From information overload to metacognition: Online Instruction for First-year Students

Elizabeth "Beth" L. Black, Undergraduate Engagement Librarian, Ohio State University

Despite receiving library instruction in the university survey course, first-year students regularly struggled to find, evaluate and use information needed for success inside and outside the classroom. In response, librarians at Ohio State University created an interactive online assignment for first-year students that addresses the challenges of information overload by focusing on metacognition and the feeling and thinking elements of information search, selection, and use. This session will provide opportunities for participants to engage with the assignment itself using their own devices as well as share the research behind the changes and the assessment of new online assignment’s effectiveness.

Beyond Orientation: Integrating Threshold Concepts into the First Year Experience

Matthew Flaherty, Outreach and Instruction Librarian, Arnold Bernhard Library, Quinnipiac University

Robert Joven, University Librarian, Quinnipiac University

The new Framework for Information Literacy for Higher Education presents librarians with exciting possibilities to teach new students the “big ideas of information.” This presentation will detail how librarians at Quinnipiac University developed and implemented information literacy services for the University’s first year seminar. Presenters will discuss how the first year seminar’s inquiry-based learning curriculum provided an opportunity to address deficits new students have regarding their library and its role in the community while simultaneously introducing information literacy threshold concepts that move beyond library orientation. The session will highlight practical examples of outreach, instructional design, and how to augment in-class instruction.

Perceptions, Reactions, and Reality: Discussion with Students

Brian C. Gray, Team Leader Research Services, Kelvin Smith Library, Case Western Reserve University
3-4 students from various universities

A panel of students will share personal insights into their experiences, offer advice, and explain the challenges they each tackled. The conversations will start with some prepared inquiries, but bring your questions. A similar panel in 2014 offered several eye opening moments for conference attendees.

PLENARY

It’s not about you: empathetic marketing as a framework for understanding and reaching first year students

Rosalinda H. Linares, Reference & Instruction Librarian, Oberlin College Library

Ann Marie Smeraldi, Head, Library Teaching & Learning Services, Cleveland State University

Jennifer Starkey, Reference & Instruction Librarian, Oberlin College Library

*Empathetic Marketing* is a theoretical framework designed by social psychologist Mark Ingwer to help marketers see beyond their assumptions about customers’ wants in order to uncover the deeper human needs that drive decision-making. The six core needs identified by Ingwer, based on well-established psychological research and theories, offer insights that can help librarians better understand first-year students. Librarians who cultivate a disposition of empathy toward first-year students by thinking about the social and emotional contexts of students’ personal and academic lives will ultimately design better programs and create more effective marketing campaigns. This plenary session will introduce the concept of empathetic marketing, discuss the 6 core needs as they apply to first year students in particular, and will show how the presenters have begun using the model to evaluate their own programs and marketing efforts in terms of campaigns, collaborations, and communications with students, faculty, and campus leadership.