INFORMATION LITERACY

INSTRUCTION CATALOG

COMPLETE COLLECTION OF INSTRUCTION OPTIONS

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HCTC Libraries

&

Information Literacy

Program
HCTC Libraries Locations

STEPHENS LIBRARY
J. Marvin Jolly Classroom Building
One Community College Drive
Hazard, KY 41701
(606) 436-5721
(800) 246-7521, ext. 73304
Fax: (606) 487-3603

LEES COLLEGE CAMPUS LIBRARY
Lees College Campus
601 Jefferson Avenue
Jackson, KY 41339
(606) 666-7521
(800) 246-7521, ext. 73568
Fax: (606) 487-3555

Extended Services Locations

Instruction services available upon request at the following locations:

- HCTC Technical Campus
- HCTC Leslie County Center
- HCTC Knott County Branch

Instruction is also available to dual credit instructors and can be conducted on location at the dual credit institution. Please contact IL instructor for more information.

HCTC Libraries Hours
Monday, Wednesday and Thursday 8:00 a.m. - 5:00 p.m.
(Stephens) Tuesday 8:00 a.m. – 7:00 p.m.
(Lees) Tuesday 8:00 a.m. - 5:00 p.m.
Friday 8:00 a.m.- 4:30 p.m.
When classes are not in session HCTC Libraries operate on the 8:00 a.m.-4:30 p.m. M-F Schedule
CLOSED Weekends and National Holidays

HCTC Libraries Staff
Cathy Branson, Director of Library Services
Evelyn Hudson, Reference & Instruction
  Stephens Library
Marlene Conley, Technical Services
Dee Dee Wells, Public Services
  Lees College Campus Library
Donna Collins, Public Services
Barbara Watts, Technical Services
HCTC Libraries Services

- Use the Recommend a Book form to request specific resources be added to the library's collections.

- Equipment is available for check out; items include projectors, CD players, easels, screens, laptops, microfilm/fiche readers, and more. Contact the Stephens Library or Lees College Campus Library for details. Faculty and staff are responsible for reserving, checking out, setting up, and returning equipment.

- All HCTC Faculty/Staff must have a valid library card before they may check out materials. There is a check-out limit of 10 books Faculty/Staff can keep books checked out for the entire semester. They are due on the last day of classes, before final exams.

- The libraries have coin-operated black-and-white photocopiers. Copies are 10 cents each. The copiers accept coins and have a dollar bill changer. The libraries cannot make change.

- Did you know that you may request books, copies of journal and magazine articles, etc., which are not available at the HCTC Libraries? Use our Interlibrary Loan Service to check out materials from participating state institutions.

- If you are working online only you are eligible to request residential delivery of library items. Visit Off Campus Delivery on the HCTC Libraries Services for Students to learn how.

- To reserve the Lees College Campus Library classroom, the Stephens Library Computer Lab or Conference Room, contact Deirdre Wells at ext. 73145.
Information Literacy Instructor Contact Information

Reference Librarian and Information Literacy Instructor: Evelyn Hudson

Phone: 606-487-3147

Email: ehudson0018@kctcs.edu

Stephens Library Office No: JCC, Rm. 200E

Lees College Campus Library Office No: Library Science Bldg, Rm. 100-B

Alternative Information Literacy Instructor: Cathy Branson (ext. 73550)

URL to Request Instruction: https://hazard.kctcs.edu/current-students/student-resources/library/instructional-session-request.aspx
Useful Definitions

1. ACRL-Association of College and Research Libraries

2. ACRL Framework-Framework for Information Literacy; a new interpretation of Instruction Librarians teaching philosophy, meant to supplant the Information Literacy Competency Standards, known as the *Standards*. Places greater emphasis on collaborative teaching with faculty and strategic placement throughout student’s learning experience.

3. Active Learning-Students are introduced to information prior to working with the content or instruments associated with that information. For example, students are given a PowerPoint to review on their own and utilize the knowledge they gained in the PowerPoint during the information literacy instruction session, such as searching a database or citing a source.

4. Embedded Librarian-a digital content feature available through the Blackboard LMS. Embedded Librarian provides links to library services as well as unique library educational materials relating to information literacy to supplement online (distance) learning needs.

5. Evaluation-a thoughtful approach to assessing information sources.

6. Information- facts provided or learned about something or someone.

7. Information Literacy-A skill which includes the ability to understand not only the content of information, but the method in which it is delivered and the audience for who the information is intended. Information Literacy is increasingly becoming a complex skill due to the explosion of information generated by the nature of the internet.
8. Information Overload-Due to the amount of data generated every day, students are increasingly finding themselves the victims of information overload in which there is too much data retrieved on one topic to efficiently sift through the information and may result in choosing a subpar source for expediency’s sake.

9. Literacy-competence or knowledge in a specified area.

10. LMS-Learning Management System (Blackboard)

11. Rubric-a statement of purpose or function.

12. Soft Skills-personal attributes that enable someone to interact effectively and harmoniously with other people.

13. Student Learning Outcomes-a set of objectives by which student progress is measured related to a specific assignment or subject discipline.

14. Threshold Concepts- Jan Meyer and Ray Land’s article “Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practicing within the Disciplines” focused on the idea of threshold concepts which are complex ideas present in every discipline which must be understood to gain knowledge and progress intellectually in a discipline.

15. Toolkit- a personal set of resources, abilities, or skills.
KCTCS Information Literacy Student Learning Outcomes

1. Locate and use background information

2. Identify keywords and controlled vocabulary terms

3. Identify the characteristics of information resources

4. Select search tools appropriate for information needs

5. Use the library’s classification system to locate an item by call number

6. Search by author, title, and/or keyword in the library catalog to locate relevant items

7. Search an interdisciplinary database (e.g. Ex. Academic Search Complete) using Boolean operators, limit function, and other available search options

8. Use database features, such as marking/saving/printing/emailing citations/and linking to full-text

9. Determine local availability of items and use inter-library loan, as needed

10. Evaluate information gathered by such criteria as: a.) relevance/context, b.) authority/validity/peer review process, c.) currency, d.) reliability/accuracy, and e.) point of view/bias

11. Differentiate between popular and scholarly resources

12. Reformulate topic and/or strategy when search results are unsatisfactory

13. Use documentation style manuals to cite sources
The ACRL Framework (Rethinking Library Instruction in the Classroom) & Faculty/Librarian Collaboration

The Association of College and Research Libraries (ACRL)\(^1\) Framework is intended to give a baseline standard to information literacy instruction. It was adopted by the ACRL in January 2016. The Framework was introduced as a way to address the rapidly changing nature of information and information literacy. Compared to the original Standards, the Framework addresses more complex components of information literacy that go beyond the classroom and increases focus on personal information synthesis.

The ACRL Framework consists of six frames:

1. Authority is constructed and contextual
   a. “Information resources reflect their creators’ expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.”

2. Information creation as a process
   a. “Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating,

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\(^1\) The Association of College & Research Libraries (ACRL) is the higher education association for academic libraries and library workers. Representing more than 10,000 individuals and libraries, ACRL (a division of the American Library Association) develops programs, products, and services to help those working in academic and research libraries learn, innovate, and lead within the academic community. Founded in 1940, ACRL is committed to advancing learning and transforming scholarship. (About ACRL, ACRL.org)
revising, and disseminating information vary, and the resulting product reflects these differences.”

3. Information has value
   a. “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. Legal and socioeconomic interests influence information production and dissemination.”

4. Research as inquiry
   a. “Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.”

5. Scholarship as conversation
   a. “Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.”

6. Searching as strategic exploration
   a. “Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.” (ACRL, Framework, 2016)

These frames demonstrate the importance of faculty/information literacy instructor collaborations. After the release of the Framework, the ACRL recommended IL instructors be
utilized sooner in courses placing emphasis on IL learning outcomes and be strategically incorporated into long-term projects for the course.
Types of Information Literacy Sessions

- **Orientation** - An orientation session will essentially introduce students to the library and library services. An orientation session may also introduce students to the Student Learning Outcomes through brief guided active learning sessions.

