COIL meeting
October 13, 2017
UCO Chambers Library
1:00 PM

1. Cinthya: No set agenda.
2. What are people working on? What projects have you done recently?
   a. Matt: Attempt at LLC in res halls
      i. Wikipedia editing, Combating fake news through the Digital Polarization Initiative, and local/community work
      ii. Cool ideas, but what went wrong?
         1. Res Life application process was complicated
         2. Only 7 of the 15 enrolled students *intentionally* enrolled in the LLC, others just got stuck in there
         3. Communication has been challenging
      iii. What now?
         1. Keep doing programming, but open it up to Honors students (who share the same floor)
      iv. Opened up the door for Matt to be on the planning committee for building a Residential College
   b. Melaine: Collaboration with Early Childhood Lab this summer
      i. Has helped encouraged parents (the students) and kids to use the library more.
      ii. It was just for the summer, but it went so well they're adding programs at other times.
   c. Konstance: Purchased Flipster (digital magazine database)
      i. Control of the website was taken over by PR so it's been a struggle to get updates to the website treated as a priority
      ii. So, getting the word out about Flipster has been slow
      iii. Acquired a new app called Dibs that allows students to self-checkout study rooms, and opened up 8 new study rooms in May.
      iv. Also worked with senior students on capstone projects
      v. Admin wants them to design an 8-week, online IL course
   d. Sarah
      i. Incorporated Library Game Night into Welcome Week
         1. Around 50 students attended
         2. Offered food and game stations all around the library featuring board games, video games, karaoke, and some people even brought their own card games
      ii. Have a freshmen common read, reading "Callings" from NPR
      iii. On a committee that's looking at creating a makerspace
   e. Adam
      i. Doing the fake news thing
         1. Using Factitious in classes
      ii. Still using the cephalonion method for Comp classes
      iii. Still using his method of "drawing the library webpage" in orientation sessions [Attached to email.]
      iv. Working on an assessment team, with the intent to replicate a study out of the University of Minnesota (Soria, Fransen, Nackerud (2017), *The Impact of*

        Academic Library Resources on Undergraduates' Degree Completion. Available at: http://crl.acrl.org/index.php/crl/article/view/16737)

 f. Jamie

   i. Doing a 3-session sequence with a comp class showed improvement in source quality and synthesis quality from semester to semester

   ii. In one class, had 3 groups analyze one column of the library webpage and answer questions about the links found there

   iii. On a working group for giving and receiving feedback on teaching

     1. Seeking feedback from peer institutions about what programs they have in place

     2. Will work on giving critical, constructive feedback without sounding like a jerk, and on getting feedback without feeling like it's crushing your spirit

       a. Recommendation from Matt to look at U of Michigan's professional development program: https://www.lib.umich.edu/instructor-college

 g. Christine

   i. Physical reorganization happening: more outlets, moving to a single service-desk model, cut down on reference collection, putting in a makerspace (including a large format printer, 3D printer, VR)

   ii. With librarians not being on the desk, they have adopted a "satellite" librarianship approach: go around to different locations on campus and hold hours there.

   iii. Restructuring so that there is a librarian focused on FYE, an Undergraduate Research librarian, and a grad/faculty librarian, but they're not hiring new people, so they'll be managing with their existing 4 librarians

     1. This will mostly define who they will be communicating with on campus, but not necessarily change work responsibilities

3. Meeting wrapped up at 2:50 PM

FYE Experimental Lesson Plan (Fall 2017)

Target Audience: Academic Strategies/ FYE COLL 1002
Performance indicators and TCC library learning outcomes:

Outcomes
1. Students will be able to recall and describe the geography of the library website (Blooms: remembering)
2. Students will understand and be able to describe key library services (Blooms comprehension)
3. Students will draw library webpage, and apply their information from a drawing to navigate the library website (Blooms: application: translate drawing to actual website)

ACRL Framework Standards tied to outcomes:

This lesson addresses the following ACRL Framework standards:

TCC Library and Resources
- Searching as Strategic Exploration
  - Knowledge Practice 6: understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information;

Materials:
- White Board
- Mobile whiteboard
- Dry erase markers
- Paper (possibly worksheet) and pencils
- Lecture notes(outline of drawing process

Introduction (5-10 minutes)

Performance indicators for this section:

Students will gain knowledge of TCC Library resources and services

Outcomes for this section:

Students will understand how information is organized here at the TCC library

- Survey students for prior library experience. Review Academic Strategies objectives as needed.
- Ask students what they hope to be able to do after the library visit. Use whiteboard to write down answers if desired.
- Introduce elements of the webpage.
- Introduce avenues for help from librarians: the "Get Help" tab, FAQ, and information desks.
- Review Discovery as necessary, including information about LC number, Location, availability and copyright date. Show how to place holds on books. Show how to use filters.
- *Feel free to add additional activities, performance indicators, and outcomes for this section as you see fit, time permits, and to address course and instructor needs. For help customizing a lesson plan, consult the Framework Toolbox.*

Drawing the Library Website (30 minutes)

Performance indicators for this section:

1. Students will be able to recall and describe the geography of the library website (Blooms: remembering)
2. Students will understand and be able to describe key library services (Blooms comprehension)
3. Students will draw library webpage, and apply their information from a drawing to navigate the library website (Blooms: application: translate drawing to actual website)

Instructions:

- Introduction: Let students know what to expect for class. "Today we'll be doing something a little unconventional but fun, that will allow you all to get creative and also practice note taking skills. We'll be covering the parts of the library website, but before we go to it for this class, we're going to draw it and define the parts of the page. There is a lot of research that shows this activity helps greatly with memory. You're all to be super users by the time were done!"
- Pass out paper and writing supplies. Might also joke that this class will be super retro, despite that were dealing with a huge technological component.
- Drawing steps
  - Draw a big box and let students know were starting with the main page. The main parts to draw are the scrolling box with notifications, the Discovery Box, the "Find", "Services" and "About" parts. Let students know well be going slow but that gives time to absorb the parts of the page. Talk about how the library is a portal for services and resources while outlining the basic parts of the page on the whiteboard.
  - As you draw the parts of the page, make a line connecting it to a definition and have them write the definitions on their paper. They are basically creating themselves a handout as well.
    - Notifications box:
    - Discovery:
    - Articles and Databases
    - Interlibrary Loan
    - Reserve a Study Room
    - Schedule a Research Consultation
    - Chat and FAQ
    - Locations and Hours
  - Before drawing the next page, have them recite the definitions and parts of the page
  - Draw a line from discovery to create a new page. Say that we will pretend we did a search for X (add something funny or catching). Then outline the main parts of discovery: keyword box, filters column, and search results. Write down definitions like before.
    - Filters
      - Peer reviewed
      - Book
      - Article
      -
    - Keyword searching
      - What a keyword is definition
    - Search results
      - Draw a record page
        - Bibliographic information

Use Discovery to find Books, Ebooks and Articles (15 minutes)

Discovery Searching (15 minutes)
Performance indicators for this section:

- Students will discern between books, articles, and ebooks in Discovery
- Students will find and be able to check out a book
- Students will request books from other campuses
- Students will access electronic books
- Demonstrate a basic understanding of Library of Congress Classification System

Outcomes for this section:

- Students will understand how information is organized here at the TCC library
- Students will understand that the information ecosystem is networked and students will gain knowledge about how to tap into the networks that will fulfill their information need.

- Introduce Discovery on the library webpage. Perform a sample search
- Highlight the parts of a record and explain filters
- Find an ebook and showcase features
- **ACTIVITY:** Have students search for a book. If time permits, have students find a book on the shelf. (add 5 minutes to activity if they pull a book).
- Demonstrate how to request a book from another campus.
- Highlight ILLiad and requesting books from other institutions.
- Show Discovery list building and email citation features.
- *Feel free to add additional activities, performance indicators, and outcomes for this section as you see fit, time permits, and to address course and instructor needs. For help customizing a lesson plan, consult the [Framework Toolbox](#).*

Optional: Guided Practice/Independent Practice/Activity (15 minutes recommended)

- Students will navigate and demonstrate knowledge of library website

Library webpage quiz (5 minutes)

Performance indicators for this section:

1. Students will be able to recall and describe the geography of the library website (Blooms: remembering)
2. Students will understand and be able to describe key library services (Blooms comprehension)

Outcomes for this section:

Students will recall important definitions from the library website

- [LIST STEP-BY-STEP INSTRUCTIONS FOR THE SECTION. INCLUDE LEARNING ACTIVITIES OR PROMPTS TO USE HANDOUTS AS NECESSARY]
- *Feel free to add additional activities, performance indicators, and outcomes for this section as you see fit, time permits, and to address course and instructor needs. For help customizing a lesson plan, consult the [Framework Toolbox](#).*

[NEXT SECTION OF LESSON PLAN. EX. "Database Searching"] ([TIME])

Performance indicators for this section:

[RESTATE YOUR PERFORMANCE INDICATORS FROM TOP OF DOCUMENT THAT APPLY TO THIS SECTION. ADD ADDITIONAL ROWS AS NECESSARY IF YOU HAVE MORE THAN ONE INDICATOR]

Outcomes for this section:

[RESTATE YOUR OUTCOMES TOO. ADD MORE TABLE ROWS AS NECESSARY]

- [LIST STEP-BY-STEP INSTRUCTIONS FOR THE SECTION. INCLUDE LEARNING ACTIVITIES OR PROMPTS TO USE HANDOUTS AS NECESSARY]
- *Feel free to add additional activities, performance indicators, and outcomes for this section as you see fit, time permits, and to address course and instructor needs. For help customizing a lesson plan, consult the [Framework Toolbox](#).*

Guided Practice/Independent Practice/Activity (15 minutes recommended)
- [IF TIME PERMITS, SET ASIDE ACTIVE PRACTICE OR A GUIDED LEARNING ACTIVITY]

Closure (5 minutes)
- Reiterate the library staff is here to support their success and to answer any questions they may have.
- Review the means to contact the library for help and librarian appointment scheduler.