

Chandos Information Professional Series

CP
CHANDOS
PUBLISHING

Planning Academic Library Orientations

Case Studies From Around
the World

Edited by Kylie Bailin, Benjamin Jahre and Sarah Morris



PLANNING ACADEMIC LIBRARY ORIENTATIONS

CHANDOS
INFORMATION PROFESSIONAL SERIES

Series Editor: Ruth Rikowski
(Email: rikowskigr@aol.com)

Chandos' new series of books is aimed at the busy information professional. They have been specially commissioned to provide the reader with an authoritative view of current thinking. They are designed to provide easy-to-read and (most importantly) practical coverage of topics that are of interest to librarians and other information professionals. If you would like a full listing of current and forthcoming titles, please visit www.chandospublishing.com.

New authors: We are always pleased to receive ideas for new titles; if you would like to write a book for Chandos, please contact Dr. Glyn Jones on g.jones.2@elsevier.com or telephone + 44 (0) 1865 843000.

PLANNING ACADEMIC LIBRARY ORIENTATIONS

Case Studies From Around the World

Edited by

KYLIE BAILIN

BENJAMIN JAHRE

SARAH MORRIS



CP
CHANDOS
PUBLISHING
An imprint of Elsevier

Chandos Publishing is an imprint of Elsevier
50 Hampshire Street, 5th Floor, Cambridge, MA 02139, United States
The Boulevard, Langford Lane, Kidlington, OX5 1GB, United Kingdom

Copyright © 2018 Kylie Bailin, Benjamin Jahre and Sarah Morris. Published by Elsevier Limited. All rights reserved.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the publisher. Details on how to seek permission, further information about the Publisher's permissions policies and our arrangements with organizations such as the Copyright Clearance Center and the Copyright Licensing Agency, can be found at our website: www.elsevier.com/permissions.

This book and the individual contributions contained in it are protected under copyright by the Publisher (other than as may be noted herein).

Notices

Knowledge and best practice in this field are constantly changing. As new research and experience broaden our understanding, changes in research methods, professional practices, or medical treatment may become necessary.

Practitioners and researchers must always rely on their own experience and knowledge in evaluating and using any information, methods, compounds, or experiments described herein. In using such information or methods they should be mindful of their own safety and the safety of others, including parties for whom they have a professional responsibility.

To the fullest extent of the law, neither the Publisher nor the authors, contributors, or editors, assume any liability for any injury and/or damage to persons or property as a matter of products liability, negligence or otherwise, or from any use or operation of any methods, products, instructions, or ideas contained in the material herein.

Library of Congress Cataloging-in-Publication Data

A catalog record for this book is available from the Library of Congress

British Library Cataloguing-in-Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-0-08-102171-2

For information on all Chandos publications visit our website at <https://www.elsevier.com/books-and-journals>



Working together
to grow libraries in
developing countries

www.elsevier.com • www.bookaid.org

Publisher: Jonathan Simpson

Acquisition Editor: Glyn Jones

Editorial Project Manager: Lindsay Lawrence

Production Project Manager: Swapna Srinivasan

Designer: Miles Hitchen

Typeset by TNQ Technologies

CONTENTS

List of Contributors

ix

Introduction

xv

Part I: Games

- 1. Hole in One: Library Services on the Green** **3**
Vicki M. Palmer

- 2. Passing Go: Utilizing Gamification to Introduce New Students to the Libraries** **11**
Charissa Powell, Daniel Ireton, Darchelle Martin, Ashley Stark and Ellen R. Urton

- 3. Breakout the Library: Using Escape Room Concepts to Teach and Assess the First-Year Library Orientation Experience** **19**
Ingrid Ruffin and Stephanie Miranda

- 4. New Tactics for Orientation: Using Gamification to Connect and Engage Students** **29**
Fiona Salisbury, Ian Rossiter and Eng Ung