- **Topical** - A topical session will focus on an issue that is currently facing information consumers. For example, the topic of “fake news” which called into question traditional venues of information and their authority.

- **Focus Session** - A focus session will take on one or more of the Student Learning Outcomes under the assumption that the students already have gone through an orientation session or been exposed to library services and resources prior to the session.

- **Workshop** - Students will work on a specific assignment and complete targeted tasks in the presence and with one-on-one help as needed from the librarian. These workshops can be scheduled for students who need to find research sources, complete bibliographies, or format research papers.
Information Literacy Session Toolkits

An information literacy session toolkit is a collection of presentations, activities, and learning outcomes compressed into up to four timed sessions per subject in order to accommodate the time sensitive instruction needs of faculty:

- 10-minutes
- 30-minutes
- 45-minutes
- 60-minutes

The toolkits allow for information literacy instruction at the most basic level, especially where the class has lost time due to weather or illness, while still giving faculty the option of addressing Information Literacy Student Learning Outcomes.

Toolkits can be created in collaboration with faculty who have more specific needs such as accommodating online classes and/or addressing a specific assignment. Contact the Instruction Librarian for more information.
Information Literacy Digital Tools

HCTC Libraries provide digital tools that allow instructors to create customized information literacy materials to supplement assignments. These tools include LibGuides and Embedded Librarian.

LibGuides

Library Guides, known as LibGuides, are customizable wiki-type pages accessible through the library’s webpage. Content is created in house by librarians and collaborating instructors. Instructors can be granted the role of Editor in LibGuides to add, change, and maintain content in a guide. LibGuides can include videos, images, widgets, books and eBook items from the library catalog, and customizable HTML text. LibGuides are easily formatted to comply with ADA web standards.

LibGuides (or individual LibGuide pages/boxes) can be embedded in Learning Management Systems such as Blackboard courses.

Instructors may request one-on-one training with Evelyn Hudson (ext, 73147) or Cathy Branson (ext. 73550) to learn how to use LibGuides.

Embedded Librarian

Embedded Librarian is an excellent way to introduce library services to online learning only students while also meeting accreditation requirements. Embedded Librarian is a Blackboard tool where students can access library databases, LibGuides, the Ask a Question
librarian chat feature, a discussion board for in-depth research inquiries, and tutorials for using library resources.

To request Embedded Librarian in your Blackboard course:

1. Faculty member contacts Evelyn Hudson (ext. 73546) to request that embedded librarian be added to their course(s) and identifies each course.

2. Evelyn notifies Brad Roberts via email of request with faculty member cc’d.

3. Roberts copies embedded librarian into course(s) and adds Evelyn to course.

4. Brad uses Reply All feature to Evelyn’s email to confirm addition of embedded librarian into course(s)
Information Literacy Activities &
Assignments
The Amazing Library Race

Assignment Directions & Prompt:
Students will split into small groups to complete the activity. Each student will need to complete an individual answer sheet to turn in to instructor.

Assignment answer sheets will be provided by librarian.

At the start of the activity, each group will receive a starter card which will direct them to their first station.

Stations, which will be labeled, are set up at the following points in the library:

- Book display outside of library
- Book display inside library
- Print/Copy Station
- Circulation Desk
- Computer Lab
- KY/Appalachian Collection
- Genealogy Collection (Located behind circulation desk in the left hand corner)
- Library Catalog
- Audiobooks
- Government Documents
- Main Collection (Stacks)
- Periodicals
- Bulletin Board

Groups will visit each station, pick up an envelope, complete the prompt contained on the task card in the envelope, and move to the next station indicated at the bottom of the completed task cards.

A task card will look like this:

**Station 1: Book Display outside Library Doors**

You will find featured library materials here relating to specific topics such as Women’s History Month, Financial Literacy Week, or topical issues such as Digital Literacy, Beach Reads, etc.

On your answer sheet, answer the following questions:

1. Write the title of one book on display in the case.
2. What is the theme of the display (located on a poster in the display case)?
3. Are the titles available for checkout? Yes OR No

Replace this clue in its envelope and you will find your next clue at the Printer/copier inside the library across from the circulation desk.

Students will need 45 minutes to attempt to complete the activity. The first team to complete all the stations wins.*

*If no one completes the race before the timer sounds, the teams with the most completed stations will be declared the winner.
Station 1: Book Display outside Library Doors

You will find featured library materials here relating to specific topics such as Women’s History Month, Financial Literacy Week, or topical issues such as Digital Literacy, Beach Reads, etc.

On your answer sheet, answer the following questions:

1. Write the title of one book on display in the case.
2. What is the theme of the display (located on a poster in the display case)?
3. Are the titles available for checkout? Yes OR No

Replace this clue in its envelope and consult your answer sheet for your next station.

Station 2: Book Display inside the Library

You will find featured library materials here relating to specific topics such as Women’s History Month, Financial Literacy Week, or topical issues such as Digital Literacy, Beach Reads, etc.

On your answer sheet, answer the following questions:

1. Write the title of one book on display in the case.
2. What is the theme of the display (located on a poster in the display case)?
3. Are the titles available for checkout? Yes OR No

Replace this clue in its envelope and consult your answer sheet for your next station.
Station 3: Print/Copy Station

Students may print, copy, and scan documents at this station, connected to every computer located inside the library. The printer cannot print from personal laptops or tablets.

On your answer sheet, answer the following questions:

1. How much does a single page copy cost?
2. Where can students find computers/printers when the library is closed?

Replace this clue in its envelope and consult your answer sheet for your next station.

Station 4: Circulation Desk

At the circulation desk, students can check library materials out, return library materials, and get assistance from library staff. Library staff will help with questions ranging from reference and research services, information about the college, weather and traffic reports, and technical issues.

On your answer sheet, answer the following questions:

1. What is the name of the library staff person sitting at one of the computer stations at the circulation desk (verbally ask for their name; don’t just write down name from name plaque)?
2. **Ask** the library staff person what the checkout period for a graphic novel is.
3. **Ask** the library staff person what the cost is for a replacement library card is if the card is lost.
4. **Say** “Thank You” to the staff member who helped you.
Replace this clue in its envelope and consult your answer sheet for your next station.

Station 5: Computer Lab

The computer lab is typically open for student and community use but may be reserved for class instruction. The computer lab has nine computers and they will print to the printer/copier on the library’s main floor across from the circulation desk.

After following the directions below, on your answer sheet, answer the following questions:

- Use your student ID and password to log into the computers (groups may use one computer to answer the questions)
- Open an internet browser
- Navigate to the HCTC Libraries homepage (https://hazard.kctcs.edu/current-students/student-resources/library/index.aspx)
- Go to Catalogs & Databases
- Select EBSCOhost from the list of databases
- Select Academic Search Complete

1. On the Academic Search Complete Advanced Search Page, what are three choices in the small drop down menu next to the second and third search boxes?

2. Type “appalachia” in the first search bar and hit enter. On the results page, find an article WITHOUT HTML Full Text or PDF Full Text beneath the result record. Write the title of the article.

3. On the left side of the screen, locate the limiting options. Beneath “Limit To” check the “Full Text” box. Write the title of the first article on the new results page.

4. Click on the article title. On the “Detailed Record” page on the right side of the screen beneath “Tools” click “Cite.” Write down the MLA citation for the article.

Replace this clue in its envelope and consult your answer sheet for your next station.
Station 6: Kentucky/Appalachian Collection-Section H

This collection of materials is specific to the state of Kentucky and the Appalachian region. Included in the collection are non-fiction history, fiction, cookbooks, and much more.

On your answer sheet, answer the following questions:

1. Locate a book on the shelf and look at the call number on the spine. Write the call number.
2. Locate a book on the shelf with Appalachia or Kentucky in the title. Write the title of the book.

