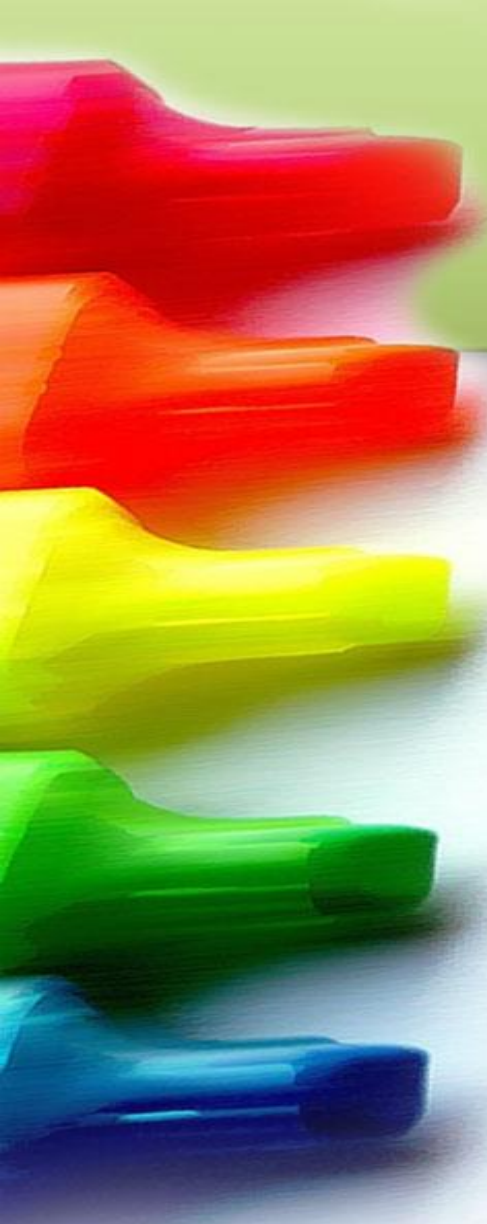




# **Opening up the library orientation: Letting the students lead**

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WILU 2018, Ottawa



# The Library Orientation!

## Instructions

When you hear the color of your card called by a presenter, please stand up and ask the question which you have been given. Please speak loudly and clearly so that your fellow students can hear you.

Thank you – your participation is much appreciated! 😊

Who are those brainy-looking people sitting under the Information sign?



**SUPER-DUPER  
^  
YOUR REFERENCE LIBRARIANS!**

- Super Friendly 😊
- Super Knowledgeable
- Our job is to help you!

**Green**

Q: "Who are those brainy-looking people sitting under the Information sign?"

**Orange**

Q: "So, do I get any more help, or is this it?"

**Yellow**

Q: "Textbooks aren't cheap! Do you have copies available in the library?"

**Pink**

Q: "I can't wait to get into the Library! When does it open?"

Adapted from:

Morgan, N., & Davies, L. (2008). How Cephalonia can conquer the world (or at the very least, your students!): A library orientation case study from Cardiff University. In Douglas Cook and Ryan L. Sittler (Eds.), *Practical pedagogy for library instructors: 17 innovative strategies to improve student learning* (pp. 20-29). Chicago, IL: ACRL

**GROUP 1**

Find the following book in the Library: **BT 695.5 D35 2010**

As proof that you found the book:

- photograph (using your phone or tablet) page 83 OR
- photocopy page 83 OR
- write down the first complete sentence on page 83

Write your sentence here: \_\_\_\_\_

Bring your proof to class (you do not need to bring the actual book to class).