- 5. Play Day at UTS Library: Engaging Students With Fun and Serious Play** **41**
Ashley England, Sophie Herbert and Jemima McDonald

- 6. Orientation as Exploration: Video Game Training Modules as a Model for Learning by Discovery** **51**
Sarah Thorngate

- 7. Connecting New Freshmen With the Library: People, Places, and Problem Solving** **65**
Veronica Bielat, George Zedan and Steven Remenapp

Part II: Marketing & Promotion

- 8. Supporting Student Retention and Success: Personal Librarian Program at the University of Victoria** 77
David Boudinot, Bill Blair, Justin Harrison and Caron Rollins
- 9. Welcome to the Library: Building a Social Orientation Campaign** 87
Jessica Hagman
- 10. Building Community Through Festival: Library Orientation on the Quad** 95
Jennifer L.A. Whelan and Laura L. Wilson

Part III: Partnerships

- 11. Collaboration on a Grand Scale: Creating a High-Impact Educational Orientation Experience Through Campus and Library Partnerships** 105
Anne C. Behler, Emily Rimland and Megan Gilpin
- 12. Building Partnerships for Better Library Orientations** 115
Crystal Goldman, Dominique Turnbow and Amanda Roth
- 13. Teaching Library and Legal Research Skills to First-Year Law Students: The Role of Library Tours and Exercises** 125
Zita Szabo and Eleni Borompoka
- 14. The Big Red Ruckus @ Love: From Cooperation to Collaboration** 135
Lorna M. Dawes

Part IV: Targeting Specific Audiences

- 15. Library Orientations for Resident Assistants** 149
Dawn (Nikki) Cannon-Rech
- 16. Marhaba, Welcome: Orienting International Students to the Academic Library** 159
Meggan Houlihan and Beth Daniel Lindsay

- 17. Passport to Discovery: A Library Adventure** 169
Courtney Seymour, Lindsay Bush, Gail Golderman and Robyn Reed
- 18. Designing a Library Orientation for First-Year Students With Disabilities Through the STEPS Program** 179
Jamie L. Goodfellow and Janice Galloway
- 19. Creating a Targeted Orientation Program for International Graduate Students** 187
Rebecca L. Tolley, Wendy C. Doucette and Joanna M. Anderson
- 20. “The Library Is Very Huge and Beautiful”: A Library Orientation for English Language Learners** 195
Megan Hodge
- 21. Be All That You Can Be: Targeting Library Orientations to Military Cadets** 205
Sarah LeMire, Stephanie J. Graves and Zackary Chance Medlin
- 22. Introducing New International Students to Privilege in Information Access** 213
Kayla Flegal, Tiffany Hebb and Kathryn C. Millis
- Part V: Technology**
- 23. Creating a Library Orientation Video for Distance, Regional, and Online Students** 223
Leah Townsend
- 24. Creating and Sustaining Library Video Tours** 233
Ariana Baker
- 25. Coming to a Screen Near You: Broadcasting Library Orientations** 241
Ashley T. Hoffman and Christina Holm
- 26. Interactive eLearning: Designing the Immersive Course-Integrated Online Library Orientation** 249
Matthew T. Regan, Matthew LaBrake and Amanda Piekart-Primiano

Part VI: Tours

27. Adding ADDIE to the Library Orientation Program at Singapore Management University Libraries	263
Rajen Munoo and Redzuan Abdullah	
28. The Evolution of Eastern Kentucky University Libraries Orientations: Giving Students a LibStart to Student Success Through Library Engagement	273
Trenia Napier, Ashley J. Cole and Leah C. Banks	
29. #FreshStart: Library Orientation @A Caribbean Academic Library	283
Jessica C. Lewis, Genevieve A. Jones-Edman and Quemar Rhoden	
30. Hunger to Change the Game: Using Assessment to Continually Evolve a Library Orientation	293
Kylie Bailin, Benjamin Jahre and Sarah Morris	
31. 200 Students in 20 Minutes: Freshman Orientation Tours	303
Catherine Silvers	
32. Passport to Academic Success: An Engaging, Active-Learning Library Orientation for New Students	313
Cynthia H. Comer	
33. Library Boot Camp: Scalable Basic Training for New Library Users	325
Rebecca Starkey, Julie Piacentine and Kaitlin Springmier	
34. Pecha Kucha It: Everything You Need to Know About the Library in Six Minutes and Forty Seconds	335
Nicole Eva	
<i>Thematic Index</i>	<i>341</i>
<i>Subject Index</i>	<i>343</i>