Replace this clue in its envelope and consult your answer sheet for your next station.

Station 7: Genealogy Collection

The Genealogy Collection at Stephens Library contains materials of significance to specific families originating from the area. The Genealogy Collection also contains materials of historical significance to the Hazard area.

On your answer sheet, answer the following questions:

1. Find a book with Perry or Perry County in the title. Write the title of the books
Replace this clue in its envelope and consult your answer sheet for your next station.

Station 8: Computer Lab-Library Webpage-Catalogs & Databases-Online Library Catalog

The catalog searches materials in HCTC Libraries but can also be used to search for materials at other KCTCS schools, which students can use to request materials through Interlibrary Loan. Library patrons can use the call number associated with a title to locate a print publication within the Main Collection “Stacks” or other section of the library that corresponds to the call number.

A call number will generally look something like this:

Follow the instructions below to access the online library catalog.

3. In the search bar on that library homepage, beneath the PRIMO logo, type: SOLAR SYSTEM
4. On the results page, on the right side of the screen beneath “TWEAK MY RESULTS,” scroll down to “LIBRARY,” click the blue down arrow, and select “HAZARD.”

On your answer sheet, answer the following questions:

1. Write down the call number of the first title on the result list.
2. On the right side of the screen next to “Sort by” select “Author.” Write down the call number of the first title on the result list.

Replace this clue in its envelope and consult your answer sheet for your next station.
Station 9: Main Collection-Stacks

This section houses the majority of Stephens Library’s collection and includes non-fiction, fiction, reference, biographies, and much more. On each shelf end is a poster explaining the Library of Congress Classification System used to organize materials in the library.

On your answer sheet, answer the following questions:

1. Using the first call number your group wrote down at Station 8: Computer Lab-Catalogs & Databases-Library Catalog, find the book on the shelf and write down the title. Then write down the title of one book beside the first book.

Replace this clue in its envelope and consult your answer sheet for your next station.

Station 10: Audiobooks

Audiobooks can be checked out by patrons and are contained on CDs. The checkout period for an audiobook is two weeks. The Audiobook collection contains some non-fiction but is mostly comprised of fiction titles.

On your answer sheet, answer the following questions:
1. Find an audiobook title that looks interesting to your or your group. Write the title of the audiobook.
2. Open the case. How many discs are in the case?
3. How long in hours is the audiobook (typically printed on the back or bottom of the case)?
Replace this clue in its envelope and consult your answer sheet for your next station.

Station 11: Government Documents Collection

Stephens Library is a selective federal depository. This means that we must make certain government documents available in print, on microfiche, or online (Government Documents LibGuide) for patron access. The Government Documents are organized using the Superintendent of Documents (SuDoc) Classification Scheme.

On your answer sheet, answer the following questions:

2. On the shelf find a source in the A section. Write down the title.
3. Replace this clue in its envelope and consult your answer sheet for your next station.

Station 12: Periodicals

HCTC Libraries subscribes to several print local newspapers and popular magazines that patrons can use in the library.
On your answer sheet, answer the following questions:

1. Pick up a newspaper from the collection of newspapers on display. Write down the newspaper title.
2. Write down the date of the newspaper.
3. Choose a magazine from the display beneath the newspapers. Write the title of the magazine down.
4. What is the magazine about (parenting, fashion, health, etc.)?

Replace this clue in its envelope and consult your answer sheet for your next station.

Station 13: Bulletin Board

The Bulletin Board is one location where important information about hours, special closings, events, and print information about HCTC Libraries services and resources can be found.

On your answer sheet, answer the following questions:

1. Find the Library Hours poster. What time does the library close on Tuesdays?
2. Pick up one of the brochures at the Bulletin Board. What is the title of the brochure?

Congratulations! You have completed the AMAZING LIBRARY RACE! Whether or not you finished first, you have earned knowledge of the location and scope of library resources and services. We hope to see you again soon!

Card 1: Group 1

Welcome to the AMAZING LIBRARY RACE! You have 30 minutes to complete all the tasks each card leads you to. The FIRST team to finish the race WINS!

Groups will:
1. visit a station
2. pick up an envelope
3. complete the prompt contained on the task card in the envelope by recording answers to the prompt on their individual answer sheets
4. move to the next station indicated at the bottom of the completed task cards

If no one completes the race before the timer sounds, the teams with the most completed stations will be declared the winner.

Your first task will be found at **Station 1: Book Display outside the Library**.

Get moving and GOOD LUCK!

**Card 1: Group 2**

Welcome to the AMAZING LIBRARY RACE! You have 30 minutes to complete all the tasks each card leads you to. The **FIRST** team to finish the race WINS!

Groups will:

1. visit a station
2. pick up an envelope
3. complete the prompt contained on the task card in the envelope by recording answers to the prompt on their individual answer sheets
4. move to the next station indicated at the bottom of the completed task cards

If no one completes the race before the timer sounds, the teams with the most completed stations will be declared the winner.

Your first task will be found at **Station 3: Print/Copy Station**.

Get moving and GOOD LUCK!

**Card 1: Group 3**

Welcome to the AMAZING LIBRARY RACE! You have 30 minutes to complete all the tasks each card leads you to. The **FIRST** team to finish the race WINS!

Groups will:
1. visit a station  
2. pick up an envelope  
3. complete the prompt contained on the task card in the envelope by recording answers to the prompt on their individual answer sheets  
4. move to the next station indicated at the bottom of the completed task cards  

If no one completes the race before the timer sounds, the teams with the most completed stations will be declared the winner.  

Your first task will be found at **Station 11: Government Documents Collection**.  

Get moving and GOOD LUCK!  

**Card 1: Group 4**  

**Welcome to the AMAZING LIBRARY RACE!** You have **30 minutes** to complete all the tasks each card leads you to. **The FIRST team to finish the race WINS!**  

Groups will:  
1. visit a station  
2. pick up an envelope  
3. complete the prompt contained on the task card in the envelope by recording answers to the prompt on their individual answer sheets  
4. move to the next station indicated at the bottom of the completed task cards  

If no one completes the race before the timer sounds, the teams with the most completed stations will be declared the winner.  

Your first task will be found at **Station 10: Audiobooks**.  

Get moving and GOOD LUCK!  

**Card 1: Group 5**  

**Welcome to the AMAZING LIBRARY RACE!** You have **30 minutes** to complete all the tasks each card leads you to. **The FIRST team to finish the race WINS!**  

Groups will:  
1. visit a station
2. pick up an envelope
3. complete the prompt contained on the task card in the envelope by recording answers to the prompt on their individual answer sheets
4. move to the next station indicated at the bottom of the completed task cards

If no one completes the race before the timer sounds, the teams with the most completed stations will be declared the winner.

Your first task will be found at **Station 5: Computer Lab**.

*Get moving and GOOD LUCK!*
The Amazing Library Race-Lees Campus Library

Assignment Directions & Prompt:
Students will split into small groups to complete the activity. Each student will need to complete an individual answer sheet to turn in to instructor.

Assignment answer sheets will be provided by librarian.

At the start of the activity, each group will receive a starter card which will direct them to their first station.

Stations, which will be labeled, are set up at the following points in the library:

- Book display inside library
- Print/Copy Station
- Circulation Desk
- Library Classroom
- KY/Appalachian Collection
- Audiobooks
- Main Collection (Stacks)
- Dewey Collection (Downstairs)
- Periodicals
- Bulletin Board
- Juvenile/Paperbacks Collection
- Student Lounge
- Reference Librarian’s Office

Groups will visit each station, pick up an envelope, complete the prompt contained on the task card in the envelope, and move to the next station indicated at the bottom of the completed task cards.

A task card will look like this:

Station 1: Book Display outside Library Doors
You will find featured library materials here relating to specific topics such as Women’s History Month, Financial Literacy Week, or topical issues such as Digital Literacy, Beach Reads, etc.

