Glendale College Library Information Competency Workshops
Introduction to the Library For New Students – Outline

Core Competencies:

1. Recognize the need for information and define a research topic by:
   D. Identifying the types of materials that are appropriate for the project

2. Develop and implement an effective search strategy appropriate for an information need by:
   A. Differentiating among various types of information sources and recognizing the purposes of each.
   B. Choosing and accessing appropriate information sources for the research question.

3. Locate and retrieve information by:
   B. Interpreting citations accurately.
   C. Recognizing key elements of call numbers and URLs, and using them to locate library materials and Web sites.

Preparation:

Distribute copies of the Introduction to the Library for New Students handout.

Open the PowerPoint presentation. The link is on the Workshop Materials page for this workshop.

Queue up the Information Cycle video. The link is also on the Workshop Materials page for this workshop.

Introduction, attendance roster, etc. PLEASE point out to students the Glossary of Library Research Terms at the end of the handout. Particularly the ESL students might find it useful during the workshop. (2 minutes)

PowerPoint presentation, slides 1-8, which provide an overview of our library resources and services. The notes from each slide follow. (15 min)

Slide 1: Welcome the class, introduce yourself, then the workshop: to introduce new students to what the library has to offer! Please let students know that they can interrupt at any time during the workshop if they have a question (I usually go further by saying: if you have a question, at least one other student in class has the same question – so you are helping out by asking your question)

Slide 2: This is what the library has to offer students. Go through each bullet point:
   • We have study carrels where you can study
   • Group study rooms are available for up to 2 hours at a time if you are studying as a group (reserve rooms up to 1 week in advance online; look for the “reserve a group study room” link on the library home page). There are 10 rooms on the main floor (for smaller groups 2-4) and 2 bigger study rooms on the upper level (for larger groups 5-8).
   • We have 50 public computers on both levels of the library. In addition to Library resources, they provide Internet access as well as word processing and printing capabilities (at a cost of 10 cents per page).
   • Photocopiers are available in the rooms across from the Circulation desk
   • Tutorials & Guides - across from the Reference Desk, we have some print handouts, but these are also available online. Look for links to Research Guides on the Library home page.
Glendale College Library Information Competency Workshops
Introduction to the Library For New Students – Outline

- We offer a series of 7 library workshops that teach you research skills. Each workshop is 1 hour long, and addresses a different research skill.
- We also offer credit courses in research methods.
- Most importantly, we have a librarian available at the reference desk whose primary job is to help you.

**Slide 3:** Information Resources available to students, presented here in print vs. electronic form. Print means that you can physically touch these items; Electronic means that it is only accessible from a computer. Note that for books, reference books and articles, we have both in print and electronic; we don’t have electronic access to CDs and cassettes, and that WWW is not available in print (which means that web sites don’t go through the same publication review process as print resources do, so you have to be more critical about which websites are good for academic purposes)

**Slide 4:** Library hours are fewer than they used to be, but access to electronic resources has increased and is available 24/7 from anywhere with Internet connection. You will be asked to log in using your student ID number as your username and 6 digit birthday as your password.

**Slide 5:** Mention other (FREE) options students have if GCC doesn’t have what they need:

Current GCC students can borrow books from Cal-State LA and Pasadena City College. Make sure to take your GCC Student ID card (or another Government issued photo ID) and your current class schedule with you so that their library can issue you a library card.

Public libraries are also available for FREE. I will show you where you can access public library catalogs from our homepage.

Interlibrary loan is a free service provided by GCC (we don’t charge, but some lending libraries have charges). We borrow books from libraries worldwide – allow one to three weeks shipping time – so get a head start on your project so that you can use this service! Show the link to the interlibrary loan on the library homepage.

**Slide 6:** Circulation policies. You might want to mention that there is no fee for borrowing, but that there’s a $0.20 per day fine for late books (which can be avoided by renewing books by the due date). You can renew books at the Circulation Desk, by phone, or online in the online catalog. Pages from Reference books can be photocopied for $0.10 per page. Reserve books have a late fee of $1.00 per hour for the 2-hour Library use only and $2.00 per day for overnight, 3-day, and one-week reserves.

**Slide 7:** GCC Library’s electronic resources include full-text access to articles in periodicals (journals, magazines, newspapers) as well as encyclopedias, electronic books and government resources.

