Glendale College Library Information Competencies Workshops

Introduction to the Library – Outline

**Core Competencies / Learning Outcomes**
1. Recognize the need for information...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 (article databases, library catalogs, search engines, etc.) and recognizing the purposes of each.
3. Locate and retrieve information by:
   - a. Using the library's print and online resources effectively.

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**Preparation**

- Distribute copies of the *Introduction to the Library* handout
- Open the webpage (CampusGuide) created for the *Introduction to the Library* workshop: [http://campusguides.glendale.edu/libworkshops/intro](http://campusguides.glendale.edu/libworkshops/intro)
- Queue up the *Introduction to the Library* video, linked on workshop page listed above

**1. Introduction (3 minutes)**. Introduce yourself and welcome students to the library and the workshop. Take care of bureaucratic business, explaining the attendance roster, sharing the session agenda, and answering questions students may have. Draw specific attention to the *Glossary of Library Terms* included at the end of the handout. ESL students especially find it useful during the workshop.

**2. Video: Introduction to the Library (15 minutes)**. Play the customized Credo video that introduces the Library's resources, layout, services, and website. The video is 6:21 minutes long.

Before the video begins, ask students to review the listening comprehension questions listed on p. 1 of the handout. Choose a method by which to have students actively listen/watch the video while it plays and answer questions. Some suggested methods include...

- Have the students self-select three questions and write the answers to those three questions.
- Count off the students in the classroom from numbers 1 to 10. Whatever number each student receives is the question number that s/he should focus on finding the answer to as the video plays.
- Announce that it’s a ‘scavenger hunt’ type of activity/game; whichever student correctly answers the most questions will win a small prize (then have a prize on-hand such as a pencil or stack of post-it-notes).

After the video is finished, lead a class share-out & discussion. Ask students to volunteer what new things they learned about the library; review the listening comprehension questions and discuss answers (see attached Answer Key). Take “teachable moments’ to further demonstrate or explain services upon which there is confusion.

**3. Exploring GCC’s information resources (35 minutes total)**. Use the handout to guide students through simple searches in the library catalog and ProQuest database. 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.

(a) Search the catalog for a textbook using title and author (10 minutes).

Briefly introduce the library catalog, highlighting important aspects such as...

- Use of search terms in Basic search; use of search terms in Advanced search (by title or by author)
- How to read a catalog record (subject terms, location, call number)
- How to retrieve (organized by Call Numbers) and check-out a book (with student i.d. at Circulation Desk)
Guide students through the directions on p. 2 of the handout. Use as a model the textbook for BIOL 125 - *Marine Animals of Baja California* by Daniel W. Gotshall. Show students how to locate a book in the catalog using specific item information such as title, author, or a combination of terms. Allow students time to complete handout prompts; circulate through classroom as students work and provide individual assistance as needed. Review and discuss what the students discover and take teachable moments to further demonstrate search strategies and book retrieval.

NOTE: Keep track of the time! There are still 2 more handout activities + Post-Quiz to come.

**b) Search the catalog for a book using general keywords (10 minutes).**
Guide students through the directions on p. 2 of the handout. Use as a model search topic “dolphins.” Allow students time to complete handout prompts; circulate through classroom as students work and provide individual assistance as needed. Review and discuss what the students discover and take teachable moments to further demonstrate search strategies, subject headings, and book retrieval.

Before continuing to p. 3, remind students that more advanced strategies to search for books are introduced in a separate, hour-long workshop entitled “Using Online Catalogs.”

NOTE: Still keep track of the time! There is 1 more handout activity + Post-Quiz to come.

**c) Search a database (ProQuest Research Library) for an article using general keywords (10 minutes).** *Briefly* introduce the ProQuest database, highlighting important aspects—often unknown by college students—such as…

- Library databases often provide full-text articles (as opposed to Google Scholar)
- Library databases are always free to use by library members (as opposed to newspaper/magazine websites or Google Scholar)
- Library databases can be used off-campus with GCC login/verification (student’s i.d. # + birthday in 6-digit format)

Guide students through the directions on p. 3 of the handout. Continue to use as a model search topic “dolphins.” Allow students time to complete handout prompts; circulate through classroom as students work and provide individual assistance as needed. Review and discuss what the students discover, and take teachable moments to further demonstrate selection of search strategies. Suggestions include…

- How to review search results for relevancy (use Preview feature to skim title, subject headings, frequency of desired search-terms)
- How to choose and add focusing search terms
- How to identify differing source types (separate icons for scholarly journals, newspapers, magazines, wire feeds, trade journals, etc.)
- How to use additional limiters (“Sort by” options including peer-reviewed or publication date)
- How to email, save, print, and/or cite an article once located

Before continuing to Post-Quiz, remind students that more advanced strategies to search for articles are introduced in the separate, hour-long workshop entitled “Using Library Databases.”

**4. Post-quiz (last 5 minutes).** Direct students to the link for the Post-Quiz included on the workshop CampusGuide, [http://campusguides.glendale.edu/libworkshops/intro](http://campusguides.glendale.edu/libworkshops/intro), and ask them to answer the questions posted there.

Encourage students to take other workshops and/or Library credit classes such as LIB 190 to further improve their research skills.
Listening Comprehension Questions for *Intro. to the Library* Video

1. **Q:** What helpful resources does the library have to offer you?
   **A:** Individual study carrels, group study rooms (how long?), computers, printing/photocopying (how much?)

2. **Q:** How long can you check out group study rooms for?
   **A:** 3 hours

3. **Q:** How much does it cost to print or photocopy in the library?
   **A:** $0.10 for black & white; $1.00 for color; $0.05 for scanning.

4. **Q:** What mobile technology does the library have available for check-out?
   **A:** iPads, Chromebooks, Laptops

5. **Q:** How long can you check out Textbooks for?
   **A:** Most are for 2-hours, some overnight, 3-day, and one week

6. **Q:** How are circulating books arranged at GCC?
   **A:** Dewey Decimal System

7. **Q:** How long is the check out period for circulating books?
   **A:** Two weeks; can be renewed 5 times

8. **Q:** Which tool can you use to find the location, availability, and call number for library holdings?
   **A:** The Catalog (Online Catalog)

9. **Q:** If GCC library does not have the item you are looking for, what other options do you have?
   **A:** “Find Books in Other libraries” – include local public libraries, reciprocal borrowing at CSULA and PCC, and Interlibrary loan services.

10. **Q:** What e-resources does the library provide access to?
    **A:** Websites, databases, ejournals, ebooks