Stay Smarter: developing Life Skills @ the Library

Heidi Beke-Harrigan, Director of Library Services, Walsh University

Katie Hutchison, Student Engagement & Archival Services Librarian, Walsh University

For many new college graduates, lifelong learning and staying smart means seeking advice and guidance in figuring out next steps in their personal and professional lives. Walsh University expanded its PL program this past year by developing a successful collaborative programming series entitled Life Skills @ the Library. Our poster session highlights how we partnered with various campus departments and community experts to offer workshops on student requested topics and the encouraging new connections and collaborations that have resulted as students experience the library as a hub space and reliable, responsive source for developing lifelong learning skills.

Librarian Integration Into A First Year Experience Course: From the Periphery Into The Thick of It

Jillian Maruskin, Public Services Librarian, Ohio Wesleyan University

UC 160 is an interdisciplinary course designed to connect new students to the university while teaching practical skills. For the first several years UC 160 was offered, Ohio Wesleyan University (OWU) librarians were involved on the fringes. Faculty brought students to the library for a quick chat with a librarian, a tour, or a short activity. Librarians now teach their own sections of UC160. By being listed as an option on the list of UC 160 instructors/sections it gives us equal footing with faculty and other student services on campus. This poster will describe one librarian’s experience moving into the role of instructor and include tips for increasing librarian visibility on campus through an introductory freshman course.

Personal Librarian Program as Silo-Buster

Lisa McDaniels, Asst Director, Scholarly Resources & Services, Colby Libraries

Colby College Libraries launched an outreach to first-year students, a Personal Librarian Program, in Fall 2015. During the planning phase it became clear that, in addition to the potential benefits to increasing first-year students' awareness of library resources and services, the range of library and campus departments needed to turn this goal into reality was both surprising and a key to the successful implementation.
Beyond the Googlesphere: Building Context in FYS Library Sessions

Kael Moffat, Information Literacy Librarian, Saint Martin's University

Like many others, the teaching faculty at Saint Martin's University are concerned about students’ misunderstanding of their information environment, leading to an overreliance on Google, overconfidence in information searching, poor information evaluation skills, and library anxiety. All of which are evidence of what Alison Head calls a lack “context” when it comes to research. We have decided to address some of the conceptual issues associated with students’ vague sense of context by developing an FYS scope and sequence that includes two library sessions and flipped components to extend our interaction with students. This poster will outline this scope and sequence and report on our fall 2015 piloting of the scope and sequence.

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It’s the Climb: Adaptive Revisions of an Online Information Literacy Course

Susan Wengler, Director of Library Services, Felician University

Kaitlyn Curtis, Circulation Supervisor, Felician University

Since September 2014, all Felician University freshmen have been required to take a one-credit, fully online information literacy course taught by librarians. Initial efforts at delivering this instruction were met with high rates of failure and negative feedback. Librarians identified specific obstacles to success within the course and course shell, and then developed a series of adaptive revisions. The poster will discuss the Spring 2016 launch of these modifications and assess their impact on student learning. Poster will incorporate graphic presentation of the video, quiz and threaded scholarly discussion unit components, as well as quotes from librarian interviews and results of the Spring 2016 LS100 Student Survey. Unit videos will be available for viewing and production discussed.

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Free from Frenzy: Reducing Final Exam Stress for First-Year Students

Carrie Girton, Public Services Librarian, Miami University Hamilton

Most students experience a flurry of stress and panic regarding final exams—especially first-year students. Discover how one library has helped alleviate some of that stress for students. The weekend before finals week the library hosts Cram Jam (sponsored by the campus’s Office of Learning Assistance) where students can study in groups and get assistance from tutors and librarians while munching on snacks and getting a caffeine fix. Stress-relieving finals week activities in the library include coloring, play-doh, puzzles, puppies, silent dance parties, and more!
Using Gamification to Reimagine First Year Programming & Student Worker Training

Lorin Flores, Undergraduate Instruction & Outreach Librarian, Texas State University

Tricia Boucher, Learning Commons Library Assistant, Texas State University

Liz Hibbs, Learning Commons Librarian, Texas State University

The desire to incorporate more engaging and interactive content and delivery for undergraduate instruction led to the development of several projects incorporating gamification. Library staff redesigned the standard freshman library instruction session from a classroom presentation to a more interactive experience. This features a library activity based on an adventure/scavenger hunt for mobile devices using the Edventure Builder tool developed by Green Door Labs. We also developed Choose Your Own Adventure training modules using Twine for student employees working public service points. Additionally, Polleverywhere.com was used in combination with a game show format for a massively attended (4000 students) library freshman orientation session.

Starting from Scratch: Tips for Building a First-Year Library Outreach Program

Cynthia H. Comer, Reference & Instruction Librarian, Oberlin College Library

Julie Weir, Reference & Academic Commons Assistant, Oberlin College Library

Are you considering implementing a personal librarian or similar type of outreach program for new students? This poster provides tips and offers recommendations to consider when planning a new first-year initiative that both matches local needs and reflects the values and realities of your campus community. Topics covered include 1) creating a vision and setting goals; 2) planning content and choosing delivery strategies with an eye towards sustainability; 3) identifying and leveraging existing campus structures and potential partners; 4) designing a marketing and communication game plan; 5) using effective assessment methods to evaluate, improve, and ensure future success of the program. The poster also addresses the benefits of spontaneity, the role of serendipity, and the need for flexibility when the unexpected happens.