Full-text means that the whole article is available electronically. Articles may be printed in the library for a $0.10 per page; or you can email the article to yourself and print it from home or anywhere else you have access to a printer. We now have some downloadable ebooks in ebrary College Complete – check-out period is 7 or 14 days (depending on the book) for the entire book. Select ebook chapters (within what’s permissible per copyright law) may be saved/emailed without expiration (much like periodical articles).

**Slide 8:** This workshop covers a lot of new information, and we cover it very quickly. I encourage you to take all the other library workshops or sign up for one of the Library’s credit courses to help you become a more confident researcher. Please remember that there is a reference librarian on duty anytime the library is open. At the reference desk, we can spend one-on-one time with you to help you with your research needs.
The Information Cycle (10 minutes total)

- I introduce this video by saying that college level research requires students to recognize and use many different types of information from many different types of resources. Rarely do we stop to talk about the nature of information; how and when it is generated, but recognizing different types of information and appropriate resources in which to search for it is one of the most important parts of successful research. The video we’re about to watch explains what is called the information cycle and will give you some understanding of the different types of information. After the video we will explore where you can find these various types of information in the GCC library.
- Show the video—it’s about 7.5 minutes long

Exploring GCC’s information resources (30 minutes total)

This exploration of resources should be presented in the context of the video, i.e., emphasis on what types of information one can find in the different resources/databases. I propose to do this by using the exercises (Exploring the GCC Library’s Information Resources) in the handout to guide students through simple searches in the CREDO, Library Catalog, and ProQuest databases. The idea is not to make students expert searchers, but to introduce them to different types of information and different types of information resources in GCC’s Library.

1. Getting Started with background information—CREDO REFERENCE

- Introduce the exercises with something like: “Now that we know a bit more about different types of information and their uses, it will make exploring the library’s information resources make more sense. We will find different types of information in different Library resources.”
- Since reference resources were only very briefly mentioned in the video, take a moment to explain the type of information they provide and its value to beginning researchers. I describe it as information (usually article-length) that provides a broad overview of a topic. It can help you to develop a working knowledge of a topic that you are not familiar with and it can help you identify controversies, causes and effects that can help you to narrow your topic to a workable research question.
- Demonstrate the first 2 bullet points on the handout and have students follow along.
- Then allow students to do the “dolphins” search while you move around the classroom to assist them individually as needed.
- Take time when most/all students have completed this exercise for a brief discussion of what they discovered. If any are willing, ask one or two students to demonstrate their search for the class. Often students in this workshop are very shy about the demonstration; you might find it easier to demonstrate the search and ask students to share their answers to the questions.
- NOTE: Keep track of the time! There are still 2 exercises to come.
2. Searching for Books—GCC Library’s Online Catalog

- I defined the Library’s Online Catalog very broadly in order to make a point about where the books are and also to keep it simple. You can mention that there are other resources in this database besides books and e-books.
- Again, demonstrate the bullet points for this exercise and have students follow along, to make sure students get to the right place.
- When you get to the 3d bullet point (field designation), explain why it’s important to limit one’s search this way. There’s not time here for a long explanation of field searching.
- As students review their search results and answer the questions, move around the classroom providing assistance as needed.
- Take time when most/all students have completed this exercise for a brief discussion of what they discovered. If any are willing, ask one or two students to demonstrate their search for the class. Often students in this workshop are very shy about the demonstration; you might find it easier to demonstrate the search and ask students to share their answers to the questions.
- NOTE: Keep track of the time! There’s still one more exercise.

3. Searching for Periodical Articles—ProQuest

- Briefly introduce the ProQuest database. In addition to what’s on the student handout, you might want to explain that most, but not all, of the articles in the database are full-text, and what that means.
- Again, demonstrate the bullet points in the exercise as students follow along, pausing to ask them how many search results they have. Ask them why there might be so many.
- Lead them through the process of “modifying” their search (4th bullet point).
- When you get to bullet point 5 (add the word communication), tell students if there’s another term for a concept that interested them in the CREDO article (e.g. echolocation, bubble rings, social behavior, etc.), they should try using that term instead of the word communication.
- Move around the classroom as students work on this search, providing assistance as needed.
- Discuss their search results as before, trying to get them to share what they discovered. Did they discover the icons that indicate the “type” of each article? Are they browsing the articles thoroughly enough to establish relevance? Have they discovered any of the other ways to limit searches?

Encourage students to take other workshops to further increase their research skills.

I provide all this lengthy detail for your convenience. Of course you do not have to follow it slavishly. It is most important to address the Core Competencies and their indicators at the top of the outline. Make the teaching authentically your own 😊