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The Value of Libraries and Identifying Information Needs [Library]

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LIF 101 - Liberal Arts, Social Sciences & Humanities

Activity: The Value of Libraries and Identifying Information Needs
Location: Smart Classroom during Lecture Hour

Learning Outcomes

Students will be introduced to the concept of library academic resources.
Students will learn the strengths and weaknesses of different forms of information.

Introduction

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world.¹ This session will help students engage with these values, positioning the library as a welcoming and accessible space, librarians as guides and translators of modern information landscapes, and library resources as a way to participate in disciplinary conversations and mitigate the typical costs of information.

This session will also give students the chance to develop integrative learning skills by connecting their personal experiences, professional aspirations, and academic goals.

Frames	Core Competencies
Information has Value	Integrative Learning

Lesson Plan

Slides available here: <https://shortlib.org/s/liflesson>

Handouts of search results available here: <https://shortlib.org/s/lifhandout>

1. After introduction, ask students to get out paper and write down the answer to: Why do community college students need libraries? (2 minutes)
2. Watch one of these videos. All three are included in the slides; click through to the video you want:
 - a. [Meet Carla Hayden, Librarian of Congress](#) (3:46) (access, social justice, library as community center)
 - b. [Libraries in the Internet Age](#) (2:39) (beyond books, focus on choosing - not finding - information)
 - c. [BBC's Scroobius Pip's "Library" poem](#) (2:15) (library as place, imagination, freedom)
3. Think-Pair-Share: Students should turn to their neighbor and talk about how they would answer "Why do community college students need libraries?" after the video. They should also share their past experiences in libraries. (5 minutes)
 - a. On the board, ask for what students wrote down. Then, ask for what they discussed with their neighbor. Use their responses to fill in information about what our library can offer. For example, connect the way that the Library of Congress collects information that members of Congress need to the way LaGuardia collects the information students need. (5 minutes)
4. Divide students into groups of 3-4.
5. If in a non-computer lab classroom, provide GOOGLE RESULTS handout and/or show slide. If in the library classroom or computer lab, help students Google "immigrants." Ask students to discuss:

¹ <http://www.ala.org/acrl/standards/ilframework#value>

- a. How would you describe these results?
 - b. What types of sources show up in these results? (3 minutes)
6. On the board, record their responses in a grid that looks like this (responses below are suggestions to get them started) (2 minutes):

<u>Google Results</u>	<u>Library Database</u>
Definitions Wikipedia Recent Articles - News	Complex Vocabulary Academic Journals Science Research

7. If in a non-computer lab classroom, provide LIBRARY DATABASE handout and/or slide. If in the library classroom or computer lab, help students search “immigrants” in Academic Search Complete or other basic database. Ask same questions and record their responses (5 minutes)
8. Discuss:
- a. When do you need the library?
 - b. When do you need to use library databases / information from the library?
 - c. When do you use Google?
 - d. How do you tell when you should use the library vs Google? (5 minutes)
9. If your LIF 101 library session takes place in the library classroom, lead students on a brief tour of the library (15 minutes). Consider stopping in front of:
- a. The Reference Desk
 - b. Circulation
 - c. Stacks
 - d. Media Lab
 - e. Group Study Rooms

Homework / ePortfolio Assignment

In a reflection of 150-200 words, answer the following questions:

1. Do you remember the first time you went to a library? How did you feel?
2. Information is both valuable and powerful. Do you agree or disagree?
3. How is the information you can find in LaGuardia’s library different from the information you can find elsewhere?