



## How to use UNCG Library Catalog for Teaching Resource Center material

LaQuanda T. Onymeh/ Introduction to Library Services

**Level:** Freshman Undergraduate

**Subject(s):** Childhood Education

**Duration:** 75 mins ( Lecture :30 mins Scavanger Hunt: 45 mins)

**Description:** Information Literacy (TRC library resources and services)

### **Learning Outcomes:**

- Students will be able to identify each of the 10 major classes of the Dewey Decimal System
- Students will be able to navigate through TRC unique classification for children's books.
- Students will learn how to locate UNCG Library Catalog online
- Students will learn how to navigate UNCG Catalog for TRC material
- Students will learn how to identify and articulate the book's call number and its availability.

At the end of this instruction session, students will be able to:

locate books from the TRC using the UNCG Library Catalog independently.

Students will be able to locate the book by call number and check book for its availability.

### **Teaching Method:**

(Digital Object)

Students will complete a survey before the session to determine the students' familiarity with Dewey decimal classification System, the UNCG Catalog, and TRC Library resources and services. The survey will determine the students' strengths and weakness. Instructor will gather results and determine what he/she needs to spend more time over in class.

**Note:** The survey gives the instructor an opportunity to assess students' strengths and weakness regarding the content of the course before it is in session. The results obtain from the survey will give the instructor a chance to adjust the lesson plan (before class) to appropriately reflect students' needs. The instructor will still cover course material but will spend extra time addressing the topics students struggled with the most. The survey also allows the instructor reach out to students who need more help overall. Instructor will give those students a chance to meet with him/her one on one after the session.

**Phase 1:** Instructor will lecture students through PowerPoint. (PowerPoint will have visual components to it)

**Phase 2:** Instructor will administer Guided Step-by-Step instructions using a projector to show students how to navigate through the UNCG Catalog live.

**Phase 3:** Instructor will break students into groups of two to complete a scavenger hunt in the TRC.

### **Notes:**

According to Booth in the "A correction course on instructional theory" it is best for learning to be absorbed information through stages. It is best for the material to be organized and presented in small steps. I decided to use this method in my instructions because it allows students to learn in small chunks. Small chunks of information during each phase ensure that information is being processed to long-term memory (Booth, 2011).

In the reading "A crash Course in Learning Theory" Figure 4.1 shows how people remember. People generally remember 90% when they are stimulated in a real experience (Booth, 2011). By students completing a scavenger hunt worksheet in the TRC it helps students learn better overall.

This Scavenger Hunt assignment uses a constructivist approach. This approach forces student to create meaning from their environment by constructing knowledge from the information they received from listening to the lecture and watching the instructor's guided step-by-step instruction. Students will model what they have seen from the instructor and create their own experience when completing the assignment. This approach forces students to be active in their learning experience. This assignment is creating real life scenarios for students. Students will have to use the UNCG Catalog to search for TRC material and physically find books in the library Stacks.

I believe that all people have the right to experience effective and efficient learning. I believe that all learning styles (e.g. audio, visual, tactile, kinesthetic and special needs) should be explored and supported in and outside of the classroom. By giving the students audio, visuals, and an opportunity to go physically look for books in the TRC. I am connecting with more than one learning style.

### **Activities:**

Students will watch the instructor while she gives guided step-by-step instructions.

Scavenger Hunt Activity: Approx. 45 mins

Students will be put into groups of two and will be responsible in completing scavenger hunt handout in the TRC. Students will hand in the assignment for a grade at the end of the session. Students will either check out an IPAD or use the computers located in the TRC to complete some of the questions from the assignment.

**Note:**

Guided step by step instructions

It is important for me to show students how to find the material they need by allowing students to watch me navigate through UNCG Library Catalog on the projector screen. Students will be able to model my behavior and duplicate what they saw. By offering guided step-by-step instructions students will be able to see and hear the instructions. This approach will increase the transfer to long term memory as well as, keep students engage through the lecture.

Peer-to-Peer Coaching and Feedback.

In the reading "Librarians Applying Information Literacy Standards as Evaluators of Peer to Peer Course Content in a First Year College Success Course" By Peter Klubek . The article highlights the importance of peer-to-peer coaching. Peer-to-Peer coaching is a new instruction model that encourages active learning among students and their peers. Many studies have surface on how this form of instruction can improve students learning (Klubek, 2015). By having students work together it will enhance their engagement within the activity. Students will work and learn together while encouraging accountability for their own learning outcomes. This experience can also offers a support system if students need additional assistance with the assignment. Students can reach out to their partner for help and extra guidance.

**Handouts:**

Students will receive Scavenger Hunt Worksheet (Scavenger Worksheet will be shuffled so all papers are numbered differently.)

Dewey Decimal Classification Handout

Screenshots of the UNCG Catalog for students to reference from.

**Note:**

In the reading " A crash Course in Learning Theory" Figure 4.1, learners will remember what they see. By giving students handouts out to refer to during their scavenger hunt it will help students retain more information. (Booth, 2011).

## **Assessment:**

Students are to complete Scavenger handout and return it at the end of the session.

**Note:** This is a summative assessment. Students will be test at the end of the course. This will motivate students to take the assignment seriously because they have to turn in on for a grade.

## **Content Outline:**

What is the TRC?

Where the TRC located?

What is the Dewey Decimal System (DDC)?

What are the 10 Classifications of DDC?

What is a Call Number?

How can you find and use the UNCG library Catalog?

How to check for book availability and call number?

Introduce students to booklist so they can locate new authors and awarding winning children's books. ( Goodreads, Barnes and nobles ect.)

Discuss TRC bibliographic binder with book topics. (diversity, bullying, colors, shapes, wordless books, bilingual, biography ect.).

Students will try it on their own in class ( Follow handout )

Students will then visit the TRC to complete Scavenger Hunt handout

Explain where I can be found for additional help (Promote office hours to help students one on one.)

In my teaching philosophy I highlighted the importance of office hours and reaching out to students who need additional assistance. By creating office hours and encouraging students to come and visit me I am fostering opportunities to create meaningful relationship, as well as, a support system for students.

Having a course outline helps me plan ahead and keeps me on tract with the lesson plan. It allows me to stay on tasks and make sure I cover all material. Planning ahead is essential for classroom management. It helps me use my time effectively and efficiently.

(Available at <http://pitt.libguides.com/c.php?g=12353&p=65740>)