**BRING THIS SLIP TO CLASS**

**GROUP 4**

Locate the following article in the Library:

**Twohig, P. (2007). Written on the landscape: Health and region in Canada. *Journal of Canadian Studies*, 41(3), 5-17, 207. doi:10.1353/jcs.0.0006**

Download the PDF of the article.  
Print off or take a photo of the first page (p.5) of the article to bring to class

**BRING THIS SLIP TO CLASS**

**GROUP 6**

Your professor said that the following book is on Reserve in the Library for your class:

**Elements of Ecology by T.M. Smith, R.L. Smith, and I. Waters**

Where must you go to retrieve this item? \_\_\_\_\_

How long is the loan period for this item? \_\_\_\_\_

How/Where do you return this Reserve item? \_\_\_\_\_

What would be the fine for returning it late? \_\_\_\_\_

**BRING THIS SLIP TO CLASS**

**GROUP 5**

Where in the Library would you go to complete the following tasks?

- Pick up a book you placed a hold on: \_\_\_\_\_
- Check out and return items: \_\_\_\_\_
- Purchase a photocopier card: \_\_\_\_\_

How much does a card with 50 copies cost? \_\_\_\_\_

**BRING THIS SLIP TO CLASS**

**GROUP 6**

Explore the Library's **Subject Guide for Marketing** and answer the following questions:

a) Click on the "Find Articles" tab.  
List here the names of **two** key databases where you could search for articles relating to marketing: \_\_\_\_\_

b) List here the titles of **two** key journals in the field of marketing: \_\_\_\_\_

**BRING THIS SLIP TO CLASS**



# A tough crowd

- LEAP 1000 workshops: 2010-2017
  - First year students
    - In cohorts by faculty
    - In groups with peer mentors
  - Learning strategies workshops
  - One library session per year
  - Tried a variety of approaches
- Student response: mixed

