaches students the uses of different parts of the library. Question 6 shows students where the largest collection of books is on campus is. Question 7 shows students where printers and photocopies are located. Question 8 gets students to explore The Edge and learn about the
services offered in that space. Question 9 shows outside services that are available within the library. Question 10 alerts students to group study rooms in the library and teaches them how to book one. Question 11 shows students of where technical support can be found within the library, along with technology – such as cameras and iPads – that can be borrowed.

This lesson is designed to be very flexible. The scavenger hunt can be done individually or in groups – depending on the class size. The hunt can also be done during class time or students can do it on their own time. If the hunt is done during class time, the instructor will go over the handout and supply correct answers. If students have any questions about services the librarian can also provide answers at this time. If the hunt is done outside of class time, the instructor can collect the work sheets and give them to the librarian. The librarian will correct the sheets and give them back to the instructor to return to students.

This lesson was designed for active, intuitive, visual, and global learners. The activity involves exploring the library to find information that will be good for active learners. While exploring the library, intuitive learners will be informed by the relationships between different information that they discover and visual learners will learn based on everything that they see. Global learners will absorb information randomly as they explore the library.

**Library Website**

The library website lesson is designed to help students achieve learning objective three, goals two and three. Students are able to effectively use the library website; students
are able to request materials from different campus libraries, students are able to find a
subject librarian and schedule a meeting with them. Along with learning objective four, goal
4. Students are able to use the physical library; students are aware of library services such
as study rooms, the writing center and the Data Visualization Lab.

This goal of this lesson is to teach students how to use the library website for things other than searching for materials. The library website is the home of information on how
to contact librarians, hours, reserving rooms, library accounts, and how to request
materials. Finding this information and using these services will help students get the most
out of the library – both the website and the physical building.

This handout for this lesson is a visual guide using screen shots of the website to
show students where everything is located. Rather than having students being passive and
just looking at pictures of the website, or having the instructor show students using the
computer at the front of the room, this lesson is designed to make students be active and
browse the website to find this information. For this lesson the instructor will go over each
section and ask students if they know how to find the subject matter on the library website.
After discussing each section, the librarian will ask for a volunteer to come to the computer
at the front of the room and show their classmates how to locate this information.

This lesson is designed for active, visual, and sequential learners. Having students
come to the front of the room to show classmates how to find this information is good for
active learners because they will be interacting with the website. Students who do not
actively interact with the website will be able to watch people use the website to find this
information, which is good for visual learners. Sequential learners will be served because
this lesson shows linear steps on how to find all of this information on the library website.
Citation Managers

The citation managers lesson is designed to help students achieve learning objective five, goals one and two. Students understand how to properly cite sources; students understand the importance of properly citing materials, and students understand how to use bibliographic software to keep track of information sources that they have used.

The citation managers lesson is designed to show students a handful of options that are available to them either through the Duke Library or for free online that can be used to help keep track of their research. Since every student researches in different ways - some prefer physical books, while others prefer to only use online sources, and some students only ever use their personal computers, while others rely on public computers and cloud storage (University of Colorado Boulder). Some students are very organized and take detailed notes and save copies of every article that they read, while other students scramble at the conclusion of a paper to find their sources and create a bibliography. This handout outlines five different citation managers – Zotero, Ref Me, EndNote, RefWorks, and Mendeley. Each of these programs are designed for a different type of researcher and this lesson discusses how each service works so students can figure out which one is most applicable for them. The lesson also focuses on two additional reasons that citation managers are useful for students. The first is to avoid plagiarism, maintaining a personal library of sources allows for students to make sure that they do not forget a source and accidentally forget to create a citation for it. The second reason is to help students save time (Huffman). Citation managers are able to automatically create in-text citations and
bibliographies/work cited pages so students do not need to spend time and energy creating those.

The lesson on citation managers focuses on why students should use citation managers, rather than on teaching students how to use a specific citation manager. After a brief description of the five citation managers and a quick explanation on what plagiarism is, the lesson moves on to talk about citation managers as a tool to save time and avoid plagiarism. Framing the discussion about saving time and creating easy citations helps to build good will with students because we are not lecturing them about why plagiarism is wrong (Hoffman 158). As Hoffman said, “By focusing on productivity, indeed on the specific benefits to students in terms of time and effort saved, [librarians] can promote one aspect of academic integrity without overt moral overtones” (156).

This lesson does not have an assignment attached to it. The lesson is simply to provide students with the knowledge that there are several different citation managers that students have free access to and that they are all designed for different types of researchers. The lesson also covers how they can be used as time saving devices and help to avoid plagiarism.

This lesson was designed for sensing, verbal and sequential learners. The lecture and handout will provide the sensing learner numerous facts that they can use to learn this material. The librarian going over this content will help verbal learners retain this content. Sequential learners are served because the information is presented in a linear fashion from – what are citation managers, why do they matter and information on different ones.

Help With Searching
The help with searching lesson is designed to help students achieve learning objective one, goals two and three. Students know how to approach their search for materials; students are able to modify searches to find more results through the use of Boolean operators, truncation or wildcard characters, and students are able to search for resources in a variety of different locations.

This lesson is designed to give students practice using a database that is related to their class. The librarian will introduce a database that is related to the topic of the class, and then students will be able to spend time using the database to find information for the class and their assignments. The librarian will be present to help with any issues that students may have.

This lesson is designed for active learners. The lesson is to have students use a database to perform research, which is exactly how active learners learn. There is a very short explanation at the beginning of the assignment, to guide students to the database, but otherwise everything is about letting students get hands on experience.
Works Cited

<http://trinity.duke.edu/undergraduate/academic-policies/academic-integrity>.


<http://acrlala.org/techconnect/?p=1418>.


<http://library.hunter.cuny.edu/tutorials/search/>.

<http://en.writecheck.com/blog/2013/05/06/google-vs-google-scholar-how-to-search-like-a-scholar>.


<http://crl.acrl.org/content/73/1/7.full.pdf>.