On your answer sheet, answer the following questions:

4. Write the title of one book on display in the case.
5. What is the theme of the display (located on a poster in the display case)?
6. Are the titles available for checkout? Yes OR No

Replace this clue in its envelope and you will find your next clue at the Printer/copier inside the library across from the circulation desk.

Students will thirty minutes to compete for the Grand Prize. After the Grand Prize has been awarded to the first team to complete the race, the remaining teams can compete for consolation prizes until the thirty minutes are up. The next two teams to complete the race will receive prizes.

If no one completes the race before the timer sounds, the teams with the most completed stations will be awarded the prizes.
Station 1: Book Display inside Library Doors

You will find featured library materials here relating to specific topics such as Women’s History Month, Financial Literacy Week, or topical issues such as Digital Literacy, Beach Reads, etc.

On your answer sheet, answer the following questions:

1. Write the title of one book on display in the case.
2. What is the theme of the display (located on a poster in the display case)?
3. Are the titles available for checkout? Yes OR No

Replace this clue in its envelope and consult your answer sheet for your next station.

Station 2: Print/Copy Station

Students may print, copy, and scan documents at this station, connected to every computer located inside the library. The printer cannot print from personal laptops or tablets.

On your answer sheet, answer the following questions:

1. How much does a single page copy cost?
2. Where can students find computers/printers when the library is closed?

Replace this clue in its envelope and consult your answer sheet for your next station.
Station 3: Circulation Desk

At the circulation desk, students can check library materials out, return library materials, and get assistance from library staff. Library staff will help with questions ranging from reference and research services, information about the college, weather and traffic reports, and technical issues.

On your answer sheet, answer the following questions:

1. What is the name of the library staff person sitting at the computer station at the circulation desk (verbally ask for their name)?
2. Ask the library staff person what the checkout period for a graphic novel is.
3. Ask the library staff person what the cost is for a replacement library card is if the card is lost.

Replace this clue in its envelope and consult your answer sheet for your next station.

Station 5: Kentucky/Appalachian Collection-Section H

This collection of materials is specific to the state of Kentucky and the Appalachian region. Included in the collection are non-fiction history, fiction, cookbooks, and much more.

On your answer sheet, answer the following questions:

1. Locate a book on the shelf and look at the call number on the spine. Write the call number.
2. Locate a book on the shelf with Appalachia or Kentucky in the title. Write the title of the book.

Replace this clue in its envelope and consult your answer sheet for your next station.
Station 4: Library Classroom

The library classroom is typically open for student and community use but may be reserved for class instruction. The computer lab has four computers and they will print to the printer/copier on the lower level of the main floor.

After following the directions below, on your answer sheet, answer the following questions:

- Use your student ID and password to log into the computers (groups may use one computer to answer the questions)
- Open an internet browser
- Navigate to the HCTC Libraries homepage (https://hazard.kctcs.edu/current-students/student-resources/library/index.aspx)
- Go to Catalogs & Databases
- Select EBSCOhost from the list of databases
- Select Academic Search Complete

1. On the Academic Search Complete Advanced Search Page, what are three choices in the small drop down menu next to the second and third search boxes?

2. Type “appalachia” in the first search bar and hit enter. On the results page, find an article WITHOUT HTML Full Text or PDF Full Text beneath the result record. Write the title of the article.

3. On the left side of the screen, locate the limiting options. Beneath “Limit To” check the “Full Text” box. Write the title of the first article on the new results page.

4. Click on the article title. On the “Detailed Record” page on the right side of the screen beneath “Tools” click “Cite.” Write down the MLA citation for the article.

Replace this clue in its envelope and consult your answer sheet for your next station.
Station 6: Audiobooks

Audiobooks can be checked out by patrons and are contained on CDs. The checkout period for an audiobook is two weeks. The Audiobook collection contains some non-fiction but is mostly comprised of fiction titles.

On your answer sheet, answer the following questions:

1. Find an audiobook title that looks interesting to your or your group. Write the title of the audiobook.
2. Open the case. How many discs are in the case?
3. How long in hours is the audiobook (typically printed on the back or bottom of the case)?

Replace this clue in its envelope and consult your answer sheet for your next station.

Station 7: Main Collection-Stacks

This section houses the majority of Lees College Campus Library’s collection and includes non-fiction, fiction, reference, biographies, and much more. On the shelf end is a poster explaining the Library of Congress Classification System used to organize materials in the library.

On your answer sheet, answer the following questions:

1. Locate the Library of Congress information poster. Select one subject from the list. Write down the subject.
2. Go to that section of the collection and find one book in that subject. Write down the title and call number.

Replace this clue in its envelope and consult your answer sheet for your next station.
Station 8: Dewey Collection (Downstairs)

These shelves contain older editions of the Lees College Campus Library’s collection as well as some materials not duplicated in the Main Collection on the top floor. These books are organized according to the Dewey Decimal System. A poster on the side of the shelves explains the main scheme for Dewey.

On your answer sheet, answer the following questions:

1. Locate the Dewey Decimal System information poster. Select one subject from the list. Write down the subject.
2. Go to that section of the collection and find one book in that subject. Write down the title and call number.

Replace this clue in its envelope and consult your answer sheet for your next station.

Station 9: Periodicals

HCTC Libraries subscribes to several print local newspapers and popular magazines that patrons can use in the library.

On your answer sheet, answer the following questions:

1. Pick up a newspaper from the collection of newspapers on display. Write down the newspaper title.
2. Write down the date of the newspaper.
3. Choose a magazine from the display beneath the newspapers. Write the title of the magazine down.
4. What is the magazine about (parenting, fashion, health, etc.)?
Replace this clue in its envelope and consult your answer sheet for your next station.

Station 10: Bulletin Board (Outside Library Entrance)

The Bulletin Board is one location where important information about hours, special closings, events, and print information about HCTC Libraries services and resources can be found.

On your answer sheet, answer the following questions:

1. Find the Library Hours poster. What time does the library close on Tuesdays?
2. Are there any special events advertised? Write down the event name.

Replace this clue in its envelope and consult your answer sheet for your next station.

Station 11: Juvenile/Paperbacks Collection

Lees College Campus Library has some Juvenile/YA titles available for checkout. These include picture/board books for emerging readers, fiction, nonfiction, and first chapter books. Next to the Juvenile/YA section is the Paperback Collection. These are mass market fiction paperbacks.

On your answer sheet, answer the following questions:

1. Find the JF section of books. Choose one book and write down the title and call number.
2. In the Paperback Collection, choose one book. Write down the title and call number.

Replace this clue in its envelope and consult your answer sheet for your next station.
Station 12: Student Lounge

The Student Lounge is for students to use for various purposes. Students may request to play the Wii, use for private study, group projects, etc. The Student Lounge is not a quiet study space and the noise level may exceed that desired for concentration.

On your answer sheet, answer the following questions:

1. Find the plaque on the wall in the student lounge. Write down the name of the organization who donated funds to create the lounge.

Replace this clue in its envelope and consult your answer sheet for your next station.

Station 13: Reference Librarian’s Office

The Reference Librarian for both Stephens and Lees Campus Library can be found here most Mondays. You can request assistance from the Reference Librarian for accessing databases, help with research assignments, citations, or general information seeking needs such as determining whether a news website is real/credible. Students can schedule one-on-one sessions with the librarian at the Lees College Campus Library as needed by accessing Services for Students on the HCTC Libraries webpage.

1. What is the office number for the Reference Librarian at the Lees College Campus Library?
2. Knock on the doorframe. Ask for the Reference Librarian’s name. Write her name down.

Congratulations! You have completed the AMAZING LIBRARY RACE! You have earned knowledge of the location and scope of library resources and services. We hope to see you again soon!
Card 1: Group 1

Welcome to the AMAZING LIBRARY RACE! You have 30 minutes to complete all the tasks each card leads you to. The FIRST team to finish the race will win.

