3-14-2009

Buy low, sell high, get in now: Low-stakes/low-investment information literacy initiatives pay off big

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The First-Year Summer Reading Assignment created heightened awareness of campus wide Information Literacy Objectives which led to opportunities for librarians in their liaison duties.

Immediate Successes

- 400 summer annotated bibliographies completed
- 95% completion rate for New Student Orientation tasks
- Positive first impressions of library and research process
- Visibility of project acts as conversation opener with faculty
- New information literacy assignments in first-year courses
- Relationship with campus entities and Orientation program expanded

Long Term Opportunities

- Participation in Summer Reading assignment established
- Tie-in with Trinity’s Y & P program and first-year goals
- IL in extracurricular context demonstrated
- Low stakes, low risk can prime students for higher order IL
- Low investment, high completion rate inspires new collaborations
- New opportunity for higher stakes collaborations with faculty

Selected Bibliography:

- Park, J., & Koehler, E. (2000). "How information literacy instruction using a research-based course can improve elementary teachers' information literacy instruction." 

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