Rugan, Elizabeth G., and Muriel D. Nero. "Library Scavenger Hunts: The Good, the Bad, and the Ugly." The Southeastern Librarian 61.3 (2013): 7-10. Web. 16 Feb. 2015. <http://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1479&context=seln&sei-redir=1&referer=http%3A%2F%2Fwww.google.com%2Furl%3Fq%3Dhttp%253A%252F%252Fdigitalcommons.kennesaw.edu%252Fcgi%252Fviewcontent.cgi%253Farticle%253D1479%2526context%253Dseln%26sa%3DD%26sntz%3D1%26usg%3DAFQjCNG1i59nnRFcF8zgjb77Qd8kUKIVg#search=%22http%3A%2F%2Fdigitalcommons.kennesaw.edu%2Fcgi%2Fviewcontent.cgi%3Farticle%3D1479%26context%3Dseln%22>.


Curriculum

Information Literacy – Goals & Outcomes
1. Students know how to approach their search for materials
   1. Students are able to develop an effective plan for their research
   2. Students are able to modify searches to find more results, through the use of boolean operators, truncation and wildcard characters
   3. Students are able to search for resources from a variety of different locations, including search engines, databases, journals and Duke’s OPAC

2. Students know how to select an appropriate resource
   1. Students are able to understand the advantages and disadvantages of each particular resource and which will yield the most relevant and appropriate information
   2. Students are able to effectively analyze information from a variety of different resources
   3. Students are able to evaluate a resource for its trustworthiness
   4. Students will understand when it is appropriate to use primary, secondary and tertiary sources
   5. Students know what the difference between a popular and scholarly article is
   6. Students understand the peer review process and why it is important

3. Students are able to effectively use the library website
   1. Students are able to use the OPAC to find and access different types of materials
   2. Students are able to request materials from different campus libraries, Interlibrary Loan and remote storage
   3. Students are able to find a subject librarian and schedule a meeting with them.

4. Students are able to use the physical library
   1. Students are able to find materials within the library
   2. Students are able to check out materials
   3. Students are able to locate a librarian for reference help
   4. Students are aware of library services, such as study rooms, the writing center and the Data Visualization Lab

5. Students understand how to properly cite sources
   1. Students understand the importance of properly citing materials.
   2. Students understand how to use bibliographic software to keep track of information sources that they have used.
Lessons
Search Strategies

Learning Objectives

Learning Objective 1 - Students know how to approach their search for materials
Part 1 - Students are able to develop an effective plan for their research
Part 2 - Students are able to modify searches to find more results, through the use of boolean operators, truncation and wildcard characters.
Part 3 - Students are able to search for resources from a variety of different locations, including search engines, databases, journals and Duke’s OPAC.

Lesson

There are three steps that you must take when devising a search strategy
   1. Break topics down into main concepts
   2. List relevant keywords
   3. Organize how the keywords will be entered

1) Break topics down into main concepts
If our question is “What is the impact of poverty on immigration?” then we can break it down into two different concepts.

<table>
<thead>
<tr>
<th>Concept 1</th>
<th>Concept 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty</td>
<td>Immigration</td>
</tr>
</tbody>
</table>

2) Identify similar and related keywords
If we have better keywords, we will get better search results.

<table>
<thead>
<tr>
<th>Concept 1</th>
<th>Concept 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>Immigration</td>
</tr>
</tbody>
</table>

- Low income is another keyword we can use to find information on the idea of poverty.
- Some databases have thesauruses that you can use to help you find keywords.

Don’t forget to think about the different way that words are spelling. In Canada, the UK, Australia and New Zealand they spell some words differently.
- Think about an added ‘U’
**3) Figure out the relationship between concepts using Boolean Operators**

If you search for “poverty AND immigration” we will only find results that talk about both poverty and immigration. This helps us stay on topic, because we will not find unwanted results about different aspects of the issues of poverty and immigration.

We can expand on this search and use our similar keywords to find even more results. A search for “Immigration and (poverty or low income)” will find results that feature results that include all 3 terms, and also results for “immigration and poverty” and “immigration and low income”.

We use parentheses to help group the similar concepts together and organize our searches.
To find even more results we can use truncation to look for variants. If we search for Immigra* we would get

- immigrant
- immigration

**Instructions for Teacher**

**Introduction**
**Why is it important to have a good search strategy?**
- You will get better results
- You will save time with your searching

Go over the handout step by step.
- Introduce the idea of using synonyms to have alternate search terms.
- Show students the example on the handout.
  - Using ‘Low Income’ as a synonym for ‘poverty’
- Remind students to think about alternative methods of spelling.
• Draw the pictures of the venn diagrams that showcase how using Boolean Operators change search results.
• Start the activity with students.

Activity/Assignment
Part 1 - Class Discussion
• Give students example of a research question that has to do with the subject matter of the class
• Students will pick out the key concepts and synonyms for them

<table>
<thead>
<tr>
<th>Concept 1</th>
<th>Synonym 1</th>
<th>Synonym 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept 2</td>
<td>Synonym 1</td>
<td>Synonym 2</td>
</tr>
<tr>
<td>Concept 3</td>
<td>Synonym 1</td>
<td>Synonym 2</td>
</tr>
</tbody>
</table>

example
Topic: Does higher family income lead to better classroom performance in high school students?

<table>
<thead>
<tr>
<th>Concept</th>
<th>Synonym 1</th>
<th>Synonym 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Income</td>
<td>Wealth</td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td>Grades</td>
<td>Test Scores</td>
</tr>
<tr>
<td>High School Students</td>
<td>Secondary School Students</td>
<td></td>
</tr>
</tbody>
</table>

Draw an empty chart on the board and have students help you fill it out.

Part 2 - Handout
Creating proper search entries
• Provide students with a handout listing an example topic question along with a chart with the concepts and synonyms filled out.
• Have students select the correct search.

Topic: What is the impact of oil prices on cars?

<table>
<thead>
<tr>
<th>Concept 1</th>
<th>Concept 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oil Prices</td>
<td>Cars</td>
</tr>
<tr>
<td>Gasoline Prices</td>
<td>Automobiles</td>
</tr>
</tbody>
</table>

A. (Oil prices or Gasoline prices) and (Cars or Automobiles)
B. (Oil prices or Gasoline prices) or (Cars or Automobiles)
C. (Oil prices or Cars) and (Gasoline prices or Automobiles)

Topic: What is the significance of homework on childhood development?