Groups will:

1. visit a station
2. pick up an envelope
3. complete the prompt contained on the task card in the envelope by recording answers to the prompt on their individual answer sheets
4. move to the next station indicated at the bottom of the completed task cards

If no one completes the race before the timer sounds, the teams with the most completed stations will win.

Your first task will be found at Station 1: Book Display inside the Library.

Get moving and GOOD LUCK!

Card 1: Group 2

Welcome to the AMAZING LIBRARY RACE! You have 30 minutes to complete all the tasks each card leads you to. The FIRST team to finish the race will win.

Groups will:

1. visit a station
2. pick up an envelope
3. complete the prompt contained on the task card in the envelope by recording answers to the prompt on their individual answer sheets
4. move to the next station indicated at the bottom of the completed task cards

If no one completes the race before the timer sounds, the teams with the most completed stations will win.

Your first task will be found at Station 2: Print/Copy Station.

Get moving and GOOD LUCK!
Card 1: Group 3

Welcome to the AMAZING LIBRARY RACE! You have 30 minutes to complete all the tasks each card leads you to. The FIRST team to finish the race will win.

Groups will:

1. visit a station
2. pick up an envelope
3. complete the prompt contained on the task card in the envelope by recording answers to the prompt on their individual answer sheets
4. move to the next station indicated at the bottom of the completed task cards

If no one completes the race before the timer sounds, the teams with the most completed stations will win.

Your first task will be found at Station 3: Circulation Desk.

Get moving and GOOD LUCK!

Card 1: Group 4

Welcome to the AMAZING LIBRARY RACE! You have 30 minutes to complete all the tasks each card leads you to. The FIRST team to finish the race will win.

Groups will:

1. visit a station
2. pick up an envelope
3. complete the prompt contained on the task card in the envelope by recording answers to the prompt on their individual answer sheets
4. move to the next station indicated at the bottom of the completed task cards

If no one completes the race before the timer sounds, the teams with the most completed stations will win.

Your first task will be found at Station 4: Library Classroom.

Get moving and GOOD LUCK!
Card 1: Group 5

Welcome to the AMAZING LIBRARY RACE! You have 30 minutes to complete all the tasks each card leads you to. The FIRST team to finish the race will win.

Groups will:

1. visit a station
2. pick up an envelope
3. complete the prompt contained on the task card in the envelope by recording answers to the prompt on their individual answer sheets
4. move to the next station indicated at the bottom of the completed task cards

If no one completes the race before the timer sounds, the teams with the most completed stations will win.

Your first task will be found at **Station 5: Kentucky Appalachian Collection**.

Get moving and GOOD LUCK!
10-Minute Toolkits
Orientation to Library Services

Lesson Plan:
Orientation to Library Services 10-Minute Toolkit

Student Learning Outcomes:
1. Use the library’s classification system to locate an item by call number
2. Search by author, title, and/or keyword in the library catalog to locate relevant items
3. Determine local availability of items and use inter-library loan, as needed

Time:
10 minutes

Materials:
Library Orientation PowerPoint

Procedure:
00:00→02:00-Demonstrate the path to accessing the library webpages. Discuss services briefly on each tab.
02:01→06:00-Navigate to library catalog. Explain the catalog contains all library digital library content. Demonstrate search.
06:01→08:00-Explain the concept and method of using Interlibrary loan. Promote other library services including one-on-one/group instruction and getting a library card.
08:01→10:00-Navigate to HCTC Orientation LibGuide and briefly walk students through tabs.
15-Minute Toolkits
Orientation to Library Services

Lesson Plan:

Orientation to Library Services 15-Minute Toolkit

Student Learning Outcomes:

1. Use the library’s classification system to locate an item by call number
2. Search by author, title, and/or keyword in the library catalog to locate relevant items
3. Determine local availability of items and use inter-library loan, as needed
4. Differentiate between popular and scholarly resources
5. Use documentation style manuals to cite sources

Time:
15 minutes

Materials:
Library Orientation PowerPoint

Procedure:

00:00→02:00-Demonstrate the path to accessing the library webpages. Discuss services briefly on each tab.
02:01→06:00-Navigate to library catalog. Explain the catalog contains all library digital library content. Demonstrate search.
06:01→08:00-Explain the concept and method of using Interlibrary loan. Promote other library services including one-on-one/group instruction and getting a library card.
08:01→10:00-Navigate to HCTC Orientation LibGuide and briefly walk students through tabs.
10:00→12:00-Discuss the difference between scholarly versus popular sources.
12:01→15:00-Discuss citation style required for the class.
30-Minute Toolkits
Orientation to Library Services

Lesson Plan:

Orientation to Library Services 30-Minute Toolkit

Student Learning Outcomes:

1. Locate and use background information
2. Identify keywords and controlled vocabulary terms
3. Select search tools appropriate for information needs
4. Use the library’s classification system to locate an item by call number
5. Search by author, title, and/or keyword in the library catalog to locate relevant items
6. Search an interdisciplinary database (e.g. Ex. Academic Search Complete) using Boolean operators, limit function, and other available search options
7. Use database features, such as marking/saving/printing/emailing citations/and linking to full-text
8. Determine local availability of items and use inter-library loan, as needed
9. Differentiate between popular and scholarly resources
10. Use documentation style manuals to cite sources

Time:

30 minutes

Materials:

Library Orientation PowerPoint
Procedure:

00:00→02:00-Demonstrate the path to accessing the library webpages. Discuss services briefly on each tab.

02:01→06:00-Navigate to library catalog. Explain the catalog contains all library digital library content. Demonstrate search.

06:01→08:00-Explain the concept and method of using Interlibrary loan. Promote other library services including one-on-one/group instruction and getting a library card.

08:01→10:00-Navigate to HCTC Orientation LibGuide and briefly walk students through tabs.

10:00→12:00-Discuss the difference between scholarly versus popular sources.

12:01→27:00-Walk students through using available HCTC Libraries databases (Basic Level Searching)

  12:01→14:00-Credo Reference

  14:01→19:00-EBSCOhost

  19:01→24:00-Gale

  24:01→27:00-ProQuest

27:01→30:00-Discuss citation style required for the class.
45-Minute Toolkits
Orientation to Library Services

Lesson Plan:

Orientation to Library Services 45-Minute Toolkit

Student Learning Outcomes:

1. Locate and use background information
2. Identify the characteristics of information resources
3. Identify keywords and controlled vocabulary terms
4. Select search tools appropriate for information needs
5. Use the library’s classification system to locate an item by call number
6. Search by author, title, and/or keyword in the library catalog to locate relevant items
7. Search an interdisciplinary database (e.g. Ex. Academic Search Complete) using Boolean operators, limit function, and other available search options
8. Use database features, such as marking/saving/printing/emailing citations/and linking to full-text
9. Determine local availability of items and use inter-library loan, as needed
10. Differentiate between popular and scholarly resources
11. Reformulate topic and/or strategy when search results are unsatisfactory
12. Use documentation style manuals to cite sources

Time:

45 minutes

Materials:
Library Orientation PowerPoint

Procedure:

00:00→02:00-Demonstrate the path to accessing the library webpages. Discuss services briefly on each tab.

02:01→06:00-Navigate to library catalog. Explain the catalog contains all library digital library content. Demonstrate search.

06:01→08:00-Explain the concept and method of using Interlibrary loan. Promote other library services including one-on-one/group instruction and getting a library card.

08:01→10:00-Navigate to HCTC Orientation LibGuide and briefly walk students through tabs.

10:00→12:00-Discuss the difference between scholarly versus popular sources.