CHAPTER 16

Marhaba, Welcome: Orienting International Students to the Academic Library

Meggan Houlihan, Beth Daniel Lindsay

New York University Abu Dhabi, Abu Dhabi, United Arab Emirates

Chapter Themes: Partnerships; Targeting Specific Audiences.

INTRODUCTION

A recent systematic review on international students and information literacy found that there are five main recommendations from Library and Information Science researchers on how to best instruct international students: collaborate with other campus units, train library staff, assess library offerings, create cultural awareness, and develop library instruction programs (Houlihan, Wiley, & Click, 2017, p. 258). Seeking to incorporate these research-based recommendations into our daily practice, we decided that our first pilot project should be to revamp the library orientation program. As a result, first-year students have tiered interactions with the library where they are introduced to the basics of Western-style academic libraries. We incorporated the findings from the systematic review by using strategic language, collaborating with the Office of First-Year Experience (FYE), assessing student learning, using active-learning activities, and creating a community of practice through a series of teaching enhancement workshops.

ABOUT NYUAD AND EARLY ORIENTATION EFFORTS

New York University Abu Dhabi (NYUAD) welcomed its inaugural class of 150 students in the fall of 2010. Since that time, enrollment has grown to just over 1000 students representing 110 nationalities. The student body is extraordinarily diverse and high achieving. Our students speak 116 languages, and 92% of the class of 2020 speaks two or more languages. Four percent of students who applied for the class of 2020 were accepted and had

a median SAT score of 1510 (out of 1600) and ACT of 33 (“By the Numbers – NYU Abu Dhabi,” n.d.). NYUAD is a liberal arts college with engineering and offers 22 majors in traditional liberal arts fields such as music, political science, and physics. NYUAD is a degree-granting campus of New York University, which consists of two other degree-granting campuses (based in New York and Shanghai) and 11 academic centers where students take classes but cannot complete a degree (NYU Abu Dhabi, 2016). Faculty and students move throughout the University’s campuses to teach, learn, and conduct research.

The Office of Student Life hosts “Marhaba Week” before the first week of classes that is designed to help students with the transition from high school to college, while also adjusting to living away from home. Marhaba is the Arabic word for welcome, and it aims to introduce students to academic and nonacademic resources, faculty, and staff. The Library has participated in every Marhaba week, traditionally offering tours to incoming students. Over time, the orientation has evolved from a “talking heads and tour” approach that did not invite participation, to a Cephalonian method tour that “pair[ed] images with question prompts” (Brown & Barr-Walker, 2013, p. 485) to its current form designed to meet the needs of our culturally diverse student body.

INCORPORATING EVIDENCE-BASED RESEARCH

To incorporate more evidence-based recommendations into our library orientation, we revisited past scholarship by current and former NYUAD librarians, which helped provide local context and population-specific recommendations. Ilka Datig (2014, p. 350), conducted a mixed-method study of our student population showing that students typically associate the library with books, a quiet place to study, and academics; they also had varied opinions of librarians. Datig (2016, p. 64) also conducted a citation analysis of social science senior capstone projects and found “heavy reliance of students on journal articles and the large influence of professors and other mentors on students’ citation behavior.” Datig and Russell (2015, p. 812) conducted a survey about intellectual property and found that, contrary to popular belief, many international students are aware of and care deeply about academic integrity—related issues.