<table>
<thead>
<tr>
<th>Concept 1</th>
<th>Concept 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>homework</td>
<td>Childhood development</td>
</tr>
</tbody>
</table>

A. Homework and Childhood Development
B. Homework or Childhood Development
C. Child* Develop* and Homework

Sources
Types of Information Sources

Learning Objectives

Learning Objective 2 - Students know how to select an appropriate resource
Part 1 - Students are able to understand the advantages and disadvantages of each particular resource and which will yield the most relevant and appropriate information
Part 2 - Students are able to effectively analyze information from a variety of different resources
Part 4 - Students will understand when it is appropriate to use primary, secondary and tertiary sources
Part 5 - Students know what the difference between a popular and scholarly article is

Lesson/Handout

<table>
<thead>
<tr>
<th>Physical</th>
<th>About</th>
<th>Use</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>Books can cover any topic imaginable.</td>
<td>Books are useful for finding in depth information on a topic.</td>
<td>Fiction: The Hunger Games - Suzanne Collins Gone Girl - Gillian Flynn</td>
</tr>
<tr>
<td></td>
<td>Books can be based in either fact (non-fiction) or fiction.</td>
<td>to put your topic in context with other important issues.</td>
<td>Non-fiction: The Diary of Anne Frank - Anne Frank</td>
</tr>
<tr>
<td></td>
<td>Library books are organized by call numbers from A-Z, based on their subject matter.</td>
<td>To show how a topic is related to broader and narrower issues.</td>
<td>A People’s History of the United States - Howard Zinn</td>
</tr>
<tr>
<td></td>
<td>Helping find other related sources through their</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Older books are good for finding historical information.

Books are not always good for newer issues because it can take a long time to publish a book.

<table>
<thead>
<tr>
<th>Audiobooks</th>
<th>Audiobooks are audio recordings of a book's text. Usually audiobooks are created for works of fiction and autobiographies</th>
<th>Audiobooks are useful if you learn better from listening rather than reading.</th>
<th>Lean In - Sheryl Sandberg</th>
</tr>
</thead>
</table>
| DVDs       | DVDs are used for video playback. This can include feature films or documentaries.                                            | DVDs can be used for personal entertainment or as primary sources. Feature films can provide insight into the culture at the time it was | Annie Hall - Woody Allen
                                                       |                                                                                                                             | Bowling For Columbine - Michael Moore                  |
Documentaries can be used as a primary source or as a way of learning about a topic.

<table>
<thead>
<tr>
<th>Magazines</th>
<th>Magazines are collections of articles and/or images on a selected topic. Usually magazine articles are written by journalists and are written for average adults. Magazines are published as frequently as weekly or as infrequently as yearly.</th>
<th>Magazines are published frequently and are a good source for current events.</th>
<th>Sports Illustrated People National Geographic The Economist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Journals</td>
<td>Academic journals are a collection of articles on a selected topic. Journal articles are written by Academic journals are great sources to use for academic research. Academic</td>
<td></td>
<td>Nature Science The New England Journal of Medicine</td>
</tr>
<tr>
<td>academics and go through a peer review process to determine their merit.</td>
<td>journals allow you to find out what has been written on your topic. Using the bibliography of an article is a good way to find other related articles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journals are published as frequently as monthly and as infrequently as yearly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Newspapers</strong></td>
<td><strong>Newspapers</strong> are daily or weekly collections of articles about current events. Newspapers can feature local, national and international news.</td>
<td>Virtually all major cities have at least one newspaper, so they are great sources for information on local events.</td>
<td>Wall Street Journal New York Times Duke Chronicle</td>
</tr>
<tr>
<td><strong>Digital</strong></td>
<td><strong>About</strong></td>
<td><strong>Use</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td><strong>E-Books</strong></td>
<td>Much like physical books, electronic books can cover any topic imaginable. E-Books are portable and very good for traveling.</td>
<td>E-Books are useful for finding in depth information on a topic. to put your topic in context with other important issues.</td>
<td>7 Habits of Highly Effective People - Stephen R. Covey</td>
</tr>
</tbody>
</table>
To show how a topic is related to broader and narrower issues.

Helping find other related sources through their bibliography.

Older books are good for finding historical information.

Books are not always good for newer issues because it can take a long time.

| Online Journals | Online Journals are very similar to academic journals. Most new journals are available either in print or digitally. Some older journals have not been digitized and are not available online. | Academic journals are great sources to use for academic research. Academic journals allow you to find out what has been written on your topic. Using the | Nature Science The New England Journal of Medicine |
Some newer journals are only online and have to be accessed electronically.

Online journals go through the same peer review process to assure their merit.

| Databases       | Databases are searchable electronic indexes that contain information on published items. Some databases provide abstracts of the articles they index, others offer full text of the articles. | Databases are a good place to start research. You can search for articles on your topic from journals, newspapers, magazines and more. | JStor  
|                 | Web of Science  
|                 | PubMed          |

| Web Sites       | Web Sites allow you to access any type of information. The major issue with websites is that it is difficult to know if you | Web sites are good for finding current information, historical information, to find expert and popular opinions, and | en.wikipedia.org  
|                 | Web sites allow you to access any type of information. The major issue with websites is that it is difficult to know if you | Web sites are good for finding current information, historical information, to find expert and popular opinions, and | www.nytimes.com  


<table>
<thead>
<tr>
<th></th>
<th>can trust a source.</th>
<th>for popular and more obscure topics.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OPAC</td>
<td>An OPAC is an online public access catalog. It is what is used to search on the library website</td>
<td>The library OPAC allows you to find anything that the library owns. This includes books, e-books, magazines, newspapers, journals and electronic journals.</td>
<td>library.duke.edu</td>
</tr>
<tr>
<td>LibGuide</td>
<td>A LibGuide is a guide created by a librarian to help with research. LibGuides are on a specific subject.</td>
<td>A libGuide is useful for starting research. A librarian curates websites, books, databases and other resources that are useful for starting research.</td>
<td>library.duke.edu/research/guides</td>
</tr>
</tbody>
</table>