12:01→27:00-Walk students through using available HCTC Libraries databases (Higher Level Searching)

12:01→22:00-Credo Reference

22:01→32:00-EBSCOhost

32:01→37:00-Gale

37:01→42:00-ProQuest

42:01→45:00-Discuss citation style required for the class.
Allied Health Program Orientation

Lesson Plan:

Allied Health Program Orientation 45-Minute Toolkit

Student Learning Outcomes:

1. Locate and use background information
2. Select search tools appropriate for information needs
3. Use the library’s classification system to locate an item by call number
4. Search by author, title, and/or keyword in the library catalog to locate relevant items
5. Search an interdisciplinary database (e.g. Ex. Academic Search Complete) using
   Boolean operators, limit function, and other available search options
6. Use database features, such as marking/saving/printing/emailing citations/and linking to
   full-text
7. Determine local availability of items and use inter-library loan, as needed
8. Use documentation style manuals to cite sources

Time:

45 minutes

Materials:

Library Services: From Reference Desk to Database Allied Health PowerPoint
Allied Health Library Resources for Students Brochure

Procedure:
00:00→01:00-Discuss library services available to students including hours open, specifics of obtaining a library card, etc.

01:01→05:00-Navigate to library catalog and demonstrate how to use to find physical materials in the library, including how to read a call number.

05:01→07:00-Navigate to library guides, demonstrate guide specific to allied health program. Demonstrate chat feature for research assistance.

07:01→37:00-Demonstrate how to navigate to and use databases.

- 07:01→12:00-Credo
- 12:01→27:00-EBSCO
- 27:01→32:00-Gale
- 32:01→37:00-ProQuest

37:01→44:00-Explain citation style required by class and how to find resources relating to citation assistance.

44:01→45:00-List resources for research assistance from the library.
FYE 105 Career Exploration with Occupational Outlook Handbook

Lesson Plan:

FYE 105 Career Exploration with Occupational Outlook Handbook 45-Minute Toolkit

Student Learning Outcomes:

1. Select search tools appropriate for information needs
2. Use the library’s classification system to locate an item by call number
3. Search by author, title, and/or keyword in the library catalog to locate relevant items
4. Search an interdisciplinary database (e.g. Ex. Academic Search Complete) using Boolean operators, limit function, and other available search options
5. Use documentation style manuals to cite sources

Time:

45 minutes

Materials:

FYE 105 Career Exploration with Occupational Outlook Handbook PowerPoint

Occupational Outlook Handbook Website

Career Exploration Activity

Procedure:

00:00—02:00—Navigate to the library website and FYE 105 library guide. Discuss resources available on the guide including the chat feature.
02:01→05:00-Navigate to library catalog and demonstrate how to use to find physical materials in the library, including how to read a call number.

05:01→10:00-Career Resources in HCTC Libraries databases.

05:01→08:00-TERC

08:01→10:00-Learning Express

10:01→25:00-Demonstrate how to access and use the Occupational Outlook Handbook and State data.

25:01→40:00-Students will complete the Career Exploration activity.

40:01→45:00-Discuss citation style required for the class as students wrap up activity.
Decoding News Sources: Credible, Fake, or Click-Bait

Lesson Plan:

Decoding News Sources: Credible, Fake, or Click-Bait 45-Minute Toolkit

Student Learning Outcomes:

1. Identify the characteristics of information resources
2. Select search tools appropriate for information needs
3. Evaluate information gathered by such criteria as:
   a. relevance/context
   b. authority-validity/peer review process
   c. currency
   d. reliability/accuracy
   e. point of view/bias

Time:

45 minutes

Materials:

Decoding News Sources: Credible, Fake, or Click-Bait

Procedure:

00:00—04:00—Discuss Student Learning Outcomes. Review threshold vocabulary terms relative to topic.

04:01—07:00—Discuss the history of fake news stories
07:01→12:00-Pew Research Center Surveys discussion, interactive questions with student discussion.

12:01→14:00-Tips for identifying fake news websites.

14:00→15:00-Introduce concept of biased web sources that may publish some good content.

15:01→25:00-Miscaptioned and photo shopped images. Interactive questions with student discussion.

25:01→27:00-Reverse image searching using Google.

27:01→32:00-Address trust for personal information needs, introduce concept of evaluation tool (CRAAP Test)

32:01→37:00-Bias in the media and personal bias.

37:01→42:00-Addressing other issues surrounding fake news, false equivalencies, click-bait, and satire.

42:01→44:00-Preventing the spread of misinformation on social media, tools for checking content.

44:01→45:00-What the future holds for misinformation, promotion of library tools and services to help facilitate information evaluation. References shown
60-Minute Toolkits
Orientation to Library Services

Lesson Plan:

Orientation to Library Services 60-Minute Toolkit

Student Learning Outcomes:

1. Locate and use background information
2. Identify the characteristics of information resources
3. Identify keywords and controlled vocabulary terms
4. Select search tools appropriate for information needs
5. Use the library’s classification system to locate an item by call number
6. Search by author, title, and/or keyword in the library catalog to locate relevant items
7. Search an interdisciplinary database (e.g. Ex. Academic Search Complete) using Boolean operators, limit function, and other available search options
8. Use database features, such as marking/saving/printing/emailing citations/and linking to full-text
9. Determine local availability of items and use inter-library loan, as needed
10. Evaluate information gathered by such criteria as: a.) relevance/context, b.) authority-validity/peer review process, c.) currency, d.) reliability/accuracy, and e.) point of view/bias
11. Differentiate between popular and scholarly resources
12. Reformulate topic and/or strategy when search results are unsatisfactory
13. Use documentation style manuals to cite sources

Time:
60 minutes

Materials:

Library Orientation PowerPoint

Procedure:

00:00→02:00-Demonstrate the path to accessing the library webpages. Discuss services briefly on each tab.

02:01→06:00-Navigate to library catalog. Explain the catalog contains all library digital library content. Demonstrate search.

06:01→08:00-Explain the concept and method of using Interlibrary loan. Promote other library services including one-on-one/group instruction and getting a library card.

08:01→10:00-Navigate to HCTC Orientation LibGuide and briefly walk students through tabs.

10:00→12:00-Discuss the difference between scholarly versus popular sources.

12:00→27:00-Source evaluation using CRAAP Test Standards-breaks down how to evaluate sources using a.) relevance/context, b.) authority-validity/peer review process, c.) currency, d.) reliability/accuracy, and e.) point of view/bias

27:01→57:00-Walk students through using available HCTC Libraries databases (Higher Level Searching)

27:01→37:00-Credo Reference

37:01→47:00-EBSCOhost
Discuss citation style required for the class.
The Amazing Library Race

Lesson Plan:

The Amazing Library Race 60-Minute Toolkit

Student Learning Outcomes:

1. Identify keywords and controlled vocabulary terms
2. Use the library’s classification system to locate an item by call number
3. Search by author, title, and/or keyword in the library catalog to locate relevant items
4. Search an interdisciplinary database (e.g. Academic Search Complete) using Boolean operators, limit function, and other available search options
5. Use database features, such as marking/saving/printing/emailing citations/and linking to full-text

Time:

60 minutes

Materials:

Starter Cards
Station Signs
Answer Sheets

Procedure:
00:00→8:00-Explain the concept of the activity, provide a short guided tour of the library.

Divide students into 5 groups.

08:01→60:00-Allow all groups to complete the race, be available to provide assistance when a group hits a wall.
Student Workshop Series
A series of information literacy-based sessions available for students to attend outside of class or apart from a customized class library sessions. These student workshops will focus on broad research related topics which are meant to correspond with students’ research needs within their courses.

For example, towards the beginning of the semester, student workshops will focus on accessing research resources and performing basic searches. Towards the end of the semester workshops will cover citing sources.

The following workshops will be available for students to attend at the Hazard and Lees Campus College libraries at scheduled dates. These dates will be made available via signs in the library, flyers distributed on HCTC campuses, and email. Instructors interested in giving extra credit or other incentives to students who attend the workshops can request a copy of the workshop sign-in sheets to verify student attendance.
Topic: Introduction to Searching

Time: 1 hour

Recommended for: First-year students, students taking developmental writing/reading courses, or any student not comfortable with performing searches in the KCTCS Online Catalog or HCTC Libraries’ databases.

