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Engaging Students in Information Literacy: Lessons from Our Library Ambassador Program

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Engaging Students in Information Literacy: Lessons from Our Library Ambassador Program



Engaging Students in Information Literacy:

Lessons from our
Library Ambassador
Program

Lydia Gwyn & Jonathan Wilson, Sherrod Library, East Tennessee State University

Today's Discussion

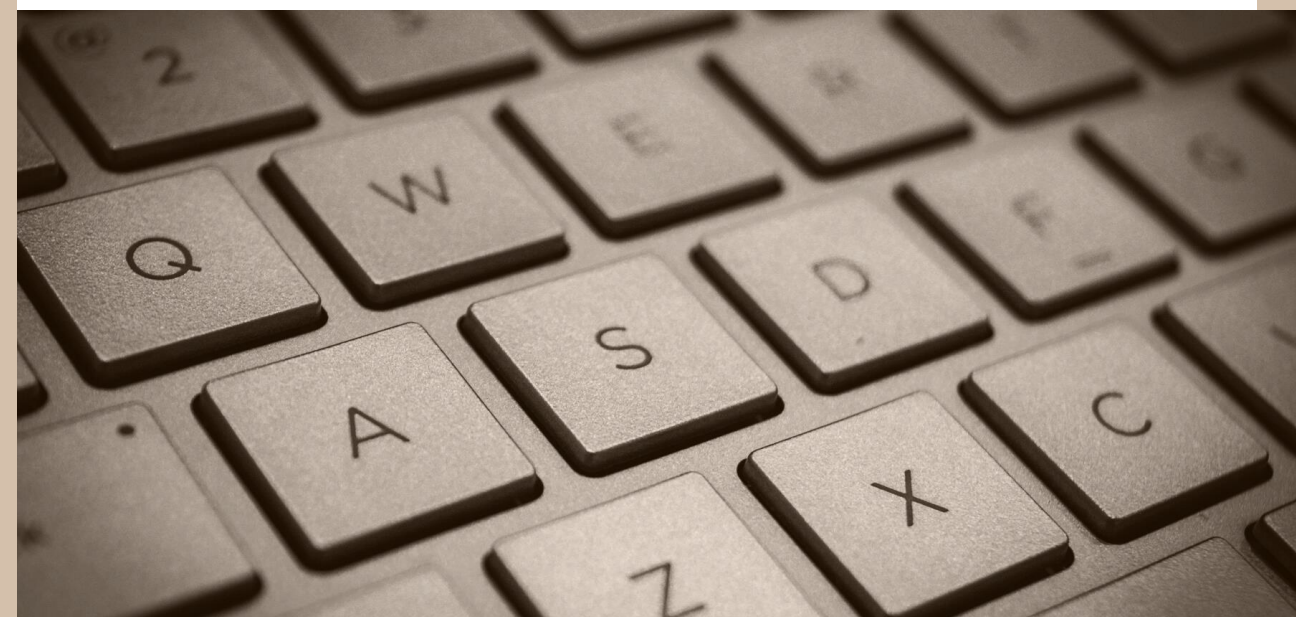
- What is the Library Ambassador Program?
- Engaging Students in Info Lit in our program & beyond
- What we teach our students & how: active learning strategies



What is the Library Ambassador Program?

A PEER-MENTORING APPROACH TO RESEARCH HELP

- 25 undergraduate student workers trained in information literacy and library resources for two semesters
- After training is complete, students are deployed across campus to help students with their research



Think of ambassadors as research tutors

Deployment Locations

7

main campus
locations

1

satellite campus
location

132

hours of coverage per
week (main campus)

12

hours of coverage per
week (satellite
campus)