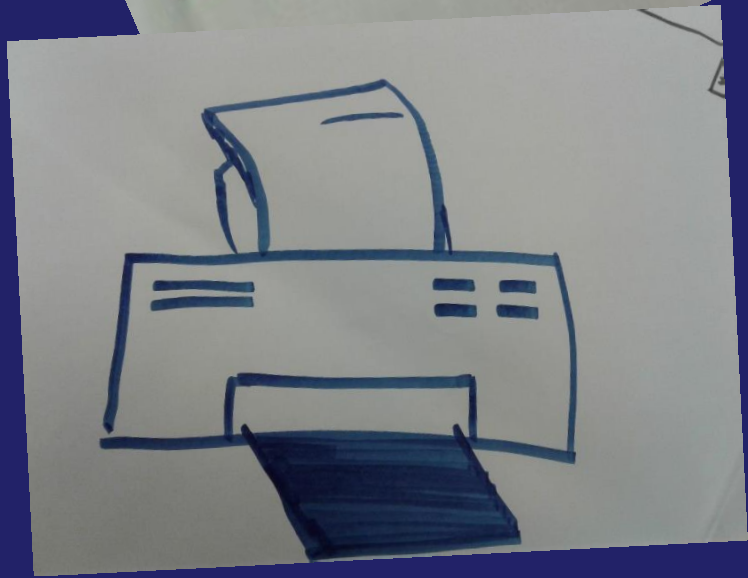
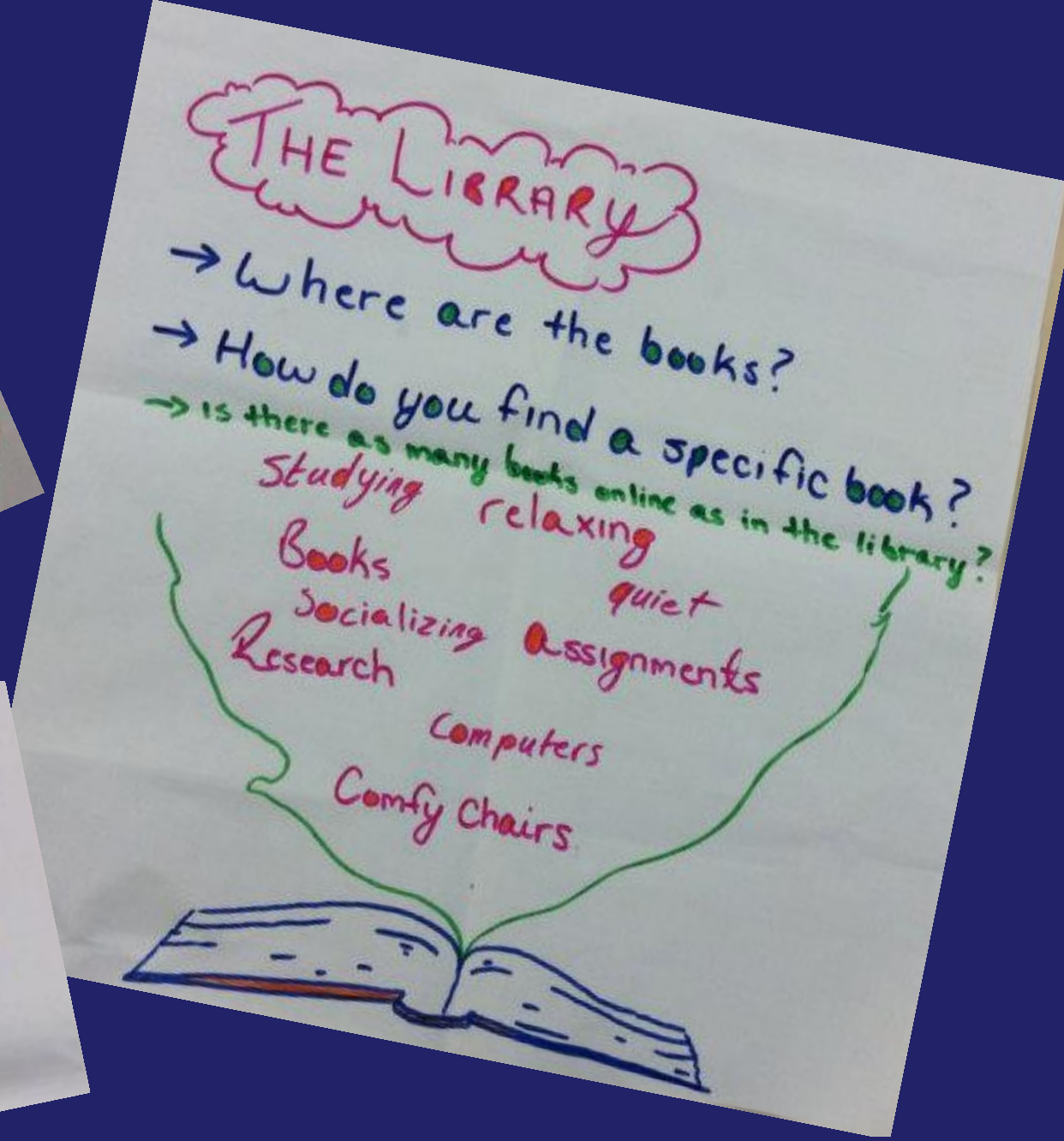