Student Learning Outcomes:

- Identify keywords and controlled vocabulary terms
- Use the library’s classification system to locate an item by call number
- Search by author, title, and/or keyword in the library catalog to locate relevant items
- Search an interdisciplinary database (e.g. Ex. Academic Search Complete) using Boolean operators, limit function, and other available search options
- Determine local availability of items and use inter-library loan, as needed

Procedure:

00:00->30:00: Presentation

00:00->10:00: Primo Catalog

10:01->25:00: Interdisciplinary Databases

25:01->30:00: Interlibrary Loan

30:01->60:00: Guided active learning activity
30:01->35:00: Hand out and explain active learning activity.

35:01->55:00: Allow students to complete activity, be available to answer questions and assist.

55:01->60:00: Review the activity, have students self-volunteer to explain their processes.
Topic: Advanced Searching

Time: 1 hour

Recommended for: First, Second-year, or returning students. Students anticipating having a research assignment in which they have to search a scholarly database.

Student Learning Outcomes:

- Identify keywords and controlled vocabulary terms
- Search an interdisciplinary database (e.g. Ex. Academic Search Complete) using Boolean operators, limit function, and other available search options
- Use database features, such as marking/saving/printing/emailing citations/and linking to full-text
- Reformulate topic and/or strategy when search results are unsatisfactory

Procedure:

00:00->30:00: Presentation

00:00->15:00: Advanced search strategies for the initial search.

15:01->30:00: Limiters and reformulating searches. Building new search queries from article record subject terms.

30:01->60:00: Guided active learning activity

30:01->35:00: Hand out and explain active learning activity.
35:01->55:00: Allow students to complete activity, be available to answer questions and assist.

55:01->60:00: Review the activity, have students self-volunteer to explain their processes.
Topic: Source Evaluation

Time: 1 hour

Recommended for: First, second-year, and returning students. Students anticipating having a research assignment in which they have to search a scholarly database.

Student Learning Outcomes:

- Locate and use background information
- Identify the characteristics of information resources
- Select search tools appropriate for information needs
- Evaluate information gathered by such criteria as: a.) relevance/context, b.) authority-validity/peer review process, c.) currency, d.) reliability/accuracy, and e.) point of view/bias
- Differentiate between popular and scholarly resources

Procedure:

00:00->30:00: Presentation

00:00->05:00: Credo and background information (tertiary sources)

05:01->10:00: Google’s algorithm and using web sources

10:01->20:00: CRAAP Test and source evaluation methods

20:01->30:00: Popular v. scholarly sources
30:01->60:00: Guided active learning activity

30:01->35:00: Hand out and explain active learning activity.

35:01->55:00: Allow students to complete activity, be available to answer questions and assist.

55:01->60:00: Review the activity, have students self-volunteer to explain their processes.
Topic: Citing Sources-MLA and APA

Time: 1 hour

Recommended for: First, second-year, and returning students. Students anticipating having a research assignment in which they have to search a scholarly database.

Student Learning Outcomes:

- Use database features, such as marking/saving/printing/emailing citations/and linking to full-text
- Use documentation style manuals to cite sources

Procedure:

00:00->30:00: Presentation

00:00->10:00: MLA/APA paper formatting

10:01->15:00: Locating and using citation generators in databases/catalog

15:01->30:00: Citing sources breakdown (basics of citing books, online journals, government resources, etc.)

30:01->60:00: Guided active learning activity

30:01->35:00: Hand out and explain active learning activity.

35:01->55:00: Allow students to complete activity, be available to answer questions and assist.
55:01->60:00: Review the activity, have students self-volunteer to explain their processes.
Recommended Information Literacy Assignments
Analyzing Sources using the CRAAP Test

Analyze the following four sources using the criteria laid out in the CRAAP test and answer the following questions for each resource.

Source #1:

What is the title?

______________________________________________________________________________

Who is the author?

______________________________________________________________________________

When was it published?

______________________________________________________________________________

What is the format? (Blog, magazine article, scholarly article, etc.)

______________________________________________________________________________

Would you use this resource for a research assignment? Why or why not? Use the CRAAP Test criteria to support your answer.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Source #2

What is the title?

____________________________________________________

Who is the author?

____________________________________________________

When was it published?

____________________________________________________

What is the format? (Blog, magazine article, scholarly article, etc.)

____________________________________________________

Would you use this resource for a research assignment? Why or why not? Use the CRAAP Test criteria to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Source #3

What is the title?

______________________________________________________________________________

Who is the author?

______________________________________________________________________________

When was it published?

______________________________________________________________________________

What is the format? (Blog, magazine article, scholarly article, etc.)

______________________________________________________________________________

Would you use this resource for a research assignment? Why or why not? Use the CRAAP Test criteria to support your answer.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Source #4

What is the title?

______________________________________________________________________________

Who is the author?

______________________________________________________________________________

When was it published?

______________________________________________________________________________

What is the format? (Blog, magazine article, scholarly article, etc.)

______________________________________________________________________________

Would you use this resource for a research assignment? Why or why not? Use the CRAAP Test criteria to support your answer.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Source Links

Source #1


Source #2

http://www.npr.org/sections/thetwo-way/2017/07/19/538166682/plastic-is-everywhere-and-recycling-isnt-the-end-of-it

Source #3


Source #4


CRAAP Test Worksheet

Choose three databases out of the following options for this activity. Record the bibliographic information in the appropriate boxes.

- Academic Search Complete (EBSCOhost)
- Academic OneFile (Gale)
- Google.com
- Credo Reference
- Newspaper Source (EBSCOhost)
- Book from the Library Catalog
- Book from another Library’s Catalog
- ProQuest

<table>
<thead>
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<th>Topic/Issue/Area of Interest?</th>
<th>Database 1:</th>
<th>Database 2:</th>
<th>Database 3:</th>
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<td>Publication Date:</td>
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<td>Publication Date:</td>
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<tr>
<th></th>
<th>Full Text</th>
<th>Peer Review</th>
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</thead>
<tbody>
<tr>
<td>✓ OR ✗</td>
<td>✓ OR ✗</td>
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</table>
Finding Argumentative Paper Sources

Name: _______________________________________________________________________________

HCTC Libraries also subscribes to a reference database called CREDO that provides tertiary sources for research.

**Searching Basics**

**Boolean Operators**

<table>
<thead>
<tr>
<th>AND</th>
<th>OR</th>
<th>NOT</th>
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<tbody>
<tr>
<td>Farming</td>
<td>GMOs</td>
<td>Farming</td>
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</table>

**Keywords**

If you have a research question, choose keywords by pulling the most significant words.

Question: Why is the media an issue in relation to body image?

Keywords: media AND body image

If you don’t have a topic or research question, ask yourself the following questions to develop your research topic:

1. What am I interested in?
2. What can I find information about?
3. What is the structure of my research assignment (argumentative, persuasive)?

**Selecting Peer- Reviewed Articles**

HCTC Libraries databases contain peer-reviewed journals. You can choose the “Peer-Reviewed” checkbox on the Advanced Search page.

**Advanced Search in Google**

Perform an advanced search in Google by entering your search topic into the basic search bar on Google.com and then selecting Settings-Advanced Search. You can add additional search terms or limit the domain to .edu, .gov, or .org sites.

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2 Tertiary sources provide the facts of a subject/topic without commentary, interpretation, or critique.

3 A word or concept of great significance.

4 articles have been approved by professionals within the same field
Career Comparison Activity

Select three careers you are interested in from the listings in the Occupational Outlook Handbook.

1. List 2017 Median Pay
2. Typical Entry-Level Education
3. Number of Jobs, 2016
4. Job Outlook, 2016-26

<table>
<thead>
<tr>
<th>Job Title</th>
<th>2017 Median Pay</th>
<th>Education</th>
<th>Number of Jobs</th>
<th>Job Outlook</th>
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</table>
Name:________________________________________________

Course
Instructor/Number:_____________________________________

Library Assignment

Find 1 Non-Fiction book in the online library catalog about the history of the United States and provide the call number.