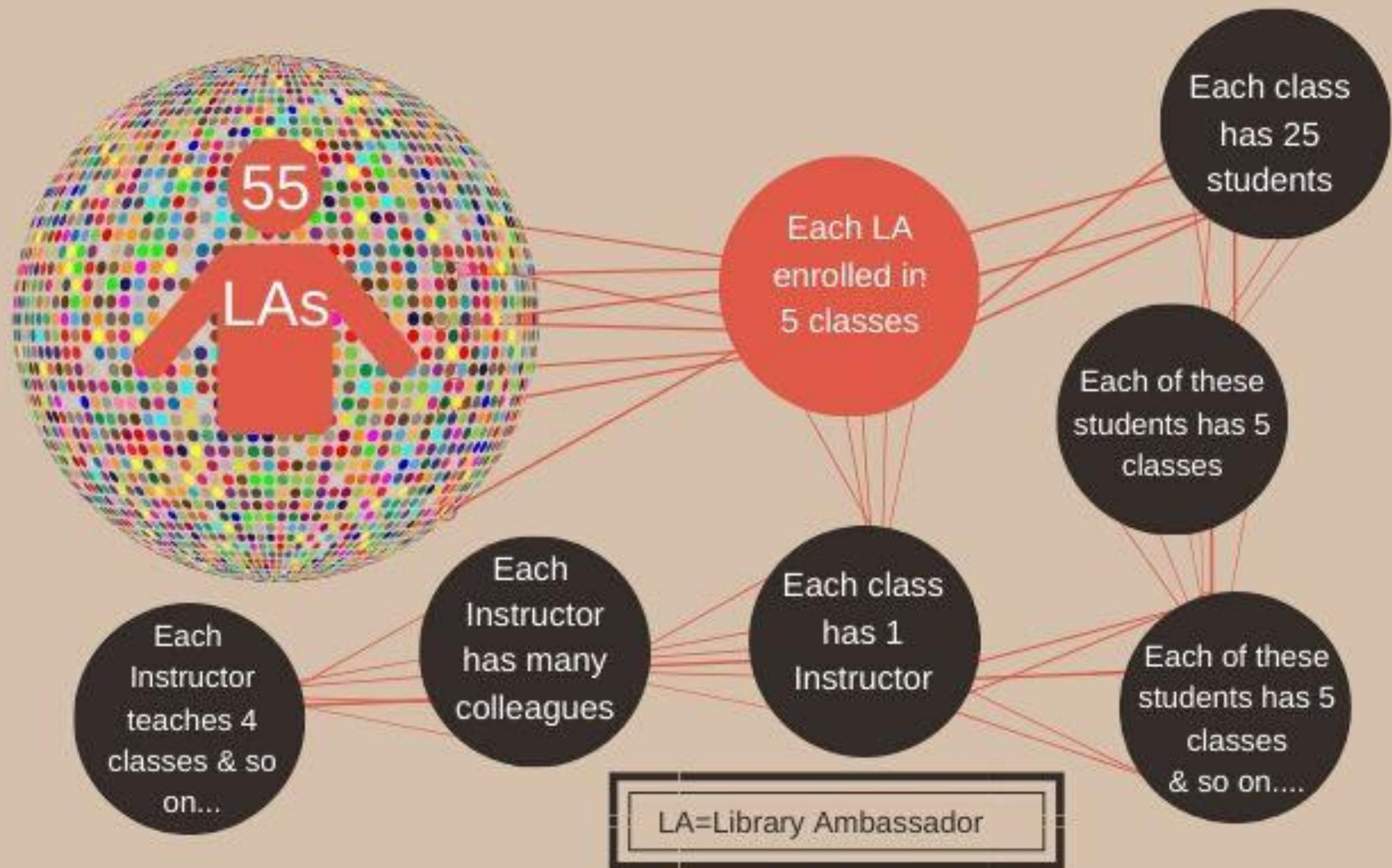
ENGAGING STUDENTS IN INFORMATION LITERACY

Directly engaging our own library
ambassadors

PART OF A LARGER DISCUSSION

Engaging the larger campus
community by virtue of our
ambassadors

Sphere of Influence



What are we teaching the ambassadors?

To question

Constructing research questions, narrowing/broadening a topic, choosing keywords with which to search

To seek

Using library discovery tool & databases, Google Scholar, & the Internet to find quality sources of information

To evaluate

Using tools such as the CRAAP Test, IF I APPLY, On the Media's Fake News kit, etc. to critically evaluate sources of information





How are we teaching them?

ENGAGING STUDENTS IN INFORMATION LITERACY

High Impact
Education Practices ²

Collaborative Assignments
& Projects

Active Learning

Students are in charge of their own learning & engage in the learning process

Games &
Roleplaying

Info lit card games

Student/Ambassador
Roleplaying

Active Learning & High Impact Instruction Practices

- Opportunities to teach & design their own tools & assignments
 - Teach portions of our one-shot library instruction sessions
 - "Teach Us Your Database" presentation
 - Designing their own evaluation tool
 - Deployed ambassadors return to the classroom and teach reference interview, database searching techniques, etc.
 - Engaging in and designing portions of their assignments
- Each class contains group work and a presentation element
 - Different group arrangements each class period (i.e. Harry Potter House or learning style)
- Each class period provides a Judgement-free, collaborative learning space
 - Collaborative assignments, which emphasize problem-solving as a group and take into account each person's own life experiences and knowledge
 - Students from diverse backgrounds and varying levels of college experience

Games and Role-playing

- Gamification engages multiple learning styles
- Search & Destroy database searching card game
 - Teaches databases limiters, Boolean operators, keyword searching basics
- Trust Issues source evaluation card game
 - Teaches how to evaluate various types of sources
- Role-playing with real-life reference questions taken from our library's LibAnswers account
 - Good examples of the types of questions they may see in the field
 - Teaches the reference interview
 - Helps with anxiety before deployment
 - Allows for practice, practice, practice

1 Association of College & Research Libraries (2015). "Framework for information literacy for higher education," *American Library Association*, Retrieved from <http://www.ala.org/acrl/standards/ilframework>

2 Kuh, G. (2008). "High Impact Education Practices," *Association of American Colleges & Universities*. Retrieved from <https://www.aacu.org/leap/hips>

References



Thanks



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