

First Year Library Instruction Lesson Plan Guide

I. General

A. Course Description

1. Title/Number of course, number of students, name and contact information of professor.
2. What is the nature of the assignment or research project?
 - a. What are student topics?

B. Introduction

1. Provide your name and job title.
2. Write your name, e-mail and phone number on the board.
3. Suggestion: Provide an outline of the session on the chalkboard or in a handout.

C. Goal

Tell them what you are going to teach them. Tell them why they are here.

D. Handouts

Review materials.

II. Objectives for all First Year Students

First Year Students will be able to . . .

A. General Orientation

1. Know who to ask for help with their library research.
2. Locate all service desks on the first and second floors of Hesburgh Library.
3. Identify locations of books in Hesburgh Library and Branch Libraries.
4. Choose keywords for a topic.
6. Distinguish between a popular magazine and scholarly journal.
7. Identify the "Ask a Librarian" e-mail service and Virtual Reference Desk.
8. Distinguish between the online catalog and electronic resources.

B. Electronic Resources

1. Learn to navigate the electronic resources gateway.
2. Identify and perform a search in a multi-disciplinary index.
3. Identify and perform a search in a general index.

C. Online Catalog

1. Name the tool used to find books in the University Libraries.
2. Perform a keyword search in the online catalog.
3. Locate books and journals in the online catalog.

III. Content Outline

Teach Them

A. What do you plan to cover? Does it meet the First Year Student Objectives?

B. List questions you plan to ask.

C. What activities or active learning techniques do you plan to incorporate into the session?

IV. Summary/Review

- A. Tell them what you just taught them.
- B. Allow Q&A time.

V. Evaluation/Assessment

- A. What techniques do you want to use to assess what the student learned?
- B. A few suggestions include:
 1. 3-2-1 method: Ask students to list 3 things they wanted to know, 2 things they learned and 1 thing they wish they would have learned.
 2. Student evaluation - in filing cabinets in 222/222A and on the Web at the *Resources for Teaching Page - Evaluation*:
<http://www.nd.edu/~refdept/instruction/librarians/evalforms.shtml>

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