**Primary, Secondary & Tertiary Sources**

**Primary Sources**
- Written and created during the time being studied
- Factual – does not interpret
- First hand account of the event
- Such as
  - Original documents
○ Creative works – poems, songs, photographs
○ Artifacts – chairs, clothing
○ Results of a scientific experiment

Secondary Sources
● Interpret and analyze sources
● Removed from the events being written about
● Second hand account of the event
● Such as
  ○ Textbook
  ○ Journal
  ○ Book about the history of the cold war
  ○ Analysis of a scientific experiment

Tertiary Sources
● Sources that contain summaries of both primary and secondary sources
● Typically will reference you back to the primary or secondary sources
● A good place to start research to get an overview of a subject
● Such as
  ○ Encyclopedias
  ○ Handbooks

Google vs. Google Scholar

Google Scholar
● Focuses on scholarly sources
● Includes articles, theses/dissertations, books, abstracts and government documents.
● You are able to connect Google Scholar to your Duke Library account to enable the Get it @ Duke feature to have access to more materials.
● Be Careful, Google determines if something is scholarly based on an algorithm. Be sure to double check if what you find is actually a worthwhile source.

Google
● Focuses on popular sources
● Uses a different algorithm to determine top results.
● Does not care if a resource is scholarly.
● Focuses more on popularity of a source – how often it is visited – that is why Wikipedia is always near the top.
Instruction for Teachers

- Have the instructor of the class show this document to the students before the class meets with a librarian.
  - Either show them online, provide a hand out at the previous class session or email the document to students
- Make sure that students read over the chart before the library instruction session to be prepared.
  - Have it be assigned reading for the library instruction class
- Start the assignment for this material at the beginning of the lesson

Assignments

Assignment - types of information sources

- Pose questions to the class and have students answer the questions.
- After an answer ask students if anyone else had a different ideas
- If any student had differing ideas, ask the class what their thoughts on the different idea is. This can help create a discussion between students.

Questions

1. If you are an auditory learner, what type of information source can you look for in the library?
2. What is an information source that is curated by a librarian?
3. What is an information source that allows you to search electronic journals, newspapers and magazines at the same time?
4. What is the OPAC?

Assignment - Primary, Secondary & Tertiary Sources

Select one primary, one secondary and one tertiary source on a topic related to the class

- Show the class each source, and ask the students the following
  - what type of source is it?
  - when would use it for class?
- If students have any questions about any of the sources, explain to them why it is a primary, secondary or tertiary source.

Assignment - Google vs. Google Scholar

Have students select a topic that is related to their class.
Ask them what they think they will find if they perform a traditional google search vs. a google scholar search.
Perform the search using the computer at the front, and have students perform the search on their computers. Discuss the results with the class.

- Are the results what they expected?
- When would they use each?

Sources


Searching Tips

Learning Objectives

Learning Object 1 - Students know how to approach their search for materials
Goal 1 - Students are able to develop an effective plan for their research
Goal 2 - Students are able to modify searches to find more results, through the use of boolean operators, truncation and wildcard characters
Part 3 - Students are able to search for resources from a variety of different locations, including search engines, databases, journals and Duke’s OPAC

Lesson/Handout

Boolean Operators

You can use Boolean operators to make your searching more effective. The main Boolean Operators are: And, Or & Not.

AND

And means that both items will be present in your search
Using ‘And’ can help when you get too many results or if the results have nothing to do with your topic.
Example: Searching for vegetarian will give you a lot of results. Searching for ‘vegetarian AND vegan’ will give you results that talk about both vegetarians and vegans.

OR

Or means that both items will be available in your search
Using Or can help you get more results.
Think about alternative words that could be used or different spellings (color vs. colour).
Example: Searching for vegetarian did not give you enough results, so you can search for ‘vegetarian OR vegan OR pescetarian’

![Venn diagram of Vegetarian, Vegan, and Pescetarian]

**NOT**

Not means that you want one and not the other item present in your search. Using Not can help you limit your results when they have nothing to do with your topic.

Example: Searching for vegan is giving you too many results about vegetarians. Searching for ‘vegan NOT vegetarian’ will give you results about vegans and nothing to do with vegetarians.

![Venn diagram of Vegetarian and Vegan]

**Other searching tips**

**Quotes**

“ ”
Using quotation marks requires the entire search term to appear in that order. You will get a very specific result.

- Example: Searching for “vegan protein deficiency” will give you results with those 3 words in that order and nothing else.

**Truncation**

*/?/!/#

Using a symbol, such as an asterisk, question mark or pound sign at the end of a word allows you to truncate a search. Every database uses different symbols, but those common. You can use truncation to help you get more results.

- Example: Searching for ‘driv*’ would give you results for drive, drives, driver, and driving.
- Caution: Using truncations can lead to unwanted results. ‘driv*’ could also lead us to results for drivel and related words which are completely different. The shorter the word you truncate, the more this issue happens. Using ‘cat*’ to search for both ‘cat’ and ‘cats’ will lead to a lot of other words such as catalog, cater, catacomb, catch and many more.

**Wildcard**

*/?/!/#

Using a symbol such as an asterisk, question mark or pound sign in the middle of the word allows you to perform wildcard searches. Every database uses different symbols, but those are the most common. Wildcard searches are useful for words that can be spelled differently, but have the same meaning. You can use wildcard searches to help you get more results.

- Example: Searching for wom*n will get you results for both women and woman.

**Instruction for teacher**

- Explain the ideas
  - go over the handout and talk about all three types of boolean operators
  - Discuss the other search tips - quotes, truncations and wildcard characters
- After a short explanation of the search tips have students perform searches
  - If students are working on an assignment, have them perform searches related to their topics
  - If it is too early in the semester, have them perform searches based off the topics of the class
    - talk to the professor ahead of time to have ideas to suggest to students
- Ask for students to share their search topics and perform them on the main computer to show everyone in the class how different types of searches will give you different results
- Have students perform assignment to help reinforce the information
Assignment

Part 1
- Perform a search using two keywords
- Perform the same search with each of the Boolean operators (and, or & not)
- What did you find?