We also analyzed feedback from a survey distributed to students from the class of 2018 who participated in the inaugural library workshop. The first workshop, completed by 92 students (less than one-third of the class)

showed positive results. Discoveries included noting that the testing instrument was imperfect because of language and question structure and that several students commented that too much information was covered.

Our attention to evidence-based research allowed us to transform our library orientation program by rooting programmatic decisions in research, while adjusting as needed to fit our local context. Our goal is that students have the skills necessary to succeed in their academic programs. Because we know our student body has differences in understanding of libraries and research, our program is designed to address these issues (Datig, 2014). Unlike previous classes, the class of 2020 learned about the library during Marhaba Week through a series of tiered activities including the following: an all-campus scavenger hunt, a library open house held in the second week of the semester, and a mandatory library workshop in the fall. The open house and the scavenger hunt introduced students to “spaces and faces,” whereas the workshop introduced them to basics of library research: navigating the catalog and one major database, identifying keywords and synonyms, and using Boolean operators.

CAMPUS COLLABORATION

Collaborating with campus partners not only makes planning your library orientations easier, it makes them more relevant to your students.

Campus collaboration is an important aspect of any library orientation program, but as a new university with limited resources, the NYUAD Library has continually relied on our campus partners to help promote library services and resources. The Office of FYE oversees the planning and execution of Marhaba Week and has been our main orientation partner. Based on feedback from previous cohorts, the office works to connect students with the academic community, which includes an introduction to the library, without overwhelming them with too much information.

The creation of a new program to help first-year students acclimate to the University called First-Year Dialogue (FYD) gave us another opportunity to partner with our friends in Campus Life. FYD is designed to serve “as a conduit for understanding and navigating first year students’ university experience while also contextualizing their time living and learning in the United Arab Emirates” (Neugebauer, 2016, course description). At NYUAD, the FYD program is different in that it is facilitated primarily by staff members and is not a credit-bearing course. Librarians and library staff serve as facilitators in the FYD program.

The Office of FYE collaborates with us on two other events held during orientation week: a campuswide scavenger hunt and the library open house. The scavenger hunt is designed to familiarize students with the entire campus, and the library participates with 10–15 different tasks or questions that require students to engage with library staff and resources. Example questions include: “how many librarians work at NYUAD” and “stump the librarian—ask a librarian a question and if he/she cannot answer in 2 minutes, you win!” The library open house is part of the extended orientation, which is hosted during the first month of classes. Students are invited to learn about library resources and staff through a series of fun-filled activities. Participants who received stamps from all 10 stations received a complimentary library coffee mug. Participation in the open house is required, and the majority of students attend. We work with colleagues in Campus Life each year to revise the scavenger hunt and the open house to ensure highest impact.

LIBRARY INSTRUCTION

International students are best served with tailored library instruction sessions; create a user-focused program designed to meet their information needs.

At the core of our library orientation program is the FYD library workshop. This 50-minute active learning—based session encourages students to work together to achieve three learning outcomes:

- Navigate the library website, especially the library catalog, to efficiently access library materials.
- Identify keywords and synonyms to conduct efficient, effective, and flexible database searches.
- Build a search statement using keywords and search connectors to find the most relevant results within databases.

All librarians teach from one lesson plan to ensure students have the same learning experience. The workshop begins with a review of the learning outcomes and a quick discussion of previous library experience. Librarians ask students to verbally agree to active participation and to creating a “shared library experience” that will be beneficial to new students, especially given the diverse student body. Next, students are split into groups and given a title and author to locate a book on the shelves. The first group who returns to the instruction room receives a piece of candy and demonstrates how they found the book to the rest of the class. Together, students and the

librarian discuss issues and challenges related to finding books. Next, the librarian reviews the “Library Resources for First-Year Students” Research Guide, and students discuss search strategies for locating information in databases. Then a student “librarian” is selected to demonstrate to the class how one can locate information in EBSCO Discovery Service, NYUAD Library’s discovery tool. At the end of the session, students complete an online quiz and receive a piece of candy for participation.