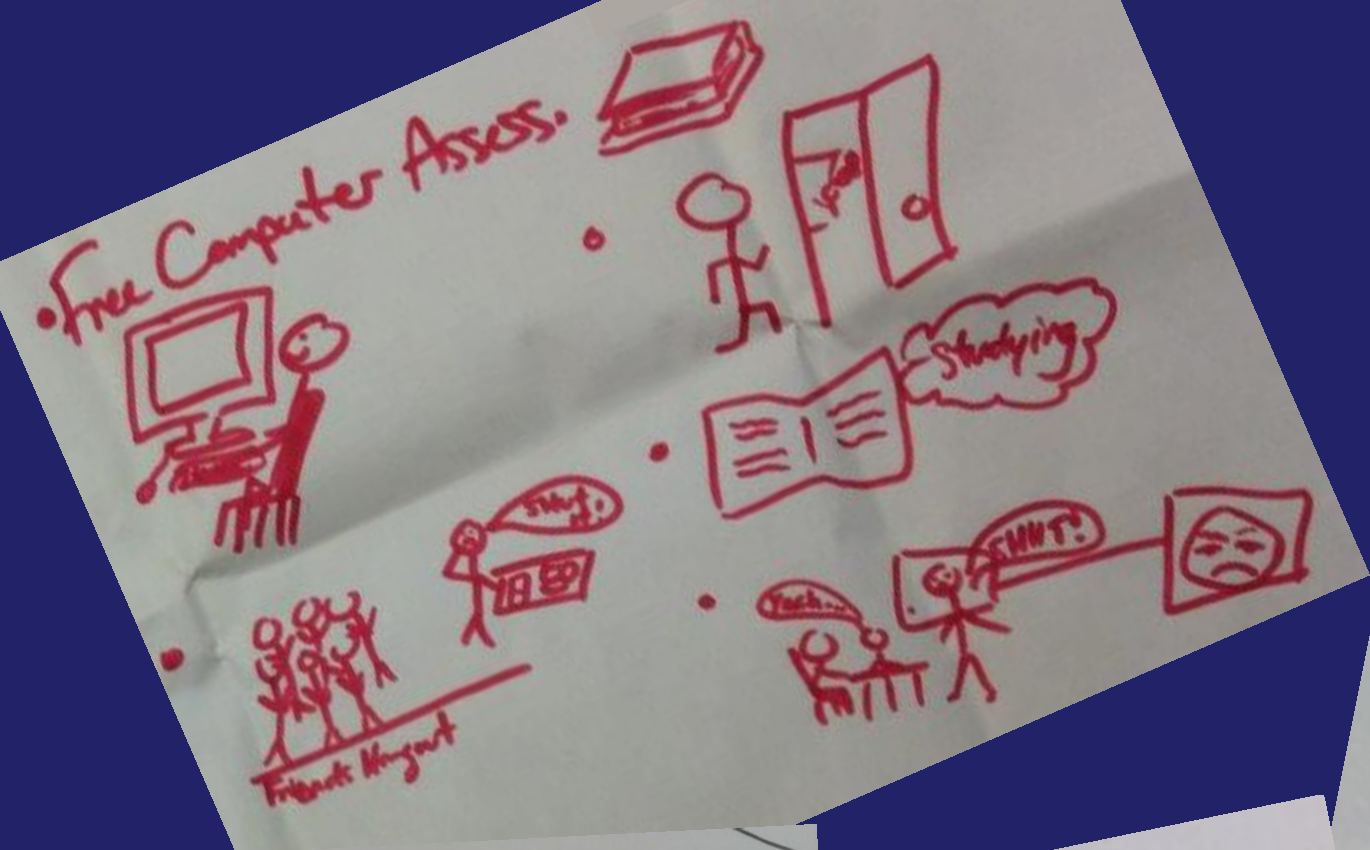