<table>
<thead>
<tr>
<th>Search</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyword 1 Keyword 2</td>
<td></td>
</tr>
<tr>
<td>Keyword 1 AND Keyword 2</td>
<td></td>
</tr>
<tr>
<td>Keyword 1 OR Keyword 2</td>
<td></td>
</tr>
<tr>
<td>Keyword 1 NOT keyword 2</td>
<td></td>
</tr>
</tbody>
</table>

Part 2
- Select a keyword to perform a search with.
- Perform 4 searches
  1. Keyword
  2. Keyword in quotations
  3. Keyword truncated
  4. Keyword with wildcard character
- What are the results of these searches and how do they differ?

<table>
<thead>
<tr>
<th>Search</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyword</td>
<td></td>
</tr>
<tr>
<td>“Keyword”</td>
<td></td>
</tr>
<tr>
<td>Keyw*</td>
<td></td>
</tr>
<tr>
<td>K*word</td>
<td></td>
</tr>
</tbody>
</table>
Quality of Information

Learning Objectives

Learning Objective 2 - Students know how to select an appropriate resource
Goal 3 - Students are able to evaluate a resource for its trustworthiness
Goal 6 - Students understand the peer review process and why it is important

Lesson/Handout

Is the information objective or subjective?
   - Are there obvious reasons for bias?
     - If you are doing research on lung cancer and are on the website for a tobacco consortium, you should think about if you can trust the information.
   - Does the author use emotionally driven language?
     - Is the author trying to make you agree with their argument from an emotional standpoint instead of using facts and/or figures?

Is this information reliable?
   - Does this information seem well researched?
     - Is there evidence and research given? Are you provided with sources for this information that you can explore?
   - Be careful of satire and parody
     - The Daily Show, The Colbert Report, The Onion, The Daily Currant etc. look real but are not.
   - Is it a primary or secondary source?
     - Primary sources are written during the time of the event. They do not allow for interpretation.
     - Secondary sources are a second hand account of the event. They interpret and analyze.

Who is this audience of this information?
   - What is the purpose of this source?
     - Is this source designed for academics? The general public? Children? The Federal Government?

Is this source an authority?
   - Is this source a place you can trust for information?
     - Do they have a history of reporting on this type of information? ESPN is great for sports news but not for political information.
   - Has this material gone through the peer review process?
     - Peer review is the act of academics evaluating each others work before publication as a way to make sure that the material is of a good quality.
Peer reviewed material is generally considered to be of a good quality and reliable.

How current is the information?
- Could the information be out of date? Is it possible that there are new findings on this topic since this was published.
- When was the last time the webpage was updated? Is there new information available that you should use instead?

Conclusion
- Be critical of everything you read
  - Ask questions

Does it make sense?

Instructions for Teacher
- Students will find numerous sources of information while they are doing research. This assignment will allow them to think in depth about what information sources are actually appropriate for their research and give them practice critically thinking about what they read.

- Show video clips/pictures of skewed information
  - Video - BBC Spaghetti Harvest April Fools Prank
    https://www.youtube.com/watch?v=tV0_wkxH9dU
○ E-Cigarette advertisement

![E-Cigarette advertisement](image)

- Ask the class questions about the information
  - What is wrong with the videos/pictures?
  - Do you trust that information?
    - Why or why not?
  - Is there any clear bias?
  - Who is it designed for?

**Assignment**

- Pick a topic and give students 3 short (~1 page) articles on that topic from different perspectives.
- Have the students quickly read the articles
- Break the classroom into groups and have them fill out the chart.
- Groups allow for students to talk out their thoughts with one another.
- Give students 5 minutes to read the articles and 5 minutes in groups to discuss the articles.
- After students have filled out the chart, the instructor will give the correct answers and discuss why.
<table>
<thead>
<tr>
<th>Source 1</th>
<th>Source 2</th>
<th>Source 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective or Subjective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary or Secondary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authority</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currency</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sources**


Concept Maps

Learning Objectives

Learning Objective 1 - Students know how to approach their search for materials
Goal 1 - Students are able to develop an effective plan for their research

Lesson/Handout

What is a concept map?
- A concept map is a way to visually represent your ideas and information.
- Starting with a broad topic, concept maps help you narrow down the topic into an appropriate sized sub topic for your assignment.

Why use a concept map?
- Concept maps are good when you are starting out working on an assignment. They allow you to brainstorm, organize, and narrow ideas.
- If you had a class where a professor asked you to write a paper on obesity, you may not know how to narrow down the topic of obesity to begin working.
Using a concept map allows us to break down the topic into smaller concepts, such as individual treatments, causes, or global prevention. From here, we can focus on a single branch from one of these subtopics for our assignment.

By spending a short amount of time thinking about all the different aspects of obesity, we can come to a narrow enough concept to do an assignment, such as the effects of mental health on obesity.

**How to use a concept map**

- Write your topic, as you currently understand it in the center of your page.
  - Use a single word or a short phrase
- Draw branches off of the main topic
  - Each branch is an aspect of the topic
    - Issues, ideas or facts
- From there explore each branch and brainstorm for examples and ideas
- Northwest Missouri State University created an easy to use online concept map creator if you prefer to work digitally.
  - [http://www.nwmissouri.edu/library/courses/research/conceptMap.html](http://www.nwmissouri.edu/library/courses/research/conceptMap.html)

**Remember**

- Concept maps do not have to be even, certain parts may be larger than others.
- Concept maps are shortcuts for representing information, you do not need to include every last detail, use short phrases.
- Everyone’s concept maps will look different.