ASSESSMENT

Assessment is essential to any successful program; be sure to collect, analyze, and make changes based on your assessment data.

Because the library session is a required component of FYD, one author developed a quiz that captures students’ attendance and also assesses their grasp of the learning outcomes. The online quiz, distributed via Qualtrics, has 10 questions that directly correspond to the three established learning outcomes. Results were quite positive with 312 out of 323 students completing the FYD library workshop and almost all attendees receiving a score of 80% or higher.

The survey also requests feedback about what students learned, what is still unclear, or what they would have liked to have been covered and allows them to make any other general comments. Student feedback has been extremely positive. Comments include the following: “I found this session really helpful and I would recommend all freshmen to attend,” “awesome session,” “the data librarian is a righteous dude,” and “the most useful workshop in FYD.” Students also commented on the active-learning activities and atmosphere: “it was very interactive” and “I liked the friendly casual atmosphere of the session.”

When asked what they would like covered or what was still unclear to them, a large number of our students indicated that they would like further academic integrity and citation assistance. Students made additional comments related to seeing more examples of Boolean search operators, and several suggested that the librarian select better, more relevant search examples. Librarians acted quickly on many of these issues, including bringing print library workshop flyers, selecting more appealing search examples, and incorporating more discussion related to Boolean operators. Programmatically, librarians are working to incorporate more academic integrity and citation-related issues into core classes, which are similar to general

education requirements, and encourage critical thinking. Overall, gathering and analyzing quantitative and qualitative feedback have allowed our orientation program to develop and become more user-focused.

STAFF TRAINING

Successful library orientation programs require group buy-in and energetic participation, so get started by creating a community of practice through teaching enhancement workshops and instruction meetings.

Beginning in Spring 2015, we worked to develop a community of practice among librarians by facilitating teaching enhancement workshops. Workshop topics ranged from incorporating threshold concepts into library instruction sessions to using the flipped classroom method to maximize student learning. These workshops proved to be especially fruitful because of a redesign in the FYD curriculum for Fall 2016. The Library offered two main scheduled FYD library workshops instead of many sessions spread throughout the semester taught single-handedly by one person. To deliver instruction to 120 students at the same time with the largest room's capacity of 25, all eight librarians taught FYD workshops. There was little hesitation from librarians, even those who do not teach often, about participating in the delivery of the FYD library workshops because everyone participated in the teaching enhancement workshop focused on teaching and creating content for first-year students. Together, librarians worked to improve the FYD lesson plan by developing learning outcomes, selecting activities to address them, and creating a "common language." These group activities made all librarians feel invested in the FYD program.

Circulation staff, who work at the library front desk and are often the first line of communication, are crucial to the success of our library orientation program. Library staff are trained by reference librarians to assist students with basic reference questions, such as how to search for a book and locate it on the shelf. The training program includes the utilization of print materials, online quizzes, and group discussion. These basic reference skills allow library staff to help students participating in the campuswide scavenger hunt locate books on the shelf. Through discussion-based activities, library staff assisted with the development of our open house, and they created active-learning stations that introduce students to core library services. Additionally, library staff participate in

training offered by the Access Services Librarian and Human Resources. Typical training sessions include customer service, advanced catalog searching, advanced searching in Aleph, our Integrated Library System, the reference interview, as well as introductions to the wide variety of software supported by the library. Our library staff are often recognized for being approachable, knowledgeable, and friendly. Their eager participation in staff training and ability to communicate with students has indirectly improved our orientation program.

Moving forward, the Library will continue to facilitate a community of practice among librarians and promote staff training opportunities.

CULTURAL AWARENESS

International students come from diverse backgrounds and have different understandings of libraries and research skills, so make sure you identify each student's need.

