

**Notes from the 2014 FYE Conference Facilitated Discussion Session  
“Preparing First-Year Students for Research and Information Literacy”  
San Diego, CA – February 16, 2014  
Douglas Hasty and Heather Snapp  
[douglas.hasty@fiu.edu](mailto:douglas.hasty@fiu.edu) and [hsnapp@fgcu.edu](mailto:hsnapp@fgcu.edu)**

***The Library...***

- The library is **the** most accessible resource on campus.
- Let students know the **POWER** of the library.

***Information Literacy [IL] is...***

- “The most prized asset we can equip our students with”
- Accessing, finding, and evaluating information but also **using it ethically**.
- An important part of Information Literacy definition is **determining information need** (i.e. narrowing topic)
- **Critical thinking** and information literacy go hand-in-hand

***Train the Trainer***

One theme we discussed was training other faculty in IL skills.

- Librarians can’t do it all.
- Give FYE instructors the **skills to teach** information literacy.
- Faculty and librarians need to **communicate better**; there is disconnect.
- Librarians/libraries need to **market services** more to faculty.

***Relevant Instruction Across Levels***

There was a general consensus that IL instruction should be subject-specific and scaffolded across levels.

- Information literacy should be **integrated across all levels**
- Research is a process, and a **meaningful assignment** is necessary to learn/understand it—and transfer it
- Scaffold research skills across levels
- Information literacy instruction should be **subject-specific, content-based**, more than one time (such as 6 times!)
- Instruction should be **discipline-specific** along with **connections** between FYE and other classes so students don’t forget what they’ve learned.
- IL instruction should be made **relevant** to classes/projects

***How can we optimize IL instruction?***

- We need to **meet students where they’re at**—acknowledge where they’re at
- We expect students to know things when they come in—and although they think they do, more often they do not.

- Students **think** they know technology but the teacher has to show they know more for them to buy in. They have to “**out-tech**” them.
- One-shot information literacy instruction early on is not the most effective.
- Need to teach students how to **use Google for good** and not evil.
- Librarians embedded in courses, posting to LMS discussions.
- Instruction should go beyond finding a specific source to **evaluating and using** the information found. How do we effectively cover this in a short amount of time?
- Q: How to incorporate IL skills in FY course? A: Workshops
- Reach students **where they are**: example, residence halls
- Having students take a picture with a call #/book = **Shelfie**
- Every librarian must teach.
- Librarians should **talk about their failures** and how to fix.
- Google is a good option when students need more time to explore for a topic.
- Using videos, music, and art in research is a different skills set but could help engage students.
- One- to two-minute tutorials at point of need are especially good for engaging distance students and “2 a.m. researchers.”
- It is good to bring students into the library for a session even if the FYE/other instructor is capable of doing it themselves—**lessens library anxiety**.
- Therapy dogs could help lower library anxiety.

***Challenges/Unanswered Questions:***

- Role of research in courses: What is/is not possible?
- Faculty can’t keep up with what’s going on in the library
- Google Scholar: Is it easier to use than library databases?
- Skills taught to students don’t always transfer
- Difficult to remediate librarian time and depth needed
- How do we effectively cover all that we need to in the short amount of time given to us?