

Information Literacy

Description

First-year students are often familiar with libraries, but completely unfamiliar with the types of resources found in a major research library. This lesson will help students become familiar with Texas A&M University Library resources such as course reserves, study rooms, and technology checkout. It will also help students learn introductory information literacy skills.

Learning Outcomes

- *At the end of this session, students will:*
 - be able to identify at least three library resources that will help them be academically successful in their first year;
 - demonstrate at least two college-level information literacy skills;
 - articulate reduced library anxiety and increased willingness to seek help from a librarian or library service point.

Connection to Intended Course Outcomes/Class Objectives

- Self-efficacy – Your belief in your ability to achieve your goals
- Self-awareness – Your understanding of your personal strengths, learning styles, learning habits, and thinking patterns
- Sense of purpose – Development or strengthening of long-term goals and understanding of how to get there; ability to make connections between what you’re learning and your future goals.
- Actively engaged – active involvement of time and energy invested in your college experience—both inside and outside the classroom.
- Socially integrated – formation of personal connections between other members of the Texas A&M community including peers, faculty, staff, and administrators

Preparation, Materials & Facilitators

- At least two weeks ahead of the desired date, request your library session online: <http://tinyurl.com/LibraryHullabalooU>.

Overview of Time (Total time: 50 minutes)

- Library visit - 50 minutes

Facilitator Instructions

- Text in regular front are talking points and should be read to out loud to students.
- Text in *italics* are notes for the instructor and should NOT be read out loud to students.
- Text in **bold** are questions for debrief or reflection and should be read out loud to students to encourage group discussion or sharing of ideas.



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Library Visit: 50 minutes	
Talking Points 5 minutes	<ul style="list-style-type: none"> Where possible, the class will meet in one of the University Libraries locations. Instructors take roll and conduct any introductory class business; librarians do introductions.
Activity 40 minutes Materials	<ul style="list-style-type: none"> Librarians will lead class through a series of activities aimed at increasing student awareness of library resources and building information literacy skills. Specific lesson plans may vary based upon timing during the semester, instructor requests, and availability of technology.
Debrief 3 minutes	<ul style="list-style-type: none"> Librarians will lead students through a reflection/assessment activity.
Transition 2 minutes	<ul style="list-style-type: none"> Students may ask any final questions and librarians will turn class back over to instructors.



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