One of the goals of the NYUAD Library orientation program is to create a common, shared learning experience. NYUAD students come from all over the world and have a wide variety of experience with libraries, and the library strives to fill in the information gaps of all individual students (Datig, 2014).

As mentioned previously, librarians created a community of practice to develop orientation materials and improve their teacher-librarian skill set. Central to our practice was creating a common language to use while instructing first-year students. We wanted to emphasize the importance of the academic library by communicating that the goal was to create “a shared library experience” and “a shared research experience.” Librarians also strive to eliminate the use of library jargon and encourage all students to participate by affirming students’ comments and questions, rephrasing what students say, and building on (or correcting) as necessary. Participating in the library orientation program allowed all students to develop the same skill set, so everyone could be equal in the classroom.

Furthermore, with critical information literacy in mind, we use examples from a variety of cultures and countries, not just North America. We select books for the search exercise written by women, people from the Global South, people of color, and about a variety of topics. We ask for topics from the class while practicing Boolean search techniques but have sample topics ready that we hope are relevant to our diverse student body.

FINAL THOUGHTS

With students from around the world who have varying levels of experience with libraries, we find that multiple, tiered interactions serve to prepare students for success at NYUAD. However, as the year has progressed, students are exhibiting signs of library orientation fatigue and feel that they already know what they need to know about the library. Beginning with the class of 2020, all first-year students are required to take a First-Year Writing Seminar. Accordingly, we are working with writing instructors to deliver embedded library instruction and critical source evaluation in this class. We will continue to gather multimethod assessment data to improve our orientation programs. This summer, we plan to adjust our orientation plans again and reduce the number of interactions with the first-year class, while still ensuring that new students have the information they need.

Our library orientation model could be adapted by any academic library that serves an international student population or that serves specific groups of students such as first-generation, transition, or commuter students. Keeping in mind the five core concepts laid out in this chapter—campus collaboration, staff training, assessment, cultural awareness, and library instruction—libraries could develop engaging user-focused programs that use evidence-based recommendations. Furthermore, we suggest librarians undertake multimethod research projects tailored to your library size and time constraints to learn about **your** students and their needs. We have found the research that we and our colleagues have completed continues to be extremely helpful in planning our programs.

REFERENCES

- Brown, N. E., & Barr-Walker, J. (2013). Collaboration and innovation “across land and sea”: Developing global library orientations. *College and Research Libraries News*, 74(9), 484–487.
- By the Numbers* — NYU Abu Dhabi [WWW Document], n.d. Retrieved from <http://nyuad.nyu.edu/en/admissions/student-profiles/by-the-numbers.html>.
- Datig, I. (2014). What is a library? International college students’ perceptions of libraries. *The Journal of Academic Librarianship*, 40(3/4), 350–356. <https://doi.org/10.1016/j.acalib.2014.05.001>.
- Datig, I. (2016). Citation behavior of advanced undergraduate students in the social sciences: A mixed-method approach. *Behavioral and Social Sciences Librarian*, 35, 64–80. <https://doi.org/10.1080/01639269.2016.1214559>.
- Datig, I., & Russell, B. (2015). “The fruits of intellectual labor”: International student views of intellectual property. *College and Research Libraries*, 76(6), 811–830. <https://doi.org/10.5860/crl.76.6.811>.

- Houlihan, M., Wiley, C., & Click, A. (2017). International students and information literacy: A systematic review. *Reference Review Services*, 45(2), 258–277. <https://doi.org/10.1108/RSR-06-20160038>.
- Neugebauer, S. (2016). *FYD course packet, online course materials, fall semester*. New York University Abu Dhabi.
- NYU Abu Dhabi. (2016). *NYU Abu Dhabi bulletin 2016–17*.
- Open Doors 2016 Executive Summary [WWW Document]*, n.d. Retrieved from <http://www.iie.org/en/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2016/2016-11-14-Open-Doors-Executive-Summary#.WHPZWVN97IU>.