



Roundtable: Changing Methods for Providing Information Literacy Instruction for Freshmen

NOLA Information Literacy Forum 2014

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- One of the criticisms of one-shot library instruction for freshmen classes is that some students receive the same (or similar) lessons multiple times. Or never at all. How can we combat this?
- What do you think is the most effective method for teaching information literacy to freshman? (One-shots? Curricular integration? Library course? A combo?) How can we be strategic?
- What do you see as the primary goal of library instruction for freshmen? What concepts are crucial for freshmen to learn?
- Particularly when it comes to semester-long freshmen orientation classes (for those with such a program at their school), which is more important: introducing the students to the library in a way that will (hopefully) encourage them to come back again, or starting a foundation of learning that will help them when they do have project to work on. Is there a way to do both?
- Beyond traditional one-shot instruction sessions, in what settings do you teach freshmen? (Through the general education requirements? The major? Activities through student events? Library workshops? At the reference desk? Online?)
- What are the benefits and challenges of these approaches?
- When teaching a one-shot instruction session to freshmen, what can we do to improve student learning?
- Have you ever attempted to use the flipped classroom model for one-shot instruction classes? How would you evaluate your success using that model?
- What techniques have you used for assessing your instructional sessions?
- What assessment techniques are particularly helpful for one-shots?
- What are the concepts that freshmen struggle with? How might we teach them these concepts?
- What teaching techniques engage freshmen?