**Instructions for Teacher**

- Go over the handout section by section
- Explain what a concept map is
- Explain why you would use a concept map for
- Explain how to use a concept map
- Show example of concept map to the class.
  - You can either use the example on the handout, or draw one on the board

**Assignment**

- Ask students to take out a piece of paper and write their topic in the center of the page.
- Students will have 2 minutes to draw branches and make connections to other concepts.
- After 2 minutes is up, students will pass their sheet to the person next to them. The next student will have 2 minutes to add concepts and ideas to their classmates concept map.
- Repeat this process 2 more times, to allow for 3 classmates to have an opportunity to add onto a concept map.
- At the end return concept maps back to their original owners for them to look over for additional ideas for their assignments.
Sources


Search Types

Learning Objectives

Learning Objective 3 - Students are able to effectively use the library website
Goal 1 - Students are able to use the OPAC to find and access different types of materials

Lesson/Handout

There are four main ways that you can search the library website and online journals. They are the Keyword/All Search, Subject, Author and Title.

Keyword/All Search
A keyword/All Search is the most common type of searching. A keyword search looks for your selected keyword throughout in all parts of a library record. This includes within the subject, title, and author fields. The keywords you select will have a large impact on the results you see.

You should use a keyword search when;
- You do not know the author or title of a work.
- You do not know the exact subject heading for your topic
- Your search combines 2 or more concepts

Pro’s
- You can use natural language in your search
- You can combine search terms

Con’s
- Often times you get either too many or too few results
- Often times you get results that you are not looking for

Subject
Subject headings are pre-defined controlled vocabulary that are given to books to describe what they are about.

You should use a subject search when;
- You want very exact results on a topic
- When you know the correct subject heading to use in your search

Pro’s
- Once you find the correct subject heading for what you are looking for, it is easy to browse that subject heading to find other relevant materials.
- If you get too many results, often times there are sub-headings that you can search through to find more exact results
- Results are usually very relevant to what you are searching for
Con's
- You must know the exact subject heading
- Not flexible at all, you must know the exact subject heading you are looking for
- Database only searches in the subject heading field, so you will not find things that include your search term in the author or title sections of a library record.

Author
An author search looks for a person or organization’s name.
- Use author search if you know the name of the person or organization that authored what you are looking for.
- Some databases and websites will want ‘first name last name’ and others will want ‘last name, first name’
  - “Dickens, Charles” vs. “Charles Dickens”

Title
Title searches looks for the title of a book, journal, play, etc.
- Use title search if you know the exact name of the book/journal/play you are looking for.
- You do not need include articles such as ‘a’, ‘an’, or ‘the’ in your search.

Instructions for Teacher
- Use the classroom computer to go to the library homepage and show the students what part of the home page allows them to search, including the;
  - All search
    - Will perform a keyword search for books and media that the library has in its collection.
    - Will also show articles from journals and results from the library website including research guides and images.
  - Masthead search
    - Also performs an all search
  - Books & Media search
    - Drop down menu allows you to select your search from Keyword, Title, Author, Subject Heading, ISBN/ISSN Number, or Call Number
  - Article Search
    - Searches for articles that Duke University Libraries has access to
- Give students assignment

Assignment
- Have students on computers performing searches
• Provide the students with a variety of search terms and have them fill out what they expect to see from these searches
• Have them actually perform the searches and fill in what their results are
• Talk over the searches with the class, ask students to list their expectations and what they found.
• Explain the differences between what they expect and what they actually got if they have any questions.

<table>
<thead>
<tr>
<th>Search</th>
<th>Expectation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyword - ‘Charles Dickens’</td>
<td>Sources both about and by Dickens</td>
<td></td>
</tr>
<tr>
<td>Subject - ‘Dickens, Charles, 1812-1870’</td>
<td>Sources about Dickens</td>
<td></td>
</tr>
<tr>
<td>Title - ‘Hunger Games’</td>
<td>The Books, DVDs</td>
<td></td>
</tr>
<tr>
<td>Keyword - ‘Hunger Games’</td>
<td>DVDs, Books about Hunger Games</td>
<td></td>
</tr>
<tr>
<td>Keyword - ‘Hispanics in literature’</td>
<td>470 results</td>
<td></td>
</tr>
<tr>
<td>Subject - ‘Hispanic Americans in literature’</td>
<td>51 results</td>
<td></td>
</tr>
</tbody>
</table>

**Sources**

<http://www.library.illinois.edu/learn/research/keywordvssubject.html>.
Library Orientation - Scavenger Hunt

Learning Objectives

Learning Objective 4 - Students are able to use the physical library
Goal 1 - Students are able to find materials within the library
Goal 2 - Students are able to check out materials
Goal 3 - Students are able to locate a librarian for reference help
Goal 4 - Students are aware of library services, such as study rooms, the writing center and the Data Visualization Lab

Instructions for Teacher

● Give students one page scavenger hunt handout and let them explore the library to find the answers.
  ○ If done during class time, give students 30 minutes
● Students can do it alone or in groups
● Go over the answers with students after they have finished
  ○ If students have missed anything, explain to them where it can be found or what its purpose is
● If done outside of class time, collect worksheets from the professor, correct the worksheets and give them back to the professor so the students can see any mistakes they made.

Handout & Assignment

1. Name a resource that you can find in the library that you can’t access online?
   ____________________________________________________________

   2. What desk do you go to if you need help from a reference librarian? What other ways can you contact a reference librarian?

   What desk? ________________________________

   Other ways to contact a reference librarian ________________________________________________

   3. Which desk would you go to if you want to check out a course reserve book? What other services can this desk provide?

   What desk? ____________________________________________

   What other services are available at this desk? ________________________________

   ________________________________________________
4. Use one of the public computers in the library to look up a book on a topic related to the class. Go find the book in the stacks and look at the books on either side of it. What do they have in common?

5. Which floors are quiet study floors?

6. What floor of the library has compact shelving (shelves that move)? How do they work?
   What floor? 
   How do they work?

7. Where are the printers located in the library? How many photocopiers are located in the library?
   Where are the printers?
   How many photocopiers?

8. Where is the Data and Visualisation Services lab? What is its purpose?
   Where is DVS?
   What can you do there?

9. Is there a place in the library to get help with your writing? If so, where is it located?

10. If you wanted to book a Group Study Room to do group work in private, how would you do that? How many group study rooms are available in Perkins and Bostock?
   How would you do it?
   How many are there?

11. Where is the desk in the Link? What services does it provide?
   Where is the desk located?
   What services does it provide?