excited uncertain tired stressed  
confident lost  
unprepared  
apprehensive discouraged  
**overwhelmed**  
rushed terrified bored  
annoyed intimidated intrigued  
confused busy  
anxious fearful

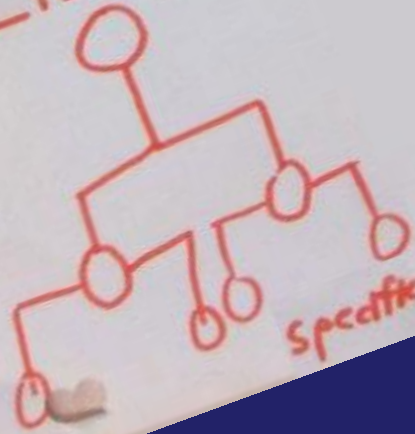


# Library Love Workshop (role-play)

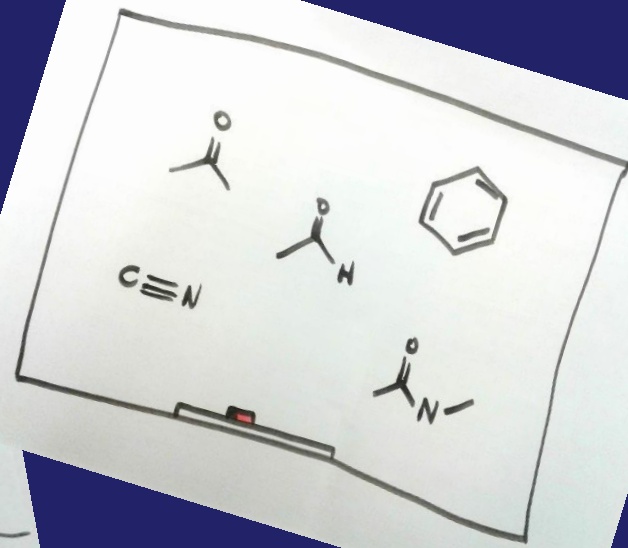
- In small groups, with markers and paper: draw/write what the library means to you (as a first-year student)
  - What are your impressions of what the library is and does?
  - How could the library be useful for your coursework?



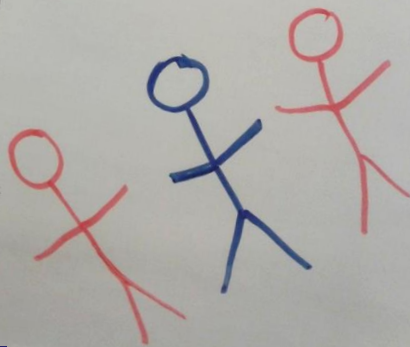
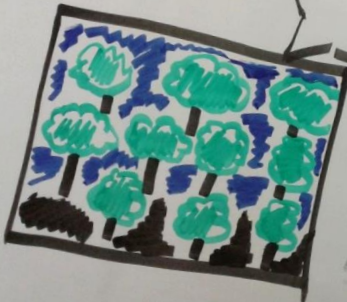
Library



specific sources



Shhhhhh!



discuss



Read



study





# Building on first impressions

- Reflecting on what you drew and wrote:
- Do you think that this represents all there is to know about the Library?
- Do you think what you know about the Library is enough to be successful as a student?
- **What else** do you need to know about the library to be successful as a student now and in the future?

How do you print from your own laptop?

How late is the library open until?  
and how early does the library open?

How do you access the archive section?

How do you use the library website to access books/resources?

• Tips to login to the library website

Price to print in library?

How does one overcome a fear of the space?  
- Alternative place with less people?

How many printing credits do I have and how do I get more?

Why aren't there any vending machines in the library?

How to check print credits?

Who is Patrick Power?

How to find an article?

Does the library have a 3D printer?

Are there DVD's in the library?

How many librarians are there?

What kind of details do you need to find an article?

How to find a book?

What are the extended hours?

How to book a study room?

If there is no available resource in the SMU library, will the librarians help to find it in other places.

How to get to 3<sup>rd</sup> Floor?

How can we use online library to search academic papers?

↓

Limited pages.  
I don't want 100 pages of paper to read in order to complete my assignment.

*only online*  
*we love*



# Library Love: What we learned

- Gave students control over the content
- They (mostly) got there anyway
- They had more fun
- They learned from one another
- The peer mentors were a big help
- The students loved the creative aspect
  
- We had more fun too!



Student response:

**They loved it!**



# Library Love: A workshop that works

- Using this workshop with other groups of new students
- Same pattern emerges:
  - Fun eases anxiety
  - Like the creative aspect and sharing information
  - Entry point to engage their interest
  - De-mystifies and connects with prior knowledge



# Ideas?

- Do you think this approach might work for orientations at your institution?
- What are your favorite methods to engage students in your classes?



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THANK YOU!