List a Gale database where you can find articles about topical (hot) social issues.

Find 1 full-text, peer-reviewed article in any EBSCOhost database about cancer treatment published in the last 10 years and provide the correct MLA citations.

In any HCTC Database, find 1 full-text non-scholarly article (Magazine or Newspaper) about after school programs for high school students and provide the correct MLA citation.

Find the “Help” link in EBSCOhost database, Academic Search Complete. Copy the example of a Boolean search.

On an EBSCOhost database under “More” and “Indexes” find the subject term “technical college libraries” and record the number under Records Count for that term.

In EBSCOhost database Academic Search Complete, perform a basic keyword search for “vegetarianism”. How many search results are there?

Using the limiters on the left side of the window, limit the results you found for keyword “vegetarianism” by Publication Date range 2000-2017. How many search results are there?
Finding Argumentative Paper Sources

Name:______________________________

Topic:_____________________________________________________________________

ProQuest
From the Library’s “Catalogs & Databases” page, click on ProQuest.

On the ProQuest homepage, select the “Scholarly Journals” Tab above the search bar. Then select the checkbox to the left of “Full Text” below the search bar. Located to the right, select the “Peer reviewed” checkbox.

Type your topic into the search bar. Hit enter on your keyboard or click the green search button marked with a magnifying glass icon to the right of the search bar.

Article
Title:_____________________________________________________________________

Journal/Magazine Title (source of the article):_____________________________________

Publication Date:________________________________________________________________

EBSCOhost
Return to the Library’s Catalog & Databases page, click on EBSCOhost.
This page is a list of EBSCOhost databases available. Select “Academic Search Complete” from the top of the list by clicking on the hyperlinked text.

On the “Academic Search Complete” Advanced Search page, type your topic into the top search bar. If your topic is connected by AND, OR, or NOT Boolean Operators, type each individual keyword into a separate search box. Add more using the plus button beside the bottom search box as needed.

Beneath “Search Options-Limit your results” check the box beneath “Full Text.” Check the box beneath “Scholarly (Peer Reviewed) Journals. Hit enter on your keyboard or click the green button to the right of the top search box labeled “Search.”

Article
Title:________________________________________________________________________________
Journal/Magazine Title (source of the article):________________________________________________________________________________
Publication Date:________________________________________________________________________________
Return to the EBSCOhost database list. Select “Newspaper Source” from the list by clicking the hyperlinked text.

On the “Newspaper Source” Advanced Search page, type your topic into the top search bar. If your topic is connected by AND, OR, or NOT Boolean Operators, type each individual keyword into a separate search box. Add more using the plus button beside the bottom search box as needed.

Beneath “Search Options-Limit your results” check the box beneath “Full Text.” Hit enter on your keyboard or click the green button to the right of the top search box labeled “Search.”

Title of Article:______________________________________________________________

Newspaper Name (source of the article):___________________________________________________

Newspaper Publication Date:__________________________________________________________
Gale Resources 2.0

Return to the Library’s Catalog & Databases page, click on Gale Resources 2.0.

Gale Resources 2.0: Research journals, magazines, newspapers and more than 175 million pages of primary sources. Includes Opposing Viewpoints in Context and the popular Testing & Education Reference Center (TERC).

This page is a list of Gale Resources 2.0 databases available. Select “Academic OneFile” from the top of the list by clicking on the hyperlinked text.

![Academic OneFile](image)

Academic OneFile

Academic OneFile is the premier source of peer-reviewed full-text scholarly content across the academic disciplines. With millions of articles available in both PDF and HTML full-text, Academic OneFile is both authoritative and comprehensive.

From the “Academic OneFile” homepage, in the gray bar at the top of the page, select the “Advanced” search button.

![Advanced Search](image)

On the “Academic OneFile” Advanced Search page, type your topic into the top search bar. If your topic is connected by AND, OR, or NOT Boolean Operators, type each individual keyword into a separate search box. Add more using the plus button below the search boxes labeled “Add a Row.”

Beneath “More Options” check the box beside “Full Text Documents.” Check the box beside “Peer-Reviewed Journals.” Hit enter on your keyboard or click the blue button beneath the “Add a Row” box labeled “Search.”
Advanced Search

Search for: ___________________________ in Keyword

And: ___________________________ in Keyword

And: ___________________________ in Keyword

Add a Row

More Options

☐ Full Text Documents
☐ Peer-Reviewed Journals
☐ Document Contains Images

Article

Title: __________________________________________________________

___________________________________________________________

Journal/Magazine Title (source of the article): ________________________________

_____________________________________________________________________

Publication Date: ______________________________________________________

_____________________________________________________________________

Return to the Gale Resources 2.0 database list. Scroll down the page and select “Opposing Viewpoints in Context” by clicking on the hyperlinked text.

From the “Opposing Viewpoints in Context” homepage, in the gray bar at the top of the page, select the “Advanced” search button.
On the “Opposing Viewpoints in Context” Advanced Search page, type your topic into the top search bar. If your topic is connected by AND, OR, or NOT Boolean Operators, type each individual keyword into a separate search box. Add more using the plus button below the search boxes labeled “Add a Row.”

Beneath “More Options” check the box beside “Full Text Documents.” Check the box beside “Peer-Reviewed Journals.” Hit enter on your keyboard or click the blue button beneath the “Add a Row” box labeled “Search.”

Article

Title:________________________________________________________________________________

______________________________________________________

Journal/Magazine Title (source of the article):________________________________________________

Publication Date:_______________________________________________________________________
Books at Your Campus Library

Return to the Library’s homepage. Beneath the HCTC Libraries logo, enter your topic into the search bar labeled PRIMO: Premium Discovery Tool.

Using the limiters on the right side of the screen under “Availability” select titles “Available in the Library” and under “Location” select “Hazard CTC-Hazard Campus.”

Book
Title: ____________________________________________________________

Call Number of
Book: ____________________________________________________________

Books at Other Libraries

Return to the Library’s homepage. Beneath the HCTC Libraries logo, enter your topic into the search bar labeled PRIMO: Premium Discovery Tool.
Using the limiters on the right side of the screen under “Availability” select titles “Available in the Library” and under “Location” select any other KCTCS college except “Hazar CTC-Hazard Campus or Lees Campus.”

Library Location with
Book:_______________________________________________________________

Book
Title:____________________________________________________________________________

Call Number of
Book:__________________

Google-Web Pages
Navigate to Google.com. Type your topic into the basic search bar located in the middle of the page.
From the results page of your Google search, select “Settings” located beneath the search bar. Select “Advanced Search” from the dropdown menu.

On the “Advanced Search” page of Google, beneath “Then narrow your results by” in the “Site or Domain” box, type .edu, .org, or .edu. Hit enter on your keyboard or click the blue button at the bottom of the page labeled “Advanced Search.”

Website Name:________________________________________________________________________
Website Address

(URL): ______________________________________________________
Requesting Special Topics

Instructors may request special topics for their information literacy session including sessions focusing on any of the IL Student Learning Outcomes in greater depth or constructing a session around a specific assignment.

On the instruction request form in the box beneath * DESCRIPTION OF ASSIGNMENT OR SPECIFICATION OF THE TYPE OF INSTRUCTION REQUESTED explain the assignment you want the session to compliment or the topic you want to build the instruction around.

For example, Decoding News Sources: Credible, Fake, or Click-Bait is a special topic instruction session that addresses the following student learning outcomes using a topical frame (in this case “fake news”):

1. Identify the characteristics of information resources
2. Select search tools appropriate for information needs
3. Evaluate information gathered by such criteria as:
   a. relevance/context
   b. authority/validity/peer review process
   c. currency
   d. reliability/accuracy
   e. point of view/bias

Instructors can also request active learning activities that compliment the instruction topic requested.
Recommended Readings: Bibliography


References