Sources


Library Website

Learning Objectives

Learning Objective 3 - Students are able to effectively use the library website
Goal 2 - Students are able to request materials from different campus libraries, Interlibrary Loan and remote storage
Goal 3 - Students are able to find a subject librarian and schedule a meeting with them.
Learning Objective 4 - Students are able to use the physical library
Goal 4 - Students are aware of library services, such as study rooms, the writing center and the Data Visualization Lab

Lesson/Handout

This guide will show students where to locate important features on the library website.

Requesting Materials

When browsing for books on the library website, if there is a book that is held somewhere other than Lilly, Perkins or Bostock Library you can request that item to be delivered to Perkins or Lilly library.

If you click the green 'Request' button, you will have to enter your NetID and Password, and then select which library you want the item to be shipped to. After the item arrives at its
destination, you will receive an email to your Duke account letting you know you can come and pick it up.

Library Hours

The library hours for today are listed on the library website on the right side of the page. To see hours for the rest of the week, month, semester or the hours for other campus libraries, you can click the ‘All Libraries & Hours’ link to find this information.

Your Library Accounts
To access library accounts, it is as simple as clicking the “My Accounts” link at the top of the library home page.

When you are on the My Accounts page, click “Duke University Libraries Account” to access your Duke Library Account. From this page you will be able to see

- Your personal information
- What books you have checked out
  - Shows when your items are due
  - Allows you to renew items
- Any fines you have accrued
- Holds or Recall Notices

In order to access this page, you may be asked to sign in using your NetID and password.
When you are on the My Accounts page, click “Document Delivery (ILL)” to access your InterLibrary Loan account. From this page you will be able to see

- The items you have checked out
- Make new InterLibrary Loan requests

In order to access this page, you may be asked to sign in using your NetID and password

Finding a Librarian

There are three different locations on the website you can use to find a librarian. Using the “Ask a Librarian” link in the masthead and on the sidebar will bring you to a page that will allow you to

- Chat with a librarian
- Email a librarian
- Find a subject specialist
- Request an appointment with a librarian
- Find a phone number and address for the library

Using the “Subject Specialist” link in the ‘Research Support’ tab will bring you to a list of all the librarians at Duke, including their area of focus, email address, phone numbers and research guides they have created.

Reserving a Room

There are two ways to access the room reservation page on the website. There is a link on the right side of the page under ‘Quick Links’ and another in the 'Using the Library' tab.
In order to book a room, you select the date you would like a room, using the calendar on the left side of the page. After that you can select the specific room you want to book and the times you want it for on the right side of the page.

Green indicates that a time is available. Students are allowed to book a room for up to 3 hours a day. After selecting the time and room, students will enter their name and Duke email address. After submitting this information, they have an hour to confirm the email to obtain the room reservation.

**Instructions for teacher/Assignment**

- The instructor will start out by asking students how often they use the library website
- For each section of this guide - Requesting Materials, Library Hours, Library Accounts, Finding a Librarian and Reserving a room - ask students if they have ever used the website to do this/find this information.
- If any student says yes, ask one to come to the front of the room and show the class where to find this information.
- If students say no, ask them to guess where they would find the information.
- If students can not find it, or head to the wrong part of the website, show where to locate this information yourself.
- Make sure the guide is available for students to access after the session so they can reference it in the future.

**Sources**

Citation Managers

Learning Objectives

Learning Objective 5 - Students understand how to properly cite sources
Goal 1 - Students understand the importance of properly citing materials.
Goal 2 - Students understand how to use bibliographic software to keep track of information sources that they have used.

Lesson

What are Citation Managers
Citation managers, also known as bibliographic management tools and citation tools, are useful in keeping your research organized. All of these services provide the same basic features, such as creating personal libraries and helping to create in text citations and bibliographies, with small differences between them. You can use this guide to help you select the appropriate citation manager for you.

What is plagiarism
Plagiarism is when you take someone else’s work, thoughts, or ideas and claim them as your own. Plagiarism can be intentional - such as when you use another person’s idea and say that you came up with it on your own - or unintentional - such as when you read a paper for a class and then months later use a concept and forget where the concept came from and do not properly cite the source.

Committing plagiarism at Duke can lead to failing the assignment, failing the class, being suspended from Duke or being expelled from the University.

Why Use a Citation Manager
Citation managers are also a good way to make sure that you do not commit plagiarism. While taking numerous classes and working on many different assignments at the same time it can be easy to forget where a piece of information comes from. Citation Managers let you easily keep track of your sources by adding them to your personal library.

On top of creating and organizing a personal library, citation managers are also useful for saving time creating in text citations and bibliographies. Four of these programs have plugins with word processors that will create proper in text citations for you as you are working on assignments. All five of these programs will create proper Bibliography/Work Cited pages from the library you have created.

Handout
Five Examples of Citation Managers
Zotero
Zotero is completely free and allows you to add content from websites to your personal library. This includes PDFs, images, audio files, video files, and snapshots of websites. You simply click the Zotero button in your browser and it will make a record of what is on that website. Full text documents are completely searchable, making it easy to find content in the future.

Zotero is available for Mac, PC and Linux, along with browser extensions for Firefox, Safari, and Chrome. Zotero also offers plug ins for Microsoft Word and LibreOffice. The Firefox plugin for Zotero has the most functionality and allows you to do everything within the browser, rather than having to leave the browser for the desktop client which is necessary in Safari and Chrome.

Zotero allows you to sort your library into folders and to tag items to make staying organized as you work on multiple projects easy. There is also group functionality, allowing you and group members to add materials to a shared folder for easy collaboration.

Zotero also features plug ins for Microsoft Word, OpenOffice and Google Docs that allow you to easy create citations, footnotes, endnotes and bibliographies of your work. Zotero offers thousands of different styles to choose from, including MLA, APA, Harvard and Chicago.

You can download Zotero from their website.

Ref Me
Ref Me is completely free and allows you to use your apple or android cell phone to scan barcodes of books and journals to create citations. You can also use the web client to search for books, journals, videos and more. Since Ref Me is web based, you can easily use it from any computer, so it is easy to use Ref Me on campus computers.

Ref Me allows you to reference materials in over 6500 different styles, including MLA, APA, Harvard and Chicago.

After you have created a list of all your citations for a paper, you can easily export the list to Microsoft Word to create your bibliography. You can also export your sources to other citation managers such as Mendeley, RefWorks and EndNote.

You can access the Ref Me website at www.refme.com

EndNote
EndNote is free for Duke Students and is primarily a desktop program for Mac and PC that allows you to build and manage your personal library. You can add files to EndNote from your computer and from online databases as you are doing research. EndNote saves full text documents and has a PDF viewer that allows you to highlight and annotate documents.
EndNote also allows you to search for journal articles from within EndNote and connect through the Duke Library to find and save full text articles.

The newest version of EndNote allows you to sign up for EndNote web, which allows you to create groups and collaborate in groups of up to 15 people. EndNote web also allows you to sync your data online for easy access from other computers and devices.

EndNote also has plugins for Microsoft Word and Open Office, which allows for the easy creation of citations and bibliographies in over 6000 different reference formats.

You can download EndNote here and sign up for EndNote web here.

**RefWorks**

RefWorks is a Web based program designed to build and manage your personal library. To sign up for RefWorks all you need to do is use your NetID and password. Since RefWorks is web based, you can use it with any type of computer. RefWorks is great if you are constantly switching computers, because everything is saved online. Some databases (such as ProQuest) allow you to save articles directly into RefWorks. There is no option for editing and annotating documents you have saved in your library. RefWorks allows you to share your resources with other people to facilitate group work.

RefWorks has a plugin with Microsoft Word that allows you to easily create citations and bibliographies in several different formats.

You can access RefWorks here and find RefWorks video tutorials here.

**Mendeley**

Mendeley is a free program that allows you to build and manage your personal library. You can add files to the Mendeley desktop client, or use the web client to add materials as you are browsing. Mendeley allows you to save full text documents and lets you to highlight text and add annotations. Mendeley offers folders and tags to help you organize your library and you to easily find articles and content in the future.

Mendeley is available as a desktop client on Mac, PC & Linux, online and as an iOS app. Mendeley offers a plug in for Microsoft Word and Libre Office that allows you to add in text citations and create bibliographies. Mendeley offers the ability to sync and backup your library for use across multiple computers and platforms.

Mendeley is also very useful for collaboration and as a social network. You can create groups of up to 50 users that can all add files and annotations to your project so you can track progress. Mendeley is also a social network that allows you to discover and follow academics and see when they publish new materials.

You can access and download Mendeley here and find help here.
Instructions for teacher

- The instructor will start off by going over what citation managers are
- The instructor will then go over the five citation manager examples, briefly highlighting the differences they have to offer
- The instructor will then explain what plagiarism is and what the consequences are
- The instructor will then discuss how they are effective tools for helping with time management and to avoid plagiarism
  - How citation managers can create in text citations and bibliographies/work cited pages for students
- Make sure to reiterate that the instructor is available after class or via phone, email or appointment if you need any more help with a specific citation manager.

Sources

<http://trinity.duke.edu/undergraduate/academic-policies/academic-integrity>.

Help With Searching

Learning Objectives

Learning Objective 1 - Students know how to approach their search for materials
Goal 2 - Students are able to modify searches to find more results, through the use of
Boolean operators, truncation and wildcard characters
Goal 3 - Students are able to search for resources from a variety of different locations,
including search engines, databases, journals and Duke’s OPAC

Instructions for teacher

● Lead students to a database that can be used for the topic of their class.
  ○ Every class will use different databases
● Have students use the classroom computers to perform searches in the database for
  their assignments.
● The instructor will walk around the classroom observing students and providing
  help to anyone that wants help or is having any issues.

Assignment

● Use this time to find articles that will help with your assignment in this class.
● Ask the librarian if you encounter any issues or need help
Assessment
Pre-Instruction Student Assessment

Q1 Have you ever been to the library before?
   -- Yes (1)
   -- No (2)

Q1 Have you ever used the library website before?
   -- Yes (1)
   -- No (2)

Q3 Have you ever checked out a book from the library before?
   -- Yes (1)
   -- No (2)

Q4 Have you ever used any online databases through the library before?
   -- Yes (1)
   -- No (2)

Q5 Is there anything in particular that you want to learn about the library in this instruction session?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Post Instruction Assessment

Post Instruction Assessment

Q1 What lessons did the librarian cover during this library session?

Q2 Were the instructions and activities easy to follow and understand?
   - Very easy to follow and understand (1)
   - Easy to follow and understand (2)
   - Neither easy or hard to follow and understand (3)
   - Hard to follow and understand (4)
   - Very hard to follow and understand (5)

Q3 Did you learn anything from this instruction session?
   - Yes (1)
   - No (2)

Q4 If yes, what did you learn?

Q5 Does anything require more clarification? If so, what?

Q6 Is there anything library related that was not covered during this session that you wish the librarian had gone over?

Q7 What is something that could be done to improve the library session?

Q8 If you would like the librarian to follow up with you about any questions or issue you had, please leave your information here.
   - Name (1) ______________________
   - Email (2) ______________________
Instructor Assessment

Q1 Name of the librarian who taught this instruction session
_______________________________________________

Q2 Date of your instruction session
   Day (1) __________
   Month (2)_________
   Year (3)__________

Q3 Was the librarian easy to understand? Did they speak clearly and project their voice?
   ○ Yes (1)
   ○ No (2)

Q4 Were the examples used in this session clear? Did they go along with the content?
   ○ Yes (1)
   ○ No (2)

Q5 Did the teacher encourage student participation?
   ○ Yes (1)
   ○ No (2)

Q6 Was the teacher well prepared and knowledgeable? Could they answer all of your questions?
   ○ Yes (1)
   ○ No (2)

Q7 Were the goals of the instruction clearly stated?
   ○ Yes (1)
   ○ No (2)

Q9 Did the instructor provide good feedback on assignments and activities?
   ○ Yes (1)
   ○ No (2)

Q10 Is there anything else you would like to say about your librarian
________________________________________________________
________________________________________________________
________________________________________________________